



**PINEWOOD – THE AMERICAN INTERNATIONAL SCHOOL OF THESSALONIKI,
GREECE**

NAME OF COURSE: French IV

GRADE LEVEL: 9 - 10

SCHOOL YEAR: 2011-2012

COURSE DESCRIPTION

French IV corresponds to a strong last step towards fulfilling the **Level B1 (Threshold Level)** of the *Common Reference Levels* established by the *Common European Framework of Reference for Languages* (Council of Europe, 2001). Moving towards *independent user* model, the ability to maintain interaction and cope flexibly with everyday problems still plays a significant role along with an additional focus on the exchange of *quantities* of information.

At this level, language learners can perform and respond to a wide range of language functions, adapting their expression to deal with less routine, even difficult, situations. They will have a sufficient range of language enabling them to achieve reasonable precision while dealing with everyday situations of less predictable content, explaining the main points in an idea or problem, giving clear descriptions and expressing clear viewpoints or expressing thought on cultural topics with reasonable precision. They will be able to structure text with a number of cohesive devices while demonstrating good degree of grammatical control. Pronunciation will be clear and will pose no problems with conversational partners.

Prerequisites: French III

LEARNING OBJECTIVES

Production

	OVERALL ABILITY
SPEAKING	➤ can develop an argument well enough to be followed by conversational partners and thus communicate successfully the main point(s) he/she wants to get across through his linguistic resources, eventually by trying out new combinations and expressions, inviting feedback
WRITING	➤ can write clear detailed and coherent texts on a range of subjects within his field of interest, summarizing information, expressing judgment and using argumentative techniques

Comprehension

	OVERALL ABILITY
LISTENING	➤ can follow spontaneous and linguistically complex everyday speech and lines of argument provided the topic is reasonably familiar and there is a conscious effort made by the native speakers
WRITING	➤ can read analytical as well as factual texts on subjects related to his/her field and interest with an increasing degree of

	independence and begin to acquire a wide active reading vocabulary
AUDIO-VISUAL RECEPTION	➤ can follow films and TV programs in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language

Interaction

OVERALL ABILITY	
ORAL	<ul style="list-style-type: none"> ➤ can engage in and sustain extended conversation on topics of his / her interests, provided there is a conscious participation of his / her partners and exploiting a well defined repertoire of language and strategies to help keep a conversation going ➤ can summarize the point reached in a discussion and so help focus the talk
WRITING	➤ can write personal and formal letters expressing news and serving multiple purposes of everyday life such as checking information and asking about or explaining contemporary problems

SCOPE AND SEQUENCE *

QUARTER I: *Belleville 3*, Cle International 2004 ⇒ Lessons 1 – 2

Communicative objectives	Themes	Language features
<ul style="list-style-type: none"> ○ Ask questions ○ Talk about his / her physical state & state of mind 	<ul style="list-style-type: none"> ○ French people and happiness ○ Literature: diary extracts 	<ul style="list-style-type: none"> ○ Question structure ○ Vocabulary: characters (including figurative expressions)
<ul style="list-style-type: none"> ○ Describe human relationships ○ Start, continue and end a conversation: change topics 	<ul style="list-style-type: none"> ○ Family ○ Literature: theatrical plays 	<ul style="list-style-type: none"> ○ Object pronouns (including double object pronouns) [plus figurative expressions] ○ Vocabulary: understanding and misunderstanding

QUARTER II: *Belleville 3*, Cle International 2004 ⇒ Lessons 3 – 5

Communicative objectives	Themes	Language features
<ul style="list-style-type: none"> ○ Talk about feelings, emotional states and hopes ○ Express hesitation and commitment 	<ul style="list-style-type: none"> ○ Romantic sites of Paris ○ Literature: love poems' extracts 	<ul style="list-style-type: none"> ○ <i>Subjonctif présent</i> / <i>Subjonctif passé</i> (formation, uses) ○ <i>Infinitif passé</i> (formation, uses) ○ Vocabulary: emotions, feelings (including figurative expressions)
<ul style="list-style-type: none"> ○ Recall memories ○ Locate events in time and place ○ Comment on a piece of art 	<ul style="list-style-type: none"> ○ <i>Le Guide du Routard</i> ○ Literature: travel narratives 	<ul style="list-style-type: none"> ○ Past tenses ○ Identify <i>Passé Simple</i> (pure observation of conjugation and literary uses) ○ Vocabulary: traveling and trips
<ul style="list-style-type: none"> ○ Compare ○ Oppose, make connections 	<ul style="list-style-type: none"> ○ Sport practices in France 	<ul style="list-style-type: none"> ○ Comparative and superlative degree ○ Expression of opposition ○ Vocabulary: body in movement

	ure: essays	
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QUARTER III: *Belleville 3*, Cle International 2004 ⇒ Lessons 6 – 7

Communicative objectives	Themes	Language features
<ul style="list-style-type: none"> ○ Talk about his / her interests ○ Express enthusiasm or indifference 	<ul style="list-style-type: none"> ○ French film industry ○ Literature: theatrical plays 	<ul style="list-style-type: none"> ○ Demonstrative pronouns ○ Relative pronouns (simple and compound) ○ Adverb formation ○ Vocabulary: movies
<ul style="list-style-type: none"> ○ Narrate fictional stories, dreams ○ Warn against risk / danger, blame, provide reassurance 	<ul style="list-style-type: none"> ○ Events in May 1968 ○ Literature: science fiction novels 	<ul style="list-style-type: none"> ○ Conditional clauses ○ Use of present participle ○ Use of gerund ○ Vocabulary: politics and social issues

