

**THE DEPARTMENT OF  
FOREIGN LANGUAGES**

**WROCLAW UNIVERSITY  
OF SCIENCE  
TECHNOLOGY**

**SUBJECT CARDS**

**FRENCH LANGUAGE**

**I LEVEL**

**2022/2023**

**THE DEPARTMENT OF FOREIGN LANGUAGES**  
**SUBJECT CARD**  
**“Foreign language”**

<b>Name in Polish</b>	<b>Język francuski A1</b>
<b>Name in English</b>	<b>French Language A1</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1<sup>st</sup> level, full time</b>
<b>Kind of subject</b>	<b>university- wide</b>
<b>Subject code</b>	<b>JZL100685C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in university (ZZU)</b>	<b>60</b>
<b>Number of hours of total student work load (CNPS)</b>	<b>70</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>2</b>
<b>Including the number of ECTS points for practical (P) classes</b>	<b>2</b>
<b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>1.5</b>

**PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES**

No prerequisites

**SUBJECT OBJECTIVES**

- C1.** Introduction to French pronunciation, intonation and accent.
- C2.** Introduction to basic contents and linguistic means concerning everyday life and basic inter cultural issues.
- C3.** Developing basic linguistic functions: understanding of spoken and written statements, speaking, reading and writing.
- C4.** Realizing the importance of self-study and preparation for independent learning of French.

**SUBJECT LEARNING OUTCOMES**

**RELATING TO KNOWLEDGE**

<b>PEU_W01</b>	The student possesses basic knowledge about the phonetic system of French language, basic vocabulary and grammar constructions within the range of everyday life topics (naming people, places, relations, hobbies, basic characteristics, time expressions concerning events and activities) and basic knowledge of socio-cultural behaviours.
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**RELATING TO SKILLS**

<b>PEU_U01</b>	The student understands short statements, simple commands, requests, questions and information concerning people, phone number, address, price, time etc.
<b>PEU_U02</b>	The student comprehends simple texts concerning everyday life and e.g. information boards, advertisements, wishes, text or e-mail messages, simple questionnaires.
<b>PEU_U03</b>	The student communicates on a proper level in everyday life situations is able to e.g.

	say hello, say goodbye, introduce themselves, express request and say 'thank you', make an appointment, set a date, buy a ticket, name their university, faculty and/or major of studies.
<b>PEU_U04</b>	The student describes with the use of simple sentences e.g. their family, hobbies, place of education (work), surroundings (home) and activities, is able to fill in a very simple form (personal data), prepare a short note or a list of needs or tasks (e.g. shopping list, day agenda), write a short message (text message or e-mail).
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEU_K01</b>	The student is able to work in a group; understands the need for independent learning and the need for further development, recognizes the importance of inter cultural knowledge.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
Cs. 1-2	French words and expressions known for the students in Polish language. Alphabet, spelling, basic principles of pronunciation, stress and graphic signs – exercises in reading, basic abbreviations: (TGV, SNCF, RER, ...).	4
Cs. 3	Polite forms (greeting, asking about self-feeling, introducing yourself, thanking, saying goodbye) Addressing „you”, „sir”, „madam”. ( <i>tu / vous</i> ). Form <i>c'est...</i> . Expressions used at the classes. Abbreviations: <i>M., Mme, Mlle.</i> Question: <i>comment?</i>	2
Cs. 4-5	Presenting and speaking about yourself, (name, surname, nationality, city, country, marital status, job, direction of studies). Personal pronouns of the subject. ( <i>je, tu, il, elle, nous, vous, ils, elles</i> ). Stressed pronouns <i>moi, toi, vous</i> . Feminine, plural of nouns and adjectives.. Irregular verb <i>être</i> , and regular verbs of the 1 <sup>st</sup> group: <i>habiter, parler, étudier, travailler</i> also the reflexive one <i>s'appeler</i> . Intonation question. Question <i>où?</i> ( <i>Où habites-tu / habitez-vous?</i> ). Elision.	4
Cs. 6-7	Restaurant (meals, dishes, ordering meals) Irregular verb <i>avoir</i> . Indefinite articles ( <i>un, une, des</i> ). Amount expressions and particular articles.. Negation <i>ne...pas / ne...pas de...</i> . Preposition <i>pour</i> and <i>avec</i> + stressed personal pronouns. The form <i>voilà</i> . Polite form of the verb <i>vouloir</i> ( <i>je voudrais</i> ). Numerals 1-20.	4
Cs. 8	French cuisine. Questions <i>qu'est-ce que c'est? / c'est quoi? C'est / Ce sont</i> . Construction <i>il y a... / il n'y a pas de...</i>	2
Cs. 9-10	Presenting your preferences and priorities. Verbs of the 1 <sup>st</sup> group. <i>aimer, adorer, détester, préférer</i> . Definite articles ( <i>le, la, l', les</i> ). Intonation question	4

