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

**NAME OF COURSE:** French I

**GRADE LEVEL:** 7-10

**SCHOOL YEAR:** 2011 – 2012

**COURSE DESCRIPTION**

French I corresponds to the **Level A1 (Breakthrough)** of the *Common Reference Levels* established by the *Common European Framework of Reference for Languages* (Council of Europe, 2001). It is in fact considered :

- the lowest level of generative language use
- the point at which the learner can interact in a simple way, ask and answer simple questions, produce brief everyday expressions in areas of immediate practical need or on very familiar topics, using basic sentence patterns and a limited repertoire of memorized phrases, groups of a few words and formulae sufficient for coping with simple survival needs. Emphasis is placed on acquisition of basic oral / aural efficiency and high-frequency vocabulary structures of daily communicative situations, while pronunciation can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

**LEARNING OBJECTIVES**

**Production**

	OVERALL ABILITY
<b>SPEAKING</b>	<ul style="list-style-type: none"><li>➤ can produce simple expressions and sentences about people and surrounding objects</li><li>➤ can in general cope with very short, isolated, mainly pre-packaged utterances with much pausing to search for expressions, to articulate less familiar words and to repair communication.</li></ul>
<b>WRITING</b>	<ul style="list-style-type: none"><li>➤ can write a series of simple phrases and sentences about his/her family, daily routine linked with simple connectors like ‘and’ or ‘then’. Attempts to use ‘but’, ‘because’.</li></ul>

**Comprehension**

	OVERALL ABILITY
<b>LISTENING</b>	<ul style="list-style-type: none"><li>➤ can understand a slow and carefully articulated speech, with long pauses for him/her to assimilate meaning (instructions, recipes, radio</li></ul>

	programs such as weather forecasts, answering machines, public announcements)
<b>WRITING</b>	➤ can understand short simple texts (simplistic résumés, messages, schedules, emails, recipes, ID cards, passports, order forms, information slips, classifieds, timetables, agendas, menus, tourist guides), containing the highest frequency vocabulary, recognizing familiar names, words and basic phrases and rereading as required.

### Interaction

OVERALL ABILITY	
<b>ORAL</b>	<ul style="list-style-type: none"> <li>➤ can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with immediate needs or familiar topics, such as asking for and providing things or getting simple information</li> <li>➤ can in general handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord. Therefore, communication depends a lot on repetition at a slower rate of speech, on rephrases and corrections</li> <li>➤ can say he/she didn't follow</li> </ul>
<b>WRITING</b>	➤ can respond to a simple written request ; can write very short, simple notes and messages relating to matters in areas of immediate need

### SCOPE AND SEQUENCE \*

#### QUARTER I: *Belleville 1*, Cle International 2004 ⇒ Lessons 1 – 4

Communicative objectives	Language features
<ul style="list-style-type: none"> <li>○ Use everyday polite forms of: greetings and farewells ; introductions ; how are you ; say please, thank you, sorry, etc.</li> <li>○ Introduce himself / herself</li> <li>○ Get acquainted</li> <li>○ Ask for repetition when communication fails</li> </ul>	<ul style="list-style-type: none"> <li>○ Subject pronouns</li> <li>○ Stressed pronouns</li> <li>○ Conjugation of “être”, s’appeler”, “mettre”, “lire”, “écrire” (present tense)</li> <li>○ Definite / indefinite articles in the singular</li> <li>○ Contracted article “l’ ” before vowels <i>a, e, i, o, u</i></li> <li>○ Distinction of masculine / feminine gender for nouns</li> <li>○ Preposition “de” (to indicate possession or origin)</li> <li>○ “C’est” structures: “c’est” + article + noun “c’est ici” “c’est pour” + stressed pronoun or proper noun</li> <li>○ Interrogative pronoun “qui”</li> <li>○ Interrogative adverb “comment”</li> <li>○ Yes / no responses: “oui”, “non”</li> <li>○ Sound [ɛ̃]</li> <li>○ Sounds [in] and [ɛ̃]</li> <li>○ Sounds [yn] and [ɛ̃]</li> <li>○ Cases of non pronounced letters</li> </ul>

