



## Teaching Guide

Identifying Data					2023/24
Subject (*)	Foreign Language II: French		Code	710G05050	
Study programme	Grao en Relacións Internacionais				
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 Obdulia	E-mail	m.luis@udc.es		
Lecturers	Luís Gamallo, María Obdulia	E-mail	m.luis@udc.es		
Web	<a href="https://secretaria.uvigo.gal/docnet-nuevo/guia_docent/?centre=108&amp;ensenyament=O08G440V01">secretaria.uvigo.gal/docnet-nuevo/guia_docent/?centre=108&amp;ensenyament=O08G440V01</a>				
General description	This subject completes the contents of oral and written French in the professional world international relations seen in Foreign Language I: French in order to achieve an A2/B1 level.				

## Study programme competences

Code	Study programme competences
A1	CE1 - To analyze information related to international sources and events in complex geopolitical, economic and legal contexts, in person or online.
A2	CE2 - To understand the structure, powers and functioning of international institutions and organizations, as well as their relationships with other state and non-state actors.
A3	CE3 - To know the concepts, theories and techniques applied to the analysis of the actors and international relations, both in the universal and in the regional field, with a perspective both historical and contemporary.
A6	CE6 - To understand the challenges to international security and the value of mediation and the peaceful resolution of conflicts.
B1	CB1 - To demonstrate that students demonstrate knowledge and understanding in an area of ??study that is part of the foundation of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects involving knowledge from avant-garde of his field of study.
B2	CB2 - That students know how to apply their knowledge to their work or vocation in a professional way and have the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of ??study.
B6	CG1 - To appreciate diversity and multiculturalism.
B7	CG2 - To acquire the ability to work in an international context.
B9	CG4 - To be trained in problem solving.
B11	CG6 - To acquire the ability to organize and plan.
B12	CG7 - To acquire the ability to make decisions.
B14	CG9 - To acquire the ability to adapt to new situations.
C4	CT4 - To develop for the exercise of a citizenship respectful with the democratic culture, the human rights and the perspective of gender, in the distinct fields of knowledge and in the professional practice, with the aim to achieve a more just and egalitarian society.
C7	CT7 - To develop the ability to work in interdisciplinary or transdisciplinary teams, to offer proposals that contribute to sustainable environmental, economic, political and social development.
C8	CT8 - To assess the importance of research, innovation and technological development in the socio-economic and cultural advancement of society.

## Learning outcomes

Learning outcomes	Study programme competences		
Manage the tics to communicate, search, analyze socio-cultural aspects in the French language	A1	B1 B2 B12	C7 C8



Have the ability to understand and express messages and interact with any French speaker		B1 B2 B6	C4
Understand the socio-political and cultural reality of Francophonie	A1 A2	B6 B7 B11 B14	C4 C7 C8
Plan the study and learning of the French language using diverse resources independently and in interdisciplinary groups, respecting difference, diversity and multiculturalism.	A1 A6	B2 B6 B7 B9 B14	C4 C7
Understanding and appreciating the importance of the language and culture of francophones in the world of relationships international and value it for your professional future	A2 A3	B1 B2 B6 B7 B9 B11	C4 C7

Contents	
Topic	Sub-topic
1. Housing/accommodation (search and characterization); make a claim; express your disagreement; threaten, explain a problem.	1. Grammar: the complement pronouns COD and COI (affirmative and negative sentences); the conditional; adverbs; the possessives; the comparative and the superlative. Vocabulary: buying and renting; types of accommodation; rental conditions and contracts; furniture and parts of the house. Phonetics: vowel sounds and diphthongs
2. Request information; announce an arrival; give details about a stay; articulate a speech.	2. Grammar: the indirect question; the gerundive; the indefinite ones; expressions: "coming from, être sur le point de, être en train de"; expression of time with "when"; alternating imperfect / past perfect compound. Vocabulary: means of transport; the hotel; work and visit program; the negotiation; international relations. Phonetics: vowel sounds
3. Living and working abroad. Give an opinion; to expatriate; give information; to advise	3. Grammar: concordance of past participles; the verb "to live";, the indefinite ones (of quantity); conditional subordinates introduced by "yes"; (1); the cause; relative subordinates ("who";, "que";, "où";). Vocabulary: administrative documents; life and work abroad; the bank; the parts of the body; diseases and health problems. Phonetics: nasal sounds.



