

## Syllabus of the course “Second Foreign Language 2 (French)”

### 1. BASIC DETAILS

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**Name of the subject:** Second Foreign Language 2 (French)

**Code:** 101174

**Degree:** Bachelor's Degree in Tourism

**Academic year:** 2016-2017

**Type of subject:** core

**ECTS credits (hours):** 6 (150)

**Duration:** one year

**Language of instruction:** French

**Teaching staff:** Teachers from the Language Service

### 2. PRESENTATION

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This second course in French takes students to level **A2** of the *Common European Framework of Reference for Languages* of the Council of Europe (2001). The content of this three-year course is geared towards the tourism profession.

Bearing in mind the knowledge that most students have of at least one Romance language the capacity for comprehension is higher than the capacity for expression.

The course comprises 60 classroom hours corresponding to **level A2.1** of the *Common European Framework of Reference for Languages*.

Students who are unable to come to the classes have the option of taking the exam during the second sitting (see section 8).

### 3. OBJECTIVES, COMPETENCES AND LEARNING OUTCOMES

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#### OBJECTIVES

##### **Knowledge-related objectives**

Students acquire the knowledge of the language described in section 5 of this document. They also develop communicative competences in oral and written interaction, being able to do the following at the end of the second year:

1. Use French as a vehicular language in class.
2. Understand and use adequately simple formulas for social interaction.
3. Have interiorised the rhythm and intonation of the French language.
4. Read texts in specialised language (tourism).
5. Understand brief spoken messages (news items, announcements, telephone messages) given by speakers using standard forms of the language about topics from professional life. Copy and dictate telephone messages and answer the messages adequately. Transmit the information.
6. Select the relevant information from a longer spoken or written message according to needs.
7. Describe and compare people, places and things and, if necessary choose the best.
8. Fill in forms and other documents asking for personal information and an evaluation of services.
9. Have a conversation relation to situations of professional social interaction and topic of more personal interest.
10. Suggest, invite or advise in everyday situations both in personal and professional environments.
11. Write simple texts about everyday situations and professional reports.
12. Describe things related to personal experiences.

##### **Skills objectives**

On finishing the programme of three courses in French, students will be able to:

1. Develop a degree of precision (in grammar, pronunciation, use of vocabulary, register, etc. and fluency (speed of production, ability to express ideas and create discourse), both in writing and speaking, equivalent to level **A2.1** of the *Common European Framework of Reference for Languages*)
2. Develop strategies and skills for understanding authentic written texts and speaking.
3. Develop strategies for continuing learning independently outside the classroom.
4. Develop the capacity to be able to function linguistically with efficiency in the area of tourism and everyday situations.
5. Use consultation material necessary for language learning: dictionaries, grammar books, text or exercise books, etc.

#### **SPECIFIC COMPETENCES AND LEARNING OUTCOMES**

SC 8. Use techniques of business communications of tourism organisations: internal, external and corporate.

##### **LEARNING OUTCOMES**

SC 8.4. Identify vocabulary and grammatical structures applied to the tourist sector in three foreign languages.

SC 8.5. Use available internet resources about tourism in three foreign languages.

SC 9. Communicated orally and in writing in three foreign languages in the field of tourism, as well as in the different areas associated with the field.

##### **LEARNING OUTCOMES**

CE 9.3. Apply mid to high level idiomatic peculiarities in the tourist sector in three foreign languages.

CE 9.4. Draw up discourses appropriate to different functions, contexts, means, activities and situation in your own area of work.

#### 4. TRANSVERSAL COMPETENCES

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In group and pairwork students acquire experience of interpersonal relationships and, more specifically, working in small groups. During the foreign language courses students acquire the necessary autonomy to be able to organise their time and resolve problems or questions that may arise during the learning process. Students also reflect on the different learning strategies and ways in which to continue learning outside the classroom.

TC 1. Develop the capacity to learn with autonomy.

TC 2. Be able to self-evaluate knowledge acquired.

TC 4. Manage communication techniques at all levels.

TC 10. Work in a team.

#### 5. TOPICS AND CONTENT

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The nature of the learning process for languages in all the skills and abilities are continually related and so the contents below are all worked on together. The linguistic content is subdivided in function of language, grammar and vocabulary.

