



AMERICAN COLLEGE OF THE MEDITERRANEAN
INSTITUTE FOR AMERICAN UNIVERSITIES

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
Centre d'Etudes Françaises

FRE 101-102

6 credits

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SECTION	CLASSROOM
FRE 101-102 Prof. Nathalie BESSON	

I. COURSE DESCRIPTION:

This course is designed for students with no previous knowledge of French. Students will learn the French language via spoken and written exercises, and by observing and interacting with their immediate environment in Aix-en-Provence. The initial emphasis will be on listening comprehension and oral ability, with progressively greater emphasis on reading and writing skills.

The aim of this class is to provide students with the means to understand French and express themselves. Syntactical and linguistic elements are integrated into the context of the students' daily life in France. Audiovisual and reading activities as well as in-class discussions draw upon the diversity of French and Francophone society and culture. Practical, everyday communication is emphasized in hands-on exercises in writing, speaking, listening, audio and video sessions, and during short outings in the neighborhood surrounding the IAU campus.

Class is taught in French.

II. COURSE OBJECTIVES:

Communication: How to...

Spell and say your name, greet others, introduce yourself, excuse yourself, thank others, introduce your family, express your preferences;

Observe and describe the street, give personal information (address, email, telephone number), talk about your neighborhood, describe people, give an itinerary, ask for directions;

Express quantity, accept and refuse, ask a price, order in a café or restaurant;

Talk about your work and activities, your schedule, make an appointment; give your opinion, talk about the sports you practice and your leisure time.

Culture:

“French language in the world”: France and *Francophonie*

Ways to say hello (one, two, three or four *bises*), kiss or shake hands, rules for choosing between “*tu*” or “*vous*”, never say “*bonjour*” twice a day!

How to thank someone

French and francophone celebrities

Facial expressions (speaking French without words!) and common French gestures

Cultural differences: embarrassing mistakes, scary French things for foreigners, how to give your phone number

Fashion in France: Shopping, what to say in a shop

French food and gastronomy: restaurant hours and mealtimes, recipes, eating organic food, behavior in a café or restaurant, buy bread and *viennoiseries*

French traditions and holidays

III. LEARNING OUTCOMES:

These skills adhere to the European Language Portfolio for level A1 of the CECRL (Cadre Européen Commun de Référence des Langues) of the Council of Europe.

At the end of the semester, students will be capable of:

Listening:

Understand familiar words and very basic phrases concerning yourself, your family, and immediate concrete surroundings when people speak slowly and clearly.

Reading:

Understand familiar names, words and very simple sentences, for example simple written sentences about concrete and familiar texts including daily vocabulary, identifying important information, for example announcements.

Spoken interaction:

Interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help you formulate what you say.

Ask and answer simple questions in areas of immediate need or about very familiar topics.

Spoken production:

Use simple phrases and sentences to describe where you live and people you know.

Written production:

Write a short, simple postcard or message, for example to send holiday greetings. Fill in forms with personal details, for example entering name, nationality, and address on a registration form.

IV. INSTRUCTIONAL METHODS AND ACTIVITIES:

A typical class day includes:

Oral discussion about life in France, students' own questions about their new life (survival French: sentences or cultural explanations of immediate relevance)

Collective and individual homework correction

Practical exercises, role play

Field practice, outdoor observations to discover the people and culture of Aix-en-Provence.

Examples: Speak with French students in a French university; describe French dress in the streets or in a *café*; understand and give directions in the city; talk with fruit and vegetable vendors in the open air market; order coffee

Cultural activities (for example: map of *La Francophonie*)

Group work: creative writing, dialogues, etc.

Short oral presentations (for example: a presentation with photo and video about the student's French neighborhood)

Variety of games to practice French language such as songs, cartoons, board games, bingo, etc.

Short videos providing cultural explanations

V. PRIMARY TEXTBOOKS:

Édito, Méthode de français, niveau A1, éditions Didier, 2016.

Édito, Cahier d'activités, niveau A1, éditions Didier, 2016.

Original documents and handouts

VI. EVALUATION AND GRADING:

Assessment:

<p style="text-align: center;">Oral Participation: 15%</p> <p style="text-align: center;">Presentations: 15%</p> <p style="text-align: center;">Weekly journal entry: 15%</p> <p style="text-align: center;">Homework: 10%</p> <p style="text-align: center;">Weekly Quiz: 15%</p> <p style="text-align: center;">Cumulative Mid-term Exam: 15%</p> <p style="text-align: center;">Cumulative Final Exam: 15%</p>
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- Oral participation:

Students are expected to participate in **all class activities** and collective homework correction.

