

Course #5000/5001 French I

This course is an introduction to the French Language and the countries in which it is spoken. This class is for students with no previous training in the language. Concentration is on the listening and speaking communication skills with basic grammar being taught along with some reading. Writing in the language is kept to a minimum. Cultural activities correspond to the French holidays in the school year calendar or to the units of study. The geography and history of France is introduced along with other French speaking nations. Interactive and fully integrated modern videos and CD's accompany the text. An Internet connection is used.

Foreign Language Benchmarks	
	The student will:
	Standard 1: Develop listening comprehension skills in the target language.
5000/ 5001-1a.	Understand spoken language that incorporates familiar vocabulary.
5000/ 5001-1b.	Understand spoken language that has strong visual support.
5000/ 5001-1c.	Follow simple instructions.
5000/ 5001-1d.	Demonstrate appropriate reactions to simple questions.
5000/ 5001-1e.	Ask for repetition or clarification to assist in understanding.
5000/ 5001-1f.	Comprehend the main idea of authentic audio-visual materials.
5000/ 5001-1g.	Recognize proper intonation.
	Standard 2: Develop effective speaking skills in the target language.
5000/ 5001-2a.	Imitate and practice correct pronunciation and intonation.
5000/ 5001-2b.	Ask for repetition or clarification to assist in understanding.
5000/ 5001-2c.	Carry on a short conversation with others.
5000/ 5001-2d.	Ask and answer simple questions.
5000/ 5001-2e.	State personal preferences, feelings, and needs.
5000/ 5001-2f.	Describe objects around them.
5000/ 5001-2g.	State what they are doing, are planning to do, or have just done.
5000/ 5001-2h.	Present skits and narratives incorporating vocabulary studied.

	Foreign Language Benchmarks
5000/ 5001-2i.	Demonstrate appropriate reactions or solutions to simple questions or problems.
5000/ 5001-2j.	Give simple commands.
	Standard 3: Develop reading comprehension skills in the target language.
5000/ 5001-3a.	Read with understanding written materials that incorporate familiar vocabulary and structures.
5000/ 5001-3b.	Recognize prefixes, suffixes, root words, and cognates in order to derive meaning.
5000/ 5001-3c.	Use contextual clues and word order to derive meaning.
5000/ 5001-3d.	Read authentic materials in the target language to obtain information (i.e., menus, maps, schedules, and advertisements).
5000/ 5001-3e.	Understand written language with a strong visual support.
	Standard 4: Develop effective writing skills in the target language.
5000/ 5001-4a.	Copy with accuracy memorized language.
5000/ 5001-4b.	Construct grammatically correct sentences.
5000/ 5001-4c.	Write short narratives incorporating familiar vocabulary (i.e., letters, descriptions).
5000/ 5001-4d.	Write short skits to be presented orally.
5000/ 5001-4e.	Write short compositions and letters.
	Standard 5: Develop an understanding of values, practices, and contributions of the cultures studied.
5000/ 5001-5a.	Recognize appropriate patterns of behaviors, such as greetings or gestures.
5000/ 5001-5b.	Participate in cultural activities such as celebrations, songs, dances, games, dramatizations, and cuisine.
5000/ 5001-5c.	Identify some common beliefs and attitudes within the culture studied (i.e., social etiquette or the roles of the family).
5000/ 5001-5d.	Identify, examine, and discuss comparisons and connections between cultural perspectives and behavior.
5000/ 5001-5e.	Identify objects and symbols, such as flags or currency, which are used day-to-day and that represent the cultures studied.
5000/ 5001-5f.	Identify contributions from the cultures studied to today's world.
5000/ 5001-5g.	Use technology to locate information about the cultures studied (i.e., geography, history, political structures, etc.).

	Foreign Language Benchmarks
5000/ 5001-5h.	Interact in communities through exchanging information with people locally and around the world (i.e., pen pals, e-mail, video, and publications).
5000/ 5001-5i.	Investigate careers where skills in another language and/or cross-cultural understanding are needed.
5000/ 5001-5j.	Identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language.
5000/ 5001-5k.	Understand the concept of culture as they compare other cultures to their own.
5000/ 5001-5l.	Understand that there are expressions that cannot be translated word for word in order to derive meaning as well as words that have no equivalent in another language.

Resources Adopted to Teach the Benchmarks:

- Allez, viens! Publisher: Holt, Rinehart, Winston (2000)

The following facts/concepts and skills will be taught for the students to achieve the preceding benchmarks:

French I	1 Listening	2 Speaking	3 Reading	4 Writing
Gender and number	√	√	√	√
Definite/indefinite articles	√	√	√	√
Forms of you (formal/informal)	√	√	√	√
Present tense of regular verbs	√	√	√	√
Subject pronouns	√	√	√	√
Negative construction	√	√	√	√
Interrogatives	√	√	√	√
Adjective placement/agreement	√	√	√	√
Time	√	√	√	√
Months/days	√	√	√	√
Weather/seasons	√	√	√	√
Numbers through 1,000,000	√	√	√	√
Alphabet (review)	√	√	√	√
Accent marks	√	√	√	√
Colors	√	√	√	√
Family	√	√	√	√
Possessive adjectives	√	√	√	√
Greetings and farewells	√	√	√	√
Classroom expressions	√	√	√	√
Classroom objects	√	√	√	√
Irregular verbs	√	√	√	√
Names and titles	√	√	√	√
Use of infinitives	√	√	√	√
Immediate future	√	√	√	√
Immediate past	√	√	√	√
Nationalities	√	√	√	√

French I	1 Listening	2 Speaking	3 Reading	4 Writing
Sports/games	√	√	√	√
Past tense of regular verbs	√	√	√	√
Sénégal	√		√	√
Québec	√		√	√

Course #5005/5006 French II

This class is for students who have successfully completed French I or its equivalent. Concentration is still on the listening and speaking communication skills with more basic grammar being taught and more emphasis being put on reading and communication skills. Writing in the language is increased. Cultural activities include a unit on Paris and more advanced knowledge of French history and geography of French speaking countries. Interactive, fully integrated modern videos/CD's accompany the text along with Internet activities.

