

## ***Prospectus***

Class: **French I**

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Teacher: **Mary O'Donnell (Mme O)**

Phone: **703.403.7701**

Grade level: **9-12 (younger, advanced students with permission)**

Materials fee: **\$55 (does not include optional \$30 book rental)**

*Bonjour et bienvenue!* First, I must tell you that I LOVE teaching French and sharing about my heritage, and your child is sure to absorb and reflect my enthusiasm a little. I am always available to my students via email or phone to answer any questions they might have, or to give additional help. Parents, communication is very important to me so since you are your child's primary teacher I will email you with any concerns or observations I have. Likewise, please contact me if you have any questions or information I might need.

The information below will help students and parents understand my expectations and requirements.

Please read it carefully and **take special notice of the last page, which needs to be signed and returned to successfully register.**

### ***Summary of course:***

**FRENCH I:** The first year of French is a fast-paced course and is comparable to an advanced public or private school high school level French I class. In the course of the year, students who complete all the assignments and work diligently on memorizing and learning will learn to read, speak and write at a French I level or beyond, and will have added some English vocabulary as well. Students must be prepared to put in at least 3-4 hours /week on French. We expect to complete the material for all seventeen chapters of the textbook and will use the BJU French curriculum plus some additional material supplemented by me.

### ***Prerequisites:***

**GRAMMAR REVIEW:** There's a learning curve to get past when learning a foreign language for the first time, which is made much worse if the student doesn't have a REAL mastery of English grammar. I'm also a homeschooling parent and have done grammar faithfully with my own children but saw how much they actually understood once I taught them French- it was not a pretty sight! Because of this there is a grammar review included at the end of this document for the parent to use in preparing the student for any French classes. Even if you sincerely believe your student has mastery of terms such as *verb, subject, pronoun, predicate adjective, etc* you might be surprised at how little they REALLY understand these concepts when put in context with foreign language material.

### ***Required materials:***

We will be using the BJU French I materials. I can provide almost all the books needed for a rental fee of \$10 per item, per year. But if you would prefer to buy your own, that's fine too. Please note that if you purchase BJU French I materials, you **MUST PURCHASE THE NEW EDITION** and **not the "purple" covered ones or 1st edition that are readily available used.** My "older" books have been edited to include the changes in the new edition. The only book that I do NOT provide and **MUST be purchased** by each student is the \***BJU French I 2nd EDITION.** Specific information on purchasing books is below.

Rental and material fees for each class must be paid **upon registration.** This is so that I am not using valuable class time that first day collecting monies and fees. Rented materials will be handed out the first day of class. A student will not receive any of my books until his rental fee is paid, and no final grades will be released to a student who has any of my materials outstanding. All of my materials will be collected on final exam day.

**Important note: I teach multiple level classes at different locations and will rent materials to all students on a first come, first served basis. There is a very slight chance that I will run out of rented materials, but if I do, you will need to purchase whatever I'm not able to provide from another source. (RGC registers before my other locations so my students here have first dibs on my books ☺)**

**FRENCH I: (PURCHASE THE 2nd EDITION ONLY!!)**

<b>EACH STUDENT WILL NEED:</b>	<b>BJU Catalog #</b>	<b>IF you buy books</b>	<b>If you rent from me student must purchase</b>
* <i>BJU French I Activities Manual</i>	254193	<b>\$28.33.</b>	
BJU FR I student text	185884	\$59.54	\$10
BJU FR I TE Activity Manual	254201	31.11	10
BJU FR I CD set	216648	<u>121.39</u>	<u>10</u>
		<b>\$240.37</b>	<b>\$ 30</b>
		(+\$28.33 Act. Man)	(+\$28.33 Act. Man)

**Additional materials needed:**

- 2+ Mechanical pencils at each class (these are preferred so that sharpening is kept to a minimum)
- 2"-3" loose-leaf binder w/ pockets **organizers** and paper. Spiral notebooks don't have enough room to hold everything. I will be giving out a lot of handouts, which are used throughout the year!

