

Placement test score: 18 to 26.99 Prerequisite level: A2 Target level: B1.1 / 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 240 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 B1.1)</p> <p>General course objectives: 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"> • Written and listening comprehension of simple sentences, common expressions and short texts or dialogues based on familiar contexts. • Written and spoken communication in French of 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 as well as with various areas of interest <p>Readings in French literature familiarize students with the primary texts and initiates them to critical reading.</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%): individual oral interview (10%), listening comprehension exercise (10%), phonetic grade based on lab tests (20%) 	

Course books and materials:

Le Nouveau Taxi 3 (textbook) and the accompanying CD

Various visual, audio and written materials

Workbook and homework

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 examination

Phonetics program established by applied linguistics professor

Communicative objectives:

- To tell and to describe: explain a current event, to tell a story, to speak about the past or an event in the past
- To express emotion: to explain why you like someone, to describe one's passions; to explain an experience (positive or negative)
- To explain or to justify. To explain one's profession or life choices. To talk about an event
- To suggest or fix objectives: to express a goal
- To describe events in the past, present and future
- 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 compare and contrast: know how to compare symbols, regions, ways of living, to opinions, two judgments, two behaviors
- To debate and to argue: explain the reasons to oppose a project, explain different points of view, debate different ideas
- To use indirect discourse
- Introduction to literature: understanding texts in their socio-historic contexts

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:

- Review of present indicative
- Imperfect, passé composé (dual auxiliary verbs)
- Past perfect
- Present imperative
- Present conditional
- Pronominal verbs
- Present subjunctive
- Gerund

Prepositional verbs :

aider à, apprendre à, assister à, faire confiance à, inviter à, participer à, réfléchir à, réussir à, s'entraîner à, s'habituer à, s'intéresser à, avoir l'intention de, changer de, conseiller de, décider de, essayer de, être sur le point de, interdire de, participer à, permettre de, promettre de, proposer de, regretter de, se méfier de, se souvenir de, s'occuper de, compter sur, commencer à/par, continuer à/de, finir de/par, penser à/de

Introduction to :

Future perfect, past conditional, past subjunctive

Structures:

- Articles
- Adjectives: placement and agreement
- Adjectives, possessive and demonstrative pronouns
- Adjectives, pronouns and indefinite adverbs: *ailleurs, partout, beaucoup, certain(e)(s), chaque, la plupart, peu, quelques, quelques-uns(unes), plusieurs, chacun(e), tout le monde, n'importe quel/quells/quelle/quelles, n'importe qui, n'importe quoi, n'importe où, tout/toute/tous/toutes*

- Prepositions and prepositional phrases : *à, de, pour, sur, contre, au-dessus de, au-dessous de, au fond de, au bord de, le long de, parmi*
- Negation : *ne...pas + present infinitive, ne...pas un seul, ne...Plus (un seul), ne...nulle part, non plus*
- Interrogation : *qu'est-ce que ? qu'est-ce qui ? qui est-ce que ? qui est-ce qui ?*
subject inversion
- Personal pronouns : direct, indirect, *y, en*, tonic pronouns, double object, personal pronouns + imperative, introduction to the *pronom neutre "le"*
- Relative pronouns: *qui, que, où, dont*, relative pronoun + demonstrative pronoun,
- Introduction to : relative pronouns with prepositions, double relative pronouns
- Comparison: *comme si, le même que, c'est le plus/le moins + adjective + nom + de + nom, le mieux/meilleur, de plus en plus (de), de moins en moins (de)*
- Agreement of past participle : pronominal verbs, agreement with *avoir*
- Subordinate clause: will, wish, desire, necessity, obligation, *être + adjective + que/de+infinitive*
- Time: *il y a, depuis, en, dans, pour, pendant, durant, il y a/cela fait...que*
- Cause : *parce que, puisque, car, à cause de, en raison de, grâce à*
- Consequence : *en conséquence, par conséquent, si bien que, si...que, tellement que, tant...que, tant de...que, tellement de...que, c'est pourquoi*
- Objective : *pour (que), afin de/afin que*
- Opposition/concession : *au lieu de, sans + nom ou infinitif, alors que, par contre, au contraire, au lieu de, contrairement à, même si, pourtant, cependant, quand même, tout de même*
- Condition and hypothesis : (*si + présent... future/si + imparfait...conditionnel présent*)
- Restriction : *ne...que, sauf*
- Emphasis : *c'est...qui/que/dont/où*
- Transitions : *en effet, d'ailleurs, de plus, bref, au contraire, en résumé, finalement, en définitive, selon moi, à mon avis, avoir l'impression de/que*
- Indirect discours (present)

Lexical themes:

- The street and the city: moving through city spaces, seeing the city and understanding life there, explaining current events
- Employment and work: naming, defining, characterizing profession, speaking about former work
- 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
- Family, friends and acquaintances: talk about and discriminate between different types of social relationships, speak about social codes, explain emotions, criticisms and praise
- Free time and leisure: share one's preferences in terms of leisure, art, celebrations
- Sports and health: talk about exercise and sports, give one's opinion about certain sports, ask for advice about one's health

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