

**French 11/12 International Baccalaureate**  
**Language B Standard Level:**  
**Course Outline**

**Texts:**

*Imaginez, Le monde en français, Essentiel Reprise* as well as various articles and stories from books, magazines and Internet articles.

**Workbook:**

*The Ultimate French Review & Practice* – students are encouraged to buy their own copy.

**Prerequisites:**

Students should have successfully completed at least 2 years of French as a Second Language before taking IB French 11/12. Please speak to your teacher/the coordinator if you lack these prerequisites.

**Objectives:**

The focus is language acquisition and intercultural understanding.

The language B syllabus approaches the learning of language through meaning. Through the study of the prescribed themes, SL students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive (reading & listening), productive and interactive skills (speaking & writing).

The **five** prescribed themes are:

- Identities (Identités)
- Experiences (Expériences)
- Human Ingenuity (Ingéniosité humaine)
- Social Organization (Organisation sociale)
- Sharing the Planet (Partage de la planète)

**Aims:**

1. To develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. To enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. To encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. To develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. To develop students' awareness of the importance of language in relation to other areas of knowledge.
6. To provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. To provide students with a basis for further study, work and leisure through the use of an additional language.
8. To foster curiosity, creativity and a lifelong enjoyment of language learning.

## Assessment objectives:

1. To communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. To understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. To understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. To identify, organize and present ideas on a range of topics.
5. To understand, analyze and reflect upon a range of written, audio, visual and audio-visual texts.

## Content:

IB French is a combination of French 11, 12 and first year university. Students will learn concepts at the simple level, but will quickly be expected to use the concepts in a variety of situations at more sophisticated levels. The idea is that students will be able to communicate effectively in a variety of real-life situations in French.

## Evaluation:

Evaluation will be based on three areas for oral production (out of a total 30 marks), and three areas for written production (out of a total 30 marks).

As a guideline, students should always try to keep these points in mind for production:

**A = Language** : correct use of the language (appropriate vocabulary, grammatical structures, accuracy of the language, etc.)

**B = Message** : how well ideas are understood and organized to transmit a message to the reader or listener

**C = Conceptual Understanding/Communication** : the choice of language, register, and tone adapted to the context, purpose, and audience

Students will be equally evaluated on the four basic skills:

1. Listening : listening exercises, responses to questions
2. Speaking : interactive discussions, debates, role play and individual/group presentations
3. Reading : authentic documents, stories, written dialogues
4. Writing : letters, short compositions, and assignments

## Approaches to Learning (ATL) in French Language B course

The five approaches to learning categories in the DP are:

- thinking skills
- social skills (this includes group work, etc.)
- communication skills (these include of course oral and written)
- self-management skills (deadlines, etc.)
- research skills

Development of these skills are key to success in the Diploma Programme and will be formally and informally taught and assessed in many ways including:

- Partner Dialogues and group discussions in issues and ideas in the themes
- Group and Individual Presentations
- Individual writing and thinking tasks such as compositions and essays
- Self, peer, and instructor led learning

### Approaches to learning, and integration of TOK:

In their approach to learning, students will develop the above skills throughout the course. Also, concepts and topics found within TOK are often discussed and connected to French to help develop their critical thinking. The option of Knowledge and language is particularly relevant in helping students to understand how they interact with the world around them.

### Academic Honesty:

All coursework – including work submitted for assessment – is to be authentic, based on the student’s individual and original ideas, with the ideas and work of others fully acknowledged.

Students will also complete a separate Academic Honesty Declaration with a specific component related to avoiding malpractice in French.

### Summary of Evaluation:

Assessment component	Weight
<b>External assessment (3 hours)</b>	<b>75%</b>
<b>Paper 1 (1 hour 15 minutes): Written productive skills (30 marks)</b>	<b>25%</b>
One writing task of 250-400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	
<b>Paper 2 (1 hour 45 minutes): Receptive skills – listening and reading (65 marks)</b>	<b>50%</b>
Listening comprehension (45 minutes) (25 marks)	
Reading comprehension (1 hour) (40 marks)	
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	
<b>Internal assessment</b>	<b>25%</b>
Internally assessed by the teacher and externally moderated by the IB.	
<b>Individual oral (12-15 minutes)</b>	<b>25%</b>
15 minutes’ preparation time and a 15-minute (maximum) presentation and discussion with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	

### Letter Grade Guidelines:

There are two “grades” that students will receive in IB. The first one is the regular Provincial grade, which will appear on report cards and the official transcript after the Provincial exam is written. The letter grades are the same as for other courses:

**A**= 86-100% - **B**=73-85% - **C+**=67-72% - **C**=60-66% - **C-**= 50-59% - **I/F** 0-49%

The second grade is a number that students will receive on their IB Diploma once they have completed their exams. The numbers range from **0-7** (7 is the highest). The IB grades do **NOT** correspond exactly to the Provincial letter grades. For example, a “**7**” is usually 96% and above, a “**6**” is between 90-95%, a “**5**” is 86-89%, a “**4**” is 76-85%, a “**3**” is 70-75%, a “**2**” is 60-70%, and finally a “**1**” is 0-60%. The numbers depend on the subject and on the world average;

therefore, they fluctuate each year. *A “3”, however, is a pass, but a “2” is a fail.*

## Curriculum Guidelines:

During this yearlong course, students will learn and understand the following concepts:

- The past, future and conditional tenses
- The subjunctive mood and the structures that trigger this tense.
- “Si” clauses or hypothetical sentences
- Pronouns: demonstrative, possessive, personal, reflexive
- Adjectives and adverbs, Comparatives and superlatives
- Transition phrases, Vocabulary & expressions

Potential text types include Personal, Professional, and Mass Media texts.

