

DIOCESE OF TOLEDO

**FOREIGN LANGUAGE
FRENCH
COURSE OF STUDY**



Catholic Youth and School Services
1933 Spielbusch Avenue
Toledo, Ohio 43697-0985
January, 2002

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**FOREIGN LANGUAGE COURSE OF STUDY
REVIEW COMMITTEE
2001 - 2002**

Under the direction of the Superintendent, a review committee was formed in the spring of 2001. The review began in June 2001 and was finalized in January 2002. Members met for two weeks in June 2001 and twice during the 2001-2002 school year. The total committee of eight teachers represented one elementary school and five secondary schools. Sr. Mary Margaret Pachucki from the Catholic Youth and School Services office coordinated the committee's efforts during the summer of 2001.

REVIEW COMMITTEE

Superintendent: Sr. Janet Doyle, OP

Review Coordinators: Sr. Mary Margaret Pachucki, OP
Barbara Trimble

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INTRODUCTION

Every student is capable of learning another language, given time, quality instruction, and optimal learning environments. Acting on this tenet, the Course of Study Revision Committee selected these guiding principles, which incorporate the national standards and reflect the growing importance and influence of foreign language study.

1. Foreign languages are for ALL students.
2. Proficiency in a foreign language is related to the length of a student's participation in an articulated, long-term, sequential foreign language program preK - 12.
3. Optimal instruction addresses the individual needs of learners.
4. Foreign language instruction actively engages students in real-life, authentic communication.
5. Assessments reflect instructional goals and are performance-based.
6. Foreign languages are a core component of the total school curriculum and are integrated with the entire school experience.
7. Language and culture are inseparable.

(From "Ohio's Model Competency-Based Program.")

The Committee consulted numerous documents concerning foreign language learning, among them, curricula issued by the Education Department of the following states: Alaska, Georgia, Maryland, New York, North Carolina, and Ohio.

The Foreign Language Course of Study includes:

- philosophy
- learning objectives for each target-language, levels (I – IV)
- matrices for each level
- cultural objectives
- interdisciplinary objectives

A separate document entitled "Foreign Language Course of Study Resource Guide" contains the following:

- a list of language instruction methods
- effective foreign language teaching behaviors
- assessment strategies
- activities
- sources for other resources

A third document entitled "Spanish Course of Study Pre-K through Grade 8" is available for elementary schools.

DIOCESE OF TOLEDO PHILOSOPHY

“The duty of human perfection, like the whole universe, has been renewed, recast, supernaturalized, in the Kingdom of God. It is a truly Christian duty to grow... and to make one’s talents bear fruit...It is a part of the essentially Catholic vision to look upon the world as maturing--not only in each individual or in each nation, but in the whole human race.”

(Teilhard de Chardin, The Divine Milieu)

The schools of the Catholic Diocese of Toledo assist parents in preparing their youngsters to assume their Christian vocation. The schools enable youngsters to perfect and grow in the knowledge, skills, values and attitudes to which they are called by Jesus Christ. This vocation begins and grows as each member hears the message of the Gospel, seeks to achieve a personal relationship with Jesus Christ and shares in a commitment of love and service of God and others in order to transform self and society.

Christian education in the Toledo diocesan schools is intended to make students become people of faith who can experience--inside and outside the school setting--learning and living in the light of this faith commitment. Students are instructed in human knowledge and skills in order to best relate human culture to God’s plan for his evolving creation. Religious education, i.e., instruction in truths and development of values, is of primary concern. This religious education serves as the basis by which students can integrate their experiences of learning and living at each stage of their development.

This integration thrives in a thoroughly Christian atmosphere where faculties and staffs share and demonstrate in their professional and private lives this same commitment to personal perfection and growth in Jesus Christ.

