



## DEL F 30

4, 6, 8, 12 and 16 weeks

Monday to Friday

Morning: 8:45am → 12:00\*

Afternoon: 1:45pm → 3:45pm\* (except on Mondays)

(\*including 15mn break)

- PUBLIC:** General
- OBJECTIVES:**
- ➔ Acquiring essential and practical speaking skills
  - ➔ Developing language spontaneity and linguistic reflex
- LEVELS:**
- ➔ 4 weeks → from A2 level
  - ➔ 6 weeks → from A2 level
  - ➔ 8 weeks → from A1 level
  - ➔ 12 weeks → from beginner level
  - ➔ 16 weeks → from beginner level
- PROGRAM:**
- ➔ The DELF courses (short or long programs), have all been designed for our students to work on the four basic skills at each CEFR level:
    - Written comprehension,
    - Written expression,
    - Speaking and writing.
- METHODOLOGY:**
- ➔ Use of various teaching aids:
    - Specialized material
    - Documents created by our teaching team directors
    - Visual documents
    - Audio et audio-visual documents and material
    - Authentic written documents
  - ➔ Situations/ Role playing
  - ➔ Didactic activities in speaking and writing
  - ➔ Language practice outside of class (research, surveys / reports in the town...)
- ORGANIZATION:**
- ➔ Morning: 12 students in a group (maximum)
  - ➔ Afternoon: 8 students in a group (maximum)

### Notes:

- The course programs hereafter are samples programs for 4, 6, 8, 12 and 16 weeks at the: **ELEMENTARY**, **INTERMEDIATE** and **AVANCED** levels. They can be modified according to teaching needs (group size, length of stay, themes, levels...).
- **The examination takes place during the last week of your stay. Depending on the exam date, the last week will be dedicated to final preparation** (if the exam takes place at the end of the week) **or to the correction of the exam** (if the exam takes place at the beginning of the week).

# DEL F 30 PROGRAM

## Elementary

**Monday to Friday**

**Morning: 8:45am → 12:00\***

**Afternoon: 1:45pm → 3:45pm\* (except on Mondays)**

(\*including 15mn break)

		GRAMMAR PROGRAM	ORAL COMPREHENSION AND EXPRESSION	WRITTEN EXPRESSION
<b>4 WEEKS</b>	<b>Morning</b> 8:45am-12:00	<ul style="list-style-type: none"> <li>■ Evaluation test</li> <li>■ ER, IR and DRE verbs</li> <li>■ Regular adjectives</li> <li>■ Definite/indefinite articles</li> <li>■ Prepositions</li> <li>■ AVOIR / ÊTRE (expressing a state of being)</li> <li>■ Common irregular verbs</li> <li>Faire / prendre / aller / venir / pouvoir / vouloir</li> <li>■ Negative &amp; interrogative form</li> <li>■ Stressed pronouns</li> <li>■ Futur tense with « ALLER »</li> <li>■ Verbs + infinitive form</li> <li>■ Passé composé (ÊTRE/AVOIR) ÊTRE (simple past)</li> <li>■ Direct and indirect object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>■ Understanding and expressing simple information</li> <li>■ Expressing likes / dislikes, capacity, nuances, a mood / a sensation</li> <li>■ Situating / Locating</li> <li>■ Speaking about one's schedule, about one's duties, occupations and activities</li> <li>■ Making plans</li> <li>■ Referring to people or objects</li> <li>■ Qualifying and defining</li> <li>■ Complaining / Making reproach</li> <li>■ Didactic activities in groups or pairs</li> </ul>	<ul style="list-style-type: none"> <li>■ Filling out a simple form</li> <li>■ Writing a simple postcard</li> <li>■ Introductory letter to one's host family in France</li> <li>■ Reading a menu, a bill</li> <li>■ Simple messages</li> <li>■ Creating surveys / polls or interviews</li> <li>■ Writing a simple story based upon a visual support</li> <li>■ Newspaper adverts, classified ads :               <ul style="list-style-type: none"> <li>- making a simple ad</li> <li>- answering a classified ad</li> </ul> </li> <li>■ Advice column</li> </ul>
	<p><b>Focus on each different aspect of the final examination</b></p> <p><b>Specific blank exams for each part of the final examination</b></p>			
	<b>Afternoon</b> 1:45pm-3/45pm	DEVELOPMENT OF SPEAKING SKILLS	DIDACTIC ACTIVITIES	
	<ul style="list-style-type: none"> <li>■ <b>Development of basic communicative functions:</b> Identifying oneself, asking/ Responding to basic questions, politeness (tu/vous), greeting / Taking leave, thanking, expressing a simple wish, asking for permission, ordering at the restaurant (with a menu), talking about plans (Futur proche)...</li> <li>■ <b>Understanding simple written or oral information :</b> <ul style="list-style-type: none"> <li>- The alphabet, the letters, names</li> <li>- Using figures</li> <li>- Agreeing / disagreeing</li> <li>- French onomatopoeia ...</li> </ul> </li> <li>■ <b>Vocabulary</b> (at the hotel, the train station)</li> <li>■ <b>Cultural elements</b> i.e. the French calendar and French food, French social habits.</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Role plays</b>, i.e. : An interview, real life situations (at the post office, at the restaurant...), looking for an address, a meeting with friends, discussing vacation plans, at the police station ...</li> <li>■ <b>Didactic games</b>, i.e. : the drawing dictation, 7 errors game, a photography (incomplete pictures), the mysterious character, word game, pair work (groups of 2), working from a comic strip or story board, reconstructing the story...</li> <li>■ <b>Working with mime</b> i.e: Telling the story of a mimed scene, guessing about a famous character (short questions / answers), the hidden treasure ...</li> <li>■ <b>Small stories</b> created orally based on pictures</li> <li>■ <b>Letters and figures games</b></li> </ul>		

