

# 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'object** direct in both present and **passé compose**.
- 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.
- Use the mobile games that are packaged with this course to increase your fluency and comprehension of 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.

## 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 three game engines.

- **Word Swat.** You will see a question prompt, and then answer options will start to float from the top of the screen to the bottom. You must tap the correct option before it hits the bottom of the screen. This game is intended to reinforce grammar and vocabulary.
- **Stop that Snake.** You will hear or see a question or a prompt and fill in the blank boxes by typing on a QWERTY keypad within a specified time limit. This game helps you work on vocabulary and grammatical concepts.
- **Word Pop.** You will hear a series of words forming a sentence. Then floating bubbles will appear on screen, each with a word or phrase in it. You must tap to pop the bubbles that contain words that were part of the sentence you heard. For each correct bubble that is tapped, you gain points. You lose points for each incorrect bubble you tap. This is a fast-paced game that helps you focus on your listening skills and comprehension.

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 Plato 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 Plato 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 a Plato 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*, *Plato 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: 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	<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
4 days: 2-5	<b>New Faces, New Places</b> <i>Describe classes, teachers, friends at school, and school supplies.</i> <b>Grammar and Vocabulary Objectives:</b> <ul style="list-style-type: none"> <li>• Use subject pronouns (<b>JE, TU, IL/ELLE, NOUS, VOUS, ILS/ELLES</b>).</li> <li>• Use correct gender and number with nouns and adjectives.</li> <li>• Use <b>DÉTERMINANTS (LE/LA/LES, UN/UNE/DES)</b>.</li> <li>• Use regular verb endings of <b>-ER, -IR, and -RE</b> verbs.</li> <li>• Review some common irregular verbs (<b>AVOIR/ÊTRE</b>).</li> <li>• Review basic adjectives.</li> </ul>	Tutorial
4 days:	<b>At School and Around Town</b>	Tutorial

6-9	<p><i>Ask and answer questions about school, teachers, classmates, and things around town.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Use interrogative words and question formation, including tag questions, inversion, and negation.</i></li> <li>• <i>Use intonation in question formation.</i></li> <li>• <i>Review verbs in questions and answers, including is there (<b>ÊTRE - EST-CE QUE</b>), there is/are (<b>AVOIR - IL Y A</b>), and can I (<b>POUVOIR - PUIS-JE</b>).</i></li> </ul>	
3 days: 10-12	<p><b>Exchanging Personal Information</b></p> <p><i>Ask and answer questions about national origin and other personal information.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Use correct adjective agreement.</i></li> <li>• <i>Use contractions such as <b>DE</b> and <b>À</b> appropriately.</i></li> </ul>	Tutorial
3 days: 13-15	<p><b>Last Summer</b></p> <p><i>Describe summer holidays and activities.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Use the two forms of past tense (<b>PASSÉ COMPOSÉ</b> and <b>IMPARFAIT</b>).</i></li> <li>• <i>Use <b>AVOIR/ÊTRE/ALLER/FAIRE</b> in the past tense.</i></li> <li>• <i>Use time order words and phrases (<b>LA SEMAINE DERNIÈRE, L'ÉTÉ DERNIER, HIER SOIR, AVANT-HIER, etc.</b>).</i></li> <li>• <i>Use correct adjective agreement.</i></li> </ul>	Tutorial
3 days: 16–18	<b>Unit Activity and Discussion—Unit 1</b>	Unit Activity Discussion
1 day: 19	<b>Posttest—Unit 1</b>	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
3 days: 20-22	<p><b>Ways of Dressing</b> <i>Describe and compare types of clothing, both traditional and modern.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use comparisons of equality (<b>AUTANT DE...QUE/DE, AUSSI...QUE</b>).</li> <li>• Use superlatives and comparatives (<b>PLUS/MOINS...QUE, LE/LA PLUS, LE/LA MOINS, LE/LA MEILLEUR(E)/MIEUX, LE/LA PIRE</b>).</li> <li>• Use regular <b>ER, IR, and RE</b> verbs (<b>FABRIQUER, PORTER, CRÉER, CHOSIR, and VENDRE</b>).</li> <li>• Review the use of <b>AVOIR/ÊTRE</b>.</li> <li>• Review common adjectives from year 1.</li> </ul>	Tutorial
3 days: 23-25	<p><b>Living Arrangements</b> <i>Express opinions about neighborhoods and living arrangements.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Express likes and dislikes using verbs such as <b>AIMER ADORER, PRÉFÉRER, DÉTESTER, ADMIRER, APPRÉCIER, and HAÏR</b>.</li> <li>• Use negation appropriately (<b>NE...PAS</b>).</li> <li>• Use indirect object pronouns (<b>COMPLEMENT D'OBJET INDIRECT</b>) with verbs like to give (<b>DONNER</b>), to dream (<b>RÊVER</b>), to please (<b>PLAÎRE</b>).</li> </ul>	Tutorial
4 days: 26-29	<p><b>Browsing and Buying</b> <i>Describe online browsing and shopping experiences.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review and use present tense stem-changing verbs (<b>PAYER, APPELER, REJETER, ACHETER, CONSIDÉRER, and EMPLOYER</b>).</li> <li>• Use <b>PASSÉ COMPOSÉ</b> with stem-changing verbs.</li> <li>• Use correct placement of direct object pronoun in <b>PASSÉ COMPOSÉ</b>.</li> <li>• Correctly use <b>COMPLEMENT D'OBJET DIRECT</b> in both present and <b>PASSÉ COMPOSÉ</b>.</li> </ul>	Tutorial

