

**Subject card**

<b>Subject name and code</b>	French Language - high-level I, PG_00147705						
<b>Field of study</b>	Romance Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2024/2025		
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			French French - 80 %, Polish - 20 %		
<b>Semester of study</b>	1	<b>ECTS credits</b>			12.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>	Division of Romance Linguistics -> Institute of Romance Philology -> Faculty of Languages -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		mgr Anne Delsipee				
	<b>Teachers</b>		dr Zofia Litwinowicz-Krutnik mgr Anne Delsipee				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	120.0	0.0	0.0	0.0	120
	E-learning hours included: 0.0						
	Additional information: The grade at the end of the semester is the average of the grades in all parts of this subject (listening comprehension, reading comprehension, speaking, writing, practical grammar, pronunciation), assuming that the student receives at least a passing grade in each of these parts.						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan	Participation in consultation hours	Self-study	SUM		
	<b>Number of study hours</b>	120	12.0	168.0	300		
<b>Subject objectives</b>	The primary goal of the course is to develop all language skills so that by the end of the sixth semester of study the student speaks the language at a minimum B2 level. An additional goal of the classes is to help students get rid of language barriers, practice speaking in public and working in a group, train mutual communication and organization of their oral or written expression, enrich the students' vocabulary. The purpose of these classes is also to give students the grammatical knowledge necessary to communicate both orally and in writing.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FRL3_W13] Has advanced knowledge of cultural institutions and orientation in contemporary literary and cultural life in French-speaking countries, knows the economic, legal and diplomatic realities of France and French-speaking countries, knows the basic principles of the creation and development of various forms of entrepreneurship.	The student enumerates French-speaking countries, cultural institutions of France, major cultural sites of Paris, various cities and administrative regions of France.	[SW4] test/exam - oral or written
	[FRL3_W03] Knows advanced linguistic terminology in French.	The student uses the terminology of grammar and phonetics in French (e.g., types of genitives, names of tenses, phonetic alphabet, parts of speech, etc.); classifies the modes and tenses of French, knows how to create different tenses in French.	[SW4] test/exam - oral or written
	[FRL3_W10] Knows and understands the basic concepts and principles of copyright protection.	The student knows and understands the basic concepts and principles of copyright protection.	[SW5] implementation of a problem task
	[FRL3_K01] He understands the need for continuous professional training and personal development, is aware of his knowledge and workshop skills, sets the direction of his development.	The student tries to improve his level of French, analyzes his mistakes, makes progress.	[SK1] oral statement/conversation/discussion [SK3] text preparation/written work [SK4] test/exam - oral or written [SK6] demonstration of practical skills [SK8] observation of student's independent or team work
	[FRL3_K02] Able to interact and work in a group, assuming various roles in it, shows motivation for an engaged social life, is characterised by pro-social attitudes and sense of responsibility.	The student is able to interact and work in a group.	[SK8] observation of student's independent or team work
	[FRL3_U16] He/she is able to express himself/herself precisely and coherently in French and communicatively in another Romance language in writing and in speech on a topic concerning selected philological and cultural issues.	Students can talk about themselves, describe what they do for a living and where they live, they can describe people, places, objects they own, their own family, living conditions; they can write about the daily affairs of their own environment : people, places, family, living conditions, their interests.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU4] test/exam - oral or written [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FRL3_U10] Is able to use specialised language and communicate accurately and coherently in french with specialists in the humanities, social and economic sciences using various communication channels and techniques, is able to interact with others in teamwork, including interdisciplinary work.	Using new technologies and social media, the student obtains information about the French language and French-speaking countries.	[SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FRL3_U12] Has the ability to prepare oral presentations in French on specific issues (in the humanities, social sciences, economy, law, and diplomacy) using theoretical concepts, as well as various sources.	The student understands the main ideas of statements about appearance, health, clothes, character traits, friendship, leisure, sports, places to live; can express himself about everyday life.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FRL3_W12] Realizes the diversity of information sources, the complexity of the nature of language, and the historical variability of meanings in French and other Romance languages.	Using the vocabulary of body and physical appearance, clothing, character traits, character psychology, home, apartment, situating in space, landscape, nature, travel, the student understands the complexity of language.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW3] text preparation/written work

