

**FRE1202 French II**

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|---------------------------------|---|
| <b>Course Title</b>             | : French II                             |
| <b>Course Code</b>              | : FRE1202                               |
| <b>Year of Study</b>            | : 2, 3 & 4 in priority (open to Year 1) |
| <b>Number of Credits/ Term:</b> | 3                                       |
| <b>Mode of Tuition</b>          | : Tutorial                              |
| <b>Number of Sections</b>       | : TBC                                   |
| <b>Teaching Hours per week:</b> | 3 hours per week                        |
| <b>Total Teaching Hours</b>     | : 42 hours                              |
| <b>Category in Programme</b>    | : Elective (free)                       |
| <b>Pre-requisite</b>            | : Nil                                   |
| <b>Co-requisite</b>             | : Nil                                   |
| <b>Exclusions</b>               | : Nil                                   |
| <b>Exemption Requirements:</b>  | n/a                                     |
| <b>Recommended</b>              | : Cumulative GPA of 2.2                 |
| <b>Restriction</b>              | : Nil                                   |

**Course Description**

The course is the continuation of the FRE1101 or the FRE1102 course and continues to develop students' ability to use French for communicative purposes and their awareness of French culture with a view to preparing them to enter the global workplace. As with FRE1101 and FRE1102, the emphasis is again on providing students with an enjoyable and interactive learning experience by creating opportunities for them to discover and experience the new culture as well as the language. Furthermore, the course encourages students to learn French more independently by completing a self-study project.

The course has been developed with students' instrumental motivation in mind and is aiming to give them a foundation to prepare for an internationally recognised French examination (i.e. *Diplôme d'Études en Langue Française –DELF–* or *the Test de Connaissance du Français –TCF–*), if they so choose to prepare for one such exam, elsewhere.

Note: FRE1202 students enrol in this course to gain credits. So although FRE1202 is similar in content to the equivalent non credit-bearing course FRE1201, students in this course will be more challenged with continuous assessment assignments such as an independent learning project and also, with homework. This is to enable FRE1202 students to gain broader exposure and a more comprehensive understanding of the language.

## Aims

The main aims of this course are to:

- provide you with language tools necessary to communicate both orally and in writing at a post-beginner level in French
- develop your confidence in your ability to communicate in a variety of social situations
- maintain your interest by continuing to provide varied, engaging and interactive activities
- increase your awareness of the global workplace with activities which expose you to French and other francophone cultures
- develop your independent learning skills

## Intended Learning Outcomes

Upon successful completion of the FRE1202 course, you will:

- be able to use key linguistic features in French, including other aspects of *le présent* (present tense), *le passé composé* with the verbs *être* and *avoir* (the past tense) and *le futur proche* (the near future)
- be familiar with and be able to use important phonological aspects of the French language (e.g. the French [R]) and be able to understand the main message of French spoken at normal speed
- have acquired oral and written communication skills and be able to use them reasonably appropriately whilst displaying an appropriate cultural awareness
- have developed vocabulary linked to useful everyday social and professional exchanges, and home-related topics
- have developed your self-study skills to establish independent learning habits

## Indicative Content

Topics will follow the recommendations of the European Council for the learning, teaching and evaluation of European languages, also reflected in the chosen course main teaching material *Le Nouveau TAXI 1*. Since the course is aiming at students acquiring the first level A1 as described by the European framework, it also provides students with the framework for the *Diplôme d'Études en Langue Française (DELF)* level A1 for the students who want to prepare elsewhere for this external examination after the FRE1202 course. Topics will include:

- key linguistic features in French, including: *le passé composé* avec les verbes *être* et *avoir* (the past tense) and *le futur proche* (the near future)
- basic phonological aspects of the French language (e.g. *liaisons*; the French [R]; minimal pairs; *le [e] caduc*)
- a deeper knowledge and ability to use the four skills (listening, speaking, reading, writing)
- a more developed range of vocabulary linked to everyday social exchanges, professional exchanges and home-related topics
- communicative skills which can be used in a creative way, for example in role plays
- cultural features of France and an introduction to French cultural events in Hong Kong where appropriate

Activities will be varied and will have cultural as well as language discovery aspects.

### Teaching Method

Students will work on a range of activities either individually or in small groups.