4 days: 30-33	<p><b>Exchanging Money</b> <i>Ask and answer questions about currencies and exchange rates of various countries.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use interrogatives (<b>QUI, QUEL</b>, etc.)</li> <li>• Use irregular <b>PASSÉ COMPOSÉ</b> verbs (<b>FAIRE, ÊTRE, ALLER, AVOIR, POUVOIR, VOULOIR</b>, etc.)</li> </ul>	Tutorial
3 days: 34-36	<b>Unit Activity and Discussion—Unit 2</b>	Unit Activity Discussion
1 day: 37	<b>Posttest—Unit 2</b>	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><b>Friends and Family</b> <i>Describe relationships between family members and friends.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use possessives (<b>LES DÉTERMINANTS POSSESSIFS</b>).</li> <li>• Use possessive pronouns.</li> <li>• Use demonstrative adjectives.</li> <li>• Use the descriptive past tense (<b>L'IMPARFAIT</b>).</li> <li>• Use words related to the descriptive past such as: frequently, often, once in a while, many times, always, never (<b>SOUVENT, DE TEMPS EN TEMPS, TOUJOURS, JAMAIS, PLUSIEURS FOIS</b>).</li> </ul>	Tutorial
3 days: 41-43	<p><b>School and Work Associates</b> <i>Describe relationships between students and teachers and between employees and employers.</i></p>	Tutorial



	<p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compare past tenses (<b>PASSÉ COMPOSÉ VS IMPARFAIT</b>) with verbs <b>CONNAÎTRE, TRAVAILLER,</b> and <b>Étudier</b>.</li> <li>• Use words related to the length of relationships/prepositions of time (<b>DEPUIS, PENDANT,</b> and <b>POUR</b>).</li> </ul>	
4 days: 44-47	<p><b>Community Customs</b> <i>Describe relationships among members of a community and community celebrations.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use the imperative form correctly.</li> <li>• Give advice or direction using the imperative forms.</li> <li>• Use formal and informal forms of imperative including reflexive verbs.</li> <li>• Differentiate between <b>SAVOIR</b> (knowing facts, how to) and <b>CONNAÎTRE</b> (knowing someone, being familiar with something).</li> </ul>	Tutorial
3 days: 48-50	<p><b>Online Communities</b> <i>Discuss online relationships and communication.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe relationships and activities in online communities.</li> <li>• Use the imperative in the negative to give instructions, including reflexive verbs.</li> <li>• Give advice using <b>POUVOIR</b> (you can).</li> </ul>	Tutorial
3 days: 51–53	<b>Unit Activity and Discussion—Unit 3</b>	Unit Activity Discussion
1 day: 54	<b>Posttest—Unit 3</b>	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	<p><b>Day Planner</b> <i>Describe daily personal routines and activities.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use reflexive verbs in the present tense related to daily routine (<b>SE LAVER, SE PEIGNER, SE Baigner</b>, etc.).</li> <li>• Form idiomatic expressions with <b>AVOIR (AVOIR ENVIE DE, AVOIR L'INTENTION DE)</b>.</li> <li>• Review telling time and expressing at what time specific events occur.</li> </ul>	Tutorial
3 days: 58-60	<p><b>Managing Chores</b> <i>Describe household and family responsibilities.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use verbs of necessity (<b>DEVOIR, FALLOIR, AVOIR BESOIN DE</b>).</li> <li>• Use verbs related to household chores correctly (<b>PRÉFÉRER, NETTOYER, RANGER, TONDRE, POLIR</b>, etc.).</li> <li>• Use <b>FUTUR PROCHE</b> with <b>ALLER + infinitive</b>.</li> <li>• Use frequency words (<b>UNE FOIS, SOUVENT, JAMAIS</b>, etc.).</li> <li>• Use conjunctions (<b>PARCE QUE, POUR, SI, QUAND</b>).</li> </ul>	Tutorial
3 days: 61-63	<p><b>In the Community</b> <i>Discuss responsibilities and obligations to the community.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review verbs of necessity (<b>DEVOIR, IL FAUT [FALLOIR], AVOIR BESOIN DE</b>).</li> <li>• Use affirmative and negative words (<b>QUELQUE CHOSE/RIEN, QUELQU'UN/PERSONNE, AUSSI, NE...NI...NI, OU, and TOUJOURS/JAMAIS</b>).</li> </ul>	Tutorial
3 days: 64-66	<p><b>Managing Money</b> <i>Describe personal finances and banking.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review verbs related to banking and finance (<b>DÉPENSER, GAGNER, ÉCONOMISER</b>).</li> <li>• Use and form adverbs (<b>HEUREUSEMENT, FACILEMENT, POLIMENT, SINCÈREMENT</b>).</li> <li>• Review present subjunctive mood (<b>IL FAUT QUE, IL EST IMPORTANT QUE</b>).</li> </ul>	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: 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><b>Preparing Food</b> <i>Discuss ways of preparing food, including recipes and units of measurement</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review direct and indirect object pronouns; rules for object pronoun placement in affirmative sentences.</li> <li>• Review demonstrative pronouns (<b>CE, CECI, and CELA</b>).</li> <li>• Use cooking terms in imperative (<b>MESURER, MIJOTER, AJOUTER, FAIRE CUIRE, COUPER, and PRÉPARER</b>).</li> <li>• Correctly use object pronouns in the imperative.</li> <li>• Introduce cooking terms related to measurements, foods, and recipes.</li> <li>• Review verbs and expressions related to measurements, foods, and recipes.</li> </ul>	Tutorial
3 days: 74-76	<p><b>Trying New Foods</b> <i>Discuss ethnic foods and street food.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p>	Tutorial