	Course outcome	Subject outcome	Method of verification
	[FRL3_U11] Has the ability to create typical written works in French on specific issues, using theoretical concepts, as well as various sources.	The student understands and edits texts consisting mainly of the most common words concerning everyday life - appearance, health, clothes, character traits, friendship, leisure, sports, places of residence.	[SU3] text preparation/written work [SU4] test/exam - oral or written [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FRL3_U14] Is able to use available multimedia devices and modern technology to obtain information, self-educate or establish contact with specialists in the field, is able to reliably describe documents from electronic sources, is able to plan and organize individual and team work.	The student is able to use available multimedia devices and modern technology as part of his/her language development.	[SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FRL3_K06] He participates in culture in the broadest sense using various media and understands the need to encourage others to interact with cultural, economic and social life, thinks and acts in an entrepreneurial manner, critically evaluates his knowledge.	The student participates as a volunteer in various events; is interested in French cinema, literature, art; is open to all socio-cultural aspects of French-speaking countries.	[SK6] demonstration of practical skills [SK8] observation of student's independent or team work
Subject contents	<p><b>Listening comprehension and conversation:</b> understanding the most important information contained in prepared audio recordings on topics of everyday life (such as appearance, clothes, feelings, friendship, hobbies, sport, housing, town, countryside), active participation in conversations on everyday topics and / or topics of particular interest to students, telling a movie story or a story from a read book, exercises in issues specific to French pronunciation : the phonetic alphabet, the vowel system, [R] French, the vowels [i], [y], [u], interword linking.</p> <p><b>Writing and understanding the written text:</b> working on fragments of texts: portraits and self-portraits (physical and psychological aspects, clothes), descriptions of a house, apartment, landscape, travels, France. Introducing vocabulary in context, elements of grammatical analysis (French syntax, etc.). Writing at home and in class texts inspired by read texts : portrait, self-portrait, description of a house or apartment, landscape description. Other simple written forms. Vocabulary exercises (scope: body and physical appearance, clothes, character traits, character psychology, home, apartment, positioning in space, landscape, nature, travels, France).</p> <p><b>Practical grammar:</b> reviewing the tenses and modes of the French language, creating and using the imperative impératif, creating and using the conditional conditionnel présent and passé, creating and using the tenses indicatif présent, passé récent, futur proche, futur simple and futur antérieur.</p>		
Prerequisites and co-requisites	Knowledge of French at the level of min. A1.1.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	systematic preparation of in oral and/or written form issues indicated by the Instructor, as well as written and/or oral tests and colloquia on topics applicable to the semester	51.0%	75.0%
	attendance, active participation in exercises	51.0%	25.0%