**Quizlet**

All of the flashcards for French 1 are on Quizlet, accessed only via password and available only to my current and former French students. Quizlet is a free online study program with game and flashcard activities. The vocabulary for each lesson has been uploaded to **our own private French 3 group** page on the Quizlet website. **BY August 15 students NEW to Mme O's classes need to sign up on the Quizlet website and establish an "account" with a user name. I will need that user name emailed me by AUGUST 15 (please try to make the user name include all or part of the student's first name so that I can easily check the status of his work),** so that I can send out the needed link to invite the class to the Quizlet French 1 page. Please ensure that your student is ready to fully participate (all signed up, and able to access material) before the first class. As always, students will be required to complete 3 sets for each chapter's Quizlet Set(s).

**Grades**

I have a simple grading scale: 0-69F, 70-79C, 89-89B, 90-99A, but I do not curve. Grades will be distributed every semester and will include a final grade at the end of the year. High school credit delineation will be indicated at that time.

The international board is worth 10% of the first semester grade, takes the place of the midterm, and will require more research than past boards. The final exam is worth 10% of the second semester grade. If a parent wants a complete breakdown of my grading percentage, he may contact me, as it's rather lengthy to describe it further here.

**Class and homework guidelines**

**Class time:**

- A parent must notify me, two weeks in advance of a planned absence. If the student is ill, please notify me **by email or text** ASAP. All homework and class work missed must be made up and turned in at the next class, unless other arrangements have been made between me, and the parent. Habitually late work or work turned in after an unexcused absence will receive 20% off the total grade for that assignment. A parent should contact me if a student misses two or more consecutive classes, or when there are any unusual circumstances or family issues that affect the student's attendance or ability to complete work on time.
- Students will come to class having completed all homework assignments, and having brought all required materials. (They do not need to bring their dictionaries, CDs, or activity manuals to class unless they have a homework question or are asked to do so.) Habitually failing to turn in

homework or turning in incomplete homework will cause me to speak to the child and parent about the situation.

- **This class has quizzes given almost each class** to help me assess how the class is doing overall. The student will need to make arrangements to make up a missed quiz. I will also be testing the students on the oral Lingt site or in class to ascertain their ability to verbally respond to questions based on the current or previous chapters.
- Most weeks we will play a reinforcement game. If your child may not, or cannot have candy or nuts as a prize, please let me know. I will be asking students to bring in a large bag of individually wrapped candy or nuts during the year for all to share when it's their turn.

### **Homework**

*Learning a foreign language is not a head knowledge activity. It **MUST BE PRACTICED VERBALLY and OFTEN!!** For that reason, assignments must be divided up so that French is practiced **orally** for a minimum of 10 minutes, for at least 4 times a week. Every chance the student has, he needs to practice out loud - especially when doing any exercises in the activity manual.*

- Students will be given text reading, activity manual exercises, and oral activities to complete at home, as well as some additional reading assignments for book reports due once a month (second semester only for French I).
- In addition to their written assignments, students will be required to do *a minimum* of 10 minutes per day of oral work, four times a week with their CD work or Quizlet work. Not only are the oral assignments to be done aloud, but the student should also do as many **CORRECTED** written exercises aloud as possible in order to help develop fluency. The completion of their CD work will be recorded **on a special sign off sheet by the parent only, and signed by the parent to signify that they are holding the student accountable for doing and completing it.**
- Most of the daily homework will be done in the activity manual and corrected at home using the TE Activity Manual. This will not be turned in and **it is up to the parent to make sure the student does the assignments AND corrects it.** Parents will have a sheet, attached to each chapter test, to sign indicating that the student did all the exercises in the Activity Manual for that chapter **AND corrected them.** Any exercises assigned from the textbook, however, are to be turned in at the next class.
- Three **completed** Quizlet activities minimum per chapter will be required. Any additional activities completed will be counted as extra credit!
- Emailed assignments: Students **MUST** be able to email attached documents with an extension that I can open, correct, and send back. As far as I know, I can only open documents with .doc, .docx., .ppt., xls, and xlsx extensions, therefore it's important that parents make sure students are able to send documents I can read.
- **PARENTS:** Oral testing, summer work, and other exercises will be done online using Lingt. **Students will need to have their parent "physically and mentally present" next to him or in back of him (facing the computer screen) as the student does his oral testing.** Then, there will be a place for the parent to sign that they properly proctored the oral test.

