

LC2401: FRENCH 1

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

French 1

Subject Code

LC - CFML CSL Language Centre

Course Number

2401

Academic Unit

CFML CSL Language Centre (LC)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

French supplemented by English

Medium of Assessment

Other Languages

Other Languages for Medium of Assessment

French supplemented by English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

LT2401/CLA2401/EN2868 French 1

Exclusive Courses

LC2406/LT2406/CLA2406 Intensive French 1 and 2

Part II Course Details

Abstract

This course aims at giving students with no previous knowledge of the language a first introduction to French through conversation, grammar, phonetics and vocabulary. It is based on Level A1 of the Common European Framework of Reference for Languages (CEFR) and the four language skills: listening, speaking, reading and writing. It aims to provide students with a basic knowledge of the French language and the ability to handle simple grammatical structures so that they can communicate with French speakers at a rudimentary level. By the end of the course students should have reached level A1.1 of the CEFR. .

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Conduct effective communication in French at Level A1.1 of the Common European Framework of Reference for languages (CEFR) by producing and understanding simple utterances with the command of a vocabulary of around 250 words.		x	x	x
2	Develop an effective approach to reading in order to understand simple dialogues.		x	x	x
3	Demonstrate understanding of the basics of French pronunciation and orthography.		x		x
4	Acquire and produce basic features of French grammar such as gender and conjugation of verbs.		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Students will develop speaking skills through role play in groups, pairs &/or through individual activities.	1, 3, 4	
2	Students will engage in producing effective basic written texts such as emails.	3, 4	

3		Students will read and analyse simple dialogues in pairs or individually.	2	
4		Students will practise the French alphabet, differentiate the sounds, rehearse and refine the pronunciation of pairs of sounds and simple words through listening and speaking activities	2	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Mid-term Written Test based on the first six weeks (Listening, Writing, Reading Comprehension Skills)	1, 2, 3, 4	20	-	No
2	Oral Test (introducing oneself)	1, 3, 4	20	-	No
3	Written Test based on the entire programme (Listening, Reading, Grammar and Vocabulary, Writing)	1, 2, 3, 4	50	-	No
4	Participation/In-class activities	1, 2, 3, 4	10	Refer to assessment task instructions to be provided by the course instructor for parameters of use.	Yes

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Mid-term Written Test based on the first six weeks (Listening, Writing, Reading Comprehension Skills)

Criterion

Demonstrating an ability in the target language to:

i) use appropriate grammatical features and vocabulary to write a simple text,

- ii) read a simple text and
- iii) understand spoken texts at Level A1.1 of the Common European Framework of Reference for Languages (CEFR).

Excellent (A+, A, A-)

- The student is able to apply the grammar structures and vocabulary covered in the course to write a highly accurate self-description in the target language.
- The student is able to read a simple text in the target language, understand its content and answer questions referring to this text with very few mistakes.
- The student is able to listen to a short dialogue in the target language and accurately transcribe its content.

Good (B+, B, B-)

- The student is able to apply most of the grammar structures and vocabulary covered in the course to write a self-description in the target language with occasional mistakes.
- The student is able to read a simple text in the target language but does not fully understand its content and answers questions referring to this text with a few mistakes.
- The student is able to listen to a short dialogue in the target language and accurately transcribe most of its content.

Fair (C+, C, C-)

- The student is able to apply some of the grammar structures and vocabulary covered in the course to write a self-description in the target language with mistakes.
- The student is able to read a simple text in the target language but does not fully understand its content and answers questions referring to this text with somewhat frequent mistakes.
- The student is able to listen to a short dialogue in the target language and accurately transcribe some of its content.

Marginal (D)

- The student is unable to apply the grammar structures and vocabulary covered in the course and lacks the writing ability to write an effective self-description in the target language.
- The student struggles to read a simple text in the target language and answers questions referring to this text with frequent mistakes.
- The student is able to listen to a short dialogue in the target language and accurately transcribe a small amount of its content.

Failure (F)

- The student is unable to apply the grammar structures and vocabulary covered in the course and cannot write a self-description in the target language.
- The student cannot read a simple text in the target language and answers questions referring to this text with very frequent mistakes or does not answer questions.
- The student is unable to listen to a short dialogue in the target language and accurately transcribe any of its content.

Assessment Task

2. Oral Test

Criterion

Demonstrating an ability to: i) speak and interact in the target language using grammatical features and vocabulary, including proper questions and answers and ii) produce target language utterances with accurate pronunciation. Applying conversation skills at Level A1.1 of the CEFR.

Excellent (A+, A, A-)

- The student's pronunciation is highly accurate and intelligible, almost like a native speaker.
- There are almost no grammar or sentence structure mistakes.
- The student is engaged in the conversation, answering questions without hesitation when needed.
- Vocabulary is well utilized.