##### **Language functions**

**The communicative activities listed below have both general and specific language functions in the field of tourism.**

✓ Social function

- Say goodbye.
- Use the usual forms of courtesy (when interested in somebody, offering to do something, etc.).
- Apologise.
- Offer and reply to an invitation.
- Start and hold a telephone conversation.

✓ ***Informative function***

- Ask for and give information about objects, people and places.
- Ask for and give the necessary information about a product.
- Express a lack of awareness or a knowledge of something.
- Pass on information coming from other people.
- Ask for and give information about someone's state of health or mood.

✓ ***Expressive function (feeling and moods)***

- Express obligation.
- Express desire or preference.
- Express necessity or interest.

✓ ***Valorative function***

- Ask for a give opinion and impressions about events, people or things.
- Show agreement or disagreement with somebody or with an idea.
- Express approval or disapproval.
- Compare qualities and quantities.

✓ ***Indicative function***

- Express necessity, obligation or interest in doing something.
- Ask for, give and refuse permission to do something.
- Ask for and give instructions.
- Ask somebody to do something.
- Give advice, prevent something from happening, warn someone.
- Suggest an activity.

✓ ***Metalinguistic function***

- Ask for and provide the translation of a word or expression.
- Clarify the meaning of a word or expression.

**Grammar content**

Students must be able to recognise and adequately use the following grammatical structures:

1. Consolidation of the present indicative.
2. Consolidation of possessive adjectives.
3. Comparatives.
4. Extension and consolidation of masculine and feminine nouns and adjectives. Position of the adjective in the sentence.
5. Consolidation and extension of prepositions of place and time.
6. The imperfect: conjugation and use.
7. The *passé composé*: conjugation and uses.
8. Expressions of time: *quand, il y a, depuis*.
9. Future and near future.
10. The imperative.
11. Expressions of obligation: *falloir, devoir* (+ *infinitif*).
12. Adverbial pronouns: *y, en*.
13. Direct and indirect object pronouns.
14. Consolidation of reflective and tonic pronouns.
15. The conditional (limited use).
16. Relative pronouns: *qui, que, où*.

### Vocabulary

Students should be able to recognise, name, remember, explain and choose the right word, and use it in the communicative situation in which it is required. The vocabulary is basically framed in the following two fields:

1. Landscape, description, geography, artistic and cultural heritage.
2. Leisure and sports activities.
3. Travel: means of transport, accommodation, food (gastronomy), souvenirs and shopping, special diets, types of organisation.
4. Everyday life.
5. People's character and behaviour.
6. Weather and climate.

### Phonetic and prosodic content

Student should be able to recognise and adequately use the prosodic elements (intonation, rhythm, etc.) of the language. Students should also be able to recognise and adequately use basic sounds in French as they apply to the following:

1. Consonant endings (*s, t, r*).
2. Distinction between */y/, /i/, /u/*.
3. Double vowels.
4. Nasals.
5. */ð/, /ɛ/, /Σ/*.
6. Typical consonants (*ch, ll, b, v, ç, s, ss, r, g, j, qu, x*).
7. Phonetic units: the most frequent *liaisons*.

### 6. RECOMMENDED READING

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Reading is a crucial component of the course. Apart from the course Reader, teachers will assign a large variety of texts to help students develop their reading capacity and improve their language.

1. Essential:
  - Text book (finish the book started in the first year).
  - Text book *Tourisme.com* de CLE International (Professional French text book used in second and third year).
  - Grammar exercises: *Grammaire Progressive du Français avec 680 exercices (3<sup>rd</sup> edition)*. *Niveau intermédiaire*. CLE International. (Used in first, second and third years.)
  - Dossier with texts, exercises, proposals for class projects, which students should buy and bring to class.
    - ✓ Multimedia learning materials online and on websites (see Campus Virtual).

## 7. TEACHING METHODOLOGY

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On the French courses the intention is that students should be able to actively use the Language in class and also in their practice outside the classroom to carry out tasks which resemble everyday situations in different contexts. Teachers encourage students to use the language actively in order to learn by designing and promoting activities for students to participate in the class and become the main focus of their own learning.

The methodology is basically interactive. Students have to put into practice their language knowledge in order to fulfil a series of tasks (spoken and written) in both a general context and in the field of tourism. In other words, the emphasis is on the learning process rather than master classes by the teaching staff.

## 8. ASSESSMENT

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### *Continual assessment*

In order to be eligible for continuous assessment Student must be able to accredit class attendance of at least 80%.