The main teaching focus will be on using interactive and learner-centred methods of learning where students are encouraged to use and explore the new language. Communicating orally and developing confidence in the ability to learn a foreign language will be paramount in this course. For this reason, a maximum class size of 20 will be set.

### Measurement of Learning Outcomes

Student learning outcomes will be assessed in a variety of ways:

- A speaking test will assess your ability to communicate [including pronunciation skills] in a social exchange/presentation situation.
- You will demonstrate your independent learning skills by exploring e.g. French language websites or other sources, and by completing a variety of self study tasks at post-beginner level. This will also help you extend your language learning beyond the classroom.
- Two other in class continuous assessments will test your understanding of a) key linguistic features of French, b) vocabulary and c) listening and writing skills.

### Assessment

The assessment is 100% by continuous assessment. It will follow the regular grading system, i.e. grades A to F. Components of the two modes of assessment include:

Two in class assessments – 1 x 25% [ midterm] and 1 x 35 % [ final] - total 60%

- Compréhension Orale (Listening)
- Grammaire/Vocabulaire (Grammar/Vocabulary)
- Compréhension Écrite (Reading)
- Expression Écrite (Writing)

Oral 25%

Independent study 15%

**“Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations.”**

### Required/Essential Readings

Nil

### **Recommended/Supplementary Readings**

#### **References**

Capelle, G. and Menand, R. 2008. Le Nouveau TAXI 1 Méthode de Français. Hachette Français Langue Étrangère : Paris.

Capelle, G. and Menand, R. 2008. Le Nouveau TAXI 1 Méthode de Français : Cahier d'Exercices. Hachette Français Langue Étrangère : Paris.

Hughes, A. and Reader, K. 1998. Encyclopedia of Contemporary French Culture. Routledge : London.

Lang, M. and Perez, I. 1996. Modern French Grammar : A practical guide. Routledge : London.

#### **Online references**

Académie Française: <http://www.academie-francaise.fr/langue/index.html>

Alliance Française : <http://www.alliancefrancaise.com.hk/en/index.html>

CIEP (Centre International d'Études Pédagogiques) : <http://www.ciep.fr/delfdalf/index.php>

Cours de français interactif : <http://www.laits.utexas.edu/fi/>

FLE (Français Langue Etrangère) : <http://www.fle.fr/pro/ressources-etu/index.html>

Francophonie sans frontières : <http://www.francophonie-sans-frontieres.org/>

French at Hong Kong University e-learning : <http://www.hku.hk/french/resources.htm>

Le Monde <http://www.lemonde.fr>

Modules pédagogiques sur le site de la BBC  
<http://www.bbc.co.uk/languages/french/index.shtml#hptab>

RFI (Radio France International) [http://www.rfi.fr/lffr/statiques/accueil\\_apprendre.asp](http://www.rfi.fr/lffr/statiques/accueil_apprendre.asp)