<ul style="list-style-type: none"> <li>○ Ask / say what he / she likes and dislikes</li> <li>○ Talk about tastes and leisure</li> <li>○ Ask about one's appearance</li> <li>○ Describe one's appearance</li> </ul>	<ul style="list-style-type: none"> <li>○ Conjugation of 1<sup>st</sup> group verbs (present tense)</li> <li>○ Conjugation of particular case of 1<sup>st</sup> group verbs: ending in <i>-eler</i> (present tense)</li> <li>○ Definite / indefinite articles in the plural</li> <li>○ Agreement of articles and noun in the plural</li> <li>○ Nouns ending in <i>-eu, -au</i> in the plural</li> <li>○ Negation of verbs "ne...pas"</li> <li>○ "Si" affirmative answer to a negative question</li> <li>○ Conjugation of "avoir", "répondre", "vouloir", "dire" (present tense)</li> <li>○ Distinction of masculine / feminine gender for adjectives</li> <li>○ Interrogative pronoun "que" + "est-ce que" ⇒ "qu'est-ce que"</li> <li>○ Distinction of informal vs formal register: subject pronoun « tu » vs subject pronoun « vous »</li> <li>○ Phonetic liaison between subject pronoun and verb</li> <li>○ Cases of silent <i>e</i> in 1<sup>st</sup> group verbs' conjugation</li> </ul>
<ul style="list-style-type: none"> <li>○ Ask / give information on personal details (identity, nationality, origin, address, age)</li> <li>○ Spell a word, name</li> <li>○ Express possession</li> <li>○ Make a polite request : "s'il te plaît", "s'il vous plaît", "je voudrais"</li> <li>○ Exchange information on one's personal biography (oneself, family, friends) in a familiar context</li> <li>○ Present his / her neighborhood : basic stores, landmarks</li> <li>○ Read and understand an email</li> <li>○ Write an email (introducing himself / herself, searching for a pen pal)</li> <li>○ Read and write business cards</li> <li>○ Read and understand basic administrative documents (ID cards, student cards, registration forms, membership card)</li> </ul>	<ul style="list-style-type: none"> <li>○ The alphabet</li> <li>○ Possessive adjectives</li> <li>○ "C'est" structures: "c'est" + possessive adjective + noun "ce sont" + plural noun</li> <li>○ Conjugation of "aller", "épeler" (present tense)</li> <li>○ Preposition "à", contracted before "le", "les" ⇒ "au", "aux"</li> <li>○ Preposition "de", contracted before "le", "les" ⇒ "du", "des"</li> <li>○ Contrastive use of "c'est / ce sont" and "il y a"</li> <li>○ Numbers 1 – 100</li> <li>○ Sounds [ø] and [e]</li> <li>○ Interrogative adverbs "où", "d'où"</li> </ul>
<ul style="list-style-type: none"> <li>○ Identify an object (everyday objects)</li> <li>○ Locate an object inside a room (everyday objects, basic furniture)</li> <li>○ Express surprise (spontaneous reaction in casual conversation)</li> <li>○ Ask someone for a favor, request to do something</li> <li>○ Express obligation</li> <li>○ Describe chores at the house</li> <li>○ Describe basic rooms in an apartment</li> <li>○ Write a short message to a family member, a friend</li> </ul>	<ul style="list-style-type: none"> <li>○ Conjugation of particular case of 1<sup>st</sup> group verbs: ending in <i>-ger</i> (present tense)</li> <li>○ Negation of indefinite articles: "pas de"</li> <li>○ Interrogative adjective "quel(-lle)" / "quels(-lles)"</li> <li>○ Exclamative adjective "quel(-lle)" / "quels(-lles)"</li> <li>○ Interrogative pronoun "quoi" // "qu'est-ce que"</li> <li>○ Prepositions and adverbs indicating location: "chez", "dans", "à côté de", "sous", "sur", "à gauche", "à droite", "au-dessus de", "au-dessous de", "en-dessus", "en-dessous", "devant", "derrière", "entre", "parmi"</li> <li>○ Conjugation of "pouvoir", impersonal "falloir", "venir", "vouloir" (present tense)</li> <li>○ Interrogative structure (yes / no questions): "est-ce</li> </ul>

