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

**NAME OF COURSE:** French III

**GRADE LEVEL:** 8 - 10

**SCHOOL YEAR:** 2011-2012

**COURSE DESCRIPTION**

French III corresponds to a first step towards reaching the **Level B1 (Threshold Level)** of the *Common Reference Levels* established by the *Common European Framework of Reference for Languages* (Council of Europe, 2001). It is in fact focusing on the ability to maintain interaction and get across what you want to, in a range of contexts as well as the ability to cope flexibly with problems in everyday life.

At this level, language learners can perform and respond to a wide range of language functions. They will have enough language to get by, with sufficient vocabulary to express themselves flexibly and with reasonable accuracy on most topics pertinent to their everyday life. Pronunciation will be clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

Prerequisites: French II or DELF A2 certificate.

**LEARNING OBJECTIVES**

**Production**

	<b>OVERALL ABILITY</b>
<b>SPEAKING</b>	<ul style="list-style-type: none"><li>➤ can sustain reasonably fluently a straightforward narrative or description of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points</li><li>➤ can give adequate and detailed justification for opinions, plans, actions through comparisons of advantages and disadvantages, or listing ideas in support of or against a point of view</li></ul>
<b>WRITING</b>	<ul style="list-style-type: none"><li>➤ can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence</li></ul>

**Comprehension**

	<b>OVERALL ABILITY</b>
<b>LISTENING</b>	<ul style="list-style-type: none"><li>➤ can generally follow the main points of extended discussion around him/her involving straightforward factual information, provided speech is clearly articulated in standard dialect. The meaning of occasional unfamiliar words will be deduced from the context provided the topic discussed is familiar</li></ul>
<b>WRITING</b>	<ul style="list-style-type: none"><li>➤ can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. The meaning of occasional unfamiliar words will be deduced from the context provided the topic discussed</li></ul>

	is familiar
<b>AUDIO-VISUAL RECEPTION</b>	➤ can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary

### Interaction

OVERALL ABILITY	
<b>ORAL</b>	➤ can initiate, maintain and close face-to-face conversation with enough ease on topics that are familiar or of personal interest, regarding possible solutions and practical matters. He/she will though have to ask for repetition of particular words and phrases, to confirm mutual understanding
<b>WRITING</b>	➤ can write personal letters and notes asking for or conveying simple information of immediate relevance on concrete topics, ask about or explain practical problems with reasonable precision, provided the topic is within his/her field

## SCOPE AND SEQUENCE \*

### QUARTER I: *Déclic 3, Cle International 2004* ⇒ Units 1 – 4

Communicative objectives	Themes	Language features
<ul style="list-style-type: none"> <li>○ Ask / give indications, information on itinerary</li> <li>○ Start conversation with a stranger</li> <li>○ Ask / give advice, recommendation</li> <li>○ Imagine endings for a narrative</li> <li>○ Talk about future plans, intentions</li> </ul>	<ul style="list-style-type: none"> <li>○ Tourism</li> </ul>	<ul style="list-style-type: none"> <li>○ Review of future tenses</li> <li>○ Review of pronouns “y”, “en”</li> <li>○ Plain negative structures (“ne...pas”, “ne...rien”, “ne...personne”, “ne...jamais”, “ne...plus”, “ne...pas encore”, “ne...que”)</li> <li>○ Double negatives (“ne...jamais rien”, “ne...jamais personne”, “ne...jamais plus”, “ne...plus personne”, “ne...plus rien”)</li> </ul>
<ul style="list-style-type: none"> <li>○ Write a diary: express impressions, experiences, feelings</li> <li>○ Describe facts and habits</li> <li>○ Describe and compare behavior patterns</li> <li>○ Identify casual language register</li> <li>○ Tell the time (review of all social registers)</li> <li>○ Read / make selections from a TV guide</li> <li>○ Conduct an interview (based on specific previous instructions)</li> <li>○ Reply to survey questions on daily habits</li> <li>○ Report one’s statements, questions</li> </ul>	<ul style="list-style-type: none"> <li>○ French habits / traditions</li> </ul>	<ul style="list-style-type: none"> <li>○ Review: Comparative degree for adjectives, nouns, verbs and adverbs</li> <li>○ Review: Indirect speech (for assertive and interrogative sentences) – introductory verb in the present tense</li> <li>○ Relative clauses “ce qui”, “ce que”</li> </ul>
<ul style="list-style-type: none"> <li>○ Recall memories</li> <li>○ Narrate historical or biographical facts and events in the past (in writing as well as orally)</li> <li>○ Indicate one’s sources while reporting information</li> <li>○ Relate changes in society over the past decades</li> </ul>	<ul style="list-style-type: none"> <li>○ Life story</li> </ul>	<ul style="list-style-type: none"> <li>○ Review of the past tenses : distinction between <i>Passé Composé</i> – <i>Imparfait</i> (contrastive uses)</li> </ul>
<ul style="list-style-type: none"> <li>○ Relate two actions, happening either successively or simultaneously</li> </ul>	<ul style="list-style-type: none"> <li>○ Lost / found</li> </ul>	<ul style="list-style-type: none"> <li>○ Subordinate clauses of time: conjunctions, adverbs and adverbial</li> </ul>

