

**Modern Language II (French)**

Code: 100046  
 ECTS Credits: 6

Degree	Type	Year	Semester
2500239 Art History	OT	3	0
2500239 Art History	OT	4	0
2500240 Musicology	OT	3	0
2500240 Musicology	OT	4	0
2500241 Archaeology	OT	3	0
2500241 Archaeology	OT	4	0
2500243 Classics	OT	3	0
2500243 Classics	OT	4	0
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0
2500246 Philosophy	OT	3	0
2500246 Philosophy	OT	4	0
2500247 Catalan Language and Literature	OT	3	0
2500247 Catalan Language and Literature	OT	4	0
2500248 Spanish Language and Literature	OT	3	0
2500248 Spanish Language and Literature	OT	4	0
2500256 Social and Cultural Anthropology	OT	3	0
2500256 Social and Cultural Anthropology	OT	4	0
2500501 History	OT	4	0
2501002 Geography and Spatial Planning	OT	3	0
2501002 Geography and Spatial Planning	OT	4	0
2501801 Catalan and Spanish	OT	3	0
2501801 Catalan and Spanish	OT	4	0
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0

2501907 English and Classics	OT	3	0
2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2502758 Humanities	OT	3	0
2502758 Humanities	OT	4	0
2503702 Ancient Studies	OT	4	0
2503710 Geography, Environmental Management and Spatial Planning	OT	4	0

## Contact

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## Use of Languages

Principal working language: (fre)  
 Some groups entirely in English: No  
 Some groups entirely in Catalan: No  
 Some groups entirely in Spanish: No

## Prerequisites

Not required

## Objectives and Contextualisation

Modern language II is a subject that is inserted within the subject "Modern language" along with Modern Language I. It is part of the 12 optional credits programmed for the third year.

This subject introduces the student to the use of the current written and oral French language. The content of this subject is aimed at learning the instrumental French language of the student through the production and understanding of documents of different types in the current French language.

The objective of the subject is that the student is able to:

- Use French as the usual language in the classroom's own interaction
- Communicate in simple and regular situations that require a simple and direct exchange of information on everyday and foreseeable topics.
- Describe, in a simple way, aspects of your experience or personal background, aspects of the immediate environment and issues related to immediate needs.
- Understand simple phrases and phrases commonly used and related to issues of immediate importance (for example, basic personal information, family, shopping, local geography, employment ...).
- Read short written texts in plain and simple language.
- Expand knowledge about the social and cultural reality of the French-speaking countries.

## Competences

Art History

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Musicology

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Classics

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English Studies

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Philosophy

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Catalan Language and Literature

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Spanish Language and Literature

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Social and Cultural Anthropology

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### History

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Geography and Spatial Planning

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Catalan and Spanish

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English and Catalan

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English and Classics

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English and Spanish

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Humanities

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Ancient Studies

- Be able to express oneself orally and in writing in the specific language of history, archaeology and philology, both in one's own languages and a third language.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Geography, Environmental Management and Spatial Planning

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Use the scientific and professional language of the social sciences.

## Learning Outcomes

1. Ability to maintain an appropriate conversation.
2. Carry out oral presentations using an appropriate academic vocabulary and style.
3. Carrying out oral presentations using an appropriate academic vocabulary and style.
4. Carrying out oral presentations using appropriate academic vocabulary and style.
5. Communicate in the studied language in oral and written form, properly using vocabulary and grammar.
6. Communicating in oral and written form in the studied language, properly using vocabulary and grammar.
7. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
8. Critically take part in classroom oral debates and use the discipline's specific vocabulary.
9. Critically taking part in classroom oral debates and using the discipline's specific vocabulary.
10. Develop an organized and correct oral and written speech, in the corresponding language.
11. Engaging in debates about historical facts respecting the other participants' opinions.
12. Expressed in the target language, orally and in writing, using the vocabulary and grammar properly.
13. Identify main ideas and express them with secondary and linguistic correctness
14. Identify the main and secondary ideas and express them with linguistic correctness.
15. Identifying main and supporting ideas and expressing them with linguistic correctness.
16. Identifying the main and secondary ideas and expressing them with linguistic correctness.
17. Maintain an adequate level of conversation partner.
18. Oral presentations using appropriate vocabulary and one academic style
19. Participate in oral discussions in the classroom in a critical way and using the vocabulary of the discipline
20. Preparing an oral and written discourse in the corresponding language in a proper and organized way.
21. Present works in formats tailored to the needs and personal styles, both individual and small group.
22. Submitting works in accordance with both individual and small group demands and personal styles.
23. Use the scientific and professional language of the social sciences.