	Foreign Language Benchmarks
	The student will:
	Standard 1: Develop listening comprehension skills in the target language.
5005/ 5006-1a.	Understand spoken language that incorporates familiar vocabulary and structure.
5005/ 5006-1b.	Comprehend the main idea and some supporting ideas of selected authentic materials.
5005/ 5006-1c.	Answer a variety of spoken questions.
5005/ 5006-1d.	Request repetition or simplification to ensure understanding.
	Standard 2: Develop effective speaking skills in the target language.
5005/ 5006-2a.	Sustain a conversation including descriptions on selected topics about themselves and their state of country.
5005/ 5006-2b.	State personal preferences and feelings with some explanation.
5005/ 5006-2c.	Ask for simplification and suggest alternative words to ensure meaning.
5005/ 5006-2d.	Present student-created and/or authentic short plays and skits.
5005/ 5006-2e.	Give directions to a classmate in order to complete a task.
5005/ 5006-2f.	Tell a story incorporating some description and detail.
5005/ 5006-2g.	Give possible solutions to a problem related to a personal need.
5005/ 5006-2h.	Ask and answer a variety of questions.
	Standard 3: Develop reading comprehension skills in the target language.
5005/ 5006-3a.	Understand selected written materials on a wide variety of topics.
5005/ 5006-3b.	Use word forms, word order, and contextual clues to derive meaning.
5005/ 5006-3c.	Understand written language that incorporates familiar vocabulary and structure.

Foreign Language Benchmarks	
5005/ 5006-3d.	Comprehend the main idea and some supporting ideas of selected authentic materials.
5005/ 5006-3e.	Identify expressions that cannot be translated word for word in order to derive meaning.
5005/ 5006-3f.	Identify words and expressions that have no equivalent in another language.
5005/ 5006-3g.	Read about subjects contained in popular media in the target language to gain a perspective on other cultures.
5005/ 5006-3h.	Access information in the language studied to gain greater insight about other cultures and/or their own.
5005/ 5006-3i.	Identify cognates, word roots, prefixes, suffixes, and sentence structure to derive meaning.
Standard 4: Develop effective writing skills in the target language.	
5005/ 5006-4a.	Write short presentations, plays, or skits on selected topics.
5005/ 5006-4b.	Write short compositions and letters.
5005/ 5006-4c.	Apply grammatical concepts to construct sentences correctly in the present, past, and immediate future.
Standard 5: Develop an understanding of values, practices, and contributions of the cultures studied.	
5005/ 5006-5a.	Compare and contrast activities and common beliefs and attitudes from other cultures to their own.
5005/ 5006-5b.	Identify some historical and contemporary influences from other cultures that impact today's society.
5005/ 5006-5c.	Read material, listen to and/or watch programs in the language studied.
5005/ 5006-5d.	Read, view, listen to, and discuss subjects contained in popular media from other countries to gain a perspective on other cultures.
5005/ 5006-5e.	Compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures.
5005/ 5006-5f.	Understand the concept of culture as they compare other cultures to their own.
5005/ 5006-5g.	Investigate careers where skills in another language and/or cross-cultural understanding are needed.
5005/ 5006-5h.	Compare and discuss cultural characteristics incorporating such concepts as cuisine, sports, theater, dance, and art.
5005/ 5006-5i.	Interact in communities through exchanging information with people locally and around the world (i.e., pen pals, e-mail, video, and publications).

Resources adopted to Teach the Benchmarks:

- Allez, viens! Publisher: Holt, Rinehart, Winston (2000)

The following facts/concepts and skills will be taught for the students to achieve the preceding benchmarks:

French II Course #5005/5006	1 Listening	2 Speaking	3 Reading	4 Writing
Clothing	√	√	√	√
Ce vs. Il/Elle	√	√	√	√
City/store vocabulary	√	√	√	√
House/furniture vocabulary	√	√	√	√
Irregular verb	√	√	√	√
Orthographically changing	√	√	√	√
Orthographic verbs	√	√	√	√
Contractions with "de"	√	√	√	√
Contractions with "à"	√	√	√	√
Jouer à/jouer de	√	√	√	√
Sports/games/leisure vocabulary	√	√	√	√
Stress pronouns	√	√	√	√
Expressions with avoir	√	√	√	√
Part of the body	√	√	√	√
Numbers to 1,000,000	√	√	√	√
Review of possessive adjectives	√	√	√	√
Demonstrative adjectives	√	√	√	√
Interrogative adjectives	√	√	√	√
Adjective agreement/placement	√	√	√	√
Comparative and superlative of adjectives	√	√	√	√
Transportation vocabulary	√	√	√	√
Adverbs	√	√	√	√
Pat tense of regular/irregular verbs	√	√	√	√
Verbs conjugated with être	√	√	√	√
Imperfect tense	√	√	√	√

French II Course #5005/5006	1 Listening	2 Speaking	3 Reading	4 Writing
Future tense	√	√	√	√
Negatives	√	√	√	√
Expressions of quantity	√	√	√	√
Use of prepositions with geographic nicknames	√	√	√	√
Locations	√	√	√	√
Possession with "de"	√	√	√	√
Direct/indirect object pronouns	√	√	√	√
Imperatives	√	√	√	√
Location of major French cities			√	√
Versailles		√	√	√
Paris	√	√	√	√

Course #5010 French Literature/Advanced Grammar

This course introduces the student to different genres of French literature: poetry, short stories, novels, and plays. The student does a chronological study of various authors, such as Victor Hugo, Moliere, Antoine De Saint-Exupery, Albert Camus, Guy De Maupassant, and such poets as Jacques Prevert, Victor Hugo, and Paul Verlaine. In this semester course of study, the student will be doing a tense and verb review.

	Foreign Language Benchmarks
	The student will:
	Standard 1: Develop listening comprehension skills in the target language.
5010-1a.	Use previous classroom experience with the language to understand its spoken forms.
5010-1b.	Understand spoken language that incorporates familiar vocabulary an/or visual support.
5010-1c.	Comprehend the main ideas and supporting ideas of authentic materials.
5010-1d.	Understand and interpret spoken French on a variety of topics.
5010-1e.	Begin to derive meaning through use of prefixes, suffixes, root words, words similar to English, contextual clues, prediction, and word order.
5010-1f.	Request repetition or simplification to ensure understanding.
	Standard 2: Develop effective speaking skills in the target language.
5010-2a.	Participate in conversations on selected topics incorporating present, past, and future tenses.
5010-2b.	Ask and answer a variety of questions including giving reasons for their answers.
5010-2c.	Express personal preferences, and feelings with some explanation.
5010-2d.	Give commands or directions to others.
5010-2e.	Discuss authentic plays, poems, and other literary works.
	Standard 3: Develop reading comprehension skills in the target language.
5010-3a.	Understand written materials on a variety of literary topics.
5010-3b.	Use word forms, word order, contextual clues, and prediction to derive meaning.
5010-3c.	Use extensive reading strategies to understand a wide variety of literary topics.
5010-3d.	Comprehend the main ideas and supporting ideas of authentic literary materials.
5010-3e.	Identify and explain how beliefs, perspectives, and attitudes affect behaviors within The cultures studied.

