

Subject Study guide “French I”

1. IDENTIFICATION

Subject name: First Foreign Language 1 (French)

Code: 101165

Degree: Bachelor's Degree in Tourism

Academic course: 2018-2019

Subject type: core FB

ECTS credits (hours): 6 (150)

Teaching period: 1st (one year)

Teaching language: French

Teachers: Teachers from the Language Service

E-mail:

2. PRESENTATION

This initial course in French takes students to level **A1** of the *Common European Framework of Reference for Languages* of the Council of Europe. The content 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 A1** of the *Common European Framework of Reference for Languages*.

The lessons take place in the classroom. Students unable to attend the classes may enter the second exam sitting.

The starting level is that of beginner. Students with some knowledge of the language will be given a level test at the start of the course. Students with a level much higher than that of the course may take the final exam (see section 8).

3. EDUCATIONAL 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 course:

- Recognise the orthographic marks of French and relate them to the corresponding phonemes.
- Recognise the letters that are pronounced and those that are not.
- Distinguish between the phonemes /y/, /u/, /ø/, /e/ and /œ/.
- Progressively interiorise the rhythm and intonation of French.
- Understand brief oral messages emitted in the media, by telephone or in public places.
- Have a simple conversation related to basic situations in everyday life.
- Understand announcements, news and brief pieces of journalistic information and extract information from a written text aimed at the general public (notices, posters, brochures, notes, etc.).
- Write brief and simple message in French (postcards, notes, personal texts, etc.).
- Fill in forms asking for personal information.

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 **A1** 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.

4. COMPETENCES AND LEARNING OUTCOMES

SPECIFIC COMPETENCES AND LEARNING OUTCOMES

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

LEARNING OUTCOMES

SC 8.1. Identify the vocabulary specific to communication in business in two languages.

SC 8.2. Identify grammatical forms that are typical of business communication in the two foreign languages.

SC 8.3. Develop theoretical and practical skills in two foreign languages and in topics related to the tourist sector.

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

SC 9.1. Use the specific idiomatic forms required by the sector in two foreign languages.

SC 9.2. Apply two foreign languages in specific context and real situations.

TRANSVERSAL COMPETENCES

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. TOPIC AND CONTENT

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.

a) *Social function*

- Establish contact with people: greet and respond to greetings. Welcome people.
- Say goodbye.
- Introduce yourself and others.
- Apologise.
- Give thanks.

b) *Informative function*

- Identify yourself and others. Ask for and give personal information (name, age, profession, address, nationality, civil status, family situation, customs, tastes, holidays). Describe somebody's physical appearance.
- Ask for and give information about places (situation, characteristics, etc.).
- Ask for and give information about time: the time, timetables, dates, duration of an activity.
- Ask for and give information about a present, past or future event.

c) *Expressive function (feelings and sentiments)*

- Express satisfaction or dissatisfaction.
- Express preference.
- Express desires.

d) *Inductive function*

- Ask questions and express the wish or desire to do something.
- Show the possibility or impossibility of doing something.
- Suggest an activity.

e) *Metalinguistic function*

- Ask and tell how to say or pronounce words in French.
- Ask and tell how to spell a word and which graphic signs are required (accents, apostrophes, commas, full stops, hyphens, etc.).
- Ask to have spoken communication respected, to speak more slowly or louder.
- Ask for the meaning of a word or expression.

Grammatical content

Students should be able to recognise and use the following grammatical structures properly:

Determinants

- Definite articles: *le, la, les*.
- Indefinite articles: *un, une, des*.
- Contractive articles: *au, aux, du, des*.
- Partitive articles: *du, de la, de l', des* (introduction).

Adjectives

- Demonstratives: *ce, cet, cette, ces*.
- Possessives: *mon, ton, son* and their agreements.
- Numerals: cardinals and ordinals.
- Exclamations and interrogatives: *quel, quelle, quels, quelles*.

Nouns and adjectives

- Noun: gender and number.
- Qualificative adjectives: agreement.

Verbs

- Simple present tense of regular and irregular verbs.
- *Passé composé* of regular and irregular verbs (introduction).
- Auxiliary verbs *être* and *avoir*.
- Present conditional (courtesy).
- Verbs of possibility (*pouvoir* + inf.), and the near future (*aller* + inf.).

Adverbs

- Of quantity (*beaucoup, peu, assez, très, trop*).
- Of frequency: (*souvent, toujours...*).
- Of judgement (*bien, mal*).
- Of time.
- Of place.
- Of affirmation or negation.

