University of Gdańsk

Subject card

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| Subject name and code | French Language IV, PG_00189116 | | | | | | |
| Field of study | Romance Studies | | | | | | |
| Date of commencement of studies | October 2026 | | Academic year of realisation of subject | | 2027/2028 | | |
| Education level | Bachelor'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 | 2 | | Language of instruction | | French | | |
| Semester of study | 4 | | ECTS credits | | 10.0 | | |
| 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 | 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 | | 90.0 | 250 |
| 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.<br><br>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 |
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| [FRL3_K02] Is ready to cooperate 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_W13] Has general 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 knows what France's new environmental challenges are, knows how the French take care of the environment, knows the new food trends of the French, lists famous French fashion designers. | [SW4] test/exam - oral or written |
| [FRL3_W12] Has deep knowledge of 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 ecology and environmental protection, gastronomy, tourism, fashion, advertising, the student understands the complexity of language. | [SW4] test/exam - oral or written<br>[SW1] oral statement/ conversation/discussion<br>[SW3] text preparation/written work |
| [FRL3_U10] Is able to use specialised language and communicate accurately and coherently in french with specialists in the humanities, social and economic sciencesusing 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<br>[SU8] observation of student's independent or team work |
| [FRL3_U12] Has the ability to prepare oral presentations in French on sspecific issues (in the humanities, social sciences, economy, law, and diplomacy) using theoretical concepts, as well as various sources. | The student understands TV news, podcasts, vlogs and Internet programs on current affairs, understands films (or parts of them) in standard language, understands longer speeches and lectures on the topics covered, and can explain his point of view. | [SU1] oral statement/conversation/ discussion<br>[SU4] test/exam - oral or written<br>[SU6] demonstration of practical skills<br>[SU8] observation of student's independent or team work |
| [FRL3_W03] Knows advanced linguistic terminology in French. | The student knows the French terminology related to the grammar material provided in the semester, enumerates the parts of a sentence, distinguishes the parts of a complex sentence. | [SW4] test/exam - oral or written |
| [FRL3_U11] Has the ability to create typical written works in French on specific issues, using theoretical concepts, as well as various sources. | Students read with comprehension articles and reports on problems of the modern world, in which the writers present certain positions and views, and can write summaries of texts. | [SU3] text preparation/written work<br>[SU4] test/exam - oral or written<br>[SU6] demonstration of practical skills<br>[SU8] observation of student's independent or team work |
| [FRL3_K01] He understands the need for continuous profesional 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<br>[SK3] text preparation/written work<br>[SK4] test/exam - oral or written<br>[SK6] demonstration of practical skills<br>[SK8] observation of student's independent or team 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_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<br>[SU8] observation of student's independent or team work |

| | Course outcome | Subject outcome | Method of verification |
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| | [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. | The student speaks orally and in writing on topics related to the program (e.g., ecology, tourism, gastronomy, etc.) | [SU1] oral statement/conversation/ discussion<br>[SU3] text preparation/written work<br>[SU4] test/exam - oral or written<br>[SU6] demonstration of practical skills<br>[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 enterpreneurial manner, critically evaluates his knowledge. | The student participates as a volunteer in various events; is interested in<br>French cinema, literature, art; is open to all sociocultural aspects of French-speaking countries. | [SK6] demonstration of practical skills<br>[SK8] observation of student's independent or team work |

**Subject contents**

Listening and conversation as well as writing and reading comprehension: the curriculum and method of conducting classes are the same as in French Language III. Only the topics of the documents (recordings, articles, fragments of literary works) on the basis of which students will work differ.

**Listening comprehension and conversation:** understanding TV news and current affairs programs, understanding movies in standard language, understanding longer statements and lectures on familiar topics, clear formulation, extensive statements on various known topics, explaining your point of view on a given issue, providing arguments for and against, active participation in discussions on known topics, presenting your opinion and defending your views. **Writing and understanding the written text**: reading with understanding articles and reports on the problems of the modern world, in which writers present specific positions and views, understanding contemporary literary prose, writing text summaries. **Practical grammar**: consent sentences, comparative sentences, time sentences, prepositions, adverbs, use of the participle, role and use of the present and past tense infinitive.

**Prerequisites and co-requisites**

The condition for participation in classes is obtaining credit of French Language III.

Knowledge of French at minimum B1 level of the Common European Framework of Reference for Languages.

