CENTRAL TEXAS COLLEGE
SYLLABUS FOR FRENCH 2311/2312
INTERMEDIATE FRENCH I & II
Semester Credit Hours: 3/3

INSTRUCTOR:
OFFICE HOURS:

I. INTRODUCTION

A. This course is designed to help learners continue to build proficiency in French and appreciation for the French language.

B. This course is designed to help students develop an understanding of French cultures throughout the francophone world and the growing importance of the French language in today’s global economy.

C. This course focuses on the development of the two primary language skills – comprehension through reading and listening and competency through speaking and writing – and also introduces a wealth of cultural materials.

D. This course may be used to fulfill language requirements as outlined in your degree plan as well as to satisfy one of the humanities and/or elective requirements.

E. This course is occupationally related and serves as preparation for careers in international business, relations, and communications.

F. The acquisition of a second language is highly beneficial and considered to be essential in many nations to the development, both personal and academic, of any student. Second language acquisition is particularly beneficial for students as by closely studying a foreign language, the student will be able to better manipulate his or her own primary language.

G. Prerequisites: for FREN 2311 are FREN 1411 and 1412 with course grades of at least a “C”; and for FREN 2312 is FREN 2311 with a course grade of at least a “C”.

II. LEARNING OUTCOMES

This course includes grammar, verbs, vocabulary, and pronunciation drills, reading and listening comprehension, writing and conversation necessary for students to demonstrate comprehension and competency in communicating in the target language. Upon successful completion of the courses Intermediate French I & II, the student will be able to:

February 2008
A. Identify vocabulary, grammatical, and verbal structures of the French language in oral and written contexts that will not only reinforce their use and understanding of their own native languages but will also form the basis for further foreign language acquisition, studies, and usage. (C5, C6, C15, C18, F1, F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16)

B. Create sentences and questions to describe and to communicate and illicit information about people, places, activities, and ideas. (C5, C6, C15, C18, F1, F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16).

C. Use present, preterit, future, and progressive tenses in the indicative mood, the imperatives with an introduction to the subjunctive mood. (C1, C3, C5, C6, C9, C12, C13, C14, C15, C18, F1, F2, F3, F5, F6, F7, F9, F10, F11, F12, F13, F15, F16.)

D. Use all tenses of the indicative mood as well as the subjunctive and imperative moods. (C13, C14, C15, C18, F1, F2, F3, F5, F6, F7, F9, F10, F11, F12, F13, F15, F16.)

E. Demonstrate an understanding of the geography, history, and culture of the French – both in France and in the Francophone World. (C9, C10, C11, C12, C13, C14, C15.)

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. **Reading and Written Assignments:** Students will read all materials assigned by the instructor and be responsible for the content of each. Daily homework will be assigned from the text, workbook, handouts, CD-ROM, or Internet. If assignments are required to turn in, it is required to be prepared prior to the beginning of class and handed in at that time. Written assignments will vary in length from sentence level responses to short paragraphs.

B. **Listening and Speaking Exercises:** Listening activities in class will be conducted which will require attention and response in French. Oral discussion will occur throughout the semester. Students are expected to perform not only on a daily basis, but at prearranged times throughout the semester.
C. **Preparation and Performance:** The student is expected to prepare for class daily by reading all grammar explanations before they are presented and practiced in class. The student should also prepare chapter vocabulary outside of class. The average student should spend twice the amount of time he spends in class preparing homework, vocabulary, and grammar at home. Students will bring all materials required to each class session, participate in class discussions and laboratory exercises, and come prepared with homework completed.

D. **Class Participation and Group Projects:** Students are expected to participate in all class activities. A part of the student’s grade for the course is comprised of the student’s attendance and participation. If a student must miss class, he must make prior arrangements to receive credit for any assignment due - late work will not be accepted without a substantiated university excused absence. Every class session must be viewed as an opportunity to contribute to the class and/or group experience with the French language and the cultural materials presented. Each student must be an active member of group project activities and demonstrate tangible contribution to any project completed. Absences cannot be made up with respect to group project presentations.

