

# Syllabus

## French 2, Semester B

### 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 2B, you'll be reintroduced to French in common situations, beginning with various professions and career plans for the future. You'll discuss traveling to different regions and the flora and fauna found in each region and describe different types of trips, including road trips, camping, and ecotourism. You'll also describe different hobbies, activities, and crafts that people enjoy. Finally, you'll discuss about different medical specialists, including dentists and veterinarians, and describe symptoms related to illness and injury. You'll build on what you learned in the French 2A 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:

- Construct **futur proche**, **future simple** and irregular future tense.
- Use conditional mood: regular and irregular verbs.
- Use prepositions to describe relative location (**à côté de**, **sous**, **derrière**, and **devant**)
- Use verbs describing animal sounds **japper** (bark), **miauler** (meow), **chanter** (sing), etc.
- Use subjunctive irregular and stem-changing verbs such as **boire**, **prendre**, **venir**, **faire**, **savoir**, **aller**, **vouloir**, **envoyer**, **être**, **avoir**, etc.
- Use expressions with **faire** and **jouer** (**faire du cyclism**, **jouer au football**) in the past tense.

- Correctly use the two past tenses to narrate a visit to the doctor including when it was (**passé composé**) and why the person went (**imparfait**: wasn't feeling well, felt sick, etc.), using reflexive verbs in the past with **être**.
- Use transitive and intransitive verbs of motion such as **sortir**, **passer**, and **monter**.
- Contrast similar expressions that do and do not use the subjunctive (**il est probable que** vs. **il n'est pas probable que**, **il est certain que** vs. **il n'est pas certain que**, etc.).
- Use conditional tense to plan trips (**aimer**, **pouvoir**, **vouloir**, etc.).

## Language Skills

French 2A is a prerequisite course for French 2B. 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 2B 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: Around Town

### Summary

In this unit, you will describe various professions and career plans for the future. Then, you will learn about retail services available in a community, like grocers, farmers' markets, and drug stores. Next, you will discuss commercial services available, such as laundrettes, drycleaners, hair salons, tailors, and repair shops or service centers. Finally, you will describe public services, such as modes of transportation, postal services, emergency services, and law enforcement.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
3 days: 2-4	<b>Career Opportunities</b> <i>Describe various jobs or careers and plan for the future.</i> <b>Grammar Objectives:</b> <ul style="list-style-type: none"> <li>• Review and practice capitalization rules.</li> <li>• Construct <b>FUTUR PROCHE</b> and simple future.</li> <li>• Review the use of verbs of necessity such as <b>DEVOIR</b>.</li> </ul>	Tutorial
3 days: 5-7	<b>Retail Shops</b> <i>Describe retail shops and their role in the community.</i> <b>Grammar Objectives:</b> Construct irregular future tense using <b>SAVOIR (KNOW)</b> , <b>VENIR (COME)</b> , and <b>FAIRE (DO)</b> .	Tutorial
3 days: 8-10	<b>Commercial Services</b> <i>Describe various commercial services available in a community.</i> <b>Grammar Objectives:</b> <ul style="list-style-type: none"> <li>• Use conditional mood: regular and irregular verbs <b>VOULOIR (WANT)</b>, <b>PRÉFÉRER (PREFER/CHOOSE)</b>, <b>POUVOIR (TO BE ABLE)</b>, and <b>AIMER (LIKE/LOVE)</b>.</li> <li>• Use coordinating and subordinating conjunctions <b>mais (but)</b>, <b>ou (where)</b>, <b>et (and)</b>, <b>donc (so)</b>, <b>or (now)</b>, <b>ni (nor)</b>, <b>car (for)</b>, <b>que (that)</b>, <b>quand (when)</b>, <b>comme (as/since)</b>, and <b>puisque (since/because)</b>.</li> </ul>	Tutorial
3 days: 11-13	<b>Public Services</b> <i>Describe public services available within a community.</i>	Tutorial

	<b>Grammar Objectives:</b> Use subjunctive with emotions and expressions using <b>vouloir</b> (want), <b>désirer</b> (desire), <b>souhaiter</b> (wish), <b>il est possible</b> (it is possible), <b>il est nécessaire</b> (it is necessary), etc.	
3 days: 14–16	<b>Unit Activity and Discussion—Unit 1</b>	Unit Activity Discussion
1 day: 17	<b>Posttest—Unit 1</b>	Assessment

## Unit 2: Traveling

### Summary

In this unit, you will discuss traveling to different regions and the flora and fauna found in each. Then, you will describe a trip to the countryside, the weather and the plants and animals found there. Next, you will describe a trip to the beach and the kind of weather, plants, and animals found at and around coastal areas. Finally, you will discuss environmental protection and conservation, and how to stay safe in the event of a natural disaster.