Cs. 11	Everyday life – ways of spending leisure time. Verbs: <i>regarder, écouter, chanter, travailler, lire, écrire</i> . Question by inversion.	2
Cs. 12	Family. . Adjective possessive pronouns.	2
Cs. 13-14	Numerals 21 – 1000. Giving telephone number, address, mail address, age. Question <i>qui est-ce?</i> And answer <i>c'est / ce sont</i> . Plural of nouns and adjectives Question <i>quel(s) / quelle(s)</i> ( <i>question about nationality, origin, age, job and languages</i> ) Verb <i>venir</i> + question <i>d'où ? (D'où viens-tu / venez-vous ?)</i> .	4
Cs.15-16	Arranging meeting ( days of the week, dates). Ordinal numbers. Telephone conversation (booking the hotel, ordering a taxi) Irregular verb <i>aller à</i> + <i>contracted articles (au, à la, à l', aux)</i> . Question <i>quand?, combien?</i> Writing e-mails.	4
Cs. 17	Timetable of the day, kinds of activities, leaving, sports, times of the day, clocktime. Adjective demonstrative pronouns. ( <i>ce, cet, cette, ces</i> ). Preposition <i>chez</i> . Verbs of the 2 <sup>nd</sup> group: <i>finir, choisir</i> . Irregular verbs: <i>faire, sortir</i> . Question by <i>est-ce que</i> .	2
Cs. 18	Feasts and public holidays in France. Traditions.	2
Cs. 19-20	Travelling, seeing the city, booking the hotel. Months and seasons of the year, weather. ( <i>il fait ... / il y a ...</i> ). Prepositional expressions : ( <i>à gauche, à droite, tout droit</i> ). Pronoun <i>on</i> . Irregular verb <i>prendre</i> + means of transportation. Prepositions <i>en, à, au, aux</i> + countries and cities.	4
Cs. 21	Railway station, information, buying the ticket, asking about the time of departure. . Construction <i>il faut + infinitive</i> Irregular verbs: <i>pouvoir, vouloir</i> .	2
Cs. 22	Situation of the objects and things. Showing the way. Verbs : <i>tourner, traverser, arriver, etc..</i> Prepositions and prepositional expressions.	2
Cs. 23-24	Family, marriage, children. Reflexive verbs. . Preposition <i>de</i> + <i>contracted articles (du, de la, de l', des)</i> . Time constructions with the infinitive: - tense <i>futur proche et passé récent</i> , - tense <i>présent continu (être en train de + infinitive)</i> .	4
Cs. 25-26	Doctor, health problems, parts of body. Imperative. Forms <i>avoir mal à, avoir besoin de</i> .	4
Cs. 27	Physical and psychical description of the human being (look, clothes, character) Form <i>avoir l'air</i> .	2

	Verbs: <i>savoir / connaître</i> .	
Cs. 28	France: geography, administrative division, national symbols, etc. francophony. Geographical directions, orientation on the map.	2
Cs. 29	Repetition of the material for the test.	2
Cs. 30	Final test.	2
	<b>Total hours</b>	<b>60</b>

### TEACHING TOOLS USED

- N1.Course book for French language
- N2.Teacher’s own didactic materials
- N3.Grammar and lexical tasks
- N4.Materials and tasks with the use of audiovisual tools and internet platforms
- N5.Dictionaries, maps
- N6.Consultations
- N7.IT Tools: MS Teams, ZOOM, ePortal

### EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT

Evaluation (F-formative assessment P-summative assessment)	Learning outcomes code	Way of evaluating learning outcomes achievement
F1- 25 % of the final grade for classroom work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	classroom work (e.g. individual, pair and team work, oral and/or written statements);
F2-25 % of the final grade for homework	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	homework tasks (e.g. short oral and/or written statements; a short self-presentation and on a given topic in accordance with the programme content; grammatical and lexical exercises);
F3 – 25 % of the final grade for test assignments	PEU_W01 PEU_U01 PEU_U02 PEU_U04	test assignments (min. one test per semester – test, mini test, etc.)
P1 – 25 % of the final grade for the final test	PEU_W01 PEU_U01 PEU_U02 PEU_U04	final test, controlling the skills practiced during the classes and at home, in accordance with the programme of the course.
P2 = F1 + F2 + F3 + P1		

### PRIMARY AND SECONDARY LITERATURE

#### **PRIMARY LITERATURE:**

Claire Miquel – Vite et bien 1, unités 1-8

#### **SECONDARY LITERATURE:**

1. Michèle Barféty, Patricia Beaujouin - *Compétences A1* - compréhension orale et écrite

2. Claire Miquel – *Grammaire progressive du français*, niveau débutant
3. Claire Miquel – *Communication progressive du français*, niveau débutant
4. Sylvie Poisson-Quinton - *Grammaire expliqué du français*
5. Reine Mimran - *Vocabulaire expliqué du français*, niveau débutant
6. Anne Akyüz - *Exercices de grammaire en contexte*, niveau débutant
7. Anne Akyüz - *Exercices d'oral en contexte*, niveau débutant
8. Virtual Learning Environment ([www.wsn.sjo.pwr.edu.pl](http://www.wsn.sjo.pwr.edu.pl)):
  - General language: French language A1 – materials for self - studying;
  - Specialistic language: French language A1 – materials for classwork and self-study.

<b>SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)</b>
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Head of Romance and Slavic Languages Section, Ewa Dmowska, M.A. <a href="mailto:ewa.dmowska@pwr.edu.pl">ewa.dmowska@pwr.edu.pl</a>
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**Last update: 11.09.2022**

<b>THE DEPARTMENT OF FOREIGN LANGUAGES</b> <b>SUBJECT CARD</b> <i>“Foreign language”</i>	
<b>Name in Polish</b>	<b>Język francuski A2</b>
<b>Name in English</b>	<b>French Language A2</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1<sup>st</sup> level, full time</b>
<b>Kind of subject</b>	<b>university- wide</b>
<b>Subject code</b>	<b>JZL100693C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in university (ZZU)</b>	<b>60</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>70</b>
	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>2</b>
<b>Including the number of ECTS points for practical (P) classes</b>	<b>2</b>
<b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>1.5</b>

<b>PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES</b>
Level A1 in French according to the Common European Framework of Reference for Languages.

