



FRN 122

Introductory French I

S1 Day 2017

Dept of International Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

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Contact via +61 (0)2 9850 8809

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Wednesday 1-3pm or by appointment

Tutor

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W6A 332

By appointment

Tutor

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By appointment

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit, designed for those who have little or no knowledge of French, seeks to develop students' skills in reading, writing, comprehension and speaking. It introduces students to contemporary French culture. The work in this unit is of a very intensive nature.

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.

General Assessment Information

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 by submitting an application for a 'Disruption to Studies' via ask.mq.edu, which comes through to the unit convenor, who will approve the extension online. 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.

Students are also advised not to travel overseas during the session when assessments are in

progress.

Assessment Tasks

Name	Weighting	Hurdle	Due
Participation	10%	No	Ongoing
Grammar and Vocabulary Tests	20%	No	Weeks 3,5,9,11
Listening Test	15%	No	Week 7
Oral Test	15%	No	Week 13 in class
Final Test	40%	No	Week 13

Participation

Due: **Ongoing**

Weighting: **10%**

Participation

In this component of the course will include:

All students: 5% for completing the online course for beginner's language learners, Preparation for University Language Learning, within the stated time frame.

Internal students:

5% for the submission of 5 pieces of written homework, 1 for each unit in the textbook to be peer marked in class. Unexplained absence from class without a valid 'Disruption to Studies' will result in the loss of a point for the lacking homework submission.

External students:

5% for the submission of 5 forum entries after completing a peer-review of the ateliers d'écriture at the end of each unit with a partner: 1 mark for each unit in the textbook.

Note: "Regular attendance" means at least 80% of the relevant activity. Students falling short of this target may lose part of their participation mark.

On successful completion you will be able to:

- 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.

Grammar and Vocabulary Tests

Due: **Weeks 3,5,9,11**

Weighting: **20%**

Grammar and Vocabulary Tests

At the end of units (chapters) 1, 2, 4 and 5 in the textbook, *Saison 1*, students will sit a 10-15 minute test on the grammar and vocabulary learnt in the unit to help students track their performance and knowledge acquisition as they progress through FRN 122. Each test is worth 5% and all together a total of 20% of the total grade. (Other assessments as seen below will test the content of units 3 and 6 in the textbook).

Internal students will sit the test in class in the second lesson of the week.

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

Specific details about the test will be available on ILearn in the weeks preceding the assessment.

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”.

Listening Test

Due: **Week 7**

Weighting: **15%**

Listening Assessment

This assessment will evaluate the progress in your listening skills in French since the first test. Oral cues will elicit specific written responses to test your comprehension and ability to apply taught grammatical structures in extended written responses in French.

The test will last for 45 minutes and will consist of multiple choice grammar questions, short answer questions in French.

Internal students will sit the test in class in the second lesson of week 7.

External students will complete the test online. The tasks will be available for a limited time only - from Friday to Monday at the end of week 7. Answers must be submitted on time; whatever has been entered when time runs out will be automatically saved and submitted on your behalf.

Specific details about the test will be available on ILearn in the weeks preceding the assessment.

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”.

Oral Test

Due: **Week 13 in class**

Weighting: **15%**

Oral Assessment

In 5-10 minutes you will show your tutor how your oral skills have developed. All of the topics of the test (conversation or role-play) will be given to all students at the start of week 12 on iLearn so that they may prepare for their test.

Internal students working in pairs will come to class 15 minutes before their allotted time to receive the one topic on which they will speak (these are drawn randomly from the list of topics given in week 12). Students will have 15 minutes to prepare before completing the test which is recorded by the tutor. The end of session oral test takes place during regular class hours for internal students, there are therefore no classes in week 13.

External students will be sent their topic by the tutor via email 15 minutes prior to the appointed test via Skype. They will be tested individually and not in pairs. Notes may not be consulted by students during the exam. External students do their tests on Skype during set times in week 13.

