



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

NAME OF COURSE: French II / Foreign Languages

GRADE LEVEL: 7 - 10

SCHOOL YEAR: 2011-2012

COURSE DESCRIPTION

French II corresponds to the **Level A2** of the *Common Reference Levels* established by the *Common European Framework of Reference for Languages* (Council of Europe, 2001). It is at this level that emphasis is being laid on social functions of language use. What is also noticeable here is more active participation in conversation given some assistance and certain limitations, plus significantly more ability to sustain monologues.

At this level, language learners will have a repertoire of basic language enabling them to deal with specific everyday situations with predictable content, involving familiar situations and topics, though they will generally have to compromise the message and search for words. Pronunciation will be generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.

Prerequisites: French I or DELF A1 certificate.

LEARNING OBJECTIVES

Production

	OVERALL ABILITY
SPEAKING	<ul style="list-style-type: none">➤ can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list➤ start again using a different tactic when communication breaks down
WRITING	<ul style="list-style-type: none">➤ can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points

Comprehension

	OVERALL ABILITY
LISTENING	<ul style="list-style-type: none">➤ can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly
WRITING	<ul style="list-style-type: none">➤ can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language➤ can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context

OVERALL ABILITY	
ORAL	➤ can perform and respond to basic language functions in simple, routine social exchanges, such as information exchange and requests and express opinions in a simplistic way, even though pauses, false starts and reformulation are very evident
WRITING	➤ can write short, simple formulaic notes relating to matters in areas of immediate need, conveying simple information of immediate relevance to people who feature in his/her everyday life, getting across the point he/she feels to be important

SCOPE AND SEQUENCE *

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

Communicative objectives	Language features
<ul style="list-style-type: none"> ○ Read and understand biographical texts ○ Narrate the events of his / her life ○ Narrate the events of one's life ○ Tell the biography of a celebrity ○ Take one's interview ○ Describe one's character, personality traits ○ Present the history of a city 	<ul style="list-style-type: none"> ○ Past tenses: <i>Passé Composé – Imparfait</i> ○ Qualifying adjectives: agreement and position according to the modified noun ○ Relative clauses: “qui”, “que”, “où” ○ Expressions of time: “en” + years, months, “au mois de”, “au” + century, “dans les années...”, “le” + date, “au début de”, “à la fin de”, “à partir de”, “jusqu'à”, “de...à”, “du...au”, “à cette époque”, “en ce temps-là” ○ Discrimination of sounds [ə], [e], [ɛ]
<ul style="list-style-type: none"> ○ Make a request (orally, informal yet polite) ○ Complain, explain his / her disappointment ○ Write a letter of request ○ Write a letter of complaint ○ Write a petition ○ Give permission ○ Deny permission, forbid ○ Describe and compare lifestyles in the capital and in the province: pros and cons ○ Describe the administrative organization of a city ○ Read and understand an information brochure ○ Talk about the institution of marriage: give his / her opinion on its importance nowadays and in pastimes ○ Describe a traditional wedding ceremony 	<ul style="list-style-type: none"> ○ <i>Plus-que-parfait</i> – conjugation and uses of the Past Perfect tense ○ Contrastive uses of <i>Passé Composé – Imparfait – Plus-que-parfait</i> ○ Expressions of time (duration): “il y a”, “pendant”, “depuis”, “ça fait...que”, “en”, “au bout de”, “pour” ○ Agreement of past participles with verb subject & with direct object pronoun
<ul style="list-style-type: none"> ○ Report one's words ○ Express agreement or disagreement ○ Express positive or negative opinion ○ Present inventions, innovation in the field of communication ○ Express his / her opinion on the subject of computers, information technology (PC, Internet, email, mobiles and SMS) and their positive or not contribution to everyday communication 	<ul style="list-style-type: none"> ○ Indirect speech (for imperative forms, assertive and interrogative sentences) – introductory verb in the past tense ⇒ changes in tenses <p>Review of:</p> <ul style="list-style-type: none"> ○ Personal pronouns: subject pronouns, reflexive pronouns, direct and indirect object pronouns, stressed pronouns

product in the field of computers and communication	
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QUARTER II: Belleville 2, Cle International 2004 ⇒ Lessons 4 – 7

Communicative objectives	Language features
<ul style="list-style-type: none"> ○ Narrate a news item or a funny story ○ Relate a sequence of events ○ Conduct a police inquiry ○ Ask / give information on one's health ○ Ask for and give advice about one's health ○ Describe pain and physical conditions ○ Discuss health issues ○ Present the French health system – social security ○ Compare the French health system to the one in his / her country: pros and cons ○ Read and understand a literary extract ○ Relate a childhood memory and describe his / her feelings at the time ○ Write an advertising text to show the advantages of a medication 	<ul style="list-style-type: none"> ○ Passive voice ○ Expressions of time (locating an event in the past) ○ Indirect speech: changes in expressions of time when introductory verb is in past tense ○ Linear connectors: text coherence
<ul style="list-style-type: none"> ○ Compare quantities, qualities and intensity ○ Observe resemblances and differences ○ Take a decision, make resolutions ○ Express hesitation ○ Describe all necessary preparations and arrangements to go on a trip, on vacation ○ Use public / private means of transportation ○ Compare pros and cons between public / private means of transportation ○ Present ideals, important elements in one's life ○ Compare ideals among generations ○ Explain the principle and procedure of an operation, of a project 	<p>Review of:</p> <ul style="list-style-type: none"> ○ Future tenses: <i>Futur simple</i> – <i>Futur proche</i> – <i>Présent</i> ○ Comparative degree of adjectives / adverbs, nouns and verbs ○ Semi-vowels [w] / [ɥ]
<ul style="list-style-type: none"> ○ Conduct, participate in a debate ○ Present arguments to defend his / her view ○ Insist upon his / her views ○ Summarize one's opinion ○ Maintain a neutral position during a debate ○ Deal with money transactions, currencies, pocket money, savings ○ Read and understand short bank documents ○ Present and describe the aims of humanitarian associations ○ Create an advertisement for a commercial product (include slogan and visual aid) 	<ul style="list-style-type: none"> ○ Insistence mechanisms: “c'est...qui / que”, “ce qui / que... c'est” ○ Relative clauses: “dont” as a noun / verb / adjective complement
<ul style="list-style-type: none"> ○ Give adequate explanation 	<ul style="list-style-type: none"> ○ Expression of reason, cause: “à cause de” “en

<ul style="list-style-type: none"> ○ Express one’s obligations ○ Give commands or recommendations ○ Discuss issues of social conflicts (poverty, unemployment, racism, alcoholism, drugs, delinquency, violence): present problems and suggest solutions in basic terms ○ Create a leaflet to support a cause and expose claims and demands ○ Describe suburban Paris 	<p>“comme”, “parce que”, “car”, “puisque”</p> <ul style="list-style-type: none"> ○ <i>Subjonctif</i> – Conjugation of 1st group verbs and use of the subjunctive mood after verbs expressing obligation ○ Discrimination of sounds [o] / [ɔ]
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First Semester Project: Students are expected to read an abridged version of classic French speaking literature adapted to their level of language mastery and answer a questionnaire related to their reading.

