

**Foreign language II (French)**

Code: 103569  
ECTS Credits: 6

| Degree             | Type | Year | Semester |
|--------------------|------|------|----------|
| 2502758 Humanities | FB   | 1    | 2        |

**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

**Teachers**

Anna Corral Fulla

**Prerequisites**

*Foreign Language I (French).*

**Objectives and Contextualisation**

*Foreign Language II* is part of the basic training of students of the Humanities degree together with the subject *Foreign Language I (French)*.

This course introduces the student to the use of the current written and oral French language. The content of this course aims at training the student in instrumental French language through the production and comprehension of documents of different typology in current French language.

The aim of the course is for the student to be able to:

- To use French as a common language in the interaction of the class.
- Communicate in simple and routine situations that require a simple and direct exchange of information on everyday and foreseeable topics.
- Describe, in a simple way, aspects of their personal experience or background, aspects of the immediate environment and matters related to immediate needs.
- Understand sentences and simple expressions frequently used in relation to subjects of immediate importance (for example, basic personal information, family, shopping, places of interest, occupations...).
- Read texts written in simple language.
- Expand your knowledge of the social and cultural reality of French-speaking countries.

**Competences**

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

## Learning Outcomes

1. Ability to maintain an appropriate conversation.
2. Carrying out oral presentations using an appropriate academic vocabulary and style.
3. Communicating in oral and written form in the studied language, properly using vocabulary and grammar.
4. Identifying the main and secondary ideas and expressing them with linguistic correctness.
5. Interpreting the meaning of unknown words thanks to its context.
6. Making predictions and inferences about the content of a text.
7. Producing a written text that is grammatically and lexically correct.
8. Producing an oral text that is grammatically and lexically correct.

## Content

The course aims at developing not only linguistic but also pragmatic, textual and socio-cultural competences as well as an aptitude for learning to learn. The development of these competences will be carried out by means of the written and oral practice of the language that will include all its aspects (communicative, grammatical, lexical, sociocultural...).

Oral production.

Introducing yourself

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

Writing a simple biography and presenting it orally.

Explaining your daily activities

Describing your family, a friend (physical and character)

Explaining your tastes and ask someone else

Understanding a cooking recipe

Describing where you live

Inviting a friend by SMS, e-mail or phone

Explaining how to go to a place

Explaining a weekend, a trip

Expressing your opinion on simple, everyday topics

Understanding simple instructions

Explaining your projects

Written production.

- Written productions about simple facts and activities (present, past, future).

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

- Writing notes and simple messages on everyday topics.

Reading comprehension.

- Analysis and comprehension of simple and current texts, such as announcements, leaflets, menus and timetables.

- Analysis and comprehension of short and simple messages.

- Analysis and comprehension of announcements and posters about events of interest.

- Analysis and understanding of simple instructions on devices found in everyday life

- Analysis and understanding of signs and warnings commonly found in public places, such as streets, restaurants, train stations, and workplaces.

Oral comprehension

- Analysis and understanding of simple transactions in shops, post offices or banks.

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

- Analysis and comprehension of short, clear and simple messages and announcements.

- Analysis and understanding of short and recorded fragments dealing with everyday and foreseeable matters.

In the different documents and in the socio-cultural aspects addressed, personalities from the Francophone world of both genders will be presented.

## Methodology

The subject *Foreign Language II (French)* is instrumental and essentially practical. The emphasis on training activities will be on the active participation of the students in order to achieve the competences foreseen in this teaching guide.

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

- Master class with ICT support and collective discussion
- Practice of written and oral expression in French language
- Analysis of grammatical phenomena
- Comprehensive reading of texts
- Creation of diagrams, concept maps and summaries
- Individual and group exercises, both written and oral (letters, invitations, narratives ...; debates, dialogues, presentations on a specific topic ...)
- Accomplishment of autonomous activities: exercises of the notebook, preparation of the tests, readings, compositions, search of information in Internet ...
- Class exchanges (teacher-student, student-student)
- grammar, written / oral expression and written / oral comprehension tests

Whenever possible, we will work with authentic documents in French.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

| Title  | Hours | ECTS | Learning Outcomes      |
|--|-------|------|------------------------|
| Type: Directed   |       |      |                        |
| Analysis, evaluation and discussion of written/oral documents, problems, practical cases.... | 25    | 1    | 7, 8, 4, 5, 6          |
| Completion of exercises  | 18    | 0.72 | 8, 4, 5, 6             |
| Evaluation activities  | 6     | 0.24 | 7, 8, 3, 4, 5, 1, 6, 2 |
| Lecture classes with technological/on line support.  | 20    | 0.8  |                        |
| Tutorial support   | 6     | 0.24 | 3                      |
| Type: Supervised   |       |      |                        |
| Papers preparation   | 5     | 0.2  | 7, 8, 3, 4, 5, 6, 2    |

Type: Autonomous

|  |    |      |                     |
|--|----|------|---------------------|
| Completion of exercises                                  | 20 | 0.8  | 8, 3, 4, 5, 1, 6, 2 |
| Reading text books, dossiers, texts...                   | 15 | 0.6  | 4, 5, 6             |
| Review (grammar, vocabulary, written/oral production...) | 27 | 1.08 | 3                   |

## Assessment

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated on the first day of class and will be published on the virtual campus.

On carrying out each evaluation activity, lecturers will inform students of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place. The course is passed with a score of 5 out of 10 in the final grade, made up by the addition of all the tests mentioned. A minimum mark of 5/10 on both oral and written assessment is required to achieve a passing score.

In order to participate in the reassessment, the student must have been previously assessed in a set of activities the weight of which is equivalent to a minimum of 2/3 of the total grade. Only students who have failed and have at least an average final grade of 3.5 will have the right to reassessment. Reassessment will consist in a final summary examination.

Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 30% of the assessment items.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Plagiarism: Total and partial plagiarism of any of the exercises will automatically be considered a FAILED (0) of the plagiarized exercise. Plagiarism is copying from unidentified sources, be it a single phrase or more, passing it off as one's own production (this includes copying phrases or fragments from the Internet and adding them without modification to the text presented as one's own), and it is a serious offence.

Responsibility for monitoring training and evaluation activities rests solely with the student.

## Assessment Activities

| Title                      | Weighting | Hours | ECTS | Learning Outcomes |
|----------------------------|-----------|-------|------|-------------------|
| Speaking skills assignment | 20 %      | 4     | 0.16 | 8, 3, 4, 1, 2     |
| Test 1                     | 40 %      | 2     | 0.08 | 7, 3, 4, 5, 6     |
| Test 2                     | 40 %      | 2     | 0.08 | 7, 3, 4, 5, 6     |

## Bibliography

Mandatory

To be determined

#### Reference 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).

#### **Consultation Grammars**

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

#### Grammars with exercises

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>

Phonetic 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/>

Civilization

<http://www.cortland.edu/flteach/civ/>

## **Software**

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