

French 1, Semester A

Course Overview

Learning a language is a multi-faceted experience in which you are introduced to a whole new set of words and ways of expressing yourself with words, along with new cultures formed by people who have been speaking that language for centuries. The French-speaking world spans France, Monaco, and parts of Belgium, Switzerland, and Luxembourg in Europe, as well as parts of the United States, Canada, and various African countries, all with varied ethnic and political histories and cultures.

In French 1A, you'll be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of your social life. You'll start with basic sentence structures and grammatical tools, and you'll communicate by listening, speaking, reading, and writing in French as you internalize new vocabulary and grammar. You'll also learn about some regions of the French-speaking world that the central characters of each unit are visiting. You will build on this semester's work as you advance in your French studies: everything that you learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Goals

By the end of this course, you will be able to do the following:

- Identify subject pronouns and match them with conjugated verb forms; use adjectives and articles and match them (by gender and number) with nouns.
- Construct sentences, orally and in writing, in the present tense with a variety of regular and irregular verbs.
- Choose when to use the verbs **être** (to be) and **savoir** (to know) in several situations.
- Examine questions about countries of origin using the verb **venir** (to come).
- Apply verbs like **aimer**, **adorer**, and **n'aimer pas** to express likes and dislikes.
- Make comparisons and express agreement and disagreement.

Language Skills

French 1A is a beginning class that does not have specific prerequisites. Nevertheless, you should have the following basic skills:

- a basic knowledge of the parts of speech such as noun, verb, subject, adjective, and adverb
- the ability to read and speak English and compose paragraphs or lines of dialogue that form a coherent whole
- a basic understanding of world geography

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Understand the basics of spreadsheet software, such as Microsoft Excel or Google Spreadsheets, but having prior computing experience is not necessary.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation, found at the beginning of this course.

Credit Value

French 1A is a 0.5-credit course.

Tips for Language Learning

- Relax and enjoy yourself: To learn a new language, you have to start at the beginning. Most of the knowledge you've accumulated to date will not help you master the new challenges you face. You will make errors, so look for improvement in your ability to communicate rather than perfect replication of the language you are learning.
- Immerse yourself in the language as much as you can. Replay audio, especially extended audio passages, to gain familiarity with the sound and meanings of the language. Look for opportunities to learn songs and watch multimedia content in the language.

- Use the mobile games that are packaged with this course to increase your fluency and comprehension of the new language.
- Take advantage of and create additional opportunities besides those offered in the course to communicate in the language in everyday situations.
 - Use the audio recorder device provided with the course package (or any other recording device installed in your PC) to practice speaking, and play back your recordings to check for vocabulary and grammar usage and clarity of pronunciation (not perfection).
 - Practice reading the language aloud.
 - Use the discussion forums provided to practice communicating in written form with other learners.
 - Look for online language practice chat forums and real-life situations in which you can use the language, at whatever level you are comfortable with.
- Use the opportunities offered in the course to compare your responses with the sample answers provided in written form or as audio files. Your responses need not be exactly the same as sample answers; rather, you should check for correctness of vocabulary, grammar, and pronunciation. If you're in doubt, you can consult your teacher (or anyone else you know who is proficient in French).
- Learn the language in the context of the words and the situations in which these words are used, instead of learning by a process of translating between French and English.
- The language you are learning in this course uses symbols, such as accents. Use these [instructions](#) to learn how to enter these symbols using your keyboard.

Mobile Games for Language Learning

Each lesson in this language course includes a game that is available on mobile devices and is designed to help you practice your listening and comprehension skills, whether you're in class or on the go.

Each game is based on one of these four game “engines.”

- **Rapid Fire:** You hear words or phrases read in a certain sequence and tap the images that represent the words or phrases, repeating the same pattern. This game is a fast-paced vocabulary builder and has a head-to-head multi-player option.
- **This or That:** You hear a series of words or phrases, one at a time, and tap one of two pictures to place each word or phrase in its proper category, such as food or drink, or true or false. This is a fast-paced game that helps you think about vocabulary and phrases and has a head-to-head multi-player option.
- **What's My Line:** You hear a group of phrases or sentences and drag the speech bubble for each phrase or sentence onto the picture that best illustrates that phrase.