QUARTER III: Belleville 2, Cle International 2004 ⇒ Lessons 8 – 11

Communicative objectives	Language features
<ul style="list-style-type: none"> ○ Describe an airplane trip – all procedures and steps until destination ○ Express desire and will ○ Accept ○ Refuse, deny ○ Create petition claims for social causes ○ Express wish ○ Read and understand a poem ○ Present French speaking communities ○ Present the role of “Agence de la Francophonie” ○ Read and understand short extracts from tourist guides ○ Describe his / her favorite place as in a tourist guide 	<ul style="list-style-type: none"> ○ <i>Subjonctif</i> – Conjugation of irregular verbs and use of the subjunctive mood after verbs expressing desire, will ○ Discrimination of sounds [ø] / [œ]
<ul style="list-style-type: none"> ○ Express feelings, emotion (joy / sorrow, fear, worry, surprise, disgust, exasperation) ○ Talk about music instruments and professions ○ Describe (if any) musical experience ○ Present music tastes (types of music) ○ Discuss French feast days and traditions, annual festivities ○ Present festivities and traditions of his / her country, region or family 	<ul style="list-style-type: none"> ○ <i>Subjonctif</i> – review of conjugation (regular & irregular verbs) and use of the subjunctive mood after verbs expressing feelings, emotions ○ Related vocabulary and grammatical features
<ul style="list-style-type: none"> ○ Express judgment, criticism on fine arts: posters, paintings ○ Read and understand movie critiques ○ Discuss types of movies ○ Present his / her favorite movie type – say why ○ Summarize the plot of a movie or a book ○ Talk about advertisement: its role in 	<ul style="list-style-type: none"> ○ Demonstrative pronouns ○ Relative clauses: compound pronouns “lequel”, “laquelle” / “lesquels”, “lesquelles” ○ Discrimination between [y] / [u]

<ul style="list-style-type: none"> ○ Comment on an advertisement, a commercial 	
<ul style="list-style-type: none"> ○ Give advice ○ Make suggestions ○ Express surprise (spontaneous reaction orally) ○ Use TV and radio related vocabulary ○ Present the program of a TV channel ○ Present his / her favorite TV and / or radio programme ○ Describe French media scenery: TV & radio 	<ul style="list-style-type: none"> ○ <i>Conditionnel Présent</i> – Conjugation and uses of the conditional form in the present ○ Superlative degree of adjectives / adverbs, nouns and verbs

QUARTER IV – *Belleville 2*, Cle International 2004 ⇒ Lessons 12 – 15

<ul style="list-style-type: none"> ○ Express likely and unlikely situations ○ Express doubt ○ Describe landscapes and natural environments ○ Describe French geography ○ Read and understand an extract of a theatrical play ○ Talk about ecology issues and concerns ○ Discuss ecological applications and solutions 	<ul style="list-style-type: none"> ○ Conditional clauses: “si+Présent→Présent / Futur” “si+Imparfait→Conditionnel Présent” “au cas où+Conditionnel Présent→Futur” ○ Sounds [p], [b], [v], [f] ○ Sounds [pr], [br], [vr], [fr]
<ul style="list-style-type: none"> ○ Identify regrets on past choices, decisions ○ Identify a hypothetical situation that is contrary to past fact ○ Talk about vacation arrangements and tourist practices ○ Write positive / negative comments after a trip ○ Present symbols – monuments of his / her culture ○ Describe a tourist site he / she visited in the past ○ Choose a favorite travel destination – say why 	<ul style="list-style-type: none"> ○ Pure observation of <i>Conditionnel Passé</i> – Conjugation and uses of the conditional form in the past ○ Expression of opposition: “mais”, “et pourtant”, “par contre”, “en revanche”, “cependant”, “malgré+noun”, “alors que”, “bien que+Subjonctif”
<ul style="list-style-type: none"> ○ Write a letter of congratulations (formal / informal register) ○ Write a letter of love confession ○ Write a letter of break-up ○ Write a letter of request of information ○ Compare movies to theatrical plays – say what we prefer and why ○ Present favorite media: TV, radio or press – say why 	<ul style="list-style-type: none"> ○ Expression of consequence: “alors”, “donc”, “c’est pour ça que”, “c’est pourquoi”, “si bien que”, “de sorte que” ○ Adverbs of consequence: “tellement...que”, “si...que”, “tant (de)...que”
<ul style="list-style-type: none"> ○ Describe sport practices (individual / team sports), levels of difficulty and necessary qualities ○ Present his / her favorite sports – say why ○ Present his / her future study plans 	<ul style="list-style-type: none"> ○ Expression of aim: “pour que+Subjonctif”, “afin que+ Subjonctif”, “pour”, “afin de”, “dans le but de”, “en vue de”

