

Subject Study guide “French III”

1. IDENTIFICATION

Subject name: First Foreign Language 3 (French)

Code: 101180

Degree: Bachelor's Degree in Tourism

Academic course: 2018-2019

Subject type: compulsory OB

ECTS Credits (hours): 6 (150)

Teaching period: 3rd (one year)

Teaching language: French

Teachers: Teachers from the Language Service

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2. PRESENTATION

This is the third year of a three-year programme that takes students to level A2 of the Common European Framework of Reference for Languages of the Council of Europe. The content of this programme is geared towards the tourism profession.

Bearing in mind that most students have knowledge of at least one Romance language their comprehension skills are better than their expression skills.

This course consists of 60 classroom teaching hours and corresponds to level A2.2 of the *Common European Framework of Reference for Languages*.

Students unable to attend the classes may take the final exam at the second sitting (see section 8).

3. EDUCATIONAL GOALS

Knowledge-based objectives

Students acquire the language content 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:

1. Use French as the working language in class.
2. Understand and appropriately use simple formulaic expressions for social interaction.
3. Improve their pronunciation.
4. Understand the overall meaning of specialised language texts (tourism).
5. Understand the overall meaning of spoken messages from speakers using standard forms of the language to talk about every day and professional matters.
6. Take notes from clear and precise spoken information. Write down brief dictated spoken messages. Respond to those messages adequately.
7. Select the information from a longer written or spoken message that is relevant to your own needs.
8. Describe people, places and things.
9. Describe personal experiences or those related to other people and experiences in the professional field.
10. Narrate events related to personal experience.
11. Recognise expressions revealing the mood of the speaker and express personal mood.

Skills objectives

On completing the three-year course in French, student should be able to do the following:

1. Develop a degree of precision (in grammar, pronunciation, spelling, register, etc.) and fluency (speed of production, ability to express ideas and hold conversations), both in

writing and speaking to the equivalent of level A2.2 of the *Common European Framework of Reference for Languages*.

2. Develop strategies and skills to understand authentic written and spoken texts.
3. Develop strategies to continue learning independently outside the classroom.
4. Develop the capacity to be efficient in the use of language in the area of tourism and in everyday situations.
5. Use the necessary language learning resources: dictionaries, grammars, text books, practice exercises, etc.

4. COMPETENCES AND LEARNING OUTCOMES

SPECIFIC COMPETENCES AND LEARNING OUTCOMES

SC 8. Use the communication techniques of tourism organisations and companies: internal, external and corporate.

LEARNING OUTCOMES

SC 8.4. Identify vocabulary and grammar structures used in the tourism sector in three foreign languages.

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

SC 9. Communicate orally and in writing in three foreign languages in the field of tourism and related areas.

LEARNING OUTCOMES

SC 9.3 Use the specialised language of the tourism sector in three foreign languages, at upper intermediate level.

SC 9.4 Use the appropriate discourse for different functions, media, activities and situations within the work context.

TRANSVERSAL COMPETENCES

In either group work or pairs, students acquire experience of interpersonal relationships and, more specifically, learn how to work together and in a team with other. Throughout the course students acquire the necessary autonomy to be able to organise their time and resolve questions or doubts that may appear during the learning process. They also reflect on different learning strategies and on how to continue learning outside the classroom.

TC 1. Learn independently.

TC 2. Self-evaluate the knowledge acquired.

TC 4. Handle communication techniques on all levels.

TC 10. Work in teams.

5. TOPIC AND CONTENT

As a result of the nature of the learning process, in which all the abilities and skills are constantly related to one another, the objectives listed in section 3 are constantly combined together in the learning process. The linguistic contents are subdivided into language functions, grammar, vocabulary and phonetics and prosody.