Recommended reading	Basic literature	<p>D. ABRY, M.-L. CHALARON, Les 500 exercices de phonétique. Niveau B1/B2, Hachette fle, Paris, 2011.</p> <p>A. AKYUZ, et alii, Les 500 exercices de grammaire, Niveau A2, Hachette, 2006. .</p> <p>ANDANT, M.-L. CHALARON, A propos, PUG, Grenoble, 2005.</p> <p>P. BLANCHE, A tour de rôle. Des activités de communication orale à pratiquer en face à face, CLE, 1991.</p> <p>CAQUINEAU-GUNDUZ M.-P., Les 500 exercices de grammaire, Niveau B1, Hachette , 2005.</p> <p>I. CHOLLET, J.-M. ROBERT, Orthographe progressive du français avec 500 exercices, niveau intermédiaire, CLE International, Paris, 2004.</p> <p>DELATOUR Y. et alii, Grammaire, niveau moyen, Hachette, 1996.</p> <p>GRÉGOIRE M., THIÉVENAZ O., Grammaire Progressive du français, niveau intermédiaire, CLE, 2013.</p> <p>B. MARTINIE, S. WACHS, Phonétique en dialogues - niveau débutant, CLE international, Paris 2007.</p> <p>C. MIQUEL, A. GOLIOT-LETE, Vocabulaire Progressif du français - niveau intermédiaire A2/B1, CLE international, Paris 2017.</p> <p>R. ROLLE-HAROLD, C. SPERANDIO, Evaluation de la compréhension orale A2, PUG FLE, Grenoble, 2010.</p> <p>CK. ULM, A.-M. HINGUE, Dites-moi un peu..., PUG, Grenoble, 2005.</p> <p>+ the presenter's own materials</p>
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	Supplementary literature	<p>ABRY, CHALARON, La grammaire des premiers temps, P.U.G., 2004.</p> <p>M. BARFETY, P. BEAUJOUIN, Compréhension orale, compétence B1, niveau 2, CLE International, Paris 2005.</p> <p>BESCHERELLE, La conjugaison pour tous - Dictionnaire de 12000 verbes, Hatier, Paris, 2004 (lub inne wydanie).</p> <p>A. BLOOMFIELD, A. MUBANGA BEYA, DELF B 1- 200 activités, CLE International, Paris 2006, coll. Le nouvel entraînez-vous.</p> <p>CAVALLA, E. CRORIER, Emotions-Sentiments, PUG, Grenoble, 2005.</p> <p>I. DELATOUR, JENNEPIN, LEON-DUFOUR, Grammaire pratique du français en 80 fiches, Hachette, Paris, 2000.</p> <p>Ch. DESCOTES-GENON, M.-H. MORSEL, C. RICHON, L'exercisier. Expression française pour le niveau intermédiaire, P.U.G., 2006.</p> <p>O. GRAND-CLEMENT, Savoir-vivre avec les Français. Que faire? Que dire?, Hachette Paris 2000, coll. Outils.</p> <p>C.MARTINS, J.-J. MABILAT, Conversation. Pratiques de loral, Didier, Paris 2003.</p> <p>C. MIQUEL, Grammaire en dialogues, niveau intermédiaire, CLE 2018.</p> <p>M.-L. PARIZET, E. GRANDET, M. CORSAIN, Activités pour le cadre européen commun de référence, niveau B1, CLE International, 2006.</p> <p>S. POISSON-QUINTON, Grammaire expliquée du français, niveau intermédiaire, CLE, 2002.</p> <p>E. SIREJOLS, D. RENAUD, Grammaire. 450 nouveaux exercices. Niveau intermédiaire, coll. Le nouvel entraînez-vous, CLE, Paris, 2002.</p> <p>G. TEMPESTA, Grammaire, niveau intermédiaire, CLE, 2003.</p> <p>F. WEISS, Jouer, communiquer, apprendre, Hachette, Paris 2002, coll. Pratiques de classe.</p>
	eResources addresses	
Example issues/ example questions/ tasks being completed	<p>Sample exercise of jointly improving the text edited in subgroups (writing a portrait):</p> <p><i>Attention, il y a des erreurs (de grammaire, d'article, de vocabulaire, de construction...) dans les phrases ci-dessous. Comment pourrions-nous les améliorer ?</i></p> <ol style="list-style-type: none"> <li>1. *La photo que j'ai choisi représente la petite fille qui tient un chien dans ses mains.</li> <li>2. *Elle est une fille très mignonne.</li> <li>3. *Il est un chien de moyen taille.</li> <li>4. *C'est un vieux homme dégarni qui a un nez long.</li> <li>5. *Monique porte une chemisier blanche.</li> <li>6. *Sur ses pieds sont les chaussures bruns en cuire.</li> <li>7. *Il toujours aboye lorsque la fille entre la maison.</li> <li>8. *Il toujours trouve sa maison.</li> <li>9. *Lucienne et Tobi passent tous les jours ensemble.</li> <li>10. *Jean-Pierre et Marie aiment beaucoup ses chèvres.</li> </ol>	
Work placement	Not applicable	

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