

		Teaching Guide		
	Identifying	Data		2023/24
Subject (*)	Modern Language 2: Francés		Code	613G03029
Study programme	Grao en Inglés: Estudos Lingüísticos	s e Literarios	I	
		Descriptors		
Cycle	Period	Year	Туре	Credits
Graduate	1st four-month period	Third	Optional	4.5
Language	French			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Luís Gamallo, María Obdulia	E-ma	m.luis@udc.es	
Lecturers	Luís Gamallo, María Obdulia	E-ma	ail m.luis@udc.es	
Web				
General description	The subject offers theoretical and pr a practical mastery of it.	actical training in the desc	cription and use of the Frenc	ch language, in order to guaran
	The main phonetic, grammatical, lex	kical and functional aspect	s of the French language w	ill be studied, exercised throug
	the harmonious practice of the 4 ma	in communication skills (r	eading and oral comprehen	sion, written and oral productio
	Once the contents of the subject have	ve been covered, students	s must be able to consolidat	e the skills of the A2+ level (ba
	user, high level of the platform level)	, as specified in the Com	mon European Framework	of Reference for languages of t
	European Council.			
	Students' autonomy and their ability			

	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.

Learning outcomes			
Learning outcomes	Study	y progra	imme
	con	npetenc	es/
		results	
Understand the essential points of an oral discourse when clear and standard language is used and when dealing with	A8	B8	
everyday, current or general topics, or of personal or academic interest.	A15		
Find specific information and understand simple texts written in a standard language	A8	B1	
	A15	B3	
		B4	
		B8	



Understand the description of events, the expression of feelings and wishes in personal letters.	A8	B3	
	A15	B4	
		B5	
		B8	
Dealing with most everyday situations that would involve staying in a French-speaking country.	A8	B1	
	A10	B3	
	A15	B4	
		B6	
		B8	
Engaging spontaneously (ie, without prior preparation) in a conversation about everyday, current, or general topics, or about	A8	B1	
topics of personal or academic interest.	A10	B4	
	A15	B5	
		B8	
Express experiences, wishes, opinions, projects and give reasons and explanations about them in a simple but cohesive	A8	B1	
way.	A10	B3	
		B5	
		B6	
		B7	
		B8	
Refer to a story, or the plot of a movie, a book and express personal reactions to it.	A8	B1	
	A10	B3	
	A15	B4	
		B5	
		B6	
		B7	
		B8	
Write a simple and coherent text (short essays, letters, emails) on topics of academic or personal interest, describing	A8	B1	
experiences and opinions.	A10	B3	
	A15	B6	
		B7	
		B8	

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Торіс

Sub-topic



A. Grammar	1. The verb. Simple and compound tenses (indicative, conditional, imperative). The
	pronominal conjugation. Negation of verb forms. Use of auxiliaries and general cases
	of agreement of the participle with the subject and the direct object.
	2. Questioning and denial.
	3. Comparatives and superlatives.
	4. Personal pronouns: the pronoun "on"; the tonic pronouns; direct and
	indirect object pronouns; the pronouns "in", "and". Placement
	and order.
	5. The relative pronouns "qui", "que", "où",
	"lequel", "dont".
	6. Demonstrative adjectives and pronouns. Use of pronouns with the preposition
	"of" and relative pronouns.
	7. The expression of the condition and the hypothesis with "yes".
	8. The subjunctive.
	9. Complementary subordinates. Verb tenses and modes.
B. Communication objectives	1. Describe people, objects, places.
	2. Express, compare, and contrast qualities, quantities, and facts.
	3. Narrate experiences.
	4. Social relations: conventions and behaviors in formal and informal contexts.
	5. Express opinions and feelings.
	6. Express likes and preferences (and opposites). Approve and reject.
	7. Make proposals and suggestions. React to suggestions.
	8. Make projects and hypotheses.
C. Lexicon	1. The house, the home, the environment.
	2. Travel and public and private transport.
	3. Nature and environment.
	4. Fashion.
	5. Food and gastronomy.
	6. Objects: shapes, materials, textures, colors.
	7. The body, health and physical care.
	8. Ecofeminism.

	Planning	g		
Methodologies / tests	Competencies /	Teaching hours	Student?s personal	Total hours
	Results	(in-person & virtual)	work hours	
Introductory activities	A8 B1 B3 B4 B5 B8	2	2	4
Directed discussion	A8 A10 B1 B3 B6 B7	10	20	30
	B8			
Workbook	A8 A10 A15 B3 B5 B6	3	6	9
	B7 B8			
Objective test	A8 A10 A15 B1 B3 B4	2	11	13
	B5 B6 B7 B8			
Speaking test	A8 B3 B4 B7	1	5	6
Guest lecture / keynote speech	A8 A10 A15 B1 B3 B4	7	19	26
	B5 B6 B7 B8			
Problem solving	A8 A10 A15 B1 B3 B4	10	10	20
	B5 B6 B7 B8			