<p>4. Take vacations, talk about the weather; rent a vehicle; sell/buy; talk about the size, the material, the shape, the price.</p>	<p>4. Grammar: conditional subordinates introduced by "si" (2); the impersonal forms; the subjunctive of the verbs "parler", "finir", "connaître", "être", "avoir", "aller" and "faire"; the interrogative pronouns ("lequel, laquelle, lélénces, leslénces").</p> <p>Vocabulary: holidays, tourist destinations; the rental of a vehicle; shops, clothes and accessories; objects: matter, shape, color.</p> <p>Phonetics: the sound [s]</p>
<p>5. Present a job position and functions; describe skills, requirements, training; do a job interview (explain your professional experience, skills, motivations, mobility/availability).</p>	<p>5. Grammar: the pluscuamperfect; the nominalization; the obligation with the imperative; the impersonal forms; compound interrogatives; the temporal indicators; the concordance of the past participle with "avoir".</p> <p>Vocabulary: make a CV; the recruitment</p> <p>Phonetics: the sounds [b] and [p]; the sound [v]</p>
<p>6. Talk about current affairs; give your opinion; nuance; present an organizational chart; conducting a meeting; take the floor to ask, interrupt, give your point of view, justify or ask for an explanation.</p>	<p>6. Grammar: the indirect style, the subjunctive (2) (introductory verbs); the passive voice; the tonic pronouns; the subjunctive (3) (impersonal verbs); the subjunctive (4) with "bien que", "quoique", "pour que", "afin que".</p> <p>Vocabulary: the press and the media; the structure of an institution, a service; the meetings</p> <p>Phonetics: consonant sounds.</p>

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Laboratory practice	A2 A1 B6 B7 B9 B11 B14 B1 C4 C7 C8	10	0	10
Simulation	A2 A1 A3 B11 B14 B1 C7 C8	10	14	24
Glossary	A2 A1 A3 A6 B2 B6 B7 B11 B14 B1 C4 C7 C8	6	10	16
Multiple-choice questions	A2 A1 A6 B9 C8	10	10	20
Speaking test	A2 A3 B2 B6 B7 B9 B11 B1 C7 C8	10	10	20
Problem solving	A2 A1 B2 B6 B11 B12 B14 B1 C7 C8	8	20	28
Guest lecture / keynote speech	A2 A1 A3 A6 B2 B6 B7 B9 B11 B14 B1 C4 C7 C8	5	17	22
Personalized attention		10	0	10

(\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Laboratory practice	Practices that include activities, problems or exercises to be solved.
Simulation	Task in which students simulate situations in French to improve their oral skills and written in French.
Glossary	Preparation of different tasks that will be kept for feedback in folder.



Multiple-choice questions	Tests to assess acquired skills that include activities, problems or exercises to solve. evaluation
Speaking test	Evaluation of the student's communicative and understanding skills in the French language.
Problem solving	Activities that present the student with a search that must be solved in order to achieve a result.
Guest lecture / keynote speech	Presentation and explanation of grammatical, lexical and cultural content.

## Personalized attention

Methodologies	Description
Laboratory practice	Laboratory practices: Students must respond to formulated activities applying oral and written skills of the subject.
Multiple-choice questions	Multiple choice test: Examination of objective questions. Tests to evaluate acquired skills that include activities, problems or exercises to solve.
Speaking test	Problem solving: Students must answer directly based on the knowledge they have acquired in the subject.
Guest lecture / keynote speech	Master's session: After the content presentations, a debate opens for questions and answers from the student

## Assessment

Methodologies	Competencies	Description	Qualification
Laboratory practice	A2 A1 B6 B7 B9 B11 B14 B1 C4 C7 C8	Actividades, exercicios diversos a resolver na aula ou na casa para entregar. Resolución de problemas: tarefas de comprensión ou expresión escrita ou oral a entregar.	40
Simulation	A2 A1 A3 B11 B14 B1 C7 C8	Simulacións que poñan en práctica as competencias de expresión orais.	10
Multiple-choice questions	A2 A1 A6 B9 C8	Probas que avalían as diferentes competencias orais e escritas postas en práctica na aula.	50

## Assessment comments



The subject may be adapted to students who require the adoption of measures aimed at supporting diversity (physical, visual, auditory, cognitive, learning or related to mental health). If this is the case, they must contact the services available at the UDC/at the Center: during the official deadlines stipulated prior to each academic term, with the Diversity Attention Unit (<https://www.udc.es/cufie/ADI/apoioalumnado/>).

1. At the first opportunity, students will have to attend class to benefit from continuous assessment (with more than 5 classes without justification will lose the right to continuous assessment) which consists of the collection of tasks and activities done in class or at home to be delivered, as well as presentations of oral simulations to be delivered (50% of the final grade). For continuous evaluation it will be necessary to bring the French language method daily: RIEHL, SOIGNET, AMIOT,

Le français des relations internationales et européennes, Objectif Diplomatie 1, ed. Hachette, new edition, 2017. The

continuous assessment includes a control in the middle of the semester

and another final one on the last day of class (total: 50% of the grade end). The controls may include some type of oral expression test as part of the grade. It will be reached at least an

average of 5 in the set of the two controls to make an average with the grade of the class assignments that will have to be like minimum a 4.

Students who do not pass during the course may take the final exam in the first call provided by the Faculty board, as well as those who want to raise their grades. In this case the final exam will consist of a test with objective

questions that aim to assess the 4 foreign language skills. Students

who do not pass the continuous assessment during the course, or the exam

of the first call, will have to take the final exam of the 2nd call

scheduled by the Faculty Board.