This game helps you practice distinguishing between related vocabulary items and has a head-to-head multi-player option.

- **Phrase Builder:** You build a sentence from words or short groups of words. You listen to the sentence, drag the speech bubbles to recreate the sentence, and then submit it for scoring. This game helps you think about the formation of sentences in the language and only plays in solo mode.

To gain access to the language games, you will need to use one of the following types of devices:

Apple iPads, iPhones, or iPod Touch devices using iOS 4 or later, tablets or phones running the Android OS v2.3 or later.

Here are the steps and requirements for getting to the games:

For IOS devices: Visit the [Apple Mobile App store](#) in iTunes or on your device. Find the Edmentum World Languages Games app that matches your language and semester. Download the app, launch it, and use your PLE credentials to log in.

For Android devices: Visit [Google PLAY](#) on your PC or device. Find the Edmentum World Languages Games app that matches your language and semester. Download the app, launch it, and use your PLE credentials to log in.

The first time you launch the installed app for a certain semester on a certain mobile device, you must establish that you are an Edmentum customer and are part of a district or school with licenses for the semester of languages at hand. To do this, you will enter your normal PLE login credentials, including *account login*, *Edmentum name*, and *password*. Then you will be able to open and play games directly on a designated device for one semester's worth of games. This access will last for one year from the date of authentication. If you continue to be a PLE user and your school continues to license the language courses, you can re-authenticate to unlock the games for an additional year.

Course Materials

- Notebook
- Presentation software
- Computer with Internet connection and speakers or headphones
- Recording device on your computer for practicing and for teacher-submitted audio tasks
- Microsoft Word or equivalent
- Microsoft Excel or equivalent

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: Introductions

Summary

In this unit, you will be introduced to the French language. First, you'll learn some common ways of greeting people in French. Then, you'll learn how to ask for and share basic personal information, including the spelling of names and phone numbers. Next, you'll ask and respond to questions about people's nationalities. Finally, you'll ask and answer questions about dates and time and express information about people's age and birth dates.

Day	Activity/Objective	Type
1 day: 1	Syllabus and Edmentum Student Orientation <i>Review the Edmentum Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
3 days: 2-4	Exchanging Personal Greetings <i>Question how others are, greet them, and say good-bye in various, culturally appropriate ways.</i> Grammar Objectives: <ul style="list-style-type: none">• <i>Apply formal and informal personal greetings.</i>• <i>Apply greetings such as Hello, Good morning, Good day etc.</i>• <i>Employ leave-takings such as Good-bye, Good night, See you later, etc.</i>	Tutorial
3 days: 5-7	Sharing Names and Phone Numbers <i>Ask for and share basic personal information, including the spelling of names and phone numbers.</i> Grammar Objectives: <ul style="list-style-type: none">• <i>Apply the French alphabet and the numbers from 0 to 30.</i>	Tutorial

	<ul style="list-style-type: none"> • Question and answer basic questions requiring spelling and numeration. 	
3 days: 8-10	<p>Discussing What Country You're From Discuss how to ask and answer questions about what country you are from.</p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Apply singular and plural nouns and adjectives. • Ask and answer the question <i>Where are you from?</i> in its various forms (formal and informal, singular and plural). • Apply present-tense conjugations of the verb ÊTRE (TO BE). • Discuss and answer the question <i>Where do you come from?</i> using the constructions with the verb VENIR (TO COME). 	Tutorial
4 days: 11-14	<p>Date, Time, and Age Discuss and answer questions about date and time, and express information about age and birth date, in culturally appropriate ways.</p> <p>Grammar Objectives: Explain the use of POURQUOI (WHY) with PARCE QUE (BECAUSE) and POURQUOI (WHY) with POUR (FOR).</p>	Tutorial
3 days: 15-17	Unit Activity and Discussion—Unit 1	Unit Activity Discussion
1 day: 18	Post Test—Unit 1	Assessment

Unit 2: Who Am I?

Summary

In this unit, you will describe your own and others' physical appearance, personality traits, likes, dislikes, thoughts, feelings, and opinions.