Good (B+, B, B-)

- The student's pronunciation is intelligible, with a few mistakes.
- There are a few grammar or sentence structure mistakes. The student is engaged in the conversation, answering questions with occasional hesitation.
- Vocabulary is usually well utilized.

Fair (C+, C, C-)

- The student's pronunciation is not very accurate but still understandable.
- There are some grammar or sentence structure mistakes.
- The student is engaged in the conversation but struggles to find their words or hesitates when answering questions.
- Vocabulary is somewhat well utilized.

Marginal (D)

- The student's pronunciation is not accurate and is difficult to understand.
- Many grammar and/or sentence structure mistakes make the conversation difficult to follow.
- The student answers questions in a way which shows poor comprehension.
- Vocabulary use is poor.

Failure (F)

- The student's pronunciation is not accurate and not intelligible.
- The student lacks the necessary grammar, vocabulary and sentence structure to speak coherently.
- The student does not demonstrate comprehension of the questions.

Assessment Task

3. Written Test based on the entire programme, (Listening, Reading, Grammar and Vocabulary, Writing)

Criterion

Demonstrating an ability in the target language to: i) use appropriate grammatical features and vocabulary to write a simple text, ii) read a simple text and iii) understand spoken texts at Level A1.1 of the CEFR.

Excellent (A+, A, A-)

- The student is able to apply the grammar structures and vocabulary covered in the course to write a highly accurate self-description in the target language.
- The student is able to read a simple text in the target language, understand its content and answer questions referring to this text with very few mistakes.
- The student is able to listen to a short dialogue in the target language and accurately transcribe its content.

Good (B+, B, B-)

- The student is able to apply most of the grammar structures and vocabulary covered in the course to write a self-description in the target language with occasional mistakes.
- The student is able to read a simple text in the target language but does not fully understand its content and answers questions referring to this text with a few mistakes.
- The student is able to listen to a short dialogue in the target language and accurately transcribe most of its content.

Fair (C+, C, C-)

The student is able to apply some of the grammar structures and vocabulary covered in the course to write a self-description in the target language with mistakes.

- The student is able to read a simple text in the target language but does not fully understand its content and answers questions referring to this text with somewhat frequent mistakes.
- The student is able to listen to a short dialogue in the target language and accurately transcribe some of its content.

Marginal (D)

- The student is unable to apply the grammar structures and vocabulary covered in the course and lacks the writing ability to write an effective self-description in the target language.

- The student struggles to read a simple text in the target language and answers questions referring to this text with frequent mistakes.
- The student is able to listen to a short dialogue in the target language and accurately transcribe a small amount of its content.

Failure (F)

- The student is unable to apply the grammar structures and vocabulary covered in class and cannot write a self-description in the target language.
- The student cannot read a French text and explain its content.
- The student is unable to listen to a short dialogue in the target language and accurately transcribe any of its content.

Assessment Task

4. Participation/In-class activities

Criterion

Contributing to class activities; displaying collegiality and participation in pair work; being prepared for lessons and arriving on time.

Excellent (A+, A, A-)

The student participates extremely actively in discussions, activities, and asking questions; is highly responsive to the instructor's questions; leads peers to participate and always comes to class prepared.

Good (B+, B, B-)

The student participates actively in discussions, activities, and asking questions; is responsive to the instructor's questions; shows initiative to interact with peers and usually comes to class prepared.

Fair (C+, C, C-)

The student participates regularly in discussions, activities, and asking questions; offers answers mostly after being called upon; interacts with peers and occasionally comes to class prepared.

Marginal (D)

The student participates passively and shows almost no initiative to interact with peers and the instructor; barely responds when asked questions by the instructor; is absent from class frequently.

Failure (F)

The student participates extremely passively and shows no initiative to interact with peers and the instructor; always remains almost silent, ignores questions, activities, and discussions frequently; is absent from class very frequently.

Part III Other Information**Keyword Syllabus**

French language. Grammar. Conjugation. Pronunciation. Lexicon. Introducing yourself. Asking and giving information about someone. Nationalities. Professions. Understanding simple questions. Asking about an object. Numbers. Making a short dialogue. Asking for something. Likes and dislikes.

Reading List**Compulsory Readings**

Title	
1	Student book (provided by the Course Coordinator)

Additional Readings

Title	
1	Poisson-Quinton, S., Siréjols, E, & Bruley, C. (2010). Intro. Méthode de Français. Paris. Clé International
2	Capelle, G. & Menand, R. (2009). Le nouveau taxi 1. Paris. Hachette
3	Grégoire, M. (1998). Grammaire progressive du Français. Niveau débutants. Paris : Clé International
4	Charliac, L., Le Bougnec, J.-T., Loreil, B., & Motron, A-C (2003). Phonétique progressive du Français. Paris : Clé International
5	Miquel, C (2001). Vocabulaire progressif du Français. Niveau débutant. Paris : Clé International