

Las Positas College  
3000 Campus Hill Drive  
Livermore, CA 94551-7650  
(925) 424-1000  
(925) 443-0742 (Fax)

## Course Outline for FREN 1A

### BEGINNING FRENCH

Effective: Fall 1997

#### I. CATALOG DESCRIPTION:

FREN 1A — BEGINNING FRENCH — 5.00 units

This introductory level course will enable students to begin speaking, reading and writing elementary level French as well as understanding 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

#### **Strongly Recommended**

ENG 1A - Critical Reading and Composition

#### **Grading Methods:**

#### **Discipline:**

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

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

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering this course, it is strongly recommended that the student should be able to:**

A. ENG1A

#### IV. MEASURABLE OBJECTIVES:

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

- A. Identify basic parts of a sentence in French;
- B. Use nouns and accompanying adjectives in correct form;
- C. Use regular and key irregular verbs in the present tense;
- D. Recognize passé compose; use regular and basic irregular verbs in this tense;
- E. Use the immediate future tense comfortably;
- F. Replace nouns with correct direct object pronouns, indirect object pronouns, or both;
- G. Use singular and plural possessive adjectives appropriately;
- H. Speak in short sentences using simple vocabulary on topics such as clothing, food, family, quantities, time, weather;
  - I. Summarize a video episode in simple French sentences;
- J. Understand native speakers engaged in simple conversation speaking at a slower than normal pace;
- K. Use knowledge of English to recognize French cognates as an aid to comprehension;
- L. Recognize, discuss and compare several aspects of the culture and society of several Francophone countries.

#### V. CONTENT:

- A. Review of basic grammatical terminology, parts of speech
- B. Gender and number agreement of nouns and adjectives
- C. Subject pronouns
- D. Basic prepositions
- E. Present tense of regular and irregular verbs
- F. Passé composé of regular verbs
- G. Direct and indirect object pronouns used separately and together
- H. Possessive adjectives
  - I. Basic vocabulary on topics such as numbers, foods, colors, clothing, physical description, time, weather;
- J. Introduction to the use of English cognates to recognize French vocabulary;
- K. Introduction of reading strategies to deduce meaning if it is not apparent. This includes comparison of English and French syntax;
- L. Using context for clues to meaning;
- M. Introduction to translating by word groups rather than word for word;
- N. Introduction to Francophone culture and history through readings, videos, and computer software: daily life, tourist attractions, geography, social and political structure, educational system, etc.

#### VI. METHODS OF INSTRUCTION:

- A. 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
- B. Creating sentences and dialogues in pairs or groups
- C. Responding in complete Spanish 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. Debating an issue
- F. Playing games in French (such as guessing games)
- G. Interviewing another student and reporting information to the class
- H. Summarizing the content of a video episode or cultural reading
  - I. Comparing French-speaking countries in terms of pronunciation of French, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
- J. Viewing video tapes in French or occasionally in English to introduce cultural materials or stories which promote discussion

#### 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. Class Participation
- 4. Home Work

##### B. **Frequency**

#### IX. TYPICAL TEXTS:

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

#### X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. 90-minute blank audio cassettes