



# FRN 123

## Introductory French II

S2 Day 2015

*Dept of International Studies*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

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W6A 332

By appointment

Convenor

Alex Kurmann

[alex.kurmann@mq.edu.au](mailto:alex.kurmann@mq.edu.au)

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W6A 323

Thursday 10am-12pm

Tutor

Lyse Thomas

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W6A 332

By appointment

### Credit points

3

### Prerequisites

FRN122

### Corequisites

### Co-badged status

### Unit description

This unit seeks to further develop skills acquired in FRN122. The unit provides a framework students can build upon to communicate effectively in French and to immerse themselves in contemporary French culture. The work in this unit is of a very intensive nature. In addition to the compulsory class hours, an online program provides students with extra material for their written, oral and aural practice.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.

Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.

Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Participation</a>	10%	Ongoing
<a href="#">Listening test 1</a>	10%	Second lesson of week 3
<a href="#">Grammar Test</a>	15%	Second lesson of week 6

Name	Weighting	Due
<a href="#"><u>Listening test 2</u></a>	10%	Second lesson of week 8
<a href="#"><u>Reading and Grammar Test</u></a>	15%	Second lesson of week 11
<a href="#"><u>Oral exam</u></a>	10%	Lessons 1 and 2 of week 13
<a href="#"><u>Final written exam</u></a>	30%	Formal exam period

## Participation

Due: **Ongoing**

Weighting: **10%**

### Participation

*Internal students:* Regular class attendance and level of involvement in group and pair activities and in individual commitment to classwork. At the end of every unit in the textbook (every 1.5 weeks) students will complete a take-home written task that they will bring to the next lesson to be peer-marked by a classmate.

*Note:* "Regular" means at least 80% of the relevant activity. Internal students falling short of this target may lose their participation mark.

*External students:* Submission of 2 recordings of speaking activities with a partner on Skype in weeks 5 and 10 and timely submission of on-line tests.

Participation marks will awarded after the session has finished.

On successful completion you will be able to:

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like

“and”, “but” and “because”.

- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

## Listening test 1

Due: **Second lesson of week 3**

Weighting: **10%**

The listening assessment will not only test your skills in oral comprehension, but also in written composition, as you will be asked to respond to audio prompts with short and long answers in French. The test will last for approximately 30 minutes. Separate arrangements apply for internal and external students.

*Internal students* will sit the test in class in the second lesson of week 3; please arrive on time or you may be denied the right to start.

*External students* will complete the test on line. The tasks will be available for a limited time only. Answers must be submitted on time; whatever has been entered when time runs out will be automatically saved and submitted on your behalf.

On successful completion you will be able to:

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

## Grammar Test

Due: **Second lesson of week 6**

Weighting: **15%**

Students will be tested on their ability to apply grammatical rules learnt throughout units 7 to 9 in the textbook *Saison 1* in the first 5 weeks of the unit.

The test will last approximately 1 hour and will require students to complete some of the following tasks: answer multi-choice questions, fill gaps in ready-made sentences, write full sentence answers in correct French in response to written questions.

*Internal students* will sit the test in class in the second lesson of week 6; please arrive on time or you may be denied the right to start.

*External students* will complete the test online. The tasks will be available for a limited time only. Answers must be submitted on time; whatever has been entered when time runs out will be automatically saved and submitted on your behalf.

On successful completion you will be able to:

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

## Listening test 2

Due: **Second lesson of week 8**

Weighting: **10%**

This assessment will not only evaluate the progress in your listening skills in French since the first test, but it will also assess your knowledge of grammar rules taught thus far in the course. Oral cues will elicit specific written responses to test your ability to apply taught grammatical structures.

The test will last for approximately 30 minutes and will consist of multiple choice grammar questions, short and long answer questions in French.

*Internal students* will sit the test in class in the second lesson of week 8; please arrive on time or you may be denied the right to start.

*External students* will complete the test on line. The tasks will be available for a limited time only. Answers must be submitted on time; whatever has been entered when time runs out will be

automatically saved and submitted on your behalf.

On successful completion you will be able to:

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

## Reading and Grammar Test

Due: **Second lesson of week 11**

Weighting: **15%**

This assessment has two components: A reading comprehension and a grammar test in French.

The test will last approximately 1 hour and will require students to complete some of the following:

Reading comprehension component-

In order to prepare students for a reading comprehension section in their final exam, the first part of this assessment will involve a similar activity to assess understanding of a written text and written responses to the text in short answer questions in French.

Grammar component -

In preparation for students' oral test in week 13, in which they will need to apply grammatical rules learnt throughout the unit, a grammar test will assess students' understanding of and ability to employ grammatical structures in written French. Students will answer multi-choice questions, fill gaps in ready-made sentences and write full sentence answers in correct French in response to written questions and instructions in French.

*Internal students* will sit the test in class in the second lesson of week 10; please arrive on time or you may be denied the right to start.

*External students* will complete the test online. The tasks will be available for a limited time only. Answers must be submitted on time; whatever has been entered when time runs out will be automatically saved and submitted on your behalf.

On successful completion you will be able to:

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared

international vocabulary items.

- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

## Oral exam

Due: **Lessons 1 and 2 of week 13**

Weighting: **10%**

In 10 minutes maximum, you will have to show your tutor the progress you have made in speaking in French during this course. The topic of the exam (conversation or role-play) will be made available 15 minutes before the test. You will be assessed in teams of two. Note-taking is allowed during preparation time and all resources at your disposal may be used; however, notes may not be consulted during the exam.

The end-of-session oral exam takes place during regular class hours for internal students in week 13 of the unit. External students will submit to the convenor a conversation with a speaking partner recorded on Skype. External students will be supplied their speaking topic in week 12 so as to have time to record their submission.

On successful completion you will be able to:

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.



## Final written exam

Due: **Formal exam period**

Weighting: **30%**

The final assessment for FRN123 is a two-hour written paper to be sat on campus or, for external students unable to travel, in a Macquarie-endorsed exam centre.

The exam will assess your grammar, reading and writing skills with reading comprehension tasks and a written composition in French on one of a choice of topics.

Please note that **it is university policy** that students enrolled in units that require them to sit for compulsory examinations during the official examination period must **not arrange to go away before or during the end of the exam period**. Exams could be scheduled on Saturdays during that period. You should not expect that alternative examination arrangements can be made for you. The only exceptions to this rule are made for :

1. members of the armed forces who must go away on duty;
2. students representing Australia or the University in a national or international sporting or cultural event;
3. students proceeding to a period of study in a foreign country, associated with their Macquarie program of study.

### **PLEASE NOTE THE FOLLOWING DEPARTMENT POLICY ON LATE WORK**

All assignments and assessments are compulsory and must be handed in or sat on time. Students unable to meet due dates may apply for an extension in writing to the unit convenor, who will approve the extension in writing, if appropriate. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 5% for each day (including weekends) the task is late. Students who have an extension approved will not receive any penalties. No late work will be accepted after assignments and assessments have been corrected and feedback has been provided. Tasks handed in early will not be marked and returned before the due date.

**Separate late arrangements apply for work to be submitted on Heinle. See iLearn for more details.**

On successful completion you will be able to:

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate

need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

## Delivery and Resources

### DELIVERY - Class times and locations

**NOTE: Students must be in the country for all assessments, and the final exam. Being overseas is not a valid reason for missing an assessment.**

#### Internal students

Classes are scheduled on Mon/Wed 9-11, Mon/Wed 11-1, Tue/Thu 11-1, Tue/Thu 2-4. Please go to eStudent to register in one of the classes on offer. If these are full please wait as another class - Mon/Wed 1-3pm - may be opened just before the beginning of the session if enrolments allow. The classes are streamed, which means you attend the same 2 hour classes each week with the same group.

If you have a clash and need to change classes, go to the appropriate iLearn forum ("Je veux changer de classe/I want to swap classes") to rearrange your classes.

#### Internal students

Classes start at five minutes past the hour. We recommend that you arrive on time so you do not miss out on important information given at the start of a class. We encourage students to come to as many classes as possible to facilitate the best learning experience possible.

#### External students

External students do not need to register in any particular classes and just need to make sure you are enrolled in FRN123 on eStudent.

#### All students

The course is of a very intensive nature as FRN123 aims to prepare students for FRN226 *Intermediate French I*, which is designed for students who have completed HSC French Continuers (Band 4 or higher) or HSC French Extension.

The work required for the unit is two-fold, involving:

- 4 contact hours in class (or recorded on Echo 360 for external students). These will be organised around oral participation, explanation of new grammar points, practice and reinforcement of new language (or listening to the Echo 360 recordings).
- approximately 8 hours of weekly home study, consisting of written, oral and aural practice using the text and exercise books.

