

**FREN 1001-3 – Elementary French I – MW 8 AM-9:55 AM  
SUMMER 2025 – GT-Europe (Room TBA)  
Syllabus and Homework Assignments**

Instructor: **Dr. Chris Ippolito**  
Office hours: **MON 2-4 and by appointment**  
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**No native speakers.** Please review the registration information outlined at <http://modlangs.gatech.edu/students/registration> before enrolling in this course. Only students with placement test score of 0 -150 points may enroll. **If you have taken French classes in high school or you are a heritage speaker, please take the placement test (<https://modlangs.gatech.edu/students/placement-tests>) and provide a copy of your score the first day of class.**

Students will work under the guidance of the instructor and use the VHL Supersite linked w/ the textbook *Promenades*. Homework submission will (mostly) be managed online. Students who register for this course should recognize the value of language study, be genuinely interested in learning to communicate in French, actively participate in all sessions, and fully understand the level of autonomy and self-motivation required to reach the expected learning outcome.

Communication will be via Announcements. Please enable the notification preferences on your Canvas account if you have turned it off (Canvas > Account > Notifications > Announcement). This course requires internet access and a computer.

**The best and quickest way to contact me is by e-mail to which I will respond within 24 hours.** I will also be available during my office hours (see above) if you have any question. We can set up individual appointments to discuss your academic progress, or special concerns you may have. Office hours are devoted to you!

**REQUIRED COURSE PACKAGE: PROMENADES, 4<sup>th</sup> Edition, by Mitchell-Mitschke-Tano, Vista Higher Learning. Digital course package: Supersite Plus Code (w/ WebSAM & vText) for PROMENADES, 4<sup>th</sup> Edition.** Your student access code to PROMENADES Supersite Plus [vhlcentral.com](http://vhlcentral.com) includes the vText (= online, interactive, laptop/iPad compatible student edition textbook) & WebSAM (= online workbook/video manual & lab manual & access to Supersite Plus textbook's online resources (assignments, audio, video, reference tools, etc.). Go to <http://vistahigherlearning.com/store/school/georgiainstituteoftech> or order at <https://vistahigherlearning.com/promenades-4th-edition.html> Once purchased, you will redeem your 12-letter student access code at <http://vhlcentral.com> To set up your VHL student account, please follow this link <https://vistahigherlearning.com/student-startup> or use the Student Startup PDF document posted on Canvas.

[Alternate: **Loose Leaf Student Edition with WebSAM & vText for PROMENADES, 4<sup>th</sup> Edition. Course package ISBN: 978-1-54333-617-7.** This course package is available at the Barnes and Noble @ Georgia Tech bookstore By purchasing the new textbook package from the bookstore, you will receive a **Lunar Blue** envelope shrink-wrapped with the textbook. Inside the envelope will be your 12-letter code that you will redeem at <https://www.vhlcentral.com/> \*\*\*Please Note: If you choose to purchase a used Textbook, you will need to purchase a new separate access code for digital access. Vista Student Tech Support: 1-800-248-2813. Please familiarize yourself with the book by browsing through the digital book and scanning the student user guide under the help tab.]

## COURSE OBJECTIVES

### **FREN 1001 Elementary French I**

**This is a Core IMPACTS course that is part of the Humanities area.** Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question: How do I interpret the human experience through creative, linguistic, and philosophical works? Completion of this course should enable students to meet the following Learning Outcome: Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies: Ethical Reasoning / Information Literacy / Intercultural Competence

## EVALUATION

1. **Online homework** (Supersite): 20% (6 units, 3% each + 2% bonus for submitting on time; **due date set by the instructor on VHL Supersite assignment calendar; has to be submitted three times:** submit your online homework for the class session before exam 1 for units 1 & 2; for the class session before exam 2 for units 3 & 4; for the class session before exam 3 for units 5 & 6; **late work accepted with a 1% penalty/day till the last session before exam 3).**
2. **Compositions** (2): 10% (5% each; typed/double-spaced/font size 12; submitted on Canvas as a word doc; 100-150 words)
3. **Exams** (3): 60% (20% each). Please, refer to the last page of this syllabus for the date and time.
4. **Attendance and Active Participation** (10%)  
[**Optional, Extra-Credit (5%): short PowerPoint Presentation on your travels in French individually or in groups (5 slides max, 2-3 mns, by July 10)**]