Pronouns

- Personal pronouns as subjects: *je, tu, il, elle, on*.
- Personal pronouns as direct objects : *le, l', la, les*.
- Reflexive pronouns: *me, te, se, nous, vous*.
- Tonic pronouns and pronouns of preposition: *moi, toi, lui, elle*.

Basic conjunctions

- Coordination: *et*.
- Opposition: *mais, ou*.

Prepositions

- Of place: *à, en, dans, devant, entre, sur*.
- Of time: *en, à, après, avant*.

Vocabulary

The vocabulary content is based around the following areas: presentations (professions, nationality, family, description of people), tastes, entertainment and sports, everyday activities and leisure activities, description of places (neighbourhood,

city, house) holidays, tourist trips, transport, climate, accommodation, shopping (businesses or transactions), food and drink.

6. RECOMMENDED BIBLIOGRAPHY

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.

- ✓ Essential:
 - Text book (recommended at the beginning of the course).
 - Grammar exercises: *Grammaire Progressive du Français avec 680 exercices (nouvelle version). Niveau intermédiaire*. CLE International. (First, second and third books used.)
 - Dossier with texts, exercises, proposals for class projects, which students should buy and bring to class.
- ✓ Multimedia learning materials online and on websites.

7. TEACHING METHODOLOGY

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.

TRAINING ACTIVITIES

Activity	DU	Hours	ECTS	Learning outcomes
----------	----	-------	------	-------------------

Type: Theory classes

Classroom based	30	1.2	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2 TC 4, TC 10
Non-classroom based	30	1.2	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2 TC 1, TC 2, TC 4
Type: Directed			
Classroom based	30	1.2	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2 TC 4
Non-classroom based	30	1.2	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2 TC 1, TC 2, TC 4
Type: Supervised			
Tutorials classroom based	5	0.2	TC 2
On line	5	0.2	TC 2
Type: Autonomous			
Theory	10	0.4	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2 TC 1, TC 2, TC 4
Guided activities	10	0.4	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2 TC 1, TC 2, TC 4

8. ASSESSMENT SYSTEM

Continuous assessment

Students must have attended at least 80% of their classes in order to be included in the continuous assessment process.

Continuous assessment activities

Writing tasks. Between two and five writing tasks are performed. Students may be asked to rewrite their texts to improve on the first version.

Portfolio. The portfolio contains between six and eight tasks, covering the four language skills. These may be done at home or in class.

The following are examples of these tasks.

- Reading worksheets
- Transformation exercises
- Mini-tests
- Self-assessment sheets
- Information search
- Production of documents

The days allocated to mid-course exams can be used to work on portfolio activities, such as the listening and reading mini-tests.

Speaking activities. Over the year, between one and two speaking activities will be conducted. These may be individual or group activities, and may take place in the classroom or be recorded and sent in. Depending on the level and the number of students in the class, they could be monologues, dialogues, presentations, etc.

Mid-course tests. One or more mid-course tests are held on the days set aside for this purpose, consisting of a writing test (one or two tasks) and/or a speaking test. These tests are in the same format as the final exam.

Attitude and participation. Students' degree of effort, attitude, and participation are assessed.

Final continuous assessment test: writing and speaking. This test is on the same day as the final exam.

To pass the course an overall mark of 60% must be obtained (activities plus final test.)

Final exam

Students who have failed or not taken the continuous assessment are entitled to take a final exam that tests the four language skills. In order to pass the exam, and therefore the course itself, a minimum mark of 50% must be obtained in each skill (each part of the exam) and a minimum 60% overall.

Exam resits

Students with an average score between 3.5 and 4.999 in the final exam are entitled to a resit.

Resits involve retaking the parts of the exam on which their scores were below the overall average mark. In other words, the skills in which they obtained scores below 60%.

Changing the exam date

Students who cannot take the exam on the set dates due to health, work (trips or other similar obligations) or on compassionate grounds may ask their teacher for a change of

date, **supplying any necessary documents**, and giving notice of at least seven calendar days except in extreme cases such as accidents. If the request is accepted, the exams must still be taken within the period set by the School of Tourism and Hotel Management.

Further points regarding assessment

Students who have passed the continuous assessment may not, under any circumstances, take the final exam in order to obtain a higher grade.

No level certificates of any kind are issued.

