

## SYLLABUS

### GENERAL PRESENTATION - FRENCH AS A FOREIGN LANGUAGE (FLE) COURSES

**Course Code: FRN210 – French Level B1 / B2 (Intermediate)**

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CREIPAC is a public institution managed by the government of New Caledonia. Situated in the heart of the Pacific Ocean and with a rich history, its mission is to promote the French language and culture across the Pacific region. CREIPAC provides high-quality courses, offering not only French language courses but also programs that highlight and celebrate the local cultural diversity of New Caledonia.

Our French as a Foreign Language programs at CREIPAC offer an immersive, interactive learning environment. By focusing on authentic communication, we help learners build strong language skills and cultural understanding in a lively and motivating setting.

Students are assigned to different classes based on their French proficiency level. Therefore, it is important to determine each student's level before their stay at CREIPAC. A placement test can be conducted online by CREIPAC if necessary.

The classes usually take place in the morning from 8:15 AM to 11:45 PM, Monday to Friday, totaling **15 hours of classes per week**.

Our teaching methodology emphasises:

- **Interaction:** the learner plays an active role in their learning and participates in a variety of exchanges (role plays, debates, simulations, group projects).
- **Contextualization:** activities are based on everyday, professional, cultural, and social situations in order to give concrete meaning to learning.
- **A motivating and engaging progression:** grammar, vocabulary, and pronunciation are naturally integrated into communicative tasks, thereby fostering confidence and autonomy.
- **Cultural openness:** discovering not only the richness of the French language but also Francophone cultures through authentic materials (articles, videos, songs, multimedia documents), as well as guest speakers and cultural outings with educational purposes.

Each level, from A1 to C2, follows the recommendations of the Common European Framework of Reference for Languages (CEFR) and aims at the progressive acquisition of comprehensive communication skills: understanding, interacting, and expressing oneself with clarity, spontaneity, and accuracy in varied contexts.

In short, our FLE courses favor a lively, interactive, and learner-centered approach, where language is above all a tool for communication and discovery.

*☞ At the end of their linguistic immersion, learners should have the tools and automatisms that will allow them to progress in French with confidence and without pressure.*

## LEVEL B1 – THRESHOLD (INTERMEDIATE)

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### Course Description:

This course develops the ability to understand and produce clear messages on a variety of topics related to daily life, leisure, work, and current events. Learners practice expressing opinions, justifying choices, and recounting events using a range of verb tenses. Equal emphasis is placed on grammar, vocabulary building, and oral expression, with the aim of fostering communicative autonomy.

### General Objectives:

- Understand the essential points of communication.
- Manage everyday life situations.
- Express opinions and future plans.

### Communicative Objectives:

- Describe experiences and express feelings.
- Give opinions and justify them.
- Explain a project, an idea, or a problem.

### Language Skills:

- **Listening comprehension:** Understand the general meaning of a standard conversation (simple radio or TV programs).
- **Reading comprehension:** Read a simple general press article and grasp the main idea.
- **Speaking production:** Recount events and express one's opinion.
- **Writing production:** Write a simple text, a narrative in the past tense, and express an opinion.

### Grammar:

- Simple future tense.
- Conditional.
- Introduction to the present subjunctive.
- Reported speech in the present and past & introduction to the passive voice.

### Vocabulary / Themes:

- Current events, environment, media.
- Education, professional life, social relationships.
- Culture and leisure.
- Society (city/countryside, generations).

### Final Tasks:

- Prepare and deliver a simple presentation on a social issue or a topic related to New Caledonia (environment, Kanak culture, etc.), using appropriate verb tenses.
- Write an opinion article, blog post, or social media post (Facebook or Instagram).
- Simulate a debate on a social issue.

## LEVEL B2 – UPPER INTERMEDIATE (ADVANCED)

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### Course Description:

This course aims to refine learners' ability to understand and produce speech that is well-structured, nuanced, and spontaneous. The topics covered (society, culture, current events, media, environment) help learners acquire richer and more precise vocabulary. Special attention is given to argumentation, complex grammatical structures, and fluency in both oral and written expression.

### General Objectives:

- Communicate with spontaneity and ease.
- Argue and debate effectively.