Personalized attention			4.5	0	4.5	
(*)The information in	the planning table is for guida	nce only and does not	take into account the	heterogeneity of the s	students.	
		Methodolo	gies			
Methodologies			Description			
Introductory activities	First contact with the subject, in	which activities are car	ried out aimed at obtaini	ng relevant informatior	about students and	
	about their initial skills in the Fr	ench language, in order	to articulate teaching in	a way that favors effect	tive and meaningful	
learning, which starts from the above. knowledge and interests of students.						
Directed discussion	In this subject, the classrooms	and activities related to	the practice of oral skills	(oral expression, oral of	comprehension and oral	
	interaction) are called guided d	scussion. These activiti	es are carried out in sma	all groups and are in ch	arge of the reading	
	teacher. Most of these classes	will take place in the lar	nguage classroom.			
	VERY IMPORTANT: carrying c	ut and taking advantage	e of these activities is es	sential in this subject, s	since it is in them where	
	the skills and knowledge acquir	ed are effectively applie	ed. In addition to the activ	vities carried out during	the classes, normally	
	for each face-to-face class ses	sion the students must o	carry out an activity (gran	nmar exercise, writing,	summary, translation).	
	These activities are assigned a	very important percenta	age of the final grade for	the subject (see Evalu	ation section).	
Workbook	In addition to the reading of tex	ts (literary, magazines,	newspapers) in this su	bject we understand by	readings, all the	
	material that students must read/consult outside the classroom for the acquisition and assimilation of the contents and for the					
	realization of the subject activit	es				
Objective test	Written test used for the evaluation	tion of learning. It will al	low to evaluate knowled	ge, abilities, skills, perf	ormance, aptitudes,	
	attitudes, etc. in all abilities This	s objective test will com	bine different types of qu	estions.		
Speaking test	Test in which the communication	on skills of the students	are evaluated through a	brief conversation or in	dividual interview. The	
	students will also have to read a text aloud and improvise situations suggested by the teacher responsible for the test, who					
	may use texts or audiovisual m	aterial as support during	g the test.			
Guest lecture /	Presentation by the teaching st	aff of the contents relate	ed to each of the themes	and sub-themes, with	the support of	
keynote speech	audiovisual media and addition	al documentation.				
Problem solving	In this subject, the classrooms	and activities related to	grammar and the practic	e of reading comprehe	ension and written	
	expression are called problem solving.					
	VERY IMPORTANT: carrying c	ut and taking advantage	e of these activities is fur	ndamental in this subje	ct, since it is in them	
	where the skills and knowledge	acquired are effectively	applied. In addition to th	ne activities carried out	during the classes,	
	normally for each face-to-face of	class session the studer	nts must carry out an acti	ivity (grammar exercise	e, writing, summary,	
	translation).					
	These activities are assigned a	very important percenta	age of the final grade for	the subject (see Evalu	ation section).	

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

Assessment



Methodologies	Competencies /	Description	Qualification
	Results		
Directed discussion	A8 A10 B1 B3 B6 B7	PORCENTAXE NON REAL: LEA AS OBSERVACIÓNS.	15
	B8	Nota das actividades ralacionadas coas destrezas orais e o léxico	
Workbook	A8 A10 A15 B3 B5 B6	PORCENTAXE NON REAL: LEA AS OBSERVACIÓNS.	10
	B7 B8	Nota das actividades relacionadas coa gramática, a expresión escrita e a	
		comprensión lectora	
Speaking test	A8 B3 B4 B7	PORCENTAXE NON REAL: LEA AS OBSERVACIÓNS.	15
		Proba oral que o-a estudante realizará ao rematar o cuadrimestre.	
Problem solving	A8 A10 A15 B1 B3 B4	PORCENTAXE NON REAL: LEA AS OBSERVACIÓNS.	10
	B5 B6 B7 B8	Nota das actividades relacionadas coa gramática, a expresión escrita e a	
		comprensión lectora	
Objective test	A8 A10 A15 B1 B3 B4	PORCENTAXE NON REAL: LEA AS OBSERVACIÓNS.	40
	B5 B6 B7 B8	Proba escrita que o-a estudante realizará nas datas oficiais marcadas polo centro ao	
		rematar o cuadrimestre	
Guest lecture /	A8 A10 A15 B1 B3 B4	PORCENTAXE NON REAL: LEA AS OBSERVACIÓNS.	10
keynote speech	B5 B6 B7 B8	Nota das actividades relacionadas coa gramática, a expresión escrita e a	
		comprensión lectora	

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 a la 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.filoloxia@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 andoral) 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 theprofessor) 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".

In accordance with the various regulations governing university teaching, it is necessary to incorporate a gender perspective into this subject. This includes, among other measures, the use of non-sexist language, bibliographies that are inclusive from a gender perspective, and encouraging participation from all students in class, regardless of their gender.

We will pay particular attention to identifying and addressing sexist prejudices and attitudes. We will actively work towards the modification of this environment and the promotion of values of respect and equality.

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



	Sources of information
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	phttp://www.rfi.fr/lffr/statiques/accueil_apprendre.asphttp://www.tv5.org/TV5Site/lf/langue_francaise.phphttp://www.po
	castfrancaisfacile.com/http://www.imagiers.nethttp://www.onyva.esD. OUTROS MATERIAIS DE APOIOTanto nas
	clases teórico-prácticas como nas prácticas ofrecerase ao alumnado diverso material (textos, exercicios) que
	completa e complementa o incluido 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.
Complementery	

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Recommendations
Subjects that it is recommended to have taken before
Idioma Moderno: Francés/613G03016
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Modern Language 3: French/613G03033
Other comments
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.

(*)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.