### ***Tests***

“Closed book”, tests will be handed out to the student to take home at the end of each chapter about every 1.5-2 weeks. **No text, dictionary, or other material may be used.** Tests are handed out in sealed envelopes, and **should be returned in a sealed envelope with a parent’s signature on the back seal.** By signing the test, you are indicating that you observed your student taking the test with no materials to help him. **Please** look over your child’s test to make sure there are no “blank” areas and ask him if there was a section he totally “guessed” on. If there are, it is important for your student to contact me so that I can give him clarification of the instructions or some other feedback to help him finish the test.

### ***Parents***

Throughout the year, I definitely expect parents to: **1) monitor that their student is consistently doing the oral and written work 2) hold student accountable for being prepared for quizzes and tests 3) take whatever action is necessary to keep the student caught up with the rest of the class (sometimes that means extra tutoring help from me or a former student)**

***Final Exam- Friday, May 24, 2019 from 9:30 -5pm – please put this date on your calendar.***

Traditionally ALL of my French classes, from SGC or elsewhere, are tested together at my home. The exam itself is from about 9:30 – 11:30 and then we have a Fête Française (French party) at my home for the rest of the day. Students will bring French dishes for lunch to share after which we will either play French games and/or watch a French movie. All rented /loaned materials are to be returned on this date. This is truly a fun way we end classes each year and students, parents and I look forward to it ☺

### ***International Board (French I)***

Students will do a visual report on a tri-fold board of a Francophone country (in English☺) in January. We invite parents to attend class and help review other students’ boards. This is a fun way to get to know each other and encourage the students. Students pick their countries in early autumn so that they have plenty of time to research their country in time for the January deadline. This assignment constitutes 10% of their semester.

### ***National French Exam***

In the spring, all my students in French levels 1-4 will be taking the National French Exam. It is a very non-stressful online test that compares students to all the national French students in their level. The cost is minimum (about \$10) and students who score well receive prizes from the American Association of Teachers of French and the French Embassy.

### ***Tutoring***

I try to make myself available to tutor whenever possible either before or after class. I consider it to be a privilege to help your child at those times. I also sometimes have exceptional former students who for a reasonable fee might be available to help your child over the summer or during the year if needed.

I truly desire success in French for your student. Please call me throughout the year if there are any issues you feel a need to bring up with me. I feel very blessed and excited to be teaching your student and look forward to establishing a relationship with him and your family.

À bientôt,  
Mary O’Donnell

### **DOCUMENTS THAT FOLLOW:**

- 1) Grammar Review for French I**
- 2) Helpful Questions and Answers about Introduction to French and French I AND Basic information on all French Classes taught by Mary O’Donnell**

## GRAMMAR REVIEW LETTER:

Dear parents,

I am so looking forward to teaching your child French! I know some students are excited about taking French, and some might be taking it a little under duress (I've been a homeschooling mom too ☺), but regardless, I think they'll be challenged this year and will definitely have some fun too.

French is much harder to learn than Spanish because it has sound blends as does English. For instance in English "ow" says "o" like in bowl. French has similar blends. One that you might already know is "ou" which says "ooo" like in bonjour. They will be learning many blends and different sounds for letters throughout this year.

There are also many concepts that seem harder for students. Even though they are taught English grammar throughout their elementary and often junior high years, somehow the connection of what they've learned doesn't translate when they learn a foreign language. For instance all of a sudden when I mention subject pronouns, all I get back are blank stares. You can imagine, therefore, the response I get when I mention demonstrative adjectives! For that reason, I've put together a grammar review for you to do with your child that will greatly help him this year and will help me to concentrate on teaching all of them the new French skills they need.

I've divided the concepts up into two groups: to be learned before Christmas break and to be learned after Christmas break. I'm also including the chapters in which they will be taught the concept. Chapters usually take 1.5-2 weeks to complete except for the first one, which is very short. Learning the concepts for the early chapters are crucial! There aren't as many concepts needed later on. Your child's understanding of the grammar listed below and how it correlates with a foreign language is vital to his doing well from the beginning of French I, and continuing strong through the year.

