University of Gdańsk

Subject card

Subject name and code	French Language II, PG_00145909						
Field of study	Romance and Iberian Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject	2026/2027			
Education level	Master's studies		Subject group	Obligatory subject group in the field of study			
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	12.0			
Learning profile	academic		Assessment form	exam			
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	90.0	0.0	0.0	0.0	90
	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	90		20.0		190.0	300
Subject objectives	The overarching goal of the course is to further develop all language skills (reading comprehension, writing, speaking) at the C1 level of the Common European Framework of Reference for Languages, with emphasis on knowledge of the sociocultural realities of the French-speaking area.In addition, the ability to carry out a project (individually and in a group), multimedia presentation of results and discussion is practiced. In addition, the class aims to work on editing syntheses and dissertations for the master's degree.						

Learning outcomes

Course outcome	Subject outcome	Method of verification
[FRIMU2_U01] Seeks, analyses, evaluates, selects and uses information from a variety of sources, writes research papers in French or Spanish with an independent selection of literature, is able to document them appropriately and create an adequate bibliography.	The student understands longer speeches, even if they are not clearly structured and when logical relationships are only implied in them; understands long and complex informational and literary texts, recognizing and appreciating their diversity in style; understands specialized articles from and research papers.	[SU2] presentation/project/paper/ report [SU4] test/exam - oral or written [SU8] observation of student's independent or team work
[FRIMU2_U08] Can critically evaluate composition and linguistic correctness and correct errors in others' written and oral statements in French or Spanish.	In the course of the exercises performed in the group, student acquires the ability to critically evaluate the composition and linguistic correctness, and to correct errors in other people’s written and oral statements in French.	[SU4] test/exam - oral or written [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
[FRIMU2_U07] Has an in-depth ability to produce a variety of written works and oral presentations in French or Spanish, and is able to participate in debates.	The student speaks fluently and spontaneously, formulates his thoughts and views with precision, deftly referring to the statements of the interlocutors; formulates clear and detailed statements on complex issues, develops in them selected sub-topics or individual issues and concludes them with an appropriate conclusion; is able to write syntheses of several auditory or written documents, presenting logically addressed problems.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [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
[FRIMU2_K01] Has an awareness of the level of his knowledge and skills, is able to critically evaluate the received content, as well as apply his knowledge in solving cognitive and practical problems.	Student has in-depth awareness of the level of his linguiscic and cultural knowledge and skills, can understand and make a critical assessment of the received content. He/she applies this knowledge in solving cognitive and practical problems with particular emphasis on linguistics and cultural questions.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK8] observation of student's independent or team work
[FRIMU2_W11] Knows and understands the fundamental dilemmas of modern civilization in the context of issues related to intercultural linguistic and literary communication, as well as the role of modern technologies in the work of translators and teachers.	Students are familiar with vocabulary related to topics covered in class (e.g., immigration, French education system, trends in fine arts, music, cinema, literature).	[SW4] test/exam - oral or written
[FRIMU2_W09] Knows and understands the concepts and principles of copyright protection and the necessity of intellectual property management; has a structured knowledge of professional ethics.	The student applies the principles of copyright protection in the editing of written works in French.	[SW2] presentation/project/paper/ report
[FRIMU2_W03] Knows at an in-depth level the terminology, theory and methodology of linguistics and didactics in French or Spanish.	The student is familiar with the French terminology related to the grammar material covered in the semester (see : Program Content).	[SW4] test/exam - oral or written
[FRIMU2_W02] Has an in-depth level of knowledge of terminology, theory and methodology in literary studies in French or Spanish.	With the concepts and knowledge acquired in the field of literature, the student understands the cultural references of the texts read and documents listened to.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW3] text preparation/written work

Subject contents	The program and the method of conducting the classes are the same as in the first semester PNJFR I. Only the themes of documents (recordings, articles, fragments of literary works) on the basis of which students will work differ. **Practical grammar**: consolidating and extending the main issues of French grammar: creation and use of the tenses subjonctif présent and subjonctif passé, tenses compatibility in indicatif and subjonctif modes, use of articles, adjective and possessive pronouns, indicating, indefinite, personal, relative, indirect and independent speech. **Listening, comprehension of written text, writing, conversation**: the starting point is authentic materials (radio broadcasts, TV programs, documentaries, reportages, cabarets, songs, press, fragments of novels, feature films and documents, short films, fine arts, theater , blogosphere, computer games) on the French language area. The material is used to practice global and detailed understanding. It is analyzed in terms of language (lexical, morphosyntactic, discursive) and then thematic. It inspires written works: syntheses / argumentative texts. Students also prepare multimedia presentations related to the discussed issues. Thematic blocks are cross-sectional, serve to outline a historical perspective, and compile various sources for polemical purposes. The thematic scope of the discussed phenomena is wide: labor market, work-life balance, mental and physical health, diseases and treatment, alternative medicine. Another leitmotif is an attempt to define "Frenchness": National identity and its mythologies; Society ("France deep", immigration, beaufs, bobos ...); French sense of humor (based on, inter alia, cult comedies and cabarets); The soul and its new diseases (ie the phenomenon of tout-psy); French culture (place of culture and trends in fine arts, music, film, literature); French fashion and cuisine; Woman, man, child; French education system, judiciary, health service; Work and free time; Creole Culture, DOM TOM, Quebec; "To be French is to have a French passport?" - definition attempt. Moreover, the challenges of the present day in terms of scientific development, environmental protection, social and political changes are discussed.
Prerequisites and co-requisites	The condition for participation in classes is to pass the French Language I subject. Knowledge of French at the minimum level B2 + of the Common European Framework of Reference for Languages
Assessment methods and criteria	