- Homework:

Students must review vocabulary and grammar **after each class**.

Students are responsible for knowing **all vocabulary words listed on the board, and those found in any assignment and hand-outs**.

Students will have **daily homework**. Homework may be spot-checked or collected at the professor's discretion.

- Weekly writing assignments:

Every weekend students will write a journal entry to be handed in on Monday. The writing prompt will be posted on Teams. Topics will cover daily life in France and themes covered in class.

Once graded (on Tuesday), students must correct their writing and hand it in the following class day (Thursday); their corrected work will then be collected and **graded again**. Each of the ten first drafts is worth one point; each correction is worth half a point (15% of the total grade).

The grade will be an « F » if work is not handed in on the due date.

-Oral presentations:

Students will do short, creative oral presentations, individually or in groups, with video, pictures, or drawings. For example: My family/friends, my favorite places in Aix-en-Provence/my hometown, my personal style, cooking. Students must pay attention to pronunciation rules and grammar that has been covered in class. While basic notes are permitted for certain presentations, **reading aloud is not permitted!**

- Quizzes:

Students take a **brief, written cumulative quiz every Thursday. No make-up quizzes will be given (before or after the quiz date and time). Grade will be “F” in case of absence** unless absence is excused (IAU excursions or documented illness). After the quiz is graded, students must correct their errors. These corrections will also be graded. Each of the ten quizzes is worth one point; each correction is worth half a point (15% of the total grade).

- Written Exams:

Students take a two-hour cumulative mid-semester exam and a cumulative final exam. Exams will contain: oral comprehension (listening to short recordings), written comprehension, written expression, and grammar and vocabulary.

Mid-term exam: Thursday, October 14th

Final exam: December 11th to 15th . Exact date to be confirmed after midterm.

Grade equivalence:

You also receive a French grade (between 0 and 20):

A: 20-17/20; A-: 16/20; B+ : 15/20 ; B : 14/20 ; B- :13/20 ; C+:12/20; C: 11/20; C-:10/20; D+: 9/20; D: 8/20; D-:7/20. F: 0-6/20

No extra credit work will be given in order to get a better grade.

VII. ATTENDANCE:

One of the primary requirements this semester is that you attend class. This is not a lecture class, and its success depends very much on your coming to class on time, prepared for the lesson, and ready to participate in discussions and activities. Attendance will be part of your grade.

Regarding attendance, any absence will negatively affect your grade.

The grade is reduced one-half letter for each unexcused absence after the first two. Being late two times is considered an absence. For example, if your average grade is 16 (A-) but you have two unexcused absences, your final grade will be 15 (B+).

Perfect attendance (zero unexcused absences) will increase the final grade by one-half letter.

For example, if your average grade is 16 (A-) but you have zero unexcused absences, your final grade will be 17 (A).

The following are considered excused absences: absences linked to IAU excursions and illness (a medical certificate is required and should be provided to the instructor on day of return).

When you return to class after an absence, even an excused absence due to an IAU field trip or illness, you are required to make up the lesson and all homework must be completed. Ask another student for worksheets and notes and/or retrieve make-up class work on the platform “Microsoft Teams,” before the next class. Make sure to turn in any assignment picked up on the day of your absence.

In case of a professor's absence, it may be necessary to make up lost class time Friday afternoon or Wednesday at 12:00. “Make-up” classes will be announced at least one week in advance; for questions of attendance, exams, work due, etc., these are considered normal course meetings.

VIII. PLAGIARISM:

Your academic honesty is required and plagiarism is not tolerated in our institution.

If work is copied from the internet or written by anyone other than the student, the grade will be F. Cheating is also a form of plagiarism. During a test or an exam, do not use phones, textbooks and notebooks; do not look at your classmate’s paper.

Concerning group work, it is expected that the efforts presented in class reflect the contributions of every member of the group.

IX. ACHIEVEMENT

Your cell phone, tablet, and computer must be silent and put away.

Carefully prepare your material and your homework for each class. If you come to class without your material and without having done your homework, you will be unprepared and will waste your own time and that of other students. You must have read and listened to the material to be prepared for class.

