



Teaching Guide

Teaching Guide				
Identifying Data				2023/24
Subject (*)	Idioma Moderno: Francés		Code	613G03016
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Second	Obligatory	6
Language	French			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Luís Gamallo, María Obdulía	E-mail	m.luis@udc.es	
Lecturers	Luís Gamallo, María Obdulía	E-mail	m.luis@udc.es	
Web				
General description	<p>The subject offers theoretical and practical training in the description and use of the French language, in order to guarantee a practical mastery of it.</p> <p>The main phonetic, grammatical, lexical and functional aspects of the French language will be studied, exercised through the harmonic practice of the 4 main communication skills (reading and oral comprehension, written and oral production).</p> <p>Once the contents of the subject have been covered, the students must be able to consolidate the skills of the A2 level according to the one specified in the Common European Framework of Reference for Languages ??of the Council of Europe.</p> <p>The autonomy of the students and their ability to be responsible in the teaching-learning process will be stimulated.</p>			

Study programme competences / results

Code	Study programme competences / results
A8	Ter dominio instrumental oral e escrito dunha segunda lingua estranxeira.
A10	Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B3	Adquirir capacidade de autoformación.
B4	Ser capaz de comunicarse de maneira efectiva en calquera contorno.
B5	Relacionar os coñecementos cos doutras áreas e disciplinas.
B6	Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.
B7	Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.
B8	Apreciar a diversidade.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.

Learning outcomes

Learning outcomes	Study programme competences / results		
Tell a story, or the plot of a movie, a book... and express personal reactions respectfully	A8 A10 A15	B4 B5 B7 B8	C2



Write a simple and coherent text (short essays, letters, emails...) on topics of academic or personal interest, describing experiences and opinions.	A8 A10 A15	B1 B3 B4 B5 B6 B7 B8	C2
Search for specific information and understand simple texts written in a standard language.	A8 A15	B1 B3 B4 B5 B6 B7 B8	C2
Dealing with most of the daily situations that a stay in a French-speaking country would imply.	A8 A15	B4 B8	C2
Understand the description of events, the expression of feelings and desires in personal texts	A8 A15	B3 B4 B5 B6 B7 B8	C2
Participate spontaneously (that is, without prior preparation) in a conversation about daily, current or general issues, or about topics of personal or academic interest.	A8 A10 A15	B4 B5 B7 B8	C2
Express in a simple way cohesive mothers experiences, desires, opinions, projects... and give reasons and explanations about them.	A8 A10 A15	B4 B5 B7 B8	C2
Comprender os puntos esenciais dun discurso oral cando se utiliza unha lingua clara e estándar e cando se tratan asuntos cotiás, de actualidade ou de carácter xeral, ou temas de interese persoal ou académico.	A8 A15	B4 B8	

Contents	
Topic	Sub-topic



A. Grammar	<ol style="list-style-type: none">1. General rules of spelling and pronunciation. The elision. H ?muet? and ?aspiré?.2. The noun: gender and number.3. The qualifying adjective: gender and number.4. The article: definite, contracted definite, indefinite, partitive. Negative forms of the article.5. Possessive adjectives and pronouns.6. Demonstrative adjectives and pronouns.7. Personal pronouns: subject, reflexive, tonic.8. Negation with "ne ... pas".9. Total and partial direct questioning: the ?est-ce que? structure, simple and complex inversion.10. The verb: ?avoir?, ?être?; the 3 conjugations; pronominal verbs; the negation of verbal forms; simple tenses ("présent", "imparfait", "futur simple", "conditionnel présent", "impératif"); compound tenses ("passé composé"); use of auxiliaries and general cases of agreement of the participle.11. The relative pronouns ?qui?, ?que?.12. The comparison.13. Main adverbs and prepositions.
B. Communication objectives	<ol style="list-style-type: none">1. General rules of pronunciation.2. Introduce yourself, introduce yourself, greet.3. Talk about the personal environment.4. Express opinions, tastes, desires, feelings, sensations.5. Express obligations and prohibitions.6. Ask for and give information and explanations.7. Use the telephone and the computer.8. Identification.9. Quantification.10. The characterization.11. The rating.12. Temporary location.13. Spatial location.
C. Lexicon	<ol style="list-style-type: none">1. The alphabet. Main abbreviations, spelling and punctuation marks.2. Countries and nationalities.3. The professions.4. The family.5. The numbers.6. Time: the calendar and the time.7. Food (1), shops and purchases.8. The body (1).9. The physical and character description.10. Personal and everyday objects.11. Ecofeminism.



Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Directed discussion	A8 A10 A15 B3 B4 B5 B6 B7 B8 C2	20	10	30
Workbook	A15 A8 B1 B3 B5 B7 B8	0	14	14
Objective test	A8 A10 A15 B1 B3 B4 B5 B6 B7 B8 C2	5	10	15
Speaking test	A8 B3 B6 B7 B8 C2	2	10	12
Guest lecture / keynote speech	A8 A10 A15 B1 B3 B4 B5 B6 B7 B8 C2	20	10	30
Introductory activities	A8 A10 A15 B1 B3 B4 B5 B6 B7 B8 C2	8	10	18
Problem solving	A8 A10 A15 B1 B3 B4 B5 B6 B7 B8 C2	5	20	25
Personalized attention		6	0	6
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Directed discussion	<p>In this subject, classrooms and activities related to the practice of oral skills (oral expression, oral comprehension and oral interaction) are called directed discussion. These activities are carried out in small groups and are in charge of the teacher and the reader.</p> <p>VERY IMPORTANT: carrying out and taking advantage of these activities is fundamental in this subject, because it is in them that the skills and knowledge acquired are effectively applied. In addition to the activities carried out during classes, normally for each face-to-face class session the students must carry out an activity.</p> <p>These activities are assigned a very important percentage of the final mark of the subject (see Evaluation section).</p>
Workbook	In addition to reading texts (literary, magazines, newspapers...) in this subject we understand by reading all the material that students must read/consult outside the classroom for the acquisition and assimilation of the contents and for the realization of subject activities.
Objective test	Written test used for the evaluation of learning. It will allow to evaluate knowledge, capacities, performance, aptitudes, attitudes, etc. in all skills. This objective test will combine different types of questions.
Speaking test	Test in which the communication skills of the students are evaluated through a small conversation or individual interview. The students will also have to read a text aloud and improvise suggested situations by putting the teacher in charge of the test, who may use texts or audiovisual support.
Guest lecture / keynote speech	Presentation by the teaching staff of the contents related to each of the themes and sub-themes, with the support of audiovisual media and additional documentation.
Introductory activities	First contact with the subject, in which activities are carried out aimed at obtaining relevant information about the students and about their starting skills in the French language, in order to articulate successful teaching that favors effective and significant learning, which starts two prior knowledge and interests of students.
Problem solving	<p>This subject is called directed discussion in classrooms and activities related to the practice of oral skills (oral expression, oral comprehension and oral interaction). These activities are carried out in small groups and are in charge of the teacher-to-the reader.</p> <p>VERY IMPORTANT: carrying out and taking advantage of these activities is fundamental in this matter, since it is in them where the acquired skills and knowledge are effectively applied. In addition to the activities that are carried out during the classes, normally for each face-to-face class session the students must carry out an activity.</p> <p>These activities are assigned a very important percentage of the final grade for the subject (see Evaluation section).</p>



Personalized attention

Methodologies	Description
Problem solving Speaking test Objective test Guest lecture / keynote speech Workbook Directed discussion	<p>Personalized attention will be a constant in this subject, in which the application of acquired knowledge prevails. The teaching staff will monitor each student individually, and will pay special attention to their dedication, their interest in learning and their commitment to the subject and to the group.</p> <p>The teaching staff will be able to provide timely and individual attention to students when the assigned activity or their performance so advises.</p> <p>Students can go to the teaching staff during tutoring hours and classrooms to deal with all the questions related to the subject that they consider relevant.</p> <p>Tutoring times for subject teachers can be found on the timetable board or on the faculty's website.</p>

Assessment

Methodologies	Competencies / Results	Description	Qualification
Problem solving	A8 A10 A15 B1 B3 B4 B5 B6 B7 B8 C2	Actividades da parte teórico-práctica (contidos gramaticais, expresión escrita e comprensión lectora). Inclúe a valoración da asistencia ás aulas. Ver: Observacións avaliación.	30
Speaking test	A8 B3 B6 B7 B8 C2	Proba oral que o-a estudante realizará ao rematar o cuatrimestre. Ver: Observacións avaliación.	12
Objective test	A8 A10 A15 B1 B3 B4 B5 B6 B7 B8 C2	Probas escritas da parte práctica e da parte teórico-práctica que o-a estudante realizará nas datas oficiais marcadas polo centro ao rematar o cuatrimestre. Ver: Observacións avaliación.	42
Directed discussion	A8 A10 A15 B3 B4 B5 B6 B7 B8 C2	Actividades da parte práctica (léxico, expresión oral, comprensión oral, interacción oral). Inclúe a valoración da asistencia ás aulas. Ver: Observacións avaliación.	16

Assessment comments



This course can be adapted to students who need support for their particular situation (physical, visual, auditory, cognitive, learning process, or related to mental health). If necessary, students should contact the services available in UDC/in their school or faculty, or the Unidad de Atención ala Diversidad (ADI) at the beginning of each academic semester in the timeframe officially established (<https://www.udc.es/cufie/adi/apoioalumnado/>); alternatively, they can contact the ADI tutor in the Faculty of Philology at the following address: pat.filologia@udc.gal). Students will have two opportunities to pass the course: one at the end of the first term and the second during the month of July.