On the next page, you will see a list of grammatical concepts for you to review with your child and a few key items that relate with that concept that the student will need to understand. You may find that I present some concepts differently than how the student learned them in his own schooling. I'm hoping to introduce them to the way I will teach it in French (and how languages are mostly taught throughout the world) as opposed to teaching it from a native English speaker's perspective.

Will you please make sure your child has mastered these concepts before the first class? For the student who struggles with grammar, reviewing these concepts again and again as we get to the pertinent chapters in class will help him even more to understand what I'm teaching. If you find your student is truly clueless as you review, it might be better to consider changing to the Introduction to French class.

Thanks so much to all of you for preparing your student so excellently for class!

Mary O'Donnell (Mme O)

## GRAMMAR REVIEW: FRENCH I

There is a superb English grammar program that I balked at using for 7 years and finally did it with my last homeschooled child when she was in 5th grade (Shurley Grammar). Oh the time I wasted with all my children by not having done that curriculum earlier!!! It was the perfect curriculum to prepare a child for foreign language instruction later on in life. Borrowing some from that curriculum, I'm going to show you how I'll be trying to help my students find the parts of speech in a sentence. Here's a sentence and the method I'll use:

**The large man threw the ball quickly to the boy.**

First, determine the verb by asking : What did the man do? **threw**

Now determine the subject by asking: Who threw? **man**

Determine adjectives by asking: What kind of man? **large**

Determine adverbs by asking: How did the man throw? **quickly**

Determine the direct object by asking: What did the man throw? **ball**

Determine the indirect object by asking: To whom did the man throw the ball? **boy**

If you can use this method when appropriate while reviewing grammar concepts, it'll help students to be prepared when I use it with them.

### **TO LEARN BEFORE CHRISTMAS BREAK:**

#### **Chapters 1 and 2**

##### Subject Nouns

Every sentence has a verb and a subject that “does” that verb: SAMUEL talks, the MOTHER says, KATIE and I want, the BOYS say. Students need to be able to pick out a subject and determine whether it's a proper or common noun or a pronoun.

##### Subject Pronouns

A pronoun replaces a noun – Presenting them in this order will be helpful.

	<i>singular (one person) pronouns</i>	<i>plural (more than one person) pronouns</i>
<i>first person</i>	I	we
<i>second person</i>	you	you (y'all)
<i>third person</i>	he, she , one*	they

French doesn't have “it” per se. That will be explained later in class. They do use “one” often, however, such as “one should have all the ingredients before trying to cook dinner”. This does not mean the number one but is the pronoun “one”.

Students also have a hard time understanding complex concepts; such as “Joan and I” would use the “we” pronoun or “You and Steve” would mean “you all” (the plural “you”). Have your student try substituting these nouns with subject pronouns and see how they do:

Ted	the cat	The Russell family	(addressing)” the Tafts”
Sarah and Frank	the boys	(addressing) “Sam”	Frank and you

Dad and I                      Sue                                      the girls and Ken                                      mom

(addressing = addressing the person such as if I were addressing “my little sister” I would say “you” and it would be singular. Make sure the student differentiates between singular and plural “you”.)

## Verbs

We don't learn how to conjugate verbs in English in a formal format. In France, native speakers learn English by conjugating a verb the way I will conjugate one below. Our verb endings and forms don't change much, but in romance languages, each conjugation changes depending on the subject.

**Infinitive:** each verb has an infinitive. In English we simply add “to” to the main verb to make a verb thusly: “to sing”. What are the infinitives of these verbs?