		GRAMMAR PROGRAM	ORAL COMPREHENSION AND EXPRESSION	WRITTEN EXPRESSION	
<b>6 WEEKS</b>	<b>Morning</b> 8:45am-12:00	<ul style="list-style-type: none"> <li>■ Evaluation test</li> <li>■ ER, IR and DRE verbs</li> <li>■ Regular adjectives</li> <li>■ Definite/indefinite articles</li> <li>■ Prepositions</li> <li>■ AVOIR / ÊTRE (expressing a state of being)</li> <li>■ Common irregular verbs</li> <li>■ Negative &amp; interrogative form</li> <li>■ Stressed pronouns</li> <li>■ Futur tense with « ALLER »</li> <li>■ Verbs + infinitive form</li> <li>■ Passé composé (AVOIR)</li> <li>■ Direct object pronouns and Indirect object pronouns</li> <li>■ Present – Past – Near Future - Present conditional</li> <li>■ Tutoiement and vouvoiement</li> <li>■ Partitive articles</li> </ul>	<ul style="list-style-type: none"> <li>■ Understanding and expressing simple information</li> <li>■ Expressing likes / dislikes, a mood / a sensation, a capacity, nuances, a complaint, a reproach</li> <li>■ Situating / Locating</li> <li>■ Speaking about one's schedule</li> <li>■ Making plans, about one's duties, occupations and activities</li> <li>■ Narrating past events</li> <li>■ Referring to people or objects</li> <li>■ Qualifying and defining</li> <li>■ Use of a French song to stress a grammar point</li> <li>■ Writing of short, informal letters</li> <li>■ Short, simple dictations</li> <li>■ Didactic activities in groups or pairs</li> </ul>	<ul style="list-style-type: none"> <li>■ Filling out a simple form</li> <li>■ Introductory letter to one's host family in France</li> <li>■ Accepting /declining an offer</li> <li>■ Reading a menu, a bill</li> <li>■ Creating surveys / polls or interviews</li> <li>■ Structural exercises</li> <li>■ Writing a simple story based upon a visual support</li> <li>■ Newspaper adverts, classified ads : <ul style="list-style-type: none"> <li>- making a simple ad</li> <li>- answering a classified ad</li> </ul> </li> <li>■ Advice column</li> </ul>	
	<b>Focus on each different aspect of the final examination</b> <b>Specific blank exams for each part of the final examination</b>				
	<b>Afternoon</b> 1:45pm-3:45pm	<b>DEVELOPMENT OF SPEAKING SKILLS</b>	<b>DIDACTIC ACTIVITIES</b>		
	<ul style="list-style-type: none"> <li>■ <b>Development of basic communicative functions:</b> Identifying oneself, asking/ Responding to basic questions, politeness (tu/vous), greeting / Taking leave, thanking, expressing a simple wish, asking for permission, ordering at the restaurant (with a menu), talking about plans (Futur proche)...</li> <li>■ <b>Understanding simple written or oral information :</b> <ul style="list-style-type: none"> <li>- The alphabet, the letters, names</li> <li>- Using figures</li> <li>- Agreeing / disagreeing</li> <li>- French onomatopoeia ...</li> </ul> </li> <li>■ <b>Vocabulary</b> (at the hotel, the train station)</li> <li>■ <b>Cultural elements</b> i.e. the French calendar and French food, French social habits, , understand a recipe.</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Role plays</b>, i.e. : An interview, real life situations (at the post office, at the restaurant...), looking for an address, a meeting with friends, discussing vacation plans, at the police station, in a real estate agency, in a fashion shop / boutique...</li> <li>■ <b>Didactic games</b>, i.e. : the drawing dictation, 7 errors game, a photography (incomplete pictures), the mysterious character, word game, pair work (groups of 2), working from a comic strip or story board, reconstructing the story...</li> <li>■ <b>Working with mime</b> i.e: Telling the story of a mimed scene, guessing about a famous character (short questions / answers), the hidden treasure ...</li> <li>■ <b>Small stories</b> created orally based on pictures</li> <li>■ <b>Letters and figures games</b></li> <li>■ <b>Diverse debates</b></li> <li>■ <b>Surveys and inquiries</b></li> </ul>			

		Course Objectives: Development of general linguistic abilities	Written and oral didactic activities
<b>8 WEEKS</b>	<b>Morning</b> 8:45am-12:00	<ul style="list-style-type: none"> <li>■ <b>Write simple notes and correspondence</b></li> <li>■ <b>Grammar covered:</b> <ul style="list-style-type: none"> <li>-Present – Past – Near Future</li> <li>-Present conditional</li> <li>-Tutoiement and vouvoiement</li> <li>-Partitive articles</li> <li>-Pronouns, possessive adjectives, prepositions</li> <li>-Interrogative forms and negation</li> <li>-Recent past, imperfect, future simple, imperative, introduction to the subjunctive</li> <li>- Personal pronouns, demonstrative adjectives, relative pronouns</li> <li>- Time and numbers</li> <li>- Comparison</li> <li>- Indirect discourse</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Writing various messages:</b>(post cards and emails, invitations, etc.)</li> <li>■ <b>Written compositions:</b> starting with various instructions</li> <li>■ Writing of short, informal letters</li> <li>■ Short, simple dictations</li> </ul>
	<p><b>Focus on each different aspect of the final examination</b></p> <p><b>Specific blank exams for each part of the final examination</b></p>		
	<b>Afternoon</b> 1:45pm-3:45pm	<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b> <ul style="list-style-type: none"> <li>-Greetings and making contact</li> <li>-Pronunciation practice</li> <li>-Common scenarios</li> <li>-Common formal situations</li> <li>-Reporting what someone else has said</li> </ul> </li> <li>■ <b>Listening skills:</b> <ul style="list-style-type: none"> <li>-Rhythm, tonality of the language</li> <li>-Succeed in identifying the key messages</li> </ul> </li> <li>■ <b>Written comprehension:</b> <ul style="list-style-type: none"> <li>-Reproduce the information</li> <li>-Pick out the information in different texts</li> <li>-Understand and follow the written instructions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b> <ul style="list-style-type: none"> <li>- Role-playing games</li> <li>- Pronunciation exercises</li> <li>- Simple surveys</li> </ul> </li> <li>■ <b>Listening skills:</b> <ul style="list-style-type: none"> <li>- Reformulating information that was heard</li> <li>- Telephone conversations</li> </ul> </li> <li>■ <b>Written comprehension skills:</b> Selected readings</li> <li>■ <b>Culture and civilization</b> This part of the course will focus on French life through the lens of the current events, national and local, that find their way into the press.</li> </ul>