<ul style="list-style-type: none"> <li>▪ Specify its circumstances by making assumptions and stating certain facts</li> <li>○ Describe an object: its size, color, form and material</li> <li>○ Make a realization, make a note of a fact</li> <li>○ Report a lost item (fill in the appropriate administrative document)</li> <li>○ Present culinary habits / compare and justify</li> <li>○ Describe favorite meals</li> <li>○ Describe, explain a recipe</li> </ul>	<ul style="list-style-type: none"> <li>○ Culinary habits in French society</li> </ul>	
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**QUARTER II: *Déclic 3, Cle International 2004* ⇒ Units 5 – 7**

Communicative objectives	Themes	Language features
<ul style="list-style-type: none"> <li>○ Narrate personal memories in the past, a past experience and the feelings it aroused</li> <li>○ Ask / explain the use, the function of an object</li> <li>○ Describe an object through comparison</li> <li>○ Define shades of colors</li> <li>○ Present an object whose name we ignore</li> </ul>	<ul style="list-style-type: none"> <li>○ Ev eryday objects</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Plus- que-parfait</i> – Conjugation and uses of Past Perfect tense</li> <li>○ Contrastive uses of <i>Imparfait – Passé Composé – Plus-que-parfait</i></li> </ul>
<ul style="list-style-type: none"> <li>○ Describe a person (morally, physically)</li> <li>○ Report one’s advice, recommendation, instruction</li> <li>○ Describe emotional bonds between people</li> <li>○ Distinguish between two given choices</li> <li>○ Reply to an ad for pen pals</li> <li>○ Suggest solutions to problems exposed in the readers’ column – reply to readers’ letters</li> </ul>	<ul style="list-style-type: none"> <li>○ Relation- ships</li> <li>○ Human character s</li> </ul>	<ul style="list-style-type: none"> <li>○ Subordinate clauses of reason: “car”, “comme”, “puisque”</li> <li>○ Use of conjunctions “soit...soit...”, “ou...ou...”</li> <li>○ Indirect speech (for imperative forms, advice and commands) – introductory verb in the present tense</li> </ul>
<ul style="list-style-type: none"> <li>○ Express intention</li> <li>○ Make a suggestion <ul style="list-style-type: none"> <li>▪ Insist upon his / her suggestion</li> <li>▪ Reject one’s suggestion</li> </ul> </li> <li>○ Set an appointment (in different situations)</li> <li>○ Locate an event in time and place</li> <li>○ Present tourist sites <ul style="list-style-type: none"> <li>▪ Compare sites between his / her country and France</li> </ul> </li> <li>○ Describe his / her favorite type of vacation</li> </ul>	<ul style="list-style-type: none"> <li>○ Mu sic tastes</li> <li>○ Vac ation styles and trends</li> </ul>	<ul style="list-style-type: none"> <li>○ Conditional clause: “si / au cas où + present / future”</li> <li>○ Relative clauses: “qui”, “que”, “où” <ul style="list-style-type: none"> <li>▪ Relative pronoun “dont” as a verb complement</li> </ul> </li> </ul>

**First Semester Project:** Students are expected to read abridged versions of classic French speaking literature adapted to their intermediate level of language proficiency and answer a questionnaire related to their readings.

**QUARTER III: *Déclic 3, Cle International 2004* ⇒ Units 8 – 11**

Communicative objectives	Themes	Language features
<ul style="list-style-type: none"> <li>○ Report events / facts in a coherent text (informal letter, article) <ul style="list-style-type: none"> <li>▪ State reasons / motives having led to a fact</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Music concerts</li> </ul>	<ul style="list-style-type: none"> <li>○ Review of reflexive, direct and indirect object pronouns and adverbial pronouns</li> </ul>