Toledo diocesan schools enable students to extend their personal faith commitment through prayer and by serving others. Together with faculty and staff, students participate in liturgical activities which foster community. Students explore ways to meet the challenges of tensions and conflicts which occur in community, especially in peacemaking and the achievement of justice. Gospel values impel students to special concern for all who suffer any disadvantage. Students are enabled to commit themselves to the public interest by developing the skills and talents needed to contribute to the life of the nation.

This experience of integrating learning and living a commitment of faith is a reason for hope. It is the duty of the schools of the diocese of Toledo to continually explore and rekindle hope for the future in the light of the present reality of the universe. Engaging our members--and the community-at-large--in a search for growth and perfection is our never-ending obligation. Our ultimate goal is union with Jesus Christ, “the way, the truth and the life.”

PHILOSOPHY OF FOREIGN LANGUAGE STUDY

“For these people are all from Galilee, and yet we hear them speaking all the native languages of the lands where we were born!” (Acts 2: 7-8)

God has given us voices to communicate not only with Him, but also with others. The study of foreign language empowers all learners to communicate with peoples of the world. Foreign language study from the onset of formal education enables students to expand their mental abilities, helping them to become effective thinkers, speakers, and writers in the target language as well as their own.

Knowledge of a foreign language is a powerful resource in a global community and lays the groundwork for life-long learning. As technology makes our world smaller, students need to study a foreign language to have the advantage of understanding how other cultures relate to the students' experience.

The advantages of developing skill in a foreign language go far beyond simply being able to translate a word or idea from one language to another. Study of a foreign language offers numerous benefits, such as:

- an appreciation for the role that language plays in human interaction
- a doorway to involvement in the business, political, and educational institutions of foreign countries
- increased knowledge of customs, history, art, literature, and music of other peoples
- an awareness that people of all cultures are created by God and that, regardless of their economic status, they enrich our world

As the facilitator of this philosophy, the foreign language teacher encourages students to see the worth of all people and to use this knowledge to serve others for the glory of God.

FOREIGN LANGUAGE PROGRAM GOALS

GOAL 1: To enable students to communicate in a foreign language for multiple purposes, in a variety of modes and within a wide range of cultural contexts.

See Learning Objectives for French, German, Spanish, Latin

GOAL 2: To enable students to demonstrate knowledge of the target language culture and develop an appreciation of that culture.

The student will:

1. Demonstrate appropriate social behaviors.
2. Make and respond to introductions.
3. Use appropriate expressions of courtesy.
4. Identify cultural practices and behaviors.
5. Employ appropriate non-verbal communication.
6. Discuss unfounded generalizations and stereotypes.
7. Compare/contrast cultural practices among same language cultures.
8. Identify products of the foreign culture.
9. Identify foreign culture current events.
10. Identify folk art in the foreign culture.
11. Develop an understanding of geography, history, art, literature, music, religion and government of the foreign culture.
12. Identify and experience cuisine of the foreign culture.
13. Recognize traditional dress of the foreign culture.
14. Describe holy days, celebrations and holidays.

GOAL 3: To enable students to use the knowledge gained in their language study to connect with other disciplines and to expand awareness of their own language and culture.

The student will:

1. Compare cultural practices and behaviors.
2. Identify contributions of the culture.
3. Explore the general influence of geography, history, art, literature, music, religion and government.
4. Apply mathematical skills in foreign language.
5. Apply composition techniques to foreign language writing.
6. Apply technology skills to foreign language study.
7. Share knowledge from foreign language class in other classes.
8. Apply history knowledge / understanding to foreign language study.
9. Apply art knowledge / understanding to foreign language study.
10. Apply music knowledge / understanding to foreign language study.
11. Apply grammar and vocabulary learned to understanding of English.
12. Correlate current global trends to the study of the foreign culture.
13. Understand languages cannot be translated word-for-word.
14. Contrast structural patterns of languages.
15. Compare living patterns and religious practices.
16. Discuss cultural stereotyping.
17. Compare holy days, celebrations and holidays.
18. Use target language outside the classroom.
19. Present cultural events or products to the school or community.
20. Participate in school, church, and community events related to foreign culture.
21. Identify community resources for foreign language / culture research.
22. Establish contact with native speakers.
23. Participate in travel to the foreign culture.
24. Discover applications and uses of foreign language.

