

SYLLABUS AND CHARTER

Type of course : General French; Level of Course : B1.1 and B1.2

Objective : the course in which you're registered will aim to have the student work at an understanding at the **B1** level according to the Cadre Européen Commun de Référence for Languages (CECRL) standard in 40 hours of schooling over 2 weeks or 80 hours of schooling over the duration of 4 weeks.

CECRL B1 Objectives at the end of sessions (concluding for B1.1 and B1.2):

The student at the B1 level can understand essential points when a clear and standard language is used that discusses familiar ideas in the context of work, school, leisure, etc. They can overcome the majority of situations encountered while traveling in a region where the target language is spoken. The student is able to produce discourse that is simple and coherent on familiar subjects and in the areas of interest. They can narrate an event, experience, or a dream, describe a hope or goal, and briefly relay reasoning and explanations towards a project or an idea. The student possesses enough linguistic means and a sufficient vocabulary in order to get through difficult situations with only a few hesitations and some periphrasis on subjects such as family, pastimes, centers of interest, work, travels, and current affairs. They can connect a series of short events that are simple and precise, linearly describing what follows next by hitting key points that happen in succession.

Method of Instruction : courses in person ; 4 hours per day (9:00am to 1:00pm) ; 5 days per week : from Monday to Friday)

Number of credits ECTS : 12

Instruction Location : Université Côte d'Azur – Campus Carlone, 98 Bd Edouard Herriot, 06204 NICE

<div> LISTENING ORAL COMPREHENSION </div>		
SKILLS	ACT OF SPEAKING	GRAMMATICAL CONTENT
<p>To understand factual and straightforward information: work, school, leisures, travels...</p> <p>To understand short stories, a large part of TV shows</p> <p>To understand short and technical information</p> <p>To follow detailed instructions</p>	<p>To present someone, to talk about their daily environment</p> <p>To categorize a person, object, place, phenomenon, fact; to describe a fact of society</p> <p>To locate events in time</p> <p>To locate in a space, locating an object, person, place, etc</p> <p>To ask someone to do something; to give instructions, an order</p> <p>To express a positive feeling, to partially express one's tastes</p> <p>To narrate an event in the past</p> <p>To contend a claim, to exhibit, to analyze, to demonstrate</p>	<p>* Past tenses, agreement, le "plus-que-parfait"/ past perfect</p> <p>* Relayed speech in the present, in the past, the concordance of time</p> <p>* The subjunctive, possibility, obligation</p> <p>* The passive voice, development</p> <p>* The gerund : manner, condition, simultaneity</p> <p>* Double pronouns, possessive pronouns, demonstrative pronouns</p> <p>* The chronological connectors in speech</p> <p>* Simple and logical connectors: cause, consequence, opposition</p> <p>* The conjunction « pour que » + the subjunctive</p>

READING		WRITTEN COMPREHENSION
SKILLS	ACTS OF SPEAKING	GRAMMATICAL CONTENT
<p>To understand personal letters: event descriptions, feelings, wishes</p> <p>To understand all types of written daily newspapers (pamphlets, memos, catalogs...)</p> <p>To understand the keys points from a journal article</p> <p>To recognize the argumentative outline in a text</p> <p>To identify the conclusions from an argumentative text</p> <p>To understand texts written in an everyday language relative to the professional field</p>	<p>To describe someone's appearance and character, to describe a natural phenomenon</p> <p>To indicate an action's origin, time, and duration</p> <p>To express positive emotion (joy)</p> <p>To express negative emotions (sadness, deception, boredom, fear, regrets)</p> <p>To express one's surprise, curiosity, indifference</p> <p>To talk about the past, recount a news story, a personal experience</p> <p>To talk about the future, to express a desire, to make a wish</p> <p>To contend, display, introduce, develop, rank, and conclude</p>	<ul style="list-style-type: none"> * The present/past conditional * The subjunctive: possibility and obligation * Some verbs of opinion + the subjunctive * Expression of the certain/uncertain/not yet obtained hypothetical * Expressions of duration ("pendant"/"depuis"), expressions of moments in time ("dans"/"il y a") * Adverbs of time, expressions of the future and of the past * Adverbs of manner ("-ment")/"l-ly") * Simple relative pronouns

EXPRESSING ONESELF ALOUD (CONTINUOUSLY)		
ORAL PRODUCTION		
SKILLS	ACTS OF SPEAKING	GRAMMATICAL CONTENT
<p>To recite an event, experience, or dream</p> <p>To narrate a story, the plot of a book or film</p> <p>To make a simple description</p> <p>To report a story</p> <p>To relay one's experiences in detail by describing their feelings and reactions</p> <p>To describe a wish or a goal</p> <p>To briefly explain the reasoning and explanations of one's opinions, intentions and actions</p> <p>To develop an argument</p>	<p>To talk about the past: to narrate a personal anecdote</p> <p>To tell a story (real or fictional)</p> <p>To talk about the progression of an event</p> <p>To bring up memories</p> <p>To express a hope, intentions, to talk about goals</p> <p>To express an opinion: to make a hypothesis</p> <p>To report on what someone said: to relay their statements</p> <p>To explain reasoning, to introduce a topic, to develop arguments, to rank things in order, to come to a conclusion</p>	<p>* Intentions for the future: the simple future, the near future, or the present</p> <p>* The simple relative pronouns ("qui, que, dont, où")</p> <p>* The restriction "ne ... que"</p> <p>* Comparisons: comparison of verbs, adverbs</p> <p>* The logical and simple connectors "donc, puisque, comme, alors, pourtant, alors que"</p>

WRITING APTITUDE: WRITTEN EXPRESSION		
SKILLS	ACTS OF SPEAKING	GRAMMATICAL CONTENT
<p>To write simple, articulated texts</p> <p>To write simple, detailed texts</p> <p>To make a report on an experience (describing feelings and reactions)</p> <p>To write very brief summaries on factual information</p> <p>To make emphasis on important points</p> <p>To paraphrase short, written passages; to make a resume of information stemming from diverse sources</p> <p>To write personal letters, to give news</p> <p>To express thoughts on an abstract or cultural topic</p>	<p>To ask for and to give news</p> <p>To characterize a person: describing their physique, personality, health issues, an artistic hobby</p> <p>To do good by/praise something or someone</p> <p>To talk poorly/critique something or someone</p> <p>To recite a story, real or fictional</p> <p>To relay the progression of a situation</p> <p>To repeat someone's words: to rephrase, summarize facts</p> <p>To make an argument: to introduce, develop, and conclude a subject</p> <p>To emphasize, to use evidence</p>	<p>* Times of the past: the compound past, imperfect, past perfect: actions prior to another action in a story</p> <p>* The past conditional: regret</p> <p>* The passive voice: the description of an action/highlighting the subject of a sentence in place of the pronoun "on" (when we don't know the one doing the action)</p> <p>* The subjunctive: possibility, obligation</p> <p>* Double pronouns</p> <p>* Simple relative pronouns</p> <p>* Simple impersonal expressions: "il est interdit de"/"il est utile de"/"il est important de ..."</p> <p>* Temporal location: locations of time</p>