I talk	he went	they have	we walk	John makes	They find
you saw	Sam is arriving	he is	I look	y'all searched	we are

**Conjugation:** To conjugate a verb, one forms the correct verb form for the subject given. If we use only subject pronouns, the conjugation for the verb “to be” would be thus:

	<i>singular (one person) pronouns</i>	<i>plural (more than one person) pronouns</i>
<i>first person</i>	<b>I am</b>	<b>we are</b>
<i>second person</i>	<b>you are</b>	<b>you (y'all) are</b>
<i>third person</i>	<b>he, she , one* is</b>	<b>they are</b>

Have your students conjugate several verbs in English, writing them in the above format (no need to write the column or row headings.)

to have to find                      to do                                      to make                                      to sing                                      to go                                      to say

### ***Some important thoughts about subject/verb agreement:***

\*Two singular subjects connected by “or” require the 3rd person singular verb-even in French.  
**My sister OR my brother goes to karate at noon.**

\*Two singular subjects connected by “and” requires the 3rd person plural verb-even in French  
**My sister AND my brother go to karate at noon.**

**State of being OR Intransitive Verbs:** These verbs don't have action. They are not transitive (with action), but are intransitive (action-less). The main verb you need to know about at this point is the verb TO BE which is intransitive.

## **Verb Tenses – part 1**

**Present tense:** In English, we basically have three present tenses: the present, present progressive and present intensive tenses. In French ALL three are all just the present tense. That means that in French, the simple present tense would be used to say all of the following:

I sing  
I am singing  
I do sing (Do I sing?)

Thinking of all three of these forms as being just the present tense (for French purposes) will be VERY helpful! (Some students seem to spend half the school year trying to “get this”)

## Adjectives

Adjectives modify, describe or define a noun or pronoun. Does the student understand what that REALLY means? If he does then a lot of French will be SO much easier!!

**Definite and indefinite articles:** articles are adjectives. Definite articles help us to see which specific noun/thing we’re talking about; such as: THE bird. Indefinite articles don’t specify anything; such as: A bird. Look at these phrases and tell which has a definite and which has an indefinite article.

the theatre    the dog    a mom    the forest    a song    a family    the girl    a father

**Possessive adjectives:** as adjectives, they define nouns too. The word “possessive” means that it shows to whom something belongs as in;

MY theatre    YOUR dogs    HIS mom    OUR forest    THEIR son    HER songs

**NOTE: Don’t confuse these with possessive PRONOUNS as in “this dog is HERS”. Don’t let students put an “s” on the end of any these or change the form (hers, ours, mine, etc).**

Using our verb chart above as a template, fill in the possessive adjectives below (I filled in a few for you already)

	<i>singular possessive adjs</i>	<i>plural possessive adjs</i>
<i>first person</i>		<b>our</b>
<i>second person</i>		
<i>third person</i>	<b>his/her</b>	

## **Chapters 3 and 4**

### Predicate adjectives

Predicate adjectives are adjectives that are in the predicate of the sentence but modify, define or describe the subject (whether it be a noun or pronoun). Predicate adjectives (and predicate nominatives, for that matter) come after *state of being or intransitive verbs*. Examples in English would be:

He is TIMID    Who’s timid? He is.    TIMID is in the predicate of the sentence (it comes after the verb) and defines “he”. Check out these sentences below. Some have a predicate adjective and some don’t. Can you figure out which do and which don’t?

They are beautiful.    He ran fast.    The monkey is brown.    Don likes caviar.    Sue is tall.

hint: only 3 of these sentences have predicate adjectives.

### Prepositions

Prepositions in English and French differ slightly, but knowing them in English will help tremendously. At this point, let's concentrate on prepositions of location.

Prepositions introduce prepositional phrases. Check out a list of English prepositions and then you'll be able to pick out the prepositions in these phrases:

on the table	in the basket	at the corner	to the right	on the left
facing the street	at home	across the grass	next to the store	

### Sentences:

There are three types of sentences to learn at this moment:

affirmative : John likes the movie.  
negative: John doesn't like the movie  
interrogative: Does John like the movie?

If I were to say to write an affirmative, negative or an interrogative sentence, could your child write one without hesitation or wondering which one was what?

## **Chapters 5 and 6**

### Numbers

First of all, numbers are adjectives! They modify the noun you're talking about.

five monkeys                      twenty three friends                      one dog  
There are **cardinal numbers** (1, 2, 3, .....76, 89, 198, etc) and **ordinal numbers** (first, second, third, tenth, one hundred and fifth.) If I ask the student to write the ordinal number for 12 will he automatically write twelfth or wonder what I'm talking about ☺ ?