**Grading Scale** (according to policy, grades at Georgia Tech are interpreted as follows):

A	90-100	Excellent (4 quality points per credit hour)
B	80-89	Good (3 quality points per credit hour)
C	70-79	Satisfactory (2 quality points per credit hour)
D	60-69	Passing (1 quality point per credit hour)
F	<60	Failure (0 quality points per credit hour)

See <http://registrar.gatech.edu/info/grading-system> for more information about the grading system at Georgia Tech.]

- **Online homework** will include grammar and vocabulary activities, cultural readings, virtual chats, and course preparation assignments. **Late submissions will be accepted with a 1% penalty per day. Abide by the due dates set by the instructor on VHL Supersite assignment calendar.** The homework needs to be done on a regular basis to learn about, understand, and practice new features in grammar and vocabulary. Read the corresponding textbook section first. The grade for VHL assignments is determined by the activities completed and the percentages earned. The *Promenades* course material divided into units, and each unit is divided into lesson A and lesson B. Each section starts with the introduction of new vocabulary and exercises to practice the vocabulary and pronunciation exercises. The grammar sections start with examples and explanations and are followed by “fill in the blanks” exercises before moving to more involved conversational exercises. Please read the textbook grammar explanation first, before doing the activities.
- **Compositions:** You will write **2 essays** this semester (100 words – 150 words). The topics and guidelines are on **pages 117** (for composition 1) **and 157** (for composition 2) of your book *Promenades*. Your papers will be typed, double-spaced, with a 1.25 inches margin on all sides + Times New Roman 12. Please indicate word count. The papers must be your own work and respect the limits of what has been learned so far in the course. **You must submit them as a word doc.** Plagiarism (as defined in the Student Handbook) is banned. Proof-read your work before submitting it! **Accents must be typed in.** A composition is not a translation. The use of translation software such as Google Translate is strictly forbidden. You may use online dictionaries such as [www.wordreference.com](http://www.wordreference.com). **Compositions turned in late will incur a 10% penalty per day. They must be submitted on CANVAS (Discussions/Compositions) by the date indicated in the schedule below.**

- **There will be 3 exams.** Each exam will take place at the end of 2 units (1-2, 3-4 5-6). **There will be no final exam.**
- The success of learning a language is directly proportional to the effort you put in. Repetition is the name of the game when it comes to mastering vocabulary. You need to plan spending at least 45-60 minutes *each day* to keep up with the course work.

## ACCOMMODATIONS

Georgia Tech values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible.

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

## REMINDER OF SOME IMPORTANT RULES

1. **Exams make-up policy:** Make sure now that you will be able to attend all tests as **no make-up tests will be given without an official excuse** (a medical excuse from GT Stamps Health Services or your personal physician or documented exceptional circumstances). **You will need to communicate with the Dean of Students office representative at GT-E in order to seek make-ups.**

2. **Class attendance: Attendance is required (it is essential for your learning). Be on time as well as attendance will be taken at the beginning of each session (being late twice = 1 absence). You may have 2 unexcused absences maximum. I take attendance in class.** An absence is excused if a) you are required to participate in an official GT activity (documentation required) b) you are under a doctor's care or scheduled an emergency doctor appointment (documentation required) c) you are granted a leave of absence from GT for reasonable cause by an academic dean (documentation required) d) documented illness or a significant life-event prevents you from attending class e) you are observing a major religious holiday f) going to a job/internship interview (documentation required).

