

Modern Language I (French)

Code: 100037
 ECTS Credits: 6

Degree	Type	Year	Semester
2500239 Art History	OT	3	0
2500239 Art History	OT	4	0
2500240 Musicology	OT	3	0
2500240 Musicology	OT	4	0
2500241 Archaeology	OT	3	0
2500241 Archaeology	OT	4	0
2500243 Classics	OT	3	0
2500243 Classics	OT	4	0
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0
2500246 Philosophy	OT	3	0
2500246 Philosophy	OT	4	0
2500247 Catalan Language and Literature	OT	3	0
2500247 Catalan Language and Literature	OT	4	0
2500248 Spanish Language and Literature	OT	3	0
2500248 Spanish Language and Literature	OT	4	0
2500256 Social and Cultural Anthropology	OT	3	0
2500256 Social and Cultural Anthropology	OT	4	0
2500501 History	OT	4	0
2501002 Geography and Spatial Planning	OT	3	0
2501002 Geography and Spatial Planning	OT	4	0
2501801 Catalan and Spanish	OT	3	0
2501801 Catalan and Spanish	OT	4	0
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0

2501907 English and Classics	OT	3	0
2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2502758 Humanities	OT	3	0
2502758 Humanities	OT	4	0
2503702 Ancient Studies	OT	4	0
2503710 Geography, Environmental Management and Spatial Planning	OT	4	0

Contact

Name: Anna Corral Fulla
 Email: Ana.Corral@uab.cat

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

Prerequisites

Not applicable.

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

- 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.

Musicology

- 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.

Classics

- 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.

English Studies

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in 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.

Philosophy

- 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.

Catalan Language and Literature

- 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.

Spanish Language and Literature

- 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.

Social and Cultural Anthropology

- 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.

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.

Geography and Spatial Planning

- 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.

Catalan and Spanish

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in 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.

English and Catalan

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in 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.

English and Classics

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in 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.

English and Spanish

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in 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 ones 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.

Geography, Environmental Management and Spatial Planning

- 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.

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. Critically take part in classroom oral debates and use the discipline's specific vocabulary.
9. Critically taking part in classroom oral debates and using the discipline's specific vocabulary.
10. Develop an organized and correct oral and written speech, in the corresponding language.
11. Engaging in debates about historical facts respecting the other participants' opinions.
12. Expressed in the target language, orally and in writing, using the vocabulary and grammar properly.
13. Identifying the main and secondary ideas and expressing them with linguistic correctness.
14. Maintain an adequate level of conversation partner.
15. Oral presentations using appropriate vocabulary and one academic style
16. Participate in oral discussions in the classroom in a critical way and using the vocabulary of the discipline
17. Preparing an oral and written discourse in the corresponding language in a proper and organized way.
18. Present works in formats tailored to the needs and personal styles, both individual and small group.
19. 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 ...

Methodology

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.

Activities

Title	Hours	ECTS	Learning Outcomes
-------	-------	------	-------------------

Type: Directed

Lecture classes with technological/on line support. Completion of exercises. Collective discussion	50	2	17, 10, 7, 6, 12, 5, 3, 15, 4, 2, 13, 1, 14, 11, 9, 16, 8, 19, 18
--	----	---	---

Type: Supervised

Papers preparation. Tutorial support	15	0.6	17, 10, 7, 6, 12, 5, 3, 15, 4, 2, 13, 1, 14, 11, 9, 16, 8, 19, 18
--------------------------------------	----	-----	---

Type: Autonomous

Reading manual, text books, dossiers, texts... Review (grammar, lexicon, written production). Papers preparation.	73	2.92	17, 10, 7, 6, 12, 5, 3, 15, 4, 2, 13, 1, 14, 11, 9, 16, 8, 19, 18
---	----	------	---

Assessment

Assessment

The evaluation of the course will be continuous and will include both the various tests and the papers / exercises / comments submitted throughout the semester and presented orally in class. It will include at least two exams, one of them partial and one of synthesis (50%), an oral test (25%) and the delivery of tasks done at home and / or classroom activities (25%).

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 of a final summary examination. Oral presentation, homework related to daily teaching activity and the submission of papers are excluded from reassessment.

A student who has completed less than 2/3 of the assessment activities will be considered 'NOT EVALUABLE'.

At the time of each evaluation activity, the student body will be informed of the procedure and date of review of the grades.

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.

