

**THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE
FACULTY OF HUMANITIES AND EDUCATION
CENTRE FOR LANGUAGE LEARNING**

COURSE DOCUMENTATION

COURSE TITLE: LEVEL 4A FRENCH

SEMESTER: I

LEVEL: 1

PREREQUISITES: Level French 3B from CLL or a proficiency level of independent user B1 in accordance with the Common European Framework of Reference (CEFR)

COURSE DESCRIPTION:

Level 4A French is an integrated, interactive, and functional language learning course which is aimed at developing a well-rounded student by expanding on work done in Level 3B French. It is designed to deepen the communicative, linguistic, and intercultural competence of learners. To this end, through synchronous sessions, emphasis is placed on learners' speaking, listening, reading, and writing skills. The objective is to help the students move away from the academic mode of learning a foreign language to a more natural and authentic way of communicating, thereby improving on the foregoing skills of the student.

In addition to the textbook the lecturer will provide other relevant authentic material which will enable students to become familiar with the sociolinguistic aspects of the French language as well as some aspects of francophone culture such as expressed in French newspapers, magazines and audio-visual materials. To enhance their communicative skill, the students will do an oral presentation on a date, which is convenient to them on any topic of their choice. This will occur while the course is in progress. This unique and dynamic approach is designed to meet the learning goals of learners.

The course consists of four contact hours per week. As in the previous levels, students are expected to spend time on self-study to prepare for classes and to review and consolidate work done in class. Students are also encouraged to continue to develop their repertoire of strategies to promote their autonomy as language learners.

COURSE RATIONALE:

The course places more emphasis on the development of learners' intercultural literacy without neglecting the other competences. Level 4A French is anchored in the active use of French through real-time interaction between and among learners.

Students learn to ask and answer questions spontaneously and naturally as occurs in the real world of language use. It is this approach that is also used in the development of the other three skills - reading, writing, and listening. This natural language teaching and learning style compels students to use the foregoing skills from the beginning of the course and continues throughout the entire

semester. The regular use of French concretizes and gives meaning to materials learned during sessions, some of which may be abstract. The method eases students into the language and drastically reduces the stress that has often characterized those who frantically try to cram reading, writing, speaking, and listening materials to their detriment, at the approach of exams.

The course is designed to meet the needs of advanced level learners and provides them with the necessary skills with which to advance to the Level 4B French course. The aim of this class is the development of an independent learner and user of French language and culture.

COORDINATOR INFORMATION

Name: Ms Mathilde Dallier

Office address: Office 1, CLL first floor

Phone: 662-2002 ext. 83649

E-mail: Mathilde.Dallier@sta.uwi.edu

Office hours: Mondays 2 pm to 4 pm & by appointment.

LETTER TO THE STUDENT

Dear Student,

I warmly welcome you to this semester's Level 4A French course. I am delighted that you have continued learning the French language and culture. We hope we can help you to develop your linguistic, communicative, and intercultural skills in a manner that will allow you to ultimately become an interactive, pragmatic, and functional user of French as you advance in your language learning. Your success in this course lies almost entirely in your own hands because our teaching strategy aims to make you an autonomous learner who takes full charge of your own learning.

To achieve this, your instructor will have you and your peers engage in collaborative learning, especially in speaking, where you will be engaging in productive level communication with your peers in French. Practicing speaking with your colleagues will give you the opportunity to use the language regularly as it helps you to gradually attain the kind of automatism that native speakers of French have. In this effort, your instructor will serve as your language learning facilitator while you take full charge of your own independent learning of the language.

As this course will be delivered remotely, we wish to remind you that learning a language is a social experience, which usually involves verbal and non-verbal communication. When teaching and learning remotely, it is even more important that we ensure that both types of communication can be had, allowing for that human element in every session. Therefore, in as much as your circumstances allow, we would like to encourage you to turn your camera on during the sessions so that your tutor and classmates can interact with you.

I wish you a fruitful and rewarding language learning experience with us all through this semester.

Warm regards,

Your tutor

IMPORTANT NOTICE TO STUDENTS

You are hereby prohibited from reproducing, re-publishing, re-broadcasting, reposting, re-transmitting or transferring in whole or in part any Course Outlines, Course Materials or Lectures which have been provided to you as part of your course of study at The University of the West Indies (The UWI), without the prior permission of The UWI its authorised agents or copyright holders.

CONTENT:

The course focuses on developing students' knowledge of the French language and francophone cultures with an aim to achieving a B2 competence in French according to the Common European Framework of Reference (CEFR). The following are the communicative skills and grammar topics that will be covered in this course:

General topics

Les rites de passage à travers le monde. Les coutumes autour du mariage. Les fêtes traditionnelles. Les modes de vie (traditionnels, alternatifs). Les marchés porteurs d'emploi. Les parcours professionnels contemporains. Le monde du travail. L'innovation : la naissance du journal télévisé. La vulgarisation scientifique. L'information mensongère. La génétique. La robotisation. L'art et les artistes. L'art urbain. Le système législatif français. Les élections législatives en Côte d'Ivoire. Les réformes du code civil au Gabon. Les procès.