<b>SUBJECT OBJECTIVES</b>
<p><b>C1.</b> Developing communicative skills in typical everyday life situations, by expanding the range of linguistic means (vocabulary and grammar).</p> <p><b>C2.</b> Continuous development of linguistic skills (listening, reading, writing and speaking)</p> <p><b>C3.</b> Broadening inter cultural knowledge.</p> <p><b>C4.</b> Preparation for independent learning of French language.</p>

<b>SUBJECT LEARNING OUTCOMES</b>	
<b>RELATING TO KNOWLEDGE</b>	
<b>PEU_W01</b>	The student possesses appropriate for the level linguistic knowledge concerning everyday life matters and inter cultural knowledge that enable coping with basic communication in French.
<b>RELATING TO SKILLS</b>	
<b>PEU_U01</b>	The student understands simple sentences (monologues, dialogues) concerning everyday life events, distinguishes key information in simple messages e.g. at a railway station, at the airport, in a department store).
<b>PEU_U02</b>	The student comprehends relatively simple descriptions of everyday life situations (e.g. descriptions of people, things, places, journeys), is able to find necessary information in a text (tourist folders, timetables, menu).
<b>PEU_U03</b>	The student, in a manner appropriate for the level, talks about himself, about

	other people and immediate environment (e.g. students dorm, university, city), about past events (e.g. spending the weekend), about their plans (e.g. holiday plans) and can participate in conversation (dialogue) on familiar topics
<b>PEU_U04</b>	The student is able to provide brief information on everyday life matters, following a proper sequence of events (e.g. CV), can write down essential information (e.g. concerning their classes at the university) and fill in a simple form.
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEU_K01</b>	The student has the ability to learn with the use of particular techniques (e.g. focusing on core information, collaborating effectively when working in pairs or groups, being able to use available materials for self-study, being able to use new technologies), notices similarities and differences between their own and foreign culture.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
Cs. 1-2	Self-presentation. Repetition of lexical and grammatical principles from level A1.	4
Cs. 3-4	Physical and psychical description of the people, clothes – repetition. Perfect tense <i>passé composé</i> of the verbs of the 1 <sup>st</sup> group. Adverb <i>tout</i> . Position of the adverb in the tense <i>passé composé</i> .	4
Cs. 5	Shopping (kinds of the shops, buying clothes, shoes, sizes, price, expressing opinion). Polite forms. Comparison of the adjectives.	2
Cs. 6-7	House, home duties, activities of the day, equipment and accessories. Tense <i>passé composé</i> of irregular verbs. Forms: <i>toujours, déjà, ne...pas encore, oui / si, trop, ne...pas assez</i> Participle – <i>gérondif</i> .	4
Cs. 8-9	Visiting the regions of France. Historical monuments. Organizing the trip, sightseeing. Writing e-mails. Tense <i>passé composé</i> with the auxiliary <i>être</i> (14 verbs, reflexive verbs, confirmation of <i>participe passé</i> ).	4
Cs. 10	Traditions and public holidays in France. .	2
Cs. 11	Description of the room, flat (equipment, furniture). Position of the adjective in the sentence. Feminine and plural – irregular forms. .	2
Cs. 12-13	Renting a flat. Room, tenement houses, announcements. . Problems and disasters connected with a flat, DIY, basic tools. Impersonal construction <i>il faut</i> . Forms with the verb <i>avoir</i> . <i>Tout/toute/tous/toutes</i> . <i>Plusieurs/quelques</i> . Adverbial pronouns <i>en, y</i> .	4
Cs. 14-15	Orientation in the space (room, building, city, country, geographical directions, showing the way).	4

	Prepositional expressions. . Using the prepositions <i>à, en, au, aux</i> before the names of cities, countries. Reflexive verbs. . Time constructions with the infinitive <i>être en train de+infinitif, passé récent, futur proche</i> – repetition.	
Cs. 16-17	Work (enterprise, posts and departments in the company). Professional correspondence (mails). Pronouns of indirect object ( <i>COI</i> ). Constructing adverbs.	4
Cs. 18-19	Presenting your hobbies, preferences. Pronouns of direct object ( <i>COD</i> ). Using the verbs <i>savoir/connaître</i> . Negation ( <i>ne...jamais, ne...plus, ne...rien, ne...personne</i> ).	4
Cs. 20-21	Sport, healthy lifestyle (profits and threats). Accidents (reflexive constructions, e.g. <i>se casser la jambe</i> ). <i>Futur simple</i> . Conditional sentence <i>Si + présent + futur simple</i> . Presenting aim and purpose. ( <i>parce que, comme, c'est pour ça que, pour</i> ).	4
Cs. 22	Telling about your future plans. <i>Futur simple</i> .	2
Cs. 23-24	Looking for job (job advertisements, CV, job interview, talking about your job experience). . Prepositional expressions of time ( <i>depuis, pendant, il y a, pour, dans, en, avant, après</i> ). Verbs with prepositions <i>à/de</i> .	4
Cs. 25-26	Relating the past. <i>Imparfait tense</i> . <i>Passé composé</i> – repetition.	4
Cs. 27-28	At the University – students' life, scholarship journey (Erasmus+), university system in France. Simple relative pronouns ( <i>qui, que, dont, où</i> ).	4
Cs. 29	Repetition of the material.	2
Cs. 30	Final test.	2
	<b>Total hours</b>	<b>60</b>

<b>TEACHING TOOLS USED</b>	
N1.Course book for French language N2.Teacher's own didactic materials N3.Grammar and lexical tasks N4.Materials and tasks with the use of audiovisual tools and internet platforms N5.Dictionaries, maps N6.Consultations N7.IT Tools: MS Teams, ZOOM, ePortal	

<b>EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT</b>		
<b>Evaluation</b> (F-formative assessment P-summative)	<b>Learning outcomes code</b>	<b>Way of evaluating learning outcomes achievement</b>

assessment)		
F1- 25 % of the final grade for classroom work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	classroom work (e.g. individual, pair and team work, oral and/or written statements);
F2-25 % of the final grade for homework	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	homework tasks (e.g. oral and/or written statements including a short non-literary text; a self-presentation and on a given topic related to everyday life and professional issues; tasks based on a short, read text related to everyday life and professional issues (studies, work); grammatical and lexical exercises);
F3 – 25 % of the final grade for test assignments	PEU_W01 PEU_U01 PEU_U02 PEU_U04	test assignments (min. one test per semester – test, mini test, etc.);
P1 – 25 % of the final grade for the final test	PEU_W01 PEU_U01 PEU_U02 PEU_U04	final test, controlling the skills practiced during the classes and at home, in accordance with the programme of the course.
P2 = F1 + F2 + F3 + P1		

