

Placement test score: 18 to 28 Prerequisite level: B1 Target level: B2 / advanced	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 360 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 both a practical use of the language (one speaks in order to...) as well as its relational and intellectual use (one speaks of...and with...). The student will communicate and interact in ordinary situations (writing a letter to the French administration, for example) but also express ideas, opinions and emotions          The course emphasizes</p> <ul style="list-style-type: none"> <li>• Written and listening comprehension of complex texts on various subjects.</li> <li>• Written and spoken communication in French of ordinary situations dealing with daily life (to give and ask for information, to make a request or express opinion)</li> <li>• Written and spoken descriptions of current or past events, activities or personal experiences ranging from autobiographical to the sociocultural or geopolitical (giving information about self, on one's country, etc.)</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 (10%), phonetic grade based on lab tests (20%)</li> </ul>	

**Course books and materials:**

Edito 2, Didier

Various visual, audio and written materials

Workbook and homework

Eight to ten texts from *l'Anthropologie de la littérature française* (Belin) six of which will prepare for the final oral examination

Literary history: chronology of primary, literary movements, biography of authors

Phonetics program established by applied linguistics professor

**Communicative objectives:**

- Understand the main ideas of a text in a single reading/listening: find the main theme, cultural references, implication of the speaker or author
- Using context to understand the meaning of little understood expressions (spoken and written) and of phrases unique to spoken language
- React personally (and in a pertinent way) in both spoken and written form to societal issues
- Participate productively in debates or conversations about societal issues by providing information and opinions
- Write a summary. Reformulate spoken or written information in a short text
- Differentiate between fact and opinion given by speakers or authors
- Introduction to literary analysis: understand texts in the socio-historic context and comment on them

**Learning methods:*****Oral***

Prompted and spontaneous production: information exchanges dealing with daily life, coherently narrating a story, debate effectively, give a ten-minute exposé on a cultural, touristic, artistic or literary topic

Dialogue: role play (groups of 2 to 4 students): asking for information, job interview, proposing a project, debating ideas, 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, advanced-level structures and vocabulary, comfort with different registers of language, 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 (present/past, subordinate clauses/nominal groups), contextualized

exercises, creative exercises, free-form response

Written exercises in groups of short texts on a particular theme (free response and semi-structured exercises)

Written assignments: subjects of debate or creative writing, cover letters or resignation letter, analysis of citation, short text, literary analysis of a poem, etc.

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:**

- Give an opinion: certainty and doubt (indicative or subjunctive)
- Indirect discourse
- Expressing emotion
- Transition words
- Expression cause and consequence
- Passive voice
- Comparison (comparing numbers)
- Narrating in the past
- Express an opinion
- Expressing time
- Agreement of past participles (with *avoir*, pronominal verbs, verbs followed by an infinitive)
- Expression of quantity
- Present participle, gerund and verbal adjective
- Relative pronouns
- Expression of place
- Personal pronouns
- Expression of aim
- Expression of concession and opposition
- Expression of condition and of hypothesis

**Lexical themes:**

- Vocabulary dealing with opinion and emotion: certainty, doubt, love, friendship, joy, sadness, anger, etc.
- Transition words and phrases
- Media-related vocabulary: written and spoken press
- Tourism
- Transportation
- Vocabulary related to art, cinema, literature

- Food (cuisine and gastronomy)
- Expressions related to the body (*n'en faire qu'à sa tête, couper les cheveux en quatre, avoir la main verte*, etc.)
- Environment
- Weather
- Geography
- Plants and animals (wild animals, trees and flowers, etc.)
- Science and technology
- IT
- Work

**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 RA or in group R if the student has already taken RA (see Test and Phonetics laboratory)

**Objectives:**

RA Progression: perfection of articulation and structured approach to continuity  
Continuity, rhythm, articulating vowels, written/spoken relationships

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