Day	Activity/Objective	Type
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<p>4 days: 19-22</p>	<p>Physical Appearance and Characteristics <i>Express information about personal appearance and physical characteristics.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> Analyze the verb AVOIR (TO HAVE) in the present tense. Analyze the verb ÊTRE (TO BE) in the present tense. 	<p>Tutorial</p>
<p>4 days: 23-26</p>	<p>Personality Traits <i>Describe people's personalities, including positive and negative traits.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> Practice using the verb AVOIR (TO HAVE) and ÊTRE (TO BE). Express possession with possessive adjectives and with the use of AVOIR (TO HAVE). Apply ÊTRE (TO BE) with comparatives more than, less than, as much as, better than, worse than, and so on. 	<p>Tutorial</p>
<p>3 days: 27-29</p>	<p>Expressing Likes, Dislikes, and Desires <i>Discuss personal likes and dislikes, such as foods, activities, colors, and those of others, including why you may like or dislike something.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> Apply ON DOIT + verb and IL EST NÉCESSAIRE + verb to describe rules of sports or ways food is prepared that students may or may not like. Practice the present-tense conjugations of ER, IR, and RE verbs. Apply the question words how much, how many, how, whose, who, what, and why. 	<p>Tutorial</p>
<p>3 days: 30-32</p>	<p>Expressing Thoughts and Feelings <i>Describe your own basic thoughts, feelings, and opinions, and ask questions about the thoughts and opinions of others.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> Practice the concept of stem-changing verbs: Y to i (ex. PAYER, ESSAYER and PRÉFÉRER, ACHETER). Specify the difference between JE PENSE À (THINK ABOUT), JE PENSE DE/QUE (HAVE AN OPINION 	<p>Tutorial</p>

	<p><i>ABOUT</i>) and CROIRE (<i>BELIEVE</i> or <i>TO HAVE AN OPINION ABOUT</i>).</p> <ul style="list-style-type: none"> • Use the verb DEMANDER as to ask for or to solicit. • Practice stem-changing verbs: Y to i and accent changing verbs. 	
3 days: 33-35	Unit Activity and Discussion—Unit 2	Unit Activity Discussion
1 day: 36	Post Test—Unit 2	Assessment

Unit 3: Friends and Family

Summary

In this unit, you will name and describe the members of your own and others' families, the relationships between them, and their occupations. Next, you will describe various types of relationships that you have with friends and acquaintances, including how well you know them. Then, you will describe events that involve family gatherings, including marriages and family reunions. Finally, you will describe and discuss various occupations in relation to family members and acquaintances.

Day	Activity/Objective	Type
3 days: 37-39	<p>My Immediate Family <i>Name and describe members of your immediate family, the relationships between them, and where the family members live and were born.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Apply the PASSÉ COMPOSE with the verb NAÎTRE and IMPARFAIT tense with the verb HABITER. • Practice with comparisons. 	Tutorial
3 days: 40-42	<p>My Friends <i>Describe various types of relationships you have with friends and acquaintances, including how well you know them.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Apply SAVOIR (<i>TO KNOW FACTS</i>) and CONNAÎTRE (<i>TO BE ACQUAINTED WITH PEOPLE AND PLACES</i>). 	Tutorial

	<ul style="list-style-type: none"> • Practice direct-object pronouns. • Apply verbs related to activities (to watch, to listen, and so on). 	
4 days: 43-46	<p>Family Gatherings and the Extended Family Describe various events that involve gatherings of your extended family, including marriages and family reunions.</p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Demonstrate the ON construction. • Demonstrate the expression AVOIR BESOIN DE to express WHAT ONE NEEDS TO DO. 	Tutorial
4 days: 47-50	<p>Acquaintances and the World of Work Discuss and describe various occupations by talking about them in relation to the family members and acquaintances who hold them.</p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Apply the present participle with <i>En</i> using –ER, –IR, and –RE verbs. • Summarize the uses of ÊTRE with professions. • Discuss that professions are referred to without the use of articles. • Apply the informal imperative for basic navigational verbs such as <i>go, stop, turn, continue, and so on.</i> 	Tutorial
3 days: 51–53	Unit Activity and Discussion—Unit 3	Unit Activity Discussion
1 day: 54	Post Test—Unit 3	Assessment

Unit 4: At Home

Summary

In this unit, you will describe different types of homes and the rooms and furnishings within them. Next, you will talk about common household chores. Then, you will describe various types of automobiles and how to compare, buy, and take care of a personal automobile. Finally, you will compare the roles and importance of computers, the Internet, and cell phones at home.