## **Chapters 7 and 8**

### Adverbs

Adverbs modify verbs, adjectives or other adverbs. Look at this example – can you find the 4 adverbs in it?

**The beautiful woman ran very quickly and suddenly over the slightly shiny rocks.**

***adverbs of time:*** adverbs of time tell *when*. Examples of these would be: always, often, sometimes, never, frequently, rarely, occasionally, etc.

***adverbs of quantity:*** these adverbs tell *how much*. Examples would be: much, many, little enough, a lot, etc.

### Demonstrative adjectives

Remember what adjectives do? Demonstrative adjectives *demonstrate* what you're talking about so that you're demonstrating which ones you're speaking about. Examples of these would be *this/that* and *these/those*. Can you change the article/adjectives into demonstrative ones?

a song      the purses      the book      a word      a mother      the cheeses      the stars

### **Verb Tenses – part 2**

*Near future:* To make the future tense in English, we use the helping verb “WILL”. For instance take this sentence in the future tense:

**I WILL stay tomorrow.**

There's another way we can express future. That's by using the verb “to go”. We can say, “I'm going to stay tomorrow”. This is expressed as the *near future tense*.

See if you can make these present tense verbs into the near future tense:

I see    he speaks    they work    she jumps    you (all) joke    we find    you know

**AFTER CHRISTMAS BREAK:**

### **Chapters 9 -14**

#### **Time**

Can your student tell time from an ANALOG clock? Please focus on many, many clock faces and have them tell time. There's a whole section of the chapter on this and you'd be surprised who can't tell time unless it's digital ☺. Please include these terms, as they'll translate easier in French:

half past

quarter 'til

quarter after

#### **Verb tenses- part 3**

##### ***PAST TENSE***

***Helping/linking verbs:*** People refer to these verbs in both ways: helping verbs or linking verbs. I use the term “helping verb” and will usually abbreviate it H.V. In French there are two helping verbs (and only two). Those two verbs are all of the conjugated forms of the verbs “to have” and “to be”. Helping verbs make up a verb complement. In the following sentence, “has” is the helping verb.

**My friend has found the book.**

In French, helping verbs are ONLY used in past tenses. And, as in the English sentence above, the H.V is used with a **past participle**.

**Past participle:** We've already learned that the French don't use the present participles in their present tense (we are swimming) but just say "we swim" (yet in our language it can MEAN "we are swimming" depending on context.

English present participles also have a past form. Take a look at these examples:

We are swimming (present participle)  
We have swum (past participle)

We are looking (present participle)  
We have looked (past participle)

We often have to memorize those pesky irregular past participles in English! The French will have irregular past participles too.

Being able to understand the **helping verb + past participle** concept is crucial to being able to learn the first past tense learned in chapter 11.

## **Chapters 15-17**

### Objects

**Direct objects (D.O):** These objects take the action of the verb. For instance:

**John hit the ball.** What did John hit? **ball.** Ball takes the action of the verb.

What are the direct objects in these sentences?

I shot the picture.                      Joan met the young man.                      We saw the shooting star.  
My brother ran the 5K yesterday.                      The Bartelys saw the lion run.

**Indirect objects (I.O):** Indirect objects are slightly different in French than in English, but it will help tremendously if they understand it from this perspective. An indirect object in English is to whom (or what) the direct object was given. For example:

**My mother bought me a dress.**

What did mom buy? **dress (D.O!!)**, To whom did she give the dress? **to ME (I.O)**

**The lady sang a song to her husband.**

What did the lady sing? **song (D.O)**. To whom did she sing? **husband (I.O)**

## **Helpful Questions and Answers about Introduction to French and French I AND Basic information on all French Classes taught by Mary O'Donnell**

### **Basic equivalency information regarding my French classes**

Some parents have asked me equivalency questions such as how a child would do leaving French I and going into public school French 2, or coming into my French 2 after finishing public French 1. I've been teaching these French classes for over 17 years so here's what I've found, and what former students and their parents have told me.

#### **Students who finish my:**

**Introduction to French class:** have no more skills and vocabulary than if they took an elementary level (grades 1-5) French class.

