



# FRN 337

## Advanced French II

S2 Day 2019

*Dept of International Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Alexandra Kurmann

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

Contact via Email

AHH L2 North Wing

Benedicte Andre

[benedicte.andre@mq.edu.au](mailto:benedicte.andre@mq.edu.au)

Credit points

3

Prerequisites

FRN336

Corequisites

Co-badged status

Unit description

Following on from FRN336, this unit provides training in the four basic language skills (speaking, listening, reading and writing) at an advanced level (B2 moving toward C1 in the Common European Framework of Reference for Languages). It provides students with an opportunity to study French culture extensively.

## 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:

Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect. Students will work towards understanding a wide range of written texts, including longer,

more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.

Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something.

They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.

Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.

Students will be able to understand, extract and challenge specific information from a given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

## General Assessment Information

### Unit Requirements and Expectations

FRN337 gives students the opportunity to develop their interactive skills and use the French language in context. To get the most out of this unit, students are required to prepare in advance by listening to and reading the prescribed materials in the textbook or online, as well as learning any new vocabulary. Active participation is essential and expected in all classes. Students should make sure they spend a minimum of 8 hours per week out of class on their French studies; this includes preparations, homework, assignments and independent work.

Students are advised to reinforce their learning by consulting the extra materials that are available on the unit's iLearn pages as well as any other material they can find themselves (e.g. news, podcasts, YouTube videos, newspapers...) and also by engaging in regular revision of class content. The main key to learning a language is regular practice.

French will be the main language used in class. Students are also encouraged to speak French out of class whenever they find an opportunity to do so.

## Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Around May 1968</u></a>	15%	No	Week 4
<a href="#"><u>Career Preparation Task</u></a>	10%	No	Weeks 5, 7 and 9
<a href="#"><u>Portfolio draft</u></a>	0%	No	5pm, 1st Fri. of Sem. break
<a href="#"><u>Portfolio - Final version</u></a>	10%	No	Week 12
<a href="#"><u>Oral expression</u></a>	15%	No	Week 12
<a href="#"><u>Independent grammar study</u></a>	20%	No	Weekly
<a href="#"><u>Final Examination</u></a>	30%	No	During formal exam period

### Around May 1968

Due: **Week 4**

Weighting: **15%**

In-class test followed with a written comprehension, both on 'May 68'. Students will be assessed on content covered in class, including discussions, and reading and visual material.

On successful completion you will be able to:

- Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.
- Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the

context; to understand frequently used set expressions.

- Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.
- Students will be able to understand, extract and challenge specific information from a given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

## Career Preparation Task

Due: **Weeks 5, 7 and 9**

Weighting: **10%**

This activity contributes to students becoming work ready and developing intercultural skills, demonstrating capacity to communicate abilities, career story, and learning experiences in the target language.

- Step 1: Group work identifying cultural expectations and developing pre-interview checklist (Due week 5)
- Step 2: Analyse sample job ad and create video (Due week 7)
- Step 3: Submit self-evaluation using provided rubric (Due week 9)

On successful completion you will be able to:

- Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts

and views precisely and making detailed contributions to a discussion.

- Students will be able to understand, extract and challenge specific information from a given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

## Portfolio draft

Due: **5pm, 1st Fri. of Sem. break**

Weighting: **0%**

Students will be expected to submit their portfolio draft prior to presenting the final version during their oral expression assessment in Week 12. Not submitting the draft will result in a 0 mark for the portfolio presentation section of the oral expression.

Further details including task description, rubrics and submission information are available on iLearn.

On successful completion you will be able to:

- Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.

## Portfolio - Final version

Due: **Week 12**

Weighting: **10%**

The final version will clearly integrate comments and suggestions from draft version.

On successful completion you will be able to:

- Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical

mistakes that would substantially interfere with the reader's understanding.

- Students will be able to understand, extract and challenge specific information from a given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

## Oral expression

Due: **Week 12**

Weighting: **15%**

After presenting their portfolio, students will individually present on a topic relating to one of the themes studied during the semester. The topic will be drawn from a list of topics available on iLearn. Students will be assessed on their presentation as well as their capacity to answer follow-up questions.

Portfolio presentation: 5% Response to topic question + follow-up discussion: 10% Preparation: 15 minutes. Presentations: 10 minutes.

On successful completion you will be able to:

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## Independent grammar study

Due: **Weekly**

Weighting: **20%**

Students will be expected to complete and review a list of grammar exercises from *Difficultés expliquées du français... for English speakers*, Vercollier et al., Clé International on a weekly basis. This activity will be peer-assessed.

On successful completion you will be able to:

- Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.

## Final Examination

Due: **During formal exam period**

Weighting: **30%**

Students will write a 600-word essay in French relating to contemporary France. The essay will demonstrate a comprehensive understanding of the topics discussed during the semester through the use of precise examples and arguments. Students will also be expected to showcase command of the grammar topics covered in the independent grammar study module.