Language functions

The following list includes both general language functions and functions specific to the tourism field.

a) Socialising function

- Use the most common forms of courtesy.
- Make apologies and justifications.
- Use the correct forms of salutation and signing off (e-mail, informal letter).

b) Informational function

- Describe people and workplaces. Ask for and give information about somebody's personality, training and professional skills.
- Ask for and give information about places (personal environment, tourist destinations, heritage).
- Ask for and give information about tourist services.
- Ask for and give information about everyday activities, facts or events and the same for the world of tourism about things that have happened or will happen in the future.
- Ask for and give information about times: from when something happens, when it will happen, how long it will last, how often it will happen, etc.
- Ask for and give general information about a person: physical condition (tired, sleepy, thirsty) and mood (sad, happy, afraid).

- Ask for and give explanations, explain the cause and the consequences of something, formulate a hypothesis.

c) Expressive function (feelings and moods)

- Express feelings of being worried, uneasy, surprised, satisfied, unsatisfied.

d) Evaluating function

- Talk about likes and dislikes and give reasons for them.
- Compare and choose things according to given criteria.
- Express a supposition.

e) Inductive function

- Suggest or give advice on doing something or making somebody else do something. Offer to do something or refuse to.
- Ask for something without any pressure.
- Express willingness, obligation, necessity or desire to do something.
- Ask for the reason and the purpose of an action.
- Calm somebody down.
- Complain.

f) Metalinguistic function

- Ask somebody to repeat what they have said or what somebody else has said.
- Ask for and give clarification about the meaning of a word or expression, using examples or paraphrasing where necessary.

Grammar

Students must be able to recognise and appropriately use the following grammatical structures.

1. Direct and indirect object pronouns: recapitulation and consolidation of the position.
2. Indirect discourse in the present: *demander si, où, quand, demander de + infinitif*.

3. Pronouns: *ce qui, ce que*,
4. Demonstrative pronouns: *celui, celle, ceux, celles que, qui*.
5. The passive tense.
6. Oposició *pour/par*.
7. Consolidation and broadening of time expressions: *depuis, il y a, en, dans, pour, quand, pendant, avant de, après..*
8. Consolidation of the *passé récent* and the *futur proche* (perífrasis *venir de + infinitif* and *aller + infinitif*), of the *futur d'intention* (*penser + infinitif*) and the *présent duratif* (expression *être en train de + infinitif*).
9. Adverbs ending in *-ment*.
10. Expressions of quantity: *la moitié, le tiers*.
11. Adjectives and indefinite pronouns: *quelques, certains, plusieurs, tout, chaque, aucun, la plupart*.
12. The impersonal *il* and the *ce* for presentation.
13. Cause: *parce que, à cause de, grâce à, comme*.
14. Consequences: *alors, donc*.
15. Opposition: *mais*.
16. Finality: *pour, afin de*.
17. Negation: *ne... plus, ne... rien, ne... personne, ne... jamais, ne... que, sans, ne... ni... ni*.
18. Present conditional.
19. Present hypotheses.
20. Present subjunctive (willingness, necessity) (introduction).

Vocabulary

Students must be able to recognise, name, recall, explain and choose the appropriate term and use it in the communicative situation where it is required. They must also know how to make correct use of a dictionary and be able to establish semantic relations between the different categories. The vocabulary content falls mainly into the following areas:

1. Educational system and systems of learning.

2. Cultural and artistic heritage.
3. Everyday environment: home, school, neighbourhood, town.
4. Organising leisure time: journeys.
 - ✓ In terms of planning (round trip, cruise, stay, combined).
 - ✓ In terms of type (big trips, honeymoon trips, green tourism, conferences, city breaks, etc.).
5. Accommodation: hotel, campsite, boat (cruiseship), rural tourism, etc.
6. Transport: air, sea, river, road.
7. Professional profiles in tourism: travel agency, reception, tourist office, guide, customer service, entertainer.
8. Client or traveller profile.
9. Job profile and tasks: reception, information, organisation, etc., in agencies, hotels, campsites, tourist offices, transport companies and others.
10. Feelings.
11. Others: daily life (biography, meeting up, etc.)