- que” + subject pronoun + verb
- Intonation : interrogative vs exclamative

**QUARTER II: Belleville 1, Cle International 2004 ⇒ Units 5 – 8**

Communicative objectives	Language features
<ul style="list-style-type: none"> <li>○ Ask / tell the time</li> <li>○ Ask / tell the day</li> <li>○ Ask questions on schedule / timetables</li> <li>○ Give information on schedule</li> <li>○ Read and make selections from a TV guide / radio program (hour, name and subject of program)</li> <li>○ Characterize an object</li> <li>○ Express satisfaction</li> <li>○ Ask / give reason</li> </ul>	<ul style="list-style-type: none"> <li>○ Conjugation of “faire”, “connaître” (present tense)</li> <li>○ Conjugation of 2<sup>nd</sup> group verbs (present tense)</li> <li>○ Expression of duration: “de...à...”</li> <li>○ Preposition “à” + time, <i>à midi</i></li> <li>○ Subject pronoun “nous” = indefinite subject pronoun “on”</li> <li>○ Agreement of qualifying adjectives in gender &amp; number with the nouns they modify</li> <li>○ Interrogative adverbs “quand”, “pourquoi” ⇒ reply “parce que”</li> <li>○ Sounds [s] / [z]</li> <li>○ Sounds [o] / [õ]</li> </ul>
<ul style="list-style-type: none"> <li>○ Talk on the phone</li> <li>○ Ask / talk about daily routine</li> <li>○ Ask one’s agreement</li> <li>○ Agree / disagree</li> <li>○ Describe one’s character, personality</li> <li>○ Express appreciation</li> <li>○ Read a diary</li> <li>○ Structure a personal letter (opening, main body, closure)</li> <li>○ Recognize and use most common gestures to indicate intention, feelings, impressions</li> </ul>	<ul style="list-style-type: none"> <li>○ Reflexive verbs</li> <li>○ Conjugation of “dormir”, “prendre”, “découvrir”, “vivre” (present tense)</li> <li>○ <i>Futur proche</i> – conjugation and use of Near Future tense</li> <li>○ When not to practice phonetic liaison</li> </ul>
<ul style="list-style-type: none"> <li>○ Ask / give information about the weather, the climate</li> <li>○ Listen to / understand the weather forecast</li> <li>○ Discuss changes from one season to another</li> <li>○ Present his / her favorite season</li> <li>○ Express discontent and reasons for it</li> <li>○ Express approximation</li> <li>○ Talk about recent events</li> <li>○ Narrate an event of ordinary life in the past</li> <li>○ Locate an event in time</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrative adjectives</li> <li>○ Prepositions “en” + month, season (exception: <i>au printemps, au mois de...</i>)</li> <li>○ Conjugation of “sortir”, “entendre”, “voir”, impersonal verb “pleuvoir” (present tense)</li> <li>○ <i>Passé récent</i> – conjugation and use of Recent Past tense</li> <li>○ <i>Passé composé</i> – conjugation with auxiliary verb “avoir” and use of simple Past tense. Affirmative / negative form</li> <li>○ Expression of time: “aujourd’hui”, “hier”, “avant-hier”, “demain”, “la semaine dernière”, “le mois dernier”, “l’année dernière”, “l’été dernier”, “il y a ...”, etc.</li> <li>○ Sounds [y] / [u]</li> </ul>
<ul style="list-style-type: none"> <li>○ Narrate biographical facts in the past (about himself / herself or a third party)</li> <li>○ Organize a coherent text</li> <li>○ Express duration</li> <li>○ Make / reply to a suggestion</li> <li>○ Extend an invitation</li> </ul>	<ul style="list-style-type: none"> <li>○ Conjugation of “appartenir”, “disparaître”, “recevoir”, “mourir”, “descendre”, “partir”, “construire”, “attendre” (present tense)</li> <li>○ Conjugation of particular case of 1<sup>st</sup> group verbs: ending in <i>-yer</i> (present tense)</li> <li>○ <i>Passé composé</i> – conjugation with auxiliary verb</li> </ul>

<ul style="list-style-type: none"> <li>○ Reply to an invitation</li> </ul>	<p>“être” and use of simple Past tense. Affirmative / negative / interrogative form</p> <ul style="list-style-type: none"> <li>○ <i>Compléments d’objet direct</i> – Use of direct object pronouns “me”, “te”, “le, la / les”, “nous”, “vous”</li> <li>○ Adverbial pronoun “en”</li> <li>○ Prepositions used for years, cities (“en”, “à”)</li> <li>○ Article “le” + dates</li> <li>○ Adverbs of duration</li> <li>○ Sound [R] at the beginning of a word</li> <li>○ Sounds [y] / [œ]</li> </ul>
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**Semester Project:** Students are expected to create their own magazine in French (the task will have been assigned to them in detail in September). Texts of different genres will appear, such as advertisements, interviews, surveys, articles, announcements or articles, within the context of the different rubrics of the magazine. Each text - genre will deal with the specific topics covered during the first semester. The topics will pertain to those appear during the course of the semester.

