

Las Positas College
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Course Outline for FREN 1B

ELEMENTARY FRENCH

Effective: Spring 2019

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
or
appropriate skill level demonstrated through the assessment process.

Grading Methods:

Letter or P/NP

Discipline:

- Foreign Languages: French

	MIN
Lecture Hours:	90.00
Expected Outside of Class Hours:	180.00
Total Hours:	270.00

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

1. Identify basic parts of a sentence in French;
2. Use nouns and accompanying adjectives in correct form;
3. Use regular and key irregular verbs in the present tense;
4. Use the immediate future tense in short sentences;
5. Speak in short sentences using simple vocabulary on topics such as clothing, food, family, quantities, time, weather;
6. Summarize a video episode in simple French sentences;
7. Understand native speakers engaged in simple conversation speaking at a slower than normal pace;
8. Use knowledge of English to recognize French cognates as an aid to comprehension;
9. Ask and answer questions in the present tense.

IV. MEASURABLE OBJECTIVES:

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

- A. Use regular and key irregular verbs in the:
 1. passé composé
 2. imperfect tense
 3. 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 and recognize idioms with the verbs avoir, être, faire and other expressions learned.
- G. Recognize comparative and superlative sentences;
- H. Use the pronouns y and en in simple sentences;
- I. Engage in discussion of household chores, 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. Use and understand reflexive verbs in sentences.

V. CONTENT:

- A. Past tense; contrast of passé composé and imperfect tenses
- B. Apply knowledge of transitive and pronominal verbs (using être) and other verbs (using avoir) in the passé composé
- C. Immediate future tense and recent past
- D. Future and Conditional tenses will be introduced
- E. Negation including negative adverbs
- F. Comparative and superlative structures and usage
- G. Commands-formal and informal
- H. Direct and indirect object pronouns used in conjunction with the pronouns y and en
- I. Parts of the body, additional vocabulary on food, time, weather, clothing, quantities and other vocabulary as needed to enable 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 clips in French 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 more advanced text or workbook assignments which could include true/false, fill-in-the-blank, editing sentence structures for proper agreement of gender and number, as well as short answer or essays to express personal opinions or experience.
- 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. Playing games in French (such as guessing games).
- J. **Lab** - Instructor working one on one with students in language lab on pronunciation and spoken structures.
- K. **Lecture** - Instructor will explain and elaborate on grammar, vocabulary and culture to elucidate the content. Instructor will present additional examples for students from the textbook.

VII. TYPICAL ASSIGNMENTS:

- A. Homework exercises from on-line workbook:
 - 1. Recognition tasks, matching, true/false, fill-in-the-blank
 - 2. Changing the subject of a sentence and making any other necessary changes
 - 3. Changing the tense of a sentence, active use of the past tenses.
 - 4. Reacting to pictures or situations involving comprehension and use of new structures
 - 5. Creating personal responses using new vocabulary and structures
 - 6. Creating who, what, when, where, why questions in past tense.
 - 7. Reading comprehension questions which call for evaluation, comparison, contrast
 - 8. Instructional software exercises for review of selected topics of grammar as well as to practice vocabulary and comprehension
 - 9. Taking self-tests in preparation for classroom tests
- B. Class participation
 - 1. Students are engaged in class, actively working with partner in French
 - 2. Volunteering to answer questions and/or responding when called
- C. Paragraph essays:
 - 1. Due before midterm: Write about your goals for the coming year.
 - 2. Due before Finals: Using Past tenses describe an event from childhood.
- D. Oral Presentation: French culture topic of choice
 - 1. To be delivered in French, 3-5 minutes on a French culture topic of interest to the student. PowerPoint Presentations encouraged.

VIII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
 - Bi-weekly chapter exams and one final exam
- B. Quizzes
 - chapter quizzes (at instructor's discretion)
- C. Papers
 - 1 paper due before midterm. 2nd paper due before final exam.
- D. Oral Presentation
 - one at end of term.
- E. Class Participation
 - daily
- F. Class Work
 - daily
- G. Home Work
 - weekly

IX. TYPICAL TEXTS:

- 1. Mitchell, James, and Cheryl Tano. *Promenades: à travers le monde francophone*. 3 ed., Vista Higher Learning, 2018.
- 2. Valdman, Albert, Cathy Pons, and Ellen Scullen. *Chez Nous: Branché sur le monde francophone*. 4 ed., Pearson, 2013.
- 3. Manley, Joan, Stuart Smith, Marc Prévost, and John McMinn-Reyna. *Horizons*. 7 ed., Cengage, 2019.
- 4. Amon, Evelyn, Judith Muyskens, and Alice Omaggio-Hadley. *Vis-à-Vis*. 7 ed., McGraw Hill, 2019.

X. OTHER MATERIALS REQUIRED OF STUDENTS: