

LC2406: INTENSIVE FRENCH 1 AND 2

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Intensive French 1 and 2

Subject Code

LC - CFML CSL Language Centre

Course Number

2406

Academic Unit

CFML CSL Language Centre (LC)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

6

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

LC2401/LT2401 French 1 and LC2402/LT2402 French 2; &
LT2406 Intensive French 1 and 2

Exclusive Courses

LC2401/LT2401 French 1; or
LC2402/LT2402 French 2

Part II Course Details

Abstract

This intensive course aims at giving students with no previous knowledge of the language an introduction to French language through grammar, phonetics and vocabulary. It is based on the four language skills: listening, speaking, reading and writing. It aims to provide students with a basic knowledge of French language and the ability to handle basic grammatical structures so that they can communicate effectively with any French speakers at a basic level. The course will particularly focus on communication in real situations (greetings, introducing each other, asking the way, getting somewhere, doing shopping (for food), talking about your family, etc.). At the end of the term students should reach a level A1.2 of the European Languages Framework (CECRL).

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Communicate in French orally on intermediate level A1 of the Common European Framework of Reference for Languages		x	x	x
2	Communicate in French in writing on intermediate level A1 of the Common European Framework of Reference for Languages		x		x
3	Complete intermediate level A1 of the Common European Framework of Reference for Languages in reading and listening skills		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		Role play, pair work, group work, reading exercises, writing exercises, listening exercises	1, 2, 3	integrated
2		French alphabet and phonetic, sounds differentiation, practise of French pronunciation	2	Integrated

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Midterm oral test (greetings and introducing oneself)	1, 2, 3	20	-	No
2	Midterm written test (from lesson 1 to 7)	1, 2, 3	20	-	No
3	Final written test. It includes four parts covering all the lessons after the midterm written test: listening, grammar and vocabulary, reading and writing	1, 2, 3	50	-	No
4	Participation/In-class activities	1, 2, 3	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. Midterm oral test

Criterion

Demonstrate an ability to speak and interact using grammatical features and vocabulary, proper questions and answers at an A1.1 level of the Common European Framework of Reference for Languages.

Excellent (A+, A, A-)

The student's pronunciation is intelligible and perceptible almost like a native speaker. There is no grammar or sentence structure mistake. The student is engaged in the conversation, asking and answering questions without hesitation. The 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, asking and answering questions sometimes with hesitation.

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 looks for his/her words or hesitates.

Marginal (D)

The student's pronunciation is not accurate and difficult to understand. Many grammar and/or sentence structure mistakes make the conversation difficult to follow. The vocabulary is poor.

Failure (F)

The student's pronunciation is not accurate and not intelligible. The student lacks the necessary grammar, vocabulary and sentence structure. The student does not interact, ask or answer questions.

Assessment Task

2. Midterm written test

Criterion

Demonstrate an ability to write using grammatical features and vocabulary, read a document and listen at an A1 level of the Common European Framework of Reference for Languages

Excellent (A+, A, A-)

The student is able to apply the grammar concepts and the vocabulary related to business in the target language. He/she is able to read a business document (memo, report, email), understand its content and answer questions referring to this text. He/she is able to listen to a short dialogue in the target language related to a business matter and explain its content.

Good (B+, B, B-)

The student does not apply all the grammar concepts seen in class and makes some mistakes. He/she is able to read a business document (memo, report, email) but does not fully understand its content and answer question referring to this text with a few mistakes. He/she is not able to transcribe the full content of a dialogue (listening)

Fair (C+, C, C-)

The student does not apply the grammar concepts seen in class and make mistakes. He/she is able to read a business document but does not fully understand its content and answers questions referring to this text with mistakes. He/she is not able to transcribe the full content of a dialogue (listening)

Marginal (D)

The student does not apply the grammar concepts seen in class and lacks the writing ability to write about business issues. He/she struggles to read a business document (memo, report, email) and has difficulty explaining its content. He/she has difficulty transcribing the content of a dialogue (listening)

Failure (F)

The student does not apply the grammar concepts seen in class and cannot write a document related to a business issue. He/she cannot read a business document (memo, report, email) and explain its content. He/she is not able to transcribe the content of a dialogue (listening)

Assessment Task

3. Final written test

Criterion

Demonstrate an ability to write using grammatical features and vocabulary, read a document and listen at an A1 level of the Common European Framework of Reference for Languages.