3. **Honor Code:** When working on homework, you may not work with other students, and doing such is a violation of the GT Academic Honor Code. Submitting any work other than your own is also a violation of the Academic Honor Code. **Do not plagiarize!** Plagiarizing is defined by Webster's as "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source." If you are caught plagiarizing, you will face the GT Academic Honor Code Committee.

4. Cheating off of another person's test or quiz is unethical and unacceptable. Cheating off of anyone else's work is a direct violation of the GT Academic Honor Code and will be dealt with accordingly. For any questions involving these or any other Academic Honor Code issues, please consult me or click [www.honor.gatech.edu](http://www.honor.gatech.edu)

## CLASS POLICIES AND STATEMENTS

### **Diversity, Equity, and Inclusion**

This is a classroom free of prejudice of any kind, a non-judgmental environment that strives to include a diversity of thought, perspective, and learning styles. All identities are welcome in this class. This course aims to incorporate a variety of voices through varied readings in order to understand multiple perspectives and engage with various social issues. The dynamics of this class are based on courtesy for everyone in the classroom and mutual respect, open communication and discussion free from harassing statements, and good listening. Please feel free to share your name and/or set of pronouns with me and the class. If you have any questions or comments, please don't hesitate to let me know.

## Student-Faculty Expectations Agreement

At Georgia Tech we believe that it is important to strive for **an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body.**

See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class. A successful learning experience requires mutual respect on the part of the student and the instructor.

## STUDY TIPS

1. Use every opportunity to speak, hear and read French. Keep on trying to keep a conversation going. **Be willing to take risks, trying out the new structures and vocabulary you are learning.** Students who play it safe (stick to the simple, reliable forms instead of trying new ones) will only hold themselves back. There is no disgrace goofing with something you didn't know; but progress comes from learning from it and doing better next time. As you are beginners, you should not be afraid to make mistakes. They are a necessary part of the learning process. Never fear to ask for help: often the same thing puzzling you is confusing others too. Get help fast when you need it; do not let problems develop. **Schedule appointments with the instructor to discuss honestly your progress and difficulties.**
2. Do not fall behind in your work. Be organized: do your homework in time. 'Catching up' is extremely difficult in a beginners language course. Success depends largely on regular contact with the material (In practicing a skill, four 15 minute-study periods with full concentration may work better for you than one-hour sessions). Don't be satisfied with knowing the material. Be sure to practice enough times to be able to perform it with relative ease and fluency. Tests examine not only what you know, but how well you know it and how quickly you can put it into use.
3. Watch yourself as a learner: try to determine what type of material helps you learn best and what doesn't. Ask for help from your instructor. Avoid translation at all costs: you want to develop skills in French, and it doubles your processing time. It is more useful to develop the ability to paraphrase ('circumlocute').
4. Design your own learning aids: flashcards, charts, lists, repertories, website, etc. This will help you memorize and recycle the material. Take advantage of cognates while building your vocabulary. Put tricky points on cards to carry with you and take advantage of those mentally idle moments in your day (walking, standing in line, eating breakfast, etc.) to practice the language. Memorize not only vocabulary, but useful formulas you can rely on to get things done.
5. Assume that grammar and syntax do mean something. In Romance languages, among others, place, form and endings of words can make a huge difference in meaning and have for hundreds of years. Make good use of the Supersite Plus grammar tutorials and PowerPoint presentations.
6. Practice out loud. Read the material and learn the spelling of the words. Use the website's suggestions to improve on your speaking and listening abilities.
7. If you ever feel uncomfortable, if you want me to focus on one aspect of your learning (pronunciation of a certain sound, grammar, vocabulary etc.) or if you need additional practice, let me know. **My office hours are devoted to you. Never hesitate to talk to me! They will allow additional opportunity for practice speaking.** I want to hear from you.

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Some of these suggestions come from the Middlebury College Summer Language School Handbook, 1997, the Wake Forest University Romance Languages Home Page and the following individuals: Kara Rabitt, Joan McRae, and Lucile Duperron. Also see Joan Rubin & Irene Thompson, *How to be a More Successful Language Learner*, Heinle & Heinle, 1982, or H. Douglas Brown, *A Practical Guide to Language Learning*, McGraw Hill, 1989.

