



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

**NAME OF COURSE:** French B2

**GRADE LEVEL:** 12

**SCHOOL YEAR:** 2010 – 2011

**COURSE DESCRIPTION**

The language B program is part of the Group 2 - Second language area of the IB Hexagon. It consists of a foreign language programme designed for study over 2 years at both higher (for 240 hours minimum) and standard level (for 150 hours) by students with previous experience of learning the language. The main focus of the programme is on language acquisition and development, teaching and developing the four primary skills of listening, speaking, reading and writing through the study and use of a wide range of oral and written texts of different styles and registers.

The course gives students the opportunity to reach a high degree of competence in a language and explore the culture(s) using the language.

French B course taught at the higher level is for a language learner who intends to study the language at this level for a future career, or to meet a Diploma Programme requirement and who

- has 4 to 5 years experience of the language
- is not taught other subjects in the language
- is normally taught outside the country where the language is spoken
- at Pinewood School, the prerequisites for admission in the course are the following :  
85 % grade in French III / DELF 1er degré, teacher's recommendation

Although the nature of the language B course is the same for both higher and standard level, the two levels differ in the number of types of texts that students are expected to write and, more generally, in the depth and breadth of the language used. These differences are reflected in the objectives and assessment criteria.

At both higher and standard level, a successful language B student should not only learn and assimilate basic language structures but should also be able to use the language in a range of situations and purposes for which and in which the language is used. The range of texts and material that is used and the specific audiences who are addressed determine the type of language needed for those purposes and situations.

Prerequisites: French B1

## **LEARNING OBJECTIVES**

At the end of language B course **higher level** candidates are expected to demonstrate an ability to:

- communicate clearly and effectively in a wide range of situations
- understand and use accurately oral and written forms of the language that are essential for effective communication in a range of styles and situations
- understand and use a wide range of vocabulary in common usage
- select a register and style that are appropriate to the situation
- express ideas with general clarity and fluency
- structure arguments in a clear, coherent and convincing way
- understand and analyse moderately complex written and spoken material
- assess subtleties of the language in a wide range of forms, styles and registers
- show an awareness of, and sensitivity to, some elements of the culture(s) related to the language studied.

## **SCOPE AND SEQUENCE**

### **QUARTER I:**

#### **Social relationships**

How people interrelate and behave—as members of a community, individually and in groups.

Aspects to cover:

- educational system
- language and cultural identity, or self-identity
- linguistic dominance vs minorities
- relationships (friendship, work, family)

### **QUARTER II:**

#### **Continuation of Social relationships**

- social and political structures

#### **Leisure**

The variety of activities performed for enjoyment.

Aspects to cover:

- hobbies, games & recreation
- social interaction through leisure and entertainment
- travelling.

### **QUARTERS III & IV EXAM REVIEW & PRACTICE**

**Language features:** Consolidation of linguistic skills: The nominal group and its determinants, the verbal group (elements that precede or follow it), link words, direct / reported speech, gerunds and infinitives, passive form, conditional variants, subordinate clauses, sequence of tenses, place / time determination, modals, interrogative / negative constructions.

**Productive / receptive skills in written & oral contexts:** overview of all types of texts / speech situations studied so far in order to identify communicative purposes and, thus, review their structural regularities.

**Sociocultural themes:** Extensive review of the topics covered and exam practice on documents dealing with those discussed in class.

### **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**

In this particular level, students are assessed each quarter as follows:

classwork: **20%** [communicative tasks such as reading and / or listening comprehension, role-plays, class discussions / debates, oral presentations, problem-solving activities, extended writing tasks]

testing: **40%** [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%**

### **RESOURCES**

**Materials:** a wide selection of appropriate documents from the textbooks :

*Atout Delf A5 & A6*, Kauffmann, 2002

*Atout Delf B2*, Kauffmann, 2007

*Café Crème 3 - Méthode de français / Cahier*, Hachette, 1998

*Campus 3 - Méthode de français / Cahier d'exercices*, Clé International, 2003

*365 lettres pour la vie de tous les jours*, Éditions Le grand livre du mois, 1999

*Café Crème 3 - Méthode de français / Cahier*, Hachette, 1998

*Dossiers France Télévision*, John Murray  
*Exercices communicatifs de la Grammaire progressive du français*, Clé International, 1998  
*Exercices de grammaire en contexte*, Niveau avancé, Hachette, 2001  
*Forum 3 – Méthode de français / Cahier d'exercices*, Hachette, 2000  
*Grammaire 450 exercices, niveau intermédiaire – coll. Le nouvel Entraînez-vous*, Clé International, 1996  
*Grammaire progressive du français niveau avancé*, Cle International, 1997  
*Je t'écoute*, John Murray, 1997  
*L'écrit – stratégies et pratiques*, Cle International, 1995  
*L'Exercisier*, Presses universitaires de Grenoble, 1997  
*L'expression française écrite et orale*, Presses universitaires de Grenoble, 2003  
*La France au quotidien*, Presses Universitaires de Grenoble, 2000  
*Le Nouvel Espaces 3 -Méthode de français / Cahier*, Hachette, 1995 – 1996  
*Lire / Activités*, Hachette, 2000  
*Listening Comprehension Skills*, Prentice Hall  
*Nouveau Prépadelf niveau B2*, Trait d'Union, 2005  
*Paroles*, Didier, 1998  
*Résumé, Compte rendu, Synthèse, Exposé, Commentaire – Exercices progressifs*, Kauffmann, 1999  
*Réussir le Delf niveau B2*, Didier, 2006  
*Tests d'évaluation niveau avancé – vocabulaire progressif du français*, Cle International, 2004  
*Textes Sujets Idées – vol. 1 & 2*, Éditions Eiffel, 1997  
*Thèmes et Textes*, John Murray, 1998  
*Tout droit*, John Murray  
*Vocabulaire- – Niveau Avancé*, Clé International, 1993  
*Vocabulaire- – Niveau Intermédiaire*, Clé International, 1993  
*Vocabulaire Progressif du français - Niveau avancé*, Clé International, 1999

- Authentic documents from the Press (*Marianne, Okapi, Les Clés de l'Actualité, Paris Match, Authentik*, etc.), recorded TV shows / extracts of films / 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.