## PRIMARY AND SECONDARY LITERATURE

### **PRIMARY LITERATURE:**

Claire Miquel – Vite et bien 1, unités 8-19

### **SECONDARY LITERATURE:**

1. Michèle Barféty, Patricia Beaujouin - *Compétences A2* - compréhension orale et écrite
2. Sylvie Poisson-Quinton - *Grammaire expliqué du français*
3. Reine Mimran - *Vocabulaire expliqué du français*, niveau débutant
4. Anne Akyüz - *Exercices de grammaire en contexte*, niveau débutant
5. Anne Akyüz - *Exercices d'oral en contexte*, niveau débutant

Virtual Learning Environment ([www.wsn.sjo.pwr.edu.pl](http://www.wsn.sjo.pwr.edu.pl))

- General language: French language A2 – materials for self - studying;

- Specialistic language: French language A2 – materials for classwork and self-study.

### **SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)**

Head of Romance and Slavic Languages Section, Ewa Dmowska, M.A.

[ewa.dmowska@pwr.edu.pl](mailto:ewa.dmowska@pwr.edu.pl)

**Last update: 11.09.2022**

<b>THE DEPARTMENT FOR FOREIGN LANGUAGES</b> <b>SUBJECT CARD</b> <i>“ Foreign language ”</i>	
<b>Name in Polish</b>	<b>Język francuski B1.1</b>
<b>Name in English</b>	<b>French Language B1.1</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1<sup>st</sup> level, full time</b>
<b>Kind of subject</b>	<b>university- wide</b>
<b>Subject code</b>	<b>JZL100538C</b>

	<b>Classes</b>
<b>Number of hours of organized classes at University (ZZU)</b>	<b>60</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>70</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>2</b>
<b>Including the number of ECTS points for practical (P) classes</b>	<b>2</b>
<b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>1,5</b>

<b>PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES</b>
Level A2 in French according to the Common European Framework of Reference for Languages.

<b>SUBJECT OBJECTIVES</b>
<b>C1.</b> Forming linguistic competence, with the use of possessed skills, gained at previous levels.
<b>C2.</b> Developing linguistic, communicative skills concerning everyday life situations including inter cultural issues.
<b>C3.</b> Introducing selected issues concerning professional language, in accordance with the advancement level.
<b>C4.</b> Preparing for independent learning of French language.

<b>SUBJECT LEARNING OUTCOMES</b>	
<b>RELATING TO KNOWLEDGE</b>	
<b>PEU_W01</b>	The student possesses linguistic knowledge that enables to formulate opinions about themselves and their immediate environment, a chosen profession, leisure time as well as knowledge concerning linguistic and cultural behaviors in French speaking countries.
<b>RELATING TO SKILLS</b>	
<b>PEU_U01</b>	The student understands key issues of oral statements and information on familiar, general topics, distinguishes key information in non-complicated oral statements.
<b>PEU_U02</b>	The student comprehends longer texts, is able to use standard dictionaries and other sources of information (e.g. Internet), understands main ideas of a read text, and is able to find necessary information in the text.
<b>PEU_U03</b>	The student is able to start and keep up conversation on a given topic, react properly on interlocutor's statement in familiar linguistic situations, report what

	others had said, express in a simple way opinions concerning private and professional life.
<b>PEU_U04</b>	The student is able to write a short text on general topics, a short non-literary text e.g. invitation, and fill in a form.
<b>RELATING TO SOCIAL COMPETENCE</b>	
<b>PEU_K01</b>	The student has the ability for correct behaviours, creative, receptive and interactive ones; is able to work in a group, elaborates individual style of learning.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
Cs 1	Self – presentation. Revision of lexical and grammatical basics.	2
Cs 2-4	Leisure time: tourism and visiting, planning the route of a trip. Paris now and earlier. Revision of imperative and questions. Modal verbs and infinitive constructions. Verb construction with preposition: <i>a</i> and <i>de</i> .	6
Cs 5-7	Direct and indirect future, plans for the future. Revision of future tenses: <i>futur proche</i> and <i>futur simple</i> . <i>Futur antérieur</i> tense. Expressions concerning future.	6
Cs 8-10	Learning and studies: choosing the studies, university timetable, types of high-schools and universities, faculties of studies, subjects and requirements. Education system in France.	6
Cs 11-13	Leisure: holidays, recollections of the holidays, social meetings. Revision of past tenses: <i>passé composé</i> and <i>imparfait</i> , as well as pronouns <i>COD</i> and adjectival possessive pronouns.	6
Cs 14-16	Recollections from the past, especially childhood. Past tenses: <i>passé composé</i> , <i>imparfait</i> , <i>plus-que-parfait</i> , <i>passé récent</i> .	6
Cs 17-18	Feelings and interpersonal relations, making acquaintances, living together. Reflexive verbs. Pronouns: <i>COD</i> , <i>COI</i> .	4
Cs 19-21	Lifestyle and apartment, property advertisement, orienteering in space, living in a big city and in the suburbs. Adjective, its gradation. Substantival possessive and indefinite pronouns. Conditional ( <i>conditionnel présent</i> ), polite expressions.	6
Cs 22-23	Shopping, trade, street market, antiquities. Pronouns: relative simple, demonstrative (adjectival and substantival) as well as question <i>lequel</i> .	4
Cs 24-26	Parties, organizing a party. Measures, weights, amounts, groceries, shopping, sharing household duties. Expressing amount and adverbial pronouns: <i>en</i> , <i>y</i> .	6
Cs 27-28	Cuisine: culinary preferences, recipes, kitchen tools, French cuisine, nutrition customs of the French. Imperative with pronouns. Double pronoun in the sentence: <i>Mise en relief</i> (stressing, highlighting).	4
Cs 29	Revision and consolidation.	2