	Foreign Language Benchmarks
5010-3f.	Read material in the language studied on topics from other classes.
5010-3g.	Identify expressions that cannot be translated word for word in order to derive meaning.
5010-3h.	Identify words and expressions that have no equivalent in English.
5010-3i.	Identify the literary tense (passé simple) in authentic works.
	Standard 4: Develop effective writing skills in the target language.
5010-5a.	Apply grammatical concepts to construct sentences correctly.
5010-4b.	Write short compositions with accuracy.
	Standard 5: Develop an understanding of values, practices, and contributions of the cultures studied.
5010-5a.	Interact in a variety of cultural contexts with appropriate cultural sensitivity and respect.
5010-5b.	Compare and contrast the importance of various activities from other cultures to their own.
5010-5c.	Identify and explain how beliefs, perspectives, and attitudes affect the behavior within the cultures studied.
5010-5d.	Correctly apply cultural characteristics of language such as levels of politeness and formality.
5010-5e.	Discuss how historical and contemporary influences from Francophone cultures shape people's views of the world and their own attitudes toward issues facing the world.
5010-5f.	Use topics from other school subjects to discuss and/or write in the language studied.
5010-5g.	Identify major Francophone contributions and historical figures that are significant to the world today.

Resources Adopted to Teach the Benchmarks:

- Allez, viens! Publisher: Holt, Rinehart, Winston (2000)
- Discovering French, Rouge Publisher: McDougal, Littell (1998)
- French Grammar Publisher: McGraw-Hill (1990)
- Moments littéraires Publisher: Heath (1992)
- Au courant Publisher: National Textbook Company (1993)
- Le petit prince Publisher: Harcourt Brace, Jovanovich (1971)
- L' Avare Publisher: Hachette (1971)

Periodicals:

- France
- Le journal français d' amerique
- France Today
- Paris notes

The following facts/concepts and skills will be taught for the students to achieve the preceding benchmarks:

Course: La Littérature Française/Grammaire Avancée 5010 French Literature/advanced Grammar	1 Listening	2 Speaking	3 Reading	4 Writing
Review of present, past, and imperfect tenses	√	√	√	√
Study of the future, conditional, and pluperfect tenses	√	√	√	√
Recognition of the passé simple			√	√
Recognition of the ten tenses of the indicative mood			√	√
Study of pronouns and their order in sentences, direct, indirect, y, and en	√	√	√	√

Course: La Littérature Française/Grammaire Avancée 5010 <hr/> French Literature/advanced Grammar	1 Listening	2 Speaking	3 Reading	4 Writing
Negatives	√	√	√	√
Chronological study of literature and historical influences from the Middle Ages to the 20 th Century (selected literature)			√	

Course #5015 Getting to Know the French Better/Advanced Grammar

This course gives the student the opportunity to learn more about the lifestyle(s) of the French through such units of study as: "En France" (Study of the regions of France and their customs), "Les Chateaux," "En Voyagent" (Traveling), and "A Propos" (Reading French advertisements and signs). This semester course of study also introduces new grammar.

Foreign Language Benchmarks	
	The student will:
	Standard 1: Develop listening comprehension skills in the target language.
5015-1a.	Use previous classroom experience with the language to understand its spoken forms.
5015-1b.	Understand spoken language that incorporates familiar vocabulary and/or visual support.
5015-1c.	Comprehend the main idea and some supporting ideas of selected authentic materials.
5015-1d.	Request repetition or simplification to ensure understanding.
5015-1e.	Listen to subjects contained in popular media (i.e., CD's, videos, etc.) to gain a perspective on other cultures.
	Standard 2: Develop effective speaking skills in the target language.
5015-2a.	Engage in conversations to provide and obtain information, express feelings, and exchange opinions.
5015-2b.	Express personal needs and give possible solutions to problems related to a personal need.
5015-2c.	Ask for repetition, simplification, or clarification to assure understanding.
5015-2d.	Present information on authentic materials related to the practices and perspectives of the French.
5015-2e.	Identify some historical and contemporary influences from Francophone cultures that impact today's society.
5015-2f.	Talk about subjects contained in popular media from France to gain a perspective on other cultures.
	Standard 3: Develop reading comprehension skills in the target language.
5015-3a.	Understand written materials on a wide variety of topics.
5015-3b.	Use word forms, word order, contextual clues, and prediction to derive meaning.
5015-3c.	Use extensive reading strategies to understand a wide variety of topics.
5015-3d.	Comprehend the main idea and supporting ideas of authentic materials.
5015-3e.	Read about subjects contained in popular media in the target language to gain a perspective on other cultures.

Foreign Language Benchmarks	
5015-3f.	Access information in the language studied to gain greater insight about Francophone cultures.
5015-3g.	Identify cognates, word roots, prefixes, suffixes, and sentence structure to derive meaning.
	Standard 4: Develop effective writing skills in the target language.
5015-4a.	Create skits and narrative presentations incorporating a variety of subjects and vocabulary studied.
5015-4b.	Write short compositions with accuracy.
5015-4c.	Apply grammatical concepts to construct sentences correctly.
	Standard 5: Develop an understanding of values, practices, and contributions of the cultures studied.
5015-5a.	Connect objects and symbols of Francophone cultures to the underlying beliefs and perspectives of those cultures.
5015-5b.	Examine the role and significance of the contributions of Francophone cultures in today's world.
5015-5c.	Discuss how historical and contemporary influences from Francophone cultures shape people's views of the world and their own attitudes facing the world.
5015-5d.	Read, view, listen to and discuss subjects contained in popular media from Francophone cultures to gain a perspective about their own.
5015-5e.	Discuss the meaning of perspectives, products, and practices in different cultures.
5015-5g.	Comprehend various cultural characteristics such as cuisine, sports, recreation, and dance.
5015-5h.	Travel to communities where French is spoken and/or host someone from a country where French is spoken (optional-summer travel to a French speaking country is possible during the even years and summer hosting is possible during the odd years).
5015-5i.	Correctly apply cultural characteristics of language such as levels of politeness and formalities.

