

## **Syllabi for French classes**

In all French classes students learn grammar skills through a variety of oral and written activities. Most of the class work is oral. Students have a written assignment to complete every night except the night before a test, when the homework consists in reviewing.

A typical class period includes the following:

- correction of the previous night's homework
- oral practice of last grammar point studied or of vocabulary and/or
- presentation of new material with oral practice
- short reading, discussion of cultural topic, word game

All oral drills and activities are tailored to the class and often draw on students' lives and experiences for examples. The class also makes extensive use of role-playing. Students sometimes work in pairs on dialogues or other linguistic tasks (writing and deciphering a riddle, responding to each other's letters...)

In order to keep up, it is very important that students do the homework daily. Students must correct the assignments during daily class corrections in order to get full credit. Late homework receives half credit until the day before the test, no credit after that date. Homework done on time but not corrected properly in class receives partial or no credit, but can usually be redone for partial credit. Students who are absent for one or more days can work out a schedule to make up homework without penalization.

Homework is collected daily and returned to the students a day or two before the test so they can review it and ask for clarifications if necessary. Students are encouraged to keep a homework portfolio until the final exam.

Homework usually is a handout prepared by the teacher or a composition often focusing on a specific grammar point or the use of thematic vocabulary. In addition, at each level, there are several more long term projects involving some research as well as a graphic and oral presentation of the findings. The due dates for longer projects are determined in collaboration with the students to ensure minimal conflict with important assignments in other classes.

Students take a written test at the end of each lesson. The time necessary to complete a lesson varies. Oral assessment is ongoing.

## **French III**

Although the Foreign Language requirement is only two years, students are encouraged to continue and take a third year. Taking French III allows students to complete the survey of French grammar they started in French I and continued in French II. In particular, they complete the study of the basic tenses and moods as well as of the most common irregular verbs.

## **Course Goals and Objectives**

Acquire mastery in the following:

- Contrasted uses of past tenses: Imparfait and Passe Compose
- Future tense
- Conditional
- Subjunctive (with expressions of emotion, will, opinion, doubt)
- Interrogative pronouns
- Use of object pronouns in combination
- Use of Depuis
- Use of infinitive after prepositions and use of gerund

## **Instructional Materials**

*French For Mastery* (D.C. Heath) for grammar sequence.

Selected readings and recordings: students read and listen to selections from *Le Petit Nicolas* as well as a variety of short texts. Depending on class interest, in the spring semester, students may read a complete work (a mystery, an abridged version of a literary work, or an easier literary work such as *Le Petit Prince*).

Movies selected from currently available titles.

## **Instructional Method and Key Assignments**

Students further develop their skills in the four basic skills of listening, speaking, reading, and writing by participating in a variety of oral activities, drills, dialogues, etc. Students read a variety of texts (see above). Their increased knowledge of grammar as well as of vocabulary and idioms allows them to engage in more sophisticated unscripted dialogues. Previously covered material is reviewed as necessary.

Students write longer compositions on a variety of topics, some of which are direct applications of grammar points while others are personal or creative. They often work on successive drafts, revising after they receive feedback. They read their final polished draft to the class. There is one longer composition per lesson.

Students also practice responding to readings by answering reading comprehension questions in writing. They do several short oral presentations on relevant cultural topics.

Fall semester project: advertising brochure for a town or a region, real or imaginary.

Spring semester project: to be determined according to students' interest.

## **Assessment**

Regular testing to assess mastery of grammar points (30%)

Written work (20%)

Oral presentations and daily oral participation (25%)

Comprehensive final exam (25%).