#### *Continual assessment activities*

**1. Writing.** Between 4 and 6 writing activities. Teacher may ask for writing assignments to be resubmitted (the correction of the original writing exercise by the student) if necessary.

**2. Dossier.** The dossier contains between 8 and 12 activities to assess the four Language skills. These may be done at home or in class.

The kinds of activity to be included in the dossier are listed below:

Reader reports  
Transformation activities  
Mini-tests  
Self-evaluation files  
Search for information  
Production of documents

The days that the department organises mid-term exams may be used for activities that form part of the dossier such as mini-tests of oral and written comprehension.

**3. Speaking activities.** Throughout the course there will be at least one and a maximum of two speaking activities. These may be individual or group activities and may take place in the classroom or be recorded. According to the level and the number of

students in the classroom the speaking activities may be monologues, dialogues, presentation, etc.

**4. Partial exams.** In the middle of the course there are partial exams: one for writing (two tasks) and another for speaking. The exams are in the same format as the final exam.

Continual assessment during the course counts for 60% of the final grade.

The percentage of each activity in relation to the total for continual assessment is as follows:

ACTIVITIES	TOTAL 60 %
Writing exercises	15 %
Dossier	25 %
Speaking activities	10 %
Partial exams	10 %

*Final continual assessment exam:* assessment of writing and speaking.

Weighting of the final continual assessment exam: 40%.

To pass this subject an overall pass grade of 60% is required (activities and final exam).

#### ***Final exam sitting***

If students have not presented for the continual assessment or if they have failed they have the right to take a final exam which will include the four skills (written comprehension, listening comprehension, writing and speaking). A minimum 50% in each skill (each part of the exam) is required to pass and a minimum total of 60% for the whole exam in order to pass the subject.

#### ***Resit exam***

Students who obtain a mean grade of between 4 and 4.999 in the final exam have the right to resit.

The resit will consist of retaking the parts of the exam for which the students obtained a grade lower than the overall average. People with the right to resit must retake the exam (with the same number of tasks and items as the final exam) for the skills for which they obtained a grade of less than 60%.

#### ***Change of the exam date***

Students who are unable to attend the exam on the established dates for medical, work (trips or similar obligations) or personal reasons may request a change of date from their teacher, **on presentation of the necessary documentation** and (except in extreme cases such as accidents) with 7 calendar days' notice. Where the change of date is admitted the exams will

take place during the period established by the University School for Tourism and Hotel Management.

*Other assessment aspects*

Under no circumstances will students who have presented and passed continual assessment be allowed to sit the exam in order to improve their grade.

There is no type of level certificate.

## 9. ORGANISATION OF STUDENT WORKLOAD

Type	Activity	Hours	ECTS Cr.	Learning outcomes
Theory classes	Classroom based	30	1.2	SC 8.4, SC 8.5, SC 9.3, SC 9.4 TC4, TC10
	Non-classroom based	30	1.2	SC 8.4, SC 8.5, SC 9.3, SC 9.4 TC1, TC2, TC4
Guided activities	Classroom based	30		SC 8.4, SC 8.5, SC 9.3, SC 9.4 TC4
	Non-classroom based	30	1.2	SC 8.4, SC 8.5, SC 9.3, SC 9.4 TC1, TC2, TC4
Supervised activities	Tutorials	5	0.2	TC2
	Classroom based			
	On line	5	0.2	TC2
Autonomous activities	Theory	10	0.4	SC 8.4, SC 8.5, SC 9.3, SC 9.4 TC1, TC2, TC4
	Guided activities	10	0.4	SC 8.4, SC 8.5, SC 9.3, SC 9.4 TC1, TC2, TC4
<b>TOTAL</b>		<b>150</b>		