E. **Projects and Presentations:** Students will be assigned presentations – written, oral, and illustrated – which will be required throughout the semester and based on the material in use, due within one week of assignment and in the format specified by the instructor at that time. Students must complete all projects and presentations and submit them on time. For project and presentation grades, the student is required to meet all listed requirements with little or no errors in any written/oral work in order to expect an A. To receive a B, the student must meet all the requirements with only a few errors. For a C, a student will have met most requirements, but clarity will have been lost in some areas. For a D, a student will have numerous errors contributing to confusion and a lack of clarity, and the student might not have met all requirements. An F will be given if the composition is completely unclear and does not meet the requirements stated in the assignment.

F. **Attendance for Class and for Evaluations:** In the event of absence from class, the student is expected to contact either the professor or a fellow student to obtain class notes and assignments. Excessive absences are not tolerated and will negatively affect the student’s grade within the course. Students must be present for all presentations, examinations, and quizzes. Lesson Exams will be schedules two or three days in advance. Quizzes may be announced or unannounced. The student is expected to prepare for quizzes - be they scheduled or impromptu, written or oral. Quizzes will be used to "keep students on their toes" and thereby to ensure that students are keeping up with their studies and to monitor student progress.
V. **EXAMINATIONS**

Students will receive both written and oral examinations for this course. There will be a test upon completion of each unit plus a variety of quizzes for each unit. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance that they will be absent from an examination due to valid reasons must arrange to take an early/late examination. Unexpected absences due to illness or extenuating circumstances will require the student to contact the instructor about individual make-up work in lieu of the missed examination at the instructor’s discretion. One exam maximum per semester may be allowed to be made up due to valid reasons. Students without excused absences will be given a zero for the examinations missed. Quizzes will not be allowed to be made up under any circumstances.

The Final Examination will be administered in two parts – one written and one oral. The oral part of the exam will be composed of two parts: an impromptu conversation with the instructor and a “lecture” graded according to accent – selections to be given in advance. Students who are absent for the Final Examination will receive a Zero for the Examination and an “F” for the course.

VI. **SEMESTER GRADE COMPUTATIONS**

A. **Semester Grades:** Semester grades will be calculated as follows:

1. **Course Work:** 70% (of semester grade)

   Attendance & Participation = 100 points  
   Written & Oral Exercises = 100 points  
   Quizzes = 200 points  
   Presentations = 200 points  
   4 Chapter/Unit Exams = 400 points  
   **TOTAL:** 1 000 points

2. **Cumulative Final Exam:** 30% (of semester grade)

   Partie Écrite: 75% (of examination grade)  
   Partie Oral: 25% (of examination grade)

B. **Grade Scale:**

   A = 90-100  
   B = 80-89  
   C = 70-79  
   D = 60-69  
   F = 59 and below
VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. **Withdrawal from Course:**

1. Withdrawal procedures for the college can be found on-line at [http://www.ctcd.edu](http://www.ctcd.edu)

2. Students who officially withdraw will be awarded the grade of “W”, provided that the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

3. A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. **An Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

C. **An Incomplete Grade:** According to the College catalog, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course…” Prior approval from the instructor is required before the grade of “IP” is recorded. A student who merely fails to show for the final examination will receive a Zero for the final examination and an “F” for the course.

D. **Additional Assistance:** Students are expected to initiate outside help if needed. It is the student’s responsibility to monitor feedback provided b the instructor. There are various possibilities for obtaining outside help. Always see your instructor first for guidance.

E. **Classroom Disruptions:** Students who pack up early and/or leave class early disrupt the normal classroom learning environment. Students receive and/or respond to cellular calls, text messages, and pages during class disrupt the normal classroom learning environment. To avoid this disruption, students must turn off all cellular phones, pagers, and beepers when entering the classroom and are requested not to pack up and/or leave class early except in rare emergencies.

F. **The Educational Experience:** Individuals are expected to be cognizant of what constitutes a constructive educational experience and be respectful of those participating in the learning environment. Failure to do so can result in disciplinary action up to and including expulsion. The instructor reserves the right of final decision in course requirements and classroom procedures.
G. **Disability Support Services:** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

VIII. COURSE OUTLINE: FREN 2311: Unit Chapters 1-5

A. **Unit One: Chapitre Préliminaire et Chapitre Un**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
   a. Demonstrate comprehension (listening and reading) and competency (writing and speaking) of the present tense of regular verbs, irregular verbs, and reflexive verbs in the affirmative and with negation.
   b. Demonstrate comprehension (listening and reading) and competency (writing and speaking) of the near future and recent past tenses in both the affirmative and with negation.
   c. Generate and respond to communication using interrogative expressions and pronouns.
   d. Describe actions in the present with relation to time in both written and spoken original sentences and questions.
   e. Describe people – who they are, describing them and their personalities, and what they do.
   f. Describe and gain a cultural appreciation for Paris – its culture, its plan, its inhabitants, its history, and its attractions – and contrast the city with its counterparts in the United States and in the French-speaking world.

