

# FRE 111 Elementary French I

## COURSE DESCRIPTION:

Prerequisites: DRE 097 or ENG-002; or satisfactory score on placement test

Corequisites: FRE 181

This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French as well as demonstrate cultural awareness. This course must be taken with the accompanying lab. *This course has been approved to satisfy the Comprehensive Articulation Agreement for the general education core requirement in humanities/fine arts.*

Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

## LEARNING OUTCOMES:

Upon completion of this course, successful students will be able to do the following with sufficient accuracy to be understood by someone accustomed to working with language learners:

1. Use the language to engage in interpersonal communication on well-practiced, familiar topics using limited, formulaic language. Often rely on repetition and extralinguistic clues (e.g., gestures and tone of voice) to negotiate meaning.
  - A. Exchange greetings and introductions using formal and informal expressions
  - B. Ask and answer simple questions on very familiar and everyday topics
  - C. Discuss everyday life and daily routines, using simple sentences and familiar vocabulary in familiar contexts
  - D. Discuss likes and dislikes
2. Understand words and concepts presented in the language in spoken and written texts which use well-practiced, familiar topics and grammar structures. Often rely on repetition, one's own background knowledge and extralinguistic cues (e.g., visuals or gestures) to interpret meaning.
  - A. Understand simple conversations about familiar topics (e.g., greetings, weather and daily activities,) with repetition when needed
  - B. Identify key details in short, highly-contextualized texts dealing with a familiar topic, relying on repetition and extralinguistic support when needed.
  - C. Extract basic information about familiar cultural topics from written or audio texts
  - D. Navigate a website in French on a basic level
3. Use the language to present information to an audience through written and spoken forms on well-practiced, familiar topics.
  - A. Offer basic descriptions of self, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary in the present tense
  - B. Provide basic information about familiar situations, activities and topics of interest
  - C. Express likes and dislikes on very familiar and everyday topics of interest
4. Demonstrate an awareness of the relationship between the products, practices, and perspectives of the cultures in the French-speaking world.
  - A. Identify and describe distinguishing features of countries and regions of the French-speaking world
  - B. Identify some typical products and practices related to familiar everyday life
  - C. Give examples of the cultural and linguistic diversity of the French-speaking world
  - D. Compare and contrast patterns of behavior in the cultures of the French-speaking world and the student's own culture

## OUTLINE OF INSTRUCTION:

- I. Introduction to the study of foreign language and culture
  - A. Language learning strategies
  - B. The alphabet and linguistic sounds
  - C. Francophone areas and capitals
- II. Greeting others and describing yourself, others and your surroundings
  - A. Introductions and greetings
  - B. Vocabulary related to the classroom and academic studies
  - C. Numbers
  - D. Descriptive adjectives and agreement
  - E. Gender and number of nouns
  - F. Definite and indefinite articles
  - G. Subject pronouns and the verb *être*
  - H. Diversity of the francophone world
- III. Discussing your daily life at school and at home
  - A. Vocabulary related to daily activities
  - B. Regular verbs ending in *-er*
  - C. Indefinite pronoun *on*
  - D. Negation
  - E. Stressed pronouns
  - F. Expressing time and days of the week
  - G. Use of adverbs
  - H. The verb *avoir*
  - I. Comparison of school, work and typical schedules in the francophone world
- IV. Discussing weather and leisure activities
  - A. Vocabulary related to weather, seasons, sports, and leisure activities
  - B. The verb *aller*
  - C. The verb *faire*
  - D. Question formation
  - E. The verbs *lire*, *écrire*, and *dire*
  - F. Popularity of sports in francophone areas
  - G. Diversity of climate
- V. Discussing family and cultural origins
  - A. Vocabulary related to nationalities, geography, family, personal description, and colors
  - B. Use of prepositions
  - C. The verbs *venir* and *devenir*
  - D. Possessive adjectives
  - E. Demonstrative adjectives
  - F. Prenominal adjectives
  - G. The verbs *dormir*, *partir*, *sentir* and *sortir*
  - H. Comparison of the role of family
  - I. Linguistic diversity within the francophone world
- VI. Discussing the home and places around us
  - A. Vocabulary related to the home, urban spaces, and the outdoors
  - B. Regular verbs ending in *-ir*
  - C. Imperative mood and giving directions
  - D. Numbers greater than 100
  - E. Interrogative words

F. Comparison of housing styles and living spaces

**REQUIRED TEXTBOOK AND MATERIALS**

The textbook and other instructional material will be determined by the instructor.