Cs 30	Final test.	2
	<b>Total hours</b>	<b>60</b>

<b>TEACHING TOOLS USED</b>
N1.Course book for French language N2.Teacher’s own didactic materials N3.Grammar and lexical tasks N4.Tasks with the use of multimedia and Internet N5.Dictionaries, maps, posters, etc. N6.Consultations N7.IT Tools: MS Teams, ZOOM, ePortal

<b>EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT</b>		
<b>Evaluation</b> (F-formative assessment P-summative assessment)	<b>Learning outcomes code</b>	<b>Way of evaluating learning outcomes achievement</b>
F1- 25 % of the final grade for classroom work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	classroom work (e.g. individual, pair and team work, oral and/or written statements);
F2-25 % of the final grade for homework	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	homework tasks (e.g. oral and/or written statements – including a non-literary text; a self-presentation and on a given topic concerning everyday life and professional issues; tasks based on a short, read text concerning everyday life and professional issues (studies, work); grammatical and lexical exercises);
F3 – 25 % of the final grade for test assignments	PEU_W01 PEU_U01 PEU_U02 PEU_U04	test assignments (minimum one test per semester – test, mini test);
P1 – 25 % of the final grade for the final test	PEU_W01 PEU_U01 PEU_U02 PEU_U04	final test assignment controlling the skills practiced during the classes and at home, in accordance with the programme of the course.
P2 = F1 + F2 + F3 + P1		

<b>PRIMARY AND SECONDARY LITERATURE</b>
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<b><u>PRIMARY LITERATURE:</u></b>
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Sylvie POISSON-QUINTON - *Festival 2*, podręcznik i zeszyt Cwiczeń - unités 1, 2

<b><u>SECONDARY LITERATURE:</u></b>
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1. Michèle Barféty - *Compétences B1* – compréhension orale et écrite
2. Anne Akyüz - *Exercices de grammaire en contexte*, niveau intermédiaire
3. Anne Akyüz - *Exercices d'oral en contexte*, niveau intermédiaire
4. Virtual Learning Environment([www.wsn.sjo.pwr.edu.pl](http://www.wsn.sjo.pwr.edu.pl)):
  - General language: French language B1 – materials for self - studying;
  - Specialistic language: French language B1 – materials for classwork and self-study.

<b>SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)</b>
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Head of Romance and Slavic Languages Section – Ewa Dmowska, M.A.

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**Last update 11.09.2022**

**THE DEPARTMENT OF FOREIGN LANGUAGES**  
**SUBJECT CARD**  
*“ Foreign language ”*

<b>Name in Polish</b>	<b>Język francuski B1.2</b>
<b>Name in English</b>	<b>French Language B1.2</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1<sup>st</sup> level, full time</b>
<b>Kind of subject</b>	<b>university-wide</b>
<b>Subject code</b>	<b>JZL100537C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in university (ZZU)</b>	<b>60</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>70</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>2</b>
<b>Including the number of ECTS points for practical (P) classes</b>	<b>2</b>
<b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>1.5</b>

**PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES**

The student possesses suitable skills in French language that enable learning at the level B1 according to the Common European Framework of Reference for Languages.

**SUBJECT OBJECTIVES**

- C1.**Improving language skills achieved at previous levels.
- C2.**Integrating language skills with the process of communication for professional and social needs that enable functioning in a multicultural and multilingual society.
- C3.**Working on issues connected with language typical for work environment.
- C4.**Implementing student's self-study of the French language.

**SUBJECT LEARNING OUTCOMES**

**RELATING TO KNOWLEDGE**

<b>PEU_W01</b>	The student possesses appropriate for the level knowledge on general subjects (private and social life), on selected problems of modern world and, to a limited extend, in the area of science and technology (LSP), necessary for communication (oral and written).
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**RELATING TO SKILLS**

<b>PEU_U01</b>	The student understands content and intention of written statements (texts), recognises detailed information in more complex written statements (texts) and interprets a heard text (or its fragments).
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<b>PEU_U02</b>	The student comprehends relatively long texts, is able to use general and scientific/technical dictionaries as well as others (e.g. electronic) sources of information, formulates general meaning of a scanned text, searches for necessary information in the text and is capable of its simple analysis.
<b>PEU_U03</b>	The student is able to speak about general issues connected e.g. with higher education, fields of study, taught subjects, work environment, participates in a discussion on familiar topics, illustrates talks on general topics with examples, conducts simple negotiations.
<b>PEU_U04</b>	The student is able to write a summary of a read text; on the basis of sample texts is able to compose and write their own non-literary text e.g. CV, application, advertisement.
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEU_K01</b>	The student has the ability of proper creative, receptive, interactive behaviours, at the same time developing their personal traits – being open-minded, interested, motivated; works in a group and understands its relations, attitudes and tasks; develops their own style of current and future learning.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<i>Number of hours</i>
Cs 1	Self-presentation. Revision of most important lexical and grammatical issues from previous levels.	2
Cs 2-3	Ceremonies, fashion, appearance, clothing style dependent on the occasion. Revision of tenses and pronouns: <i>COD, COL, en, y</i> .	4
Cs 4-5	Music, French songs, idols, music styles, biographies. Time expressions. Verb constructions.	4
Cs 6-7	Public transport, means of transportation, problems of great cities and their solutions. Prepositions.	4
Cs 8-10	Social life and neighbourhood relations. Reported speech, sequence of tenses.	6
Cs 11-13	Flat: renting the flat, living conditions, furniture, estate advertisements, student flats. <i>Participe présent à gérondif</i>	6
Cs 14-16	Relating events, live transmissions. Indirect questions.	6
Cs 17-18	Intercultural information concerning the area of a taught language, regions of France. Coordinating <i>participe passé</i> .	4
Cs 19-20	Leisure time, entertainment. Conditional sentences.	4
Cs 21-22	Culture: film, cinema, festivals (Festival in Cannes). Passive voice.	4
Cs 23-24	Studies and education, vocational training and foreign practice trips, foreign students.	4
Cs 25-28	Job and professional life: CV, covering letter, job interview, problem of unemployment, job advertisements, students jobs. Subjunctive mode ( <i>subjonctif présent</i> ). Adverbs.	8
Cs 29	Revision and Consolidation.	2
Cs 30	Final test.	2
<b>Total hours</b>		<b>60</b>

