

Syllabus

French 2, 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 2A, you'll be reintroduced to French in common situations, beginning with describing classes, school friends, teachers, and school supplies. You'll discuss different styles of dressing, housing and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. You'll also describe daily personal routines and schedules, household chores and family responsibilities. Finally, you'll discuss different types of cuisine, dining establishments and dining etiquette. You'll build on what you learned in the French 1B course to 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 where 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:

- Use subject pronouns such as **je, tu, il/elle, nous, vous**, and **ils/elles** in speech and writing.
- Use interrogative words and question formation, including tag questions, negation, and inversion (formal and informal).
- Use time order words and phrases such as **la semaine dernière, l'été dernier, hier soir, avant-hier**, etc.
- Use superlatives and comparatives such as **plus/moins...que, le/la plus, le/la moins, le/la meilleur(e)/mieux, le/la pire**, etc.
- Express likes and dislikes using verbs such as **aimer, adorer, préférer, détester, admirer, apprécier**, and **hair**.

- Correctly use the **complement d'objet** direct in both present and **passé composé**.
- Use words related to the descriptive past such as **souvent, de temps en temps, toujours, jamais, plusieurs fois** (frequently, often, once in a while, many times, always, never).
- Differentiate between **savoir** (knowing how to or facts) and **connaître** (knowing someone or being familiar with something).
- Use correct verbs to form idioms/idiomatic expressions: **Avoir** as it relates to idioms (**avoir envie de, avoir l'intention de** etc.).
- Use verbs and phrases such as **vouloir - que voudriez-vous?/je veux; prendre - que prenez-vous?/je vais prendre;** and **coûter - combien coûte** to order food.
- Soften commands using the present subjunctive.

Language Skills

French 1B is a prerequisite course for French 2A. The following fundamental concepts and skills will be helpful.

- a basic knowledge of 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 activities:

- Work with word processing software such as Microsoft Word or Google Docs.
- Work with presentation software such as Microsoft Power Point.
- Do 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 Plato Student Orientation document.

Credit Value

French 2A is a 0.5-credit course.

Tips for Language Learning

- Relax and enjoy yourself: To continue learning a new language, you will build on what you have already learned and incorporate new vocabulary and grammar concepts with the old, increasing your ability to communicate by listening, speaking, reading, and writing as you progress. To foster your progress, concentrate on communicating, not on using a new language beyond your current abilities. 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.
- 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 this course package (or any other recording device installed on 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 whichever 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 the sample answers; rather, you should check for correctness of vocabulary, grammar, and pronunciation. If you're in doubt, you may 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 they are used, instead of learning by a process of translation 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.

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: Back to School

Summary

In this unit, you will be reintroduced to French in common situations, beginning with describing classes, school friends, teachers, and school supplies. Then, you will ask and answer questions about teachers, classmates, school, and things and places around town. Next, you will learn how to share personal information like nationalities and interests. Finally, you will describe a summer holiday in the recent past, and the activities enjoyed.

Day	Activity/Objective	Type
1 day: 1	Syllabus and Plato Student Orientation <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
4 days: 2-5	New Faces, New Places <i>Describe classes, teachers, friends at school, and school supplies.</i> Grammar and Vocabulary Objectives: <ul style="list-style-type: none"> • Use subject pronouns (JE, TU, IL/ELLE, NOUS, VOUS, ILS/ELLES). • Use correct gender and number with nouns and adjectives. • Use DÉTERMINANTS (LE/LA/LES, UN/UNE/DES). • Use regular verb endings of -ER, -IR, and -RE verbs. • Review some common irregular verbs (AVOIR/ÊTRE). • Review basic adjectives. 	Tutorial
4 days: 6-9	At School and Around Town <i>Ask and answer questions about school, teachers, classmates, and things around town.</i> Grammar and Vocabulary Objectives: <ul style="list-style-type: none"> • Use interrogative words and question formation, 	Tutorial

	<p><i>including tag questions, inversion, and negation.</i></p> <ul style="list-style-type: none"> • <i>Use intonation in question formation.</i> • <i>Review verbs in questions and answers, including is there (ÊTRE - EST-CE QUE), there is/are (AVOIR - IL Y A), and can I (POUVOIR - PUIS-JE).</i> 	
3 days: 10-12	<p>Exchanging Personal Information <i>Ask and answer questions about national origin and other personal information.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • <i>Use correct adjective agreement.</i> • <i>Use contractions such as DE and À appropriately.</i> 	Tutorial
3 days: 13-15	<p>Last Summer <i>Describe summer holidays and activities.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • <i>Use the two forms of past tense (PASSÉ COMPOSÉ and IMPARFAIT).</i> • <i>Use AVOIR/ÊTRE/ALLER/FAIRE in the past tense.</i> • <i>Use time order words and phrases (LA SEMAINE DERNIÈRE, L'ÉTÉ DERNIER, HIER SOIR, AVANT-HIER, etc.).</i> • <i>Use correct adjective agreement.</i> 	Tutorial
3 days: 16–18	Unit Activity and Discussion—Unit 1	Unit Activity Discussion
1 day: 19	Posttest—Unit 1	Assessment

Unit 2: Lifestyles

Summary

In this unit, you will discuss lifestyles in terms of clothing and housing preferences, and shopping and managing money. Then, you will describe and comparing styles of dressing, current or modern and traditional. Next, you will express opinions about kinds of housing and neighborhoods. Finally, you will learn about online shopping and currencies and exchange rates.

