

Degree	Type	Year
2504393 English and French Studies	FB	1

## Contact

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## Teaching groups languages

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

## Prerequisites

Not appropriate

## Objectives and Contextualisation

The subject French Language I is part of the basic training of students of the Degrees of French and English. As a subject of basic training, it has to be studied compulsory.

This subject aims to consolidate the basic knowledge of the student in the current written and oral French language. The main objective is the student's instrumental French language training through the production and understanding of documents of different types in current French language.

The contents covered in this subject are also oriented to provide the necessary tools to students to be able to access the contents of the subjects of literary and cultural linguistic character provided in later courses .

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply ethical scientific principles in information processing.
- Carry out effective written work and oral presentations adapted to the appropriate register in different languages.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Develop habits which facilitate teamwork with the aim of attaining the planned objectives.
- 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.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.

## Learning Outcomes

1. Apply appropriate and thoughtfully prescriptive principles of oral and written standard French.
2. Be familiar with oral and written French language at the level of the simple sentence (grammatical foundations and contrastive elements) (B1).
3. Be familiar with the basic rules of spelling and morphosyntax (B1).
4. Correctly produce texts of distinct types, applying their linguistic and discursive specificities at an independent-user level (B2).
5. Correctly pronounce in French language at an independent-user level (B2).
6. Critically taking part in classroom oral debates and using the discipline's specific vocabulary at an independent-user level (B2).
7. Distinguish the distinct levels of linguistic analysis and establish relationships between them.
8. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
9. Express oneself effectively by applying argumentative and textual procedures in formal and academic texts.
10. Express, orally and in writing, opinions or content in French with precision and clarity at an independent-user level (B2).
11. Know how to interpret the meaning of a text in French at an independent-user level (B2).
12. Learn to interrelate linguistic knowledge among distinct languages.
13. Maintain a conversation appropriate to the level of the interlocutor at an independent-user level (B2).
14. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
15. Produce speeches in French adapting language register to the communicative situation.
16. Produce written work or oral presentations in accordance with the principles of academic ethics.
17. Recognise and put into practice the following teamwork skills: commitment, collaborative skills, ability to contribute to problem solving.
18. Solve grammatical exercises (spelling-sound relationship, morphology, syntax) (B1).
19. Work independently in the study of French language, literature and culture.
20. Work with independence and initiative, integrating the contributions of others and respecting the established work plan.

## Content

The course aims to develop a series of competencies not only linguistic but also sociocultural as well as an aptitude to learn to learn. The development of these competences is carried out through the oral and written practice of language that encompasses all its aspects (communicative, grammatical, lexical...). The different functional, linguistic and cultural objectives will be structured around three main axes: description, storytelling and argumentation.

The student will get the following competencies:

- Describe people, mood and physical states and describe objects, situations and actions. - Locate and place in space. - Narrate and ask about a fact or event. - Compare the present and the Past. - Express ignorance or knowledge of a fact. - Ask for and give information about tastes, a state or physical sensation - Express agreement, disagreement and preferences - Request and give instructions - Ask and express the meaning of a word or expression - argue and justify an opinion - narrate an event from the past using the different verb tenses of the Indicative - express the will and desire using the subjunctive...

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Comprehensive reading of texts	10	0.4	1, 12, 2, 7, 11, 20, 19
Master class with ICT support and collective discussion	25	1	1, 12, 2, 3, 7, 4, 15, 16, 10, 9, 8, 14, 13, 6, 5, 17, 18, 11, 20, 19
Practical Exercises	15	0.6	12, 2, 3, 7, 4, 10, 9, 8, 18, 11, 20
Type: Supervised			
Tutorials	10	0.4	1, 2, 3, 4, 15, 16, 10, 14, 13, 5, 17, 18, 11, 20
Type: Autonomous			
Personal study	30	1.2	1, 12, 7, 15, 16, 19
Practical exercises and writing jobs	50	2	12, 2, 3, 7, 4, 10, 9, 8, 14, 6, 5, 17, 18, 11, 20, 19

The subject of French Language I is instrumental and essentially practical. The emphasis will be on the training activities and the active participation of the students in order to achieve the competencies provided for in this teaching guide.

