



Universidad
Politécnica
de Cartagena



Centro
Universitario
de la Defensa

Subject Description:

French

Degree: Industrial Organization Engineering

1. Subject data

Name		French				
Subject area		Languages				
Module		Optional subjects				
Code		511104003				
Degree programme		Industrial Organization Engineering Degree				
Curriculum		2009 (Decree 269/2009 31st july)				
Centre		University Centre of Defence. Spanish Air Force Academy.				
Type		Optional				
Duration		Four-month subject			Year	2018-2019
Language		Spanish / French				
ECTS	4.5	Hours / ECTS	25	Total workload (hours)		112.5

2. Lecturer data

Lecturer in charge	Maria Dolón Sevilla		
Department	Foreign languages department		
Knowledge area	English and French		
Office location	Office CUD		
Telephone	968 18 99 06	Fax	
E-mail	maria.dolon@ cud.upct.es		
URL/Web	UPCT virtual class (www.upct.es)		
Office hours	By appointment via email		
Location	Office 09 CUD		
Qualification/degree	<ul style="list-style-type: none"> - Degree in Translation and Interpreting, French and English. University of Granada. - Master's Degree in Teacher Training. University of Murcia. - Master's Degree in Teaching Spanish as a Foreign Language. Universidad Rovira i Virgili, Tarragona. - Sworn translator-interpreter of French. Ministry of Foreign Affairs. 		
Academic rank at CUD-UPCT	Assistant professor		
Year of admission in CUD-UPCT	2018		
Research line			
Professional experience	<ul style="list-style-type: none"> - French teacher of Secondary Education. - French teacher, preparation for official exams. - English Teacher in Preparatory Course of Access to Higher Level Training Cycles. Ministry of Defence. - Spanish teacher for foreigners. 		

3. Subject Description

3.1. General Description

The objective of this subject is to develop students' communicative abilities in French (oral and written comprehension; oral and written expression) as well as grammar and vocabulary at an advanced A1 level.

3.2. How the subject contributes to the professional career

Taking into account the Common European Framework of Reference for Languages, this subject aims at developing students' abilities to use French in familiar situations at an advanced A1 level.

3.3. Relationship with other subjects

French language is an optional subject in the Industrial Organisation Engineering degree to broaden students' knowledge of French as a foreign language.

3.4. Incompatibilities defined in the programme

There are no incompatibilities

3.5. Recommendations

There are no special requirements for this subject.

3.6. Special Foreseen Measures

Special measures will be adopted to allow learners to combine this subject with military training activities. More specifically, individual and group tutorials will be scheduled during the whole subject. E-tutorials will also be available during the whole academic year.

4. Competences

4.1. Basic curricular competences related to the subject

4.4. Cross-curricular competences related to the subject

CCC1. Oral and written communication skills

4.5. Learning outcomes

By the end of the subject, students will have developed receptive (i.e. listening and reading) and productive (i.e. writing and speaking) skills, grammar, and vocabulary at an advanced A1 level according to the *Common European Framework of Reference for Languages*.

BC4. Students must be able to transmit information, convey ideas, and describe problems and solutions to a specialised and non-specialised audience.

4.2. General curricular competences related to the subject

GC3. Ability to work in a multilingual environment.

4.3. Specific curricular competences related to the subject

SC27. Communicate effectively in a foreign language.

5. Contents

5.1. Curricular contents related to the subject

The contents include a wide range of activities about vocabulary, grammar, reading, listening, writing and speaking following the Common European Framework of Reference for Languages at an advanced A1 level.

5.2. Theoretical Syllabus

- Unit 1. Introduce oneself
- Unit 2. Preferences and activities
- Unit 3. Ask questions
- Unit 4. Characterize and describe
- Unit 5. Place in space
- Unit 6. Ask someone to do something
- Unit 7. Place in time: the future
- Unit 8. Place in time: the past
- Unit 9. Negative and interrogative sentences
- Unit 10. Simple and complex sentences
- Unit 11. Express opinions

5.3. Practical Syllabus

- Development of basic communicative skills.
- Capacity to understand and use French (oral and written register) in communicative situations.

Risk prevention

Promoting the continuous improvement of working and study conditions of the entire university community is one of the basic principles and goals of the Universidad Politécnica de Cartagena.

