

## STANDARD COURSE

Long program : 8 weeks and more

**Monday to Friday**

**Morning: 8:45am→12:00\***

(\*including 15mn break)

**Monday to Friday**

**8:45 am → 12:00 pm (15 mn pause)**

**PUBLIC:** General

**OBJECTIVES:**

- ➔ Acquiring the fundamentals of French grammar
- ➔ Developing practical communication skills in speaking and writing

**LEVEL:** ➔ Beginner to Advanced

**PROGRAM:**

- ➔ Grammar program according to the group level
- ➔ Oral comprehension and expression
- ➔ Written comprehension and expression  
(Refer to the course description next page)

**METHODOLOGY:** ➔ Use of various teaching aids supporting our interactive method:

- Specialized handbooks and material created by our teaching staff
  - Authentic documents as well as entirely original material (visual, audio, or written material)
- ➔ Creating real life situations/ Role playing
  - ➔ Didactic activities in speaking and writing

**ORGANIZATION:** ➔ 12 students maximum per class

**NB :** The standard courses programs hereafter are sample programs for **8, 12 and 24** weeks at the :

**ELEMENTARY, INTERMEDIATE** and **ADVANCED** levels. They can be modified according to teaching needs (group size, length of stay, themes, levels...)

# LONG PROGRAMS : 8 weeks and more

## STANDARD COURSE PROGRAM Elementary

**Monday to Friday**  
**8:45am → 12:00pm**  
(including 15mn break)

Course Objectives: Development of general linguistic capabilities	Oral and written didactic activities
<p><b>8 weeks</b></p> <p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>- <b>Compose simple passages</b> regarding everyday life</li> <li>- Then <b>write a simple correspondence</b></li> </ul> <p><b>Grammatical points:</b></p> <ul style="list-style-type: none"> <li>- Present – Past – Near Future</li> <li>- Present conditional (polite) vouloir, pouvoir, falloir</li> <li>- Tutoiement and vouvoiement</li> <li>- Review, drilling partitive articles</li> <li>- Pronouns and possessive adjectives, direct and indirect pronouns (le, la, les, lui, leur), common prepositions, descriptive adjectives and the most common adverbs.</li> <li>- Interrogative forms and negation               <ul style="list-style-type: none"> <li>- The recent past, using the imperfect, simple future, imperatives, introduction to the subjunctive (il faut que)</li> </ul> </li> <li>- Personal pronouns, demonstrative pronouns and adjectives, simple relative pronouns (qui que dont où), the pronouns "en" and "y"</li> <li>- Time and numbers, expressing duration (il y a, depuis, en ce moment)</li> <li>- Comparative expressions</li> <li>- Indirect discourse</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Writing various messages</b> (postcards and emails, invitations and short letters to friends)</li> <li>- <b>Written composition</b> using various starting points (observations and descriptions, creating stories from unusual pictures or comics, texts to complete, writing games, etc.)</li> <li>- Writing short, informal letters</li> <li>- Short, simple <b>dictations</b></li> </ul>
<p><b>12 weeks</b></p> <p><b>Written competencies acquired:</b></p> <p><b>+</b> <b>Be able to write a letter</b>, simple and formal, adapting it to the given situation</p> <p><b>Grammatical points acquired:</b></p> <p><b>+</b></p> <ul style="list-style-type: none"> <li>- Using different hypotheticals</li> <li>- Indirect discourse and its tense agreement</li> <li>- The past tenses and their agreement</li> <li>- The passive</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Writing diverse messages:</b> post cards, invitations, shortletters to friends then formal letters (various responses, requests, complaints, etc.)</li> <li>- <b>Producing written documents</b> from various instructions (observations and descriptions, story-telling, completing texts, etc.)</li> <li>- <b>Short dictations to solidify language structures</b></li> </ul>

**Written competencies acquired:**

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- Compose the types of formal letters required by daily life
- Write short but precise messages, appropriate for the situation and the recipient
- Write a circumstantial account that is chronologically correct by adapting vocabulary to the given topic
- Discover, understand and use new, interrelated sets of vocabulary

**Acquired grammatical points:**

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- Common causal structures (verbal and nominal)
- Expressing objectives (verbal and nominal)
- Indirect discourse in the present and past with appropriate agreement
- Expressions of time (simultaneous, anterior, posterior)
- Common structures of opposition/concession (verbal and nominal)
- If clauses (the 5 types)
- Agreement of the past participle with the auxiliaries avoir and être.

