**FRENCH B (Phases 1-6) COURSE DESCRIPTION**

**WHAT IS THE COURSE ABOUT?**

Learning **French – language B** in the MYP programme helps students to discover, understand and accept multicultural diversity of French speaking world and encourage them to use this language effectively as a means of practical communication. Students develop tolerance, respect, differences through intercultural understanding and learning about France. Discussing and comparing languages, habits, relationships and everyday life in different countries. The French culture compared to the respective cultures of the students.

A Student working at Phases (1-6) would show evidence of a greater cultural awareness as a result of exposure to, and appreciation of, more sophisticated forms of communication such as the media and literature. Individual and group project work relate to the themes, leading to recorded, oral presentations, and further extended debates and discussions. The courses are flexible in that it allows for the integration of Interdisciplinary units where appropriate.

Materials are chosen from appropriate text–book and from a number of authentic sources such as reference material from library, songs, shorts stories, magazines and cartoons, audio-visual materials designed for French native speakers, classic literature, radio, television, films and Internet.

At the end of the each Unit the students will have to fill in the self-reflection and self-evaluation sheet and sometimes the Language Portfolio-self assessment sheet.

**MYP 4: The school offers 2 X three lessons of French per week (Phases 1 and 3)**

**MYP 5: The school offers three lessons of French per week (Phases 2 and 4)**

**TEXTBOOK: A. Berthet, C. Hugot; V. M. Kizirion; B. Sampsonis et M. Waendendries : « ALTER *Ego* 1 – Méthode de français », Hachette, Paris**

**TOPICS :**

**MYP 4**

* FAISONS CONNAISSANCE
* **MANIÈRE DE VIVRE**
* GASTRONOMIE EN FRANCE
* **LOISIRS**

**MYP 5**

* **CADRE DE VIE**
* **MODE**
* **VOUS AVEZ DIT FRANCE ?**
* **MÉDIAMANIA**

Teaching and learning in French B is organized into **six phases.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Phase 1** | **Phase 2** | **Phase 3** | **Phase 4** | **Phase 5** | **Phase 6** |
| A very limitedrange ofinterpersonaland culturalcontexts | A limitedrange ofinterpersonaland culturalcontexts | A limitedrange ofinterpersonaland culturalcontexts | A range ofinterpersonaland culturalcontexts | A range ofinterpersonaland culturalcontexts | A wide range ofinterpersonaland culturalcontexts |
| Use basicvocabulary | Use basiclanguage | Use languageaccurately | Use languageaccurately | Use languageaccurately andeffectively | Use oratorytechnique |
| Simple shorttexts | Simple texts | A limited rangeof texts | A range of texts | A range of texts | A wide range oftexts |
| Interact insimple andrehearsedexchanges | Interact inbasic rehearsedand someunrehearsedexchanges | Interact inrehearsed andunrehearsedexchanges | Engage actively | Engage actively | Engage actively |
| Understandand respond | Understandand respond | Understandand respond | Understand,interpret andrespond | Understand,analyse andrespond | Understand,analyse,evaluate andrespond |
| Identify andrecognize | Recognize andunderstand | Understand | Constructmeaning/interpret | Constructmeaning/analyse | Evaluate |

In MYP French B, the purposes and targets for learning language are divided **into three areas of communication**:

**• Oral communication**

**• Visual communication**

**• Written communication**

The areas of communication are organized into **four communicative processes**. The four communicative processes become four objectives with four corresponding sets of criteria.

**Objective A—oral communication** - Oral communication encompasses all aspects of **listening** and **speaking**.

**Objective B—visual interpretation -** Visual communication encompasses all aspects of **viewing** and presenting

**Objective C—reading comprehension**

**Objective D—writing -** Written communication encompasses all aspects of **reading** and **writing**.

ASSESSMENT STRATEGIES :

Student will be assessed continually-formative and summative-through oral and written activities: written production, reading comprehension, linguistic tests (grammar, vocabulary), quizzes, oral presentation, teamwork, homework exercises, dictations, projects, class cooperation, behaviour and participation.

In order to measure a student’s progress and achievement in each phase of the course, four criteria have been established by the IB. These criteria correspond directly to the four objectives.

**A: Oral communication**—to measure the student’s development as a speaker of the language

**B: Visual interpretation**—to measure the student’s ability to interpret visual text presented with spoken and written text

**C: Reading comprehension**—to measure the student’s ability to comprehend written text

**D: Writing**—to measure the student’s development as a writer of the target language

For each objective for each of the six phases, criteria have been devised.

|  |  |  |
| --- | --- | --- |
| **Criterion A** | Oral communication | Maximum 8 |
| **Criterion B** | Visual interpretation | Maximum 8 |
| **Criterion C** | Reading comprehension | Maximum 8 |
| **Criterion D** | Writing | Maximum 8 |

The assessment criteria and assessment tasks are presented at the students beginning of a task/project.

**ASSESSMENT:**

At the end of the school year points are given in each criteria taking into account achievements in all individual tasks (formative and summative assessment).

Final grades are derived according to the grade boundaries provided by the IB:

|  |  |
| --- | --- |
| **Grade** | **Language B all phases** |
| **Boundaries** |
| **1** | **0-3** |
| **2** | **4-7** |
| **3** | **8-12** |
| **4** | **13-17** |
| **5** | **18-22** |
| **6** | **23-27** |
| **7** | **28-32** |

**French teacher: Loreana Selišek Butina, M.A.**