



Course outline – 30 weeks

Language: French

Level: 5

Coursebook:

[For students who have studied level 4 at BHASVIC].

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

ISBN: 9788416943593

[For students who are new learners with BHASVIC].

Défi 3 (B1): Méthode de français - Livre de l'élève – Edition hybride, by Pascal Biras et al, (Editions: Maison des langues, 2022)

ISBN: 9788419236562

In level 5 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">• Internet and the Web• Social media	<ul style="list-style-type: none">• Indefinite pronouns• Expressing goals and objectives• Expressing surprise• The Subjunctive (1)	<ul style="list-style-type: none">• Explaining the digital divide.• Expressing nuanced views• Discussing internet safety rules• Defending a cause

Topics and vocabulary	Grammar	Communicative objectives
<ul style="list-style-type: none"> • Describing an app and explaining how to use it. 		
<u>Unit 6</u> <ul style="list-style-type: none"> • News and the media • Introducing new information • Media overload and public health 	<ul style="list-style-type: none"> • The passive form • Expressing doubt and certainty • Reported speech and past tenses 	<ul style="list-style-type: none"> • Discussing the news and their reliability • Expressing views on advertising • Planning a presentation • Structuring your writing •
<u>Unit 7</u> <ul style="list-style-type: none"> • Recycling • Climate change • Natural and environmental disasters 	<ul style="list-style-type: none"> • Expressing inclusion (y compris, inclus) and exclusion (sauf, excepté) • Expressing causes and consequences • Expressing fears and concerns 	<ul style="list-style-type: none"> • Discussing recycling • Giving instructions • Explaining causes and effects of actions and inaction • Expressing concern and presenting arguments to support a cause.
<u>Unit 8</u> <ul style="list-style-type: none"> • Inequalities • Protest and anger. • Verbs expressing demand. • Negative emotions and arguments 	<ul style="list-style-type: none"> • Use of ce qui, ce que de dont • Expressing will and desire • Use of the conditional past and present • Complex forms of present participle 	<ul style="list-style-type: none"> • Discussing inequality • Debating protest and demonstrations • Reacting to opposed views and expressing disagreement

Topics and vocabulary	Grammar	Communicative objectives
<p><u>Unit 9</u></p> <ul style="list-style-type: none"> • Gender equality sexism • Politics, human rights and solidarity • Racism and race equality 	<ul style="list-style-type: none"> • The past conditional • Expressing necessity: il est important de / que • Expressing anteriority and posterity (avant / après; avant que / après que) • The subjunctive (2) 	<ul style="list-style-type: none"> • Discussing human rights and equality • Situating actions in the past/present/future • Using informal speech • Expressing regret and blame.