Phonetics and prosody

Students must recognise and appropriately use the prosodic features (intonation, rhythm, etc.) of the language. They must also recognise and appropriately use the basic sounds and sound symbols of French, as specified below.

1. Consonant endings (*s, t, r*).
2. Discriminating between /y/, /i/, /u/.
3. Double vowels.
4. Nasals.
5. /ə/, /e/, /ɛ/.
6. Frequent consonants (*ch, ll, b, v, ç, s, ss, r, g, j, qu, x*).
7. Phonic units: most frequent and important *liaison* phenomena.

6. RECOMMENDED BIBLIOGRAPHY

Reading is a crucial part of the course. As well as the course book, students will be provided with a wide range of texts to help them improve their reading comprehension and language acquisition.

- ✓ Essential:
 - Text book *Tourisme.com*, de CLE International (started in second year).
 - Grammar exercise book: *Grammaire Progressive du Français avec 680 exercices (nouvelle version). Niveau intermédiaire*. CLE International. (Used in first, second and third year).
 - Dossier with texts, exercises, ideas for classroom work and homework which students must buy and bring to class.
- ✓ Online multimedia learning materials (see the Online Campus).
- ✓ Websites: as indicated by teachers.

7. TEACHING METHODOLOGY

Students are encouraged to use the language actively in class and when practising outside the classroom, to carry out communication tasks similar to those we engage in in real life, in a wide range of situations; so teacher design and offer activities for students to participate in class and be the centre of their own learning process.

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. In other words, the emphasis is placed on the learning process rather than on theoretical input from the teachers.

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 TC 4, TC 10
Non-classroom based		30	1.2	SC 8.4, SC 8.5, SC 9.3, SC 9.4 TC 1, TC 2, TC 4
Type: Directed				

Classroom based	30	1.2	SC 8.4, SC 8.5, SC 9.3, SC 9.4 CT 4
Non-classroom based	30	1.2	SC 8.4, SC 8.5, SC 9.3, SC 9.4 CT 1, CT 2, CT 4
Type: Supervised			.
Tutorials classroom based	5	0.2	CT2
On line	5	0.2	CT2
Type: Autonomous			
Theory	10	0.4	SC 8.4, SC 8.5, SC 9.3, SC 9.4 CT 1, CT 2, CT 4
Guided activities	10	0.4	SC 8.4, SC 8.5, SC 9.3, SC 9.4 CT 1, CT 2, CT 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. This test assesses the four skills (reading, writing, listening and speaking) in accordance with the general exam specifications established by the Language Service.

Students must obtain a minimum of 50% in each of the four parts to pass the test and an overall average of 60%. Failure to pass this test means a fail for the course. A pass in this test has a weighting of 40% of the total continuous assessment grade.

The final continual evaluation test takes place on the same day as the final exam.

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 or the final continuous assessment test 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 parts 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 pass the final exam or the final continuous assessment test are entitled to a Level A2 certificate issued by the Language Service and recognised by the Government of Catalonia.

Students who attend the resit exam are not entitled to the Level A2 certificate in French from the Language Service.

ASSESSMENT ACTIVITIES

Activity	Weight	Hours	ECTS	LEARNING OUTCOMES
Writing tasks	15 %	1.5	0.06	SC 8.4, SC 8.5, SC 9.3, SC 9.4
Portfolio	12 %	5	0.2	SC 8.4, SC 8.5, SC 9.3, SC 9.4
Speaking activities	9 %	0.5	0.02	SC 8.4, SC 8.5, SC 9.3, SC 9.4
Mid-course tests	12 %	1	0.04	SC 8.4, SC 8.5, SC 9.3, SC 9.4.
Attitude and participation.	12 %	—	—	SC 8.4, SC 8.5, SC 9.3, SC 9.4.
Final exam*	40 %*	2.5	0.1	SC 8.4, SC 8.5, SC 9.3, SC 9.4

*To pass the course students must obtain a pass in the final test. Students must obtain a minimum of 50% in each of the four parts to pass the test and an overall average of 60% to pass.