<b>TEACHING TOOLS USED</b>
N1 Course book for French language N2 Teacher's own didactic materials N3 Grammatical and lexical exercises

N4 Tasks with the use of multimedia and Internet  
 N5 Dictionaries, maps and posters etc.  
 N6 Consultations.  
 N7 IT Tools: MS Teams, ZOOM, ePortal

### EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT

<b>Evaluation</b> (F-formative assessment P-summative assessment)	<b>Learning outcomes code</b>	<b>Way of evaluating learning outcomes achievement</b>
F1- percentage of classroom work (25% of final grade)	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04	classroom work (e.g. individual, pair and team work, oral and/or written statements);
F1- 25 % of the final grade for classroom work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	homework tasks (oral and/or written statements - including a longer non-literary text e.g. formal and informal letter; a self-presentation and on a given topic concerning everyday life and professional issues (future career plans); tasks based on a longer, read text concerning every day and professional issues (studies, work); grammatical and lexical exercises;
F2-25 % of the final grade for homework	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	test assignments (min. one test per semester – test, mini test, etc.);
F3 – 25 % of the final grade for test assignments	PEU_W01 PEU_U01 PEU_U02 PEU_U04	final test assignment, controlling the skills practised during the classes and at home, in accordance with the programme of the course.
P2 = F1 + F2 + F3 + P1		

### PRIMARY AND SECONDARY LITERATURE

#### **PRIMARY LITERATURE:**

Sylvie POISSON-QUINTON - *Festival 2*, Coursebook and Workbook - unités 3,4, 5

#### **SECONDARY LITERATURE:**

1. Michèle Barféty - *Compétences B1* – compréhension orale et écrite
  2. Anne Akyüz - *Exercices de grammaire en contexte*, niveau intermédiaire
  3. Anne Akyüz - *Exercices d'oral en contexte*, niveau intermédiaire
  4. Michel Danilo, Béatrice Tauzin – *Le français de l'entreprise*
  5. Wirtualne Środowisko Nauki ([www.wsn.sjo.pwr.edu.pl](http://www.wsn.sjo.pwr.edu.pl))
- General language: French language B1 – materials for self - studying;  
 - Specialistic language: French language B1 – materials for classwork and self-study.

#### **SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)**

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Last update 11.09.2022

**THE DEPARTMENT OF FOREIGN LANGUAGES**  
**SUBJECT CARD**  
*“Foreign language”*

<b>Name in Polish</b>	<b>Język francuski B2.1</b>
<b>Name in English</b>	<b>French Language B2.1</b>
<b>Main field of study (if applicable)</b>	
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1<sup>st</sup> level, full time</b>
<b>Kind of subject</b>	<b>university- wide</b>
<b>Subject code</b>	<b>JZL100539C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in University (ZZU)</b>	<b>60</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>70</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>2</b>
<b>Including the number of ECTS points for practical classes (P)</b>	<b>2</b>
<b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>1.5</b>

**PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES**

Knowledge of French language at level B1 on the scales of the Common European Framework of Reference for Languages

**SUBJECT OBJECTIVES**

1. Developing communication skills for academic purposes in technical and scientific areas.
2. Developing language proficiency, as required in an academic environment at a technical university.
3. Aiding the student’s own work in the area of specialist language.

**SUBJECT LEARNING OUTCOMES**

**RELATING TO KNOWLEDGE**

<b>PEU_W01</b>	Student has knowledge on the topics related to a technical university’s academic environment and to the problems of the modern world, as well as intercultural knowledge required in communication.
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**RELATING TO SKILLS**

<b>PEU_U01</b>	Student understands texts and utterances on academic topics and understands the users of a language.
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<b>PEU_U02</b>	Student has general and selective reading skills and is able to use adequate resources to understand academic and specialist texts.
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<b>PEU_U03</b>	Student has a repository of language tools sufficient to talk on a required topic, formulate and justify opinions, express and clarify his/her position, demonstrate the advantages and disadvantages of certain solutions.
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<b>PEU_U04</b>	Student writes texts typical of academic environment (e.g. opinions, summaries)
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	using formal and informal register as required.
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEU_K01</b>	Student knows how to use knowledge while observing the constraints of foreign culture; student is aware of language requirements in an international academic environment.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
Cs.1-3	Expressing opinions on the presented theories and statements, supporting one's views with arguments, organizing a debate on topics related to the selected controversial problems of the modern world such as: relations between countries and nations, the subject of parity, involvement in science, society and politics. Moods: indicative ( <i>indicatif</i> ) and subjunctive ( <i>subjonctif</i> ).	<b>6</b>
Cs.4-6	Discussing foreign language skills and how they affect academic and job opportunities in the modern world; data interpretation, making statements which put pressure and can change the state of affairs, expressing dissatisfaction. Logical connectors, declaratives, reported speech, non-verbal communication: onomatopoeias.	<b>6</b>
Cs.7-9	Human ecology, ecology and environment protection – subjects related to human production conditions and the impact technological development has on human life and natural environment; modern threats and ecology.	<b>6</b>
Cs.10-12	The role of media in the process of communication, the way media affect the image of the world, popular science media and their role in the modern world, how media affect the state of knowledge of a present-day man; presenting information based on media sources, science and popular science knowledge in the context of traditional and new media; interpretation of data (ctd). Expressing cause and effect, passive voice.	<b>6</b>
Cs.13-15	Areas of engineering – vocabulary needed for academic and professional self-presentation; students' presentation of their fields of study, interests and academic plans.	<b>6</b>
Cs.16-18	Students' mobility: the opportunities arising from the current political situation in Europe and the whole world (globalization); internships, study trips, student exchange programmes; planning your trip, correspondence related to planning your trip, studies and employment (formal and informal e-mail), letter of complaint; description of numerical data, interpretation of diagrams and graphs.	<b>6</b>
Cs. 19-20	Preparing recruitment documents (covering letter and CV): formal requirements, the most common editing errors, false information in a CV – controversies around the tweaking of documents. Adjectives; comparative and superlative forms.	<b>4</b>
Cs. 21-23	Intercultural communication in the context of a current social and political situation: topics related to migration (pros and cons), interculturalism; summary, report, review; writing a press and scientific article. Past tenses (summary and extension) and time expressions.	<b>6</b>
Cs.24-26	Medical advances, humanitarian medicine, aesthetic medicine, the relation between new technologies and medicine; medicine and health	<b>6</b>