2. **Learning Activities:**
   a. Initial presentation / overview of the vocabulary, grammar, and verbs to be studied and utilized in discussion of the theme. (C5, C6, F1, F5, F11)
   b. Discussion of first readings and new vocabulary words completion of vocabulary exercises. (C7, F6)
   c. Presentation of special “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
   d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
   e. Vocabulary-, Grammar-, and Verb- based listening and writing exercises. (C8, F1, F5, F11)
f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C8, F5, F1, F11)

g. Original guided composition as test grade incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

3. **Equipment and Materials:**
   a. Textbook, Cahier d’Exercices, and Instructor-prepared handouts
   b. Technology Equipment: CD-ROM, TV, VCR/DVD, Computer

4. **Audio-Visual Aids and Technology:**
   a. pictures and photographs
   b. power point presentations
   c. CD/cassette tape sound clips and recordings
   d. internet articles and activities
   e. film clips

5. **Lesson Outline:**
   **Révisions:**
   - Qui êtes-vous?
   - La Famille
   - Le Blason
   - Comment le Dire Autrement?
   - L’Alphabet Français

   **Lecture Culturelle:**
   - Connaissez-vous Paris et la France?

   **Interactions:**
   - Vocabulaire; Écouter et Discuter
   - Tête-à-Tête: Demander et expliquer renseignements
   - Lire et Discuter

   **Structure:**
   - L’emploi du present de l’indicatif et de la négation
   - Les mots et les pronoms interrogatifs
   - Grammaire: Depuis & Lequel

   **À La Découverte:** **Lectures**
   - Verlaine: *Le ciel est, par-dessus le toit...*
   - Sempé et Goscinny: *Le Départ du Petit Nicolas*

   **Intégration et Rédaction**

B. **Unit 2: Chapitre Deux**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
   a. Demonstrate comprehension (listening and reading) and competency (writing and speaking) of the compound past, the imperfect, and the plus-que-parfait.
b. Generate and respond to communication using declarative and interrogative expressions.

c. Describe actions in the past and retell stories and events that have occurred by forming original written and spoken sentences and questions.

d. Describe people – who they are/were, describing them and their personalities in the present and in the past, and what they do/did.

e. Describe and gain a cultural appreciation for Quebec – its culture, its plan, its inhabitants, its history, and its attractions – and contrast the city with its counterparts in the United States and in the French-speaking world.

2. **Learning Activities:**
   a. Initial presentation / overview of the vocabulary, grammar, and verbs to be studied and utilized in discussion of the theme. (C5, C6, F1, F5, F11)
   b. Discussion of first readings and new vocabulary words completion of vocabulary exercises. (C7, F6)
   c. Presentation of special “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
   d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
   e. Vocabulary-, Grammar-, and Verb-based listening and writing exercises. (C8, F1, F5, F11)
   f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C8, F5, F1, F11)
   g. Original guided composition as test grade incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

3. **Equipment and Materials:**
   a. Textbook, Cahier d’Exercices, and Instructor-prepared handouts
   b. Technology Equipment: CD-ROM, TV, VCR/DVD, Computer

4. **Audio-Visual Aids and Technology:**
   a. pictures and photographs
   b. power point presentations
   c. CD/cassette tape sound clips and recordings
   d. internet articles and activities
   e. film clips

5. **Lesson Outline:**
   *Lecture Culturelle:*
   Connaisssez-vous Québec?
Interactions:
Vocabulaire; Écouter et Discuter
Tête-à-Tête: Discuter ce qui s’est passé et les conséquences
Lire et Discuter

Structure:
Emploi des verbes irreguliers
Les formes du passé composé et de l’imparfait
Différence en emploi du passé composé et de l’imparfait
Emploi du plus-que-parfait

À La Découverte: Lectures
Prévert: Le message
Roch Carrier: Grand-père n’avait peur...

