FRENCH LEVEL 5
COURSE OUTLINE

Prior Knowledge and Skills
This course is designed for learners who have completed IML’s Level 4 Course or have attained an equivalent level. They will have a standard equivalent to high school matriculation in the language. They should be able to handle most situations with confidence albeit not with full fluency.

Proficiency Level
The content of this course corresponds to level B1 of the Common European Framework of Reference for Languages.

Course Aim
At the end of the course learners should be able to consolidate their knowledge of the French language and culture through enjoyable and interesting interaction. The intention is that classes will be conducted almost exclusively in French. At the end of the course learners should be able to participate competently in wide range of formal and informal conversations on practical, social and professional life and vocational topics such holidays, tourism and theatre in France.

Course Details
Recommended:
- IML strongly recommends the use of dictionaries, which exist in a variety of printed, online and electronic formats. Tutors may recommend a dictionary at the commencement of the course.
- Each topic includes relevant social and cultural information.
- Additional tasks and resources will be provided in class.
- The IML library located on level 1 in the Joyce Ackroyd Building also has books, magazines, kits, CDs, DVDs and videos for loan to IML students.

Revision
Language is learned best with maximum contact and usage. Home exercises will be designed for revision and consolidation of each course segment. Revision is most effective when undertaken regularly in short sessions.

Assessment
Assessment is optional at the end of the full year course or equivalent. Listening and Speaking skills are assessed throughout the course. An examination to assess Reading and Writing competencies is held at the end of the course and a statement of attainment is then issued. A certificate of attendance is available upon request for students not undertaking assessment who have attended at least 75% of the course.

Further Study Options
Learners who wish to pursue further studies of this language can enrol in any of the IML French Level 5+ Conversation Courses.

Contacts
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### COURSE CONTENT

#### A

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>LANGUAGE FUNCTIONS</th>
<th>LANGUAGE STRUCTURES</th>
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<tbody>
<tr>
<td>Social and professional life</td>
<td>• Asking about / Discussing past events</td>
<td>• Revision of past tenses: Perfect and Imperfect</td>
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<td></td>
<td>• Describing yourself and the others:</td>
<td>• Pluperfect: Plus-que-parfait</td>
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<td>physical appearance, character, profession, hobbies, ways of interacting with others</td>
<td>(J’avais été / j’étais allé(e)...)</td>
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<tr>
<td>Unit 1</td>
<td>• Discussing advantages and disadvantages</td>
<td>• Agreement of present perfect with avoir:</td>
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<td>• Stating causes and expressing opinions</td>
<td>• Je les ai prises</td>
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<td>• Discussing and sharing experiences</td>
<td>• Causal expressions: parce que, comme, puisque</td>
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<td>• evaluating different methods and justifying choices</td>
<td>• Revision of direct object pronouns (me/m’, te/t’, le/la/l’, nous, vous, les)</td>
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<td>Travelling</td>
<td>• Describing holidays’ destinations around the francophone globe</td>
<td>• Hypothetic sentences: Si... + imparfait. Si j’avais le choix, je finirai par un opéra à Aix-en-Provence</td>
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<td>Unit 2</td>
<td>• Discussing options and alternatives</td>
<td>• The conditional mood: J’aimerais faire des randonnée.</td>
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<td>• Asking for/Expressing opinions</td>
<td>• Prepositions: en, dans</td>
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<td>• Asking about/Stating purpose</td>
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<td>• Requesting and providing information</td>
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#### B

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<tr>
<th>TOPIC</th>
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<tr>
<td>Theatre</td>
<td>• Discussing and critiquing art /theatre</td>
<td>• Adjectives: Je suis frustré, triste, révolté, Cela m’énerve, je suis en colère...</td>
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<td></td>
<td>• Preparing theatrical speech</td>
<td>• Adverbs ending in –ment: doucement, prudemment, passionément</td>
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<td>• Describing and expressing regrets and feelings</td>
<td>• J’espère que... + future tense</td>
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<td></td>
<td>• Talking about wishes and projects</td>
<td>• Past conditional Mood: J’aurais pu, je serais parti...</td>
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<td>Unit 3</td>
<td>• Giving and following instructions</td>
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<td>Recycling</td>
<td>• Expressing opinions and discussing choices</td>
<td>• Speaking slot expressions: Vous permettez ?, Tu ne trouves pas ?, Je continue..., Qu’en pensez-vous ? Je vous remercie de votre attention</td>
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<td></td>
<td>• Learning how to react in a speaking slot</td>
<td>• Indicative Mood Verbs of opinion : Je pense que...; je crois que...; je trouve que...; à mon avis...; je ne suis pas d’accord...</td>
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<td>• Describing / Discussing political debates</td>
<td>• Subjunctive Mood: Verbs of opinion in negative form: Je ne crois pas que la voiture soit une bonne</td>
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<td>• Debating and speaking in public</td>
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