<b>12 WEEKS</b>	<b>Morning</b> 8:45am-12:00	<b>Course Objectives: Development of general linguistic abilities</b>	<b>Written and oral didactic activities</b>
		<ul style="list-style-type: none"> <li>■ <b>Acquired skills in written expression + Be able to write correspondence</b>, simple and formal, adapting to a given situation</li> <li>■ <b>Acquired grammatical knowledge +</b> <ul style="list-style-type: none"> <li>- Different types of hypothetical</li> <li>- Indirect discourse and its agreement</li> <li>- The past tenses and their agreement</li> <li>- The passive form</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Writing various messages</b> (post cards and emails, invitations, etc.)</li> <li>■ <b>Written compositions</b> starting with various instructions</li> <li>■ Writing of short, informal letters</li> <li>■ <b>Short, simple dictations</b> to solidify certain linguistic structures</li> </ul>
		<b>Focus on each different aspect of the final examination</b> <b>Specific blank exams for each part of the final examination</b>	
	<b>Afternoon</b> 1:45pm-3:45pm	<ul style="list-style-type: none"> <li>■ <b>Acquired listening skills +</b> <ul style="list-style-type: none"> <li>-Identify and reproduce the entirety of the French phonetic system</li> <li>-Succeed in identifying and understanding the essentials of a conversation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b> <ul style="list-style-type: none"> <li>- Role-playing games</li> <li>- Pronunciation exercises are emphasized</li> <li>- Simple surveys/inquiries that have been prepared</li> </ul> </li> <li>■ <b>Listening skills:</b> <ul style="list-style-type: none"> <li>- Reformulating information that was heard</li> <li>- Telephone conversations and messages</li> </ul> </li> <li>■ <b>Written comprehension skills:</b> Selected readings + true/false questions</li> <li>■ <b>Culture and civilization</b></li> </ul>

		Course Objectives: Development of general linguistic abilities	Written and oral didactic activities
		<b>16 WEEKS</b>	<b>Morning</b> 8:45am-12:00
<b>Focus on each different aspect of the final examination</b> <b>Specific blank exams for each part of the final examination</b>			
<b>Afternoon</b> 1:45pm-3:45pm	<ul style="list-style-type: none"> <li>■ <b>Acquired speaking abilities and savoir-faire +</b> <ul style="list-style-type: none"> <li>-Make conversational exchanges</li> <li>-Improved pronunciation</li> <li>-Presenting on a chosen subject</li> </ul> </li> <li>■ <b>Acquired listening skills +</b> <ul style="list-style-type: none"> <li>-Familiarity with the different registers of the language</li> <li>-Identifying the authentic messages</li> </ul> </li> <li>■ <b>Acquired skills in written comprehension +</b> <ul style="list-style-type: none"> <li>-Identifying the nature of a document and its main theme, understanding the style of the text, the author's intention, the tone, and the different information</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire</b> <ul style="list-style-type: none"> <li>-Simulations, role-playing games</li> <li>-Linguistic games and interactive activities</li> </ul> </li> <li>■ <b>Listening skills</b> <ul style="list-style-type: none"> <li>-Reformulating information that was heard</li> <li>-Dialogues</li> <li>-Selected listening exercises with questions to complete</li> </ul> </li> <li>■ <b>Skills in written comprehension</b> <ul style="list-style-type: none"> <li>-Selected readings (multiple choice questions)</li> <li>-Reformulation, commentaries and debates</li> </ul> </li> <li>■ <b>French current events – cultural, social, political</b></li> <li>■ <b>Press review - Social documentaries</b></li> </ul>

**DELF 30 PROGRAM****Intermediate****Monday to Friday****Morning: 8:45am→12:00\*****Afternoon: 1:45pm → 3:45pm\* (except on Mondays)**

(\*including 15mn break)

		<b>GRAMMAR PROGRAM</b>	<b>ORAL COMPREHENSION AND EXPRESSION</b>	<b>WRITTEN EXPRESSION</b>
<b>4 WEEKS</b>	<b>Morning</b> 8:45am-12:00	<ul style="list-style-type: none"> <li>■ Evaluation test</li> <li>■ Review of the present tense :1rst, 2nd, 3rd group verbs</li> <li>■ Pronominal verbs</li> <li>■ Futur proche</li> <li>■ Personal pronouns (direct /indirect object)</li> <li>■ Possessive adjectives/pronouns</li> <li>■ Passé composé (simple past) (a review)</li> <li>■ Imperfect past tense</li> <li>■ Use of imperfect / simple past passé composé</li> <li>■ Stressed pronouns</li> <li>■ Relatives pronouns (QUI - QUE - OÙ)</li> <li>■ Expressing time and duration</li> </ul>	<ul style="list-style-type: none"> <li>■ Expressing likes / dislikes, obligation /capacity, future events</li> <li>■ Speaking about oneself / occupation and about others</li> <li>■ Proposing / offering</li> <li>■ Asking / accepting / declining</li> <li>■ Narrating events</li> <li>■ Hypothesis</li> <li>■ Expressing consequence of actions</li> <li>■ Comparing</li> <li>■ Selective listening comprehension (audio or video) with answering sheet</li> <li>■ Didactic activities in pairs or groups</li> </ul>	<ul style="list-style-type: none"> <li>■ Filling out a form</li> <li>■ Writing a post card</li> <li>■ Telling a story based on a comic strip or on pictures</li> <li>■ Introductory letter to one's host family in France</li> <li>■ Structural exercises</li> <li>■ Telling the life story of a character</li> <li>■ Writing / responding to a classified ad</li> <li>■ Completing the beginning of story, or filling the blanks</li> <li>■ Invitation or declining letter</li> <li>■ Structural exercises</li> </ul>
	<b>Focus on each different aspect of the final examination</b>			
	<b>Specific blank exams for each part of the final examination</b>			
<b>4 WEEKS</b>	<b>Afternoon</b> 1:45pm-4pm	<b>DEVELOPMENT OF SPEAKING SKILLS</b>	<b>DIDACTIC ACTIVITIES</b>	
		<p><b>Development of basic communicative functions:</b></p> <ul style="list-style-type: none"> <li>■ Expressing likes and dislikes, an hypothesis, a necessity, an opinion, a possession, a need...</li> <li>■ Locating an object / a place</li> <li>■ Asking / giving out information</li> <li>■ Evocating past events</li> <li>■ Narrating events</li> <li>■ Questioning / answering in the past</li> <li>■ Defining / characterizing</li> <li>■ Summing up the main information in TV news or in a film excerpt</li> <li>■ The telephone conversation</li> <li>■ Advising / advising against something</li> </ul> <p><b>Cultural elements</b> i.e. The French media, French traditions, French leisure , hobbies, celebrations...</p> <p><b>Vocabulary</b> : the weather, the body, the office, the house, common objects</p>	<ul style="list-style-type: none"> <li>■ <b>Listening to common dialogues</b> (cassettes) and catching the essential message</li> <li>■ <b>Role plays / skits</b> : i.e. shopping in various stores, an accident...</li> <li>■ Studying a simple press article</li> <li>■ <b>Light debate</b> on an aspect of French society</li> <li>■ <b>Didactic games for the practice of past tense</b> i.e. discovering a mysterious event / object, "The enigma", Polls / surveys, Game "what if?"...</li> <li>■ Use of a French film : "les fugitifs"</li> <li>■ Using the radio and the television news</li> <li>■ <b>Working in Antibes</b> (outside of class : "possible missions")</li> <li>■ <b>Creating surveys</b> and practicing interviewing outside of class</li> <li>■ Listening and deciphering a popular French song (singing in French)</li> </ul>	

