**Presumed Knowledge for French II Students:**

At the end of French I, students should be able to communicate orally and in writing using all structures in an authentic context. Students should meet or exceed division standards in writing and speaking as described in the division’s rubrics for speaking and writing.  They should able to function at or above Intermediate Low on the [ACTFL Proficiency Guidelines](http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf) for listening, speaking, reading and writing.

* Numbers and alphabet
* Greetings and introductions
* People: Family and friends
* Basic foods and drinks
* Telling time
* Calendar: Days of the week, months and dates
* Weather
* Description: adjectives for physical description and personality
* Interrogative expressions
* Prepositions of location
* Likes and dislikes
* Pastimes and activities
* Objects and personal belongings
* Colors
* Places in a city
* Possessive adjectives
* Subject pronouns
* Subject verb agreement
* Present tense conjugations – regular verbs
* Present tense conjugations – être, avoir, faire, venir, aller
* Near future (Futur proche) - aller + infinitive
* Noun adjective agreement

**Presumed Knowledge for French III Students:**  
  
At the end of French II, students should be able to communicate orally and in writing using all structures in an authentic context. Students should meet or exceed division standards in writing and speaking as described in the division's rubrics for speaking and writing. They should able to function at or above Intermediate High on the [ACTFL Proficiency Guidelines](http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf) for listening, speaking, reading and writing.

* Present tense conjugations - regular: -er, -ir, -re verbs
* Present tense conjugations - irregular: être, avoir, faire, aller, venir, sortir, partir, dormir, voir, prendre, mettre, boire, vouloir, pouvoir, devoir, connaître, savoir, dire, lire, écrire
* stem changing verbs
* Past tense (passé composé) regular and irregular
* Adjectives and adjective agreement (regular and irregular adjectives)
* direct object pronouns
* Indirect object pronouns
* Family
* Personal Identity
* Professions
* Activities and pastimes in the city and in the country
* Nutrition: Food and drinks
* Outings and events that people attend (including movies)

**Presumed Knowledge for French IV Students:**  
At the end of French III, students should be able to communicate orally and in writing using all structures in an authentic context. Students should meet or exceed division standards in writing and speaking as described in the division's rubrics for speaking and writing. They should be able to function at or above Advanced Low on the [ACTFL Proficiency Guidelines](http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf) for listening, speaking, reading and writing.

* Passe compose vs imparfait
* Subjunctive mood with verbs of influence, with impersonal expressions, with emotional reactions, with expressions of certainty or doubt
* commands – affirmative and negative, formal and informal, Tu vs. vous
* The use of the past participle as an adjective
* Direct, indirect and double object pronouns
* Gerund (le participe present) vs. infinitive
* Correct use of accent marks and punctuation
* Future and conditionnel
* If clauses (Si hypothetique)
* Pronouns/subject and object
* Reading novels/excerpts from novels
* Studying fables and poems
* Songs

**Presumed Knowledge for French V Students:**

Language B is a language-learning course designed for students with some previous learning of that language. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to French and francophone culture.

There are six assessment objectives for the language B course. Students will be assessed on their ability to:

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and

intercultural understanding

2. use language appropriate to a range of interpersonal and/or cultural contexts

3. understand and use language to express and respond to a range of ideas with accuracy and fluency

4. organize ideas on a range of topics, in a clear, coherent and convincing manner

5. understand, analyse and respond to a range of written and spoken texts

6. understand and use works of literature written in the target language of study (HL only).

In preparation for this course, students may wish to review the following language structures:

* Indicative mood (present, preterit, imperfect, present perfect, past perfect)
* Subjunctive mood (present, imperfect, present perfect, past perfect)
* Imperative mood (formal, informal)
* Future and conditional tenses And If clauses
* Uses of the indicative vs. subjunctive moods (in noun, adjective and adverbial clauses, with verbs of
* influence, with impersonal expressions, with emotional reactions, with expressions of certainty or doubt)
* Connectors and prepositions
* The use of the past participle as an adjective
* Direct, indirect and double object pronouns
* Gerund (le participe present) vs. infinitive
* Correct use of accent marks and punctuation

Additionally, it is strongly recommended that students engage themselves in activities outside of the classroom that allow them to exercise their listening, speaking and reading skills, in an authentic context. Some examples of texts that students should familiarize themselves with in the target language include:

* Articles, columns
* Blogs
* Brochures, leaflets, flyers, pamphlets, advertisements
* Essays
* Interviews
* News reports
* Sets of instructions, guidelines
* Written correspondence
* Some audio/visual resources that students that may help to strengthen students´ listening skills in the target
* language include:
* Television shows & commercials
* Broadcast news, podcasts and other electronic media
* Films
* Songs

**Useful resources to study and play in French**

Games and grammar practice.

English-French Translation Games

www.wordreference.com

[www.Conjugemos.com](http://www.conjugemos.com)

Duolingo – app

General

Fun sites (1jour1actu.com) and more