Resources Adopted to Teach the Benchmarks:

- Allez, viens! Publisher: Holt, Rinehart, Winston (2000)
- Discovering French, Rouge Publisher: McDougal, Littell (1998)
- French Grammar Publisher: McGraw -Hill (1990)
- Moments littéraires Publisher: Heath (1992)
- Au courant Publisher: National Textbook Company (1993)
- Le petit prince Publisher: Harcourt Brace, Jovanovich (1971)
- L'Avare Publisher: Hachette (1971)

Periodicals:

- France
- Le journal français d'amerique
- France Today
- Paris notes

The following facts/concepts and skills will be taught for the students to achieve the preceding benchmarks:

Course: Connaître Mieux les Française/Grammaire Avancée 5015 Getting to Know the French Better/Advance Grammar	1 Listening	2 Speaking	3 Reading	4 Writing
Pronouns:				
Demonstrative	√	√	√	√
Possessive	√	√	√	√
Relative	√	√	√	√
Interrogative	√	√	√	√
Review of present, past, imperfect, and future tenses.	√	√	√	√

Course: Connaître Mieux les Française/ Grammaire Avancée 5015 Getting to Know the French Better/Advance Grammar	1 Listening	2 Speaking	3 Reading	4 Writing
Recognition of the most famous Châteaux of France			√	√
Recognition of the regions of France, their principal cities, products, and gastronomical specialties	√	√	√	√
Social étiquette, leisure activities, and practices	√	√	√	√
Travel and medical vocabulary	√	√	√	√
Professions	√	√	√	√

Course #5020 Conversation and Composition /Advanced Grammar

This course emphasizes oral communication skills. The student has the opportunity to improve his/her writing communication skills through units of study such as: "Mon journal française" (Writing Letters in French), and "Parlons de Moi" (let's Talk about Me). There is an emphasis on the 10 tenses of the Indicative Mood and pronouns.

Foreign Language Benchmarks	
	Standard 1: Develop listening comprehension skills in the target language.
5020-1a.	Use previous classroom experience with the language to understand its spoken forms.
5020-1b.	Comprehend the main ideas and supporting ideas of authentic materials.
5020-1c.	Listen to subjects contained in popular media (example: CD's, videos, etc.) to gain a perspective on other cultures.
5020-1d.	Understand spoken language that incorporates visual support, familiar vocabulary, and structures.
5020-1e.	Understand and interpret spoken French on a variety of topics.
5020-1f.	Begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order.
	Standard 2: Develop effective speaking skills in the target language.
5020-2a.	Engage in conversation to provide and obtain information, express feelings and emotions, and exchange opinions in the present, imperfect, and past tense and the subjunctive mood.
5020-2b.	Express personal needs and give possible solutions to problems related to a personal need.
5020-2c.	Ask for repetition, simplification, or clarification to assure understanding.
5020-2d.	Give commands or directions to others.
5020-2e.	Deliver a short presentation about their personal lives, their school, or community.
5020-2f.	Present authentic and/or student created skits, plays, literary works, or songs.
5020-2g.	Tell and/or present a story.
5020-2h.	Use topics and skills from other school subjects to discuss in the language studied.
	Standard 3: Develop reading comprehension skills in the target language.
5020-3a.	Understand selected written materials on a wide variety of topics.

Foreign Language Benchmarks	
5020-3b.	Derive meaning through word order, prefixes, suffixes, root words, words similar to English, and contextual clues.
5020-3c.	Comprehend the main ideas and some supporting ideas of selected authentic materials.
5020-3d.	Read materials in French on topics from other classes (History, Geography, Foods, etc.).
5020-3e.	Identify expressions that cannot be translated word for word in order to derive meaning.
5020-3f.	Read about subjects contained in popular media from other Francophone countries to gain a perspective on other cultures.
5020-3g.	Identify words that have no equivalent in English.
	Standard 4: Develop effective writing skills in the target language.
5020-4a.	Write about their personal lives, school, or community.
5020-4b.	Write compositions and letters with accuracy.
5020-4c.	Apply grammatical concepts to construct sentences correctly in the present, past, and the subjunctive.
5020-4d.	Use topics and skills from other school subjects to write in the language studied.
	Standard 5: Develop an understanding of values, practices, and contributions of the cultures studied.
5020-5a.	Interact in a variety of cultural contexts with appropriate cultural sensitivity and respect.
5020-5b.	Compare and contrast the importance of various activities from other cultures to their own.
5020-5c.	Identify and explain how beliefs, perspectives, and attitudes affect the behavior within the cultures studied.
5020-5d.	Correctly apply cultural characteristics of language such as levels of politeness and formalities.
5020-5e.	Discuss and compare the meaning and importance of certain perspectives, products, and practices of different Francophone cultures to their own.
5020-5f.	Exchange information with people around the world through avenues such as pen pals, e-mail, and the Internet.
5020-5g.	Participate in cultural activities such as celebrations, songs, dances, games, dramatizations, and cuisine of the cultures studied.

Resources Adopted to Teach the Benchmarks:

- Allez, viens! Publisher: Holt, Rinehart, Winston (2000)
- Discovering French, Rougs Publisher: McDougal, Littell (1998)
- French Grammar Publisher: McGraw-Hill (1990)
- Moments littéraires Publisher: Heath (1992)
- Au courant Publisher: National Textbook Company (1993)
- Le petit prince Publisher: Harcourt Brace, Jovanovich (1971)
- L'Avare Publisher: Hachette (1971)

Periodicals:

- France
- Le journal francais d'amerique
- France Today
- Paris Notes

The following facts/concepts and skills will be taught for the students to achieve the preceding benchmarks:

Course: Conversation et Composition/Grammaire Avancée 5020	1 Listening	2 Speaking	3 Reading	4 Writing
Conversation and Composition/Advanced Grammar				
Review of past tense	√	√	√	√
Review of imperfect tense	√	√	√	√
The pluperfect tense	√	√	√	√
Review of reflexive verbs in the present and past and related vocabulary	√	√	√	√
Agreement of past participles		√		√

Course: Conversation et Composition/Grammaire Avancée 5020	1 Listening	2 Speaking	3 Reading	4 Writing
Conversation and Composition/Advanced Grammar				
Verbs requiring a preposition when followed by an infinitive		√		√
Forms and use of present subjunctive	√	√	√	√
More verbs with spelling changes				√
A personal journal			√	√
French gestures (accompanied by appropriate expressions)	√	√		

Course #5025 Fine Arts/advanced Grammar

The student studies such units of study as "L'Art, L'Architecture, et La Musique de la France" (Art Architecture and Music of France), "La Cuisine de la France" (Cooking of France), and "L'Opera-Carmen" (The Opera, "Carmen" by Bizet). A trip to the Chicago Art Institute is offered at the student's expense. A grammar text is also used. The Subjunctive Mood is studied.

Foreign Language Benchmarks	
	The student will:
	Standard 1: Develop listening comprehension skills in the target language.
5025-1a.	Use previous classroom experience with the language to understand its spoken forms.
5025-1b.	Understand spoken language that incorporates visual support, familiar vocabulary, and structures.
5025-1c.	Comprehend the main idea and supporting ideas of authentic materials.
5025-1d.	Listen to subjects in media (example: CD's, videos, documentaries) to gain perspective on Francophone cultures.
5025-1e.	Request repetition or simplification to ensure understanding.
	Standard 2: Develop effective speaking skills in the target language.
5025-2a.	Participate in conversation on selected topics that incorporate the present, future, and conditional tenses.
5025-2b.	Ask and answer a variety of questions including giving reasons for their answers.
5025-2c.	Express personal preferences and feelings with some explanation.
5025-2d.	Ask for repetition, simplification, or clarification to assure understanding.
5025-2e.	Use topics and skills from other school subjects (especially Art and Music) to discuss in the language studied.
5025-2f.	Initiate and practice correct pronunciation and intonation.
5025-2g.	Discuss how historical and contemporary influences from Francophone cultures shape people's views of the world and their own attitudes.
	Standard 3: Develop reading comprehension skills in the target language.
5025-3a.	Understand selected written materials on a wide variety of topics.
5025-3b.	Comprehend the main ideas and some supporting ideas of selected authentic materials.
5025-3c.	Read materials in class on topics from other classes (Music, Architecture, Art, and Cuisine).
5025-3d.	Read about subjects contained in popular media (CD-Rom, Internet, and newspapers) from other Francophone countries to gain a perspective on other cultures.

	Foreign Language Benchmarks
	Standard 4: Develop effective writing skills in the target language.
5025-4a.	Apply grammatical concepts to construct sentences correctly.
5025-4b.	Write compositions with accuracy for a variety of purposes.
	Standard 5: Develop an understanding of values, practices, and contributions of the cultures studied.
5025-5a.	Examine the role and importance of various activities within the culture studied.
5025-5b.	Interact in a variety of cultural contexts with sensitivity and respect.
5025-5c.	Examine the role and significance of the contributions of other cultures in today's world.
5025-5d.	Access information in the language studied to gain greater insight about other cultures.
5025-5e.	Understand the concept of culture as they compare other cultures to their own.
5025-5f.	Comprehend various cultural characteristics such as art, architecture, music, and cuisine.
5025-5g.	Use various media in the language studied for study or pleasure.
5025-5h.	Identify major contributions from the cultures studied that are significant in today's world.
5025-5i.	Identify some historical and contemporary influences that are significant in their own (architects, composers, and artists).

Resources Adopted to Teach the Benchmarks:

- Allez, viens! Publisher: Holt, Rinehart, Winston (2000)
- Discovering French, Rouge Publisher: McDougal, Littell (1998)
- French Grammar Publisher: McGraw-Hill (1990)
- Moments litteraires Publisher: Heath (1992)
- Au courant Publisher: National Textbook Company (1993)
- Le petit prince Publisher: Harcourt Brace, Jovanovich (1971)
- L'Avare Publisher: Hachette (1971)

Periodicals:

- France
- Le journal francais d'amerique
- France Today
- Paris notes

The following facts/concepts and skills will be taught for the students to achieve the preceding benchmarks:

Course: Les beaux Arts de la France/Grammaire Avancée 5025	1 Listening	2 Speaking	3 Reading	4 Writing
Fine Arts/Advanced Grammar				
Review of future tense	√	√	√	√
Review the conditional tense	√	√	√	√
Si clauses	√	√	√	√
Recognition of Romanesque and Gothic architecture	√	√	√	√
Examine the following periods of art/architecture/music in France:				
1. Middle Ages	√	√	√	√

Course: Les beaux Arts de la France/Grammaire Avancée 5025	1 Listening	2 Speaking	3 Reading	4 Writing
Fine Arts/Advanced Grammar				
2. Baroque/Rococo styles	√	√	√	√
3. Romanticism	√	√	√	√
4. Impressionism-Expressionism	√	√	√	√
5. Modernism	√	√	√	√
French cuisine-the courses of a meal	√	√	√	√

Course #5030/5031 Spanish I

Spanish introduces the student to the Spanish language and to Spanish -speaking countries. Emphasis is placed on building a basic, every day vocabulary as well as studying basic grammatical points. Attention is also paid to developing speaking, reading and writing skills. The culture and customs of the Spanish-speaking world are also studied.

Foreign Language Benchmarks	
	The student will:
	Standard 1: Develop listening comprehension skills in the target language.
5030/ 5031-1a.	Understand spoken language that incorporates familiar vocabulary.
5030/ 5031-1b.	Understand spoken language that has strong visual support.
5030/ 5031-1c.	Follow simple instructions.
5030/ 5031-1d.	Demonstrate appropriate reactions to simple questions.
5030/ 5031-1e.	Ask for repetition or clarification to assist in understanding.
5030/ 5031-1f.	Comprehend the main idea of authentic audio-visual materials.
5030/ 5031-1g.	Recognize proper intonation.
	Standard 2: Develop effective speaking skills in the target language.
5030/ 5031-2a.	Imitate and practice correct pronunciation and intonation.
5030/ 5031-2b.	Ask for repetition or clarification to assist in understanding.
5030/ 5031-2c.	Carry on a short conversation with others.
5030/ 5031-2d.	Ask and answer simple questions.
5030/ 5031-2e.	State personal preferences, feelings, and needs.
5030/ 5031-2f.	Describe objects around them.
5030/ 5031-2g.	State what they are doing, are planning to do, or have just done.
5030/ 5031-2h.	Present skits and narratives incorporating vocabulary studied.
5030/ 5031-2i.	Demonstrate appropriate reactions or solutions to simple questions or problems.
5030/ 5031-2j.	Give simple commands.