FRENCH

Matrix for Levels I, II, III, IV

LISTENING

The student will:

	Objective	1	2	3	4
1.	Recognize and discriminate among consonants, diphthongs, and vowel sounds.	X	X	X	X
2.	Follow simple directions.	X	X	X	X
3.	Comprehend commands, simple questions, and statements.	X	X	X	X
4.	Distinguish between formal and familiar expression.	X	X	X	X
5.	Comprehend idiomatic expressions appropriate for level.	X	X	X	X
6.	Comprehend elided words.	X	X	X	X
7.	Comprehend anecdotes and definitions of vocabulary given at moderate speed.	X	X	X	X
8.	Comprehend text-related materials presented by various native speakers-tape and video.	X	X	X	X
9.	Comprehend meaning of isolated vocabulary words.	X	X	X	X
10.	Listen to tapes and answer comprehension questions.				X
11.	Listen to 5-6 minute tapes from A.P. exams and take dictation checking for listening comprehension, spelling, and syntax.				X
12.	Watch video programs in French on varied cultural topics.				X

SPEAKING

The student will:

	Objective	1	2	3	4
1.	Speak with proper accent, vowel, and elision.	X	X	X	X
2.	Maintain a conversation with another at appropriate level.	X	X	X	X
3.	Give directions and explanations appropriate to level.	X	X	X	X
4.	Retell story shifting from 1st, 2 nd , and 3 rd person.	X	X	X	X
5.	Memorize a prayer and or short poem.	X	X	X	X
6.	Answer questions at appropriate level based on textbook situations.	X	X	X	X
7.	Use isolated vocabulary in simple contexts.	X	X	X	X
8.	Memorize short passages and or poems.		X	X	X
9.	Construct original dialogues using vocabulary and situation studied in class.		X	X	X
10.	Retell a dialogue or story shifting tenses as required.		X	X	X
11.	Give an oral presentation on a give topic for 2-3 minutes without notes.			X	X
12.	Give oral definitions and explanations.			X	X
13.	Create appropriate oral dialogue for picture sequence or events real or imagined as on an A.P. exam.				X
14.	Create a dialogue of substantial length and present on videocassette.				X
15.	Participate in oral discussions on topics introduced in class.				X

FRENCH

Matrix for Levels I, II, III, IV

READING

The student will:

	Objective	1	2	3	4
1.	Read with some fluency and comprehend short paragraphs and sentences.	X	X	X	X
2.	Derive meanings of new words from context.	X	X	X	X
3.	Read and comprehend directions.	X	X	X	X
4.	Read and comprehend signs, magazine and newspaper headlines.	X	X	X	X
5.	Recognize in written form words learned aurally in class.	X	X	X	X
6.	Recognize cognates and their patterns of similarity in English.	X	X	X	X
7.	Read aloud with ease and fluency.	X	X	X	X
8.	Read and comprehend of material outside of textbook selections.			X	X
9.	Read and comprehend selected short stories that have been edited.				X
10.	Read contemporary French periodicals and newspapers and answer comprehension questions.				X
11.	Read selections form A.P. exams and answer comprehension questions.				X
12.	Read selected literary pieces and periodicals for comprehension.				X

GRAMMAR

The student will learn the following grammatical concepts:

