

## INTENSIVE 2 COURSE

Long program : 8 weeks and more

**Monday to Friday**

**Morning: 8:45am→12:00\***

(\*including 15mn break)

**Afternoon: 1:45pm→5pm (except on Mondays)**

- PUBLIC:** General
- OBJECTIVES:**
- ➔ Acquiring essential and practical speaking skills
  - ➔ Developing language spontaneity and linguistic reflex
  - ➔ Work on oral comprehension and expression (Refer to the course description next page)
- 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:
    - 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 max./class (Standard course)
  - ➔ Afternoon: 6 students max./class (Intensive 1 course)
  - ➔ Evening: 4 students max./class (Intensive 1 course)

**NB:** The intensive course programs described hereafter are samples of the 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...)

## INTENSIVE COURSE 2 PROGRAM – 8 weeks and more *Elementary*

**Monday to Friday**  
**Morning: 8:45am→12:00\***  
**Afternoon: 1:45pm → 5pm\* (except on Mondays)**  
 (\*including 15mn break)

		Course Objectives: Development of general linguistic abilities	Written and oral didactic activities
8 W e e k s	M o r n i n g  c l a s s e s	<ul style="list-style-type: none"> <li>■ <b>Writing skills:</b> <ul style="list-style-type: none"> <li>- Write simple notes and correspondence</li> </ul> </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> </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></li> </ul>
	A f t e r n o o n  c l a s s e s	<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>
	E v e n i n g	<p><b>"A la carte" program at night in small groups of 4, max.</b></p> <ul style="list-style-type: none"> <li>- Review of material studied</li> <li>- Extra practice on material that is most challenging</li> </ul>	

		Course Objectives: Development of general linguistic abilities	Written and oral didactic activities
<b>1 2</b>  <b>M o r n i n g  c l a s s e s</b>  <b>A f t e r n o o n c l a s s e s</b>  <b>E v e n i n g</b>	<b>M o r n i n g</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>A f t e r n o o n</b>	<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> <ul style="list-style-type: none"> <li>Selected readings + true/false questions</li> </ul> </li> <li>■ <b>Culture and civilization</b></li> </ul>
	<b>E v e n i n g</b>	<p><b>"A la carte" program at night in small groups of 4, max.</b></p> <ul style="list-style-type: none"> <li>- Review of material studied</li> <li>- Extra practice on material that is most challenging</li> </ul>	

		<b>Course Objectives: Development of general linguistic abilities</b>	<b>Written and oral didactic activities</b>
<b>24 Weeks</b>	<b>Morning classes</b>	<ul style="list-style-type: none"> <li>■ <b>Acquired skills in written expression +</b> <ul style="list-style-type: none"> <li>- Writing formal letters</li> <li>- Writing short messages</li> <li>- Writing a circumstantial account</li> <li>- Understand and use new interrelated sets of vocabulary</li> </ul> </li> <li>■ <b>Acquired grammatical knowledge +</b> <ul style="list-style-type: none"> <li>- Common causal structures, expressing objectives</li> <li>- Indirect discourse in the present and the past</li> <li>- Expressing time</li> <li>- Opposition/concession</li> <li>- If clauses (5 types)</li> <li>- Agreement of the past participle</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Varied and interactive exercises</b></li> <li>■ <b>Opinion poll at the CIA</b></li> <li>■ <b>Excursions to Antibes and environs with:</b> <ul style="list-style-type: none"> <li>- targeted questionnaires to complete</li> <li>- a synthesis to write</li> <li>- various articles for the school paper to write</li> </ul> </li> <li>■ <b>Daily homework</b></li> </ul>
	<b>Afternoon classes</b>	<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> <li>-Add nuance to the discourse</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> <li>-Taking notes for written reports</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> <li>-Engaging with different types of documents</li> </ul> </li> <li>■ <b>French current events – cultural, social, political</b> <ul style="list-style-type: none"> <li>-<b>Press review</b></li> <li>-Comparative cultural exchanges</li> <li>-Social documentaries</li> </ul> </li> </ul>
	<b>Evening</b>	<p><b>"A la carte" program at night in small groups of 4, max.</b></p> <ul style="list-style-type: none"> <li>- Review of material studied</li> <li>- Extra practice on material that is most challenging</li> </ul>	

**INTENSIVE COURSE 2 PROGRAM – 8 weeks and more**  
*Intermediate*

**Monday to Friday**

**Morning: 8:45am→12:00\***

**Afternoon: 1:45pm → 5:00pm\* (except on Mondays)**

**(\*including 15mn break)**

		<b>Course Objectives: Development of general linguistic abilities</b>	<b>Written and oral didactic activities</b>
<b>8 Weeks</b>	<b>M o r n i n g  c l a s s e s</b>	<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>A f t e r n o o n  c l a s s e s</b>	<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> </ul> <p>Culture and civilization</p> <ul style="list-style-type: none"> <li>-Press reviews</li> <li>-Cultural exchanges</li> <li>-Social documentaries</li> </ul>
	<b>E v e n i n g</b>	<p><b>"A la carte" program at night in small groups of 4, max.</b></p> <ul style="list-style-type: none"> <li>- Review of material studied</li> <li>- Extra practice on material that is most challenging</li> </ul>	