<ul style="list-style-type: none"> <li>▪ Use arguments to provide adequate explanation for the facts that occurred</li> <li>▪ Draw a final conclusion, assumption</li> </ul>		<ul style="list-style-type: none"> <li>○ Review of simple and double negative forms</li> <li>○ Link words: “done”, “ainsi”, “en effet”, “d’ailleurs”</li> </ul>
<ul style="list-style-type: none"> <li>○ Narrate an event in the past (daily conversation, testimony)</li> <li>○ Explain circumstances of an action</li> <li>○ Relate simultaneous actions</li> <li>○ Read the news items</li> <li>○ Conduct an interview, an interrogation (based on specific instructions)</li> <li>○ Write a news item (based on findings of an interview)</li> <li>○ Express opinion, advice</li> <li>○ Express wish and will</li> <li>○ Express obligation, give commands</li> <li>○ Express surprise (orally, spontaneous reaction)</li> <li>○ Call for help</li> <li>▪ Ask for one’s help (in different situations)</li> </ul>	<ul style="list-style-type: none"> <li>○ Security emergencies</li> <li>○ Public means of transport</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Subjonctif</i> – Conjugation and uses of the subjunctive mood</li> <li>○ <i>Gérondif</i> – formation and uses of the gerund form</li> </ul>
<ul style="list-style-type: none"> <li>○ Relate recent events / facts</li> <li>○ Express repetition of an action</li> <li>○ Form a hypothesis, suppose</li> <li>○ Express certainty</li> <li>○ Express surprise (in writing)</li> <li>○ Express restriction</li> <li>○ Write an article accompanied by a visual stimulus</li> <li>○ Conduct a police interrogation</li> <li>○ Retell the plot of a comic</li> </ul>	<ul style="list-style-type: none"> <li>○ News in brief (newspaper section)</li> </ul>	<ul style="list-style-type: none"> <li>○ Prefix “re-”+verbs</li> <li>○ Review of <i>Passé Récent</i> – contrastive uses of <i>Passé Récent</i> – <i>présent</i> – <i>passé composé</i></li> <li>○ Conjunction “sans” with infinitives and nouns</li> <li>○ Comparative adverbs “si+adjective+que” “tant de+noun+que” “tellement (de+noun)+que”</li> </ul>
<ul style="list-style-type: none"> <li>○ Express advice, suggestion</li> <li>○ Invite (in different contexts, orally / in writing)</li> <li>▪ Reply to an invitation (orally / in writing)</li> <li>○ Present the topic of a photograph</li> <li>○ Give explanations on procedure to follow (recipes)</li> </ul>	<ul style="list-style-type: none"> <li>○ Invitations</li> <li>○ Recipes</li> </ul>	<ul style="list-style-type: none"> <li>○ Position of direct / indirect object pronouns and adverbial pronouns in the imperative form</li> <li>○ Relative clauses: “dont” as a noun complement</li> <li>○ Structure “Et si” + <i>Imparfait</i></li> <li>○ Structure “Faire / laisser” + <i>infinitif</i></li> </ul>

**QUARTER IV: *Déclit* 3, Cle International 2004 ⇒ Units 12 – 15**

Communicative objectives	Themes	Language features
<ul style="list-style-type: none"> <li>○ React positively / negatively to good or bad news</li> <li>○ Protest</li> <li>○ Make reservations, arrange for transportation (to leave on a trip)</li> <li>▪ Interact at a travel agency</li> <li>○ Describe different transportation possibilities</li> <li>○ Make a polite request</li> <li>○ Make an assumption</li> <li>○ Present dreams, ideals</li> <li>○ Ask / give advice</li> </ul>	<ul style="list-style-type: none"> <li>○ Travels, transports</li> <li>○ Press</li> <li>○ Violent acts at school / regulations</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Conditionnel Présent</i> – Conjugation and uses of the conditional form in the present</li> </ul>

<ul style="list-style-type: none"> <li>○ Present newspaper headlines</li> <li>○ Present favorite newspaper / magazine</li> <li>○ Write a regulation chart</li> </ul>		
<ul style="list-style-type: none"> <li>○ Interact at the restaurant</li> <li>○ Present his / her nutrition habits</li> <li>○ Give precise indications to locate objects and places</li> <li>○ Express disapproval</li> <li>○ Express his / her bad mood</li> <li>○ Express likely and unlikely situations</li> <li>○ Present a simple math problem</li> </ul>	<ul style="list-style-type: none"> <li>○ Restaurant and specialties</li> <li>○ Consumer trends: nutrition habits, fitness</li> </ul>	<ul style="list-style-type: none"> <li>○ Passive voice</li> <li>○ Demonstrative pronouns</li> <li>○ Conditional clauses: “si+Présent→Présent / Futur” “si+Imparfait→Conditionnel Présent”</li> </ul>
<ul style="list-style-type: none"> <li>○ Describe a region, a landscape</li> <li>○ Describe lifestyles</li> <li>○ Express ideas</li> <li>○ Give advice, recommendations on measures to take, on appropriate action</li> <li>○ Present his / her leisure activities</li> <li>○ Present his / her projects, dreams</li> <li>○ Regret or not past choices, decisions</li> <li>○ Express a hypothetical situation that is contrary to past fact</li> <li>○ Discuss ecological problems and possible solutions</li> </ul>	<ul style="list-style-type: none"> <li>○ Environment</li> <li>○ Ecology</li> <li>○ Life at the countryside</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Conditionnel Passé</i> – Conjugation and uses of the conditional form in the past</li> <li>○ Third conditional clause: “si+Plus-que-parfait→Conditionnel Passé”</li> <li>○ Structures “faire du – de la – des + leisure activity, hobby” “jouer au + sport” “jouer du – de la – des + music instrument” “jouer aux + plural noun of leisure”</li> <li>○ Review: pronouns “ce que”, “ce qui”</li> </ul>
<ul style="list-style-type: none"> <li>○ Talk about celebrations, feast days</li> <li>○ Extend wishes to someone</li> <li>○ Rephrase what has been said</li> <li>○ Thank</li> <li>○ Make a short speech</li> </ul>	<ul style="list-style-type: none"> <li>○ Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>○ Possessive pronouns</li> <li>○ Recap: Indirect speech</li> </ul>