### Communicative Objectives:

- Develop arguments, debate, and add nuance to speech.
- Understand and analyze different points of view.
- Manage complex interactions in social or professional contexts.

### Language Skills:

- **Listening comprehension:** Follow and understand a lecture, a debate, or a film.
- **Reading comprehension:** Read an essay or a specialized article.
- **Speaking production:** Produce argumentative discourse and add nuance to one's speech.
- **Writing production:** Write an essay or a report.

### Grammar:

- Present and past subjunctive.
- Past conditional + hypothetical sentences.
- Tense agreement
- Complex reported speech.

### Vocabulary / Themes:

- Society, politics, economy.
- Science, technology, environment.
- Media, social networks, intercultural communication.
- Art, literature, cinema

### Final Tasks:

- Prepare and lead a structured debate on a controversial topic.
- Write an argumentative essay.
- Deliver an oral presentation with visual support (PowerPoint, poster, etc.).

## **SOME TOPICS COVERED IN FRENCH AS A FOREIGN LANGUAGE COURSES**

- **Colonial history in New Caledonia, the story of the former penal colony**
  - Study of different groups of deportees and the stages of settlement
  - Site visit
  - Vocabulary related to the penal colony
  - Comparative study between Australian and New Caledonian colonial history
- **Fundamentals of Kanak culture – Indigenous population**
  - The Kanak hut (*case kanak*)
  - Kanak customs and traditions
  - The yam calendar
- **Bougna, a traditional Melanesian dish**
  - Fruits and vegetables of New Caledonia
  - Bougna recipe, market visit, and bougna preparation (optional cultural activity offered to students and adults, subject to a minimum of 10 participants)
- **The Oceanian world**
  - Study of New Caledonian tales and legends

## **MATERIALS**

Learners are not required to bring their own materials. All course resources are provided by CREIPAC. However, participants should bring something to write with in order to take notes.

## **ATTENDANCE POLICY**

Given the limited duration of the courses, no absences will be tolerated. However, exceptions may be granted in cases of illness or major transportation disruptions, provided that the student submits appropriate documentation to the institution.

CREIPAC remains continuously available, 24 hours a day and 7 days a week, in order to provide assistance outside the classroom context.

## ASSESSMENT

At the end of their immersion stay, Australian students may be assessed, upon request, on two skills (listening and speaking) or on all four skills covered during the course (listening, reading, writing, and speaking).

The assessment will be adapted according to the learners' language levels.

Learners will be assessed using the CEFR grids and in a manner similar to the DELF/DALF examinations.

They will also be required to submit, at the end of their stay, a portfolio documenting all activities completed throughout their course.

## Skills, Activities, and criteria table

| Skills                  | Activity ex.   | Criteria  | B1   | B2   |
|-------------------------|--|---|--|--|
| Listening comprehension | Listen to a dialogue or recording and answer about ten multiple-choice questions.<br><i>Example: historical documentary on New Caledonia, Kanak tales</i>                          | Overall comprehension<br>Identification of specific information                   | Detailed summary                                 | Complete summary with nuance                                 |
| Reading Comprehension   | Read a text and answer 5 questions   | Overall comprehension<br>Identification of specific information                   | Correct answers, fine comprehension              | Implicit analysis  |
| Speaking Production     | Oral presentation on a theme or dialogue<br>Free topic or guided topic (report on New Caledonian themes studied in class, such as colonization, penal colony, Kanak culture, etc.) | Pronunciation & fluency<br>Appropriate vocabulary<br>Basic grammar<br>Interaction | Complex sentences, precise vocabulary, coherence | Fluent speech, nuanced, rich vocabulary, natural interaction |
| Writing Production      | Short writing task   | Coherence and organization<br>Vocabulary<br>Grammar and syntax<br>Spelling        | Complex sentences, varied vocabulary             | Structured text, precision, appropriate register             |

**Total Duration:** 2h, depending on the learners' language level.

## OVERALL SCORING

- Each skill = 5 points
- Total = 20 points

## NOTES:

- **B1:** Complex sentences, precise vocabulary, coherence, and expression of opinions
- **B2:** Fluency, varied register, natural interactions, fine and implicit comprehension

 *Note: The evaluation can be adjusted according to the needs and expectations of Australian FLE teachers for the learners.*