		GRAMMAR PROGRAM	ORAL COMPREHENSION AND EXPRESSION	WRITTEN EXPRESSION
<b>6 WEEKS</b>	<b>Morning</b> 8:45am-12:00	<ul style="list-style-type: none"> <li>■ Evaluation test</li> <li>■ Pronominal verbs</li> <li>■ Futur proche</li> <li>■ Personal pronouns (direct /indirect object)</li> <li>■ Possessive adjectives/pronouns</li> <li>■ Passé composé (simple past) (a review)</li> <li>■ Imperfect past tense</li> <li>■ Use of imperfect / simple past passé composé</li> <li>■ Stressed pronouns</li> <li>■ Relatives pronouns (QUI - QUE - OÙ)</li> <li>■ Expressing time and duration</li> </ul>	<ul style="list-style-type: none"> <li>■ Expressing likes / dislikes, obligation /capacity, future events</li> <li>■ Speaking about oneself / occupation and about others</li> <li>■ Proposing / offering</li> <li>■ Asking / accepting / declining</li> <li>■ Narrating events</li> <li>■ Hypothesis</li> <li>■ Expressing consequence of actions</li> <li>■ Comparing</li> <li>■ Selective listening comprehension (audio or video) with answering sheet</li> <li>■ Didactic activities in pairs or groups</li> <li>■ Varied and interactive exercises based on articles, reports, excerpts from films, ads, and other documents:</li> </ul>	<ul style="list-style-type: none"> <li>■ Filling out a form</li> <li>■ Writing a post card</li> <li>■ Telling a story based on a comic strip or on pictures</li> <li>■ Introductory letter to one's host family in France</li> <li>■ Structural exercises</li> <li>■ Telling the life story of a character</li> <li>■ Writing / responding to a classified ad</li> <li>■ Completing the beginning of story, or filling the blanks</li> <li>■ Invitation or declining letter</li> <li>■ Structural exercises</li> <li>■ Writing diverse letters and written documents adapted for the circumstances</li> </ul>
	<b>Focus on each different aspect of the final examination</b> <b>Specific blank exams for each part of the final examination</b>			
	<b>Afternoon</b> 1:45pm-3:45pm	<p><b>Development of basic communicative functions:</b></p> <ul style="list-style-type: none"> <li>■ Expressing likes and dislikes, an hypothesis, a necessity, an opinion, a possession, a need...</li> <li>■ Locating an object / a place</li> <li>■ Evocating past events</li> <li>■ Narrating events</li> <li>■ Questioning / answering in the past</li> <li>■ Defining / characterizing</li> <li>■ Summing up the main information in TV news or in a film excerpt</li> <li>■ Advising / advising against something</li> <li>■ Synthesis/review of the most common past tenses</li> <li>■ The conditional</li> <li>■ Possessive and demonstrative pronouns</li> <li>■ Ppersonal pronouns functioning as [in]direct objects, and prepositions</li> <li>■ Descriptive adjectives and common adverbs</li> </ul> <p><b>Cultural elements</b> i.e. The French media, French traditions, French leisure , hobbies, celebrations, holy days, gastronomy et oenology</p> <p><b>Vocabulary</b> : the weather, the body, leisure and hobbies, sports, the office, the house, common objects...</p>	<ul style="list-style-type: none"> <li>■ Listening to common dialogues (cassettes) and catching the essential message</li> <li>■ <b>Role plays / skits</b> : i.e. shopping in various stores, an accident...</li> <li>■ Studying a simple press article</li> <li>■ Light debate on an aspect of French society</li> <li>■ <b>Didactic games for the practice of past tense</b> i.e. discovering a mysterious event / object, "The enigma", Polls / surveys, Game "what if?"...</li> <li>■ <b>Creating a small commercial</b> i.e. a sound-track for a TV commercial, a script and shooting a TV ad with a camcorder (group work),</li> <li>■ Use of a French film : "les fugitifs"</li> <li>■ Using the radio and the television news</li> <li>■ Creation of a TV news program based on articles from the press</li> <li>■ <b>Working in Antibes</b> (outside of class : "possible missions")</li> <li>■ <b>Creating surveys</b> and practicing interviewing outside of class</li> <li>■ Listening and deciphering a popular French song (singing in French)</li> </ul>	