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

- Master class with ICT support and collective discussion
- Written and oral expression practice in French language
- Analysis of grammatical phenomena
- Comprehensive reading of texts
- Performing individual and group exercises both written and oral (letters, narratives, descriptions...; debates, dialogues, exhibitions on a specific topic...)
- Conducting autonomous activities: notebook exercises, test preparation, readings, writings, searching for information on the internet...
- Making schematics, concept maps and summaries
- Class exchanges (teacher - student, student-student)
- Grammar, written/oral expression and written/oral comprehension tests.

It will work with authentic documents in the French language.

Note: 15 minutes of a class will be reserved, within the timetable established by the centre/title, for the complementation by the students of the assessment surveys of the teaching staff's performance and the assessment of the subject.

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
Individual or group written or oral presentations	20%	0	0	1, 2, 3, 4, 15, 16, 10, 9, 8, 14, 13, 6, 5, 17, 11, 20, 19
Formative assessment tests (oral)	25%	5	0.2	12, 2, 3, 7, 15, 16, 10, 9, 8, 14, 13, 5, 18
Formative assessment tests (written)	25%	5	0.2	1, 12, 2, 3, 7, 4, 15, 16, 10, 9, 8, 18, 11
Practical activities proposed in class or on the virtual campus	30%	0	0	12, 2, 3, 7, 4, 15, 10, 9, 8, 18, 11, 20, 19

Assesment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class.

#### Related matters

The above information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

#### Review

*On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.*

#### Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. Some tasks cannot be repeated (class participation, oral presentations, class exercises). Students cannot apply for recovery to improve grade. On the other hand, it is necessary to have approved both oral and written.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

#### Classification as "not assessable"

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

#### Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial

part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

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.

Particular cases: French-speaking students will have to meet the same evaluation conditions as other students. Responsibility for monitoring training and evaluation activities rests solely with the student.

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.

Single assessment: this will consist of a written test (40%); an oral exercise (40%) and job submission (20%).

## **Bibliography**

### MANDATORY WORKS

MAHEO-LE COADI, M.; MIMRAN, R. et POISSON-QUINTON, S. (2002) *Grammaire expliquée du Français*. Paris: CLE International.

HUET-OGLE, C., BOULET, R. et POISSON-QUINTON, S. (2003) *Grammaire expliquée du français*. Intermédiaire. Cahier d'exercices. Paris: CLE International.

### RECOMMENDED WORKS

#### - CONJUGATION

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

#### - VOCABULARY

MIQUEL, Claire. (2018) *Vocabulaire progressif du français - Niveau A2-B1*. CLE International.

MIMRAN, Reine. (2005) *Vocabulaire expliqué du français - niveau intermédiaire* - CLE International.

#### - GRAMMARS WITH EXERCISE ( to reinforce the grammar contents three-off in class)

GRÉGOIRE, Maïa ; THIÉVENAZ, Odile (2018) *Grammaire progressive du français*. Niveau intermédiaire. Clé International, Paris.

DESCOTES-GENON, C., MORSEL, M.H., RICHOU, C., (2010): *L'exercisier: l'expression française pour le niveau intermédiaire*. PUG.

CAQUINEAU-GUNDUZ, Marie-Pierre. (2008): *Les 500 Exercices de Grammaire B1 - Livre + corrigés intégrés*. Hachette.

#### - DICTIONARIES

REY, A., REY-DEBOVE, J., *Dictionnaire alphabétique et analogique de la langue française : Petit Robert 1*. (dernière édition).

#### - NETWORK RESOURCES

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

<https://leconjugueur.lefigaro.fr/>

<http://apprendre.tv5monde.com/es>

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

## Software

Browser and text editor.

## Language list

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