## Content

The course aims to develop a series of not only linguistic, but also pragmatic, textual and socio-cultural competences as well as an aptitude to learn to learn. The development of these competencies will be done through the written and oral practice of the language that encompasses all aspects (communicative, grammatical, lexical, sociocultural ...).

Oral expression and interaction.

-Present yourself

-Describe in a simple way your professional activity or that of another.

-Write a simple biography and present it orally

-Explain their daily activities

-Describe your family, a friend (a person and a friend)

-Explain your likes and ask others

-Understand a cooking recipe and explain a simple recipe

-Describe the place where you live

-Invite a friend by SMS, email or phone

-Explain to go to a place

-Explain a weekend, a trip

-Express your opinion on simple and everyday issues

-Understand simple instructions

-Explain your projects

Written expression.

- Productions written on facts and simple activities (present, past, future)

- Writing personal letters, SMS, very simple emails to express gratitude or apologize.

- Writing notes and simple messages about everyday topics

Reading comprehension.

- Analysis and comprehension of simple and common texts.

- Analysis of brief and simple messages.

- Analysis and understanding of announcements and posters on events of interest

- Analysis and comprehension of simple instructions on devices found in daily life

- Analysis and understanding of signals and warnings that are usually found in public places, such as in streets, restaurants, train stations, and in places of work.

Oral comprehension

- Analysis and understanding of simple transactions in stores, post offices or banking entities.

- Analysis and understanding of simple directions on how to go from X to Y, on foot or by public transport.

- Analysis and understanding of brief, clear and simple messages and announcements.

- Analysis and understanding of brief and recorded fragments that deal with everyday and predictable issues.

## **Methodology**

This subject is instrumental and essentially practical. The emphasis in the formative activities will be put in the active participation of the alumnado to be able to reach the competitions anticipated in this educational guide.

In general terms, the learning will be directed through the following set of techniques and actions:

- Master class with ICT support and collective discussion
- Practice of oral and written expression in French
- Analysis of grammatical phenomena
- Comprehensive reading of texts
- Drawing up diagrams, conceptual maps and summaries
- Exercise individual and group exercises, both written and oral (letters, invitations, narratives ..., debates, dialogues, exhibitions on a specific topic ...)
- Carry out autonomous activities: notebook exercises, preparation of tests, readings, essays, searching for information on the Internet ...
- Classroom exchanges (teacher-student, student-student)
- tests of grammar, written / oral expression and written / oral comprehension

It will work with authentic documents in French.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical classes with ICT, Completion of class work, Analysis, evaluation and discussion of written documents, problems, case studies ...	55	2.2	20, 10, 7, 6, 12, 5, 3, 18, 4, 2, 13, 16, 15, 14, 1, 17, 11, 9, 19, 8, 22, 21, 23
Type: Supervised			
Tutorials	15.5	0.62	20, 10, 7, 6, 12, 5, 3, 18, 4, 2, 13, 16, 15, 14, 1, 17, 11, 9, 19, 8, 22, 21, 23
Type: Autonomous			
Reading of textbooks, dossiers, texts ... Review (grammar, lexicon, written expression techniques ...) Completion of works	72	2.88	20, 10, 7, 6, 12, 5, 3, 18, 4, 2, 13, 16, 15, 14, 1, 17, 11, 9, 19, 8, 22, 21, 23

## Assessment

Evaluation is continua and will include several tests like the works / exercises / comments delivered during the semester presented orally in class, which are detailed below:

- two exams conducted in class (oral and written comprehension skills and the use of grammar and vocabulary) (50%)
- two homework tests (25%)

- A final oral test and an oral presentation in class (25%)

The subject is approved with a score of 5/10 in the final note, composed of the sum of all the tests mentioned.

The teaching staff will inform the students of the calendar of the evaluation activities on the first day of class and through the moodle.

EVALUATION: Students will be evaluated in a set of activities. Only students who, having suspended, have at least one average mark of 3.5 are entitled to the reassessment. Oral presentations (final exams and class expositions) are excluded from the recovery.

At the time of each evaluation activity, the students will be informed of the procedure and date of review of the qualifications. The recovery will consist of a synthesis exam of the recoverable part of the re-evaluation. It can not be re-evaluated to raise notes.

NOT ASSESSABLE: It will be considered as "NOT ASSESSABLE" to indicate that you have completed less than 2/3 parts of the assessment activities.

PLAGIARISMS: The total or partial plagiarism of any of the exercises will automatically be considered a FAILED (0) of the plagiarized exercise. Plagiarism is to copy from unidentified sources of a text, be it a single phrase or more, which is passed to own production (this includes copying phrases or fragments of the Internet and adding them without modifications to the text that is presented as own) and is a serious offense.