**QUARTER III: *Belleville 1, Cle International 2004* ⇒ Units 9 – 12**

Communicative objectives	Language features
<ul style="list-style-type: none"> <li>○ Recall memories from the past (a significant event, a funny incident)</li> <li>○ Say what we know how to do &amp; what we don’t know how to do (skills and weaknesses)</li> <li>○ Say what / whom we know &amp; what / whom we don’t know</li> <li>○ Present an object whose name we ignore</li> <li>○ Use ‘repair’ mechanisms when communication breaks down: ask to repeat</li> <li>○ Locate events in time within a narrative: past, present, future</li> <li>○ Tell the difference between a friendly and a formal letter (standard opening &amp; closure)</li> <li>○ Make a short public announcement</li> <li>○ Discuss favorite travel arrangements and say why</li> <li>○ Choose ideal travel destination and say why</li> <li>○ Describe his / her latest trip or excursion to a friend</li> <li>○ Describe mishaps that occurred during a trip</li> <li>○ Write a narrative on a fictional excursion</li> </ul>	<ul style="list-style-type: none"> <li>○ Relative clauses: “où”</li> <li>○ Recap: conjugation and uses of <i>Passé composé</i></li> <li>○ Conjugation of “savoir”, “comprendre”, “perdre” (present tense)</li> <li>○ Prepositions “en”, “à”, “au”, “aux”, “de + country / continent / city nouns</li> <li>○ Prepositions + means of transportation (“en”, “à”)</li> </ul>

<ul style="list-style-type: none"> <li>○ Read and understand a tourist brochure</li> <li>○ Recognize basic tourist sites in Paris</li> <li>○ Understand the plan of Paris</li> </ul>	
<ul style="list-style-type: none"> <li>○ Produce a slogan</li> <li>○ Leave a message on one's answering machine</li> <li>○ Record a message on his / her answering machine</li> <li>○ Encourage, give support</li> <li>○ Give commands</li> <li>○ Present and locate an area</li> <li>○ Ask / show one's way</li> <li>○ Make sure he / she understood correctly</li> <li>○ Check if the other person understood</li> </ul>	<ul style="list-style-type: none"> <li>○ Imperative form – affirmative &amp; negative structure</li> <li>○ Position of direct object pronouns in the imperative form</li> <li>○ Adverbial pronoun “y”</li> <li>○ Position of adverbial pronouns “y”, “en” in the imperative form</li> <li>○ Numerical adjectives</li> <li>○ More adverbs for orientation (including review of those in lesson 4): “près de”, “loin de”, “autour de”, “en face de”, “au coin de”, “tout droit”</li> <li>○ Sounds [p] / [b]</li> </ul>
<ul style="list-style-type: none"> <li>○ Interrogate, conduct an inquiry</li> <li>○ Express degree</li> <li>○ Describe and criticize his / her neighborhood</li> <li>○ Express wish, will, intention (about himself / herself)</li> <li>○ Express obligation (about himself / herself)</li> <li>○ Describe the aims of a youth association</li> </ul>	<ul style="list-style-type: none"> <li>○ Recap of interrogative structures : interrogative pronoun + “est-ce que” <i>V/S</i> interrogative pronoun at the end <i>V/S</i> subject inversion (depending on social register)</li> <li>○ Relative clauses: “qui”, “que” / “qu”</li> <li>○ Sounds [R] / [l]</li> </ul>
<ul style="list-style-type: none"> <li>○ Tell his / her projects</li> <li>○ Present immediate plans, certain intentions as well as more long-term perspectives</li> <li>○ Talk about future times</li> <li>○ Locate events in future time</li> <li>○ Read advertisements on openings for volunteers</li> <li>○ Choose a volunteer job, say why</li> <li>○ Talk about his / her impression, opinion of French people (qualities, flaws)</li> <li>○ Read and understand movie critiques</li> <li>○ Write a fictional text, a plot (characters given in advance)</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Futur proche</i> – conjugation and uses of Simple Future tense</li> <li>○ Future time expressions: “tout de suite”, “dans”, “bientôt”, “demain”, “après-demain”, “le mois prochain, la semaine prochaine, etc.”, “ce soir, cet après-midi, etc.” “plus tard”</li> <li>○ Prepositions: <ul style="list-style-type: none"> <li>“avec” + article + noun</li> <li>“avec” + stressed pronoun</li> <li>“sans” + noun</li> <li>“sans” + stressed pronoun</li> </ul> </li> <li>○ Sound [R]</li> </ul>

