

Placement test score: 6 to 11 Prerequisite level: A1.2 Target level: A2/lower intermediate	Standard course F20
<p>Audience: This course is intended for a learning group comprised of non-Francophone adults and young adults having had approximately 120 hours of French-language instruction and who seek to develop their knowledge 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 A2)</p> <p>General course objectives: This course prepares students for a low-intermediate level of communication in French. Students learn to understand and make themselves understood, both in written and in spoken French, and in situations that touch everyday life. The course emphasizes</p> <ul style="list-style-type: none"> • Written and listening comprehension of simple sentences, common expressions and short texts or dialogues based on familiar contexts. • Written and spoken French in common situations dealing with daily life • Brief and elementary written and spoken descriptions of current or past events, activities or personal experiences dealing with familiar subjects <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 2</u> (textbook), <u>Festival 2 Cahier d'exercices</u> (workbook) and the accompanying CD Various visual, audio and written materials</p>	

Workbook and homework

Phonetics program established by applied linguistics professor

Communicative objectives:

- 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 explain: to speak of the past, of routine, changes and of the family
- To describe someone (physical traits and personality)
- To describe an object (form, size, color, material...)
- To describe one's professional life and personal experiences
- To give an opinion about someone or something
- To summarize someone else's words
- To complain and reprimand
- To talk about a book, film, person, event or place
- 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, inferring 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:

- Review of definite, indefinite, partitive, contracted articles as well as articles following *ce n'est pas*
- Review of names: gender and number
- Review of adjectives: placement, agreement (gender and number with the noun or with the subject of certain verbs)
- Review of possessive adjectives and learning of possessive pronouns
- Adjectives and indefinite pronouns: *autre, autre chose, aucun, plusieurs, quelques, quelques-uns/unes, certains*
- Prepositions and prepositional phrases: *entre, au milieu de, en face de, à droite de, à gauche de, autour de, à côté de, au bout de, etc.*
- Tenses: 3 groups + some pronominal verbs
- The present (review), the present progressive, the past, the imperfect, the past perfect, the recent past, the future, the present conditional, the imperative, the gerund
- Adverbs ending in *-ment*, the place of the adverb in simple tenses and in the past tense as well as *encore* and *déjà*
- Personal pronouns with direct and indirect objects, *en*, and *y* with indirect objects. Placing personal pronouns in affirmative, interrogative, negative and imperative sentences
- Relative pronouns *qui, qui où dont* + introduction to preposition with *qui* (for persons)
- Negations: review of *ne...pas, ne...plus, ne...rien, ne...jamais, ne...pas encore*, + introduction to *ne...aucun, ne...ni...ni, ne...que, sans*
- Questions: *Qui est-ce qui? Qui est-ce que? Qu'est-ce qui? Qu'est-ce que? Lequel?*
- Impersonal statements: *il faut* + infinitive
- Subordinate clauses in the indicative and introduction to the past
- Expressing cause (*comme*)
- Expression consequence (*donc, alors, c'est pourquoi*)
- Expressing aim (*pour, dans le but de* + infinitive)
- Expression time (*lorsque, pendant que, depuis, que, il y a / cela fait + durée + que, dans + durée, pour + durée,*)
- Expression of opposition (*pourtant, cependant, quand meme*)

- Expression of condition (*si + present / future simple* and an introduction to *si + imparfait, / conditionnel present*)
- Expression of comparison: *verbe + plus / autant / moins + que; plus de / autant de / moins de + nom + que*. The superlative: *le plus / le moins + adjective + de + nom*
- Indirect discourse in the present (introduction to past)

Lexical themes:

- The usages of daily vocabulary (greeting, introductions, thanks)
- Space (movements: explaining or understanding a path to follow on a map) and time (to date an event)
- Leisure and tourism (simple information about a trip, public transportation and buying tickets), organizing a short trip
- Work (explaining one's work), work schedule, professions, school system (undergraduate and graduate school, explaining one's studies, courses and professors)
- Vacation (place: countryside, mountains, seaside) and encounters (how to meet others)
- Feelings: basic vocabulary for expressing emotion and taste (saying what you like and what you do not like)
- The market, shopping, food, cuisine (simple, market or store transactions, number, quantity, price) ordering a meal in a restaurant, ingredients in a meal or recipe
- Major steps in life (birth, adulthood, death) and traditions
- Appearance, simple physical characteristics
- Clothes, fashion (simple transactions in a store: state what one wants and ask for the price)
- The home (simple description of a residence), way of life
- Songs (most popular French singers and musical instruments)
- Cinema (comment on a film, description of primary characters, era and place)
- Sports (most common sports: ski, tennis, soccer, rugby, running, hiking)

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 EI composed of an elementary program (see Test and Phonetics laboratory)

Objectives:

EI Progression: understanding and production of all spoken phonemes in standard French. Continuity, oral vowels, nasal vowels, denasalization, consonants

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