TV5 Monde: <http://www.tv5.org>

**Syllabus**

| <b>Wk</b> | <b>Communication objectives</b>   | <b>Linguistic objectives</b>   | <b>Cultural Awareness</b>   | <b>Assessment</b> |
|-----------|---|--|---|-------------------|
| <b>1</b>  | <ul style="list-style-type: none"> <li>- Course introduction</li> <li>- Ice breaking/ review</li> <li>- Navigating using a city map</li> <li>- Suggesting transport mode</li> <li>- Asking for direction in a city</li> </ul> | <ul style="list-style-type: none"> <li>- Vocabulary about transport</li> <li>- Vocabulary about key places in town</li> <li>- The imperative form</li> <li>- Prepositions of place</li> </ul>  | <ul style="list-style-type: none"> <li>- Review of places to visit in the capital of France</li> <li>- Getting familiar with a Paris map and <i>le métro</i></li> </ul>           |                   |
| <b>2</b>  | <ul style="list-style-type: none"> <li>- Finding a place on a map</li> <li>- Giving advice</li> <li>- Giving advice to tourists about Hong Kong</li> </ul>  | <ul style="list-style-type: none"> <li>- Vocabulary useful in hotels (e.g. <i>le bar</i>)</li> <li>- Adjectives to describe opinions</li> <li>- The personal pronoun “<i>on</i>” (<i>we</i>)</li> </ul>  | <ul style="list-style-type: none"> <li>- Situating French cities on a map</li> <li>- Discovery of touristic spots in France</li> </ul>  |                   |
| <b>3</b>  | <ul style="list-style-type: none"> <li>- Asking for and giving the time</li> <li>- Giving the date</li> <li>- Making a polite request</li> </ul>  | <ul style="list-style-type: none"> <li>- Vocabulary: the time</li> <li>- The second verb group in the present tense</li> <li>- Questions with <i>Quand? Quelle heure est-il?</i></li> </ul>  | <ul style="list-style-type: none"> <li>- Introduction to the <i>EUROSTAR</i> and the <i>SNCF</i> using authentic train schedules</li> </ul>                                       |                   |
| <b>4</b>  | <ul style="list-style-type: none"> <li>- Asking about somebody’s job</li> <li>- Asking for personal information</li> <li>- Filling up a diary and finding a suitable time to meet</li> </ul>                                  | <ul style="list-style-type: none"> <li>- Vocabulary about jobs and days of the week</li> <li>- The third verb group in the present tense</li> <li>- Questions with <i>Est-ce-que?/ Quand est-ce que/ Où est-ce que?/ Qu’est-ce que?</i></li> </ul> | <ul style="list-style-type: none"> <li>- Introduction to “<i>Dating</i>” in France; relationships between men and women in France</li> </ul>                                      |                   |
| <b>5</b>  | <ul style="list-style-type: none"> <li>- Asking someone about his/her routine</li> <li>- Talking about sports</li> <li>- Designing a survey about week-end habits</li> </ul>  | <ul style="list-style-type: none"> <li>- Vocabulary about daily routine</li> <li>- Vocabulary about sports</li> </ul>  | <ul style="list-style-type: none"> <li>- Comparing daily habits and routine in Hong Kong and France</li> </ul>  |                   |
| <b>6</b>  | <ul style="list-style-type: none"> <li>- Reading about and discussing someone’s daily routine</li> <li>- Asking about someone’s diet</li> <li>- Discussing diets</li> </ul>   | <ul style="list-style-type: none"> <li>- Vocabulary about food</li> <li>- Partitive adjectives <i>du/ de la/ des (some/ any)</i></li> <li>- Modal verb of possibility: “<i>On peut..</i>”</li> </ul>   | <ul style="list-style-type: none"> <li>- Introduction to the French diet and meals</li> <li>- Introducing French “<i>étiquette</i>” and “<i>savoir-vivre français</i>”</li> </ul> |                   |

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|--------------------------|--|---|--|--|
| 7                        | - Looking at a recipe<br>- Revision/                                       | - Vocabulary for a pancake recipe<br>- "Il faut" (we need)  | Introduction to French cuisine and culinary traditions   |  |
| 8                        |  |   | <b>Mid-term [cultural] activity: for example</b><br>Atelier <i>Poésie</i><br>(writing a poem in French)              |  |
| 9                        | - Talking about past events<br>- Giving an opinion<br>- Making compliments | - <i>Passé Composé avec le verbe "avoir"</i><br>- <i>Les participes passés</i> (past participles) |  | 1 Mid term continuous assessment 25 %                        |
| 10                       | - Talking about past events<br>-   | - <i>Passé Composé avec le verbe "être"</i><br>- Past tense markers                               | Looking at the biography of a famous French person, e.g. Victor Hugo   |  |
| 11                       | - Making a prediction<br>- Expressing probability                          | - Vocabulary about the weather<br>- Future tense: <i>Le futur simple</i>                          | Listening to a French weather forecast   |  |
| 12                       | - Making future projects<br>- Expressing an intention                      | - Expressing the future with " <i>aller + infinitif</i> "<br>- Future tense markers               | - Looking at a horoscope in French<br>- Introduction to " <i>Les Grandes Vacances</i> " (the French summer holidays) | <b>2: Independent study : components to be submitted 15%</b> |
| 13                       | - Revision and preparation for test  |   |  | 3: Continuous assessment<br><br>Speaking test 25%            |
| <b>Last week of term</b> | Revision<br>And prepare<br>For test  |   |  | <b>4: Final Continuous assessment 35%</b>                    |

**\*Note: The schedule proposed above is tentative. It may be modified according to student progress and time available.**

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.