Intégration et Rédaction

C. Unit 3: Chapitre Trois

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
   a. Demonstrate comprehension (listening and reading) and competency (writing and speaking) of the composed past and imperfect verb tenses.
   b. Generate and respond to communication using declarative and interrogative expressions.
   c. Generate thoughts, sentences, and questions – in writing and in speaking – demonstrating appropriate usage and placement of direct object, indirect object, accentuated, and prepositional pronouns and their replacements.
   d. Describe and gain a cultural appreciation for Papeete and Tahiti – their cultures, their plans, their inhabitants, their history, and their attractions – and contrast them with their counterparts in the French-speaking world.

2. Learning Activities:
   a. Initial presentation / overview of the vocabulary, grammar, and verbs to be studied and utilized in discussion of the theme. (C5, C6, F1, F5, F11)
   b. Discussion of first readings and new vocabulary words completion of vocabulary exercises. (C7, F6)
   c. Presentation of special “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
   d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
   e. Vocabulary-, Grammar-, and Verb- based listening and writing exercises. (C8, F1, F5, F11)
f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C8, F5, F1, F11)

g. Original guided composition as test grade incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

3. **Equipment and Materials:**
   a. Textbook, Cahier d’Exercices, and Instructor-prepared handouts
   b. Technology Equipment: CD-ROM, TV, VCR/DVD, Computer

4. **Audio-Visual Aids and Technology:**
   a. pictures and photographs
   b. power point presentations
   c. CD/cassette tape sound clips and recordings
   d. internet articles and activities
   e. film clips

5. **Lesson Outline:**
   
   **Lecture Culturelle:**
   Connaissiez-vous Papeete et Tahiti?
   
   **Interactions:**
   Vocabulaire; Écouter et Discuter
   Tête-à-Tête: Persuader à Faire les Décisions
   Lire et Discuter
   
   **Structure:**
   Les verbes irreguliers
   Les pronoms objets directs, indirects, et accentués
   Les pronoms y et en
   L’ordre des pronoms
   
   **À La Découverte:** Lectures
   Baudelaire: L’Invitation au voyage
   Lefèvre: La Perle de L’Océan Indien
   Segalen: La Loi nouvelle
   
   **Intégration et Rédaction**

D. **Unit 4: Chapitre Quatre**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
   a. Demonstrate comprehension (listening and reading) and competency (writing and speaking) of various irregular verbs and of comparative descriptive sentence patterns.
   b. Generate and respond to communication using declarative and interrogative expressions.
   c. Generate thoughts, sentences, and questions – in writing and in speaking – demonstrating appropriate usage and placement of adjectives and of adverbs.
d. Demonstrate comprehension and competency is ordering food from a menu in a restaurant.

e. Describe and gain a cultural appreciation for Lyon – its culture, its plan, its inhabitants, its history, and its attractions – and contrast the city with its counterparts in the United States and in the French-speaking world.

2. **Learning Activities:**
   a. Initial presentation / overview of the vocabulary, grammar, and verbs to be studied and utilized in discussion of the theme. (C5, C6, F1, F5, F11)
   b. Discussion of first readings and new vocabulary words completion of vocabulary exercises. (C7, F6)
   c. Presentation of special “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
   d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
   e. Vocabulary-, Grammar-, and Verb-based listening and writing exercises. (C8, F1, F5, F11)
   f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C8, F5, F1, F11)
   g. Original guided composition as test grade incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

3. **Equipment and Materials:**
   a. Textbook, Cahier d’Exercices, and Instructor-prepared handouts
   b. Technology Equipment: CD-ROM, TV, VCR/DVD, Computer

4. **Audio-Visual Aids and Technology:**
   a. pictures and photographs
   b. power point presentations
   c. CD/cassette tape sound clips and recordings
   d. internet articles and activities
   e. film clips

5. **Lesson Outline:**
   **Lecture Culturelle:**
   Connaissiez-vous Lyon et la France?
   **Interactions:**
   Vocabulaire; Écouter et Discuter
   Tête-à-Tête: Commander au Restaurant
   Lire et Discuter
   **Structure:**
1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
   a. Demonstrate comprehension (listening and reading) and competency (writing and speaking) of expressing value and necessity.
   b. Demonstrate comprehension and competency in being able to request, offer, and receive advice.
   c. Demonstrate comprehension and competency in using the imperative and the subjunctive.
   d. Generate and respond to communication using declarative and interrogative expressions.
   e. Describe and gain a cultural appreciation for le Maghreb – its culture, its plan, its inhabitants, its history, and its attractions – and contrast the city with its counterparts in the French-speaking world.