**Assessment methods and criteria**

| Subject passing criteria | Passing threshold | Percentage of the final grade |
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| oral and written exam | 51.0% | 50.0% |
| Attendance, active participation in exercises, systematic preparation in oral and/or written form of issues and written and/or oral tests and colloquia on the topics in force during the semester | 51.0% | 50.0% |

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| Recommended reading | Basic literature | Literature used in class (excerpts):<br><br>ANDANT, CHALARON M-L. , A propos, PUG, Grenoble, 2005 .<br><br>BARFETY M., BEAUJOUIN P., Compétences - Expression orale niveau 2- A2+/B1, CLE International, Paris 2005.<br><br>BLANCHE P. , A tour de rôle. Des activités de communication orale à pratiquer en face à face, CLE, 1991.<br><br>Boite à discussions, Marabout, 2014.<br><br>BOULARES M., FREROT J.-L., Grammaire progressive du fr., Niveau avancé B1/B2, CLE International, 2017.<br><br>CAQUINEAU-GUNDUZ M.-P., Les 500 exercices de grammaire, Niveau B2, Hachette, 2007.<br><br>CHARNET, Rédiger un résumé, un compte rendu, une synthèse, Hachette, Paris, 1998.<br><br>CHOLLET, ROBERT J.-M. , Exercices de grammaire française, coll. Point par point, niveau avancé, Didier, Paris 2000.<br><br>LEPAGE S., MARTY R., Réussir le DELF B1, Didier, Paris 2014.<br><br>MIQUEL C., GOLIOT-LETE A., Vocabulaire Progressif du français - niveau intermédiaire A2/B1, CLE international, Paris 2017.<br><br>ROESCH R., ROLLE-HAROLD R., Entraînement à la compréhension orale. Objectif B2, PUG FLE, Grenoble, 2017.<br><br>STEELE R., Civilisation Progressive du Français. Niveau intermédiaire, CLE International, Paris 2019.<br><br>ULM CK., HINGUE A-M. , Dites-moi un peu..., PUG, Grenoble, 2005.<br><br>+ lecturer's own materials. |

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| | Supplementary literature | M. BARFETY, Compréhension orale, compétence B1+,B2, niveau 3, CLE International, Paris 2007.<br><br>E. BERARD, Grammaire du français, coll. Atelier FLE, Niveaux B1/B2, Didier, 2006.<br><br>BESCHERELLE, La conjugaison pour tous - Dictionnaire de 12000 verbes, Hatier, Paris, 2004 (lub inne wydanie).<br><br>A. BLOOMFIELD, E. DAILL, DELF B 2- 200 activités, CLE International, Paris 2006, coll. Le nouvel entraînez-vous.<br><br>A. BLOOMFIELD, A. MUBANGA BEYA, DELF B 1- 200 activités, CLE International, Paris 2006, coll. Le nouvel entraînez-vous.<br><br>CAVALLA, E. CRORIER, Emotions-Sentiments, PUG, Grenoble, 2005.<br><br>O. GRAND-CLEMENT, Civilisation en dialogues. Niveau intermédiaire, CLE International, Paris 2008.<br><br>O. GRAND-CLEMENT, Savoir-vivre avec les Français. Que faire? Que dire?, Hachette Paris 2000, coll. Outils.<br><br>C.MARTINS, J.-J. MABILAT, Conversation. Pratiques de loral, Didier, Paris 2003.<br><br>C. MIQUEL, Grammaire en dialogues, niveau intermédiaire, CLE 2018.<br><br>C. MIQUEL, Vocabulaire progressif du français avec 390 exercices, niveau avancé, CLE International, Paris 2012.<br><br>M.-L. PARIZET, E. GRANDET, M. CORSAIN, Activités pour le cadre européen commun de référence, niveau B1, CLE International, 2006.<br><br>PAYET A., SANCHEZ C., ABC DELF, niveau B2, CLE International , Paris 2017.<br><br>POISSON-QUINTON S., MIMRAN R., Compétences - Expression écrite niveau 3 - B1, CLE International, Paris 2006.<br><br>E. SIREJOLS, P. CLAUDE, Grammaire. 450 nouveaux exercices. Niveau avancé, coll. Le nouvel entraînez-vous, CLE, Paris, 2002.<br><br>E. SIREJOLS, D. RENAUD, Grammaire. 450 nouveaux exercices. Niveau intermédiaire, coll. Le nouvel entraînez-vous, CLE, Paris, 2002.<br><br>G. TEMPESTA, Grammaire, niveau intermédiaire, CLE, 2003. |
| | eResources addresses | |

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| Example issues/ example questions/ tasks being completed | Description of the oral exam (oral statement) and sample topics :<br><br>L'examen de production orale consiste en un monologue suivi d'une courte discussion avec les membres de la commission.<br><br>Pendant ce monologue, vous présenterez le thème choisi (tiré au sort) et vous donnerez votre opinion. Vous organiserez votre monologue en présentant le sujet dans un contexte général (introduction), en articulant les arguments (développement) et donnant des exemples, en faisant un bilan (conclusion).<br><br>Exemples de sujets :<br><br>1. Quelle pollution vous paraît la plus grave : celle de la mer, de l'air, de la terre ? Pourquoi ?<br>2. Tourisme et écologie peuvent-ils aller de pair ? Comment peut-on être un touriste éco-responsable ?<br>3. Quels sont pour vous les aspects positifs et négatifs des jeux vidéo ? |
| Work placement | Not applicable |

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