	Objective	1	2	3	4
1.	Present tense of er, ir, re verbs.	X	X	X	X
2.	Present tense of verbs. with stem changes.	X	X	X	X
3.	Present tense of être, aller, faire, savoir, vouloir, dire, connaître, prendre, avoir.	X	X	X	X
4.	Present tense of reflexive verbs.	X	X	X	X
5.	Use of the infinitive.	X	X	X	X
6.	Passé compose of verbs with avoir and être.	X	X	X	X
7.	Affirmative and negative imperatives verbs.	X	X	X	X
8.	Future tense using aller and the infinitive.	X	X	X	X
9.	Near past using venir de and infinitive.	X	X	X	X
10.	Negative sentences with pas, plus, jamais, rien, ni...ni, and personne.	X	X	X	X
11.	Gender and number of adjectives and nouns.	X	X	X	X
12.	Position of adjectives.	X	X	X	X
13.	Definite and indefinite articles.	X	X	X	X
14.	Formation of questions with interrogative pronouns and adverbs with and without est-ce que.	X	X	X	X
15.	Disjunctive pronouns.	X	X	X	X
16.	Possession with de and possessive adjectives.	X	X	X	X
17.	Demonstrative adjectives.	X	X	X	X
18.	Contractions with à and de.	X	X	X	X

FRENCH

Matrix for Levels I, II, III, IV

19.	Expressions of quantity.	X	X	X	X
20.	Telling time.	X	X	X	X
21.	Giving dates.	X	X	X	X
22.	Idiomatic uses of avoir (avoir besoin, faim, soif, etc.).	X	X	X	X
23.	Conjugation of all verbs studied in the following tenses: imperfect, future, conditional.		X	X	X
24.	Use of passé composé and imperfect tenses.		X	X	X
25.	Use of tenses in si clauses.		X	X	X
26.	Conjugation of all verbs studied in present subjunctive.		X	X	X
27.	Use of present subjunctive after impersonal expressions and expressions of feeling.		X	X	X
28.	Use verbal constructions using prepositions à and de followed by the infinitive.		X	X	X
29.	Construct sentences using the forms of the comparative and superlative.		X	X	X
30.	Direct and indirect object pronouns.		X	X	X
31.	Go from questions using est-ce que to inverted form.		X	X	X
32.	Join two sentences to form a complex sentence using relative pronouns: qui, que où.		X	X	X
33.	Time expressions with depuis and ça fait.		X	X	X
34.	Conjugation of all verbs studied in future perfect tense, conditional past tense, and present and past subjunctive.			X	X
35.	Proper use of present and past subjunctive following conjunctions, expressions of doubt, and superlatives.			X	X
36.	Passé simple : recognition in literary and historical documents.			X	X
37.	Expressions begun in the past and continuing into the present with ça fait, voilà, il y a and depuis.			X	X
38.	Avant de and après avoir (être) +past participle.			X	X
39.	Relative pronouns ce qui, ce que, dont , lequel.			X	X
40.	Coordination of tenses used in si clauses: present to future, imperfect to conditional, and past perfect to conditional past.			X	X
41.	Contraction of lequel with à and de.			X	X
42.	Infinitive as gerund.			X	X
43.	Review all grammar from first three years.				X
44.	Recognize imperfect and past perfect subjunctive forms as presented in literary passages.				X
45.	Form plural of irregular and compound nouns.				X
46.	Double negatives (plus jamais, etc).				X
47.	Advanced idiomatic expressions.				X

FRENCH

Matrix for Levels I, II, III, IV

WRITING

The student will:

	Objective	1	2	3	4
1.	Use proper capitalization, punctuation, accentuation, and spelling.	x	x	x	x
2.	Write from dictation.	x	x	x	x
3.	Compose answers to oral or written questions.	x	x	x	x
4.	Translate sentences and short paragraphs from French to English and English to French.	x	x	x	x
5.	Compose answers to questions in complete sentences.	x	x	x	x
6.	Compose sentences, paragraphs, short compositions and narratives about various topics related to textbook situations.	x	x	x	x
7.	Summarize a story or relate an event, using descriptive words and phrases.			x	x
8.	Compose letters with pen pals in French speaking countries.			x	x
9.	Take adequate notes in French during lectures or discussions.				x
10.	The students will build upon previously learned concepts.				x

FRENCH I

LISTENING I

The student will:

1. Recognize and discriminate among consonants, diphthongs, and vowel sounds.
2. Follow simple directions.
3. Comprehend commands, simple questions, and statements.
4. Distinguish between formal and familiar expression.
5. Comprehend idiomatic expressions appropriate for level.
6. Comprehend elided words.
7. Comprehend anecdotes and definitions of vocabulary given at moderate speed.
8. Comprehend text-related materials presented by various native speakers-tape and video.
9. Comprehend meaning of isolated vocabulary words.