**French I class:** have done the equivalent of French I AND MOST of French 2 done in public schools. Students conceivably test out of college level 101 and some of 102, but I recommend they take 101 anyway to get used to the college pace and different vocabulary.

**French 2 class:** have easily covered French 3+ public school material and can usually totally test out of one year of college French, and often 201 as well. (NOTE: every former student has told me that from this point on, verbally they are significantly the most advanced speakers in college classes and have authentic accents compared to their classmates)

**French 3 class:** have covered through French 4/5 public school material and 1 level of college French, and easily test out of at least one year, often two, college levels. Scores on French placement, CLEP, SAT 2 exams are higher than average.

**French 4 class:** have covered first or even second college level French **literature** material and usually score quite high on AP exams, SAT 2 exams, CLEP exams, etc.

### **DIFFERENCE BETWEEN INTRODUCTION TO FRENCH AND FRENCH 1**

#### **What is the *Introduction to French* class?**

It's a unique class completely developed by Mary O'Donnell to prepare a pre-French I (or other language) student to look at grammar from a French (or romance language) perspective, and to learn a little bit of it as well. It also exposes students to French or European culture. It involves a tiny bit of teaching each week, about 10-15 vocabulary words to learn or memorize, a small amount of grammatical application, and one worksheet or game sheet to complete at home each week as well as a CD lesson (about 10-15 minutes) each week. The curriculum for this class has been developed so that **a student may take this class up to THREE years in a row** because only a small fraction of the material is repeated each year; the rest of the vocabulary and information is totally new! Because so little vocabulary and grammar is learned, even over the course of 3 years, this class cannot be counted towards any high school language credit.

#### **For whom is the *Introduction to French* class intended?**

It's a class developed for the young, challenged, or immature learner who would be overwhelmed in French I, or another first year language course. It is an exposure to French without real grammatical instruction, therefore not even close to qualifying for a foreign language credit. It introduces the concept of conjugating verbs, subject pronouns and how they match with nouns (for instance "the boy is" and "he is" would use the same verb....believe it or not in a foreign language this is a BIG struggle for most

learners), reinforces basic grammatical terms, and introduces them to adjective/noun agreement (prevalent in most or all romance languages).

### **What is the French I class?**

It is an academically challenging class that is faced-paced, involves a lot of new vocabulary to learn (an average of 20-30 words), every 1.5 weeks involves several lessons of grammatical application to learn every 1.5 weeks, and involves between about 3+ hours oral practice and homework to be done at home each week. Compared to the public school curriculum, if a student gets a B or better in my French I class, they have completed at least half of French 2 in the public schools and have mastered about 50-70 more vocabulary words than public school students.

### **For whom is the French I class?**

This class is for the mature student who can handle the workload mentioned above, can understand how grammar fits together, and has developed thinking skills. Learning a foreign language is HARD! It requires a different way of thinking and grammatical concepts with which an immature learner will struggle if he's not ready. I also caution parents whose children take this class and Biology at the same time unless they are VERY good at memorizing or are very high achievers.

### **Should my child take *Introduction to French* (for the first time or again) or go straight into French I.**

If your child is in 8th grade or lower, please consider the *Introduction to French* class for at least one or more year until they take ALL their schoolwork seriously. Most boys develop slower cognitively, and maturely than girls. Certainly there are exceptions to this, but I find that underachieving boys and girls struggle the most in my French I classes. If they struggle with English grammar, they probably need more time. If given a complicated English sentence, can they point out all of these parts: adjectives, adverbs, pronouns, verbs, helping verbs, possessive adjectives, demonstrative adjectives, subject, predicate, prepositions, objects of the preposition, past participles, without any help from you?

### **Would my child be behind if he did *Introduction to French* two or three years in a row?**

That totally depends on your child's grade. Certainly if a 5th or 6th grader took *Introduction to French* for three years he would be able to begin French I in his 8th or 9th year with plenty of time to go through to French 4 (see equivalent information below). A 9th grader would probably only take *Introduction to French* for one year, but it is certainly fine for a struggling learner to take it again in 10th. That child would still be able to finish two language credits (French I and II) before graduating.

**You know your child and how he learns best. If you have any questions feel free to talk to me about it.**