Foreign Language Benchmarks	
	Standard 3: Develop reading comprehension skills in the target language.
5030/ 5031-3a.	Read with understanding written materials that incorporate familiar vocabulary and structures.
5030/ 5031-3b.	Recognize prefixes, suffixes, root words, and cognates in order to derive meaning.
5030/ 5031-3c.	Use contextual clues and word order to derive meaning.
5030/ 5031-3d.	Read authentic materials in the target language to obtain information (i.e., menus, maps, schedules, and advertisements).
5030/ 5031-3e.	Understand written language with a strong visual support.
	Standard 4: Develop effective writing skills in the target language.
5030/ 5031-4a.	Copy with accuracy memorized language.
5030/ 5031-4b.	Construct grammatically correct sentences.
5030/ 5031-4c.	Write short narratives incorporating familiar vocabulary (i.e., letters, descriptions).
5030/ 5031-4d.	Write short skits to be presented orally.
5030/ 5031-4e.	Write short compositions and letters.
	Standard 5: Develop an understanding of values, practices, and contributions of the cultures studied.
5030/ 5031-5a.	Recognize appropriate patterns of behaviors, such as greetings or gestures.
5030/ 5031-5b.	Participate in cultural activities such as celebrations, songs, dances, games, dramatizations, and cuisine.
5030/ 5031-5c.	Identify some common beliefs and attitudes within the culture studied (i.e., social etiquette or the roles of the family).
5030/ 5031-5d.	Identify, examine, and discuss comparisons and connections between cultural perspectives and behavior.
5030/ 5031-5e.	Identify objects and symbols, such as flags or currency, which are used day-to-day and that represent the cultures studied.
5030/ 5031-5f.	Identify contributions from the cultures studied to today's world.
5030/ 5031-5g.	Use technology to locate information about the cultures studied (i.e., geography, history, political structures, etc.).
5030/ 5031-5h.	Interact in communities through exchanging information with people locally and around the world (i.e., pen pals, e-mail, video, and publications).
5030/ 5031-5i.	Investigate careers where skills in another language and/or cross-cultural understanding are needed.

Foreign Language Benchmarks	
5030/ 5031-5j.	Identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language.
5030/ 5031-5k.	Understand the concept of culture as they compare other cultures to their own.
5030/ 5031-5l.	Understand that there are expressions that cannot be translated word for word in order to derive meaning as well as words that have no equivalent in another language.

Resources Adopted to Teach the Benchmarks:

- Bienvenidos Publisher: Glencoe, McGraw-Hill (1997)

The following facts/concepts and skills will be taught for the students to achieve the preceding benchmarks:

Spanish 1	1 Listening	2 Speaking	3 Reading	4 Writing
Gender and number	√	√	√	√
Definite/indefinite articles	√	√	√	√
Forms of you (formal/informal)	√	√	√	√
Present tense of regular verbs	√	√	√	√
Subject pronouns	√	√	√	√
Negative construction	√	√	√	√
Interrogatives	√	√	√	√
Adjective placement/agreement	√	√	√	√
Time	√	√	√	√
Months/days/dates	√	√	√	√
Weather/seasons	√	√	√	
Numbers through 1,000,000	√	√	√	√
Alphabet (review)	√	√		
Punctuation	√	√	√	√
Accent marks	√	√	√	√
Colors	√	√	√	√
Family vocabulary	√	√	√	√
Greetings and farewells	√	√	√	√
Possessive adjectives	√	√	√	√
Classroom expressions	√	√	√	√
Classroom objects	√	√	√	√
Irregular verbs	√	√	√	√
Names and titles	√	√	√	√
Use of infinitives	√	√	√	√
Nationalities	√	√	√	√

Course #5035/5036 Spanish II

Spanish II continues the task of further building the student's Spanish vocabulary as well as studying in more detail the various grammatical points of the language. The students' speaking, reading, and writing skills are also further developed. The main cultural point of emphasis is a study of Mexico's history, geography and culture. Students are introduced to Spanish cooking.

Foreign Language Benchmarks	
	The student will:
	Standard 1: Develop listening comprehension skills in the target language.
5035/ 5036-1a.	Understand spoken language that incorporates familiar vocabulary and structure.
5035/ 5036-1b.	Comprehend the main idea and some supporting ideas of selected authentic materials.
5035/ 5036-1c.	Answer a variety of spoken questions.
5035/ 5036-1d.	Request repetition or simplification to ensure understanding.
	Standard 2: Develop effective speaking in the target language.
5035/ 5036-2a.	Sustain a conversation including descriptions on selected topics about themselves and their state and country.
5035/ 5036-2b.	State personal preferences and feelings with some explanation.
5035/ 5036-2c.	Ask for simplification and suggest alternative words to ensure meaning.
5035/ 5036-2d.	Present student-created and/or authentic short plays and skits.
5035/ 5036-2e.	Give directions to a classmate in order to complete a task.
5035/ 5036-2f.	Tell a story incorporating some description and detail.
5035/ 5036-2g.	Give possible solutions to a problem related to a personal need.
5035/ 5036-2h.	Ask and answer a variety of questions.
	Standard 3: Develop reading comprehension skills in the target language.
5035/ 5036-3a.	Understand selected written materials on a wide variety of topics.
5035/ 5036-3b.	Use word forms, word order, and contextual clues to derive meaning.
5035/ 5036-3c.	Understand written language that incorporates familiar vocabulary and structure.
5035/ 5036-3d.	Comprehend the main idea and some supporting ideas of selected authentic materials.