2. Evaluation of the second

opportunity: If the subject is suspended in the first opportunity for

not reaching the minimum score in the written test and/or in the oral

test, the students must take it again in the second opportunity. The date, time and location of the written test must be checked by students on the faculty's website. 3.

In the extraordinary call in December, the students will be assessed on

their knowledge and skills in the different skills of the subject

through a written test and an oral test. For the implications of the fraudulent or irregular performance of the written or oral test, see section 6.4.

In each evaluation opportunity, students will receive the NP

qualification if they have not taken any of the evaluation tests

(written and oral). 5. Students with recognition of

part-time dedication with academic dispensation, prior communication and

documentary accreditation of said situation to the teacher, can,

without attending classes, carry out and deliver the continuous

assessment activities scheduled for the first opportunity, according to

the provisions in section 1. Face-to-face activities will be replaced by

equivalent non-face-to-face activities. The other evaluable

methodologies will apply (written and oral test) 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 apply.

6.

The academic works (meaning all the material that the students present

to be the subject of evaluation) must be individually prepared (unless

expressly indicated by the teacher) and personal. Fraudulent or

irregular completion of the tests and/or any of the continuous

assessment activities will automatically result in a '0' failing grade

in the subject in the corresponding call, invalidating the grades obtained in the different assessable methodologies.

The works presented by the students may be incorporated into Turnitin, a tool for detecting plagiarism as well as works previously presented at this or other universities, even by the same student. In the event that any of these circumstances occur, the measures contemplated in the Rules for evaluation, review and complaint of grades of undergraduate and master's degree studies of the University of A Coruña (article 14.4) may be applied.<sup>7</sup> In the no contemplated cases previously will apply the willing in the "Norms of evaluation, review and claim of the qualifications of the studies of degree and mestrado @universitario" of the UDC.

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

<b>Basic</b>	<p>Bibliografía Básica RIEHL, L.; SOIGNET, M.; AMIOT, M.-H., Objectif Diplomatie 1, 987-2-01-513535-9, Hachette, 2017 GRÉGOIRE, M.; THIÉVENAZ, O., Grammaire progressive du français, CLE International, Bibliografía Complementaria ABRY, D.; CHALARON, M.-L., Phonétique, 350 exercices, Hachette, 2011. Collectif, Bescherelle La conjugaison pour tous, Hatier, 2012 FAFSA, C.; LOISEAU, Y. ; PETITMENGIN, V. Grammaire et conjugaison du français A1 (470 exercices et corrigés), Didier, 2020. GLAUD, L. ; LANNIER, M. et LOISEAU, Y. ; PETITMENGIN, V. Grammaire et conjugaison du français A2 (470 exercices et corrigés), Didier, 2020 MIQUEL, C., Vocabulaire progressif du français, CLE International, BLANC, J; CARTIER, J.-M.; LEDERLIN, P., Scénarios professionnels. Niveau 1, CLE International, 1994 CLOOSE, E., Le français du monde du travail, PUG, 2014 DANILO, M.; PENFORNIS, J.-L., Le français de la communication professionnelle, CLE International, 1993 FERRE, A.; GERRIER, N., Points de vue : Culture, société, littérature, art, CIDEB/Black Cat Publishing, 2014 LAMOUREUX, J., Les combines du téléphone, PUG, 2009 LESOT, A., Bescherelle L'essentiel, Hatier, 2013 PENFORNIS, J.-L., Vocabulaire du français des affaires avec 200 exercices, CLE Internacional, 2004 ZOUARI, I., Petit dictionnaire du monde francophone : tout ce qu'il faut savoir sur les 45 pays et territoires francophones, L'Harmattan, 2015 Sites web TV5monde, www.tv5monde.com Le point du fle, www.lepointdufle.net Alfabeto fonético internacional para el francés, <a href="https://easypronunciation.com/es/french-letters-pronunciation-ipa-chart#french_nasal_vowels">https://easypronunciation.com/es/french-letters-pronunciation-ipa-chart#french_nasal_vowels</a> Phonétique FLE, cours de prononciation, <a href="http://flenet.unileon.es/phon/indexphon.html">http://flenet.unileon.es/phon/indexphon.html</a></p>
<b>Complementary</b>	

## Recommendations

### Subjects that it is recommended to have taken before

Foreign Language I: French/710G05049

### Subjects that are recommended to be taken simultaneously

### Subjects that continue the syllabus

Foreign Language III: French/710G05051

### Other comments

It is recommended to attend a class regularly to follow continuous assessment, with the instructions found on the Moovi portal of the matter. Students are advised to read this teaching guide carefully: in its different sections, you will find answers to many questions that arise about the conception, organization and objectives of the course. Do not hesitate to go to the teacher to clarify any question in this regard. You must pay special attention to the following aspects: ? Perform punctually as assigned activities. Accumulated delays harm the evolution of their learning and the progressive development of skills, and make their use progressively less; also, remember that, except for justified reasons, and always with the express agreement of the teacher, it is not allowed to deliver activities outside the established deadline. ? 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.

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