9. PLANNING

WEEK	TOPIC	METHOD	HOURS
First semester: (3 hours a week)			
1-2-3-4	1. Tourist products: Identify, evaluate and present a tourism project to a specific client. Welcome and presentation of the programme. Sell a tourist product.	Grammar and vocabulary revision and extension Reading and listening exercises. Participation in class. (speaking). Information search using websites, brochures and leaflets. Written work (produce a leaflet)	10 Tourisme.com, unit 3 (p.42, 43, 44 and 56), unit 5 (p. 74, 75, 76, 80, 81, 82, 87, 88 + p.107 ex. A-B-C), unit 6 (p. 100, ex.2, p.101, ex.5) + p.115, ex. B
4-5-6	2. Propose, compare, recommend accommodation or a kind of holiday for a specific client (hotel, campsite, country cottage, hostel,	Grammar and vocabulary revision and extension Participation in class (speaking) Reading and listening exercises Online consolidation and	6 Photocopies + Tourisme.com, unit 5 (p.84, 85, ex. 6, 7 + p.115,

	holiday city, cruiseship) Opinion/justification/advice	revision exercises Participation in class (speaking) Writing assignment (writing 1)	ex. A-C
6-7-8	3. Learning, languages: difficulties and advice. 4. Narrative: studies and biography. 5. Talk about current and future professional projects.	Grammar and vocabulary revision and extension Reading and listening exercises Online consolidation and revision exercises Participation in class (speaking) Writing assignment (writing 2)	8 Photocopies Tourisme.com, unit 1 (p.10-24)
9-10	6. Describe and compare the professions of tourism (reception, tourist office, travel agency, transport company, leisure business, etc.)	Grammar and vocabulary revision and extension. Reading and listening exercises (on-site and autonomous) Participation in class (speaking) Internet information search Writing assignment (writing 3)	6 Tourisme.com, p.108 ex. A) unit 2 (p.40) + photocopies

Second semester: (3 hours a week)

1-2	7. Welcome and client service	Revision and speaking practice of different situations in different areas in class. Speaking exercise (recorded conversation)	4 Photocopies
2-3-4	7. Describe places of cultural and tourist interest: monuments, heritage.	Grammar and vocabulary revision and extension Reading and listening exercises Online consolidation and revision exercises Participation in class (speaking) Internet information search	8 Tourisme.com: unit 6 (p. 90, 91, 92, 93, 94, 95, 96, 97, 98 + p.116 ex. A-B-C, p.114 C-D, p.108 ex. C)
5-6	8. Personal and everyday environment: the town: impressions, comparisons and changes (description, narration and comparison)	Grammar and vocabulary revision and extension Reading and listening exercises Online consolidation and revision exercises Participation in class (speaking) Writing assignment (writing 4)	6 Photocopies Tourisme.com: p. 112, ex. B-C-D Alter Ego + A1 p.162, 163, 164, 165
7-8	9. Talk about a meeting with somebody, an anecdote	Grammar and vocabulary revision and extension Online consolidation and revision exercises Participation in class (speaking)	6 Photocopies Alter Ego + A2 p. 24, 25
9-10	10. Travel and ideal destination	Grammar and vocabulary revision and extension	6 Photocopies

	Opinion/justification/hypothesis	Reading and listening exercises Online consolidation and revision exercises Participation in class (speaking)	Tourisme.com. p. 111, ex. A-B
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10. ENTREPRENEURSHIP AND INNOVATION

The student's learning portfolio is used for assessment. It should contain a representative selection for the student's work to show the level attained. Students should be able to work autonomously on lines of work suggested by the teacher.

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. These contact situations, in addition to providing vital *input* for learning, help students to see first-hand the need for acquiring solid knowledge of the foreign language and putting into practice - and assimilating - everything they have learned over the three years of the French course.

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/french>, and then the specific section Francès a Turisme.