## HOMEWORK & CALENDAR

- This calendar is aimed at making your learning easier. I spread the homework as evenly as possible to ensure a regular learning process. I urge you to do the homework as advised rather than waiting for due dates, which would put unnecessary pressure on you. If done on a regular basis, it will seem like very little.
- Preparing in advance will also enable you to identify potential problems. Write down any questions that you may have. Either ask them during my office hours or e-mail them to me.

- Study through each Unit. Practice reading the vocabulary and make flash cards for the new active vocabulary presented in the «Contextes» pages. Study the grammar - don't forget the «Boîte à outils» (Toolbox) sidebars, and make flash cards about grammar concepts presented in the «Structures» pages. Review verb conjugations as needed. Read the «Expressions utiles» (Useful expressions) box, then watch the Roman-Photo video episode & repeat the conversations aloud after (this will help you get the gist of the conversations). «Lecture culturelle» (cultural reading): read the cultural information and complete «activités.»
- The VHL Online Homework must be completed and submitted by the designated deadline on the syllabus and the VHL calendar. The grade for VHL assignments is determined by the activities completed and the percentages earned. All Promenades course material is open and available online. It is divided into Units, and each unit is divided into lesson A and lesson B. Each section starts with the introduction of new vocabulary and exercises to practice the vocabulary and pronunciation exercises. The grammar sections start with examples and explanations and are followed by “fill in the blanks” exercises before moving to more involved conversational exercises. Please read the textbook grammar explanation first, before doing the activities.

**This syllabus provides a general plan for the course. Deviations may be necessary. The due dates for assignments are subject to change to accommodate the learning needs of the class. Any change will be announced ahead of time and posted on Canvas. All VHL exercises with a due dates will be graded. Other exercises are recommended, but not graded. You can always do unassigned exercises on VHL for your needs and practice. Ask for feedback, should you need help!**

Date	Objectifs	Section dans PROMENADES
WED, May 14	<b><u>Unité 1 Leçon A</u></b> Introduction to the course Learn the French alphabet and the names of accent marks; Learn the rules of liaisons Express basic greetings and farewells Introduce yourself and others Use courtesy expressions	<b>Les sons et les lettres:</b> <i>The French Alphabet</i> , p. 5 <b>Unité 1:</b> <i>Salut!</i> overview, p. 1 <b>Contextes:</b> <i>Ça va?</i> , pp. 2–4
FRI, May 16	<b><u>Unité 1 Leçon A</u></b> Understand spoken French through video Read about shaking hands and <b>bises</b> Learn about the gender of nouns Use definite and indefinite articles Learn the numbers 0–60 Use the expression <b>il y a</b>	<b>Roman-photo:</b> <i>Au café</i> , pp. 6–7 <b>Lecture culturelle</b> , pp. 8–9 <b>Structures 1A.1:</b> <i>Nouns and articles</i> , pp. 10–13 <b>Structures 1A.2:</b> <i>Numbers 0–60</i> , pp. 14–17 <b>Révision</b> , p. 18
	<b><u>Unité 1 Leçon B</u></b> Use terms to identify people Use terms for classroom objects Understand spoken French through video Read about France's multicultural society Use subject pronouns Use <b>être</b> in the present tense	<b>Contextes:</b> <i>En classe</i> , pp. 20–22 <b>Roman-photo:</b> <i>Les copains</i> , pp. 24–25 <b>Lecture culturelle</b> , pp. 26–27 <b>Structures 1B.1:</b> <i>Subject pronouns and the verb être</i> , pp. 28–31
MON, May 19	<b><u>Unité 1 Leçon B</u></b> Distinguish between <b>c'est</b> and <b>il/elle est</b> Learn about adjective agreement Use descriptive adjectives Use adjectives of nationality	<b>Structures 1B.2:</b> <i>Adjective agreement</i> , pp. 32–35 <b>Révision</b> , p. 36 <b>Panorama:</b> <i>Le monde francophone</i> , pp. 38–39
WED, May 21	<b><u>Unité 2 Leçon A</u></b> Express terms for courses and places around campus Express likes and dislikes	<b>Unité 2:</b> <i>À la fac</i> overview, p. 41 <b>Contextes:</b> <i>Les cours</i> , pp. 42–44
MON, May 26	<b><u>Unité 2 Leçon A</u></b> Understand spoken French through video Read about the French university system and Immersion française au Canada Learn the present tense of regular <b>-er</b> verbs Learn about spelling changes in <b>-cer</b> and <b>-ger</b> verbs Ask questions and express negation	<b>Roman-photo:</b> <i>Trop de devoirs!</i> , pp. 46–47 <b>Lecture culturelle</b> , pp. 48–49 <b>Structures 2A.1:</b> <i>Present tense of regular -er verbs</i> , pp. 50–53 <b>Structures 2A.2:</b> <i>Forming questions and expressing negation</i> , pp. 54–57 <b>Révision</b> , p. 58