Participate regularly in class activities with respect and consideration for all: take advantage of chances to talk, repeat the answers to yourself when others are talking, **listen to your fellow students**, and play an active role trying new sounds, words, phrases, and ideas. We will be doing a lot of partner work in this class. Language learning is a collaborative process: you are responsible to your peers to create a supportive learning environment. That implies not leaving the classroom during class time (except in case of emergency) to avoid disruption. In other words: **try not to go to the toilet during class.** It disturbs the professor, as well as other students, and you will miss a part of the lesson.

Do not be afraid to make mistakes: Mistakes make fertile ground for learning. You cannot learn another language without making mistakes and learning from them. Please, do not limit your participation, speak out and use the language even with mistakes, and you will get a higher participation grade.

Find aspects of the course that motivate you. Be open to new ideas and approaches. If you come to class well-prepared and with a good attitude, you will do well in the class.

In short, you have the power and the responsibility. You must take an active role in your learning. The class is going to be **in French**. Even if you do not understand everything the professor says, you will still be able to get the main idea by paying attention to everything that happens (gestures, mimes, writing, repetition, explanations...). Do not get frustrated if you do not understand each word; forget

the idea of understanding every single thing. Using all the available information to figure out what is being said is how one learns to understand a second language. We thus practice this skill very much, and your comprehension will improve over time. You do not need to be reassured you understood correctly right away. Experience will tell you if you have all the needed information or if you need to ask questions when you realize something is missing.

Finally, please, **enjoy and take advantage of this semester**. You are going to live in another country, another culture, surrounded by new people, immersed in another language. Make sure to learn all you can, to be curious, courageous and to make the most of this amazing experience.

Take advantage of your time in France. Talk with your host family...in French! Be curious, ask questions... You can also talk to them about your classes and maybe ask them to help you with your homework (but it is not up to them to do your homework!), especially journal and quiz corrections. There are a few bars, cafés, and libraries in Aix that offer **language exchange activities**. Check the list in CEF or ask your professor for recommendations.

We can put you in **contact with a French student** in order to practice French (for example, a ½ h of French and then a ½ h of conversation in English with the French student who will also wish to practice) during informal meetings that you will set together (in a café or elsewhere).

It is very effective, and it allows you to meet people your own age and very often to make friends.

X. CALENDAR

Dates and contents subject to change according to the pace of the class.

Students must check the detailed and updated schedule with homework after each class on <https://portal.office.com/> “Microsoft Teams” (team FRE 101-102)

Semaines 1 et 2 : Bienvenue ! (Unité 0, pages 12-18)

Communication : **saluer ; se présenter** (1/2) ; dire et demander comment on va ; être poli ; utiliser « tu » ou « vous » ? Épeler son nom ; Demander/dire un prix (1/2)

Grammaire :

Les pronoms sujets *je, tu, il, elle, nous, vous, ils, elles*

Découverte de quelques verbes

Questions avec « *comment* » (*Comment tu t'appelles ? comment ça va ? Comment ça s'écrit ? Comment on dit... ?*)

Question avec « *combien* » (*Combien ça coûte ?*)

Vocabulaire : Découverte de mots en français ; Salutations ; Formules de politesse ; Nombres de 0 à 31 ; Jours de la semaine, mois de l'année et saisons ; Phrases et questions typiques en classe

Phonétique : L'alphabet ; Prononcer une phrase simple

Socioculturel : Faire la bise ou serrer la main ?

Semaines 2, 3 et 4 : Et vous ? (Unité 1, p. 19-32)

Communication : **Se présenter (2/2), demander de se présenter**, donner des informations personnelles, demander et donner une adresse mail, un numéro de téléphone

Grammaire :

Les adjectifs de nationalité

La négation

Les articles définis *le, la, l', les* ; les articles indéfinis *un, une, des* (1/2)

La négation avec l'article indéfini

Les V. *être, avoir* ; V. en -er (1/3) *aimer, habiter, parler, écouter, s'appeler*

V. *venir* et *vivre* au singulier

Les prépositions devant les noms de ville et pays

La question simple (*Tu as quel âge ?*), Questions avec « *est-ce que* » (*Est-ce que tu parles espagnol ?*)

Questions avec « *quel* » (1/3) (*quel âge as-tu ? quelle est ta nationalité ? quel est ton numéro de téléphone ? Quelle est ton adresse mail ?*)

L'adjectif possessif (1/2)

Questions avec « *où* » (1/2) (*Où habites-tu ?*)