2. **Learning Activities:**
   a. Initial presentation / overview of the vocabulary, grammar, and verbs to be studied and utilized in discussion of the theme. (C5, C6, F1, F5, F11)
   b. Discussion of first readings and new vocabulary words completion of vocabulary exercises. (C7, F6)
   c. Presentation of special “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
   d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
   e. Vocabulary-, Grammar-, and Verb- based listening and writing exercises. (C8, F1, F5, F11)
   f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C8, F5, F1, F11)
   g. Original guided composition as test grade incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

3. **Equipment and Materials:**
a. Textbook, Cahier d’Exercices, and Instructor-prepared handouts  
b. Technology Equipment: CD-ROM, TV, VCR/DVD, Computer

4. **Audio-Visual Aids and Technology:**
   a. pictures and photographs  
   b. power point presentations  
   c. CD/cassette tape sound clips and recordings  
   d. internet articles and activities  
   e. film clips

5. **Lesson Outline:**
   
   *Lecture Culturelle:*
   Connaissez-vous le Maghreb et la France?
   
   *Interactions:*
   Vocabulaire; Écouter et Discuter  
   Tête-à-Tête: Demander et Donner des Conseils  
   Lire et Discuter  
   
   *Structure:*
   Les verbes irreguliers  
   L’emploi de l’infinitif et du participle present  
   L’emploi de l’impératif et du subjonctif  
   
   À La Découverte: Lectures
   Bebey: *Je suis venu chercher du travail*  
   Reynaud: *J’suis pas un imbécile*  
   Gallaire: *Les Co-épouses*  
   
   *Intégration et Rédaction*

IX. **COURSE OUTLINE: FREN 2312: Unit Chapters 6-10**

F. **Unit 6: Chapitre Six**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
   a. Demonstrate comprehension (listening and reading) and competency (writing and speaking) of expressing beliefs and fears.  
   b. Demonstrate comprehension and competency in being able to express one’s opinion and feelings.  
   c. Demonstrate comprehension and competency in using the indicative and the subjunctive in various tenses.  
   d. Generate and respond to communication using declarative and interrogative expressions.  
   e. Describe and gain a cultural appreciation for Dakar and le Sénégal – their cultures, their plans, their inhabitants, their
history, and their attractions – and contrast them with their counterparts in the French-speaking world.

2. **Learning Activities:**
   a. Initial presentation / overview of the vocabulary, grammar, and verbs to be studied and utilized in discussion of the theme. (C5, C6, F1, F5, F11)
   b. Discussion of first readings and new vocabulary words completion of vocabulary exercises. (C7, F6)
   c. Presentation of special “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
   d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
   e. Vocabulary-, Grammar-, and Verb-based listening and writing exercises. (C8, F1, F5, F11)
   f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C8, F5, F1, F11)
   g. Original guided composition as test grade incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

3. **Equipment and Materials:**
   a. Textbook, Cahier d’Exercices, and Instructor-prepared handouts
   b. Technology Equipment: CD-ROM, TV, VCR/DVD, Computer

4. **Audio-Visual Aids and Technology:**
   a. pictures and photographs
   b. power point presentations
   c. CD/cassette tape sound clips and recordings
   d. internet articles and activities
   e. film clips

5. **Lesson Outline:**
   - **Lecture Culturelle:**
     Connaissiez-vous Dakar et le Sénégal?
   - **Interactions:**
     Vocabulaire; Écouter et Discuter
     Tête-à-Tête: Aborder un sujet ou Exprimer une réaction
     Lire et Discuter
   - **Structure:**
     Les verbes irreguliers
     L’emploi de l’indicatif et du subjonctif
     L’emploi du passé du subjonctif
   - **À La Découverte: Lectures**
G. Unit 7: Chapitre Sept

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
   a. Demonstrate comprehension (listening and reading) and competency (writing and speaking) of giving compliments.
   b. Demonstrate comprehension and competency in being able to make hotel reservations.
   c. Demonstrate comprehension and competency in using relative, demonstrative, and possessive pronouns.
   d. Generate and respond to communication using declarative and interrogative expressions.
   e. Describe and gain a cultural appreciation for Fort-de-France and la Martinique – their cultures, their plans, their inhabitants, their history, and their attractions – and contrast them with their counterparts in the French-speaking world.

