



COURSE TOPICS:CONTACT HOURS  
PER TOPICTOPICS MAY BE ARRANGED TO ACCOMMODATE  
PROFESSOR'S INDIVIDUAL PREFERENCE AND  
TECHNIQUEAPPROXIMATE NUMBER OF  
CONTACT HOURS PER TOPIC

I. Chapitre 1	5
<ul style="list-style-type: none"> <li>A. <u>Vocabulaire: La Famille</u> <ul style="list-style-type: none"> <li>1. La famille</li> <li>2. Les amis</li> <li>3. Les rapports</li> <li>4. L' argent</li> <li>5. L' appartement</li> </ul> </li> <li>B. <u>Lecture/Culture</u> <ul style="list-style-type: none"> <li>1. Les rapports dans la famille moderne</li> <li>2. Et la famille, ca va?</li> </ul> </li> <li>C. <u>Grammaire</u> <ul style="list-style-type: none"> <li>1. Present indicative</li> <li>2. Infinitives</li> <li>3. Imperatives</li> <li>4. <u>Faire</u> causatif</li> </ul> </li> </ul>	
II. Chapitre 2	5
<ul style="list-style-type: none"> <li>A. <u>Vocabulaire: Les Jeunes</u> <ul style="list-style-type: none"> <li>1. Le corps</li> <li>2. Le caractère</li> <li>3. L' habillement</li> <li>4. Activités et passé-temps quotidiens</li> </ul> </li> <li>B. <u>Lecture/Culture</u> <ul style="list-style-type: none"> <li>1. Le verlan, c'est l'envers</li> <li>2. L'idéal de beauté</li> <li>3. Avoir vingt ans en 1994</li> </ul> </li> <li>C. <u>Grammaire</u> <ul style="list-style-type: none"> <li>1. Descriptive adjectives</li> <li>2. Adverbs</li> <li>3. Comparaison of adjectives, adverbs, and nouns</li> <li>4. <u>Il (Elle est)</u> vs. <u>C'est</u></li> <li>5. Le mot juste: <u>a</u> vs. <u>avec</u></li> </ul> </li> </ul>	

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## III. Chapitre 3

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A. Vocabulaire: Le Mal Du Pays

1. Present ou passé
2. La vie active
3. Questions sociaux/historiques

B. Lecture/Culture

1. Les étrangers en France
2. A la recherche du travail
3. Les immigrants en France

C. Grammaire

1. Passé composé
2. Imperfect
3. Passé composé vs. imperfect
4. Pluperfect (plus-que-parfait)
5. Past infinitives
6. Le mot juste: manquer à; rendre; partir, sortir, quitter

## IV. Chapitre 4: En Route!

5

A. Vocabulaire

1. La voiture
2. Activités
3. Problèmes/solutions

B. Lecture/Culture

1. Sauriez-vous conduire en France?
2. La voiture change de sexe
3. La 2CV de ma sœur

C. Grammaire

1. Object pronouns, y, en
2. Order of pronouns
3. Disjunctive pronouns
4. Le mot juste: se moquer de

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## V. Chapitre 5: Les Voyages

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A. Vocabulaire

1. Pourquoi?
2. Comment?
3. Où?
4. Les activités

B. Lecture/Culture

1. Les vacances en France
2. Bon voyage
3. "Les déserteuses"

C. Grammaire

1. Interrogatives
2. Passé simple
3. Passé antérieur
4. Le mot juste: depuis, pendant, pour

## VI. Chapitre 6: Ciné Et Télé

5

A. Vocabulaire

1. Le cinéma
2. Le télévision

B. Lecture/Culture

1. Devant la télé
2. La censure
3. Les films étrangers

C. Grammaire

1. Negative expressions
2. Relative pronouns
3. Le mot juste: il s'agit de

## VII. Chapitre 7: Traditions

5

A. Vocabulaire

1. Les personnages
2. Les contes

B. Lecture/Culture

1. Un conte
2. Une fable
3. "La fleur, le miroir et le cheval"

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1. What is the subjunctive?
2. Formation of the subjunctive
3. Use of the subjunctive

## VIII. Chapitre 8

5

A. Vocabulaire

1. Les lieux
2. Les gens
3. Les choses
4. Les activités

B. Lecture/Culture

1. "La vie d'étudiant: bonheur ou malheur?"
2. L'importance des études dans la vie ordinaire
3. La France et les États-Unis

C. Grammaire

1. Demonstrative pronouns
2. Passive voice
3. Tout
4. Le mot juste: plaire à

## IX. Chapitre 9: L'Avenir

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A. Vocabulaire

1. L'avenir
2. La technologie
3. Les relations internationales
4. La société

B. Lecture/Culture

1. "L'heure du multimédia"
2. "Heureux...malgré tout"
3. La Sécu pour tous

C. Grammaire

1. The future tense and conditional forms
2. Formation of the future and conditional
3. Usage of conditional and future
4. Si-clauses

## ACTFL PROFICIENCY GUIDELINES

The 1986 proficiency guidelines developed by the American Council for the Teaching of foreign languages with grants from the U.S. Department of Education represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

(All skills are quoted at "Intermediate High" level.)

## SPEAKING

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

## LISTENING

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

## READING

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

## WRITING

Able to meet most practical writing needs and limited social demands. Can take notes in some detail familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.