

**Modern Language I (French)**

Code: 100037  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Art History	OT	3
Art History	OT	4
Musicology	OT	3
Musicology	OT	4
Archaeology	OT	4
Philosophy	OT	3
Philosophy	OT	4
Social and Cultural Anthropology	OT	3
Social and Cultural Anthropology	OT	4
History	OT	4
Humanities	OT	3
Humanities	OT	4
Ancient Studies	OT	4
Catalan Philology: Literary Studies and Linguistics	OT	4
Spanish Language and Literature	OT	3
Spanish Language and Literature	OT	4
English Studies	OT	3
English Studies	OT	4
English and Catalan Studies	OT	3
English and Catalan Studies	OT	4
English and Spanish Studies	OT	3
English and Spanish Studies	OT	4
Catalan and Spanish Studies	OT	3
Catalan and Spanish Studies	OT	4
English and Classics Studies	OT	3

## Contact

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## Teaching groups languages

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

## Prerequisites

Not applicable.

It is not a subject for French-speaking students.

## Objectives and Contextualisation

Modern Language I is a subject that is included into the subject "Modern Language" together with Modern Language II. It forms part of the 12 elective credits programmed for the third and fourth year.

This course introduces the student to the use of the current written and spoken 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:

- understand and use everyday expressions and simple phrases designed to meet needs.
- The aim of the course is for the student to be able to: understand and use everyday expressions and simple phrases aimed at satisfying needs; introduce himself and a third person; ask and answer questions about personal details such as where he lives, the people he knows and the things he has.
- interact in a basic way as long as the other person speaks slowly and clearly and is willing to cooperate.

## 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.

### Archaeology

- 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.

#### 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 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 through the written and oral practice of the language that will include all its aspects (communicative, grammatical, lexical and sociocultural).

Oral production.

- greeting and addressing someone
- requesting and giving basic personal information (name, address ...)
- communicating easily by telephone
- talking about where you live and the people you meet

Written production.

- writing simple notes addressed to friends
- simple descriptions of people, places, activities
- filling in forms with personal data
- writing short and simple postcards
- writing letters and short messages with the help of a dictionary

Reading comprehension.

- analysis and comprehension of very short and simple texts, generally descriptions, with images.
- analysis and understanding of SMS, emails, postcards ...

- analysis and comprehension of short and simple written instructions

Oral comprehension.

- understanding conversations about everyday or personal matters
- comprehension of brief and simple instructions and indications
- understanding short, simple personal questions
- comprehension of short and simple messages and announcements
- understanding numbers, prices and timetables ...

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			
Lecture classes with technological/on line support. Completion of exercises. Collective discussion	50	2	28, 7, 6, 3, 4, 1, 13, 11, 32
Type: Supervised			
Papers preparation. Tutorial support	15	0.6	28, 7, 6, 3, 4, 1, 13, 11, 32
Type: Autonomous			
Reading manual, text books, dossiers, texts... Review (grammar, lexicon, written production). Papers preparation.	73	2.92	28, 7, 6, 3, 4, 1, 13, 11, 32

The subject *Modern Language I* 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.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Listening and reading	10%	1	0.04	12, 28, 7, 21, 18, 22, 17, 19, 32
Speaking skills assignment	20 %	4	0.16	28, 8, 9, 20, 12, 15, 7, 6, 14, 5, 3, 4, 25, 16, 2, 1, 23, 24, 13, 26, 27, 11, 10, 32
Test 1	30 %	3	0.12	28, 7, 6, 3, 4, 1, 13, 11, 32
Test 2	40 %	4	0.16	28, 7, 6, 3, 4, 1, 13, 11, 32, 30, 31, 29

This subject does not incorporate single 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. Erasmus students who request to advance an exam must present the teacher with a written document from their home university justifying their request.

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.

This subject allows the use of AI technologies exclusively for support tasks such as content-based searches, but it must be specifically authorised by the teacher. In the case of subjects in a Modern Languages degree, use of translation must be specifically authorised by the teacher. Other specific situations may be contemplated, as deemed appropriate by the teacher.

The student must clearly (i) identify which parts have been generated using AI technology; (ii) specify the tools used; and (iii) include a critical reflection on how these have influenced the

process and final outcome of the activity. Lack of transparency regarding the use of AI in the assessed activity will be considered academic dishonesty; the corresponding grade may be lowered, or the work may even be awarded a zero. In cases of greater infringement, more serious action may be taken.

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.

Those evaluation acts in which there have been irregularities (copying, Plagiarism, misuse of AI, etc.) are not assessable.

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. 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://clinet.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/fle.net/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

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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