Vocabulaire : les personnes ; les loisirs ; les nombres de 32 à 100 ; les pays et les nationalités ; l'identité ; Mots pour indiquer une adresse mail : *arobase, point, turet (du bas)*

Phonétique : les groupes rythmiques et l'accent tonique ; la prononciation des V. -er ; l'intonation montante et descendante

Socioculturel : nombres en Belgique et en Suisse ; artistes et célébrités francophones

Présentation : Faire une vidéo pour vous présenter

Semaines 4 et 5: On va où ? (Unité 2, p. 33-46)

mardi 28 septembre, jeudi 30 septembre, lundi 4 octobre, mardi 5 octobre

Communication : **Demander/indiquer le chemin ; comprendre un itinéraire ; se déplacer** en métro et en bus

Grammaire :

V. -er (3/3) *aller, visiter, regarder, chercher, tourner, continuer, traverser, passer, travailler...*

V. *prendre, descendre*

Les articles définis et indéfinis (2/2)

L'adjectif interrogatif « *quel* » (3/3) (*Je descends à quel arrêt ?*)

Le masculin et le féminin des professions (*un coiffeur, une coiffeuse*)

Les comparaisons (*moins, plus, aussi ... que*)

Le futur proche (1/2) (*je vais manger*)

Vocabulaire : la ville, les voies (*rue, boulevard, avenue, cours*), les lieux, les monuments, les transports ; les directions ; les professions ; les ordinaux (*le premier, la première...*) ; les nombres de 100 à 1 milliard

Présentation: Présenter votre quartier à la classe

Semaines 5, 6 et 7: Qu'est-ce qu'on mange ? (Unité 3, p. 47-60)

Communication : **Faire des courses alimentaires ; commander au restaurant et au café ; exprimer ses goûts** ; Comprendre/donner des horaires d'ouverture

Grammaire :

Le singulier et le pluriel des noms (*une pomme, des pommes*)

Les prépositions de lieu (*chez, chez le, chez la, au, à la*)

Les articles partitifs *du, de la, de l', des*

Les articles contractés *au, à la, à l', aux*

La quantité avec « *de* » (*un kilo de, une bouteille de, une part de, beaucoup de...*)

V. -er (2/3) *manger, acheter, payer*

V. faire

Questions avec « *Qu'est-ce que* » ; « *quel* » (2/3), « *combien* » (2/2), « *où* » (2/2), « *quand* », « *à quelle heure* », « *pourquoi* »

Vocabulaire de la nourriture :

Dans les magasins : commerces et commerçants, rayons, aliments, quantités, moyens de paiement Au restaurant et au café : plats, boissons, les différents types de café ; vaisselle et ustensiles ; adjectifs à connotation positive ou négative (*agréable/désagréable, bon/mauvais...*)

Phonétique : le e final non prononcé, le é final prononcé ; la consonne finale non prononcée

Socioculturel : L'importance des repas en France ; le pourboire ; des recettes provençales

Présentation : Créer un album de selfies avec des commerçants aixois et le présenter à la classe

Examen de mi-semestre :

Vacances :

Semaines 8, 9, 10 : Les soldes, c'est parti ! (Unité 4, p. 61-74)

Communication : **S'habiller ; Donner une appréciation ; Parler de la météo ; Décrire un objet**

Demander/dire un prix (2/2) ; Situer un moment de l'année ; Donner une appréciation sur un vêtement ; Comprendre une appli pour s'habiller selon la météo ; demander/dire la taille et la pointure ; décrire un objet et à quoi ça sert

Grammaire :

Le passé composé (1/3)

Le genre et le nombre des adjectifs (*le pantalon est cher, la veste est chère*) ; la place des adjectifs Le futur proche (2/2)

Le passé récent (*je viens de faire du shopping*) ; V. venir

L'adjectif démonstratif (*ce, cet, cette, ces*)

Vocabulaire : les vêtements, accessoires, couleurs, matières ; la météo et les températures ; les objets du quotidien, les objets technologiques, les caractéristiques des objets (dimension, forme, taille, poids, couleur)

Phonétique : l'élision (*j', c', l', n', d'*) ; les liaisons en [z] et en [n]

Socioculturel : la mode en France

Présentation : Faire un reportage-photo de la mode à Aix

Semaines 10 et 11 : C'est quoi le programme ? (Unité 5, p. 75-88)

Communication : **Parler de ses activités quotidiennes ; demander/dire l'heure ; proposer une sortie/fixer un rendez-vous ; accepter/refuser un rendez-vous**

