

LC2412: FRENCH FOR BUSINESS

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

French for Business

Subject Code

LC - CFML CSL Language Centre

Course Number

2412

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

LC2401/LT2401/CLA2401 French 1; or
LC2406/LT2406/CLA2406 Intensive French 1 and 2

Precursors

Nil

Equivalent Courses

LT2412/CLA2412/CLA3412/EN2874 French for Business

Exclusive Courses

Nil

Part II Course Details

Abstract

This course emphasizes all four language skills (reading, writing, speaking and listening) with a focus on various facets of the world of business. It also develops students' understanding of French institutions and business practices. In this course students will learn to use appropriate technical vocabulary for different business contexts, do some translation, write professional correspondence, and read simple articles related to world of business, economics, and finance. Cross-cultural differences regarding the workplace will also be covered. By the end of the course students should have reached Level A1.2 of the Common European Framework of Reference for Languages (CEFR).

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Communicate orally in a French language business environment at Level A1.2 of the Common European Framework of Reference for Languages (CEFR).		x	x	x
2	Produce written business correspondence at Level A1.2 of the CEFR.		x	x	x
3	Demonstrate business related listening and reading comprehension at Level A1.2 of the CEFR.		x	x	x
4	Identify, examine and discuss cross-cultural differences between France and Hong Kong in a business setting.		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 business-related speaking and listening skills through discussions and role play in groups, pairs and through individual activities.	1, 3, 4	

2		Students will produce effective writing such as basic business emails and short memos	2, 4	
3		Students will read and examine simple business interactions in pairs or individually	3, 4	

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 6 weeks (Writing, Reading, Listening)	1, 2, 3, 4	20	-	No
2	Oral Test (role play with the teacher)	1, 2, 3, 4	20	-	No
3	Written Test based on the entire programme (Writing, Reading, Listening)	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 6 weeks (Writing, Reading, Listening)

Criterion

Demonstrating an ability in the target language to i) write in a business setting using appropriate grammatical features and vocabulary; ii) read a business-related document and understand its content; and iii) understand business-related spoken text at Level A1.2 of the Common European Framework of Reference for Languages (CEFR)

Excellent (A+, A, A-)

- The student applies almost all of the grammar structures and vocabulary covered in class to write a document related to business in the target language with few mistakes.
- The student is able to read a business document (memo, report, email) the target language, understand its content and answer questions referring to this text.

- The student is able to listen to a short dialogue in the target language related to a business matter and accurately transcribe its content.

Good (B+, B, B-)

- The student applies most of the grammar structures and vocabulary covered in class to write a document related to business in the target language and makes occasional mistakes which do not impede comprehension.
- The student is able to read a business document (memo, report, email) in the target language and demonstrates partial comprehension of its content and answers question referring to this text with a few mistakes.
- The student is able to listen to a short spoken dialogue in the target language related to a business matter and accurately transcribe most of its content.

Fair (C+, C, C-)

- The student applies some of the grammar structures and vocabulary covered in class to write a document related to business in the target language and makes frequent mistakes which sometimes impede comprehension.
- The student is able to read a business document (memo, report, email) in the target language but does not fully understand its content and answers questions referring to this text with mistakes.
- The student is able to listen to a short spoken dialogue in the target language related to a business matter and accurately transcribe some of its content.

Marginal (D)

- The student applies few of the grammar structures and vocabulary covered in class and lacks the writing ability to write an effective document related to a business issue in the target language.
- The student struggles to read a business document (memo, report, email) in the target language and has difficulty explaining its content.
- The student is not able to accurately transcribe most of the content of a spoken dialogue in the target language related to a business matter.

Failure (F)

- The student does not apply the grammar structures and vocabulary covered in class and cannot write a document related to a business issue in the target language.
- The student cannot read a business document (memo, report, email) in the target language and explain its content.
- The student is not able to accurately transcribe the content of a spoken dialogue in the target language related to a business matter.

Assessment Task

2. Oral Test (role play with the teacher)

Criterion

Demonstrating an ability to speak and interact in the target language in a business setting using appropriate grammatical features and vocabulary, and an ability to pronounce spoken the target language accurately and effectively. Applying conversation skills at Level A1.2 of the CEFR.

Excellent (A+, A, A-)

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

Good (B+, B, B-)

The student's pronunciation is intelligible with few mistakes. There are few grammar or sentence structure mistakes. The student is engaged in the conversation, asking and answering questions with occasional 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 sometimes struggles to find his/her words or hesitates when answering questions.

Marginal (D)

The student's pronunciation is not accurate and is difficult to understand. Several grammar and/or sentence structure mistakes make the conversation difficult to follow. Vocabulary is poor. The student answers questions incorrectly.

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 (Writing, Reading, Listening)

Criterion

Demonstrating an ability in the target language to i) write a simple business-related text using effective grammatical structures and vocabulary ii) read a business-related document (memo, report, email) and understand its content; and iii) understand spoken texts at Level A1.2 of the CEFR.

Excellent (A+, A, A-)

- The student applies almost all of the grammar structures and vocabulary covered in class to write a document related to business in the target language with very few mistakes.
- The student is able to read a business document (memo, report, email), understand its content and answer questions referring to this text.
- The student is able to listen to a short dialogue in the target language related to a business matter and accurately transcribe its content.

Good (B+, B, B-)

- The student applies most of the grammar structures and vocabulary covered in class to write a document related to business in the target language and makes occasional mistakes which do not impede comprehension.
- The student is able to read a business document (memo, report, email) and demonstrates partial comprehension of its content and answers question referring to this text with a few mistakes.
- The student is able to listen to a short dialogue in the target language related to a business matter and accurately transcribe most of its content.

Fair (C+, C, C-)

- The student applies some of the grammar structures and vocabulary covered in class to write a document related to business in the target language and makes frequent mistakes which sometimes impede comprehension.
- The student is able to read a business document but does not fully understand its content and answers questions referring to this text with mistakes.
- The student is able to listen to a short dialogue in the target language related to a business matter and accurately transcribe some of its content.

Marginal (D)

- The student applies few of the grammar structures and vocabulary covered in class and lacks the writing ability to write an effective document related to a business issue.
- The student struggles to read a business document (memo, report, email) and has difficulty explaining its content.
- The student is not able to accurately transcribe most of the content of a spoken dialogue in the target language related to a business matter.

Failure (F)

- The student does not apply the grammar structures and vocabulary covered in class and cannot write a document related to a business issue.

- The student cannot read a business document (memo, report, email) and explain its content.
- The student is not able to accurately transcribe the content of a spoken dialogue in the target language related to a business matter.

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

Dealing with French clients via email/phone. Attending meeting/conferences. Secretarial. Report/Memento. Vocabulary specific to the world of business. French companies (categories, duration of work, trade unions, organization, etc.). Classified advertisement. Interview. Curriculum Vitae

Reading List

Compulsory Readings

Title	
1	Student book (provided by the coordinator)

Additional Readings

Title	
1	Penfornis, J.-L. (2020). Français.com. 3e edition. Niveau débutant (A1-A2). Paris. Clé International
2	Dubois, A.-L. & Tauzin, B. (2020). Objectif express 1. 2e edition. Livre de l'élève (A1/A2). Paris. Hachette FLE
3	Dubois, A.-L. & Tauzin, B. (2020). Objectif express 1. Nouvelle edition. Cahier d'activités (A1/A2). Paris. Hachette FLE

4	Penfornis, J.-L. (2020). Grammaire progressive du français des affaires. Niveau débutant. Paris. Clé International
5	Penfornis, J.-L. (2020). Vocabulaire progressif du français des affaires. Niveau débutant. Paris. Clé International