Day	Activity/Objective	Type
3 days: 18-20	<p><b>In the Country</b> <i>Describe a visit to the countryside.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use time-related verbs and expressions (<b>IL Y A + time</b>).</li> <li>• Use weather-related verbs and expressions (<b>IL FAIT/IL Y A + weather conditions</b>).</li> <li>• Use prepositions to describe relative location (<b>À COTÉ DE, SOUS, DERRIÈRE, and DEVANT</b>)</li> <li>• Use verbs describing animal sounds <b>JAPPER</b> (bark), <b>MIAULER</b> (meow), and <b>CHANTER</b> (sing).</li> </ul>	Tutorial
3 days: 21-23	<p><b>At the Beach</b> <i>Describe a trip to the beach.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review use of imperative verbs: <b>APPORTER</b> (BRING), <b>VÉRIFIER</b> (CHECK), and <b>PORTER</b> (WEAR)</li> <li>• Review the use of subjunctive phrases: <b>IL FAUT QUE</b> (MUST), <b>IL EST NÉCESSAIRE QUE</b> (IT IS NECESSARY), etc.</li> </ul>	Tutorial

	<ul style="list-style-type: none"> <li>• Introduce gerunds or <b>PARTICIPE PRÉSENT</b> such as <b>EN... ANT EN VOYANT, EN PARLANT</b>.</li> <li>• Use verbs and phrases to describe the weather.</li> </ul>	
4 days: 24-27	<p><b>Taking a Road Trip</b> <i>Describe the experience of taking a road trip.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use imperative command forms related to giving directions.</li> <li>• Use past tense (<b>PASSÉ COMPOSÉ</b> and <b>IMPARFAIT</b>) to describe a trip.</li> </ul>	Tutorial
3 days: 28-30	<p><b>Environmental and Personal Safety</b> <i>Discuss environmental protection and safety issues associated with natural disasters.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review expressions with subjunctive related to safety: <b>IL EST NÉCESSAIRE QUE (IT IS NECESSARY), IL EST IMPORTANT QUE (IT IS IMPORTANT), IL EST POSSIBLE QUE (IT IS POSSIBLE), IL FAUT QUE (IT SHOULD)</b>.</li> <li>• Review the use of adverbs as they relate to safety issues and environmental issues.</li> </ul>	Tutorial
3 days: 31-33	<b>Unit Activity and Discussion—Unit 2</b>	Unit Activity Discussion
1 day: 34	<b>Posttest—Unit 2</b>	Assessment

## Unit 3: Leisure Time

### Summary

In this unit, you will describe hobbies, activities, and crafts that people enjoy. Then, you will describe types of live and recorded entertainment, such as plays, movies, concerts, television shows, etc. Next, you will describe outdoor activities, such as professional and recreational sports, and other activities enjoyed outside. Finally, you will discuss the holidays, celebrations, and rites of passage specific to a culture, and myths, fables, and other storytelling traditions of that culture.

Day	Activity/Objective	Type
-----	--------------------	------

<p>3 days: 35-37</p>	<p><b>Personal Pastimes</b> <i>Discuss personal interests and leisure activities.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use <b>EN TRAIN DE</b> to describe actions that are in progress.</li> <li>• Use verbs of preference (<b>AIMER</b>).</li> </ul>	<p>Tutorial</p>
<p>4 days: 38-41</p>	<p><b>Entertainment</b> <i>Describe various forms of entertainment, live and recorded.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Differentiate between active and passive voice.</li> <li>• Use subjunctive irregular and stem-changing verbs (<b>BOIRE, PRENDRE, VENIR, FAIRE, SAVOIR, ALLER, VOULOIR, ENVOYER, ÊTRE, AVOIR</b>, etc.)</li> </ul>	<p>Tutorial</p>
<p>4 days: 42-45</p>	<p><b>Recreation</b> <i>Discuss preferred forms of outdoor activities.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use expressions with <b>FAIRE</b> and <b>JOUER (FAIRE DU CYCLISM, JOUER AU FOOTBALL)</b> in the present tense.</li> <li>• Use expressions with <b>FAIRE</b> and <b>JOUER (FAIRE DU CYCLISM, JOUER AU FOOTBALL)</b> in the past tense.</li> <li>• Identify cognates between English and French.</li> </ul>	<p>Tutorial</p>
<p>3 days: 46-48</p>	<p><b>Customs and Traditions</b> <i>Discuss how a culture's stories and rites of passage shape that culture.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use <b>IMPARFAIT</b> with fables.</li> <li>• Use ordinal numbers/sequencing.</li> <li>• Use adjectives to describe size (<b>LA GRANDE MAISON, LE PETIT LIVRE</b>, etc.)</li> </ul>	<p>Tutorial</p>
<p>3 days: 49-51</p>	<p><b>Unit Activity and Discussion—Unit 3</b></p>	<p>Unit Activity Discussion</p>
<p>1 day: 52</p>	<p><b>Posttest—Unit 3</b></p>	<p>Assessment</p>

## Unit 4: Healthy Living

### Summary

In this unit, you will discuss medical specialists, including dentists and veterinarians, and symptoms related to illness and injury. Then, you will describe healthy habits, such as good nutrition and fitness regimes, and regular self-examinations. Next, you will learn about treatment of injuries and illnesses. Finally, you will learn about alternative and traditional medical practices.