1. First opportunity:

1.1. To pass the course in the first opportunity it is mandatory to take the final exam and receive a passing grade (5). This test will evaluate grammar, vocabulary, reading comprehension, writing, and listening.

Date, time and place of the written exam will be published on the college web site.

1.2. It will also be mandatory to pass (5) a final oral exam to assess the students' expression, comprehension, and oral communication.

The information regarding time, place, and procedures for the oral exam will also be uploaded to Moodle long in advance.

1.3. It is mandatory to do during the semester a set of exercises or practice tasks affecting all the skills and contents included in this course. These activities will be organized in two blocks:

Block A: practice of grammar, vocabulary, reading comprehension, and writing.

Block B: activities of oral interaction (grammar and vocabulary will also be assessed in these activities).

For each class session students will have to do some homework.

Except for duly justified reasons and always with the authorization of the professor, activities submitted after the deadline will not be accepted.

In order for students to be allowed to take the written and oral exams of the first opportunity, and for these activities to count in the final grade, it is necessary to complete 80% of the activities programmed in each block and to obtain an average grade of at least 5 out of 10 in each block.

1.4. Taking this into account, the final grade will be organized according to the following percentage distribution: a. Written exam: 45%:

Grammar, vocabulary, written expression, reading comprehension: 35%.

Listening comprehension: 10%

b. Oral exam: 15%

c. Continuous evaluation activities organized in two blocks (which must meet the requirements in section 1.3), with the following percentages (40%):

Block A: grammar, vocabulary, written expression and reading comprehension activities: 25%

Block B: production, comprehension, and oral interaction activities (in these activities grammar and vocabulary are also assessed): 15%

In order to pass the course, students need to get a grade of 5 (or higher) in a+b+c.

a, b, and c sections can be retaken in the second opportunity of evaluation with the same percentages. Sections with a passing grade do not need to be retaken in the second opportunity.

Check Section 6 in this syllabus for information on plagiarism and fraudulent actions.

2. Second opportunity:

2.1. If students do not get a passing grade in the first opportunity for not achieving the minimum score in the written test and/or in the oral exam, they will have to take them again at the second opportunity. As in the first opportunity, all relevant information will be published on the Filoloxía web page.

2.2. In case of failing the subject in the first opportunity for not achieving the minimum score in the activities of blocks A and/or B, students will have to do a series of substitute tasks for the second opportunity.

Specific instructions will be made available by the professor.

3. For the December exam, students will be evaluated of their knowledge and competences in the different skills: written exam (minimum grade of 5 out of 10; 70% of the final grade) and an oral exam (minimum grade of 5 out of 10; 30% of the final grade).

4. In each evaluation opportunity, students will receive an NP mark if the following two situations occur simultaneously: not having presented any of the evaluation tests (written and oral) and if the number of activities presented is equal to or less than 25% of those programmed.

5. Students with recognition of part-time dedication with academic dispensation need to communicate and provide proof of such situation. They will have to carry out and deliver the continuous evaluation activities scheduled for the first opportunity, according to the provisions of section 1.3. The face-to-face activities will be substituted by other equivalent non-face-to-face activities.

The other evaluable methodologies (written and oral test) will be applied with the same requirements and characteristics as for the rest of the students.

For the evaluation of the second opportunity, the provisions of section 2 will be applied.

6. All the course assessment items (understanding as such all the materials that students present to be evaluated) must be of individual elaboration (except when expressly indicated by the professor) and must be personal. Fraudulent or irregular actions in exams or other assessment items will automatically mean a failing grade of 0 in both the first and the second opportunities, as specified in the UDC's "Normas de evaluación, revisión y reclamación de las calificaciones de los estudios de grado y máster universitario".

According to the different regulations that govern university teaching, it is necessary to incorporate the gender perspective in this matter. This includes,

among other measures, the use of non-sexist language, inclusive bibliographies from a gender perspective and encouraging the participation of all students in class, regardless of their gender.

We will pay special attention to identifying and addressing prejudices and sexist attitudes. We will actively work to change this environment and promote values of respect and equality.

Our efforts will focus on detecting cases of gender discrimination and implementing the appropriate actions to correct such cases.

