

Placement test score: 27 to 35.99 Prerequisite level: B1.1 Target level: B1.2 / intermediate	Standard course F20
<p><b>Audience:</b>          This course is intended for a learning group comprised of non-Francophone adults and young adults having had approximately 240 hours of French-language instruction and who seek to develop their knowledge of the French language.</p> <p><b>Course description:</b>  <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 B1)</p> <p><b>General course objectives:</b>          This course prepares students for an 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"> <li>• Written and listening comprehension of simple sentences, common expressions and short texts or dialogues based on familiar contexts.</li> <li>• Written and spoken communication in French of common situations dealing with daily life</li> <li>• Brief and elementary written and spoken descriptions of current or past events, activities or personal experiences dealing with familiar subjects as well as with various areas of interest</li> <li>• In any short, written text that is written in standard language, understand the principle information in a professional or general domain</li> </ul> <p>Readings in French literature familiarize students with the primary texts and initiates them to critical reading.</p> <p><b>Pedagogical approach:</b>          Communicative approach focused on the structure of the language. A grammatical emphasis allows for the development of the four, key competencies.</p> <p><b>Grading rubric:</b>  <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"> <li>- written (40%): grammar questions (20%), reading comprehension (10%), written expression (10%)</li> <li>- oral (40%): individual oral interview (10%), listening comprehension exercise</li> </ul>	

(10%), phonetic grade based on lab tests (20%)

**Course books and materials:**

Le Nouvel Edito B1 (textbook), (complementary texts may be defined by the instructor), accompanying textbook CD

Instructor-created exercises

Books from the series *Le FLE par les textes* (Belin), five of which will prepare the student for the individual, oral interview portion of the final

Phonetics program established by applied linguistics professor

**Communicative objectives:**

- Suggest, define objectives
- To anticipate the future in hypothetical form: to describe a situation and propose a solution for the future. To express one's opinion about various subjects
- To debate and to argue: explain the reasons to oppose a project, explain different points of view, debate different ideas, organize a debate
- To use indirect discourse in the past
- Introduction to literature: understanding texts in their socio-historic contexts
- Summarize information, understand oral interviews

**Learning methods:**

***Oral***

Prompted and spontaneous production: information exchanges dealing with daily life, telling a story, describing a personal experience, a visit of a museum or of a city, 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 documents read aloud by the professor (poems, literary texts) or from a audio document (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 (subordinate clauses/nominal groups.), contextualized exercises, creative exercises, free-form response

Group or individual written production of short texts on a particular theme (free response and semi-structured exercises)

Commenting texts. 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

Literary comprehension: systematic study of vocabulary in literary texts

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:**

**Verbs:**

- Past tense : imperfect, passé compose, past perfect
- Future perfect
- Past future
- Past conditional
- Pronominal verbs
- Passive voice with « par »
- Prepositional verbs
- Past subjunctive

**Introduction to :**

Past imperative, preterit, past preterit

**Structures:**

- Articles
- Description : (*il fait un temps magnifique, elle est d'une grande gentillesse*)
- Adjectives, pronouns, and indefinite adverbs : *n'importe quell, quelque part, nulle part*
- Adverbs
- Negation : negative prefixes : *im, in, il, ir, ne...pas* + verb in the present infinitive
- Introduction to: *ne...pas* + verb in the past infinitive
- Personal pronouns: dual + neutral pronoun "le"
- Introduction to: neutral pronouns *en* and *y*
- Relative pronouns: with prepositions, composed
- Agreement of past participle
- Subordinate clause: will, wish, necessity, obligation, possibility and impossibility, certainty, doubt, fear, impersonal expressions
- Time: mastery of B1.1 expressions, *avant que, après que, en même temps que, aussitôt que, dès que, avant de, après + infinitif passé*
- Cause : *puisque, car, étant donné (que), vu (que), à cause de, en raison de, grâce à*
- Introduction to : *à force de, sous prétexte que/de, de peur de/que, faute de*
- Consequence : *de sorte que, du coup* (mastery of B1.1 expressions)
- Opposition and concession : *contrairement à, à l'inverse de, à l'oppose de, malgré, en dépit de, tandis que, bien que, au contraire, en revanche*, mastery of B1.1

expressions

- Condition + hypothèse : *si + présent....futur, si + imparfait...conditionnel présent, si + plus-que-parfait...conditionnel passé*
- Present and past indirect discourse
- Nominal transformation

#### **Lexical themes:**

- The street and the city: moving through city spaces, seeing the city and understanding life there, explaining current events
- The environment and the climate: introduction to ecology and to environmental issues (city and countryside)
- Residence and lodging: comparing individual or cultural constructions. Describe, evaluate and locate a residence
- Sports and health: talk about exercise and sports, give one's opinion about certain sports, ask for advice about one's health
- Buying and consumption, making a claim
- Current events and history

#### **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 either level Ax targeting pronunciation based on the native language or in level RA if the student has already taken Ax (see Test and Phonetics laboratory)

#### **Objectives:**

Ax Progression: continued work on phonemes in standard French and practicing understanding and production relative to linguistic groups.

Continuity, oral vowels, nasal vowels, denasalization, consonants

#### Activities:

In-class: explanation of phonetic lesion, repetition of exercises in the lesson 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

RA Progression: perfection of articulation and structured approach to continuity.

Continuity, rhythm, articulating vowels, oral/written relationships

#### Activities:

In-class: theoretical explanation of theme, repetition of exercises and oral to written exercises

In the laboratory recording of the lesson seen in class, repetition of model expressions, completion exercises, readings

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