

Degree programme	Type	Course
Art History	OP	3
Art History	OP	4
Musicology	OP	3
Musicology	OP	4
Social and Cultural Anthropology	OP	4
History	OP	4
Humanities	OP	3
Humanities	OP	4
Ancient Studies	OP	3
Ancient Studies	OP	4
Catalan Philology: Literary Studies and Linguistics	OP	4
Spanish Language and Literature	OP	3
Spanish Language and Literature	OP	4
English Studies	OP	3
English Studies	OP	4
English and Catalan Studies	OP	3
English and Catalan Studies	OP	4
English and Spanish Studies	OP	3
English and Spanish Studies	OP	4
Catalan and Spanish Studies	OP	3
English and Classics Studies	OP	3
English and Classics Studies	OP	4

Contact lecturer

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Anna Corral Fulla

Group languages

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

Prerequisites

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

It is not a subject for French-speaking students.

Objectives

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.

Learning outcomes

1. Carrying out oral presentations using an appropriate academic vocabulary and style.
2. Critically taking part in classroom oral debates and using the discipline's specific vocabulary.
3. Submitting works in accordance with both individual and small group demands and personal styles.
4. Ability to maintain an appropriate conversation.
5. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
6. Carrying out oral presentations using appropriate academic vocabulary and style.
7. Critically taking part in classroom oral debates and using the discipline's specific vocabulary.
8. Carrying out oral presentations using an appropriate academic vocabulary and style.
9. Engaging in debates about historical facts respecting the other participants' opinions.

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

Contents

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.

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

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Theoretical classes with ICT, Completion of class work, Analysis, evaluation and discussion of written documents, problems, case studies ...	55	2.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16
Reading of textbooks, dossiers, texts ... Review (grammar, lexicon, written expression techniques ...) Completion of works	67.5	2.7	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16
Tutorials	15.5	0.62	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16

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

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
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Test 2	40 %	4	0.16	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 25, 26, 31, 32, 33, 37, 38
Listening and reading	10%	1	0.04	5, 10, 11, 12, 13, 21, 34, 38
Test 1	30 %	4	0.16	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 21, 23, 28, 30, 34
Speaking skills assignment	20 %	3	0.12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38

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. Otherspecific situations may be contemplated, as deemed appropriateby 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 willbe carried out through forums, wikis and/or discussionon 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 exerciseswill 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.

Software

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Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	French	second semester	afternoon
(PAUL) Classroom practices	1	French	second semester	afternoon