Grammar

Les pronoms compléments, les temps dans le récit, la double pronominalisation Les adverbes de temps, le plus que parfait, l'hypothèse, le passif Le gérondif, les pronoms relatifs composés, la condition, le discours indirect au passé, la mise en relief L'infinitif passé, le subjonctif, le conditionnel passé, exprimer l'imprécision Expression de la conséquence. La cause. Les accords exceptionnels du participe passé.

Greater detail will be provided in the course calendar.

GOALS/AIMS: At the end of this course the student will be in the advanced stage of proficiency, on his/her way to becoming a competent, independent B2 user according to the Common European Framework of Reference (CEFR) <https://bit.ly/1SrYDpO>.

This course aims to help students:

- Attain a B2 Level in reading, writing, speaking and listening
- Further their understanding of French grammar and syntax
- Know further characteristics of life and culture in the francophone world
- Continue to develop themselves as adult language learners.

GENERAL OBJECTIVES:

Students in this programme will be able to:

- Present clear, detailed descriptions on a wide range of subjects related to their field of interest
- Write clear detailed text on a wide range of subjects related to their interests

- Take an active part in discussions in familiar contexts, accounting for and sustaining their views
- Understand current affairs.

LEARNING OUTCOMES:

By the end of this course, students will be able to:

- understand with relative ease more complex speech and lectures
- understand articles and reports about contemporary problems
- interact with a certain degree of fluency and spontaneity that makes interaction with native speakers quite possible
- present orally clearer and more detailed descriptions on a wider range of subjects related to the learner's field of interest
- write complex text on a more varied range of subjects related to personal interest
- demonstrate greater mastery of French grammar and syntax
- develop a degree of intercultural competence in relation to the French/francophone world
- demonstrate some of the behaviours and attitudes of autonomous learners

COURSE ASSESSMENT:

Assessment for this course will take place in person at the CLL in weeks 7 and 13. Special arrangements will be made for overseas students. Alternate arrangements for testing (with documentation) are solely at the discretion of the course Coordinator.

Assessment for this course consists of 100% in-course tests and participation, which is divided into 45% Test 1, 50% Test 2 and 5% class participation. Both tests 1 and 2 assess the four skills: listening, reading, speaking and writing.

Test 1 Week 7 (45%)	Oral Test 1 (15 marks)
	Writing Task 1 (10 marks)
	Reading Quiz 1 (10 marks)
	Listening Quiz 1(10 marks)
Test 2 Week 13 (50%)	Listening Quiz 2 (15 marks)
	Reading Quiz 2 (10 marks)
	Writing Task 2 (10 marks)
	Oral Test 2 (15 marks)
Participation (5 %)	Participation (5 marks)

1. Test 1 45% (Week 7)

- Reading test 1 – Students must complete a reading test in class in Week 7. **10 marks**
- Writing test 1 – Students must complete a writing test in class in Week 7. **10 marks**
- Oral test 1 – In pairs, students will complete a role play exercise in response to a scenario. Students will be given time to prepare for the role play. The test will take place in Week 7. **15 marks**

- Listening test 1 – Students must complete a listening test in class in Week 7. **10 marks**

2. Test 2 (Week 13): 50%

- Reading test 2 **10 marks**
- Listening test 2 **15 marks**
- Writing test 2 **10 marks**
- Oral test 2 **15 marks**

3. Participation 5 %

Participation and attendance. **5 marks**

ATTENDANCE AND PARTICIPATION RUBRIC	
5 marks	Student attended 10 or more sessions and was punctual. Student makes a great effort to contribute when called upon and takes the initiative to contribute actively to any discussions or activities. Student's questions and comments during sessions (written/oral) demonstrate excellent preparation. Student does not interrupt others during discussions and demonstrates excellent netiquette.
4 marks	Student attended 8 or 9 sessions and was punctual. Student regularly contributes to class discussions and activities. Student's questions and comments during sessions (written/oral) often demonstrate good preparation. Student does not interrupt others during discussions and demonstrates good netiquette.
3 marks	Student attended 6 or 7 sessions and was mostly punctual. Student sporadically contributes to class discussions and activities. Some prompting needed to encourage participation. Student does not interrupt others during discussions and demonstrates adequate netiquette.
2 marks	Student attended 5 sessions. Student only contributes to sessions when repeatedly prompted and is generally unwilling to contribute. Student does not interrupt others during discussions and demonstrates adequate netiquette.
1 mark	Student attended less than 5 sessions. Student's lack of questions or comments demonstrate a lack of preparation for the session. Student is hardly ever willing to contribute. Student does not demonstrate proper netiquette.