Subject passing criteria	Passing threshold	Percentage of the final grade
a written and oral exam	51.0%	50.0%
Attendance, active participation in exercises, systematic preparation in oral and/or written form of issues indicated by the Instructor, written and/or oral tests and colloquia	51.0%	50.0%

Recommended reading	Basic literature	BARLET B., Écrire et s'exprimer en français correct. Remise à niveau, Ellipses, Paris 2020. BARTEFY M., Compréhension orale - niveau 4 - B2/C1, CLE International 2010. BEGHELLI J., FLE (Français Langue Étrangère). Stratégies pour communiquer en français en entreprise. B2-C1 Lexique, grammaire, mises en situation, culture d'entreprise, conseils, Ellipses, Paris 2022. CHAAR L., Français Langue Étrangère. Le FLE côté PRO ! B2-C1, Ellipses, Paris 2022. CHARNET C., Rédiger un résumé, un compte rendu, une synthèse, Hachette, Paris, 1998. CHRISTODOULOU N., STYLIANOU B., MOBILLOTE N., La synthèse pour le FOU niveau C1, Le livre Ouvert, Ateny 2017. GALLIER T., FLE (Français Langue Étrangère). Fastoche ! Près de 400 mots familiers de français parlé avec activités corrigées et fichiers audio B1-C1, Ellipses, Paris 2022. GILLOUX M., HERRY C., PONS S., Alter Ego 5 (C1), Hachette, 2015. GREGOIRE M., KOSTUCKI A., Grammaire progressive du français. Niveau perfectionnement, CLE, Paris, 2012. GUILMOTO A., L'essentiel pour réussir les épreuves écrites fondamentales dissertation, résumé, Gualino Editeur, 2004. HOLLEVILLE S., Débattre en FLE (Français Langue Étrangère). Toutes les clés pour argumenter et exprimer son opinion en français avec précision et efficacité. B1-C2, Ellipses, Paris, 2021. LEMEUNIER A., La dissertation en français, Hatier, 2008. MIQUEL C., Grammaire en dialogues. Niveau avancé B2-C1, CLE international, Paris 2013. MIQUEL C., Vocabulaire progressif du français. Niveau perfectionnement, CLE, Paris, 2015. PENFORNIS J.L, Le vocabulaire progressif des affaires, CLE International, 2018.

	Supplementary literature	BARRIERE I.,PARIZET M.-L., abcDALF C1/C2, CLE international, Paris, 2014. BASSI C., Administration.com, CLE, 2005. CHAPIRO L., Le DALF C1/C2 - 100 % réussite, Didier Fle, Paris, 2017. CHOLLET I., ROBERT J.-M., Exercices de grammaire française. Cahier avancé, coll. Point par point, Didier, Paris, 2000. CHOVELON, M. BARTHE, Expression et style. Grammaire de perfectionnement (B2/C1), Presses Universitaires de Grenoble, Grenoble 2002. CLEMENT C., Apprendre et enseigner la langue de la dissertation, Belin 2011. CLOOSE E., Le français du monde du travail, PUG, 2009. DUPLEIX D., MEGRE B., Réussir le DALF C1/C2, Didier, Paris, 2007. FASSIER T., Le français des médecins, PUG, 2008. GAUTIER M., Banque et finance.com. CLE, 2004 GREVISSE M., Le bon usage, BOECK 2010. KOBER-KLEINERT C., Activités pour le Cadre commun - niveau C1/ C2, CLE international, Paris, 2007. MORSEL, RICHOU, DESCOTES-GENON, L'exercisier B1-B2, PUG, 2018. MORSEL, CHOVELON, Lire la presse, PUG, 2012. ODDOU M., Informatique.com, CLE, 2010. PENFORIS J.-L., Le vocabulaire progressif des affaires, CLE, 2004. SOIGNET M., Le français juridique, Hachette, 2003. TOLAS J., Le français pour les sciences, PUG, 2004. TOLAS J., Sante-médecine.com. CLE, 2004.
	eResources addresses	

Example issues/ example questions/ tasks being completed	Sample exercise of one of the grammar tests for credit : Complétez avec DE, DES ou D': 1. Le Petit Chaperon Rouge s'approcha du lit et s'exclama : « Mère-grand, que vous avez ... grands bras ! Que vous avez ... grandes oreilles ! Que vous avez ... grandes dents ! » 2. Aux réceptions, il y a souvent ... petits fours. 3. Ce sont des gâteaux secs de forme rectangulaire faits au beurre ; on les appelle ... petits-beurre. 4. Le dimanche, on mange ... bons petits plats. 5. ... nombreux marchands proposaient leur marchandise : ... belles pommes, ... énormes tomates et ... minuscules petits pois. ... petites filles se sont approchées. « Voulez-vous ... petits pois ? » a demandé un marchand. ... fous rires ont aussitôt secoué les fillettes qui sont parties en courant pendant que les passants se faisaient ... amusantes réflexions. 6. Gide dit d'un de ses personnages qu'il avait ... petites mains, ... petits pieds, ... jambes courtes, que près de lui, on prenait honte d'être trop grand. (d'après I. CHOLLET, J.-M. ROBERT, Exercices de grammaire française. Cahier avancé, coll. Point par point, Didier, Paris, 2000, p.107.)
Work placement	Not applicable

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