

**Modern Language II (French)**

Code: 100046  
 ECTS Credits: 6

**2024/2025**

Degree	Type	Year
2500239 Art History	OT	3
2500239 Art History	OT	4
2500240 Musicology	OT	3
2500240 Musicology	OT	4
2500241 Archaeology	OT	3
2500241 Archaeology	OT	4
2500246 Philosophy	OT	3
2500246 Philosophy	OT	4
2500256 Social and Cultural Anthropology	OT	3
2500256 Social and Cultural Anthropology	OT	4
2500501 History	OT	4
2502758 Humanities	OT	3
2502758 Humanities	OT	4
2503702 Ancient Studies	OT	4
2503998 Catalan Philology: Literary Studies and Linguistics	OT	4
2504211 Spanish Language and Literature	OT	3
2504211 Spanish Language and Literature	OT	4
2504212 English Studies	OT	3
2504212 English Studies	OT	4
2504380 English and Catalan Studies	OT	3
2504380 English and Catalan Studies	OT	4
2504386 English and Spanish Studies	OT	3
2504386 English and Spanish Studies	OT	4
2504388 Catalan and Spanish Studies	OT	3
2504388 Catalan and Spanish Studies	OT	4

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## Teachers

Anna Corral Fulla

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

It is necessary to have basic knowledge of the French language.

It is not a subject for French-speaking students.

## 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 and fourth 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

- 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

- 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.

### Philosophy

- 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

- 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.

### 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.

### Catalan Philology: Literary Studies and Linguistics

- Produce written work and oral presentations that are effective and framed in the appropriate register.
- 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.

#### Spanish Language and Literature

- Carry out effective written work or oral presentations adapted to the appropriate register in different 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

- Produce effective written work or oral presentations adapted to the appropriate register in distinct languages (except English).
- 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 Studies

- Carry out effective written work or oral presentations adapted to the appropriate register in different 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 Studies

- Carry out effective written work or oral presentations adapted to the appropriate register in different 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 Studies

- Carry out effective written work or oral presentations adapted to the appropriate register in different 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 Studies

- Produce effective written work or oral presentations adapted to the appropriate register in distinct 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.

## 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. Construct an oral and written discourse in the corresponding language that is well-organised and correct.
9. Create an organised and correct discourse, spoken and in writing, in the corresponding language.
10. Critically take part in classroom oral debates and use the discipline's specific vocabulary.
11. Critically taking part in classroom oral debates and using the discipline's specific vocabulary.
12. Develop an organized and correct oral and written speech, in the corresponding language.
13. Engaging in debates about historical facts respecting the other participants' opinions.
14. Express ideas in the language studied, orally and in writing, using vocabulary and grammar appropriately.
15. Express themselves in the language studied, orally and in writing, using vocabulary and grammar appropriately.
16. Give oral presentations, using an appropriate style and vocabulary.
17. Identify main and secondary ideas and express them with linguistic correctness.
18. Identify principal and secondary ideas and express them using correct language.
19. Identify the main and secondary ideas and express them with linguistic correctness.
20. Identify the relationships between literature and language, and the language in which it is spoken and written, and express them with linguistic correctness.
21. Identifying main and supporting ideas and expressing them with linguistic correctness.
22. Identifying the main and secondary ideas and expressing them with linguistic correctness.
23. Maintain a conversation appropriate to the level of the interlocutor.
24. Maintain a conversation attuned to the level of the interlocutor.
25. Make oral presentations using appropriate academic vocabulary and style.
26. Participate in classroom debates from a critical perspective, using the vocabulary of the discipline.
27. Participate in oral debates in the classroom in a critical manner and using the vocabulary of the discipline.
28. Preparing an oral and written discourse in the corresponding language in a proper and organized way.
29. Present work in formats suited to personal demands and styles, both individually and in small groups.
30. Present works in formats tailored to the needs and personal styles, both individual and small group.
31. Submit assignments in formats tailored to requirements and personal styles, whether carried out individually or in a small group.
32. Submitting works in accordance with both individual and small group demands and personal styles.

## 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
- Understands 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.

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

## Activities and Methodology

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	1, 3, 4, 6, 7, 11, 13, 21, 22, 28, 32

Type: Supervised				
Tutorials	15.5	0.62	1, 3, 4, 6, 7, 11, 13, 21, 22, 28, 32	
Type: Autonomous				
Reading of textbooks, dossiers, texts ... Review (grammar, lexicon, written expression techniques ...) Completion of works	67.5	2.7	1, 3, 4, 6, 7, 11, 13, 21, 22, 28, 32	

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.

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Listening and reading	10%	1	0.04	21, 22
Speaking skills assignment	20 %	3	0.12	1, 2, 3, 4, 5, 6, 7, 10, 11, 13, 14, 15, 16, 17, 21, 22, 23, 24, 25, 26, 27, 28, 32

Test 1	30 %	4	0.16	1, 3, 4, 5, 6, 7, 11, 13, 14, 15, 21, 22, 23, 24, 28, 32
Test 2	40 %	4	0.16	1, 3, 4, 6, 7, 8, 9, 11, 12, 13, 17, 18, 19, 20, 21, 22, 28, 29, 30, 31, 32

## Assessment

1- 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

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.

2- This subject does not incorporate single assessment

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.

## Bibliography

### Textbook

HUGOT, Catherine; M. Kizirian, Véronique; Waendendries, Monique (2012/2018). *Alter Ego + Méthode de Français A1*. Paris : Hachette. ISBN : 978-2-01-155810-7

### 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. Diccionaris 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/fenet/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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## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	French	second semester	morning-mixed
(TE) Theory	1	French	second semester	afternoon