ACADEMIC INTEGRITY

The best way to develop and improve your language skills is to always use your own words and draw on your knowledge to complete the tasks assigned. It is unacceptable to copy responses from another classmate for any assignment or copy a body or part of text from translation programs. Should copying occur, the student(s) involved will either lose a significant number of points on their assignment or receive a grade of zero for the task.

TEACHING/LEARNING STRATEGIES:

This course is designed to develop the level of communicative competence of the students by using, the textbook, exercises designed for their level as well as authentic materials where appropriate. It also sensitizes participants to some aspects of francophone culture. The course will place special emphasis on developing communicative skills (listening and speaking). Authentic

audio material as well as material tailored for this level will be used weekly while we will work on reading and writing skills, a communicative approach will be used in every session.

Synchronous Online Sessions

These sessions include but are not limited to:

- Group work and group discussions
- Interviews and role plays
- Vocabulary and grammar drills
- Use of recordings
- Exercises from the textbook
- Online exercises and quizzes
- Discussions on pertinent cultural aspects of the language

COURSE EVALUATION:

Summative evaluation will be conducted using the UWI's SECL System. The CLL will disseminate a mid- and/or end-of-semester student feedback questionnaire.

RESOURCES :

Required (paper or online version of the textbook)

S. Anthony, Fabien Delcambre, T. Heranic, Fabien Olivry, O. Quévieux, L. Redmond, A. Soucé, *Odysee B2- Méthode de français*. CLE International. 2025.

[Odyssée - Niveau B2 - Livre de l'élève + Audio en ligne - Livre de l'élève](#)

ISBN :

978-2-09-035583-3

[Odyssée - Niveau B2 - Version numérique élève - Livre de l'élève - Licence 1 an - A télécharger / A consulter en ligne - Manuel numérique élève](#)

ISBN :

978-2-09-034980-1

Additional/Optional:

Corréard, M.-H. (2005). *Pocket Oxford Hachette French Dictionary (3rd ed.)*. Oxford: Oxford University Press.

Gac-Artigas, P. & Gac-Artigas, G. (2000). *Sans détour: A Complete Reference Manual for French Grammar*. Harlow, Essex. Pearson Education.

OTHER RESOURCES

Recommended online dictionary: <https://www.wordreference.com/>

[Apprendre le français FLE gratuitement, cours de français avec TV5MONDE](#)

[Apprendre le français – Cours et exercices gratuits avec Bonjour de France](#)

[Learn French at Lawless French](#)

[1st level French - Scotland - BBC Bitesize](#)

[Apprendre et enseigner le français | RFI SAVOIRS](#)

HOW TO STUDY FOR THIS COURSE:

Students are required to attend their chosen classes with a total teaching time of 4 hours per week. Remember that you must attend 75% of sessions in order to be eligible for the final test.

Manage your time well. We recommend that students spend at least 3-4 hours per week engaged in studying. This includes reviewing your notes and ensuring that concepts are understood. Jot down any questions you may want to research or ask the tutor. This is also the time you take to complete your assignments. It is also important to read up on what you have learnt and practice with a partner, perhaps someone from your group or another group, but at your level.

Preparation time: 2 hours per week. Have a look at the course outline and review or research the material for the upcoming class. Make a note of any questions that may arise, after the explanation by the tutor it may be clearer, if not, ask your question.

COURSE CALENDAR :

Week	Content	
1	Unit 1 : C'est la vie ! Lesson 1 Du berceau à la tombe Lesson 2 Us et coutumes	Unit 1 : Culture : • Les rites de passage à travers le monde • Les coutumes autour du mariage • Les fêtes traditionnelles : la fête du citron à Menton et la fête de la Saint-Jean au Québec • Les modes de vie (traditionnels, alternatifs) Vocabulaire : • Les étapes de la vie • Les sensations • Les émotions • La vie pratique Interactions : • Exprimer son hésitation • Raconter une expérience passée • Présenter les avantages et les inconvénients de positions différentes Débats : Les coutumes et traditions sont-elles surtout des contraintes ou un bienfait ? - Pour ou contre la dot ? - Qu'est-ce qui est le plus important : la liberté individuelle ou les traditions familiales ? Grammaire : Les pronoms compléments, les temps dans le récit, la double pronominalisation
2	Unit 1 : C'est la vie !	