PARTICULAR CASES: French-speaker students must meet the same assessment conditions as other students. The responsibility of the follow-up of the educational and evaluation activities falls exclusively to the student.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Delivery module for written works	25%	0.5	0.02	20, 10, 7, 6, 12, 5, 3, 18, 4, 2, 13, 16, 15, 14, 1, 17, 11, 9, 19, 8, 22, 21, 23
Module of oral and written comprehension tests, written expression and use of grammar and vocabulary	50%	6	0.24	20, 10, 7, 6, 12, 5, 3, 18, 4, 2, 13, 16, 15, 14, 1, 17, 11, 9, 19, 8, 22, 21, 23
Oral presentation module, pronunciation activities in class, and oral test	25%	1	0.04	20, 10, 7, 6, 12, 5, 3, 18, 4, 2, 13, 16, 15, 14, 1, 17, 11, 9, 19, 8, 22, 23

## Bibliography

Consultation works

BESCHERELLE (1991): *L'art de conjuguer : Dictionnaire de 12 000 verbes*, Hurtubise HMH, La Salle.

BESCHERELLE (1997) : *L'orthographe pour tous*, Hatier, Paris.

Vocabulary

MIQUEL, Claire: *Vocabulaire progressif du français - 2ème édition - Niveau débutant* (Livre + CD audio).  
Collection : Progressive.



ELUERD, Rolland (2008) : *Les exercices de vocabulaire en contexte*. Niveau débutant. Hachette. Paris

AKYÜZ, Anne (2008) : *Les exercices de vocabulaire en contexte*. Niveau intermédiaire. Hachette. Paris.

#### Phonetics

CHARLIAC, LE BOUGNEC, LOREIL, MOTRON: *Phonétique progressive du français* - Niveau débutant. Collection: Progressive (étude vivante et pratique des sons du français).

#### Grammar

BERARD,Evelyne, LAVENNE, Christian (1989) : *Modes d'emploi : Grammaire utile du français*, Hatier, Paris.

MAHEO-LE COADIC, Michèle, MIMRAN, Reine, POISSON-QUINTON, Sylvie (2002) *Grammaire expliquée du français*. Clé international, Paris.

RIEGEL, Martin et alii. (1998) *Grammaire Méthodique du Français*, Presses Universitaires de France, Paris

#### Dictionaries :

REY, Alain, REY-DEBOVE, Josette, *Dictionnaire alphabétique et analogique de la langue française : Petit Robert 1*. (dernière édition). (Diccionari monolingüe, imprescindible)

LAROUSSE (Diccionari monolingüe, imprescindible. Inclou també sinònims, antònims, cites, expressions...)

LAROUSSE ( Diccionari bilingüe) Français-Espagnol/ Espagnol/ Français. Larousse

<http://www.larousse.com/es/diccionarios/frances-monolingue>

<http://www.larousse.fr/dictionnaires/francais-espagnol/>

Diccionari Francès- Català / Català-Francès. Diccionari Enciclopedia Catalana

Grammar with exercises (As reinforcement of the grammar contents worked in class)

GLAUD, Ludivine, LANNIER, Muriel, LOISEAU, Yves (2015) *Grammaire Essentielle du Français A1 - A2* (livre + CD). Didier, Paris.

BOULARES, Michèle & FREROT, Jean Louis, *Grammaire progressive du français* (avec livret de corrigés). Clé International, Paris.

AKYÜZ, Anne, BAZELLE-SHAHMAEL, Bernadette, BONENFANT, Joëlle, GILEMANN, Marie-Françoise. (2008) : *Les 500 exercices de grammaire. A2. (avec corrigés)*. Hachette, Paris.

#### Oral and written comprehension activities

<http://www.adodoc.net>

<http://www.bonjourdefrance.com>

<http://www.tv5monde.com>

#### Dialogues

<http://clicnet.swarthmore.edu/fle.html>

*Jugant al detectiu* : activitats de comprensió , de gramàtica i de vocabulari

<http://www.polarfle.com>

#### Phonetics activities:

<http://www3.unilcon.es/dp/dfm/flenet/phon/phoncours.html>

<http://phonetique.free.fr/>

Oral comprehension

[http://www.tv5.org/TV5Site/enseigner-apprendre-francais/accueil\\_apprendre.php](http://www.tv5.org/TV5Site/enseigner-apprendre-francais/accueil_apprendre.php)

<http://www.tv5.org/TV5Site/7-jours/>