	<ul style="list-style-type: none"> <li>• Use verbs with spelling changes (<b>MANGER, ENCOURAGER, JUGER, and PARTAGER</b>).</li> <li>• Use comparatives and superlatives.</li> <li>• Introduce ethnic terms or adjectives that relate to food.</li> </ul>	
4 days: 77-80	<p><b>Dining Out</b> <i>Describe various dining establishments and the experience of dining out.</i></p> <p><b>Grammar and Vocabulary Objective:</b></p> <ul style="list-style-type: none"> <li>• Express preferences, suggestions using the subjunctive.</li> <li>• Use verbs and phrases for ordering food (<b>VOULOIR - QUE VOUDRIEZ-VOUS?/JE VEUX; PRENDRE - QUE PRENEZ-VOUS?/JE VAIS PRENDRE; COÛTER - COMBIEN COÛTE</b>).</li> <li>• Soften commands using the present subjunctive (e.g., instead of saying bring me some coffee, express using subjunctive: <b>JE VOUDRAIS QUE VOUS M'APPORTIEZ UNE TASSE DE CAFÉ</b>).</li> </ul>	Tutorial
4 days: 81-84	<p><b>Running a Restaurant</b> <i>Describe activities related to working in or running a restaurant.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use prepositions (<b>SOUS, DERRIÈRE, ENTRE, etc.</b>).</li> <li>• Use irregular command forms (<b>FAIRE, VENIR, DIRE, SORTIR, ALLER, ÊTRE, and SAVOIR</b>).</li> <li>• Use correct placement of object pronouns in commands.</li> <li>• Use direct object pronouns correctly in affirmative sentences and commands.</li> </ul>	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

# 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.

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- 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.
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- 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.

## 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 three game engines.

- **Word Swat.** You will see a question prompt, and then answer options will start to float from the top of the screen to the bottom. You must tap the correct option before it hits the bottom of the screen. This game is intended to reinforce grammar and vocabulary.
- **Stop that Snake.** You will hear or see a question or a prompt and fill in the blank boxes by typing on a QWERTY keypad within a specified time limit. This game helps you work on vocabulary and grammatical concepts.

- **Word Pop.** You will hear a series of words forming a sentence. Then floating bubbles will appear on screen, each with a word or phrase in it. You must tap to pop the bubbles that contain words that were part of the sentence you heard. For each correct bubble that is tapped, you gain points. You lose points for each incorrect bubble you tap. This is a fast-paced game that helps you focus on your listening skills and comprehension.