		Course Objectives: Development of general linguistic abilities	Written and oral didactic activities
<b>8 WEEKS</b>	<b>Morning</b> 8:45am-12:00	<ul style="list-style-type: none"> <li>■ <b>Writing skills:</b> <ul style="list-style-type: none"> <li>- Writing formal letters</li> <li>- Writing short messages</li> <li>- Writing a circumstantial account</li> </ul> </li> <li>■ <b>Grammar covered:</b> <ul style="list-style-type: none"> <li>- Synthesis/review of the most common past tenses</li> <li>- The conditional in all of its uses</li> <li>- Review of possessive and demonstrative pronouns, personal pronouns functioning as [in]direct objects, and prepositions</li> <li>- Descriptive adjectives and common adverbs</li> <li>- Common uses of the subjunctive</li> <li>- Synthesis/review of relative pronouns</li> <li>- Common causal structures (verbal and nominal).</li> <li>- Expressing an objective (verbal and nominal)</li> <li>- Indirect discourse used in the present and the past</li> <li>- Expressing time (simultaneous, anterior, posterior)</li> <li>- Common structures of opposition/concession (verbal and nominal).</li> <li>- If clauses (the 5 types).</li> <li>- Agreement of the past participle with the auxiliaries avoir and être.</li> <li>- The passive</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Varied and interactive exercises</b> based on articles, reports, excerpts from films, ads, and other documents: <ul style="list-style-type: none"> <li>- diverse letters and written documents adapted for the circumstances</li> <li>- film critiques, resumes, writing CVs</li> <li>- imagined sequels</li> </ul> </li> <li>■ <b>CIA opinion poll – Excursion in Antibes and environs with:</b> <ul style="list-style-type: none"> <li>■ targeted questionnaires</li> <li>■ a synthesis to write</li> <li>■ writing of various articles for the school's paper</li> </ul> </li> <li>■ <b>Daily homework</b></li> </ul>
	<b>Focus on each different aspect of the final examination</b>		
<b>Specific blank exams for each part of the final examination</b>			
	<b>Afternoon</b> 1:45pm-3:45pm	<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b> <ul style="list-style-type: none"> <li>-Engage in authentic conversational exchange, ranging from agreement to disagreement</li> <li>-Practice common administrative situations</li> <li>-Learn to present a chosen subject in a well-structured manner</li> <li>-Improve pronunciation</li> <li>-Nuance the discourse</li> </ul> </li> <li>■ <b>Listening skills:</b> <ul style="list-style-type: none"> <li>-Perceive the different registers of the language</li> <li>-Succeed in identifying messages</li> </ul> </li> <li>■ <b>Written comprehension:</b> <ul style="list-style-type: none"> <li>-Identify the nature of a document</li> <li>-Identify the main theme</li> <li>-Understand the logical flow of the text</li> <li>-Understand the author's intentions</li> <li>-Characterize the tone of the document</li> <li>-Precisely understand the different information included in the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b> <ul style="list-style-type: none"> <li>-Simulations, role-playing games</li> <li>-Linguistic games and interactive activities</li> <li>-Surveys and questionnaires</li> <li>-Pronunciation exercises</li> <li>-Oral presentations on a chosen theme</li> </ul> </li> <li>■ <b>Listening skills:</b> <ul style="list-style-type: none"> <li>-Reformulating information that was heard</li> <li>-Dialogues</li> <li>-Selected listening exercises with questions to complete</li> </ul> </li> <li>■ <b>Written comprehension skills:</b> <ul style="list-style-type: none"> <li>-Selected readings (multiple choice questions)</li> </ul> </li> <li>■ <b>Culture and civilization</b> <ul style="list-style-type: none"> <li>-Press reviews</li> <li>-Cultural exchanges</li> <li>-Social documentaries</li> </ul> </li> </ul>

		Course Objectives: Development of general linguistic abilities	Written and oral didactic activities
		<b>12 WEEKS</b>	<b>Morning</b> 8:45am-12:00
<b>Afternoon</b> 1:45pm-3:45pm	<b>Focus on each different aspect of the final examination</b> <b>Specific blank exams for each part of the final examination</b>		
		<ul style="list-style-type: none"> <li>■ <b>Acquired listening skills +</b> -Engage in authentic conversational exchange, ranging from agreement to disagreement -Practice common scenarios -Learn to present a chosen subject in a well-structured manner -Improve pronunciation -Nuance the discourse</li> <li>■ <b>Acquired listening skills +</b> -Perceive the different registers of the language -Succeed in identifying messages</li> <li>■ <b>Acquired skills in written comprehension +</b> -Identifying the nature of a document and its main theme, understanding the style of the text, the author's intention, the tone, and the different information</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b> -Simulations, role-playing games -Linguistic games and interactive activities -Surveys and questionnaires -Pronunciation exercises -Oral presentations on a chosen theme</li> <li>■ <b>Listening skills:</b> -Reformulating information that was heard -Dialogues - Various messages from a range of sources -Selected listening exercises with questions to complete - Taking notes for written reports</li> <li>■ <b>Skills in written comprehension</b> -Selected readings (multiple choice questions)</li> <li>■ <b>French current events – cultural, social, political</b> -Press review -Comparative cultural exchanges -Social documentaries</li> </ul>

		<b>Course Objectives: Development of general linguistic abilities</b>	<b>Written and oral didactic activities</b>
<b>16 WEEKS</b>	<b>Morning</b> 8:45am-12:00	<ul style="list-style-type: none"> <li>■ <b>Acquired skills in written expression +</b></li> <li>- Translate an excerpt of a book, an article, an ad, or a song, from your native language into French</li> <li>■ <b>Acquired grammatical knowledge +</b></li> <li>- Double pronouns, compound relative pronouns</li> <li>- Indirect discourse</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Create folk tales and various articles in groups</b></li> <li>■ <b>Write a text</b></li> <li>■ <b>Formal correspondence</b> but not in a specialized domain</li> </ul>
	<b>A f t e r n o o n c l a s s e s</b>	<b>Focus on each different aspect of the final examination Specific blank exams for each part of the final examination</b>	
		<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b></li> <li>-Engage in various situations requiring a mastery of complex phrases</li> <li>-Know how to use the right the language register depending on the situation</li> <li>-Know how to use idiomatic expressions</li> <li>■ <b>Listening skills:</b></li> <li>-Be able to understand a TV program</li> <li>-Recognize humour</li> <li>■ <b>Written comprehension:</b></li> <li>-Know how to synthesize an article</li> <li>-Identify the objective or message of an author</li> <li>-Know the different genres of written press</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b></li> <li>-Role-playing, scenarios</li> <li>-Presentations on diverse themes</li> <li>-Debates</li> <li>-Inquiries and surveys on the inhabitants of Antibes and in-class reports</li> <li>■ <b>Listening skills:</b></li> <li>-Questionnaires to complete after listening exercises</li> <li>-Summaries of the sequences of programs</li> <li>- Role-playing</li> <li>- Listening to contemporary songs and studying their lyrics</li> <li>■ <b>Written comprehension:</b></li> <li>-National press review</li> <li>-Various written documents</li> <li>-Internet research</li> <li>■ <b>French civilization:</b></li> <li>France with regards to: the social and education systems, the world of work, the administration, the Internet, and political life</li> </ul>