Excellent (A+, A, A-)

The student is able to apply the grammar concepts and the vocabulary related to business in the target language. He/she is able to read a business document (memo, report, email), understand its content and answer questions referring to this text. He/she is able to listen to a short dialogue in the target language related to a business matter and explain its content.

Good (B+, B, B-)

The student does not apply all the grammar concepts seen in class and makes some mistakes. He/she is able to read a business document (memo, report, email) but does not fully understand its content and answer question referring to this text with a few mistakes. He/she is not able to transcribe the full content of a dialogue (listening)

Fair (C+, C, C-)

The student does not apply the grammar concepts seen in class and make mistakes. He/she is able to read a business document but does not fully understand its content and answers questions referring to this text with mistakes. He/she is not able to transcribe the full content of a dialogue (listening)

Marginal (D)

The student does not apply the grammar concepts seen in class and lacks the writing ability to write about business issues. He/she struggles to read a business document (memo, report, email) and has difficulty explaining its content. He/she has difficulty transcribing the content of a dialogue (listening)

Failure (F)

The student does not apply the grammar concepts seen in class and cannot write a document related to a business issue. He/she cannot read a business document (memo, report, email) and explain its content. He/she is not able to transcribe the content of a dialogue (listening)

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. Pronunciation. Introducing yourself (“Je m’ appelle…” , “Je suis…” »). Asking and giving information about people (“Qui c’ est ?” , “Tu habites où ?” “Quelle est ta profession ? », etc.). Nationalities (“chinois,

allemand, américain, etc.”) Professions (“policier, ingénieur, boulanger, etc.”) Understanding simple questions (“Tu as quel âge ?” , “Quel est ton nom de famille ?”).Talking about an object (« Qu’ est-ce que c’ est ? ») Numbers. Making a short dialogue (“Il s’ appelle Antoine, il est français, il est marié, etc. ») Asking for something. Like and dislike (“J’ aime, je déteste…”). Negative sentence (“ne…pas”). Vocabulary (family, food, directions, quantities, new verbs). Describing someone: physical appearance and character (“Elle est grande, brune, mince, etc.”). Negative sentence. Time (“Il est quelle heure ? »). Date (« Aujourd’ hui, c’ est le…”) Directions (“Où est la place ? Vous prenez tout droit…”). Ordinal numbers (1st, 2nd…). Places in a city (« le stade, la banque, le jardin public, l’ église…”). Belongings (« c’ est mon stylo, c’ est le mien…”). Buying/talking about food (« Qu’ est-ce que tu aimes manger ? Qu’ est-ce que tu bois ?”). Talking about health/physical state (“Je suis malade, je suis fatigué…”) First approach of the past tense (“J’ ai mangé, vous avez fini, etc.”)

Reading List

Compulsory Readings

Title	
1	Student book (provided by the coordinator)

Additional Readings

Title	
1	Sylvie Poisson-Quinton, Evelyne Siréjols, Cécile Bruley (2010). Intro. Méthode de Français. Paris. Clé International
2	Guy Capelle, Robert Menand (2009). Le nouveau Taxi 1. Paris. Hachette
3	Maia Grégoire (1998). Grammaire Progressive du Français. Niveau Débutants. Paris : Clé International
4	Lucile Charliac, Jean-Thierry Le Bougnec, Bernard Loreil, Annie-Claude Motron (2003). Phonétique Progressive du Français. Paris : Clé International
5	Claire Miquel (2001). Vocabulaire Progressif du Français. Niveau Débutant. Paris : Clé International