

**Second Foreign Language II, French**

Code: 101174  
ECTS Credits: 6

Degree	Type	Year	Semester
2500894 Tourism	OB	2	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

### Contact

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### Use of Languages

Principal working language: (fre)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

### Teachers

Mercè Oliva Bartolomé  
Genevieve Roubira

### Prerequisites

There are no entry requirements but level A1 of the Common European Framework of Reference for Languages is recommended.

### Objectives and Contextualisation

Students acquire the knowledge of the language and 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.

## Competences

- Communicate orally and in writing in three foreign languages within the tourism field and others related to it.
- Develop a capacity for independent learning.
- Implement business communication techniques used by tourism organisations: internal, external and corporate.
- Self-assess the knowledge acquired.
- Use communication techniques at all levels.
- Work in a team.

## Learning Outcomes

1. Develop a capacity for independent learning.
2. Identify vocabulary and grammar resources for use in the tourism sector, in three foreign languages.
3. Self-assess the knowledge acquired.
4. Use communication techniques at all levels.
5. Use the idiomatic expressions typical of the tourism sector in three foreign languages, at upper intermediate level.
6. Use tourism resources available on internet, in three foreign languages.
7. Vary the discourse patterns used to fit different functions, contexts, media, activities and situations in the workplace.
8. Work in a team.

## Content

The linguistic content is subdivided in function of language, grammar, vocabulary and phonetic and prosodic content.

### 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.

- \* 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. Typical consonants (ch, ll, b, v, ç, s, ss, r, g, j, qu, x).
6. Phonetic units: the most frequent liaisons.

## Methodology

The methodology is basically interactive. The students put all their knowledge of the language into practice in order to accomplish a set of oral and written tasks, both of a general nature and specifically related to tourism. The emphasis is placed on the learning process rather than on theoretical input from the teachers.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom based	56.5	2.26	5, 7, 2, 4, 8, 6
Non-classroom based	56	2.24	5, 1, 7, 2, 4, 3, 8, 6
Type: Supervised			
On line	5	0.2	3
Tutorials classroom based	3	0.12	3
Type: Autonomous			
Activities	10	0.4	5, 1, 7, 2, 4, 3, 8, 6
Theory	10	0.4	5, 1, 7, 2, 4, 3, 6

## Assessment

### 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 (eachpart 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

No level certificates of any kind are issued.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attitude and participation	10%	0	0	5, 1, 7, 2, 4, 3, 8, 6
Final test	40%	1.5	0.06	5, 7, 2, 4, 6
Mid-course tests	10%	1	0.04	5, 7, 2, 4, 6
Portfolio	20%	5	0.2	5, 1, 7, 2, 4, 3, 8, 6
Speaking activities	5%	0.5	0.02	5, 1, 7, 2, 4, 3, 8, 6
Writing tasks	15%	1.5	0.06	5, 1, 7, 2, 4, 3, 8, 6

## Bibliography

#### Essential Bibliography:

- Textbook (finish the book started in the first year: *Illico A1, livre de l'élève*). ISBN: 978-2-01-513538-0
- Textbook DUSSAC, Elisabeth: *Bon Voyage!*, CLE International, (started in second year). ISBN : 978-2-09-034890-3
- Grammar exercise book: *Grammaire Progressive du Français avec 680 exercices (nouvelle version). Niveau intermédiaire*. CLE International. (Used in first, second and third year). ISBN: 978-209-038103-0

- Dossier with texts, exercises, ideas for classroom work and homework which students must print and bring to class.
- Online multimedia learning materials and Websites (see the Online Campus).
- Online resources of the Centre for Independent Language Learning of the Language Service: <http://pagines.uab.cat/cal/content/francès>, and then the specific section [Francès a Turisme](#).

Supplementary Bibliography:

- Le nouveau BESCHERELLE: L'art de conjuguer.
- MIQUEL, Claire : Vocabulaire Progressif du Français- Niveau Débutant avec 250 exercices, Paris, CLE International. ISBN : 978-209-033878-2

## Software