	Sources of information
Basic	<p>A. BIBLIOGRAFÍA BARRY, J.; GREAVES, I.; PETETIN, A. (1996). Grammaire. 350 exercices. Niveau débutant. Paris: Hachette F.L.E. BARRY, J.; GREAVES, I.; PETETIN, A. (1997). Conjugaison. 350 exercices. 1 000 verbes à conjuguer. Paris: Hachette F.L.E. BOULARÈS, M. (1997). Grammaire progressive du français avec 400 exercices. Niveau avancé. Paris: CLE International. (1997). La Conjugaison pour tous. Dictionnaire de 12 000 verbes. Paris: Hatier.</p> <p>DELATOUR, Y. (1996). Grammaire. 350 exercices. Niveau moyen. Paris: Hachette F.L.E. DELATOUR, Y. (2004). Nouvelle grammaire du français. Paris: Hachette. FERNÁNDEZ BALLÓN, M.; MONNERIE-GOARIN, A. (1987). Gramática esencial del francés. Paris-Madrid: Hachette-SGEL. GAILLARD, B. (1995). Le français de A à Z. Paris: Hatier. (1999). Gran diccionario español-francés/français-espagnol. Paris: Larousse. (1995). Le Nouveau Petit Robert. Dictionnaire de la langue française. Paris: Dictionnaires Le Robert.</p> <p>B. BIBLIOGRAFÍA COMPLEMENTARIA ? ABRY, D. et alii (1989): Présent, passé, futur. Grammaire des premiers temps. Grenoble, Presses Universitaires de Grenoble.? L'art de conjuguer: dictionnaire de 12.000 verbes (1990). Paris, Hatier.? BARRY, J., GREAVES, I. et PETETIN, A. (1997): Conjugaison. 350 exercices. 1.000 verbes à conjuguer. Paris, Hachette F.L.E.? CALLAMAND, M. (1989): Grammaire vivante du français. Paris, Larousse.? DELATOUR, Y. et alii (1991): Grammaire du français. Paris, Hachette F.L.E.? FERNÁNDEZ BALLÓN, M. et MONNERIE-GOARIN, A. (1987): Gramática esencial del francés. Paris-Madrid, Hachette-SGEL.? GAILLARD, Bénédicte (1995): Le Français de A à Z. Paris, Hatier.? Gran Diccionario español-francés/français-espagnol (1999). Paris, Larousse.? GRÉGOIRE, M. et THIÉVENAZ, O. (1995): Grammaire progressive du français. Paris, CLE International.? Le Nouveau Petit Robert. Dictionnaire de la langue française (1995). Paris, Dictionnaires Le Robert.? SARAZÁ CRUZ, P. et MONTAIGU, Ch. (1997): Francés funcional para universitarios. Servicio de Publicaciones de la Universidad de Córdoba.</p> <p>C. RECURSOS WEB http://www.bonjourdefrance.com/http://fog.ccsf.cc.ca.us/~creitan/grammar.htm http://www.leconjugueur.com/fr/index.php http://www.rfi.fr/lfr/statiques/accueil_apprendre.aspx http://www.tv5.org/TV5Site/lfr/langue_francaise.php http://www.podcastfrancaisfacile.com/http://www.imagiers.net http://www.onyva.es</p> <p>D. OUTROS MATERIAIS DE APOIO Tanto nas clases teórico-práticas como nas prácticas ofrecerase ao alumnado diverso material (textos, exercicios...) que completa e complementa o incluído no método utilizado na materia. Na biblioteca da Centro pódese atopar a libre disposición dos/das usuarios/as todo tipo de material impreso e audiovisual relacionado coa lingua francesa en consoancia co nivel e os intereses do alumnado. É recomendable que se solicite orientación e consello ao profesorado da materia.</p>
Complementary	<p>Ao longo do curso ofreceranse referencias bibliográficas e outros recursos específicos para cada tema. Tanto nas clases teórico-práticas como nas prácticas facilitarase ao alumnado diverso material complementario. Na biblioteca do centro pódese atopar todo tipo de material impreso e audiovisual relacionado coa lingua francesa en consoancia co nivel e os intereses do alumnado. É recomendable que se solicite orientación e consello ao profesorado da materia.</p>

Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Modern Language 2: Francés/613G03029
Other comments
<p>Students are advised to read this teaching guide carefully: in its different sections you will find answers to many questions that may arise about the conception, organization and objectives of the course. Do not hesitate to go to the teaching staff to clarify any question in this regard. You must pay special attention to the following aspects: ? Carry out the assigned activities on time. ? Try to observe yourself and self-evaluate, becoming aware of your shortcomings and your progress. ? Your written and oral presentations or interventions must be appropriate to the level of studies you are at and to the activity you are developing.</p>



(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.