Specific details about the test will be available on iLearn in the weeks preceding the assessment.

On successful completion you will be able to:

- 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 Test

Due: **Week 13**

Weighting: **40%**

Reading and Writing Assessment

This final on line examination will assess students' comprehension of, and their writing skills in, French. Students will be required to read a short text in French on a general topic that will draw from themes studied during the unit and answer questions about the text in French. Students will then write a short text in French (150 words) on one of two proposed topics using correct vocabulary and grammar taught throughout the unit.

All students will sit the test the test on line in week 13.

More details about the test will be available on iLearn in the weeks preceding the test.

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.

Delivery and Resources

DELIVERY

Internal students

Students attend 2 x 2 hour tutorials per week: 4 hours of tutorials. There are no lectures for FRN 122. Classes are scheduled on Mon and Wed or Tue and Thu. Please go to eStudent to register in one of the classes on offer. The classes are streamed, which means you must attend the same 2x2 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.

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 FRN122 on eStudent. Your only timetabled activities will involve the attendance of a live **video-conferencing** speaking test to be held in week 13 at specific times (some evenings will be assigned) allocated by the unit tutor around week 11/12. More details will be provided then.

All students

The course is of a very intensive nature. FRN122 aims to prepare students for FRN 123 in session 2 and FRN 125 on line in session 3. This latter course prepares students for FRN 226 *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 FRN 122 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 CDs that accompany the textbook and exercise books - ***Saison 1* by Didier publishers. All students MUST have bought a copy of this text book with the**

accompanying exercise book (cahier d'exercices) for week 1 classes. These can be bought at the Coop bookstore at Macquarie University. Not having the textbook is not a reason to miss the first test in week 3.

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 and talk to your tutor. Part of your participation mark depends on your regular attendance of class.

External students' participation mark is derived from the submission of the written homework tasks on a forum on iLearn. More information will be available on iLearn closer to the submission time. **External students MUST find a French speaking partner in the unit with whom to conduct a peer review** of these written tasks via email and to practice spoken French to compensate for not being in the interactive language learning classroom. The forum on iLearn called "Je cherche un copain/copine de classe" (I'm looking for a study partner) will allow you to connect with other external students on line.

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
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'. If the application is for medical reasons, students must have a 'Professional Authority Form' filled in by a doctor. A copy of this form can be found on iLearn.

Resources

All new students will need to purchase the textbook before week 1 session 1: **Saison 1.**

Méthode de français A1+, and the activity book: **Saison 1. Cahier d'activités [A1+]** published in France by Didier publishers. The two books 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.

External students will need to have access to a webcam, headphones as well as a microphone for use during the video-conferencing sessions with *Zoom* which they will need to

download for free from the internet. We recommend you use **Firefox** which has been reliable with respect to media files used in the course. The correct functioning of internet connection and network is the student's sole responsibility.

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.

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 where you are free to supply the e-mail address of your choice. 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 FRN 122 iLearn page for 2016 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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/

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.

Student Support

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

Learning Skills

Learning Skills (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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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.

Assessment tasks

- Oral Test
- Final Test

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.
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Assessment tasks

- Grammar and Vocabulary Tests
- Listening Test
- Oral Test

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

- 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 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 task

- Oral Test

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.

- 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
- Grammar and Vocabulary Tests
- Listening Test
- Oral Test
- Final Test

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

- 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 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 task

- Final Test

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 outcome

- 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

- Participation
- Grammar and Vocabulary Tests
- Listening 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.
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Assessment tasks

- Participation
- Grammar and Vocabulary Tests
- Listening Test
- Oral Test
- Final Test

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 Test

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
- Oral Test

Changes since First Published

Date	Description
31/ 01/ 2017	Participation mark clarification
25/ 01/ 2017	Change to participation mark to include 5% as opposed to 3% for the Preparation for University Language Learning. Addition of new tutor Marion Kermann