ASSESSMENT ACTIVITIES

Activity	Weight	Hours	ECTS	Learning Outcomes
Writing tasks	15 %	1.5	0.06	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2
Portfolio	20 %	5	0.2	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2
Speaking activities	5 %	0.5	0.02	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2
Mid-course tests	10 %	1	0.04	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2
Attitude and participation.	10 %	—	—	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2.
Final test	40 %	1.5	0.06	SC 8.1, SC 8.2, SC 8.3, SC 9.1, SC 9.2

An overall average grade of 60% is required to pass the test.

9. PLANNING

First semester: (3 hours a week)

WEEK	TOPIC	METHOD	HOURS
1-2-3-4	1. Alphabet and phonetics: e, u, double consonants and endings (-e, -s, -x, etc.). Numbers.	Grammar and vocabulary. Classroom participation (speaking). Written and spoken	12 Alter Ego 1+ Dossiers 0, 1,

	Greetings (formal and informal). 2. Identifying people (name, nationality, origin, age, personal details personals). Days of the week, months. Introductions, passions and tastes.	comprehension. Self-evaluation and revision exercises (in class and on line). Written work.	photocopies
5-6	3. Tastes and activities. Leisure, sports, everyday activities and leisure. Professions.	Grammar and vocabulary. Classroom participation (speaking). Written and spoken comprehension. Self-evaluation and revision exercises (in class and on line). Written work.	4 Alter Ego 1+ Dossier 3, lesson 1, 2 + Carnet de voyage , photocopies
7-8	4. Descriptions of people The family. Physical descriptions.	Grammar and vocabulary. Classroom participation (speaking). Written and spoken comprehension. Self-evaluation and revision exercises (in class and on line).	4 Alter Ego 1+ Dossier 3, lesson 3. Dossier 5 lesson 3: p. 108-109, photocopies
9-10-11	5. Working day, diary, working hours Daily life: day, timetables, activities. 6. Major festivals and projects.	Grammar and vocabulary. Classroom participation (speaking). Written and spoken comprehension. On line revision. Written work. Self-evaluation sheet 1	6 Alter Ego 1+ Dossier 4, lesson 1. Dossier 5 lesson 1, photocopies

Second semester: (3 hours a week)

WEEK	TOPIC	METHOD	HOURS
1-2-3	7. The city, neighbourhood, geographical locations, number of inhabitants, small description. 8. Businesses and shops (location, itinerary, introduction to food products).	Grammar and vocabulary. Classroom participation (speaking). Written and spoken comprehension. On line revision. Written work.	6 Alter Ego 1+ Dossier 2 lessons 1-2 (p. 50-51), lesson 3, Carnet de voyage, Dossier 7 lesson 1 p.136-137, photocopies.
4-5	9. Activities and frequency: everyday life, frequent activities, tasks around the house, vocabulary about hygiene. 10. The house (description).	Revision and extension of grammar and vocabulary. Classroom participation (speaking). Written and spoken comprehension. Self-evaluation and revision exercises (in class and on line).	4 Alter Ego 1+ Dossier 4 lesson 3 p.88-89, Dossier 9 lesson 1: p.172-173 photocopies and websites.
5-6	11. Suggest an activity to someone. Organise a dinner or a party (invitations). Ask for and give information in a sports club (activities, timetables, groups, prices).	Revision of grammar and vocabulary. Classroom participation (speaking). Written and spoken comprehension. On line revision. Written work.	6 Alter Ego 1+ Dossier 4 lesson 2, Photocopies
7-8	12. Activities, leisure, the weather. Holiday projects: organise a trip	Grammar and vocabulary. Classroom participation (speaking).	6 photocopies

	and holiday activities.	Written and spoken comprehension. On line revision.	
9-10	13. Speaking in the past: daily life, holidays. Write an e-mail about holidays (past, present, future).	Revision and extension of grammar and vocabulary. Classroom participation (speaking). Written and spoken comprehension. Self-evaluation and revision exercises (in class and on line). Written work. Self-evaluation sheet 2	6 Alter Ego 1+ Dossier 4 lesson 3 p.90-91, Dossier 5 lesson 3: p.106-1076 photocopies
11-12	14. Meals, usual food (review of tastes and timetables). 15. Going shopping, going to the market. Asking for a product or the price, paying.	Grammar and vocabulary. Classroom participation (speaking). Written and spoken comprehension. Self-evaluation and revision exercises (in class and on line).	4 Alter Ego 1+ Dossier 8 lesson 1: p.154-155, photocopies

10. ENTREPRENEURSHIP AND INNOVATION

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.

Recommendations

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 this 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://pagines.uab.cat/cal/content/francès>, and then the specific section Francès a Turisme.