On successful completion you will be able to:

- Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.
- Students will be able to understand, extract and challenge specific information from a given medium or abstract ideas; formulating their thoughts and views precisely and



making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

## Delivery and Resources

### Lecture Times and Locations

2 x 2 hours per week. For times and locations, please follow <https://timetables.mq.edu.au/2020/>

### Material

Required and Recommended Texts (available from the Co-op Bookshop)

- Difficultés expliquées du français... for English speakers, Vercollier et al., Clé International. (required)
- Grammaire essentielle du français B2, Bourmayan et al., Editions Didier. (recommended)

## TECHNOLOGY USED AND REQUIRED

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#### Online Resources

Students have online access through **iLearn** (<http://ilearn.mq.edu.au>) to all teaching materials, including iLectures, from the beginning to the end of semester. There are links to IT assistance on the iLearn login page.

**Login** is via: <https://ilearn.mq.edu.au/>

**Is my unit in iLearn?:** <http://help.ilearn.mq.edu.au/unitsonline/> to check when your online unit will become available.

Students must check the iLearn pages for announcements, amendments to the program, etc.

**Everything is announced online; it is the student's responsibility to know what is required and when papers and/or assessments are to be handed in.** For external students, iLearn will normally be the only way to get up-to-date information about the unit or to download the instructions for the assignments they have to prepare.

#### Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient. Besides making sure they can have daily access to a computer, students should note that for some assignments and exercises they may need headphones as well as a microphone. For Zoom sessions (external students only), a camera is required as well.

For students attending classes on campus we strongly encourage that you bring along your own laptop computer, ready to work with activities in your online unit. The preferred operating system is Windows 10.

Students are required to access the online unit in iLearn by the end of Week 1 and follow any relevant instructions and links for downloads that may be required. If applicable, students are required to download the relevant language package prior to Week 2.

Please contact your course convenor **before** the end of **Week 1** if you do not have a suitable laptop (or tablet) for in-class use.

- **For central technical support go to:** [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/)
- **For student quick guides on the use of iLearn go to:** <https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students>

Online assessments: Students must ensure that the computers they use are powerful enough for the tasks at hand and the connection they are using is reliable (we recommend using Ethernet wired connection rather than wireless). **Students are required to use Firefox** rather than Safari or Internet Explorer, which have known problems with audio files. If they work from their home base, they should use the best equipment available and/or switch off all other network connections that might slow down their own. No permission to resit tests will be granted on the basis of the use of an inadequate connection during an earlier attempt. Students who do not have the proper equipment are urged to sit their tests in a university computer lab. Check eStudent for appropriate locations.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p>

[olicy-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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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

- Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.
- Students will be able to understand, extract and challenge specific information from a given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

#### Assessment tasks

- Oral expression
- Final Examination

### 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

- Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively

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## Assessment tasks

- Around May 1968
- Career Preparation Task
- Portfolio draft
- Portfolio - Final version
- Oral expression
- Final Examination

## 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**

- Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.
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## **Assessment tasks**

- Around May 1968
- Portfolio - Final version

- Oral expression
- Independent grammar study
- Final Examination

## 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

- Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.
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## Assessment tasks

- Around May 1968
- Portfolio draft
- Portfolio - Final version
- Oral expression
- Independent grammar study
- Final Examination

## 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

- Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.
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## Assessment tasks

- Around May 1968
- Portfolio draft
- Portfolio - Final version
- Oral expression
- Final Examination

## 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

- Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.

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## Assessment tasks

- Independent grammar study
- Final Examination

## 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

- Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.
- Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.
- Students will be able to understand, extract and challenge specific information from a

given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

## Assessment tasks

- Around May 1968
- Career Preparation Task
- Portfolio draft
- Portfolio - Final version
- Oral expression
- Independent grammar study
- Final Examination

## 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

- Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.
- Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Students will be able to understand, extract and challenge specific information from a given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects,

justifying opinions and giving arguments supporting their point of view.

## Assessment task

- Oral expression

## 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

- Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.
- Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.

## Common European Framework of Reference (CEFR)

Level B2 represents a new level as far above B1 (Threshold) as A2 (Waystage) is below it. It is intended to reflect the Vantage Level specification. The metaphor is that, having been progressing slowly but steadily across the intermediate plateau, the learner finds he has arrived somewhere, things look different, he/she acquires a new perspective, can look around him/her in a new way. This concept does seem to be borne out to a considerable extent by the descriptors calibrated at this level. They represent quite a break with the content so far. For example at the lower end of the band there is a focus on effective argument: account for and

sustain his opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options; construct a chain of reasoned argument; develop an argument giving reasons in support of or against a particular point of view; explain a problem and make it clear that his/her counterpart in a negotiation must make a concession; speculate about causes, consequences, hypothetical situations; take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

Except dispensation, DELF B2 is compulsory to follow studies in the French higher education. DELF B2 examination is based on level B2 of the CEFR (Common European Framework of Reference for Languages).