2. **Learning Activities:**
   a. Initial presentation / overview of the vocabulary, grammar, and verbs to be studied and utilized in discussion of the theme. (C5, C6, F1, F5, F11)
   b. Discussion of first readings and new vocabulary words completion of vocabulary exercises. (C7, F6)
   c. Presentation of special “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
   d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
   e. Vocabulary-, Grammar-, and Verb- based listening and writing exercises. (C8, F1, F5, F11)
   f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C8, F5, F1, F11)
   g. Original guided composition as test grade incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

3. **Equipment and Materials:**
   a. Textbook, Cahier d’Exercices, and Instructor-prepared handouts
   b. Technology Equipment: CD-ROM, TV, VCR/DVD, Computer

4. **Audio-Visual Aids and Technology:**
   a. pictures and photographs
b. power point presentations
c. CD/cassette tape sound clips and recordings
d. internet articles and activities
e. film clips

5. **Lesson Outline:**
   
   **Lecture Culturelle:**
   Connaisssez-vous Fort-de-France et la Martinique?

   **Interactions:**
   Vocabulaire; Écouter et Discuter
   Tête-à-Tête: Se Renseigner et Faire les Compliments
   Lire et Discuter

   **Structure:**
   Les verbes irreguliers
   Les pronoms relatifs, demonstratifs, et possessifs

   **À La Découverte: Lectures**
   Gratiant: *Joseph, lève!*
   Zobel: *Le Livre*

   **Intégration et Rédaction**

**H. Unit 8: Chapitre Huit**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
   a. Demonstrate comprehension (listening and reading) and competency (writing and speaking) of presenting arguments and of expressing enthusiasm or lack thereof.
   b. Demonstrate comprehension and competency in being able to form complex sentences with varied verbal expressions, including the causative Faire and double-verb conjugations.
   c. Demonstrate comprehension and competency in using prepositional phrases and negative sentence structure.
   d. Generate and respond to communication using declarative and interrogative expressions.
   e. Describe and gain a cultural appreciation for Geneva and Switzerland – their cultures, their plans, their inhabitants, their history, and their attractions – and contrast them with their counterparts in the French-speaking world.

2. **Learning Activities:**
   a. Initial presentation / overview of the vocabulary, grammar, and verbs to be studied and utilized in discussion of the theme. (C5, C6, F1, F5, F11)
   b. Discussion of first readings and new vocabulary words completion of vocabulary exercises. (C7, F6)
   c. Presentation of special “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)

e. Vocabulary-, Grammar-, and Verb- based listening and writing exercises. (C8, F1, F5, F11)

f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C8, F5, F1, F11)

g. Original guided composition as test grade incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

3. **Equipment and Materials:**
   a. Textbook, Cahier d’Exercices, and Instructor-prepared handouts
   b. Technology Equipment: CD-ROM, TV, VCR/DVD, Computer

4. **Audio-Visual Aids and Technology:**
   a. pictures and photographs
   b. power point presentations
   c. CD/cassette tape sound clips and recordings
   d. internet articles and activities
   e. film clips

5. **Lesson Outline:**
   **Lecture Culturelle:**
   Connaissiez-vous Genève et la Suisse?

   **Interactions:**
   Vocabulaire; Écouter et Discuter
   Tête-à-Tête: Présenter un argument; Enthousiasme
   Lire et Discuter

   **Structure:**
   Les verbes irreguliers
   L’emploi de l’infinitif après autres verbes
   L’emploi de Faire causative
   Les prépositions et la négation

   **À La Découverte:** Lectures
   Spiess: Genève!
   Sauser: Au sommet du Mont-Blanc

   **Intégration et Rédaction**

I. **Unit 9: Chapitre Neuf**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
   a. Demonstrate comprehension (listening and reading) and competency (writing and speaking) of expressing an interest or
lack of interest and of expressing what is necessary in order to succeed in a career.

b. Demonstrate comprehension and competency in being able to form complex sentences with varied verbal expressions, in particular with regards to correct usage of the future, the conditional, the anterior future, and the past conditional.

c. Demonstrate comprehension and competency in using conditional phrases and expressions.

d. Generate and respond to communication using declarative and interrogative expressions.

e. Describe and gain a cultural appreciation for Strasbourg and la France – their cultures, their plans, their inhabitants, their history, and their attractions – and contrast them with their counterparts in the French-speaking world.