	care in Francophone countries; medical organizations; physical appearance and its impact on the quality of life; the description of a person. Present participle, past participle, adverbs.	
Cs.27-28	French versus Polish culture – similarities and differences, customs. Phraseology, colloquial language.	<b>4</b>
Cs. 29-30	Test assignments, discussing students' individual problems, final test.	<b>4</b>
	<b>Total hours</b>	<b>60</b>

### TEACHING TOOLS USED

N1 Coursebooks with popular science and vocational content - level B2  
N2 Teacher's own didactic materials  
N3 Virtual Learning Environment  
N4 Lexical and grammar exercises and tasks  
N5 Tasks with the use of multimedia and Internet  
N6 Dictionaries  
N7 Consultations  
N8 IT Tools: MS Teams, ZOOM, ePortal

### EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT

<b>Evaluation</b> (F-formative assessment P-summative assessment)	<b>Learning outcomes code</b>	<b>Way of evaluating learning outcomes achievement</b>
F1 – 25% of the final grade for classwork	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	Evaluation of language performance leading to effective communication in foreign language during classes (e.g. on the basis of individual work, pair work or team work, and based on speaking and listening skills)
F2 – 25% of the final grade for individual work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	oral or written evaluation of the student's individual work based on materials representing specialist language in the studied area
F3 – 25% of the final grade for work with specialist texts	PEU_W01 PEU_U02 PEU_U03 PEU_U04	oral or written summary of a specialist text related to the studied area
F4 – 25% of the final grade for the test	PEU_W01 PEU_U02 PEU_U04	a test for the evaluation of the lexis and grammar acquired during the course
<b>P = F1 + F2 + F3 + F4</b>		

## PRIMARY AND SECONDARY LITERATURE

### PRIMARY LITERATURE:

1. Élodie Heu et Jean-Jaques Mabilat, *Édito B2. Méthode de français. 3<sup>e</sup> édition*, Les Éditions Didier, 2015.
2. Élodie Heu et Jean-Jaques Mabilat, *Édito B2. Cahier d'activités. 3<sup>e</sup> édition*, Les Éditions Didier, 2015.
3. Lahmidi Zarha, *Science-technique.com*, CLE International, 2005.

### SECONDARY LITERATURE:

1. Virtual Learning Environment ([www.wsn.sjo.pwr.edu.pl](http://www.wsn.sjo.pwr.edu.pl))
  - General language: French language B2 – materials for self - studying;
  - Specialistic language: French language B2 – materials for classwork and self-study.
2. Teacher's own materials, articles from French literature, The Internet.
3. Ludivine Glaud, Yves Loiseau et Elise Merlet, *Grammaire essentielle du français. Niveau B1/B2*, Les Éditions Didier, 2015.
4. Jean-Claude Corbeil, Ariane Archambault, *Słownik obrazkowy polsko-francuski*, Wydawnictwo LektorKlett, 2006.
5. Roselyne Roesch, Rosalba Rolle-Harold, *Écouter et comprendre niveau B1-B2*, PUG, 2009.
6. *Słownik naukowo-techniczny polsko-francuski*, praca zbiorowa, Wydawnictwa Naukowo-Techniczne, 2005.

### **SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)**

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**Last update 11.09.2022**

**THE DEPARTMENT OF FOREIGN LANGUAGES**  
**SUBJECT CARD**  
*“Foreign language”*

<b>Name in Polish</b>	<b>Język francuski B2.2</b>
<b>Name in English</b>	<b>French Language B2.2</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1<sup>st</sup> level, full time</b>
<b>Kind of subject</b>	<b>university- wide</b>
<b>Subject code</b>	<b>JZL100540C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in University (ZZU)</b>	<b>60</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>80</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>3</b>
<b>Including the number of ECTS points for practical classes (P)</b>	<b>3</b>
<b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>2.5</b>

**PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES**

French language skills allowing the continuation of education at level B2 on the scales of the Common European Framework of Reference for Languages.

**SUBJECT OBJECTIVES**

1. Teaching and developing communication skills for academic purposes in technical and scientific areas.
2. Practicing language skills required in an academic environment and in specialist areas.
3. Aiding own work and using it in the area of specialist language in a studied area.

**SUBJECT LEARNING OUTCOMES**

**RELATING TO KNOWLEDGE**

<b>PEU_W01</b>	Student has knowledge, skills and competences corresponding to the requirements established for CEFR level B2; student knows and uses language tools (grammar, lexis and style) typical of academic and specialist language while observing the rules of the foreign culture.
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**RELATING TO SKILLS**

<b>PEU_U01</b>	Student understands and interprets academic texts and utterances as well as other forms of presentation in the area of science and technology.
<b>PEU_U02</b>	Student reads and understands academic texts related to technical disciplines, including the studied discipline; student obtains and interprets information from foreign language specialist sources.
<b>PEU_U03</b>	Student communicates in an academic environment; uses adequate language tools; uses specialist language; delivers presentations related to the studied area of technology.