SPEAKING I

The student will:

1. Speak with proper accent.
2. Maintain a conversation with another at appropriate level.
3. Give directions and explanations appropriate to level.
4. Retell story shifting from 1st, 2nd, and 3rd. person.
5. Memorize a prayer and or short poem.
6. Answer questions at appropriate level based on textbook situations.
7. Use isolated vocabulary in simple contexts.

READING I

The student will:

1. Read with some fluency and comprehend short paragraphs and sentences.
2. Derive meanings of new words from context.
3. Read and comprehend directions.
4. Read and comprehend signs, magazine and newspaper headlines.
5. Recognize in written form words learned aurally in class.
6. Recognize cognates and their patterns of similarity in English.
7. Read aloud with ease and fluency.

FRENCH I

GRAMMAR I

The student will learn the following grammatical concepts:

1. Present tense of er, ir, re verbs
2. Present tense of verbs with stem changes
3. Present tense of être, aller, faire, savoir, vouloir, dire, connaître, prendre, avoir
4. Present tense of reflexive verbs
5. Use of the infinitive
6. Passé composé of verbs with avoir and être
7. Affirmative and negative imperatives verbs
8. The future tense using aller and the infinitive
9. Near past using venir de and infinitive
10. Negative sentences with pas, plus, jamais, rien, ni...ni, and personne
11. Gender and number of adjectives and nouns
12. Position of adjectives
13. Definite and indefinite articles
14. Formation of questions with interrogative pronouns and adverbs with and without est-ce que
15. Disjunctive pronouns
16. Possession with de and possessive adjectives
17. Demonstrative adjectives
18. Contractions with à and de
19. Expressions of quantity
20. Telling time
21. Giving dates
22. Idiomatic uses of avoir (avoir besoin, faim, soif, etc.)

WRITING I

The student will:

1. Use proper capitalization, punctuation, accentuation, and spelling.
2. Write from dictation.
3. Compose answers to oral or written questions.
4. Translate sentences and short paragraphs from French to English and English to French.
5. Compose answers to questions in complete sentences.
6. Compose sentences, paragraphs, short compositions and narratives about various topics related to textbook situations.

FRENCH II

LISTENING II

The student will:

1. Recognize and discriminate among consonants, diphthongs, and vowel sounds.
2. Follow simple directions.
3. Comprehend commands, simple questions, and statements.
4. Distinguish between formal and familiar expression.
5. Comprehend idiomatic expressions appropriate for level.
6. Comprehend elided words.
7. Comprehend anecdotes and definitions of vocabulary given at moderate speed.
8. Comprehend text-related materials presented by various native speakers-tape and video.
9. Comprehend meaning of isolated vocabulary words.

SPEAKING II

The student will:

1. Speak with proper accent.
2. Maintain a conversation with another at appropriate level.
3. Give directions and explanations appropriate to level.
4. Retell story shifting from 1st, 2nd, and 3rd. person.
5. Memorize a prayer and or short poem.
6. Answer questions at appropriate level based on textbook situations.
7. Use isolated vocabulary in simple contexts.
8. Memorize short passages and or poems.
9. Construct original dialogues using vocabulary and situation studied in class.
10. Retell a dialogue or story shifting tenses as required.

READING II

The student will:

1. Read with some fluency and comprehend short paragraphs and sentences.
2. Derive meanings of new words from context.
3. Read and comprehend directions.
4. Read and comprehend signs, magazine and newspaper headlines.
5. Recognize in written form words learned aurally in class.
6. Recognize cognates and their patterns of similarity in English.
7. Read aloud with ease and fluency.