2. **Learning Activities:**
   a. Initial presentation / overview of the vocabulary, grammar, and verbs to be studied and utilized in discussion of the theme. (C5, C6, F1, F5, F11)
   b. Discussion of first readings and new vocabulary words completion of vocabulary exercises. (C7, F6)
   c. Presentation of special “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
   d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
   e. Vocabulary-, Grammar-, and Verb- based listening and writing exercises. (C8, F1, F5, F11)
   f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C8, F5, F1, F11)
   g. Original guided composition as test grade incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

3. **Equipment and Materials:**
   a. Textbook, Cahier d’Exercices, and Instructor-prepared handouts
   b. Technology Equipment: CD-ROM, TV, VCR/DVD, Computer

4. **Audio-Visual Aids and Technology:**
   a. pictures and photographs
   b. power point presentations
   c. CD/cassette tape sound clips and recordings
   d. internet articles and activities
   e. film clips
5. **Lesson Outline:**

   *Lecture Culturelle:*
   Connaissez-vous Strasbourg et la France?

   *Interactions:*
   Vocabulaire; Écouter et Discuter
   Tête-à-Tête: Exprimer un intérêt; Les carrières
   Lire et Discuter

   *Structure:*
   Le verbe devoir
   L’emploi du future et du conditionnel
   L’emploi du future antérieur et du conditionnel passé
   Les phrases de condition

   *À La Découverte: Lectures*
   Péguy: *O, Maison de Mon Père!*
   Romains: *Le Docteur Knock*

   *Intégration et Rédaction*

J. **Unit 10: Chapitre Dix**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
   a. Demonstrate comprehension (listening and reading) and competency (writing and speaking) of recounting stories and opinions that include greater details, subtleties, and nuances.
   b. Demonstrate comprehension and competency in being able to form complex sentences with varied verbal expressions in different formats – to include but not to be limited to: the passive voice, the subjunctive, and literary structures.
   c. Generate and respond to communication using declarative and interrogative expressions.
   d. Describe and gain a cultural appreciation for Strasbourg and la France – their cultures, their plans, their inhabitants, their history, and their attractions – and contrast them with their counterparts in the French-speaking world.

2. **Learning Activities:**
   a. Initial presentation / overview of the vocabulary, grammar, and verbs to be studied and utilized in discussion of the theme. (C5, C6, F1, F5, F11)
   b. Discussion of first readings and new vocabulary words completion of vocabulary exercises. (C7, F6)
c. Presentation of special “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
e. Vocabulary-, Grammar-, and Verb-based listening and writing exercises. (C8, F1, F5, F11)
f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C8, F5, F1, F11)
g. Original guided composition as test grade incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

3. **Equipment and Materials:**
   a. Textbook, Cahier d’Exercices, and Instructor-prepared handouts
   b. Technology Equipment: CD-ROM, TV, VCR/DVD, Computer

4. **Audio-Visual Aids and Technology:**
   a. pictures and photographs
   b. power point presentations
   c. CD/cassette tape sound clips and recordings
   d. internet articles and activities
   e. film clips

5. **Lesson Outline:**

   **Lecture Culturelle:**
   Connaissiez-vous Bruxelles et la Belgique?

   **Interactions:**
   Vocabulaire; Écouter et Discuter
   Tête-à-Tête: Raconter les histoire et nuancer d’opinion
   Lire et Discuter

   **Structure:**
   Les verbes irreguliers
   L’emploi du subjonctif et de la voix passive
   L’emploi du temps littéraire

   **À La Découverte: Lectures**
   Yourcenar: *Le Visionnaire*
   Mallet-Joris: *Vincent et Moi*

   **Intégration et Rédaction**