#### QUARTER IV – Belleville 1, Cle International 2004 ⇒ Units 13, 14, 15, 16

Communicative objectives	Language features
<ul style="list-style-type: none"> <li>○ Talk about past habits</li> <li>○ Express similarities and differences in habits between now and pastimes</li> <li>○ Compare : observe resemblances and differences</li> <li>○ Admit his / her ignorance</li> <li>○ Express dislike</li> <li>○ Read and understand an advertisement</li> <li>○ Read and understand recommendations,</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Imparfait</i> – conjugation and uses of Past Continuous tense</li> <li>○ Negative adverbs “ne...jamais” (≠ “toujours”), “ne... plus” (≠ “encore”)</li> <li>○ Comparative degree of adjectives &amp; adverbs: “plus” / “moins” / “aussi”</li> <li>○ Distinction between subject pronoun “nous” / particular uses of indefinite subject pronoun “on”</li> <li>○ [R] at the end of a word</li> </ul>

advice given in an article	
<ul style="list-style-type: none"> <li>○ Tell an anecdote, a funny story</li> <li>○ Express aim, objective</li> <li>○ Present a project, its aims</li> <li>○ Compare</li> </ul>	<ul style="list-style-type: none"> <li>○ Preposition of aim: “pour” + infinitive</li> <li>○ <i>Compléments d’objet indirect</i> – Use of indirect object pronouns “me”, “te”, “lui / leur”, “nous”, “vous”</li> <li>○ Superlative degree of adjectives: “le, la / les / plus” + adjective (+ “de” +noun), “le, la / les moins” + adjective (+ “de” +noun)</li> <li>○ Indefinite adjective “tout(e)” / “tous, toutes”</li> <li>○ Indefinite pronoun “tout”</li> <li>○ Sound [ã]</li> <li>○ Sounds [y] / [u]</li> </ul>
<ul style="list-style-type: none"> <li>○ Express quantity, specify</li> <li>○ Ask / tell the price</li> <li>○ Read and understand a recipe</li> <li>○ Recognize recipe ingredients, types of food</li> <li>○ Describe favorite meal(s)</li> <li>○ Make a shopping list</li> <li>○ At a food shop: place order / specify quantity / ask for the price</li> <li>○ Compare eating habits, food tastes</li> <li>○ Ask one’s opinion (positive or negative), impression (orally)</li> <li>○ Give his / her opinion and justify using arguments (orally)</li> <li>○ List arguments: pros and cons</li> <li>○ Present the geographical disposition of France</li> <li>○ Recognize French celebrities from current events</li> <li>○ Present famous personalities of his / her country</li> </ul>	<ul style="list-style-type: none"> <li>○ Partitive articles</li> <li>○ Interrogative adverb “combien”</li> <li>○ Review: adverbial pronoun “en”</li> <li>○ All quantity expressions (nouns and adverbs): affirmative and negative form</li> <li>○ Conjugation of “boire” (present tense)</li> <li>○ Sounds [ʒ] / [ʃ]</li> <li>○ Sound [R]</li> </ul>
<ul style="list-style-type: none"> <li>○ Read and understand instructions, notices</li> <li>○ Listen to and understand instructions, notices</li> <li>○ Describe an object, explain its function and use</li> <li>○ Ask / give instructions on how to use an object</li> <li>○ Ask for / explain the use of an appliance</li> <li>○ Suggest to go out (with friends)</li> <li>○ Talk about means of transportation</li> <li>○ Read and understand a Paris guide (places to go out)</li> <li>○ Make choices from that guide according to timetable, prices, personal tastes</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Gérondif</i> – formation and uses of the gerund form</li> <li>○ Recap: object and adverbial pronouns in the negative form</li> <li>○ Review of nasal vowels [ɛ̃], [ã], [ɔ̃]</li> <li>○ Cases of dropped [ə]</li> </ul>

**Semester Project:** Students are expected to read simplified literature for beginners' level and answer a questionnaire related to their reading.