Grammaire :

Le passé composé (2/3)

Les verbes pronominaux au présent (*se préparer, s'occuper, s'habiller, se lever, se réveiller, se brosser les dents...*)

L'impératif (*dépêche-toi !*)

L'antériorité et la postériorité (*avant et après*)

V. *pouvoir* et *vouloir*

Vocabulaire :

la fréquence (*jamais, de temps en temps, souvent, tous les..., tout le temps, toujours*) L'heure ; Les activités quotidiennes ; Les tâches ménagères ; Le temps libre ; les sorties ; les activités culturelles

Phonétique : les sons [i]/[y] et [y]/[u]

Socioculturel : On change d'heure (*l'heure d'hiver/d'été*) ; Des expressions imagées ; la parité dans les tâches ménagères

Présentation : Faire une vidéo de votre journée quotidienne en France

Semaines 12 et 13 : Félicitations ! (Unité 6, p. 89-101)

Communication : **Décrire le physique et le caractère d'une personne ; présenter sa famille, décrire son arbre généalogique ; féliciter, adresser un souhait**

Grammaire : Les adjectifs possessifs (2/2) ; le passé composé (3/3) (*j'ai vu un film*) ; l'imparfait des V. fréquents (*c'était, il y avait, il faisait*) ; les indicateurs de temps du passé et du futur

Vocabulaire : la famille, l'entourage, la situation familiale, les événements de la vie ; la description physique et le caractère

Phonétique : Les voyelles nasales

Socioculturel : Les fêtes en France et les jours fériés

Présentation: Présenter votre famille française et américaine à la

classe **Examen final**: (*à préciser ultérieurement*)

XI. CALENDAR. ENGLISH VERSION

Weeks 1 and 2: Bienvenue ! (Unit 0, pages 12-18)

Communication: **greeting people and introducing yourself** (1/2); asking and answering basic questions; use “tu” and “vous” appropriately; spell your name; asking/indicating a price (1/2)

Grammar:

Subject pronouns (*je, tu, il, elle, nous, vous, ils, elles*)

Discovering a few verbs

Questions with *comment* (*Comment tu t'appelles ? comment ça va ? Comment ça s'écrit ? Comment on dit... ?*)

Questions with *combien* (*Combien ça coûte ?*)

Vocabulary: Discovering French words; greetings; polite expressions; numbers 0-31; the days of the week, months of the year, seasons; typical statements and questions in the classroom

Pronunciation: The alphabet; pronouncing a simple phrase

Society and culture: Kisses or a handshake?

Weeks 2, 3, and 4: Et vous ? (Unit 1, p. 19-32)

Communication: **Introducing yourself** (2/2), **asking someone to introduce themselves**, giving personal information, ask for and give an email address and telephone number

Grammar:

Nationality adjectives

Negation

Definite articles (*le, la, l', les*) and indefinite articles (*un, une, des*) (1/2)

Negation with the indefinite article

Verbs *être* and *avoir*; verbs ending in *-er* (1/3): *aimer, habiter, parler, écouter, s'appeler*

Prepositions for cities and countries

Simple question form (*Tu as quel âge ?*); questions with *est-ce que* (*Est-ce que tu parles espagnol ?*)

Questions with *quel* (1/3) (*quel âge as-tu ? quelle est ta nationalité ? quel est ton numéro de téléphone ? Quelle est ton adresse mail ?*)

Possessive adjectives (1/2)

Questions with *où* (1/2) (*Où habites-tu ?*)

Vocabulary: people; leisure activities; numbers 32-100; countries and nationalities; identity; language for email addresses: *arobase, point, tiret (du bas)*

Pronunciation: rhythmic groups and syllable stress; pronunciation of *-er* verbs; sentence-level intonation

Society and culture: numbers in Belgium and Switzerland; Francophone artists and celebrities

Workshops: Make a video to introduce yourself

Week 4 et 5: On va où ? (Unit 2, p. 33-46)

Communication: **Asking and giving directions; understanding an itinerary**; getting around on metro and by bus.