**Varied and interactive exercises** based on articles, reports, excerpts from films, ads, and other documents

- diverse letters and written documents adapted for the circumstances
- film critiques, resumes, CVs
- imagined logical sequels

**CIA opinion poll: Explore Antibes and the environs with:**

- targeted questionnaires
- a synthesis to write
- writing articles for the school's newspaper

**Daily homework**

# LONG PROGRAMS : 8 weeks and more

## STANDARD COURSE PROGRAM

### Intermediate

**Monday to Friday**

**8:45 am → 12:00 pm**

(including 15mn break)

Course Objectives: Developing general linguistic capabilities		Oral and written didactic activities
8 W e e k s	<p><b>Written abilities:</b></p> <ul style="list-style-type: none"> <li>- <b>Compose formal letters</b> as needed for everyday life</li> <li>- <b>Write short but precise messages</b> adapted for the situation and the recipient</li> <li>- <b>Write a circumstantial account</b> which is chronologically logical, adapting the vocabulary to the topic</li> </ul> <p><b>Grammatical points:</b></p> <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>	<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 logical 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>
1 2 W e e k s	<p><b>Acquired written competencies:</b> +</p> <p><b>Discover, understand and use new interrelated sets of vocabulary</b></p> <p><b>Acquired grammatical points:</b> +</p> <p><b>Deepening of all grammatical knowledge taught in the 8-week program</b></p>	<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> <li>- <b>Writing of various articles</b> for the school's newspaper</li> </ul>

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**Acquired written competencies:**

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- **Translate an excerpt of a book**, an article, an ad, or a song, from your native language into French

**Acquired grammatical points**

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- Double pronouns, compound relative pronouns  
- Indirect discourse  
- Morphology of French slang, colloquial French, formal French and standard French.

- **Create folk tales and various articles in groups**

- **Write a text**

- "In the style of..." after studying poetry or prose
- As a tourist report on Antibes
- Flesh out an ad for the launching of a product

- **Formal correspondence** but not in a specialized domain

- **CV and cover letters** adapted to the circumstances

# LONG PROGRAMS: 8 weeks or more

## STANDARD COURSE PROGRAM Advanced

**Monday to Friday**  
**8:45 am → 12:00 pm**  
(Including 15mn break)

	Course Objectives: Developing general linguistic capabilities	Oral and written didactic activities
<b>8 w e e k s</b>	<p><b>Written competencies:</b></p> <ul style="list-style-type: none"> <li>- <b>Structure a formal letter, an account, a summary or essay</b></li> <li>- Make an outline, an introduction, a synthesis, a conclusion</li> <li>- <b>Write a CV and a cover letter</b></li> <li>- <b>Translate a short excerpt from a book</b>, an article or a song from your native language into French</li> </ul> <p><b>Grammatical points:</b></p> <ul style="list-style-type: none"> <li>- Review and drills of the present and past conditional</li> <li>- Tense agreement in the past and future</li> <li>- Agreement of the past participle</li> <li>- Hypotheticals, real, unreal and past unreal</li> <li>- The nuances of the subjunctive vs the indicative</li> <li>- The subjunctive after conjunctions</li> <li>- Expressing doubt and incertitude</li> <li>- Expressing cause and consequence</li> <li>- Comparisons</li> <li>- The speakers in a discourse</li>   <li>- Double pronouns, relative compound pronouns</li> <li>- Indirect discourse</li> <li>- Morphology of French slang, colloquial French, formal French and standard French</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> <ul style="list-style-type: none"> <li>■ "In the style of..." after studying poetry or prose</li> <li>■ As a tourist report on Antibes</li> <li>■ Flesh out an ad for the launching of a product</li> </ul> </li>   <li>- <b>Formal correspondence</b> but not in a specialized domain</li>   <li>- <b>CV and cover letters</b></li>   <li>- <b>Articles for the school newspaper</b>, typed and not handwritten...</li>   <li>- <b>Games and research activities online</b></li>   <li>- <b>Making a test/quiz</b> to actively support oral presentations</li> </ul>
<b>1 2 w e e k s</b>	<p><b>Acquired written competencies:</b> +</p> <ul style="list-style-type: none"> <li>- <b>Translate an excerpt form a book</b>, an article, an ad, or a song from your native language into French</li> </ul> <p><b>Acquired grammatical points:</b> +</p> <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>	<ul style="list-style-type: none"> <li>- <b>Writing folk tales and various articles</b>, in groups</li>   <li>- <b>Write a text</b> <ul style="list-style-type: none"> <li>■ "In the style of..." after studying poetry or prose</li> <li>■ As a tourist report on Antibes</li> <li>■ Flesh out an ad for the launching of a product</li> </ul> </li>   <li>- <b>Formal correspondence</b> but not in a specialized domain</li>   <li>- <b>CV and cover letters</b></li> </ul>

**Acquired written competencies:**

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- Structure an account, a summary, or an essay, stylistically adapted to the situation
- Easily prepare an outline, an introduction, a synthesis and conclusion
- Easily write formal letters for any occasion and with a precise objective
- Translate (from your native language) many types of documents, including those in specialized domains yet that are still accessible to the general public

**- Written competencies**

**- Summaries and critiques of literary works**, foreign or French, as well as specialized articles

**- Write a text**

- "In the style of..." after studying poetry or prose
- As a tourist report on Antibes
- Flesh out an ad for a product launching

**- Diverse exercises in formal correspondence** (CVs and cover letters, various requests, complaints adapted to the circumstances...).

**- Articles for the school paper**

**- Games and internet activities**