Such commitment to prevention and the responsibilities arising from it concern all realms of the university: governing bodies, management team, teaching and research staff, administrative and service staff and students.

The UPCT Service of Occupational Hazards (*Servicio de Prevención de Riesgos Laborales de la UPCT*) has published a "Risk Prevention Manual for new students" (*Manual de acogida al estudiante en materia de prevención de riesgos*), which may be downloaded from the e-learning platform ("Aula Virtual"), with instructions and recommendations on how to act properly, from the point of view of prevention (safety, ergonomics, etc.), when developing any type of activity at the University. You will also find recommendations on how to proceed in an emergency or if an incident occurs.

Particularly when carrying out training practices in laboratories, workshops or field work, you must follow all your teacher's instructions, because he/she is the person responsible for your safety and health during practice performance. Feel free to ask any questions you may have and do not put your safety or that of your classmates at risk.

5.4. Syllabus in English

- Unit 1. Introduce oneself
- Unit 2. Preferences and activities
- Unit 3. Ask questions
- Unit 4. Characterize and describe
- Unit 5. Place in space
- Unit 6. Ask someone to do something
- Unit 7. Place in time: the future
- Unit 8. Place in time: the past
- Unit 9. Negative and interrogative sentences
- Unit 10. Simple and complex sentences
- Unit 11. Express opinions

5.5. Detailed description of learning goals

Unit 1. Introduce yourself

- Verb to be / to be, verbs of the first group
- Pronominal verbs
- Tonic pronouns
- Negative sentences
- Singular and plural of nouns and adjectives
- Nationality, profession
- Numbers 0-50

Unit 2. Preferences and activities

- Express likes
- Indefinite articles
- Ask about things and people
- Verb to have
- There is / there is not
- Numbers 50-100

Unit 3. Ask questions

- Verbs do, say, catch, take, go, come, go out, want
- Where...?
- When...?
- How ...?
- What ...?
- Tell the time
- Contracted articles
- Days of the week
- Me too / me neither

Unit 4. Characterize and describe

- Feminine and masculine adjectives
- Possessive, demonstrative adjectives
- Verb to know

Unit 5. Situate in space

- Prepositions of place
- Impersonal "Il"
- Describe itineraries

Unit 6. Ask someone to do something

- Partitive articles
- Must...
- Imperative
- Direct object complement
- Express quantities

Unit 7. Situation in time: the future

- Near future, simple future
- Indirect object complement
- Comparison
- Indicate the moment, duration

Unit 8. Situation in time: the past

- Composed past
- Past participle
- Imperfect

Unit 9. Negative and interrogative phrases

- The total and partial negative sentences
- The interrogation

Unit 10. Simple and complex sentences

- Main connectors
- Temporary connectors
- Complementary sentences
- Relative subordinates, of time, cause, consequence and condition.

Unit 11. Express opinions

- Express a personal opinion, a certainty, an agreement, a disagreement

- Give explanations
- Express a consequence
- Express an intention, a purpose
- Compare
- Make a proposal
- Express a hypothesis
- Express a wish

6.1. Teaching Methodology

Teaching Activity	Teaching Techniques	Student's workload	HOURS
Theoretical sessions	Explanation of contents and guidance for the completion of activities	<u>Attendance</u> : attendance and active participation	30
Practical sessions	Guidance for the completion of activities	<u>Attendance</u> : attendance, active participation, and completion of activities in class	15
		<u>Non-attendance</u> : Previous preparation of practical activities before the sessions	9
Individual tasks	Provision of feedback and guidance	<u>Attendance</u> : completion of individual tasks on reading, listening and use of English in class	10
		<u>Non-attendance</u> : preparation of individual tasks and writing activities at home	18
Tutorials	Guidance	<u>Attendance</u> : attendance to tutorials	5.5
Assessment	Preparation of exams and evaluation	<u>Attendance</u> : Exams	5
		<u>Non-attendance</u> : preparation of exams	20
TOTAL			112.5

6.2. Learning outcomes (4.5)/ Teaching methodology (6.1)

Learning outcomes (4.5)	THEORETICAL SESSIONS	PRACTICAL SESSIONS	INDIVIDUAL TASKS	TUTORIALS	ASSESSMENT
Receptive skills (i.e. listening and reading) at an advanced A1 level.	■	■	■	■	■
Productive skills (i.e. speaking and writing) at an advanced A1 level.	■	■	■	■	■
Grammar and vocabulary at an advanced A1 level.	■	■	■	■	■