	Lesson 3 Vivre avec son temps Lesson 4 Prendre sa vie en main	
3	Unit 2 : Réenchanter le travail Lesson 1 Trouver sa voie Lesson 2 Bien-être a la clé	Unit 2 : Culture : • Les marchés porteurs d'emploi • Les parcours professionnels contemporains • Le bien-être au travail • Les métamorphoses du monde du travail Vocabulaire : • La conversation formelle et informelle au travail Interactions : Exprimer des intentions, des ambitions • Parler de son expérience professionnelle • Parler de ses projets • Parler de son environnement de travail • Exprimer sa satisfaction ou son mécontentement, se plaindre • Formuler une hypothèse Débats : Pour ou contre les animaux au travail ? Que pensez-vous de la mixité des métiers ? Pour faire le choix d'un métier, doit-on se focaliser sur les marchés porteurs ou sur d'autres critères ? Grammaire : Les adverbes de temps, le plus que parfait, l'hypothèse, le passif
4	Unit 2 : Réenchanter le travail Lesson 3 Révolutions en marche Lesson 4 Je suis ouverte à la discussion	
5	Unit 3 : Sciences Infos Lesson 1 Heureuses inventions Lesson 2 Minute vulgarisation	Unit 3 : Culture : • L'innovation : la naissance du journal télévisé • La vulgarisation scientifique : - les dessins animés- le youtubeur DirtyBiology • L'information mensongère (le deepfake) • La génétique • La robotisation Vocabulaire : • Les médias • La science

		Interactions : • Exprimer la possibilité et la probabilité • Exprimer une supposition • Rapporter des paroles au passé Débats : Les dessins animés sont-ils un bon moyen de vulgarisation scientifique ? Les manipulations génétiques sont-elles un danger pour l'humanité ? La robotisation est-elle une menace pour l'emploi ? Entraînement au DELF Grammaire : Le gérondif, les pronoms relatifs composés, la condition, le discours indirect au passé, la mise en relief
6	Unit 3 : Sciences Infos Lesson 3 Info ou intox ? Lesson 4 Quand la science fait peur	
7	REVISION AND PRACTICE Reading comprehension test 1 Listening comprehension test 1 Writing test 1 Oral test 1	
8	Unit 4 : Pour l'amour de l'art Lesson 1 Expériences immersives Lesson 2 Regards d'artistes	Unit 4 : Culture : • Les Machines de l'île à Nantes • Vincent Van Gogh à L'Atelier des Lumières • Les performances d'Abraham Poincheval • Prune Nourry : Projet Phénix • L'artiste québécoise, Julie Ouellet • Le château de Chambord • L'art urbain à Montréal • Alexandre Astier et Kaamelott Vocabulaire : • Les arts visuels • L'architecture • Les arts vivants • L'art urbain • Les sensations • Le cinéma • Les expressions pour analyser • Le langage familier et donner son avis sur un film • Interactions : Évaluer et apprécier • Exprimer l'intérêt et l'indifférence •

		Exprimer des sensations• Exprimer une opinion et la défendre• Parler de ses goûts Débats : Les performances artistiques sont-elles une manière pour les artistes de se mettre en avant ou d'être complètement impliqué dans la représentation artistique ? Devrait-on avoir le droit de toucher toutes les œuvres d'art ? Pour les graffitis ou pour les murales ? Grammaire : L'infinif passé, le subjonctif, le conditionnel passé, exprimer l'imprécision
9	Unit 4 : Pour l'amour de l'art Lesson 3 Jeux d'équilibres Lesson 4 Le film de l'année	
10	Unit 5 : Jeux de lois Lesson 1 A voté ! Lesson 2 Sur le banc des accusés	Unit 5 : Culture : •le système législatif français Les élections législatives en Côte d'Ivoire Les réformes du code civil au Gabon Les procès La plaidoirie de Paul Lombard au procès Ranucci. Vocabulaire : •Les institutions politiques Les lois Plaider et comparaitre au tribunal Les termes spécialisés d'un procès Infraction, crime et délit Interactions : Faire une présentation détaillée Reformuler pour expliquer et généraliser Synthétiser Introduire une conclusion Rédiger le compte rendu d'une audience Débats : Quel rôle devrait avoir le citoyen dans la création des lois ?

		Le vote est-il un droit ou un devoir ? La peine de mort est-elle un moyen de rendre justice ? Grammaire : Expression de la conséquence. La cause. Les accords exceptionnels du participe passé.
11	Unit 5 : Jeux de lois Lesson 3 Rendre justice Lesson 4 J'ai des témoins	
12	Revisions Students' projects DEL F practice exercises Cultural experience	
13	Reading comprehension test 2 Listening comprehension test 2 Writing test 2 Oral test 2	

GRADING SYSTEM:

The following is The UWI's mark scheme:

Grade	GPA	Mark%	Grade	GPA	Mark%
A+	4.3	90-100	C+	2.3	55-59
A	4.0	80-89	C	2.0	50-54
A-	3.7	75-79	F1	1.7	40-49
B+	3.3	70-74	F2	1.3	30-39
B	3.0	65-69	F3	0.0	0-29
B-	2.7	60-64			