Grammar:

Verbs ending in *-er* (3/3): *aller, visiter, regarder, chercher, tourner, continuer, traverser, passer, travailler...*

The verbs *prendre* and *descendre*

Definite and indefinite articles (2/2)

The interrogative adjective *quel* (3/3) (*Je descends à quel arrêt ?*)

Professions: masculine and feminine forms (*un coiffeur, une coiffeuse*)

The near future (1/2) (*je vais manger*)

Vocabulary: the city: street types (*rue, boulevard, avenue, cours*), places, monuments, transportation; directions; professions; ordinal numbers (*le premier, la première...*); numbers from 100 to 1 million

Oral presentation: Create a survey about life in the neighborhoods of Aix-en-Provence (in groups based on the neighborhoods your families live in) and share your results with the class

Weeks 5, 6 and 7: Qu'est-ce qu'on mange ? (Unit 3, p. 47-60)

Communication: **Going food shopping; ordering in a restaurant or café; discussing tastes and preferences**; understanding and indicating opening hours

Grammar:

Singular and plural noun forms (*une pomme, des pommes*)

Prepositions of place (*chez, chez le, chez la, au, à la*)

Partitive articles: *du, de la, de l', des*

Article contractions: *au, à la, à l', aux*

Expressing quantity with *de* (*un kilo de, une bouteille de, une part de, beaucoup de...*)

Verbs ending in *-er* (2/3): *manger, acheter, payer*

The verb *faire*

Forming questions with question words: *Qu'est-ce que ; quel (2/3), combien (2/2), où (2/2), quand, à quelle heure, pourquoi*

Food vocabulary:

In shops: businesses and salespeople, grocery store departments, foods, quantities, payment methods;
In cafés and restaurants: dishes (meals), drinks, types of coffee, dishes and utensils, adjectives with positive and negative connotations (*agréable/désagréable, bon/mauvais...*)

Pronunciation: the silent final *e*, the pronounced final *é*, silent final consonants

Society and culture: The importance of mealtime in France; tipping; Provençal recipes

Workshops: Make a selfie album with salespeople in Aix; present your favorite French dish

Mid-term exam:

Weeks 8 and 9: Les soldes, c'est parti ! (Unit 4, p. 61-74)

Communication: **Getting dressed; giving an opinion; talking about the weather; describing an object;** asking a price (2/2); situating a moment in time; giving an opinion about clothing; using an app for choosing clothing based on the weather; asking/indicating shoe and clothing size; describing an object and saying what it is for

Grammar:

The *passé composé* (1/3)

Adjective gender and number (*le pantalon est cher, la veste est chère*); adjective position

The near future (2/2)

The recent past (*je viens de faire du shopping*); the verb *venir*

Demonstrative adjectives (*ce, cet, cette, ces*)

Vocabulary:

Clothing, accessories, colors, materials, weather and temperature, everyday objects, tech objects, physical characteristics of objects (dimension, shape, size, weight, color)

Pronunciation: Elisions (*j', c', l', n', d'*), liaisons with [z] and [n]

Society and culture: Fashion in France

Oral presentation : Create a photoreport of fashion in Aix to share with the class

Break:

Weeks 10 and 11: C'est quoi le programme ? (Unit 5, p. 75-88)

Communication: **Talk about daily activities; ask for and give the time; make an invitation or appointment; accept or refuse an invitation**

Grammar:

The *passé composé* (2/3)

Present-tense reflexive verbs (*se préparer, s'occuper, s'habiller, se lever, se réveiller, se brosser les dents...*)

The imperative (*dépêche-toi !*)

Anteriority and posteriority (*avant/après*)

The verbs *pouvoir* et *vouloir*

Vocabulary:

Adverbs of frequency (*jamais, de temps en temps, souvent, tous les..., tout le temps, toujours*); time; daily activities; household tasks; free time; going out; cultural activities

Pronunciation: the sounds [i]/[y] and [y]/[u]

Society and culture: Daylight savings time in France (*l'heure d'hiver/d'été*); colorful expressions; housework parity

Presentation: Make a video about your daily life in France

Weeks 12 and 13: Félicitations ! (Unit 6, p. 89-101)

Communication: **Describe a person's physical appearance and personality; introduce your family;** talk about your family tree; congratulate and express wishes

Grammar:

The *passé composé* (3/3)

Possessive adjectives (2/2); past tenses: the *passé composé* (*j'ai vu un film*), the imperfect tense of common verbs (*c'était, il y avait, il faisait*); time expressions for the past and future

Vocabulary: Family and friends; marital status; life events; physical and personality descriptions

Pronunciation: Nasal sounds

Society and culture: French holidays

Oral presentation: Present your French and American families to the class

Final exam: (*to be specified later*)