7. Assessment method

7.1. Assessment method

Instruments of assessment	Type		Assessment methods and criteria	Percentage (%)	Learning Outcomes (4.5)
	Summative	Formative			
Oral exam	■		Oral exam: Communicative competence: linguistic accuracy, fluency, clarity and coherence in the presentation of ideas.	10%	-Receptive and productive skills -Grammar -Vocabulary
Listening comprehension exam	■		Listening comprehension exam: Quality and quantity of comprehension.	10%	
Use of French (grammar and vocabulary)	■		Linguistic accuracy.	10%	-Grammar -Vocabulary
Reading comprehension exam	■		Reading comprehension: Quality and quantity of reading comprehension.	10%	-Receptive and productive skills -Grammar

Written exam		■		Written exam: Communicative competence in written production: linguistic accuracy, clarity and coherence in the logical sequencing and development of ideas.	10%	-Vocabulary
Individual tasks	Practical activities on listening, speaking, reading and use of English and writing		■	Listening and reading activities: quality and quantity of comprehension. Speaking activities in groups: Communicative competence: linguistic accuracy, fluency, clarity and coherence in the presentation of ideas. Use of French: Linguistic accuracy. Writing activities: Communicative competence in written production: linguistic accuracy, clarity and coherence in the logical sequencing and development of ideas.	50%	-Productive and receptive skills. -Grammar -Vocabulary

As set forth in article 5.4 of the *Reglamento de las pruebas de evaluación de los títulos oficiales de grado y de máster con atribuciones profesionales (UPCT)*, students in the special circumstances listed in the article 5.4 are entitled to a comprehensive assessment test, upon justified request which must be granted by the Department. This does not exempt them from carrying out compulsory tasks included in the teacher's guide of the subject (official syllabus).

IMPORTANT NOTE: The addition of the scores obtained in the different instruments of assessment (oral exam; listening comprehension exam; use of French; reading comprehension; written exam) must be 5 out of 10 to pass the subject.

8. Resources and Bibliography

8.1. Basic Bibliography

- Poisson-Quinton, S. (2015). *La grammaire du français en 44 leçons et plus de 230 activités. Niveau A1*. Editions Maison des Langues. Paris.

8.2. Supplementary Bibliography

- Akyüz, A., Bazelle-Shahmaei, B., Bonenfant, J., Flamente, M.F., Lacroix, J., Moriot, D., Renaudineau, P. (2000). *Exercices de grammaire en contexte. Niveau débutant*. Hachette. Paris.
- Boularès, M. & Grand Clément, O. (2004). *Conjugaison progressive du français avec 400 exercices*. CLE International. Paris.- Siréjols, E. (2007). *Vocabulaire en dialogues*. CLE International. France.
- Chollet, I. & Robert, J.M. (2004). *Orthographe progressive du français avec 400 exercices. Niveau débutant*. CLE International. Paris.
- Grégoire, M. (2004). *Grammaire progressive du français avec 400 exercices. Niveau débutant*. CLE International. Paris.

8.3. Online resources and others

General resources

- <http://www.lepointdufle.net/frances.htm>
- <http://platea.pntic.mec.es/~cvera/ressources/recursosfrances.htm>
- <http://www.bonjourdefrance.com>
- <http://www.podcastfrancaisfacile.com/>
- <http://www.learnfrenchbypodcast.com/>
- **Spelling:**
 - http://www.ccdmd.qc.ca/fr/materiel_allophones/?id=56
- **Listening comprehension:**
 - <http://www.ciel.fr/apprendre-francais/sepresenter.html>
 - <http://www.tv5.org/TV5Site/7-jours/>
 - [http://www.tv5.org/TV5Site/enseigner-apprendre-francais/collection-15-Arts Une Minute au musee.htm](http://www.tv5.org/TV5Site/enseigner-apprendre-francais/collection-15-Arts-Une-Minute-au-musee.htm)
 - <http://librivox.org/list-translated-pages-french/>
- **Reading comprehension:**
 - <http://www.bonjourdefrance.com/index/indexappdeb.htm>