FRENCH II

GRAMMAR II

The student will learn the following grammatical concepts:

1. Present tense of er, ir, re verbs
2. Present tense of verbs with stem changes
3. Present tense of être, aller, faire, savoir, vouloir, dire, connaître, prendre, avoir
4. Present tense of reflexive verbs
5. Use of the infinitive
6. Passé composé of verbs with avoir and être
7. Affirmative and negative imperatives
8. The future tense using aller and the infinitive
9. Near past using venir de and infinitive
10. Negative sentences with pas, plus, jamais, rien, ni...ni, and personne
11. Gender and number of adjectives and nouns
12. Position of adjectives
13. Definite and indefinite articles
14. Formation of questions with interrogative pronouns and adverbs with and without est-ce que
15. Disjunctive pronouns
16. Possession with de and possessive adjectives
17. Demonstrative adjectives
18. Contractions with à and de
19. Expressions of quantity
20. Telling time
21. Giving dates
22. Idiomatic uses of avoir (avoir besoin, faim, soif, etc.)
23. Conjugation of all verbs studied in the following tenses: imperfect, future, conditional
24. Use of passé composé and imperfect tenses
25. Use of tenses in si clauses
26. Conjugation of all verbs studied in present subjunctive
27. Use of present subjunctive after impersonal expressions and expressions of feeling
28. Use verbal constructions using prepositions à and de followed by the infinitive
29. Construct sentences using the forms of the comparative and superlative
30. Direct and indirect object pronouns
31. Go from questions using est-ce que to inverted form
32. Join two sentences to form a complex sentence using relative pronouns: qui, que, où
33. Time expressions with depuis and ça fait

FRENCH II

WRITING II

The student will:

1. Use proper capitalization, punctuation, accentuation, and spelling.
2. Write from dictation.
3. Compose answers to oral or written questions.
4. Translate sentences and short paragraphs from French to English and English to French.
5. Compose answers to questions in complete sentences.
6. Compose sentences, paragraphs, short compositions and narratives about various topics related to textbook situations.

FRENCH III

LISTENING III

The student will:

1. Recognize and discriminate among consonants, diphthongs, and vowel sounds.
2. Follow simple directions.
3. Comprehend commands, simple questions, and statements.
4. Distinguish between formal and familiar expression.
5. Comprehend idiomatic expressions appropriate for level.
6. Comprehend elided words.
7. Comprehend anecdotes and definitions of vocabulary given at moderate speed.
8. Comprehend text-related materials presented by various native speakers-tape and video.
9. Comprehend meaning of isolated vocabulary words.

SPEAKING III

The student will:

1. Speak with proper accent.
2. Maintain a conversation with another at appropriate level.
3. Give directions and explanations appropriate to level.
4. Retell story shifting from 1st, 2nd, and 3rd. person.
5. Memorize a prayer and or short poem.
6. Answer questions at appropriate level based on textbook situations.
7. Use isolated vocabulary in simple contexts.
8. Memorize short passages and or poems.
9. Construct original dialogues using vocabulary and situation studied in class.
10. Retell a dialogue or story shifting tenses as required.
11. Give an oral presentation on a give topic for 2-3 minutes without notes.
12. Give oral definitions and explanations.

FRENCH III

READING III

The student will:

1. Read with some fluency and comprehend short paragraphs and sentences.
2. Derive meanings of new words from context.
3. Read and comprehend directions.
4. Read and comprehend signs, magazine and newspaper headlines.
5. Recognize in written form words learned aurally in class.
6. Recognize cognates and their patterns of similarity in English.
7. Read aloud with ease and fluency.
8. Read and comprehend of material outside of textbook selections.
9. Read and comprehend selected short stories that have been edited.

