

Las Positas College
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Course Outline for FREN 1B

ELEMENTARY FRENCH

Effective: Fall 1997

I. CATALOG DESCRIPTION:

FREN 1B — ELEMENTARY FRENCH — 5.00 units

This is the second semester of the introductory level course and will enable students to continue learning to speak, read and write elementary level French as well as to understand the spoken language. Students are introduced to concepts of grammar, vocabulary and verb tenses in a variety of auditory, visual and written contexts.

5.00 Units Lecture

Prerequisite

FREN 1A - Beginning French
with a minimum grade of C

Grading Methods:

Discipline:

	<u>MIN</u>
Lecture Hours:	90.00
Total Hours:	90.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. FREN1A

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Use regular, key irregular verbs in the:
 - 1. passé composé
 - 2. imperfect tense
 - 3. present subjunctive mood
 - 4. recent past;
- B. Recognize and understand the meaning of the:
 - 1. future tense
 - 2. conditional tense
- C. Create commands in both formal and informal discourse;
- D. Use correct direct, indirect and reflexive pronouns with comfort;
- E. Create a variety of types of negative sentences;
- F. Use idioms with avoir to describe people's feelings;
- G. Create comparative and superlative sentences;
- H. Use the pronouns y and en in simple sentences;
 - I. Engage in simple discussion of time, weather, travel, quantities, clothing, food, parts of the body, etc., using appropriate vocabulary;
- J. Recombine learned structures and vocabulary to create simple paragraphs using correct word order;
- K. Draw and express conclusions about content and story line after viewing videos with native speakers talking at near normal rate;
- L. Use cognates and context to understand reading passages;
- M. Recognize errors in French caused by direct, word-for-word translation from English.

V. CONTENT:

- A. Imperfect tense; contrast of passé composé and imperfect tenses
- B. Contrast of pronominal verbs (using être) and other verbs (using avoir) in the passé composé
- C. Future tense tense and recent past
- D. Conditional tense; Present subjunctive mood
- E. Negation
- F. Comparative and superlative
- G. Commands-formal and informal
- H. Idioms with avoir, pronouns y and en
 - I. Parts of the body, more vocabulary on food, time, weather, clothing, quantities...to enable simple discussion
- J. Practice creating written and oral sentences describing facts or opinions based on videos and cultural and historical readings

- K. Continued emphasis on using cognates and context for clues to meaning
- L. Continued emphasis on creating French by word groups or meaning rather than by word-for-word translation
- M. Increased class discussion in French of readings and videos, including comparison of student opinions and conclusions.

VI. METHODS OF INSTRUCTION:

- A. Creating sentences and dialogues in pairs or groups.
- B. Viewing video tapes in French or occasionally in English to introduce cultural materials or stories which promote discussion.
- C. Responding in complete French sentences to questions posed by instructor or other students using the structures and vocabulary under study.
- D. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in French.
- E. Reviewing difficult text or workbook assignments such as true/false, fill-in-the-blank, changing subject and make any other necessary changes in the sentence.
- F. Interviewing another student and reporting information to the class.
- G. Summarizing the content of a video episode or cultural reading.
- H. Comparing French-speaking countries in terms of pronunciation of French, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
- I. Debating an issue.
- J. Playing games in French (such as guessing games).

VII. TYPICAL ASSIGNMENTS:

The goal is communication in French, and students work extensively outside of class. Students study assigned pages with cassette tapes to learn and practice new vocabulary and grammar. Then they complete exercises such as: A. Recognition tasks, matching, true/false, fill-in-the-blank; B. Changing the subject of a sentence and making any other necessary changes; C. Changing the tense of a sentence; D. Reacting to pictures or situations involving comprehension and use of new structures; E. Creating personal responses using new vocabulary and structures. F. Creating who, what, where, why, when questions; G. Reading comprehension questions which call for evaluation, comparison, contrast; H. Instructional software exercises for review of selected topics of grammar as well as to practice vocabulary and comprehension; I. Taking self-tests in preparation for classroom tests.

VIII. EVALUATION:

A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Home Work
- 4. Class Performance

B. **Frequency**

IX. TYPICAL TEXTS:

- 1. Siskin, Recker *Situations et Contextes*. 2nd ed., Holt Rinehart Winston, 1994.
- 2. Capretz et al *French in Action Part I*. 2nd ed., Yale University Press, 1994.
- 3. Storme, *Situations et Contextes, Workbook/Lab Manual*, 2nd edition. Holt Rinehart Winston; with Audio Cassettes (to be duplicated for students), 1994
- 4. Capretz et al. *French in Action Workbook I*, 2nd edition, Part I. Yale University Press, 1994 with Audio Cassettes to be duplicated for students; Videos

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. 90-minute blank audio cassette