

Subject Study Guide “French II”

1. IDENTIFICATION

Subject name: First Foreign Language 2 (French)

Code: 101183

Degree: Bachelor's Degree in Tourism

Academic course: 2018-2019

Type of subject: Compulsory OB

ECTS Credits (hours): 6 (150)

Teaching period: 2nd (one year)

Teaching language: French

Teachers: Teachers from the Language Service

E-mail: laura.delapaz@uab.cat, genevieve.roubira@uab.cat, merce.oliva@uab.cat

2. PRESENTATION

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. 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 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.

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 8.4. 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.

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.

✓ 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 (introduction).
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 reflexive 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. */ə/* and */ʒ/*.
6. Typical consonants (*ch, ll, b, v, ç, s, ss, r, g, j, qu, x*).
7. Phonetic units: the most frequent *liaisons*.

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.

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 (3rd 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

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 8.4, 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
Type: Directed				
Classroom based		30	1.2	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
Type: Supervised			
Tutorials classroom based	5	0.2	TC 2
On line	5	0.2	TC 2
Type: Autonomous			
Theory	10	0.4	SC 8.4, 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

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	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. Activity: Sheet TV5	6 AlterEgo 1 +: Dossier 6 (p.118 - 123) Tourisme.com: lesson 4: p.60 p.113. B, p.66 ex.5,p.108 ex. A-B photocopies
3-4	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.	6 AlterEgo1 +: Dossier 7 p Dossier 8 p Tourisme.com, lesson 2 (p. 31)
5	3. 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.	3 AlterEgo1 +: Dossier 8 p. 158-161
6-7	4. Advise and give information to improve quality of life (food, image,	Revision and extension of vocabulary. Class participation	6 Photocopies

	clothes). Doctor's visits.	(speaking). Exercises in written comprehension and listening comprehension. Reading texts for information. Written work.	
8	5. Make personal plans and projects. Suggest, invite, find information and reserve tickets for shows.	Revision and extension of vocabulary. Class participation (speaking).	3 AlterEgo1 +: Dossier 5 p. 102-105 + photocopies
9-10	6. Describe a journey and a weekend in the past.	Revision and extension of vocabulary. Class participation (speaking). Exercises in written comprehension and listening comprehension. Written work. Self-evaluation sheet 1	4 Photocopies + Alter Ego 1+, Tourisme.com, lesson 3: p. 52 + 53 ex.7, p. 109, ex. A (1,2), B, p. 111, ex.C

Second semester: (3 hours a week)

1-2	7. Talk about a journey in the past and offer impressions and opinions about a tourist site, services, infrastructures, quality.	Revision and extension of vocabulary. Class participation (speaking). Written work.	4 Photocopies Alter Ego 1+, Dossier 6 lesson 3: p.126-127
2-3	8. Find and give information about a tourist region (sport, leisure activities, cultural displays, timetables, prices, conditions).	Revision and extension of vocabulary. Class participation (speaking). Exercises in written comprehension and listening comprehension. Internet information search (a cultural display).	4 Tourisme.com, lesson 3 (p. 45, 46, 47, 48, 49, 50) + photocopies AlterEgo1 +: Dossier 6 p. 124-125
3-4	9. Give information at the tourist office.	Revision and extension of vocabulary. Exercises in written comprehension and listening comprehension. Speaking activity: recorded conversation	3 Tourisme.com, lesson 4 (p. 58, 59, 67) + photocopies
5-6	10. Plan a trip for a particular client (circuit: itinerary, accommodation, transport, activities, stay, small trips, etc.)	Revision and extension of vocabulary. Exercises in written comprehension and listening comprehension.	6 Tourisme.com, lesson 4 (p. 60, ex. 5,6,7), lesson 5 (p. 77, 78, 79 +

	Find information about, choose, sell and buy a tourist product.	Research project using information from websites and brochures with information for travellers. Written work.	p. 107, ex. D, p.109 ex. A 3- C 1) + photocopies
7-8	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
8-9-10	12. 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. Exercises in written comprehension and listening comprehension. Speaking activity: recorded conversation. Self-evaluation sheet 2.	6 Tourisme.com, lesson 2, p. 32, 33, 34 + p. 109, ex. D, p. 110, ex. A-B-C-D, p.114 ex. A-B, p. 26, 27, 28)
10	13. Describe objects (useful for a trip).	Revision and extension of vocabulary. Class participation (speaking). Exercises in written comprehension and listening comprehension.	2 AlterEgo1 +: Dossier 7 p. 146, 147

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