<b>WED, May 28</b>	<b><u>Unité 2 Leçon B</u></b> Talk about schedules and when things happen Understand spoken French through video Read about university courses and <b>le bac</b> Use <b>avoir</b> in the present tense	<b>Contextes:</b> <i>Une semaine à la fac</i> , pp. 60–62 <b>Roman-photo:</b> <i>On trouve une solution</i> , pp. 64–65 <b>Lecture culturelle</b> , pp. 66–67 <b>Structures 2B.1:</b> <i>Present tense of avoir</i> , pp. 68–71
<b>MON, June 2</b>	<b><u>Unité 2 Leçon B</u></b> Learn expressions with <b>avoir</b> Tell the time <b>Submit your online homework for this class session before exam 1 for units 1 &amp; 2 (Due date: June 3 by midnight)</b> REVIEW	<b>Structures 2B.2:</b> <i>Telling time</i> , pp. 72–75 <b>Révision</b> , p. 76 <b>Panorama:</b> <i>La France</i> , pp. 78–79
<b>WED, June 4</b>	<b>Examen 1 – Unités 1 et 2</b>	
<b>WED, June 11</b>	<b><u>Unité 3 Leçon A</u></b> Talk about family members and marital status Talk about pets EXAMEN: CORRECTION	<b>Unité 3:</b> <i>La famille et les copains</i> overview, p. 81 <b>Contextes:</b> <i>La famille de Marie Laval</i> , pp. 82–84
<b>FRI, June 13</b>	<b><u>Unité 3 Leçon A</u></b> Understand spoken French through video Read about the French family Use descriptive adjectives Express possession	<b>Roman-photo:</b> <i>L'album de photos</i> , pp. 86–87 <b>Lecture culturelle</b> , pp. 88–89 <b>Structures 3A.1:</b> <i>Descriptive adjectives</i> , pp. 90–93 <b>Structures 3A.2:</b> <i>Possessive adjectives</i> , pp. 94–97 <b>Révision</b> , p. 98
	<b><u>Unité 3 Leçon B</u></b> Talk about professions and occupations Learn other descriptive adjectives Understand spoken French through video Read about different types of friendships and relationships Count from 61 to 100	<b>Contextes:</b> <i>Comment sont-ils ?</i> pp. 100–102 <b>Roman-photo:</b> <i>On travaille chez moi!</i> , pp. 104–105 <b>Lecture culturelle</b> , pp. 106–107 <b>Structures 3B.1:</b> <i>Numbers 61–100</i> , pp. 108–111
<b>MON, June 16</b>	<b><u>Unité 3 Leçon B</u></b> Express location Use disjunctive pronouns	<b>Structures 3B.2:</b> <i>Prepositions of location and disjunctive pronouns</i> , pp. 112–115 <b>Révision</b> , p. 116
<b>MON, June 16 (cont'd)</b>	<b><u>Unité 4 Leçon A</u></b> Talk about places around town Talk about activities around town Understand spoken French through video	<b>Unité 4:</b> <i>Au café</i> overview, p. 121 <b>Contextes:</b> <i>Où allons-nous?</i> , pp. 122–124 <b>Roman-photo:</b> <i>Star du cinéma</i> , pp. 126–127
<b>WED, June 18</b>	<b><u>Unité 4 Leçon A</u></b> Read about the pastimes of young Francophones Use <b>aller</b> in the present tense Express future actions Use the preposition <b>à</b> in contractions Use interrogative words Use the preposition <b>à</b> in contractions <b>COMPOSITION # 1 due</b>	<b>Lecture culturelle</b> , pp. 128–129 <b>Structures 4A.1:</b> <i>The verb aller</i> , pp. 130–133 <b>Structures 4A.2:</b> <i>Interrogative words</i> , pp. 134–137 <b>Révision</b> , p. 138
<b>WED, June 18 (cont'd)</b>	<b><u>Unité 4 Leçon B</u></b> Talk about food items at a café Express quantity Understand spoken French through video	<b>Contextes:</b> <i>J'ai faim!</i> , pp. 140–142 <b>Roman-photo:</b> <i>L'heure du déjeuner</i> , pp. 144–145
<b>MON, June 23</b>	<b><u>Unité 4 Leçon B</u></b> Read about the role of the café in France Use <b>prendre</b> and <b>boire</b> in the present tense Use partitive articles <b>Submit your online homework for this class session before exam 2 for units 3 &amp; 4 (Due date: June 24 by midnight)</b>	<b>Lecture culturelle</b> , pp. 146–147 <b>Structures 4B.1:</b> <i>The verbs prendre and boire</i> , pp. 148–151 <b>Structures 4B.2:</b> <i>Partitives</i> , pp. 152–155 <b>Révision</b> , p. 156