*\*Note that the order in scope and sequence is subject to change during the school year.*

### **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: **30%** [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: **35%**

In case of projects (concerning the second and fourth quarters respectively),

assignments: **25%**

projects: **10%**

### **RESOURCES**

Materials:

• Textbooks:

*Belleville 1* - Méthode de français, Clé International, 2004

*Belleville 1* - Cahier d'exercices, Clé International, 2004

• Selections from:

*À ton tour 1* – Méthode de français, Trait d'Union, 2008

*Atout Delf A1*, Kauffmann, 2005

*Bien Joué 1* – Méthode de français / Cahier d'exercices, Hachette, 1999

*Challenge 1 pour le DELF* – Méthode de français / Cahier d'exercices, Cle International, 1999

*DELF A1, A2, A3, A4 - 450 activités* – coll. *Le nouvel Entraînez-vous*, Clé International, 1997

*Double Clic 1* – Méthode de français / Cahier d'exercices, Didier, 2007

*Exercices d'oral en contexte* – Niveau débutant, Hachette, 2001

*Extra 1* – Méthode de français / Cahier d'exercices, Hachette, 2002

*Forum 1* – Méthode de français / Cahier d'exercices, Hachette, 2000

*Grammaire 450 exercices – niveau débutant* – coll. *Le nouvel Entraînez-vous*, Clé International, 1996

*Grammaire en situation*, Trait d'union, 2002

*Grammaire française*, Kauffmann, 2000

*Grammaire pratique du français*, Hachette, 2000

*Junior 1* – Livre de l'élève, Cle International / Cahier d'exercices, Cle International, 1997

*Le mag'1* – Méthode de français / Cahier d'exercices, Hachette, 2006

- Le nouvel Entraînez-vous – DELF A1, A2, A3, A4, 450 activités*, Cle International, 1997  
*Le nouvel Entraînez-vous – vocabulaire 450 exercices niveau débutant*, Cle International, 2003  
*Le tour de France avec Alex et Sophie 1*, Éditions Nouvel Esprit, 2005  
*Ludo et Néféli, Grammaire communicative du français, niveau 1*, Kauffmann, 2003  
*Nouveau Prépadelf niveau A1*, Trait d'Union, 2005  
*Nouvelle grammaire communicative 1*, Éditions Nouvel Esprit, 2003  
*Oh là là 1 – Méthode de français / Cahier d'exercices*, Cle International, 2003  
*Premières clés de français*, Éditions Katranidou, 2004  
*Prépadelf A1*, Trait d'union, 2003  
*Prépadelf grammaire niveau A1*, Trait d'Union, 2007  
*Réussir le DELF A1*, Didier, 1992  
*Réussir le Delf niveau A1*, Didier, 2005  
*Tempo 1 – Méthode de français / Cahier d'exercices*, Didier/Hatier, 1996  
*Tests Cle vocabulaire niveau débutant*, Cle International, 2003  
*Tests d'évaluation niveau débutant – vocabulaire progressif du français*, Cle International, 2003  
*Vocabulaire coll. Entraînez-vous - Niveau débutant*, Clé International, 1993  
*Vocabulaire progressif du français avec 250 exercices niveau débutant*, Cle International, 2002  
*Vocabulaire progressif du français avec 250 exercices*, Clé International, 1996  
*Vos clés pour le nouveau Delf A1 & A2*, Eptalofos, 2002
- Selection of titles from *Collection Lecture Facile (Niveau 1)*, Hachette
  - Recorded TV – radio shows / extracts of films / commercials, Internet resources.
  - Authentic documents from the Press (*Marianne, Okapi, Les Clés de l'Actualité*, etc.), recorded TV shows / extracts of films / commercials, research on the Internet.

### **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.