

**Subject card**

<b>Subject name and code</b>	French Language I, PG_00145910						
<b>Field of study</b>	Romance and Iberian Studies						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2026/2027		
<b>Education level</b>	Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study		
<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		
<b>Semester of study</b>	1	<b>ECTS credits</b>			10.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<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>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	90.0	0.0	0.0	0.0	90
	E-learning hours included: 0.0						
<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>	90		20.0		140.0	250
<b>Subject objectives</b>	<p>The overarching goal of the course is to further develop all language skills (reading comprehension, writing, speaking) at the B2+ level of the Common European Framework of Reference for Languages, with an 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.</p>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FRIMU2_K01] Has a deepened 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.	The student is aware of his linguistic and cultural knowledge and skills, 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 [SK8] 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.	The student expresses himself fluently and spontaneously, formulates his thoughts and views precisely, deftly referring to the interlocutors' statements; formulates clear and detailed statements on complex issues, develops in them selected sub-topics or individual issues and concludes them with an appropriate conclusion; expresses himself in comprehensible and well-structured texts, presenting his point of view.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU6] demonstration of practical skills
	[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 editing a text in French.	[SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task
	[FRIMU2_W03] Knows at an in-depth level the terminology, theory and methodology of linguistics and didactics in French or Spanish.	The student knows the French terminology related to the grammar material provided in the semester; the student uses concepts of linguistics to understand and analyze written texts and oral statements.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW3] text preparation/written work
	[FRIMU2_W02] Has an in-depth level of knowledge of terminology, theory and methodology in literary studies in French or Spanish.	The student uses concepts of literary studies to understand and analyze written texts and oral statements.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FRIMU2_W11] Knows and understands the relationship between the formation of language and changes in culture and society; has an in-depth knowledge of the complex nature of language and its importance in cognitive processes.	The student knows the vocabulary related to the topics covered in class (e.g., labor market, work-life balance, mental and physical health, diseases and treatment, alternative medicine); has an in-depth knowledge of "Frenchness" (national identity and its mythologies, society, culture, etc.).	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task
	[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 when 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 terms of style; understands specialized articles and research papers.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU4] test/exam - oral or written
	[FRIMU2_U08] Can critically evaluate composition and linguistic correctness and correct errors in others' written and oral statements in French or Spanish.	The student critically evaluates composition and linguistic correctness and can correct errors in others' written and oral statements in French.	[SU4] test/exam - oral or written [SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work

Subject contents	<p><b>Practical grammar:</b> consolidating and extending the main issues of French grammar (past tenses : passé composé, imparfait, plus-que-parfait, passé simple and antérieur, temps surcomposés, accord du participe passé). <b>Listening, comprehension of written text, writing, conversation:</b> 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: for example 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, DROM COM, 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.</p>											
Prerequisites and co-requisites	Knowledge of French at the minimum B2 level of the Common European Framework of Reference for Languages.											
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="456 573 798 611">Subject passing criteria</th> <th data-bbox="802 573 1142 611">Passing threshold</th> <th data-bbox="1147 573 1487 611">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 618 798 739">systematic preparation in the oral and / or written form of issues indicated by the tutor + written and / or oral tests on topics valid in the semester</td> <td data-bbox="802 618 1142 739">51.0%</td> <td data-bbox="1147 618 1487 739">75.0%</td> </tr> <tr> <td data-bbox="456 745 798 797">presence, active participation in exercises</td> <td data-bbox="802 745 1142 797">51.0%</td> <td data-bbox="1147 745 1487 797">25.0%</td> </tr> </tbody> </table>	Subject passing criteria	Passing threshold	Percentage of the final grade	systematic preparation in the oral and / or written form of issues indicated by the tutor + written and / or oral tests on topics valid in the semester	51.0%	75.0%	presence, active participation in exercises	51.0%	25.0%		
Subject passing criteria	Passing threshold	Percentage of the final grade										
systematic preparation in the oral and / or written form of issues indicated by the tutor + written and / or oral tests on topics valid in the semester	51.0%	75.0%										
presence, active participation in exercises	51.0%	25.0%										

Recommended reading	Basic literature	<p>BARLET B., Écrire et s'exprimer en français correct. Remise à niveau, Ellipses, Paris 2020.</p> <p>BARTEFY M., Compréhension orale - niveau 4 - B2/C1, CLE International 2010.</p> <p>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.</p> <p>CHAAR L., Français Langue Étrangère. Le FLE côté PRO ! B2-C1, Ellipses, Paris 2022.</p> <p>CHARNET C., Rédiger un résumé, un compte rendu, une synthèse, Hachette, Paris, 1998.</p> <p>CHRISTODOULOU N., STYLIANOU B., MOBILLOTE N., La synthèse pour le FOU niveau C1, Le livre Ouvert, Ateny 2017.</p> <p>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.</p> <p>GILLOUX M., HERRY C., PONS S., Alter Ego 5 (C1), Hachette, 2015.</p> <p>GREGOIRE M., KOSTUCKI A., Grammaire progressive du français. Niveau perfectionnement, CLE, Paris, 2012.</p> <p>GUILMOTO A., L'essentiel pour réussir les épreuves écrites fondamentales dissertation, résumé, Gualino Editeur, 2004.</p> <p>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.</p> <p>LEMEUNIER A., La dissertation en français, Hatier, 2008.</p> <p>MIQUEL C., Grammaire en dialogues. Niveau avancé B2-C1, CLE international, Paris 2013.</p> <p>MIQUEL C., Vocabulaire progressif du français. Niveau perfectionnement, CLE, Paris, 2015.</p> <p>PENFORNIS J.L., Le vocabulaire progressif des affaires, CLE International, 2018.</p> <p>+ lecturers own materials</p>
---------------------	------------------	--

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

<p>Example issues/ example questions/ tasks being completed</p>	<p>Sample exercise of one of the grammar tests for credit :</p> <p><i>Expliquez les valeurs de l'imparfait dans les verbes en italiques :</i></p> <ol style="list-style-type: none"> <li>1. Lorsque j'<i>étais</i> à Paris, j'<i>habitais</i> dans un foyer.</li> <li>2. Quand j'<i>étais</i> à Paris, j'<i>allais</i> au cours tous les jours.</li> <li>3. Quand je suis entré dans son bureau, il <i>téléphonait</i>.</li> <li>4. Catherine a annoncé qu'elle se <i>mariait</i> bientôt.</li> <li>5. Il <i>neigeait</i> au moment où ils sortirent de la réunion.</li> <li>6. Ah ! Si je <i>pouvais</i> parler anglais sans accent !</li> <li>7. Il ma sauvé la vie : sans lui, je <i>me noyais</i> !</li> <li>8. Une terrible nouvelle circula : dans quelques heures, les troupes <i>entraient</i> dans la ville.</li> </ol>
<p>Work placement</p>	<p>Not applicable</p>

Document generated electronically. Does not require a seal or signature.