		Course Objectives: Development of general linguistic abilities	Written and oral didactic activities
1 2  W e e k s	M o r n i n g  c l a s s e s	<ul style="list-style-type: none"> <li>■ <b>Acquired skills in written expression +</b> Discover, understand and use new interrelated sets of vocabulary</li> <li>■ <b>Acquired grammatical knowledge +</b> Deepen all the grammatical points covered in the 8-week program</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</li> <li>■ <b>CIA opinion poll</b></li> <li>■ <b>Excursion in Antibes</b></li> <li>■ <b>Daily homework</b></li> <li>■ <b>Writing of various articles</b></li> </ul>
	A f t e r n o o n c l a s s e s	<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>
	E v e n i n g	<p><b>"A la carte" program at night in small groups of 4, max.</b></p> <ul style="list-style-type: none"> <li>- Review of material studied</li> <li>- Extra practice on material that is most challenging</li> </ul>	

		Course Objectives: Development of general linguistic abilities	Written and oral didactic activities
<b>24 Weeks</b>	<b>Morning classes</b>	<ul style="list-style-type: none"> <li>■ <b>Acquired skills in written expression +</b> - 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> - Double pronouns, compound relative pronouns - Indirect discourse - 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></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>Afternoon classes</b>	<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b> -Engage in various situations requiring a mastery of complex phrases -Know how to use the right the language register depending on the situation -Know how to use idiomatic expressions -Manage an interview process -Know how to structure presentations and practice public speaking</li> <li>■ <b>Listening skills:</b> -Be able to understand a TV program -Recognize humour -Distinguish between a wide variety of linguistic nuances</li> <li>■ <b>Written comprehension:</b> -Know how to synthesize an article -Identify the objective or message of an author -Know the different genres of written press -Understand and summarize statistics -Become familiar using the Internet in French</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b> - Role-playing, scenarios  -Presentations on diverse themes -Debates -Inquiries and surveys on the inhabitants of Antibes and in-class reports</li> <li>■ <b>Listening skills:</b> -Questionnaires to complete after listening exercises -Summaries of the sequences of programs - Role-playing - Listening to contemporary songs and studying their lyrics</li> <li>■ <b>Written comprehension:</b> -National press review -Various written documents -Internet research</li> <li>■ <b>French civilization</b> -France with regards to: the social and education systems, the world of work, the administration, the Internet, and political life -Contemporary writers -Song lyrics, recent films, popular TV programs or series -Becoming familiar with the most important national debates</li> </ul>
	<b>Evening</b>	<p><b>"A la carte" program at night in small groups of 4, max.</b></p> <ul style="list-style-type: none"> <li>- Review of material studied</li> <li>- Extra practice on material that is most challenging</li> </ul>	

## INTENSIVE COURSE 2 PROGRAM – 8 weeks and more *Advanced*

Monday to Friday

Morning: 8:45am→12:00\*

Afternoon: 1:45pm → 5pm\* (except on Mondays)

(\*including 15mn break)

		Course Objectives: Development of general linguistic abilities	Written and oral didactic activities
8 W e e k s	M o r n i n g  c l a s s e s	<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>■ Writing folk tales and various assignments in groups</li> <li>■ Write a text</li> <li>■ Formal correspondence</li> <li>■ CVs and cover letters</li> <li>■ Articles for the school newspaper</li> <li>■ Games and research activities online</li> <li>■ Making tests and quizzes</li> </ul>
	A f t e r n o o n  c l a s s e s	<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>
	E v e n i n g	<p><b>"A la carte" program at night in small groups of 4, max.</b></p> <ul style="list-style-type: none"> <li>- Review of material studied</li> <li>- Extra practice on material that is most challenging</li> </ul>	

		Course Objectives: Development of general linguistic abilities	Written and oral didactic activities
1 2 Weeks	M o r n i n g c l a s s e s	<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>■ Create folk tales and various articles in groups</li> <li>■ Write a text</li> <li>■ Formal correspondence but not in a specialized domain</li> <li>- CV and cover letters adapted to the circumstances</li> </ul>
	A f t e r n o o n c i a s s e s	<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>
	E v e n i n g	<p><b>"A la carte" program at night in small groups of 4, max.</b></p> <ul style="list-style-type: none"> <li>- Review of material studied</li> <li>- <b>Extra practice on material that is most challenging</b></li> </ul>	

		<b>Course Objectives: Development of general linguistic abilities</b>	<b>Written and oral didactic activities</b>
<b>24 Weeks</b>	<b>Morning classes</b>	<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> <li>- Translate from your native language into French all sorts of documents</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> <li>■ Literature of yesterday and today</li> </ul>
	<b>Afternoon classes</b>	<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>-Be at ease using expressions</li> <li>-Interpret for a French speaker to a speaker of your native language</li> <li>■ <b>Listening skills:</b></li> <li>-Arrive at understanding the near totality of a TV or radio program</li> <li>-Easily 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> <li>-Understand and report on statistics</li> <li>-Compare and contrast the points of view presented in newspapers</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Speaking abilities and savoir-faire:</b></li> <li>-<b>Varied simulations</b></li> <li>-<b>Presentations on diverse and complex themes</b></li> <li>-<b>Presentation of a program to the class</b></li> <li>-<b>Debates</b> (1-on-1 or 2-on-2)</li> <li>-<b>Translation exercises</b></li> <li>■ <b>Listening skills:</b></li> <li>-<b>Questionnaires</b> to complete</li> <li>-<b>Summarizing film sequences</b></li> <li>-<b>Practice making speeches</b></li> <li>- <b>Role-playing games</b>, 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>-<b>Review of the national press</b></li> <li>-Internet research</li> <li>-<b>Presentations made to the class and concluded with a debate</b></li> </ul>
	<b>Evening</b>	<p><b>"A la carte" program at night in small groups of 4, max.</b></p> <ul style="list-style-type: none"> <li>- Review of material studied</li> <li>- Extra practice on material that is most challenging</li> </ul>	