## DELF 30 PROGRAM Advanced

Monday to Friday

Morning: 8:45am → 12:00\*

Afternoon: 1:45pm → 3:45pm\* (except on Mondays)

		GRAMMAR PROGRAM	ORAL COMPREHENSION AND EXPRESSION	WRITTEN EXPRESSION
<b>4 WEEKS</b>	<b>Morning</b> 8:45am-12:00	<ul style="list-style-type: none"> <li>■ Evaluation test</li> <li>■ Past tenses</li> <li>■ Conditional as future of the past</li> <li>■ Sequences of tenses</li> <li>■ Direct and indirect pronouns</li> <li>■ Introduction to subjunctive</li> <li>■ The imperative</li> <li>■ Subjunctive :               <ul style="list-style-type: none"> <li>- after conjunctions</li> <li>- after specific verbs</li> </ul> </li> <li>■ Relative pronouns QUI - QUE - DONT - OU - LEQUEL – DUQUEL</li> <li>■ Present and past conditional</li> <li>■ Hypothetical sentences</li> <li>■ Consequence expression</li> <li>■ The present participle</li> </ul>	<ul style="list-style-type: none"> <li>■ Narrating past events</li> <li>■ Expressing time / duration</li> <li>■ Telling an event / a story based on an audio or a visual document Ex : TV news program</li> <li>■ Advising</li> <li>■ Arguing / debating</li> <li>■ Giving an opinion</li> <li>■ Bring nuances one's thoughts</li> <li>■ Making hypothetical comments</li> <li>■ Expressing consequence, doubt / certainty, simultaneity of an action</li> <li>■ Reporting facts               <ul style="list-style-type: none"> <li>■ Requesting very politely</li> </ul> </li> <li>■ Didactic activities by pairs or in groups (ex : preparing a survey in Antibes)</li> </ul>	<ul style="list-style-type: none"> <li>■ Creating a story with excerpts from a literary piece, a film or documentary</li> <li>■ Summing up a press article</li> <li>■ Creating magazine adverts for a newly marketed</li> <li>■ Writing out the main points of a debate / a meeting</li> <li>■ Preparing a simple case for a trial</li> <li>■ Creating the front page of a newspaper after listening to TV news</li> <li>■ Creating a tourist report about Antibes</li> <li>■ Preparing surveys on a theme + interviews in town + report in class</li> </ul>
	<b>Focus on each different aspect of the final examination</b> <b>Specific blank exams for each part of the final examination</b>			
	<b>Afternoon</b> 1:45pm-4pm	<b>DEVELOPMENT OF SPEAKING SKILLS</b>	<b>DIDACTIC ACTIVITIES</b>	
	<ul style="list-style-type: none"> <li>■ <b>Development of basic communicative functions:</b> <ul style="list-style-type: none"> <li>- Exposing and reporting past facts / events</li> <li>- Structuring a speech</li> <li>- Using link words</li> <li>- Narrating events</li> <li>- Expressing opinions and feelings</li> <li>- Expressing a wish, a necessity</li> <li>- Using idiomatic expressions and language Structures</li> <li>- Understanding dialogues in films and documentaries, T.V. news, the lyrics of a song</li> <li>- Developing fluency</li> <li>- Discussion within a formal environment (politeness)</li> </ul> </li> <li>■ <b>Developing linguistic reflex</b></li> <li>■ <b>Working on pronunciation</b></li> <li>■ <b>Practicing selective reading:</b> Grasping and restituting information from all audio or written document and answering according to a specific questionnaire</li> <li>■ <b>Facilitating spontaneous expression</b></li> <li>■ <b>Understanding specialized documents</b> and being able to convey the information</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Role plays</b> <ul style="list-style-type: none"> <li>■ Creating a T.V. news program based on articles from the press</li> <li>■ Restituting a story from pictures or mime</li> <li>■ Listening to common dialogues or movie excerpts</li> <li>■ <b>Game</b> : i.e. The alibi, the mysterious character, find the city</li> <li>■ <b>Oral report</b> on a subject chosen in class</li> <li>■ <b>Debates / exchange of ideas</b> after viewing T.V. documentaries</li> <li>■ <b>Using visual aids</b> : Associating images and ideas (ex : working on advertisements)</li> <li>■ Debates (1/1 or 2/2) on a current subject in the news</li> <li>■ Group work : « the trial »</li> <li>■ <b>Exercise in selective listening</b> : Completing information (a song, a text, a dialogue)</li> <li>■ Working on French films:</li> <li>■ "Live practice" outside of class</li> <li>■ <b>Using press reports</b> as a base for debates</li> <li>■ <b>Analyzing a French song</b> (with a question board)</li> </ul> </li> </ul>		

