



SIR WILFRID LAURIER S. S.

CORE FRENCH, GRADE 12, UNIVERSITY (FSF4U)



DESCRIPTION

This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate conventions in both spoken and written French will be emphasized throughout the course.

GENERAL COURSE INFORMATION:

Students should have and bring the following materials to each class:

- French binder to hold notes, tests, quizzes and handouts
- Lined paper
- Dividers
- Pencils/pens (2 different colours) and highlighters
- Textbook
- Novel

EVALUATION:

The final report card mark will be determined as follows:

Production et compréhension orales	
Production et compréhension écrites	
Work during the semester	70%
SUMMATIVE ACTIVITY (oral)	15%
FINAL EXAM (written)	15%

ATTENDANCE & MISSED EVALUATIONS

1. Upon missing a test or presentation, students will be required at the teacher's discretion, either to;
 - a) Complete the test or presentation immediately upon return to school; or
 - b) Make arrangements with the teacher for a make-up; or
 - c) Write the missed test Friday morning at 7:30 a.m. of that week.

Failure to complete it according to the negotiated schedule will result in a mark of zero.

Note: Certain forms of formal summative evaluations (exams, summative project presentations, etc.) are time sensitive. This means they must be completed at and within a specific time. Students **must** be present for these summative evaluations. Any absence will result in a mark of zero, unless validated by an official certificate. (ex. Medical Certificate).

2. Regular attendance is an integral part of learning. Students are responsible for completing all work missed due to absence upon return to school. Students who are provided with a second opportunity, **shall do so within five days. If no evidence is forthcoming after five days, a mark of zero will be assigned.**

3. Copied, borrowed or stolen work provides no evidence of learning. The teacher will document and archive the work in question and contact parents. Students may be allowed to resubmit the assignment. The teacher and administrator will define the parameters for the completion of this task.

THE USE OF "GOOGLE TRANSLATE" PROGRAM AND OTHER TRANSLATION DEVICES AND SITES IS REGARDED AS PLAGIARISM AND THUS STRICTLY PROHIBITED.

CURRICULUM EXPECTATIONS

Oral Communication

By the end of this course, students will:

- respond in a variety of ways to a range of media works;
- express and justify ideas and opinions in self-directed conversations and discussions;
- make oral presentations on a variety of topics;
- use correct grammar and appropriate language conventions during oral communication activities.

Reading

By the end of this course, students will:

- read and demonstrate an understanding of a range of literary and informational texts;
- apply critical thinking as they read (e.g., analyse information, go beyond the surface meaning, make and support judgements about the issues raised);
- identify and understand language conventions used in their reading materials.

Writing

By the end of this course, students will:

- express their ideas and opinions logically and coherently in written texts;
- create a variety of texts, selecting the appropriate form and language to suit the purpose and the audience;
- use correct grammar and appropriate language conventions in their written work.

Language Structures - Core French, Grade 12

University preparation:

- *Students should recognize and use these language structures in all three strands.*

Nouns and Pronouns

- possessive pronouns (*le mien, la tienne, etc.*)
- interrogative pronoun *lequel* (e.g., *Lequel des deux garçons est votre fils?*)
- use of the pronoun *on* to reflect the English passive (e.g., *Ici on parle français. French is spoken here.*)
- relative pronoun *lequel* (e.g., *Voilà la raison pour laquelle il est parti si vite.*)

Verbs

- tense sequence in past narration (*passé composé, imparfait, plus-que-parfait*) (e.g., *Quand je suis arrivé chez mon ami, il regardait le match de football. Il avait déjà mis les amuse-gueule devant la télé.*)
- use of the *subjonctif présent* after conjunctions (e.g., *sans que, de peur que, à moins que*)
- verbs of perception (e.g., *écouter, entendre, regarder*) and *laisser* followed by the infinitive (e.g., *Je regarde jouer les enfants. Je les laisse jouer dans la cour.*)
- sequence of present and past tenses with *les expressions temporelles* (e.g., *depuis, ça fait, il y a*) (e.g., *Il habite ici depuis deux ans. Ça fait deux ans qu'il habite ici. Il y a deux ans qu'il est parti de sa ville natale.*)
- formation and use of the *subjonctif passé* of –er, -ir, and –re verbs and irregular verbs.
- Formation and use of the *infinitive passé* (e.g., *Après avoir regardé les nouvelles, je me suis couché.*)
- *Faire causative* (e.g., *Le prof fait toujours visionner les films dans la grande salle.*)
- use of the *subjonctif présent* after expressions of emotion, wish, order, permission (e.g., *Je suis content qu'il puisse venir. Il veut que je vienne aussi. J'aimerais que mes devoirs soient faciles.*)

Prepositions and Conjunctions

- *peut-être* vs. *peut-être que* (e.g., *Va-t-il venir? Peut-être vs. Peut-être qu'il va venir.*)

Negation

- use and position of *ne...jamais, ne...rien, ne...nulle part, ne...personne, ne...plus, ne...aucun* (e.g., *Je n'ai jamais lu ce rapport. Personne n'est venu me rendre visite quand j'étais malade.*)
- negative infinitives (e.g., *C'est un film à ne pas manquer.*)