QUARTER IV: *Belleville 3*, Cle International 2004 ⇒ Lessons 8 – 9

Communicative objectives	Themes	Language features
<ul style="list-style-type: none"> ○ Speculate about the future ○ Express fear, show confidence 	<ul style="list-style-type: none"> ○ European Union ○ Literature: speeches 	<ul style="list-style-type: none"> ○ <i>Futur Simple / Futur Antérieur</i> (formation, uses) ○ Expression of aim ○ Vocabulary: science and technology
<ul style="list-style-type: none"> ○ Make projects ○ Promise ○ Express intention and hope 	<ul style="list-style-type: none"> ○ Higher education in France ○ Song lyrics 	<ul style="list-style-type: none"> ○ Expression of cause ○ Expression of consequence ○ Indefinite pronouns ○ Vocabulary : studies

On-going Annual Project: Students are expected to read the original versions of two major pieces [of preferably short length, i.e. short stories) of classic and / or contemporary French speaking literature. The project will include a questionnaire that will help them comprehend and analyze the important aspects of their readings and a research paper on the author, his/her biography and influence (nationally or worldwide), followed by class presentations and discussions set beforehand on specific dates. The project will be assessed at the end of the first and second semesters respectively.

HOMEWORK POLICY

Homework assignments occur systematically according to the homework schedule set by the administration and include various tasks taken from the *Livre de l'élève* and the *Cahier d'exercices* as well as various complementary worksheets on grammar and vocabulary use, reading comprehension and simple or extended writing activities. All assigned work is to be collected on the following day. Any student who fails to produce an assignment will automatically serve detention in order to make up all missed work.

ASSESSMENT

classwork: **25%** [communicative tasks such as reading and / or listening comprehension, role-plays, class discussions / debates, oral presentations, problem-solving activities, extended writing tasks]
testing: **35%** [on vocabulary and grammar use, reading and listening comprehension, writing skills. Students are given advance notice of tests [following the end and the review of a unit] whereas quizzes are given without prior notice]

assignments: **40%**

In case of projects,

assignments: **30%**

projects: **10%**

RESOURCES

Materials:

- Textbooks:

Belleville 3 - Méthode de français, Cle International, 2005

Belleville 3 - Cahier d'exercices, Cle International, 2005

Selections from:

À propos – dossiers thématiques, Presses universitaires de Grenoble, 2003

Atout Delf B1, Kauffmann, 2005

Bien Joué 4 – Méthode de français / Cahier d'exercices, Hachette, 2002

Café Crème 2 & 3 - Livres de l'élève / Cahiers d'exercices, Hachette, 1997

Cahier d'entraînement Delf Premier Degré unité A4, Kauffmann

Civilisation progressive du français avec 400 activités – niveau intermédiaire, Cle International, 2004

DELFA1,A2,A3,A4 - 450 activités, Cle International, 1997

Delf A4 – collection 'Vos clés' nouvelle édition, vol. 1 & 2, Éditions Katranidou, 2004

Delf niveau B1 nouvelle formule, Éditions Roboly, 2005

Delf niveau B1, Éditions Nouvel Esprit, 2006

Delf scolaire niveau B1, Didier, 2005

Dossiers France Télévision, John Murray

Exercices communicatifs de la Grammaire progressive du français, Cle International, 1998

Exercices de grammaire en contexte - Niveau avancé, Hachette, 2001

Exercices de grammaire en contexte Niveau intermédiaire/avancé, Hachette, 2000

Grammaire 450 exercices - niveau intermédiaire. – coll. Le nouvel Entraînez-vous, Cle International, 1996

Je t'écoute, John Murray

L'Exercisier, Presses Universitaires de Grenoble, 1997

La France au quotidien, Presses Universitaires de Grenoble, 2000

Le nouvel Entraînez-vous – Révisions Niveau avancé, Cle International, 2004

Le nouvel Entraînez-vous – Révisions Niveau intermédiaire, Cle International, 2004

Le nouvel Entraînez-vous – vocabulaire 450 exercices niveau intermédiaire, Cle International, 2003

Lire / Activités, Hachette, 2000

Listening Comprehension Skills, Prentice Hall

Ludo et Néfeli, Grammaire communicative du français, niveau 3, Kauffmann, 2003

Nouveau Delf unité A4, Éditions Nouvel Esprit, 2003

Nouveau Prépadelf niveau B1, Trait d'Union, 2006

Nouvelle grammaire communicative 3, Éditions Nouvel Esprit, 2003

Oh là là 4 – Méthode de français / Cahier d'exercices, Cle International, 2003

Paroles, Didier, 1992

Réussir le DELFA3 / A4, Didier, 1992

Succès au Delf niveau B1, Éditions Nouvel Esprit, 2005

Tests Cle civilisation – niveau intermédiaire, Cle International, 2003

Tests d'évaluation niveau intermédiaire – vocabulaire progressif du français, Cle International, 2003

Tout droit, John Murray

Vocabulaire - Niveau avancé, Cle International, 1993

Vocabulaire expliqué du français avec exercices niveau intermédiaire, Cle International, 2004

Vocabulaire Progressif du français - Niveau avancé, Clé International, 1999

Vos clés de grammaire, Éditions Katranidou, 2002

- Selection of titles from: *Collection Lecture Facile (Niveau 4)*, Hachette
- Selection of authentic documents from the French press, commercials, research on the Internet for every cultural or social aspect studied.

ACADEMIC HONESTY

Academic honesty is fundamental to the integrity and operation of our school. Acts of academic dishonesty, including plagiarism (the act of presenting others' words and ideas as one's own without crediting the source), stealing in quizzes and tests, copying work from other students or allowing their own work to be copied, or using notes during a test, are considered serious offences. The consequences of academic dishonesty will be a zero grade on the specific test/assignment, and additional disciplinary action. The said student will be ineligible or removed from the National Honor Society.