		GRAMMAR PROGRAM	ORAL COMPREHENSION AND EXPRESSION	WRITTEN EXPRESSION
<b>6 WEEKS</b>	<b>Morning</b> 8:45am-12:00	<ul style="list-style-type: none"> <li>■ Evaluation test</li> <li>■ Past tenses</li> <li>■ Conditional as future of the past</li> <li>■ Sequences of tenses</li> <li>■ Direct and indirect pronouns</li> <li>■ Introduction to subjunctive</li> <li>■ The imperative</li> <li>■ Subjunctive</li> <li>■ Relative pronouns</li> <li>■ Present and past conditional</li> <li>■ Hypothetical sentences</li> <li>■ Consequence expression</li> <li>■ The present participle</li> <li>■ Synthesis/review of the conditional</li> <li>■ Tense agreements,</li> <li>■ Past participles</li> <li>■ Real and unreal hypotheses, nuances of the subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>■ Narrating past events</li> <li>■ Expressing time / duration</li> <li>■ Telling an event / a story based on an audio or a visual document Ex : TV news program</li> <li>■ Advising</li> <li>■ Arguing / debating</li> <li>■ Giving an opinion</li> <li>■ Bring nuances one's thoughts</li> <li>■ Making hypothetical comments</li> <li>■ Expressing consequence, doubt / certainty, simultaneity of an action</li> <li>■ Reporting facts</li> <li>■ Requesting very politely</li> <li>■ Didactic activities by pairs or in groups (ex : preparing a survey in Antibes)</li> <li>■ Structure a formal letter, an account, or a report</li> <li>■ Make an outline, write an introduction, a synthesis and a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>■ Creating a story with excerpts from a literary piece, a film or documentary</li> <li>■ Summing up a press article</li> <li>■ Creating magazine adverts for a newly marketed</li> <li>■ Writing out the main points of a debate / a meeting</li> <li>■ Preparing a simple case for a trial</li> <li>■ Creating the front page of a newspaper after listening to TV news</li> <li>■ Creating a tourist report about Antibes</li> <li>■ Preparing surveys on a theme + interviews in town + report in class</li> </ul>
	<b>Focus on each different aspect of the final examination</b> <b>Specific blank exams for each part of the final examination</b>			
	<b>Afternoon</b> 1:45pm-3:45pm	<ul style="list-style-type: none"> <li>■ <b>Development of basic communicative functions:</b> <ul style="list-style-type: none"> <li>- Exposing and reporting past facts / events</li> <li>- Structuring a speech</li> <li>- Using link words</li> <li>- Narrating events</li> <li>- Expressing opinions and feelings</li> <li>- Expressing a wish, a necessity</li> <li>- Using idiomatic expressions and language Structures</li> <li>- Understanding dialogues in films and documentaries, T.V. news, the lyrics of a song</li> <li>- Developing fluency</li> <li>- Discussion within a formal environment (politeness)</li> <li>- Recognize humour</li> </ul> </li> <li>■ <b>Developing linguistic reflex</b></li> <li>■ <b>Working on pronunciation</b></li> <li>■ <b>Practicing selective reading:</b> Grasping and restituting information from all audio or written document and answering according to a specific questionnaire</li> <li>■ <b>Facilitating spontaneous expression</b></li> <li>■ <b>Understanding specialized documents</b> and being able to convey the information</li> <li>■ <b>Language registers :</b> Improving elocution and getting the correct intonation</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Role plays</b></li> <li>■ <b>Creating a T.V. news program</b> based on articles from the press</li> <li>■ <b>Restituting a story</b> from pictures or mime</li> <li>■ <b>Listening to common dialogues or movie excerpts</b></li> <li>■ <b>Game :</b> i.e. The alibi, the mysterious character, find the city</li> <li>■ <b>Oral report</b> on a subject chosen in class</li> <li>■ <b>Debates / exchange of ideas</b> after viewing T.V. documentaries</li> <li>■ <b>Using visual aids :</b> Associating images and ideas (ex : working on advertisements)</li> <li>■ <b>Debates</b> (1/1 or 2/2) on a current subject in the news</li> <li>■ <b>Group work :</b> « the trial »</li> <li>■ <b>Exercise in selective listening :</b> Completing information (a song, a text, a dialogue)</li> <li>■ <b>Deciphering and reporting about statistics</b> gathered in a board or diagram</li> <li>■ <b>Working on French films:</b></li> <li>■ "Live practice" outside of class :</li> <li>■ Using press reports as a base for debates</li> <li>■ Analyzing a French song (with a question board)</li> <li>■ Write a text</li> <li>■ Formal correspondence</li> </ul>	

		<b>Course Objectives: Development of general linguistic abilities</b>	<b>Written and oral didactic activities</b>
<b>8 WEEKS</b>	<b>Morning</b> 8:45am-12:00	<ul style="list-style-type: none"> <li>■ <b>Writing skills:</b> <ul style="list-style-type: none"> <li>- Structure a formal letter, an account, or a report</li> <li>- Make an outline, write an introduction, a synthesis and a conclusion</li> <li>- Write a CV and a cover letter</li> <li>- Translate a small excerpt from a book</li> </ul> </li> <li>■ <b>Grammar covered:</b> <ul style="list-style-type: none"> <li>-Synthesis/review of the conditional, tense agreements, past participles, real and unreal hypotheses, nuances of the subjunctive</li> <li>-Expressing doubt and incertitude</li> <li>-The speakers in a discourse</li> <li>-Double pronouns, relative pronouns and compound relative pronouns</li> <li>-Indirect discourse, morphology of slang</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Writing folk tales and various assignments in groups</b></li> <li>■ <b>Write a text</b></li> <li>■ <b>Formal correspondence</b></li> <li>■ <b>CVs and cover letters</b></li> <li>■ <b>Articles for the school newspaper</b></li> <li>■ <b>Games and research activities online</b></li> <li>■ <b>Making tests and quizzes</b></li> </ul>
	<b>Focus on each different aspect of the final examination Specific blank exams for each part of the final examination</b>		
	<b>Afternoon</b> 1:45pm-3:45pm	<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b> <ul style="list-style-type: none"> <li>-Engage in various situations</li> <li>-Know how to use the right the language register depending on the situation</li> <li>-Manage an interview process</li> <li>-Know how to structure presentations</li> </ul> </li> <li>■ <b>Listening skills:</b> <ul style="list-style-type: none"> <li>-Have a good comprehension level with regards to TV shows</li> <li>-Recognize humour</li> <li>-Become habituated to a wide variety of linguistic nuances</li> </ul> </li> <li>■ <b>Written comprehension:</b> <ul style="list-style-type: none"> <li>-Know how to synthesize an article</li> <li>-Identify the objective or message of an author</li> <li>-Know the different genres of written press</li> <li>-Understand and summarize statistics</li> <li>-Become familiar using the Internet in French</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b> <ul style="list-style-type: none"> <li>-Role-playing games</li> <li>-Presentations on various themes</li> <li>-Diverse debates</li> <li>-Surveys and inquiries</li> </ul> </li> <li>■ <b>Listening skills:</b> <ul style="list-style-type: none"> <li>-Questionnaires to complete</li> <li>-Summarizing sequences of programming</li> <li>-Role-playing games</li> <li>-Listening to contemporary songs with accompanying texts</li> </ul> </li> <li>■ <b>Written comprehension:</b> <ul style="list-style-type: none"> <li>-Review of the national press</li> <li>-Diverse written documents</li> <li>-Internet research</li> </ul> </li> <li>■ <b>French civilization</b> <ul style="list-style-type: none"> <li>-France with regards to: the social and education systems, the world of work, the administration, the Internet, and political life</li> <li>-Contemporary writers</li> <li>-Song lyrics, recent films, popular TV programs or series</li> <li>-Becoming familiar with the most important national debates</li> </ul> </li> </ul>