Internal students' attendance of at least 80% of classes is strongly encouraged. If you are unable to attend classes check iLearn in order to catch up.

External students must submit 2 video-conferencing recordings on Skype to gain their participation marks.

Those unable to attend assessments (tests) due to illness or other valid reasons should notify their tutor. Then, having collected the relevant documentation such as a medical certificate, they should make an application for Disruption of Studies. See below:

To submit a Disruption to Studies notification, you will need to:

1. Log in as a Current Student at [ask.mq.edu.au](http://ask.mq.edu.au) 2. Click 'Disruption to Studies' from the 'Submit' menu on the left 3. Fill in the required fields as prompted. Once you have completed filling out the information, please click on 'Submit'

## Resources

Continuing students (those who successfully completed FRN122 in the first session) do not have to purchase any new materials until week 5 of the unit.

All new students will need to purchase the the textbook, **Saison 1: Méthode de français +CD/DVD**, and the exercise book, **Saison 1: Cahier d'activités +CD**, published by Didier in Paris, France, edited by Marie-Noëlle Cocton, and written by Anouchka De Oliveira and Anneline Dintilhac.

As from week 5 lesson 2 all students will need to have acquired the next texts in this range: **Saison 2: Méthode de français +CD/DVD**, and the exercise book, **Saison 2: Cahier d'activités+CD**.

All texts are available from the Co-op Bookshop. External students living outside the Sydney metropolitan area are urged to purchase the required package online (through the Co-op Bookshop website) before the start of the session.

The online resources on iLearn (<http://ilearn.mq.edu.au>) are another essential part of the unit. Students have access to all materials (including recorded iLectures on Echo360) from the beginning to the end of the session.

Please refer to iLearn for announcements, and possible amendments to the program as this is how the convenor will communicate with you throughout the session.

## Technology required

Standard requirements include a computer and internet access to interact with the teaching materials on iLearn.

For some assignments and exercises, you will need headphones as well as a microphone.

External students will need to have access to a webcam and must have downloaded Skype for recording the video-conferencing sessions. We recommend you use Firefox which has been reliable with respect to media files used in the course.

IT and iLearn assistance is available via the iLearn login page or by clicking on the words "Help me" under the iLearn logo at the top right hand side of every iLearn window. Heinle assistance is available via the FRN123 iLearn page.

Please note that replies to e-mails will be automatically directed to the account they were sent from. All new threads will be sent to your University account. You are encouraged to use the

University account rather than a private e-mail account and to check this account regularly for announcements from the convenor and emails from your tutor.

## Unit Schedule

Please refer to the FRN123 iLearn page for a detailed unit plan.

## Learning and Teaching Activities

### Need more info?

See the FRN123 iLearn page for a detailed unit plan.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

Please note that HD (High Distinction) or D (Distinction) are by no means standard marks but are given for outstanding work only. Students who fulfil the unit in a satisfactory but expected manner will usually get a high Pass or a Credit.

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://stu>

[dents.mq.edu.au/support/](https://dents.mq.edu.au/support/)

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](https://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](https://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar

matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.

- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

## Assessment tasks

- Participation
- Listening test 1
- Listening test 2
- Oral exam
- Final written exam

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## Learning outcomes

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
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- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

## Assessment tasks

- Participation
- Reading and Grammar Test
- Oral exam

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
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matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.

- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

## **Assessment tasks**

- Participation
- Listening test 1
- Listening test 2
- Reading and Grammar Test
- Oral exam
- Final written exam

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
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“and”, “but” and “because”.

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- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

## Assessment tasks

- Participation
- Listening test 1
- Grammar Test
- Listening test 2
- Reading and Grammar Test
- Oral exam
- Final written exam

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
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consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

## **Assessment tasks**

- Grammar Test
- Reading and Grammar Test
- Final written exam

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

## Assessment tasks

- Grammar Test
- Reading and Grammar Test

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Writing: write short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

## Assessment tasks

- Participation
- Listening test 1
- Grammar Test
- Listening test 2
- Reading and Grammar Test
- Oral exam
- Final written exam

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

## Assessment tasks

- Participation
- Oral exam

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

### Assessment tasks

- Participation
- Reading and Grammar Test

## Common European Framework of Reference (CEFR)

By the end of FRN123, students should reach level A2 of the Common European Framework of Reference for Languages in all 4 skills (reading, writing, speaking, and listening). Level A2 is described as follows: "Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need." For more information, see the FRN123 iLearn page.