	REVIEW	
WED, June 25	<b>Examen 2 – Unités 3 et 4</b>	
TBA	<p><b>-Withdrawal Deadline</b> - Last day to withdraw from a single course or from School with “W” grades. Deadline: 4:00 pm Eastern Time.</p> <p><b>-Please take an appointment with your instructor in July, before the end of classes.</b></p>	
MON, June 30	<p><b><u>Unité 5 Leçon A</u></b>  Talk about sports and leisure activities  Express frequency  Understand spoken French through video  Read about <b>le football</b>  Use <b>faire</b> in the present tense  EXAMEN: CORRECTION</p>	<p><b>Unité 5: Les loisirs</b> overview, p. 161  <b>Contextes:</b> <i>Le temps libre</i>, pp. 162–164  <b>Roman-photo:</b> <i>Au parc</i>, pp. 166–167  <b>Lecture culturelle</b>, pp. 168–169  <b>Structures 5A.1:</b> <i>The verb faire</i>, pp. 170–173</p>
WED, July 2	<p><b><u>Unité 5 Leçon A</u></b>  Use <b>il faut</b> to express necessity  Learn irregular <b>-ir</b> verbs  Watch authentic French video</p>	<p><b>Structures 5A.2:</b> <i>Irregular -ir verbs</i>, pp. 174–177  <b>Révision</b>, p. 178  <b>Le Zapping:</b> <i>Les Français et le sport</i>, p. 179</p>
	<p><b><u>Unité 5 Leçon B</u></b>  Talk about seasons and months  Use weather expressions  Tell the date  <b>COMPOSITION # 2 due</b></p>	<p><b>Contextes:</b> <i>Quel temps fait-il ?</i> pp. 180–182</p>
MON, July 7	<p><b><u>Unité 5 Leçon B</u></b>  Understand spoken French through video  Read about public gardens and parks in the francophone world  Learn the numbers 101 and higher  Use <b>-er</b> verbs with spelling changes</p>	<p><b>Roman-photo:</b> <i>Quel temps!</i>, pp. 184–185  <b>Lecture culturelle</b>, pp. 186–187  <b>Structures 5B.1:</b> <i>Numbers 101 and higher</i>, pp. 188–191  <b>Structures 5B.2:</b> <i>Spelling-change -er verbs</i>, pp. 192–195  <b>Révision</b>, p. 196</p>
WED, July 9	<p><b><u>Unité 6 Leçon A</u></b>  Talk about parties and celebrations  Talk about the stages of life  Understand spoken French through video  Use demonstrative adjectives</p> <p><b><u>Unité 6 Leçon A</u></b>  Use the <b>passé composé</b> with <b>avoir</b>  Read about carnival and France’s Bastille Day  Learn some irregular past participles</p>	<p><b>Unité 6: Les fêtes</b> overview, p. 201  <b>Contextes:</b> <i>Surprise!</i>, pp. 202–204  <b>Roman-photo:</b> <i>Les cadeaux</i>, pp. 206–207  <b>Structures 6A.1:</b> <i>Demonstrative adjectives</i>, pp. 210–213</p> <p><b>Structures 6A.2:</b> <i>The passé composé with avoir</i>, pp. 214–217  <b>Lecture culturelle</b>, pp. 208–209  <b>Révision</b>, p. 218</p>
