

Subject card

Subject name and code	French Language - high-level II, PG_00147714						
Field of study	Romance Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2025/2026		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Optional subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		French		
Semester of study	2		ECTS credits		13.0		
Learning profile	academic		Assessment form				
Conducting unit	Division of Romance Linguistics -> Institute of Romance Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Anne Delsipee				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	150.0	0.0	0.0	0.0	150
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	150		10.0		165.0	325
Subject objectives	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 aim of these classes is also to provide students with the grammatical knowledge necessary to communicate both orally and in writing.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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_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 sociocultural aspects of French-speaking countries.	[SK6] demonstration of practical skills [SK8] observation of student's independent or team work
	[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 is trying to improve the level of his/her knowledge of the French language 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_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.	Students are able to use available multimedia devices and modern technology as part of their language development.	[SU6] demonstration of practical skills [SU8] 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 can 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 are able to describe experiences and events orally and in writing; they can relate events and narrate the course of action of books or films, describing their own reactions and impressions.	[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_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 vocabulary from the work, money, school, kitchen, vacations, love, books, fairy tales, weather, vacations, the student understands the complexity of language.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW3] text preparation/written work
	[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_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 work, money, school, cooking, vacations, love, books, fairy tales, weather, vacations; can describe orally experiences and events, can relate events and narrate the course of action of books or movies, describing his own reactions and impressions.	[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

	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 texts consisting mainly of the most common words concerning everyday life - work, money, school, kitchen, vacations, love, books, fairy tales, weather, vacations; understands descriptions of events; can describe experiences and events in writing, can relate events and narrate the course of action of books or movies, describing his own reactions and impressions.	[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_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 tourist sites of French-speaking countries, institutions and cultural personalities of France, tourist and historical 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 pronouns and adverbs, names of modes and tenses, parts of a sentence, the vowel system, etc.)	[SW4] test/exam - oral or written
Subject contents	Listening comprehension and conversation: understanding the most important information contained in prepared audio recordings on topics of everyday life (such as work, money, school, books, fairy tales, gastronomy, weather, holiday), 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 (open and closed vowels, nasal vowels, E mute, french intonation). Writing and comprehension of the written text: reading press articles, short narrative texts and sample fairy tales. Introducing vocabulary in context, elements of grammatical analysis (French syntax, etc.). Writing at home and in the classroom short narrative forms: stories and fairy tales. Lexical exercises: fairy tale vocabulary, work, money, school, books, fairy tales, gastronomy, weather, holiday, positioning in time, etc. Introducing French punctuation. Practical grammar: differences between past tense passé composé - imparfait - plus-que-parfait, creation and use of the tenses subjonctif présent and subjonctif passé, tenses compatibility in indicatif and subjonctif modes, passive voice, use of articles, adjective and possessive pronouns, indicating, indefinite, personal, relative, indirect and independent speech.		
Prerequisites and co-requisites	The condition for participation in classes is obtaining credit for French Language - high-level I. Knowledge of French at the minimum level A1 of the Common European Framework of Reference for Languages.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	oral and written exam	51.0%	50.0%
	attendance, active participation in exercises, systematic preparation in oral and/or or written issues and written and/or oral tests and colloquia on topics applicable to the semester	51.0%	50.0%

Recommended reading	Basic literature	D. ABRY, M.-L. CHALARON, Les 500 exercices de phonétique. Niveau B1/B2, Hachette fle, Paris, 2011. A. AKYUZ, et alii, Les 500 exercices de grammaire, Niveau A2, Hachette, 2006. . ANDANT, M-L. CHALARON, A propos, PUG, Grenoble, 2005. P. BLANCHE, A tour de rôle. Des activités de communication orale à pratiquer en face à face, CLE, 1991. CAQUINEAU-GUNDUZ M.-P., Les 500 exercices de grammaire, Niveau B1, Hachette , 2005. I. CHOLLET, J.-M. ROBERT, Orthographe progressive du français avec 500 exercices, niveau intermédiaire, CLE International, Paris, 2004. DELATOUR Y. et alii, Grammaire, niveau moyen, Hachette, 1996. GRÉGOIRE M., THIÉVENAZ O., Grammaire Progressive du français, niveau intermédiaire, CLE, 2013. B. MARTINIE, S. WACHS, Phonétique en dialogues - niveau débutant, CLE international, Paris 2007. C. MIQUEL, A. GOLIOT-LETE, Vocabulaire Progressif du français - niveau intermédiaire A2/B1, CLE international, Paris 2017. R. ROLLE-HAROLD, C. SPERANDIO, Evaluation de la compréhension orale A2, PUG FLE, Grenoble, 2010. CK. ULM, A-M. HINGUE, Dites-moi un peu..., PUG, Grenoble, 2005. + lecturer's own materials
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	Supplementary literature	ABRY, CHALARON, La grammaire des premiers temps, P.U.G., 2004. M. BARFETY, P. BEAUJOUIN, Compréhension orale, compétence B1, niveau 2, CLE International, Paris 2005. BESCHERELLE, La conjugaison pour tous - Dictionnaire de 12000 verbes, Hatier, Paris, 2004 (lub inne wydanie). A. BLOOMFIELD, A. MUBANGA BEYA, DELF B 1- 200 activités, CLE International, Paris 2006, coll. Le nouvel entraînez-vous. CAVALLA, E. CRORIER, Emotions-Sentiments, PUG, Grenoble, 2005. I. DELATOUR, JENNEPIN, LEON-DUFOUR, Grammaire pratique du français en 80 fiches, Hachette, Paris, 2000. Ch. DESCOTES-GENON, M.-H. MORSEL, C. RICHON, L'exercisier. Expression française pour le niveau intermédiaire, P.U.G., 2006. O. GRAND-CLEMENT, Savoir-vivre avec les Français. Que faire? Que dire?, Hachette Paris 2000, coll. Outils. C.MARTINS, J.-J. MABILAT, Conversation. Pratiques de l'oral, Didier, Paris 2003. C. MIQUEL, Grammaire en dialogues, niveau intermédiaire, CLE 2018. M.-L. PARIZET, E. GRANDET, M. CORSAIN, Activités pour le cadre européen commun de référence, niveau B1, CLE International, 2006. S. POISSON-QUINTON, Grammaire expliquée du français, niveau intermédiaire, CLE, 2002. E. SIREJOLS, D. RENAUD, Grammaire. 450 nouveaux exercices. Niveau intermédiaire, coll. Le nouvel entraînez-vous, CLE, Paris, 2002. G. TEMPESTA, Grammaire, niveau intermédiaire, CLE, 2003.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Sample exercise for working on pronunciation (sentences to read, record and send to Teamsach) : Les voyelles nasales Lisez les phrases ci-dessous, enregistrez-vous et envoyez-moi vos enregistrements sur Teams. 1. Jean et Jeanne sont gras et grands. 2. Quand il est à Cannes, il rencontre toujours ce gitan et cette gitane. 3. La tente de ma tante est teinte. 4. Qu'on est bien quand c'est fini ! 5. Comme elle est lente et longue, cette action ! 6. C'est un bon banc, bien solide. 7. Non, il n'en prend pas. 8. Entendons-nous mieux. 9. Quel bon vent, quel bon temps ! 10. C'est un bon printemps. 11. C'est un bon vin blanc. 12. Prends un bon bain. 13. Demande ton chemin à quelqu'un. 14. Enfin, en un instant, on pense à tout le monde. 15. En un an, on s'est retrouvés ensemble.	
Work placement	Not applicable	

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