	Foreign Language Benchmarks
5035/ 5036-3e.	Identify expressions that cannot be translated word for word in order to derive meaning.
5035/ 5036-3f.	Identify words and expressions that have no equivalent in another language.
5035/ 5036-3g.	Read about subjects contained in popular media in the target language to gain a perspective on other cultures.
5035/ 5036-3h.	Access information in the language studied to gain greater insight about other cultures and/or their own.
5035/ 5036-3i.	Identify cognates, word roots, prefixes, suffixes, and sentence structure to derive meaning.
	Standard 4: Develop effective writing skills in the target language.
5035/ 5036-4a.	Write short presentations, plays, or skits on selected topics.
5035/ 5036-4b.	Write short compositions and letters.
5035/ 5036-4c.	Apply grammatical concepts to construct sentences correctly in the present, past, and immediate future.
	Standard 5: Develop an understanding of values, practices, and contributions of the cultures studied.
5035/ 5036-5a.	Compare and contrast activities and common beliefs and attitudes from other cultures to their own.
5035/ 5036-5b.	Identify some historical and contemporary influences from other cultures that impact today's society.
5035/ 5036-5c.	Read material, listen to and/or watch programs in the language studied.
5035/ 5036-5d.	Read, view, listen to, and discuss subjects contained in popular media from other countries to gain a perspective on other cultures.
5035/ 5036-5e.	Compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures.
5035/ 5036-5f.	Understand the concept of culture as they compare other cultures to their own.
5035/ 5036-5g.	Investigate careers where skills in another language and/or cross-cultural understanding are needed.
5035/ 5036-5h.	Compare and discuss cultural characteristics incorporating such concepts as cuisine, sports, theater, dance, and art.
5035/ 5036-5i.	Interact in communities through exchanging information with people locally and around the world (i.e., pen pals, e-mail, video, and publications).

Resources Adopted to Teach the Benchmarks:

- Bienvenidos (1st Semester) Publisher: Glencoe, McGraw-Hill (1997)
- A Bordo (2nd Semester) Publisher: Glencoe, McGraw-Hill (1997)

The following facts/concepts and skills will be taught for the students to achieve the preceding benchmarks:

Spanish II Course #5035/5036	1 Listening	2 Speaking	3 Reading	4 Writing
Irregular verbs—go, accent verbs	√	√	√	√
Holidays	√	√	√	√
Numbers-1, 000,000 (review)	√	√	√	√
Gustaria/Quissiera	√	√	√	√
House vocabulary	√	√	√	√
Tener expressions	√	√	√	√
Tener que versus deber	√	√	√	√
"Kitchen" vocabulary	√	√	√	√
Stem changing verbs	√	√	√	√
Expressions with pensar	√	√	√	√
Quantity expressions	√	√	√	√
Demonstrative adjectives	√	√	√	√
Hace que expressions	√	√	√	√
Present progressive tense	√	√	√	√
Weather expressions	√	√	√	√
Ordinal numbers	√	√	√	√
Direct object pronouns/indirect e and u	√	√	√	√
Personal a	√	√	√	√
Infinitives followed by "a"	√	√	√	√
School subjects	√	√	√	√
Pedir versus preguntar	√	√	√	√
Household shores vocabulary	√	√	√	√
Acabar de	√	√	√	√
Comparatives/superlatives	√	√	√	√
Preterite tense of regular/irregular verbs	√	√	√	√

Spanish II Course #5035/5036	1 Listening	2 Speaking	3 Reading	4 Writing
Clothing vocabulary	√	√	√	√
Affirmative/negative words	√	√	√	√
Prepositions	√	√	√	√
Spanish-speaking countries	√	√	√	√
Sports/past times	√	√	√	√
Food vocabulary	√	√	√	√

Course #5040/5041 Spanish III

Spanish III utilizes previously acquire language skills as a basis for more detailed study. Vocabulary is expanded through short readings; grammatical pints are reviewed and expanded; conversational skills are further developed through group activities; and writing skills are practiced through guided and open-ended compositions. In addition, the students study selected literary pieces. Lazarillo de Tormes and Don Quijote.

Foreign Language Benchmarks	
	The student will:
	Standard 1: Develop listening comprehension skills in the target language.
5040/ 5041-1a.	Use previous classroom experience with the language to understand it spoken forms.
5040/ 5041-1b.	Understand spoken language that incorporates familiar and/or visual support.
5040/ 5041-1c.	Comprehend the main idea and some supporting ideas of authentic audio/visual materials.
5040/ 5041-1d.	Request repetition on simplification to ensure understanding.
5040/ 5041-1e.	React appropriately to intermediate instructions and questions.
	Standard 2: Develop effective speaking skills in the target language.
5040/ 5041-2a.	Participate in conversations on selected topics incorporating present, past, and future tenses.
5040/ 5041-2b.	Ask and answer a variety of questions, including giving reasons for their answers.
5040/ 5041-2c.	Express personal preferences and feelings with some explanation.
5040/ 5041-2d.	Discuss possible solutions related to expressed personal needs.
5040/ 5041-2e.	Request repetition or offer alternative words to aid in understanding.
5040/ 5041-2f.	Imitate and practice correct pronunciation and intonation.
5040/ 5041-2g.	Present student-created skits and narrative presentations incorporating a variety of subjects and vocabulary studied.
5040/ 5041-2h.	Give commands and directions to others.
	Standard 3: Develop reading comprehension skills in the target language.
5040/ 5041-3a.	Understand selected written materials on a wide variety of various topics.
5040/ 5041-3b.	Utilize contextual clues, cognates, and word order to derive meaning.
5040/ 5041-3c.	Read with understanding written materials that incorporate familiar vocabulary and structures.

	Foreign Language Benchmarks
5040/ 5041-3d.	Comprehend the main idea and some supporting ideas of selected authentic materials.
	Standard 4: Develop effective writing skills in the target language.
5040/ 5041-4a.	Create skits and narrative presentations incorporating a variety of subjects and vocabulary studied.
5040/ 5041-4b.	Write with accuracy, detailed, and in-depth compositions and letters.
5040/ 5041-4c.	Apply grammatical concepts to construct sentences correctly.
	Standard 5: Develop an understanding of values, practices, and contributions of the cultures studied.
5040/ 5041-5a.	Understand culturally appropriate patterns of behavior in everyday situations.
5040/ 5041-5b.	Compare and contrast activities from other cultures to their own.
5040/ 5041-5c.	Identify and compare some common beliefs and attitudes in the cultures studied with their own.
5040/ 5041-5d.	Compare objects and symbols from other cultures to those found in their own culture.
5040/ 5041-5e.	Recognize idioms (expressions that cannot be translated word for word) as well as words that do not have an English equivalent.
5040/ 5041-5f.	Correctly apply cultural characteristics of language such as levels of politeness and formality.
5040/ 5041-5g.	Understand the concept of culture as they discuss and compare the importance of certain perspectives, products, and practices of different countries to their own.
5040/ 5041-5h.	Interact in communities through exchanging information with people locally and around the world (i.e., pen pals and e-mail).
5040/ 5041-5i.	Participate in cultural activities such as celebrations, songs, dances, games, dramatizations, and cuisine.