GRAMMAR III

The student will learn the following grammatical concepts:

1. Present tense of er, ir, re verbs
2. Present tense of verbs with stem changes
3. Present tense of être, aller, faire, savoir, vouloir, dire, connaître, prendre,, avoir
4. Present tense of reflexive verbs
5. Use of the infinitive
6. Passé compose of verbs with avoir and être
7. Affirmative and negative imperatives
8. The future tense using aller and the infinitive
9. Near past using venir de and infinitive
10. Negative sentences with pas, plus, jamais, rien, ni...ni, and personne
11. Gender and number of adjectives and nouns
12. Position of adjectives
13. Definite and indefinite articles
14. Formation of questions with interrogative pronouns and adverbs with and without est-ce que
15. Disjunctive pronouns
16. Possession with de and possessive adjectives
17. Demonstrative adjectives
18. Contractions with à and de
19. Expressions of quantity
20. Telling time
21. Giving dates
22. Idiomatic uses of avoir (avoir besoin, faim, soif, etc.)
23. Conjugation of all verbs studied in the following tenses: imperfect, future, conditional
24. Use of passé compose and imperfect tenses

FRENCH III

25. Use of tenses in si clauses
26. Conjugation of all verbs studied in present subjunctive
27. Use of present subjunctive after impersonal expressions and expressions of feeling
28. Use verbal constructions using prepositions à and de followed by the infinitive
29. Construct sentences using the forms of the comparative and superlative
30. Direct and indirect object pronouns
31. Go from questions using est-ce que to inverted form
32. Join two sentences to form a complex sentence using relative pronouns: qui, que, où
33. Time expressions with depuis and ça fait
34. The conjugation of all verbs studied in future perfect tense, conditional past tense, and present and past subjunctive
35. Proper use of present and past subjunctive following conjunctions, expressions of doubt, and superlatives
36. Passé simple: recognition in literary and historical documents
37. Expressions begun in the past and continuing into the present with ça fait,voilà, il y a and depuis
38. Avant de and après avoir (etre) +past participle
39. Relative pronouns ce qui, ce que, dont , lequel.
40. Coordination of tenses used in si clauses: present to future, imperfect to conditional, and past perfect to conditional past
41. Contraction of lequel with à and de
42. Infinitive as gerund

WRITING III

The student will:

1. Use proper capitalization, punctuation and spelling.
2. Write from dictation.
3. Compose answers to oral or written questions.
4. Translate sentences and short paragraphs from French to English and English to French.
5. Compose answers to questions in complete sentences.
6. Compose sentences, paragraphs, short compositions and narratives about various topics related to textbook situations.
7. Summarize a story or relate an event, using descriptive words and phrases.
8. Compose letters with pen pals in French speaking countries.

FRENCH IV

LISTENING IV

The student will:

1. Recognize and discriminate among consonants, diphthongs, and vowel sounds.
2. Follow simple directions.
3. Comprehend commands, simple questions, and statements.
4. Distinguish between formal and familiar expression.
5. Comprehend idiomatic expressions appropriate for level.
6. Comprehend elided words.
7. Comprehend anecdotes and definitions of vocabulary given at normal speed.
8. Comprehend text-related materials presented by various native speakers-tape and video.
9. Comprehend meaning of isolated vocabulary words.
10. Listen to tapes and answer comprehension questions.
11. Listen to 5-6 minute tapes from A.P. exams for listening comprehension, spelling, and syntax.
12. Watch video programs in French on varied cultural topics.

SPEAKING IV

The student will:

1. Speak with proper accent, vowel, and elision.
2. Maintain a conversation with another at appropriate level.
3. Give directions and explanations appropriate to level.
4. Retell story shifting from 1st, 2nd, and 3rd. person.
5. Memorize a prayer and or short poem.
6. Answer questions at appropriate level based on textbook situations.
7. Use isolated vocabulary in simple contexts.
8. Memorize short passages and or poems.
9. Construct original dialogues using vocabulary and situation studied in class.
10. Retell a dialogue or story shifting tenses as required.
11. Give an oral presentation on a give topic for 2-3 minutes without notes.
12. Give oral definitions and explanations.
13. Create appropriate oral dialogue for picture sequence or events real or imagined as on an A.P. exam.
14. Create a dialogue of substantial length and present on videocassette.
15. Participate in oral discussions on topics introduced in class.