**Second Semester Project:** Students are expected to read versions of classic French speaking literature (abridged or not, depending on the complexity and style of the author) and correlate these to their respective French speaking movie adaptation (subtitles included). The project will include a questionnaire that will help them comprehend, compare and analyze the most important aspects of their reading and viewing experience.

### **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: **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:

*Décllic 3 – Méthode de français*, Cle International, 2004

*Décllic 3 – Cahier d'exercices*, Cle International, 2004

Selections from:

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

*Atout DELF B 1*, Kauffmann 2005

*Café Crème 2 – Livre de l'élève / Cahier d'exercices*, Hachette, 1997

*Cahier d'entraînement Delf Premier Degré unité A3*, Kauffmann

*Challenge 2 – Livre de l'élève / Cahier d'exercices*, Cle International, 1999

*Civilisation progressive du français avec 400 activités – niveau débutant*, Cle International, 2003

*Delf niveau B1 nouvelle formule*, Éditions Roboly, 2005

*Delf niveau B1*, Éditions Nouvel Esprit, 2006

*Delf scolaire niveau B1*, Didier, 2005

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

*Exercices de grammaire en contexte Niveau intermédiaire*, Hachette, 2000

*Extra 3 – Méthode de français / Cahier d'exercices*, Hachette, 2002

*Forum 2 & 3 – Méthode de français / Cahier d'exercices*, Hachette, 2000

*French speaking skills*, John Murray, 1999

*Grammaire – Le nouvel Entraînez-vous avec 450 exercices*, Cle International, 1996

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

*Grammaire française*, Kauffmann, 2000

*Grammaire pratique du français*, Hachette, 2000

*Guide pratique de la communication*, Didier, 1991

*L'exercisier – l'expression française pour le niveau intermédiaire*, Presses universitaires de Grenoble, 1997

*Le français par les textes II – Niveau intermédiaire*, Presses universitaires de Grenoble, 2003

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

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

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

*Listening Comprehension Skills*, Prentice Hall

*Ludo et Néféli, Grammaire communicative du français, niveaux 2 & 3*, Kauffmann, 2003

*Nouveau Delf Unité A3 – Nouvel Esprit*, 2002

*Nouveau Prépadelf niveau A2*, Trait d'union, 2005

*Nouveau Prépadelf niveau B1*, Trait d'union, 2006

*Nouvelle grammaire communicative 3*, Éditions Nouvel Esprit, 2003

*Oh là là 3 – Méthode de français / Cahier d'exercices*, Cle International, 2004

*Paroles*, Didier, 1992

*Prépadelf A3*, Trait d'union, 2003

*Réussir le DELF A3 / A4*, Didier, 1992

*Succès au Delf niveau B1*, Éditions Nouvel Esprit, 2005

*Taxi 3 – Méthode de français / Cahier d'exercices*, Hachette, 2003

*Tout ça change, tout ça change, tout ça change, tout ça change*, Didier, 1992

*Tests Cle civilisation – niveau débutant / intermédiaire*, Cle International, 2003

*Tests Cle vocabulaire niveau intermédiaire*, Cle International, 2003

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

*Tu parles français*, Longman, 1998

*Vocabulaire – Niveau Avancé*, Clé International, 1993

*Vos clés de grammaire*, Éditions Katranidou, 2002

*Vos clés pour le nouveau Delf A3*, Éditions Katranidou, 2003

- Selection of titles from: *Collection Lecture Facile (Niveau 3)*, Hachette
- Selections of articles, advertisements, interviews etc. from the French press
- 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.