Second Semester Project: Students are expected to read an abridged version of classic French speaking literature and work on a creative writing project based on their reading. They should also watch a carefully selected version of a French speaking movie (subtitles included) adapted to their level of language mastery and answer a questionnaire related to their 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, oral presentations, problem-solving activities, short or more 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 (concerning the second and fourth quarters respectively),

assignments: **30%**

projects: **10%**

RESOURCES

Materials:

• Textbooks:

Belleville 2 - Méthode de français, Clé International, 2004

Belleville 2 - Cahier d'exercices, Clé International, 2004

• Selections from:

À ton tour 2 – Méthode de français, Trait d'Union, 2008

Atout Delf A2, Kauffmann, 2005

Bien Joué 2 – Méthode de français / Cahier d'exercices, Hachette, 1999

Bravo 2 & 3 – Méthode de français / Cahier d'exercices, Didier, 1999

Challenge 2 pour le DELF – Méthode de français / Cahier d'exercices, Clé International, 1999

Communication progressive du français avec 270 activités, Clé International, 2004

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

Delf niveau A2, Éditions Nouvel Esprit, 2006

Delf scolaire niveau A2, Didier, 2005

Dis donc 2 – Méthode de français / Cahier d'exercices, Hachette, 2005

Double Clic 2 – Méthode de français / Cahier d'exercices, Didier, 2007

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

Exercices d'oral en contexte – niveau débutant, Hachette, 2001

Extra 2 – Méthode de français / Cahier d'exercices, Hachette, 2002

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

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

Grammaire 450 exercices, niveau intermédiaire – coll. *Le nouvel Entraînez-vous*, Clé

Grammaire en situation, Trait d'union, 2002
Grammaire française, Kauffmann, 2000
Grammaire pratique du français, Hachette, 2000
 Grenoble, 1997
Guide pratique de la communication, Didier, 1991
Junior 2 – Livre de l'élève, Cle International / *Cahier d'exercices*, Cle International, 1997
L'exercisier – l'expression française pour le niveau intermédiaire, Presses universitaires de
Le mag' 2 – Méthode de français / Cahier d'exercices, Hachette, 2006
Le nouvel Entraînez-vous – DELF A1, A2, A3, A4, 450 activités, Cle International, 1997
Le tour d'Europe avec Alex et Sophie 2, Éditions Nouvel Esprit, 2006
Lecture – Écriture coll. Entraînez-vous, Clé International, 1991
Lieux d'écriture – Écriture coll. Entraînez-vous, Clé International, 1991
Ludo et Néféli, Grammaire communicative du français, niveau 2, Kauffmann, 2003
Nouveau Delf Unité A2 – Nouvel Esprit, 2003
Nouveau Prépadelf niveau A2, Trait d'Union, 2005
Nouvelle grammaire communicative 2, Éditions Nouvel Esprit, 2003
Oh là là 2 – Méthode de français / Cahier d'exercices, Cle International, 2003
Paroles, Didier, 1998
Planète 2 & 3 – Méthode de français / Cahier d'exercices, Cle International, 2000
Prépadelf A2, Trait d'union, 2003
Prépadelf grammaire niveau A2, Trait d'Union, 2007
Taxi 2 – Méthode de français / Cahier d'exercices, 2003
Tests Cle vocabulaire niveau intermédiaire, Cle International, 2003
Tests d'évaluation niveau intermédiaire – vocabulaire progressif du français, Cle International,
 2003
Vocabulaire - Niveau Débutant / Intermédiaire, Clé International, 1993
Vocabulaire progressif du français avec 250 exercices, Clé International, 1996
Vos clés de grammaire, Éditions Katranidou, 2002
Vos clés pour le nouveau Delf A2, Éditions Katranidou, 2003

- Selection of titles from *Collection Lecture Facile (Niveau 2)*, 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.