Special Cases: French-speaking students must meet the same evaluation conditions as other students. Responsibility for monitoring training and evaluation activities rests solely with the student.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Continuous assessment	25%	5	0.2	17, 10, 7, 6, 12, 5, 3, 15, 4, 2, 13, 1, 14, 11, 9, 16, 8, 19, 18
Exams: listening, reading comprehension, written production and grammar	50 %	6	0.24	17, 10, 7, 6, 12, 5, 3, 15, 4, 13, 1, 14, 11, 9, 16, 8, 19, 18
Oral exam	25%	1	0.04	17, 10, 7, 6, 12, 5, 3, 15, 4, 2, 13,

Bibliography

Handbook

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.

Communication

BARFÉTY M. & BEAUJOIN P. (2004): *Expression orale 1 - A1/A2 Niveau débutant - livre + CD audio*, Paris, CLE International.

BARFÉTY M. & BEAUJOIN P. (2004): *Compréhension orale 1 - A1/A2 Niveau débutant - livre + CD audio*, Paris, CLE International.

MIQUEL, Claire (2013): *Communication progressive du français - Niveau débutant*, Paris, CLE International.

MIQUEL, Claire (2014): *Communication progressive du français - Niveau intermédiaire*, Paris, CLE International.

POISSON-QUINTON, S. (2004): *Expression écrite 1 - Niveau débutant*, Paris, CLE International.

Vocabulary

MIQUEL, Claire (2010): *Vocabulaire progressif du français - Niveau débutant*, Paris, CLE International.

GOLIOT-LÉTÉ, A. & MIQUEL, Claire (2011): *Vocabulaire progressif du français - Niveau intermédiaire (Livre + CD)*, Paris, CLE International.

BAZOU-ZENFT V. & SCHENKER J.-C. (2009): *Vocabulaire en action + CD audio - Niveau débutant*, Paris, CLE International.

SIRÉJOLS E. (2007): *Vocabulaire en dialogues + CD audio - Niveau débutant*, Paris, CLE International.

MIMRAN, R. (2005): *Vocabulaire expliqué du français - Niveau débutant*, Paris, CLE International.

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 L., LE BOUGNEC J.-T., LOREIL B. & MOTRON A.-C. (2004): *Phonétique progressive du français - Niveau débutant*, Paris, CLE International.

CHARLIAC L. & MOTRON A.-C. (1998): *Phonétique progressive du français - Niveau intermédiaire*, Paris, CLE International.

Consultation Grammars

BERARD, E., LAVENNE, CH. (1989) : *Modes d'emploi : Grammaire utile du français*, Hatier, Paris.

BOULET R., HUET-OGLE C. & POISSON-QUINTON, S. (2003): Grammaire expliquée du Français, Niveau débutant, Paris, CLE International.

CHARAUDEAU, P. (1992) : *Grammaire du sens et de l'expression*, Hachette, Paris.

GREVISSE, M., GOOSSE, A. (1989): Nouvelle grammaire française, Louvain-la-Neuve, Duculot.

MAHEO-LE COADI, M., MIMRAN, R. & POISSON-QUINTON, S. (2002): Grammaire expliquée du Français, Niveau intermédiaire, Paris, CLE International.

RIEGEL, M. et alii. (1998) *Grammaire Méthodique du Français*, Presses Universitaires de France, Paris.

Dictionaries

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

(dernière édition).

- LAROUSSE 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

AKYÜZ, A. , BAZELLE-SHAHMAEI, B., BONENFANT, J. & GLIEMANN, M.-F. (2005): Les 500 Exercices de Grammaire A1 - Livre + corrigés intégrés, Paris, Hachette.

BEACCO, J.-C., DI GIURA M. & SUSO LOPEZ J. (2014): Grammaire contrastive pour hispanophones - A1/A2, Paris, CLE International.

BOULARES, M. & FREROT, J-L., *Grammaire progressive du français* (avec livret de corrigés), Clé International, Paris.

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

GREGOIRE M. (2010): Grammaire progressive du français avec 440 exercices (avec livret de corrigés) - Niveau débutant, Paris, CLE International.

MIQUEL Claire (2005): Grammaire en dialogues - Niveau débutant (Livre + CD audio), Paris, CLE International.

SIREJOLS, E. & TEMPESTA-RENAUD, D. (2002): Grammaire. 450 nouveaux exercices (avec livret des corrigés), Niveau intermédiaire, Paris, CLE International.

Online Resources

Oral and written comprehension activities

<http://www.adodoc.net>

<http://www.bonjourdefrance.com>

Dialogues

<http://clinet.swarthmore.edu/fle.html>

Playing detective: comprehension, grammar and vocabulary

<http://www.polarfle.com>

Phonetic activities

<http://www3.unilcon.es/dp/dfm/fenet/phon/phoncours.html>

Oral comprehension

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/>

Dictionaries

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

http://www.inalf.fr/cgi-bin/mep.exe?HTML=mep_tfi.txt

<http://www.le-dictionnaire.com/>