Day	Activity/Objective	Type
3 days: 53-55	<p><b>Medical Care</b> <i>Discuss how to seek medical care and describe symptoms to a medical professional.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Use definite articles with body parts.</i></li> <li>• <i>Use expressions describing pain or ill-feeling: <b>AVOIR MAL, SE FAIRE MAL, SE BLESSER</b>, etc.</i></li> <li>• <i>Correctly use the two past tenses to narrate a visit to the doctor including when it was (<b>PASSÉ COMPOSÉ</b>) and why the person went (<b>IMPARFAIT</b>: wasn't feeling well, felt sick etc.), using reflexive verbs in the past with <b>ETRE</b>.</i></li> </ul>	Tutorial
4 days: 56-59	<p><b>Healthy Habits</b> <i>Discuss healthy habits and prevention of illness.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Use appropriate vocabulary to express how you feel physically.</i></li> <li>• <i>Review reflexive verbs (<b>SE LEVER, SE SENTIR, S'ASSEOIR</b>, and <b>S'ÉTIRER</b>) and reflexive verbs followed by <b>AVANT DE</b> + infinitive.</i></li> <li>• <i>Use reflexive verbs in the imperative (both affirmative and negative).</i></li> <li>• <i>Use transitive and intransitive verbs of motion (<b>SORTIR, PASSER, MONTER</b> transitive with <b>ETRE</b>, and intransitive with <b>AVOIR</b>).</i></li> </ul>	Tutorial
3 days: 60-62	<p><b>Injuries and Ailments</b> <i>Discuss treatment of injuries and ailments.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Express regret about the poor health of oneself or others.</i></li> <li>• <i>Talk about feelings and symptoms (including use of <b>SE</b></i></li> </ul>	Tutorial



	<p><b>SENTIR).</b></p> <ul style="list-style-type: none"> <li>• Use irregular past participles to describe past emotions.</li> <li>• Identify body parts using the definite article.</li> </ul>	
4 days: 63-66	<p><b>Alternative Medicine</b> <i>Discuss various cultural attitudes toward medical practices.</i></p> <p><b>Grammar Objectives:</b> Contrast similar expressions that do and do not use the subjunctive (<b>IL EST PROBABLE QUE</b> vs. <b>IL N'EST PAS PROBABLE QUE</b>, <b>IL EST CERTAIN QUE</b> vs. <b>IL N'EST PAS CERTAIN QUE</b>, etc.).</p>	Tutorial
3 days: 67-69	<b>Unit Activity and Discussion—Unit 4</b>	Unit Activity Discussion
1 day: 70	<b>Posttest—Unit 4</b>	Assessment

## Unit 5: On the Road Again

### Summary

In this unit, you will discuss types of trips, including road trips, camping, and ecotourism. Then, you will explain how to keep track of location while traveling by using geographical tools like GPS and a compass. Next, you will learn how to plan an itinerary for a trip, tourist destinations, and modes of transportation used for travel. Finally, you will learn about how to share details about and photos of a trip taken, using online blogs and photo albums.

Day	Activity/Objective	Type
3 days: 71-73	<p><b>Choosing a Vacation</b> <i>Discuss different types of trips or vacations.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use conditional tense to plan trips (<b>AIMER, POUVOIR, VOULOIR</b>, etc).</li> <li>• Use <b>FUTUR PROCHE (ALLER + INFINITIF)</b>.</li> <li>• Review idiomatic expressions to talk about traveling: <b>À 3 HEURES SONNANTES (AT 3 O'CLOCK ON THE DOT)</b>, <b>À BON COMPTE (CHEAP)</b>, <b>ACHETER QUELQUE CHOSE À PRIX D'OR (TO PAY THROUGH THE NOSE)</b>, <b>ALLER À PIED (TO GO ON FOOT)</b>, etc.</li> <li>• Introduce additional travel-related verbs such as <b>RÉSERVER, VOYAGER, PRENDRE, FAIRE</b>,</li> </ul>	Tutorial

	<b>ACHETER, etc.</b>	
3 days 74-76:	<p><b>Where Am I?</b> <i>Discuss how to track location while traveling.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use direction words appropriately (<b>NORD, SUD, EST, OUEST, À DROITE, À GAUCHE, AU NORD, AU SUD, LÉGENDE, DISTANCE, etc.</b>)</li> </ul>	Tutorial
4 days: 77-80	<p><b>Taking a Trip</b> <i>Describe how to plan an itinerary for a trip.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast modes of transportation.</li> <li>• Use phrases with <b>SI (PRÉSENT/FUTUR, IMPARFAIT/CONDITIONNEL)</b>.</li> <li>• Use verbs to talk about sightseeing (<b>VOIR, REMARQUER, APERCEVOIR, VISITER, ALLER, etc.</b>).</li> </ul>	Tutorial
4 days: 81-84	<p><b>Travel Blog</b> <i>Describe methods of sharing details about a trip with others.</i></p> <p><b>Grammar Objective:</b> Review culminating past tenses (<b>PASSÉ COMPOSÉ and IMPARFAIT</b>).</p>	Tutorial
3 days: 85-87	<b>Unit Activity and Discussion—Unit 5</b>	Unit Activity Discussion
1 day: 88	<b>Posttest—Unit 5</b>	Assessment
1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>End-of-Semester Exam</b>	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 B](#).