

**THE DEPARTMENT OF  
FOREIGN LANGUAGES**

**WROCLAW UNIVERSITY  
OF SCIENCE AND  
TECHNOLOGY**

**FRENCH LANGUAGE**

**II LEVEL**

**2022/2023**

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

<b>Name in Polish</b>	Język francuski A1
<b>Name in English</b>	French Language A1
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	2 <sup>nd</sup> level, full time
<b>Kind of subject</b>	university- wide
<b>Subject code</b>	JZL100522C

	<b>Classes</b>
<b>Number of hours of organized classes in university (ZZU)</b>	<b>45</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>60</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 self-study 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	French words and expressions known for the students from Polish lessons. Alphabet, spelling, basic principles of pronunciation, stress and graphic signs. Practising reading, basic abbreviations (TGV, SNCF, RER, ..)	2
Cs. 2	Polite forms (greeting, asking about self-feeling, introducing yourself, thanking, saying goodbye). Addressing „you” and „sir, madam”. ( <i>tu / vous</i> ). Abbreviations <i>M., Mme, Mlle.</i> Phrases used during the classes.	2
Cs.3	Introducing yourself (name, surname, nationality, marital status, field of studies). Irregular verb <i>être</i> . Reflexive verb <i>s'appeler</i> . Question <i>comment?</i> Question <i>qui est-ce?</i> And answer <i>c'est / ce sont</i> .	2
Cs. 4	Speaking about yourself (languages, address, city, country) Asking about job, nationality, languages, place of residence. Personal pronouns of the subject ( <i>je, tu, il, elle, nous, vous, ils, elles</i> ). Feminine and plural of nouns and adjectives. Irregular verbs of the 1 <sup>st</sup> group: <i>habiter, parler, étudier, travailler</i> . Intonation question. Question <i>où?</i> ( <i>Où habites-tu / habitez-vous?</i> ). Question <i>quel(s) / quelle(s)</i> . Elision.	2
Cs. 5 - 6	Restaurant (meals, dishes, ordering). Irregular verb <i>avoir</i> . Indefinite articles ( <i>un, une, des</i> ). Expressing amount and particular articles. Negation <i>ne...pas / ne...pas de...</i> Question <i>qu'est-ce que c'est? / c'est quoi?</i> Forms <i>c'est / ce sont</i> . Construction <i>il y a... / il n'y a pas de...</i> Form <i>voilà</i> . Polite form of the verb <i>vouloir</i> ( <i>je voudrais</i> ). Numerals 1-20.	4
Cs. 7	Expressing your preferences and hobbies. Verbs of the 1 <sup>st</sup> group: <i>aimer, adorer, détester, préférer</i> . Irregular articles ( <i>le, la, l', les</i> ). Intonation question. Preposition <i>pour</i> and <i>avec</i> .	2

	Stressed personal pronouns.	
Cs. 8	Family. Adjective possessive pronouns. Preposition <i>de</i> + contracted articles ( <i>du, de la, de l', des</i> ). Verb <i>venir</i> + question <i>d'où?</i> ( <i>D'où viens-tu / venez-vous?</i> ).	2
Cs. 9	Numerals 21 – 1000. Giving telephone number, address, mail address, age. Plural of nouns and adjectives.	2
Cs.10-11	Arranging the meeting (days of the week, dates, clocktime). Ordeal numerals. Irregular verb <i>aller à</i> + contracted articles ( <i>au, à la, à l', aux</i> ). Verbs of the 2 <sup>nd</sup> group : <i>finir, choisir</i> . Question <i>quand?, combien?</i> Writing e-mails.	4
Cs. 12	Schedule of the day, kinds of activities, going out, sports. Everyday life – kinds of leisure time activity, verbs: <i>regarder, écouter, chanter, travailler, lire, écrire</i> . <i>Présent continu (être en train de + infinitive)</i> . Reflexive verbs. Adjective demonstrative pronouns. ( <i>ce, cet, cette, ces</i> ). Question by inversion Preposition <i>chez</i> . Irregular verbs <i>faire, sortir</i> . Question by <i>est-ce que</i> .	2
Cs. 13-14	Travelling, visiting the city, booking the hotel. Telephone conversation (booking the hotel, ordering a taxi) Months and seasons of the year. Weather . ( <i>il fait ... / il y a ...</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. 15	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. 16-17	Situation of the objects and things. Showing the way. Verbs: <i>tourner, traverser, arriver, etc</i> . Prepositional expressions ( <i>à gauche, à droite, tout droit</i> ). <i>Futur proche</i> .	4
Cs. 18-19	Doctor, health problems, parts of human body. Imperative. Forms: <i>avoir mal à, avoir besoin de</i> .	4
Cs. 20	Psychical and physical description of the human being (general look, clothes, character). Form <i>avoir l'air</i> . Verbs: <i>savoir / connaître</i> .	2
Cs. 21	France: geography, administrative, national symbols, frankophony. Geographical directions. Situation on the map.	2