<b>12 WEEKS</b>	<b>Morning</b> 8:45am-12:00	<b>Course Objectives: Development of general linguistic abilities</b>	<b>Written and oral didactic activities</b>
		<ul style="list-style-type: none"> <li>■ <b>Acquired skills in written expression +</b> <ul style="list-style-type: none"> <li>- Translate an excerpt of a book from your native language into French</li> </ul> </li> <li>■ <b>Acquired grammatical knowledge +</b> <ul style="list-style-type: none"> <li>- Double pronouns, compound relative pronouns</li> <li>- Indirect discourse</li> <li>- Morphology of French slang, colloquial French, formal French and standard French</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Create folk tales and various articles in groups</b></li> <li>■ <b>Write a text</b></li> <li>■ <b>Formal correspondence</b> but not in a specialized domain</li> <li>■ <b>CV and cover letters</b> adapted to the circumstances</li> </ul>
	<b>Focus on each different aspect of the final examination Specific blank exams for each part of the final examination</b>		
	<b>Afternoon</b> 1:45pm-3:45pm	<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b> <ul style="list-style-type: none"> <li>-Engage in various situations requiring a mastery of complex phrases</li> <li>-Know how to use the right the language register depending on the situation</li> <li>-Know how to use idiomatic expressions</li> <li>-Manage an interview process</li> <li>-Know how to structure presentations and practice public speaking</li> </ul> </li> <li>■ <b>Listening skills:</b> <ul style="list-style-type: none"> <li>-Be able to understand a TV program</li> <li>-Recognize humour</li> <li>-Distinguish between a wide variety of linguistic nuances</li> </ul> </li> <li>■ <b>Written comprehension:</b> <ul style="list-style-type: none"> <li>-Know how to synthesize an article from a newspaper or magazine</li> <li>-Identify the message of an author</li> <li>-Know the different genres of the written press</li> <li>-Understand and report on statistics</li> <li>-Become familiar using the internet in French</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b> <ul style="list-style-type: none"> <li>-Role-playing games</li> <li>-Presentations on various themes</li> <li>-Diverse debates</li> <li>-Surveys and inquiries</li> </ul> </li> <li>■ <b>Listening skills:</b> <ul style="list-style-type: none"> <li>-Questionnaires to complete</li> <li>-Summarizing sequences of programming</li> <li>-Role-playing games</li> <li>-Listening to contemporary songs with accompanying texts</li> </ul> </li> <li>■ <b>Written comprehension:</b> <ul style="list-style-type: none"> <li>-Review of the national press</li> <li>-Diverse written documents</li> <li>-Internet research</li> </ul> </li> <li>■ <b>French civilization</b> <ul style="list-style-type: none"> <li>-France with regards to: the social and education systems, the world of work, the administration, the Internet, and political life</li> <li>-Contemporary writers</li> <li>-Song lyrics, recent films, popular TV programs or series</li> <li>-Becoming familiar with the most important national debates</li> </ul> </li> </ul>

		<b>Course Objectives: Development of general linguistic abilities</b>	<b>Written and oral didactic activities</b>
<b>16 WEEKS</b>	<b>Morning</b> 8:45am-12:00	<ul style="list-style-type: none"> <li>■ <b>Acquired skills in written expression +</b></li> <li>- Structure an account, a report, or an essay</li> <li>- Easily make an outline, introduction, synthesis, and conclusion</li> <li>- Easily write formal letters in all types of circumstances</li> </ul>	<ul style="list-style-type: none"> <li>- Summaries and critiques of literary works</li> <li>- Writing a text</li> <li>- Diverse exercises in formal correspondence</li> <li>- Writing articles for the school's paper</li> <li>- Games and internet activities</li> </ul>
	<b>Focus on each different aspect of the final examination Specific blank exams for each part of the final examination</b>		
	<b>Afternoon</b> 1:45pm-3:45pm	<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b></li> <li>-Handle yourself well in interviews</li> <li>-Be at ease when speaking</li> <li>-Take part in all kinds of speaking situations</li> <li>-Handle with ease all types of linguistic tools</li> <li>■ <b>Listening skills:</b></li> <li>-Arrive at understanding the near totality of a TV or radio program</li> <li>-Distinguish and grasp humour</li> <li>-Distinguish the variety of linguistic nuances</li> <li>■ <b>Written expression:</b></li> <li>-Easily engage with any type of written material</li> <li>-Perform research using books or on the Internet</li> <li>-Understand the message of an author</li> <li>-Know the genres of the written press</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b></li> <li>-Varied simulations</li> <li>-Presentations on diverse and complex themes</li> <li>-Presentation of a program to the class</li> <li>-Debates (1-on-1 or 2-on-2)</li> <li>■ <b>Listening skills:</b></li> <li>-Questionnaires to complete</li> <li>-Summarizing film sequences</li> <li>-Practice making speeches</li> <li>- Role-playing games, simulations</li> <li>-Working with contemporary songs</li> <li>■ <b>Written expression:</b></li> <li>-Practice in understanding usage</li> <li>-Undertaking research, making a press dossier</li> <li>-Review of the national press</li> </ul>