Day	Activity/Objective	Type
3 days: 55-57	<p>In My Home <i>Describe different types of homes and the rooms and furnishings within them.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Compare adjectives and adverbs and their use. • Apply POUR (FOR) to describe for what purpose different pieces of furniture will be used. 	Tutorial
4 days: 58-61	<p>Chores Around the House <i>Describe various common household responsibilities.</i></p> <p>Grammar Objective: Use the direct- and indirect-object pronouns.</p>	Tutorial
3 days: 62-64	<p>Cars, Bikes, and Motorcycles <i>Describe various types of automobiles and how to compare, shop, buy, and take care of a personal automobile.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Employ comparatives and superlatives. • Apply limited forms of the verbs start (a car), fail (brakes), get a flat tire, make a noise, not work well (engine). 	Tutorial
3 days: 65-67	<p>Technology at Home <i>Discuss and compare the roles and importance of computers, the Internet, and cell phones in the home.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Apply interrogative words to get information. • Employ comparatives and superlatives. • Apply verbs for like (AIMER), really like (ADORER), dislike (N'AIMER PAS), and prefer (PRÉFÉRER, AIMER MIEUX). 	Tutorial
3 days: 68–70	Unit Activity and Discussion—Unit 4	Unit Activity Discussion
1 day: 71	Post Test—Unit 4	Assessment

Unit 5: The Social World

Summary

In this unit, you will discuss social networking and email, school life, including individual classes and teachers, scheduling and school supplies, assignments, sports, and extra-curricular activities. You will also discuss various options for after-school activities with friends.

Day	Activity/Objective	Type
3 days: 72-74	<p>Social Networking <i>Discuss the importance of social networking and email.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • <i>Apply demonstrative adjectives and pronouns to point out people and things.</i> • <i>Employ AVOIR (TO HAVE), DEVOIR (SHOULD/UGHT TO), PRÉFÉRER (PREFER), and ALLER + infinitive (BE GOING TO).</i> • <i>Discuss the phrases AVOIR RAISON (TO BE RIGHT), AVOIR TORT (TO BE WRONG), AVOIR L’AIR (TO SEEM), and AVOIR BESOIN DE (TO NEED).</i> 	Tutorial
4 days: 75-78	<p>At School <i>Discuss school life, including individual classes and teachers, scheduling and school supplies, and different assignment types.</i> Grammar Objectives:</p> <ul style="list-style-type: none"> • <i>Illustrate prepositions of place.</i> • <i>Employ comparatives and superlatives.</i> • <i>Apply DONNER (TO GIVE), RECEVOIR (TO RECEIVE), and AVOIR DES BONNES NOTES (TO GET GOOD GRADES).</i> • <i>Practice previously introduced verbs VOULOIR (TO WANT), DÉSIRER (TO DESIRE), TRAVAILLER (TO WORK), and IL EST NÉCESSAIRE/IL FAUT (IT IS NECESSARY).</i> 	Tutorial
3 days:	Trying Out	Tutorial

79-81	<i>Describe the ups and downs of trying out for school sports, plays, and other activities.</i> Grammar Objectives: <i>Employ the subjunctive mood.</i>	
3 days: 82-84	After School <i>Describe common gathering places and corresponding activities.</i> Grammar Objectives: <ul style="list-style-type: none"> • <i>Apply prepositions of place.</i> • <i>Employ comparatives and superlatives.</i> • <i>Express negation and agreement using positive and negative words.</i> 	Tutorial
3 days: 85–87	Unit Activity and Discussion—Unit 5	Unit Activity Discussion
1 day: 88	Post Test—Unit 5	Assessment
1 day: 89	Semester Review	
1 day: 90	End-of-Semester Exam	Assessment

Course Map

You will achieve course level objectives by completing each lesson’s instruction, assignments, and assessments. For a detailed look at how the materials meet these objectives, review the [course map for Semester A](#).