Cs. 22	Repeating the material for the test.	2
Cs. 23	Final test.	1
	<b>Total hours</b>	<b>45</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: ePortal, ZOOM, MS Teams, Google Meet

### 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

#### **PRIMARY 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

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| 6. Anne Akyüz - <i>Exercices de grammaire en contexte</i> , niveau débutant<br>7. Anne Akyüz - <i>Exercices d'oral en contexte</i> , niveau débutant<br>8. Virtual Learning Environment ( <a href="http://www.wsn.sjo.pwr.edu.pl">www.wsn.sjo.pwr.edu.pl</a> ): <ul style="list-style-type: none"><li>- General language: French language A1 – materials for self - studying;</li><li>- Specialistic language: French language A1 – materials for classwork and self-study.</li></ul> |
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<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>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>2<sup>nd</sup> level, full time</b>
<b>Kind of subject</b>	<b>university- wide</b>
<b>Subject code</b>	<b>JZL100523C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in university (ZZU)</b>	<b>45</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>60</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 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 to cope 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), (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 about everyday life matters, following a proper sequence of events (e.g. CV), can write down important 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 the relationships and differences between foreign and national culture.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
Cs. 1	Introducing yourself, repetition of lexical and grammatical principles from level A1.	2
Cs. 2	Physical and psychical description of the people, clothes – repetition. <i>Passé composé</i> of the verbs of the 1 <sup>st</sup> group. Adverb <i>tout</i> . Position of the adverb in <i>passé composé</i> .	2
Cs. 3	Shopping (kinds of shops, buying clothes, shoes, sizes, price, expressing opinions). Polite forms. Comparison of adjectives.	2
Cs. 4-5	House, home duties, activities of the day, equipment and accessories. <i>Passé composé of irregular verbs</i> . Forms: <i>toujours, déjà, ne...pas encore, oui / si, trop, ne...pas assez</i> . Participle – <i>gérondif</i> .	4
Cs. 6-7	Visiting the regions of France, historical monuments. Organizing the trip, sightseeing. Writing e-mails. <i>Passé composé</i> with auxiliary <i>être</i> (14 verbs, reflexive verbs, confirming <i>participe passé</i> ).	4
Cs. 8	Traditions, public holidays in France.	2
Cs. 9	Description of the room, flat (equipment, furniture). The position of the adjective in the sentence. <i>Tout/toute/tous/toutes</i> . Feminine and plural – irregular forms. Adverbial pronouns: <i>en, y</i> .	2
Cs. 10	Renting a flat, room, estate announcements. . Problems and disasters connected with the flat, DIY, basic tools. Impersonal construction <i>il faut</i> . Phrases with the verb <i>avoir</i> . <i>Plusieurs / quelques</i> .	2
Cs. 11-12	Localization in the space (room, building, city, country, directions of the world), showing the way. Prepositional expressions. Using the prepositions <i>à, en, au, aux</i> before the names of countries and cities.	4



	Reflexive verbs. Time constructions with infinitive <i>être en train de+infinitif, passé récent, futur proche</i> – repetition.	
Cs. 13	Work (entreprise, posts and departments in the company) Business correspondence (e-mails). Pronouns of indirect object ( <i>COI</i> ). Creating adverbs.	2
Cs. 14	Looking for a job (job advertisements, CV, job interview, speaking 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> .	2
Cs. 15	Business correspondence (e-mails).	2
Cs. 16	Talking about your hobbies, preferences. Pronouns of direct object ( <i>COD</i> ). Using the verbs <i>savoir/connaître</i> . <i>Negation (ne...jamais, ne...plus, ne...rien, ne...personne)</i> .	2
Cs. 17	Talking about your future plans. <i>Futur simple</i> .	2
Cs. 18-19	Sport, healthy lifestyle (profits and threats). . Accidents (reflexive constructions e.g.. <i>se casser la jambe</i> ). Conditional sentences <i>Si + présent + futur simple</i> . Expressing the reason and purpose ( <i>parce que, comme, c'est pour ça que, pour</i> ).	4
Cs. 20	Relating the past. <i>Imparfait</i> . <i>Passé composé</i> – repetition.	2
Cs. 21	At the University – students' life, scholarship trip (Erasmus+), university system in France.. Simple reflexive pronouns. ( <i>qui, que, dont, où</i> ).	2
Cs. 22	Repetition of the material.	2
Cs. 23	Final test.	1
	Total hours.	<b>45</b>

#### **TEACHING TOOLS USED**

<p>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: ePortal, ZOOM, MS Teams, Google Meet</p>
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#### **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 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 (wybiórczo)

#### **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
  6. 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**

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

<b>Name in Polish</b>	<b>Język francuski B2+</b>
<b>Name in English</b>	<b>French Language B2+</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>2nd level, full time</b>
<b>Kind of subject</b>	<b>university- wide</b>
<b>Subject code</b>	<b>JZL100665C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in University (ZZU)</b>	<b>15</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>30</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>1</b>
<b>Including the number of ECTS points for practical classes (P)</b>	<b>1</b>
<b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>0.5</b>

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

Knowledge of French language at level B2 on the scales of the Common European Framework of Reference for Languages.

**SUBJECT OBJECTIVES**

1. Developing language skills for professional purposes in technical areas.
2. Aiding the student’s own work.

**SUBJECT LEARNING OUTCOMES**

**RELATING TO KNOWLEDGE**

<b>PEU_W01</b>	Student has knowledge, skills and competences corresponding to the requirements established for CEFR additional level B2+, and uses them for professional purposes in his/her technical discipline.
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**RELATING TO SKILLS**

<b>PEU_U01</b>	Student understands foreign language texts and utterances in his/her own technical area and also in corresponding areas; student uses the texts and utterances to extract the required information and analyze it; he/she communicates in professional contexts and situations; he/she uses adequate language resources in writing and in speech.
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**RELATING TO SOCIAL COMPETENCES**

<b>PEU_K01</b>	Student is aware of the role that a foreign language has in professional communication and for own professional development.
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**PROGRAMME CONTENT**

<b>Classes</b>	<b>Number of hours</b>

Cs 1	Presentation of the scientific and professional output in the aspect of creating application documents; principles of creating self-presentation for professional purposes, professional dossier.	2
Cs 2	Business correspondence, formal correspondence; communication in the engineer's professional environment.	2
Cs 3	Writing the report from the vocational training or project; its plan, methodology; synthesis (basic information).	2
Cs 4	Scientific classification (basic issues): categories of classification, selected classifications (their selection dependent on the disciplines which are represented by the participants of the classes).	2
Cs 5	Technology, production and features of manufactured goods; technology of devices; car, electronic and computer industry.	2
Cs 6	Designing and building industry, construction engineering.	2
Cs 7	Argumenting, participation in the scientific and professional discussion presenting your own conceptions and solutions; energy sources..	2
Cs 8	Summing up the material; final test.	1
	<b>Total hours</b>	<b>15</b>

#### TEACHING TOOLS USED

N1 Coursebook for technical language B2+ „*Ingénieur découvre la France technique*”  
N2 Teacher's own materials  
N3 Virtual Learning Environment: [www.wsn.sjo.pwr.edu.pl](http://www.wsn.sjo.pwr.edu.pl)  
N4 Lexical and grammar exercises  
N5 Consultations  
N6 IT Tools: ePortal, ZOOM, MS Teams, Google Meet  
N7 Materials and tasks with the use of audiovisual tools and internet platforms

#### 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 – 50% of the final grade for the work performed by the student	PEU_W01 PEU_U01 PEU_K01	the evaluated aspects include effective communication and the ability to take part in numerous forms of interaction which correspond to the professional environment typical of the graduates of technical universities (individual work, group work, pair work, participation in discussions)
F2 – 50% of the final grade for the test	PEU_W01 PEU_U01 PEU_K01	a final test for the evaluation of the lexis and grammar covered in the course program.
<b>P = F1 + F2</b>		

<b>PRIMARY AND SECONDARY LITERATURE</b>
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<b><u>PRIMARY LITERATURE:</u></b>
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1. Ingénieur découvre la France technique, textes choisis et élaborés par E. Poterałowicz Virtual Learning Environment ( <a href="http://www.wsn.sjo.pwr.edu.pl/">www.wsn.sjo.pwr.edu.pl/</a> ) Technical language: French language B2+, materials for classwork
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<b><u>SECONDARY LITERATURE:</u></b>
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|---|
| 1. Virtual Learning Environment ( <a href="http://www.wsn.sjo.pwr.edu.pl/">www.wsn.sjo.pwr.edu.pl/</a> ), Technical language: French language B2+, materials for self study |
| 2. Textes choisis pour le travail individuel (VLE)  |
| 3. Gramatyka francuska w kilku wierszach, E. Poterałowicz, Oficyna Wyd. PWR, 2008   |
| 4. Grammaire utile pour comprendre les textes techniques (VLE)  |
| 5. Dictionnaire technique (VLE)   |

<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**