

Placement test score: 0 to 5 Prerequisite level: none Target level: A1 / beginner	Standard course F20
<p>Audience: This course is intended for a learning group comprised of non-Francophone adults and young adults who are true beginners in French and who seek to acquire the foundations of the French language.</p> <p>Course description: <u>Hours:</u> Language course: 120 hours (2 hours per day, Monday – Friday) Phonetics lab: 27 hours (1 hour per day, Monday – Friday, every other week) These courses prepare the student for the <i>Certificat de langue française</i> (level A1)</p> <p>General course objectives: This course prepares students for a basic level of communication in French. Students learn to introduce themselves, to describe their location, to ask questions, to ask for and express an opinion, to make comparisons and to tell a simple story.</p> <p>Pedagogical approach: Communicative approach focused on the structure of the language. A grammatical emphasis allows for the development of the four, key competencies.</p> <p>Grading rubric: <u>In-class tests (20%):</u> grammar questions, dictation, written composition, reading comprehension, listening comprehension, speaking)</p> <p><u>Final examination (80%):</u></p> <ul style="list-style-type: none"> - written (40%): grammar questions (20%), reading comprehension (10%), written expression (10%) - oral (40%): describing an image (10%), listening comprehension (10%), phonetic grade based on lab tests (20%) <p>Course books and materials: <u>Festival 1</u> (textbook), <u>Festival 1 Cahier d'exercices</u> (workbook) and the accompanying CD Various visual, audio and written materials Workbook and homework Phonetics program established by applied linguistics professor</p> <p>Communicative objectives:</p> <ul style="list-style-type: none"> - To meet others, greet and introduce oneself - To ask questions, provide information, locate a place, give directions 	

- To announce and describe an event
- To send and respond to an invitation
- To suggest, accept and thank
- To apologize and justify one's acts
- To speak about quantity and price
- To ask for and give permission to do something
- To command and forbid
- To tell time
- To describe someone (physical traits and personality)
- To describe an object (form, size, color, material...)
- To give an opinion about someone or something
- To complain
- To understand a written text (descriptive, explicative, short story)
- To understand documents from everyday life (advertisement, brochure, menu, timetables, etc.)

Learning methods:

Oral

Prompted and spontaneous production: simple information exchanges dealing with daily life, telling a story, describing an image, a person, an event, activities, experiences, short exposé on a familiar subject, commentary on a photo or image

Dialogue: role play (groups of 2 to 4 students): asking for information, simple transactions, giving one's opinion, etc.

Comprehension: working on spoken or recorded text (semi-authentic documents, documents from the textbook, songs, etc.)

Dictation

Evaluation:

Speaking and interaction: quality of participation (understanding directions, overall performance, suitable vocabulary, phonetic control)

Comprehension: testing overall comprehension or specific understanding depending on the lexical (discovery, recognition, hypothesizing on meaning) and linguistic (recognizing structure) objectives

Written

Production: exercises in written expression (learning the grammatical structures and reusing thematic vocabulary)

Fill-in-the-blank, reinvestment, question-response, multiple-choice, substitution exercises (singular/plural, masculine/feminine, present/past, etc.), creative exercises, free-form response

Group or individual written production of short texts on a particular theme (semi-structured exercise)

Describing and commenting images. Dictation.

Comprehension: working on documents read as a group or individually with an emphasis on locating semantic and syntactical structures to facilitate speculation of meaning

Reading comprehension exercises from textbook (multiple-choice and free-response answers) and other documents.

Evaluation:

Production: understanding written directions, overall performance, appropriate structures, vocabulary

Comprehension: overall comprehension or specific understanding and interpretation of information contained within the document

Grammatical objectives:

- Word order in a sentence: *être, s'appeler*
- Personal subject pronouns: *je/vous – vous singulier/vous pluriel – il/elle – tu/vous – ils/ells – nous/on*)
- Articles: definite, indefinite, partitive, contracted articles and the “zero” article (*pas de*)
- *Il y a*
- *C'est un / il est*
- Prepositions *à* and *de*
- Prepositions associated with country names
- Asking a question with *où, quel, est-ce que, qu'est-ce que, qui, quand*
- Comparison: *comme* + name
- Characterization
- Possessive adjectives
- Demonstrative adjectives
- The adjective *tout*
- Superlative
- Adverbs
- Direct (*le, la, les*) and indirect objects
- Verbs: *avoir, être, habiter, s'appeler, aller, venir, vouloir, pouvoir, devoir, prendre, descendre, faire*
- Pronominal verbs
- Stating hypothesis and condition (present & future)
- Negative forms (*ne...pas, ne...plus, pas de, ne...rien, ne...personne, ne....jamais, moi aussi/moi non plus*) in present and past
- Verb + infinitive

Lexical themes:

- Nationalities
- Greetings
- Classroom vocabulary
- Days of the week, months, seasons
- Weather
- Numbers
- Family
- Clothing
- Colors
- Transportation
- Forms of politeness
- Shopping
- Food
- Activities and places in daily life
- The home and types of lodging

- Sports (basic vocabulary)
- Personal taste
- Life stages

Phonetics laboratory:

A separate, phonetics evaluation is given to all students in order to place them in a level appropriate to their spoken competence and/or relative difficulties. Students will be placed in a level I (see Test and Phonetics laboratory)

Objectives:

Progression: discovery of the French phonetics system, discrimination of prosodic traits, graphic/sound symmetry

Activities:

In-class: reviewing lesson exercises then transcribing

Laboratory: recording of the lesson covered in class, repeating sample phrases, creating utterances, reading

Evaluation: in-class test (20-point scale): repetition, creation, understanding, discrimination, reading