Day	Activity/Objective	Type
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<p>3 days: 20-22</p>	<p>Ways of Dressing <i>Describe and compare types of clothing, both traditional and modern.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Use comparisons of equality (AUTANT DE...QUE/DE, AUSSI...QUE). • Use superlatives and comparatives (PLUS/MOINS...QUE, LE/LA PLUS, LE/LA MOINS, LE/LA MEILLEUR(E)/MIEUX, LE/LA PIRE). • Use regular ER, IR, and RE verbs (FABRIQUER, PORTER, CRÉER, CHOSIR, and VENDRE). • Review the use of AVOIR/ÊTRE. • Review common adjectives from year 1. 	<p>Tutorial</p>
<p>3 days: 23-25</p>	<p>Living Arrangements <i>Express opinions about neighborhoods and living arrangements.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Express likes and dislikes using verbs such as AIMER ADORER, PRÉFÉRER, DÉTESTER, ADMIRER, APPRÉCIER, and HAÏR. • Use negation appropriately (NE...PAS). • Use indirect object pronouns (COMPLEMENT D'OBJET INDIRECT) with verbs like to give (DONNER), to dream (RÊVER), to please (PLAÎRE). 	<p>Tutorial</p>
<p>4 days: 26-29</p>	<p>Browsing and Buying <i>Describe online browsing and shopping experiences.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Review and use present tense stem-changing verbs (PAYER, APPELER, REJETER, ACHETER, CONSIDÉRER, and EMPLOYER). • Use PASSÉ COMPOSÉ with stem-changing verbs. • Use correct placement of direct object pronoun in PASSÉ COMPOSÉ. • Correctly use COMPLEMENT D'OBJECT DIRECT in both present and PASSÉ COMPOSÉ. 	<p>Tutorial</p>
<p>4 days: 30-33</p>	<p>Exchanging Money <i>Ask and answer questions about currencies and exchange rates of various countries.</i></p> <p>Grammar and Vocabulary Objectives:</p>	<p>Tutorial</p>

	<ul style="list-style-type: none"> • Use interrogatives (QUI, QUEL, etc.) • Use irregular PASSÉ COMPOSÉ verbs (FAIRE, ÊTRE, ALLER, AVOIR, POUVOIR, VOULOIR, etc.) 	
3 days: 34-36	Unit Activity and Discussion—Unit 2	Unit Activity Discussion
1 day: 37	Posttest—Unit 2	Assessment

Unit 3: Relationships

Summary

In this unit, you will describe the relationships between family members and friends, students and teachers, and between employees and employers. Then, you will describe community celebrations and relationships with community members. Finally, you will discuss online communities, their advantages and disadvantages.

Day	Activity/Objective	Type
3 days: 38-40	<p>Friends and Family <i>Describe relationships between family members and friends.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Use possessives (LES DÉTERMINANTS POSSESSIFS). • Use possessive pronouns. • Use demonstrative adjectives. • Use the descriptive past tense (L'IMPARFAIT). • Use words related to the descriptive past such as: frequently, often, once in a while, many times, always, never (SOUVENT, DE TEMPS EN TEMPS, TOUJOURS, JAMAIS, PLUSIEURS FOIS). 	Tutorial
3 days: 41-43	<p>School and Work Associates <i>Describe relationships between students and teachers and between employees and employers.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Compare past tenses (PASSÉ COMPOSÉ VS IMPARFAIT) with verbs CONNAÎTRE, TRAVAILLER, and ÉTUDIER. • Use words related to the length of 	Tutorial

	<i>relationships/prepositions of time (DEPUIS, PENDANT, and POUR).</i>	
4 days: 44-47	<p>Community Customs <i>Describe relationships among members of a community and community celebrations.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • <i>Use the imperative form correctly.</i> • <i>Give advice or direction using the imperative forms.</i> • <i>Use formal and informal forms of imperative including reflexive verbs.</i> • <i>Differentiate between SAVOIR (knowing facts, how to) and CONNAÎTRE (knowing someone, being familiar with something).</i> 	Tutorial
3 days: 48-50	<p>Online Communities <i>Discuss online relationships and communication.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • <i>Describe relationships and activities in online communities.</i> • <i>Use the imperative in the negative to give instructions, including reflexive verbs.</i> • <i>Give advice using POUVOIR (you can).</i> 	Tutorial
3 days: 51-53	Unit Activity and Discussion—Unit 3	Unit Activity Discussion
1 day: 54	Posttest—Unit 3	Assessment

Unit 4: Managing Life

Summary

In this unit, you will learn describe daily personal routines and schedules. Then, you will describe some household chores and family responsibilities. Next, you will be aware of the laws of a country and of a community. Finally, you will handle personal finances and banking.