Resources Adopted to Teach the Benchmarks:

- | | | |
|---------------------------------------|----------------------------------|--------|
| • A Bordo (1 st Semester) | Publisher: Glencoe, McGraw-Hill | (1997) |
| • De Viaje (2 nd Semester) | Publisher: Glencoe, McGraw-Hill | (1997) |
| • Lazarillo de Tormes* | Publisher: National Textbook Co. | (1987) |
| • Don Quijote de la Mancha* | Publisher: National Textbook Co. | (1981) |
| • El Cid* | Publisher: National Textbook Co. | (1982) |

*Read on a rotational basis.

The following facts/concepts and skills will be taught for the students to achieve the preceding benchmarks:

- | | |
|--|---|
| 1. Irregular preterite Rverbs | 15. Imperfect tense, regular and irregular verbs |
| 2. Prepositions | 16. Hispanic nationalities |
| 3. Prepositional pronouns | 17. Amusement park/circus vocabulary |
| 4. Reflexive verbs | 18. Adjective position |
| 5. Demonstrative pronouns | 19. Long form possessive adjectives |
| 6. Personal hygiene vocabulary | 20. Preterite versus imperfect |
| 7. Parts of the body | 21. Food vocabulary |
| 8. City places and stores | 22. Weights and measures |
| 9. Affirmative commands | 23. Imperfect progressive tense |
| 10. Negative commands | 24. Hacíá que time expressions |
| 11. Saber versus conocer | 25. Introduction to present subjunctive,
regular and irregular verbs |
| 12. Directions | 26. Household objects |
| 13. Parts of the car and traffic signs | 27. Extended family members |
| 14. Zoo and farm animal vocabulary | |

Course # 5045/5046 Spanish IV.

Spanish IV further develops the concepts and skills studied in the previous classes, as well as introducing new ones for study. The four methods of communication are utilized. The literary piece is studied and a unit...EL Cid is studied and a unit on the history, geography and culture of Spain is included.

	Foreign Language Benchmarks
	The student will:
	Standard 1: Develop listening comprehension skill in the target language.
5045/ 5046-1a.	Understand a variety of spoken topics through use of diverse listening.
5045/ 5046-1b.	Comprehend the main ideas and supporting ideas of selected authentic and original materials.
5045/ 5046-1c.	Ask for clarification and be able to paraphrase to ensure understanding.
5045/ 5046-1d.	React appropriately to advanced instructions and questions.
	Standard 2: Develop effective speaking skills in the target language.
5045/ 5046-2a.	Participate in extended conversations on a variety of topics incorporating previously learned and new tenses (subjunctive and conditional).
5045/ 5046-2b.	Ask and answer a variety of questions, which require elaboration and substantiation of opinions.
5045/ 5046-2c.	Define personal preferences, feelings, and opinions with supporting arguments.
5045/ 5046-2d.	Work with others to problem solve.
5045/ 5046-2e.	Ask for clarification and be able to paraphrase to ensure understanding.
5045/ 5046-2f.	Present student-created works or speeches incorporating a variety of subjects and vocabulary studied.
5045/ 5046-2g.	Give a series of detailed instructions to others.
	Standard 3: Develop reading comprehension skills in the target language.
5045/ 5046-3a.	Understand written materials on a wide variety of topics.
5045/ 5046-3b.	Utilize contextual clues, cognates, and word order to derive meaning.
5045/ 5046-3c.	Understand a wide variety of topics through use of diverse reading strategies.
5045/ 5046-3d.	Comprehend the main ideas and supporting ideas of selected authentic materials.

	Foreign Language Benchmarks
	Standard 4: Develop effective writing skills in the target language.
5045/ 5046-4a.	Compose detailed skits, stories, and speeches incorporating a variety of subjects and vocabulary.
5045/ 5046-4b.	Write formal compositions and letters for a variety of purposes.
5045/ 5046-4c.	Apply grammatical concepts to construct sentences correctly.
	Standard 5: Develop an understanding of values, practices, and contributions of the cultures studied.
5045/ 5046-5a.	Understand with culturally appropriate patterns of behavior in everyday situations.
5045/ 5046-5b.	Study the role and importance of various activities within the cultures studied.
5045/ 5046-5c.	Discuss how beliefs, perspectives, and attitudes affect behaviors within the cultures studied.
5045/ 5046-5d.	Connect objects and symbols of other cultures to the underlying beliefs and perspectives.
5045/ 5046-5e.	Research information in the language studied to gain greater insight about other cultures.
5045/ 5046-5f.	Recognize idioms (expressions that cannot be translated word for word) as well as words that do not have an English equivalent.
5045/ 5046-5g.	Correctly apply cultural characteristics of language such as levels of politeness and formalities.
5045/ 5046-5h.	Understand the concept of culture as they discuss and compare the importance of certain perspectives, products, and practices of different countries to their own.
5045/ 5046-5i.	Interact in communities through exchanging information with people locally and around the world (i.e., pen pals, an de-mail).
5045/ 5046-5j.	Participate in cultural activities such as celebrations, songs, dances, games, dramatizations, and cuisine.
5045/ 5046-5k.	Investigate major contributions and historical figures from the cultures studied that are significant in the world today.
5045/ 5046-5l.	Investigate some historical and contemporary influences from other cultures that impact today's society.

Resources adopted to Teach the Benchmarks:

- | | | |
|-----------------------------|----------------------------------|--------|
| • De Viaje | Publisher: Glencoe, McGraw-Hill | (1997) |
| • Lazarillo de Tormes* | Publisher: National Textbook Co. | (1987) |
| • Don Quijote de la Mancha* | Publisher: National Textbook Co. | (1981) |
| • El Cid* | Publisher: National Textbook Co. | (1982) |

*Read on rotational basis.

The following facts/concepts and skills will be taught for the students to achieve the preceding benchmarks:

1. Use of present subjunctive
2. Past participles and present perfect tense
3. Irregular past participles
4. Past participle as adjectives
5. Newspaper project
6. Past perfect tense
7. Prefixes
8. Passive voice
9. Future tense, regular and irregular verbs
10. Future of probability
11. Conditional tense, regular and irregular verbs
12. Past conditional
13. Travel terminology
14. Professions
15. Haber and its uses
16. Present perfect subjunctive
17. Spain research project
18. Abridged reading of selected authentic materials