WED, July 16	<p><b><u>Unité 6 Leçon B</u></b>  Talk about clothes and shopping  Learn the colors in French  Understand spoken French through video  Read about the fashion industry in France</p>	<p><b>Contextes:</b> <i>Très chic!</i>, pp. 222–224  <b>Roman-photo:</b> <i>L’anniversaire</i>, pp. 226–227  <b>Lecture culturelle</b>, pp. 228–229</p>
	<p><b><u>Unité 6 Leçon B</u></b>  Use indirect object pronouns  Learn more uses of disjunctive pronouns  Use regular and irregular <b>-re</b> verbs  <b>Submit your online homework for this class session before exam 3 for units 5 &amp; 6 (Due date: July 15 by midnight)</b>  REVIEW</p>	<p><b>Structures 6B.1:</b> <i>Indirect object pronouns</i>, pp. 230–233  <b>Structures 6B.2:</b> <i>Regular and irregular -re verbs</i>, pp. 234–237  <b>Révision</b>, p. 238</p>
FRI, July 18	<b>Examen 3 – Unités 5 et 6</b>	
MON, July 21	<p><b>Final Instructional Class Day</b>  EXAMEN: CORRECTION  <b>Panorama:</b> <i>L’Afrique de l’Ouest et l’Afrique centrale</i>, pp. 240–241  Read about Africa and arts</p>	

The instructor reserves the right to alter this schedule at any time to better accommodate the learning needs of the students.

**Your constructive assessment of this course plays an indispensable role in shaping education at GATECH. Upon completing the course, please take the time to fill out the anonymous online course (CIOS) evaluation available at <http://gatech.smartevals.com>**

**Helpful links:**

**ACTFL Guidelines - samples**

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/french/expression-orale>

[https://www.youtube.com/watch?v=k\\_HLZ06FI7o](https://www.youtube.com/watch?v=k_HLZ06FI7o)

<https://www.youtube.com/watch?v=uAQfgpWJUPs>

**Modern Languages website**

<https://modlangs.gatech.edu/languages/french>

**Language for Business and Technology Programs** (Summer programs in Senegal or/and France)

<https://modlangs.gatech.edu/lbat/senegal>

<https://modlangs.gatech.edu/lbat/france>

**Information on French minor**

<http://catalog.gatech.edu/programs/minor-french/#requirementstext>

**French Grammar Review**

<http://www.laits.utexas.edu/tex/gr/index.html#v>

**Online Dictionary**

<http://www.wordreference.com>

**Additional links**

<http://www.tv5monde.com>

<http://www.filmfra.com> (French movies with French subtitles for listening practice)