<b>PEU_U04</b>	Student prepares formal texts (e.g. reports, presentations) using typical language structures.
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEU_K01</b>	Student understands the need to learn and develop his/her specialist language skills (within the lifelong learning framework) as well as the unique features of a foreign language's culture.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
Cs. 1	Self-presentation – a short presentation of a student's field of study, research, projects, future career plans. Self-presentation rules.	<b>2</b>
Cs. 2	Presenting a specialization – how to prepare it, structure, style, typical linguistic means and the criteria of evaluation of a student's presentation on their field of study.	<b>2</b>
Cs. 3	Universal concepts of fundamental science - mathematics, physics, chemistry, IT.	<b>2</b>
Cs. 4-6	Nature and environment: the pollution of seas and oceans and its impact on human life, genetically modified food, animal rights, global warming, biotechnology; expressing opinions and supporting them with arguments concerning ecological problems; a debate on topics related to natural environment protection; preparing a petition. Personal pronouns.	<b>6</b>
Cs. 7-9	Modern design and architecture, reacting on performance art, discussion on topics related to the subject of applied and pop art, expressing opinions (positive and negative) in the context of art and design, judgement and assessment. Relative pronouns, quantitative expressions.	<b>6</b>
Cs. 10-12	Do-it-yourself, technology in everyday life, tools and devices, interests; filing a complaint; expressing how things work, expressing one's feelings, emotional intelligence and personality.	<b>6</b>
Cs. 13-15	Economic and academic emigration, information on working time in France and Europe, new trends in preparing recruitment documents, academic and professional experience, work and economy, a job interview and a business meeting. Expressing condition and hypothesis, conditional clauses, comparison.	<b>6</b>
Cs. 16-18	Advances in IT and their impact on human life, biomimetics, electronic and Internet tools, topics related to IT and electronics, social and other networks and how to use them, expressing opinions on virtual life, the IT of the future, IT and electronics engineering, computerization and electronization in France, the Internet. Moods: indicative and subjunctive ( <i>subjonctif</i> ) and infinitive, permission and prohibition.	<b>6</b>
Cs. 19-21	New technologies and their application in everyday life, inventions, new trends in scientific research, links between architecture and IT advances, progress in the XXI century, fantasy literature and its impact on the development of civilization. Future tense, expressions of purpose.	<b>6</b>
Cs. 22-23	Nuclear energy – topics related to advantages and threats resulting from using nuclear energy sources, France as a nuclear tycoon, nuclear energy and other sources of energy.	<b>4</b>

Cs. 24	Aroma chemistry – chemical processes in the perfume and cosmetic industries, with particular reference to French brand products.	2
Cs. 25	Constructions and designing – materials and their properties, technologies, energy sources, innovations and solutions, trends, famous French buildings and their creators. Simple past tense and compound past tense.	2
Cs. 26-29	Students' presentations – presentations on academic interests of course participants, discussion on the presented content, comments and evaluation.	8
Cs. 30	Summary of covered material. Final test.	2
	<b>Total hours</b>	<b>60</b>

#### TEACHING TOOLS USED

N1 Coursebooks with popular science and vocational content - level B2  
N2 Teacher's own didactic materials  
N3 Virtual Learning Environment  
N4 Presentations  
N5 Lexical and grammar exercises and tasks  
N6 Tasks with the use of multimedia and Internet  
N7 Dictionaries  
N8 Consultations  
N9 IT Tools: MS Teams, ZOOM, ePortal

#### EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT

<b>Evaluation</b> (F-formative assessment P-summative assessment)	<b>Learning outcomes code</b>	<b>Way of evaluating learning outcomes achievement</b>
F1 – 25% of the final grade for classwork	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	evaluation of language performance leading to effective communication in foreign language during classes (e.g. on the basis of individual work, pair work or team work, and based on speaking and listening skills)
F2 – 25% of the final grade for individual work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	oral or written evaluation of the student's individual work based on materials representing specialist language in the studied area
F3 – 25% of the final grade for the presentation	PEU_W01 PEU_U03	a presentation delivered on a topic related to the studied area
F4 – 25% of the final grade for the test	PEU_W01 PEU_U01 PEU_U02 PEU_U04	final test for the evaluation of language skills (understanding written and spoken texts) and the acquisition of grammar and lexis

	PEU_K01	
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**P = F1 + F2 + F3 + F4**

**PRIMARY AND SECONDARY LITERATURE**

**PRIMARY LITERATURE:**

1. Élodie Heu et Jean-Jaques Mabilat, *Édito B2. Méthode de français. 3<sup>e</sup> édition*, Les Éditions Didier, 2015.
2. Élodie Heu et Jean-Jaques Mabilat, *Édito B2. Cahier d'activités. 3<sup>e</sup> édition*, Les Éditions Didier, 2015.

**SECONDARY LITERATURE:**

1. Virtual Learning Environment ([www.wsn.sjo.pwr.edu.pl](http://www.wsn.sjo.pwr.edu.pl))  
- General language: French language B2 – materials for self - studying;  
- Specialistic language: French language B2 – materials for classwork and self-study.
2. Lahmidi Zarha, *Science-technique.com*, CLE International, 2005.
3. Michel Barrat, *Les mathématiques*, wyd. NATHAN, 1999.
4. Ludivine Glaud, Yves Loiseau et Elise Merlet, *Grammaire essentielle du français. Niveau B1/B2*, Les Éditions Didier, 2015.
5. *Słownik naukowo-techniczny polsko-francuski*, praca zbiorowa, Wydawnictwa Naukowo-Techniczne, 2005
6. *Słownik wizualny 5 języków*, wyd. Reader's Digest, Warszawa 2010
7. Teacher's own materials, articles from French literature, The Internet (ex. internet website: TV5 Monde, Science et Vie)
8. Michel Danilo, Béatrice Tauzin - *Le français de l'entreprise*, wyd. CLE International.
9. Jean-Luc Penformis - *Français.com (français professionnel et des affaires)*, wyd. CLE International – coursebook and workbook.

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