



# BHASVIC

## Course outline – 30 weeks

**Language:** French

**Level:** 4

**Coursebook: Défi 3 (B1):** Méthode de français, livre de l'élève, by Pascal Biras et al, (Editions Maison des langues, 2019)

**ISBN:** 9788416943593 (audio downloads from [Espace Virtuel \(emdl.fr\)](http://Espace Virtuel (emdl.fr)))

In level 4 we cover units 5-9

Please note that this is a proposed course outline, it may vary depending on the level of the group.

Topics and vocabulary	Grammar	Communicative objectives
<u>Unit 5</u> <ul style="list-style-type: none"><li>• Internet and the Web</li><li>• Social media</li><li>• Describing an app and explaining how to use it.</li></ul>	<ul style="list-style-type: none"><li>• Indefinite pronouns</li><li>• Expressing goals and objectives</li><li>• Expressing surprise</li><li>• The Subjunctive (1)</li></ul>	<ul style="list-style-type: none"><li>• Explaining the digital divide.</li><li>• Expressing nuanced views</li><li>• Discussing internet safety rules</li><li>• Defending a cause</li></ul>
<u>Unit 6</u> <ul style="list-style-type: none"><li>• News and the media</li><li>• Introducing new information</li><li>• Media overload and public health</li></ul>	<ul style="list-style-type: none"><li>• The passive form</li><li>• Expressing doubt and certainty</li><li>• Reported speech and past tenses</li></ul>	<ul style="list-style-type: none"><li>• Discussing the news and their reliability</li><li>• Expressing views on advertising</li><li>• Planning a presentation</li><li>• Structuring your writing</li><li>•</li></ul>

Topics and vocabulary	Grammar	Communicative objectives
<u>Unit 7</u> <ul style="list-style-type: none"> <li>• Recycling</li> <li>• Climate change</li> <li>• Natural and environmental disasters</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing inclusion (y compris, inclus) and exclusion (sauf, excepté)</li> <li>• Expressing causes and consequences</li> <li>• Expressing fears and concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing recycling</li> <li>• Giving instructions</li> <li>• Explaining causes and effects of actions and inaction</li> <li>• Expressing concern and presenting arguments to support a cause.</li> </ul>
<u>Unit 8</u> <ul style="list-style-type: none"> <li>• Inequalities</li> <li>• Protest and anger.</li> <li>• Verbs expressing demand.</li> <li>• Negative emotions and arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Use of ce qui, ce que de dont</li> <li>• Expressing will and desire</li> <li>• Use of the conditional past and present</li> <li>• Complex forms of present participle</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing inequality</li> <li>• Debating protest and demonstrations</li> <li>• Reacting to opposed views and expressing disagreement</li> </ul>
<u>Unit 9</u> <ul style="list-style-type: none"> <li>• Gender equality sexism</li> <li>• Politics, human rights and solidarity</li> <li>• Racism and race equality</li> </ul>	<ul style="list-style-type: none"> <li>• The past conditional</li> <li>• Expressing necessity: il est important de / que</li> <li>• Expressing anteriority and posterity (avant / après; avant que / après que)</li> <li>• The subjunctive (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing human rights and equality</li> <li>• Situating actions in the past/present/future</li> <li>• Using informal speech</li> <li>• Expressing regret and blame.</li> </ul>