Day	Activity/Objective	Type
3 days: 55-57	Day Planner	Tutorial

	<p><i>Describe daily personal routines and activities.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Use reflexive verbs in the present tense related to daily routine (SE LAVER, SE PEIGNER, SE Baigner, etc.). • Form idiomatic expressions with AVOIR (AVOIR ENVIE DE, AVOIR L'INTENTION DE). • Review telling time and expressing at what time specific events occur. 	
3 days: 58-60	<p>Managing Chores</p> <p><i>Describe household and family responsibilities.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Use verbs of necessity (DEVOIR, FALLOIR, AVOIR BESOIN DE). • Use verbs related to household chores correctly (PRÉFÉRER, NETTOYER, RANGER, TONDRE, POLIR, etc.). • Use FUTUR PROCHE with ALLER + infinitive. • Use frequency words (UNE FOIS, SOUVENT, JAMAIS, etc.). • Use conjunctions (PARCE QUE, POUR, SI, QUAND). 	Tutorial
3 days: 61-63	<p>In the Community</p> <p><i>Discuss responsibilities and obligations to the community.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Review verbs of necessity (DEVOIR, IL FAUT [FALLOIR], AVOIR BESOIN DE). • Use affirmative and negative words (QUELQUE CHOSE/RIEN, QUELQU'UN/PERSONNE, AUSSI, NE...NI...NI, OU, and TOUJOURS/JAMAIS). 	Tutorial
3 days: 64-66	<p>Managing Money</p> <p><i>Describe personal finances and banking.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Review verbs related to banking and finance (DÉPENSER, GAGNER, ÉCONOMISER). • Use and form adverbs (HEUREUSEMENT, FACILEMENT, POLIMENT, SINCÈREMENT). • Review present subjunctive mood (IL FAUT QUE, IL EST IMPORTANT QUE). 	Tutorial
3 days: 67-69	Unit Activity and Discussion—Unit 4	Unit Activity Discussion

1 day: 70	Posttest—Unit 4	Assessment
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Unit 5: Types of Cuisine

Summary

In this unit, you will learn about types of cuisine, dining establishments, and dining etiquette. First, you will discuss types of foods and ways to prepare dishes, including recipes and metric system of measurement used in cooking. Then, you will learn about kinds of foods like ethnic dishes and street food, and peoples' attitudes towards different cuisines. Next, you will describe different dining establishments like food courts, fast food restaurants, and fine-dining, and the experience of dining out and the dining etiquette expected at different establishments. Finally, you will describe what goes into running a restaurant, such as hiring and training people, advertising, good service, and good-tasting and quality food.

Day	Activity/Objective	Type
3 days: 71-73	<p>Preparing Food <i>Discuss ways of preparing food, including recipes and units of measurement</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Review direct and indirect object pronouns; rules for object pronoun placement in affirmative sentences. • Review demonstrative pronouns (CE, CECI, and CELA). • Use cooking terms in imperative (MESURER, MIJOTER, AJOUTER, FAIRE CUIRE, COUPER, and PRÉPARER). • Correctly use object pronouns in the imperative. • Introduce cooking terms related to measurements, foods, and recipes. • Review verbs and expressions related to measurements, foods, and recipes. 	Tutorial
3 days: 74-76	<p>Trying New Foods <i>Discuss ethnic foods and street food.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Use verbs with spelling changes (MANGER, ENCOURAGER, JUGER, and PARTAGER). • Use comparatives and superlatives. • Introduce ethnic terms or adjectives that relate to food. 	Tutorial

<p>4 days: 77-80</p>	<p>Dining Out <i>Describe various dining establishments and the experience of dining out.</i></p> <p>Grammar and Vocabulary Objective:</p> <ul style="list-style-type: none"> • Express preferences, suggestions using the subjunctive. • Use verbs and phrases for ordering food (VOULOIR - QUE VOUDRIEZ-VOUS?//JE VEUX; PRENDRE - QUE PRENEZ-VOUS?//JE VAIS PRENDRE; COÛTER - COMBIEN COÛTE). • Soften commands using the present subjunctive (e.g., instead of saying bring me some coffee, express using subjunctive: JE VOUDRAIS QUE VOUS M'APPORTIEZ UNE TASSE DE CAFÉ). 	<p>Tutorial</p>
<p>4 days: 81-84</p>	<p>Running a Restaurant <i>Describe activities related to working in or running a restaurant.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Use prepositions (SOUS, DERRIÈRE, ENTRE, etc.). • Use irregular command forms (FAIRE, VENIR, DIRE, SORTIR, ALLER, ÊTRE, and SAVOIR). • Use correct placement of object pronouns in commands. • Use direct object pronouns correctly in affirmative sentences and commands. 	<p>Tutorial</p>
<p>3 days: 85–87</p>	<p>Unit Activity and Discussion—Unit 5</p>	<p>Unit Activity Discussion</p>
<p>1 day: 88</p>	<p>Posttest—Unit 5</p>	<p>Assessment</p>
<p>1 day: 89</p>	<p>Semester Review</p>	
<p>1 day: 90</p>	<p>End-of-Semester Exam</p>	<p>Assessment</p>

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](#).