**Extra Help:** is available after school by request and appointment.

**Homework:** When homework is assigned, it is expected that students will complete it in full by the due date. Completion of homework is important because it enables the student to have more contact with the language and it is an important part of the student’s work habit assessment.

**Study Guidelines:** Students are encouraged to spend at least **30 minutes** each day studying and reviewing French even if specific homework has not been assigned. This will enable students to master the content more effectively than if they are cramming at the last second.

**Time management:** An integral part of IB is for students to learn how to manage their time in order to complete all their assignments for all their subjects on time. IB students are encouraged to network with their classmates to help stay focused and motivated. IB students are also encouraged to talk to their teachers and coordinator when they are having difficulties or concerns. IB is a very intensive workload and the Semi teachers are committed to making every student successful.

**Materials:** *Students are expected to be fully prepared to work.* This includes bringing a notebook (3-ring binder with sufficient lined paper), your textbook, pens (blue/black, plus the coloured pack).

**Attendance:** *Students are expected to attend every class.* If you are absent, before returning to class, you are responsible for phoning your **\*study partner** to get the missed work. You are also responsible to your group for any group work missed. Missed tests will be made up once you return. If you are going on a field trip, sports event or extended holiday, you must inform your teacher and your group in advance and complete the work before you leave.

**Class Participation:** *Participation in class activities is absolutely vital in learning a second language.* We are learning to **communicate**. Your participation will be largely determined by your classroom effort such as completing in-class exercises, answering questions verbally or on the board, bringing materials, being on task, being on time, making up missed work, etc.

**Classroom Conduct:** *Show respect for others.* Appropriate language is expected at all times. Please **no** food or drink (water is ok), or personal music devices! And please turn **off** your cell phones!!

\*My study partners are \_\_\_\_\_ and \_\_\_\_\_.

His/her/their phone number is \_\_\_\_\_ and \_\_\_\_\_.

His/her/their email is \_\_\_\_\_ and \_\_\_\_\_.

**Semiahmoo IB and Modern Languages Departments**  
**Classroom Policies and Parent Information**  
**Mme Loh**

**I MATERIALS**

Students are expected to bring the following:

- Textbook, worksheets and workbook.
- French binder-2inch, paper, dividers
- Blue/black pen, coloured pens for correcting, different coloured highlighters, etc.

**II EXPECTATIONS**

IB courses comprise a very intensive workload and Semi teachers are committed to making every student successful. Here are a few tips.

**DO** review 30 minutes a day even if specific homework is not assigned.

**DO** hand in assignments on time. Students will automatically lose 50% if handed in late. Assignments will not be accepted more than a week after they are due or if the assignment is already handed back to the class.

**DO** come to class prepared **on time**. Tardiness disrupts the class. Any work missed due to tardiness cannot be made up without a valid written note from a parent/guardian/doctor or teacher.

**DO** stay healthy. Any work missed due to absence cannot be made up without a valid note from a parent/guardian/doctor. Be prepared to make up tests at school the day of your return. Repeated absences during evaluations will not be tolerated.

**DO** come in for help after school. Don't be shy! Extra help is available **every day** by request/appointment, especially when your block is the last class of the day.

**DO** talk to me, the teacher, or the coordinator when having difficulty or concerns. We all want you to succeed.

**DO** conduct yourself in an exemplary manner at all times. Appropriate language is expected at all times. Respect the rights of others and accept personal responsibility for your behaviour and academic standing.

**DO** network with your classmates outside of class time. Study together. Discuss ideas. It will help you stay focused and motivated.

**III AGREEMENT**

I understand that in order to be successful in class I need to put forth my best effort, I need to be prepared to work, I need to be on time and I need to work in an orderly fashion with others.

I also understand that these guidelines may be modified or changed from time to time.

I have read and understand the guidelines for French class and agree that they mean to be followed.

Signed,

Student: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Dear Parents/Guardians,

The Modern Language Department at Semiahmoo Secondary wants to share our philosophy on how languages are acquired with you. This philosophy is backed up by years of research in the field of linguistics and second language acquisition.

Language is much more abstract and complex than you have imagined. Language does not consist of rules in textbooks. These rules have no psychological validity, and memorization and practice of textbook rules does not translate into real communicative abilities. Learners don't internalize rules from practice; they create language based on the data they are exposed to in communicative environments. Therefore, language cannot be taught as a subject matter, the same way we teach other subjects, at least not if the goal is language acquisition. The effects of explicit teaching and practice on language acquisition are severely limited. We do not acquire languages through study and practice, memorizing words, studying grammar, filling the blanks, repeating after someone, and forcing the use of a structure to ensure is learned.

Before the 1970s, almost everyone believed that learners acquired language through study, memorization, rote practice and purposeful intervention from teachers. Some people still believe this. But a major discovery was made: input (language learners hear in a communicative context) plays a critical role.

Students start mapping the new language in their heads, in a natural way, when given appropriate and relevant input. We want them to learn the language and not to learn about the language, that is why we focus on providing comprehensible input, and not on explicitly teaching grammar rules (although all the grammar is embedded in the input that we provide to our students).

We need to work with the learner's natural acquisition process system and not against it. So, how can you help us help your kids in this process? Allow for reading time in the target language (French or Spanish). There are plenty of novels written for language learners that are great for this. Provide them with appropriate tv shows, series and movies in the target language (TL), with subtitles in the TL as well. Encourage them to listen to music in the TL, look for the lyrics and translate them so they know what the song is about. If they have stories or novels that have been provided by us in class, encourage them to read and re-read them a couple times. Re-reading is a very powerful tool in the process of language acquisition.

Thank you for your time and support in this process. We will work together towards educating bilingual kids.

Semiahmoo Secondary Language Teachers.