FRENCH IV

READING IV

The student will:

1. Read with some fluency and comprehend short paragraphs and sentences.
2. Derive meanings of new words from context.
3. Read and comprehend directions.
4. Read and comprehend signs, magazine and newspaper headlines.
5. Recognize in written form words learned aurally in class.
6. Recognize cognates and their patterns of similarity in English.
7. Read aloud with ease and fluency.
8. Read and comprehend of material outside of textbook selections.
9. Read and comprehend selected short stories that have been edited.
10. Read contemporary French periodicals and newspapers and answer comprehension questions.
11. Read selections from A.P. exams and answer comprehension questions.
12. Read selected literary pieces and periodicals for comprehension.

GRAMMAR IV

The student will learn the following grammatical concepts:

1. Present tense of er, ir, re verbs
2. Present tense of verbs with stem changes
3. Present tense of être, aller, faire, savoir, vouloir, dire, connaître, prendre, avoir
4. Present tense of reflexive verbs
5. Use of infinitive
6. Passé compose of verbs with avoir and être
7. Affirmative and negative imperatives
8. The future tense using aller and the infinitive
9. Near past using venir de and infinitive
10. Negative sentences with pas, plus, jamais, rien, ni...ni, and personne
11. Gender and number of adjectives and nouns
12. Position of adjectives
13. Definite and indefinite articles
14. Formation of questions with interrogative pronouns and adverbs with and without est-ce que
15. Disjunctive pronouns
16. Possession with de and possessive adjectives
17. Demonstrative adjectives
18. Contractions with à and de
19. Expressions of quantity
20. Telling time
21. Giving dates

FRENCH IV

22. Idiomatic uses of avoir (avoir besoin, faim, soif, etc.)
23. Conjugation of all verbs studied in the following tenses: imperfect, future, conditional
24. Use of passé composé and imperfect tenses
25. Use of tenses in si clauses
26. Conjugation of all verbs studied in present subjunctive
27. Use of present subjunctive after impersonal expressions and expressions of feeling
28. Use verbal constructions using prepositions à and de followed by the infinitive
29. Construct sentences using the forms of the comparative and superlative
30. Direct and indirect object pronouns
31. Go from questions using est-ce que to inverted form
32. Join two sentences to form a complex sentence using relative pronouns: qui, que, où
33. Time expressions with depuis and ça fait
34. The conjugation of all verbs studied in future perfect tense, conditional past tense, and present and past subjunctive
35. Proper use of present and past subjunctive following conjunctions, expressions of doubt, and superlatives
36. Passé simple : recognition in literary and historical documents
37. Expressions begun in the past and continuing into the present with ça fait, voilà, il y a and depuis.
38. Avant de and après avoir (être) +past participle
39. Relative pronouns ce qui, ce que, dont, lequel.
40. Coordination of tenses used in si clauses: present to future, imperfect to conditional, and past perfect to conditional past.
41. Contraction of lequel with à and de
42. Infinitive as gerund.
43. Review all grammar from first three years
44. Recognize imperfect and past perfect subjunctive forms as presented in literary passages
45. Form plural of irregular and compound nouns
46. Double negatives (plus jamais, etc)
47. Advanced idiomatic expressions

WRITING IV

The student will:

1. Use proper capitalization, punctuation, accentuation, and spelling.
2. Write from dictation.
3. Compose answers to oral or written questions.
4. Translate sentences and short paragraphs from French to English and English to French.
5. Compose answers to questions in complete sentences.
6. Compose sentences, paragraphs, short compositions and narratives about various topics related to textbook situations.
7. Summarize a story or relate an event, using descriptive words and phrases.
8. Compose letters with pen pals in French speaking countries.
9. Take adequate notes in French during lectures or discussions.
10. The students will build upon previously learned concepts.