## 10. TEACHING TIMETABLE

**First semester: 26 hours (2 hours a week)**

Week	Topic	Method	Hours
1-2-3	1. Description of a regions or country of tourist interest (situation, accesses, landscapes, climate, facilities). Tourist trip programme (leisure activities).	Revision and extension of vocabulary . Class participation (speaking). Exercises in written comprehension and listening comprehension. Written work.	6 Book, photocopies and websites
4-5	2. Ask for and give information about gastronomy: describe regional dishes. Draw up a menu.	Revision and extension of vocabulary. Class participation (speaking). Exercises in written comprehension and listening comprehension. Written work.	4 Book, photocopies and websites
6-7	3. Describe a journey (actions). Biography.	Revision and extension of vocabulary. Class participation (speaking). Exercises in written comprehension and listening comprehension. Written work.	4 Book and photocopies
8-9	4. Advise and give information to improve quality of life (food, image, clothes). Doctor's visits.	Revision and extension of vocabulary. Class participation (speaking). Exercises in written comprehension and listening comprehension. Reading texts for information. Written work.	4 Book and photocopies
10	5. Choose a restaurant and go there. Compare.	Revision and extension of vocabulary. Class participation (speaking). Exercises in written comprehension and listening comprehension. Reading texts for information.	2 Book and websites
11-12	6. Make personal plans and projects. Suggest, invite, find information and reserve tickets for shows.	Revision and extension of vocabulary. Class participation (speaking).	2 Book and photocopies
13	7. Describe a journey in the past and explain your own impressions. Introduction to the <i>imparfait</i> .	Revision and extension of vocabulary. Class participation (speaking). Exercises in written comprehension and listening comprehension.	2 Book and photocopies

14	8. Offer impressions and opinions about a tourist site, services, infrastructures, quality.	Revision and extension of vocabulary. Class participation (speaking). Exercises in written comprehension and listening comprehension. Written work.	2 Photocopies

**Second semester: 33 hours (3 hours a week)**

1-2	9. Think of a different age and compare it with today. Remember and describe a personal experience (childhood).	Revision and extension of vocabulary. Class participation (speaking). Exercises in written comprehension and listening comprehension. Written work.	6 Book and photocopies
3-4	10. Find and give information about a tourist region (sport, leisure activities, prices, conditions).	Revision and extension of vocabulary. Class participation (speaking). Exercises in written comprehension and listening comprehension. Written work.	4 Book and photocopies
4-5	11. Choose and reserve accommodation.	Revision and extension of vocabulary. Class participation (speaking). Exercises in written comprehension and listening comprehension. Research project using information from websites and brochures.	4 Photocopies and websites
5-6	12. Give information at the tourist office.	Revision and extension of vocabulary. Class participation (speaking). Exercises in written comprehension and listening comprehension. Self-evaluation exercises (in class and on line).	3 Book, and photocopies
6-7	13. Choose means of transport, reserve and buy a transport ticket (timetables, prices, conditions). Ask for and give information at the airport.	Revision and extension of vocabulary. Class participation (speaking). Exercises in written comprehension and listening comprehension. Buy a train or air ticket online.	6 Book and websites.

8-9-10	<p>14. Plan a trip for a particular client (circuit: itinerary, accommodation, transport, activities, stay, small trips, etc.)</p> <p>Find information about, compare, choose and sell a tourist product.</p>	<p>Revision and extension of vocabulary.</p> <p>Class participation (speaking).</p> <p>Exercises in written comprehension and listening comprehension.</p> <p>Research project using information from websites and brochures with information for travellers.</p> <p>Written and speaking work.</p>	6 Book, photocopies and websites.
11	10. Describe objects (useful for a trip).	<p>Revision and extension of vocabulary.</p> <p>Class participation (speaking).</p> <p>Exercises in written comprehension and listening comprehension.</p>	4 Book

## 11. ENTREPRENEURSHIP AND INNOVATION

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Assessment is carried out by means of a student learning portfolio which has to include the students best work with the aim of demonstrating their level and a certain degree of autonomy for producing work within some lines of work suggested by the teachers.

Regarding methodology, the teachers offer guidance on the levels of the tasks, of the materials, of the productions obtained and of the students' progress, and on the resources available for lifelong learning (fostering self-directed learning and self-assessment skills).

Regarding the mechanisms or strategies proposed, informal learning is fostered by using communities of practice, and Web 2.0 tools are used whenever this is technically possible: blogs, networks, virtual learning environments, and documents produced collaboratively for diachronic and/or synchronic assignments.

## 12. RECOMMENDATIONS

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As with any foreign-language course it is vital for students to participate actively in the on-site classes and in all the work to be done outside the classroom.

It is also vital for them to use all the means at their disposal to stay in touch with the language outside the classroom.

To that end they are recommended to consult the online resources of the Centre for Independent Language Learning of the Language Service, which have been specially selected by the Language Service teachers: <http://pages.uab.cat/cal/content/francès>, and then the specific section Francès a Turisme.