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 Plato 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 Plato 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 a Plato 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*, *Plato 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: 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</b> (KNOW), <b>VENIR</b> (COME), and <b>FAIRE</b> (DO).	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</b> (WANT), <b>PRÉFÉRER</b> (PREFER/CHOOSE), <b>POUVOIR</b> (TO BE ABLE), and <b>AIMER</b> (LIKE/LOVE).</li> <li>• Use coordinating and subordinating conjunctions <b>mais</b> (but), <b>ou</b> (where), <b>et</b> (and), <b>donc</b> (so), <b>or</b> (now), <b>ni</b> (nor),</li> </ul>	Tutorial

	<b>car</b> (for), <b>que</b> (that), <b>quand</b> (when), <b>comme</b> (as/since), and <b>puisque</b> (since/because).	
3 days: 11-13	<b>Public Services</b> <i>Describe public services available within a community.</i> <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.	Tutorial
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	<b>In the Country</b> <i>Describe a visit to the countryside.</i> <b>Grammar Objectives:</b> <ul style="list-style-type: none"> <li>• Use time-related verbs and expressions (<b>IL Y A</b> + time).</li> <li>• Use weather-related verbs and expressions (<b>IL FAIT/IL Y A</b> + weather conditions).</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	<b>At the Beach</b> <i>Describe a trip to the beach.</i>	Tutorial

	<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> <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</b> (IT IS NECESSARY), <b>IL EST IMPORTANT QUE</b> (IT IS IMPORTANT), <b>IL EST POSSIBLE QUE</b> (IT IS POSSIBLE), <b>IL FAUT QUE</b> (IT SHOULD).</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
3 days: 35-37	<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>	Tutorial
4 days: 38-41	<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, etc.</b>)</li> </ul>	Tutorial
4 days: 42-45	<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>	Tutorial
3 days: 46-48	<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, etc.</b>)</li> </ul>	Tutorial
3 days: 49-51	<b>Unit Activity and Discussion—Unit 3</b>	Unit Activity Discussion

1 day: 52	<b>Posttest—Unit 3</b>	Assessment
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## 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>• Use definite articles with body parts.</li> <li>• Use expressions describing pain or ill-feeling: <b>AVOIR MAL, SE FAIRE MAL, SE BLESSER</b>, etc.</li> <li>• 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>.</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>• Use appropriate vocabulary to express how you feel physically.</li> <li>• 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.</li> <li>• Use reflexive verbs in the imperative (both affirmative and negative).</li> <li>• Use transitive and intransitive verbs of motion (<b>SORTIR, PASSER, MONTER</b> transitive with <b>ETRE</b>, and intransitive with <b>AVOIR</b>).</li> </ul>	Tutorial
3 days:	<b>Injuries and Ailments</b>	Tutorial

60-62	<p><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 SENTIR</b>).</i></li> <li>• <i>Use irregular past participles to describe past emotions.</i></li> <li>• <i>Identify body parts using the definite article.</i></li> </ul>	
4 days: 63-66	<p><b>Alternative Medicine</b></p> <p><i>Discuss various cultural attitudes toward medical practices.</i></p> <p><b>Grammar Objectives:</b> <i>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.).</i></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></p> <p><i>Discuss different types of trips or vacations.</i></p> <p><b>Grammar Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Use conditional tense to plan trips (<b>AIMER, POUVOIR, VOULOIR</b>, etc).</i></li> <li>• <i>Use <b>FUTUR PROCHE (ALLER + INFINITIF)</b>.</i></li> <li>• <i>Review idiomatic expressions to talk about traveling: <b>À 3</b></i></li> </ul>	Tutorial

	<p><b>HEURES SONNANTES</b> (AT 3 O'CLOCK ON THE DOT), <b>À BON COMPTE</b> (CHEAP), <b>ACHETER QUELQUE CHOSE À PRIX D'OR</b> (TO PAY THROUGH THE NOSE), <b>ALLER À PIED</b> (TO GO ON FOOT), etc.</p> <ul style="list-style-type: none"> <li>Introduce additional travel-related verbs such as <b>RÉSERVER, VOYAGER, PRENDRE, FAIRE, ACHETER</b>, etc.</li> </ul>	
3 days 74-76:	<p><b>Where Am I?</b> Discuss how to track location while traveling.</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</b>, etc.)</li> </ul>	Tutorial
4 days: 77-80	<p><b>Taking a Trip</b> Describe how to plan an itinerary for a trip.</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</b>, etc.).</li> </ul>	Tutorial
4 days: 81-84	<p><b>Travel Blog</b> Describe methods of sharing details about a trip with others.</p> <p><b>Grammar Objective:</b> Review culminating past tenses (<b>PASSÉ COMPOSÉ</b> and <b>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

