Easy French Step by Step by Myrna Bell Rochester (McGraw Hill, 2009)

Scope and Sequence/Pacing Guide for AFSA – credit to Danica Guerrero, PhD candidate

*resource: sample exams http://www.delfdalf.fr/delf-prim-sample-papers.html

*CEFR: competencies grid: https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045bb57

Level	Key concepts	Page Numbers	Can-do statements	Expected time
A1.1 Week 1	Basic greetings, tu/vous	xvii-xviii	Listen: I can understand familiar words and very common expressions on the subject of my family and the concrete and immediate environment around me, if people speak slowly and clearly Read: I can understand familiar nouns and very simple phrases, for example in announcements/ want ads, posters, and catalogs. Speak: I can communicate in a simple manner on the condition that the interlocutor is able to repeat or to reformulate his sentences more slowly or to help me to rephrase what I am trying to say. I can ask and respond to simple questions about familiar subjects or things for which I have an immediate need. I can use simple expressions and sentences to describe the place where I live and the people that I know. Write: I can write a short, simple postcard, for example about a vacation. I can give personal details in a questionnaire, for example, write my	12 hours: 2 hrs x 6 week course
	Gender and number of nouns	3-11		
Week 2	Articles (definite vs. indefinite, singular, plural, contractions)	3-11		
Week 3 Week 4	Adjective agreement Adjective placement Descriptive adjectives: —colors —appearances and personalities —nationalities —other high frequency adjectives	12-13 14-16 11, 14-20 39,63		
	Verb être and expressions Subject pronouns	21-30 32-38		

Week 5	C'est/ce sont vs. il/elle est /Ils/elles sont Verb avoir and expressions, Il y a		name, my nationality, and my address on a form for a hotel.	
	Negation (basic and briefly touch on more advanced forms)	31-34 232-238		
Week 6	Nouns to discuss the following topics: — Family members —clothing, accessories, toiletries, etc. —common household and classroom items	227-230 104-108 38-41 62-65		
	Days of the week, months of the year, seasons, parts of the day	42-45		
By end of A1.1: Get up to p. 45 and add 62-65, 104-108, 227-238				
A1.2 Week 1	Conjunctions, qualifiers, adverbs	30-31, 64		12 hours: 2 hrs x 6 week course
Week 2	Conjugating regular -er verbs in the present tense	45-52		
Week 3	-er verbs with spelling changes	93-104		

Week 4	Numbers, dates, and telling time	66-78		
Week 5 Week 6	Interrogatives and interrogative words Asking questions in affirmative and negative	52-62, 89		
	Conjugating regular -ir verbs in the present tense	78-81		
	Verb aller	109-110		
By end of A1.2: Get up to p. 81 and 104-108				
A1.3 Week 1	Review all A1.1 and A1.2 material, especially -er and -ir verbs plus être, avoir, aller, vocabulary lists for clothing and family and numbers	P 1-86 (*être* p 21, *avoir* p 32, adjectives p 11-20, *aller* p 109-110)		
Week 2	Conjugating regular -re verbs in the present tense	87-91		12 hours: 2 hrs x 6 week course
	depuis	92-93		
Week 3	Vocabulary for shopping/types of buildings and stores (practice with *aller,* days of week p 42), meals and groceries	82-84, 85-86 42		

Week 4	Parts of the body	273		
Week 5	Pronominal verbs in present tense: --reflexive verbs (254-55 + 261-62) --infinitive constructions (255-57) --negative form (257) --reflexives w/ body parts (261-262) --reciprocal reflexives (262-64) --idiomatic pronominal verbs (265-268) --non-pronominal forms of pronominal verbs (268-270)	253-57 261-70 all except for interrogatives and imperatives (258-61)		
	Using *aller* for *futur proche*	110-113		
Week 6	Prepositions —article contractions with prepositions —prepositions of location —prepositions of time and sequence —interrogatives and prepositions —prepositions with geographical names	113-129 126-129 119-122 122-123 125-129		
	Verb faire, expressions with faire, expressing weather with faire	129-135		
	Review/repeat all reading comprehension passages for comprehension and pronunciation when reading aloud	40-41? 64-65 85-86? 107-108 136-137 229-30?		

By end of A1.3, have a solid foundation of all concepts from p. 1-137 (Ch 1-6) + pronominal verbs (p. 253-57 and 261-70 (not imperative or interrogative forms yet)				
Potential addition of A1.4 to accommodate shift from 12 hours of classes to 9 hours of classes per 6-week session				
A 2 (whole course) Chapters 7-12	Irregular verbs	138-152 161-173 186-189	Listen: I can understand very frequent vocabulary and expressions related to what concerns me very closely (for example, myself, my family, making purchases, my immediate environment, and work). I can grasp the essential information in simple, clear announcements and messages. Read: I can read very simple, short texts. I can find a particular piece of information in frequently used documents such as advertisements, flyers, menus, and schedules, and I can understand short, simple personal letters. Speak: I can communicate when simple and everyday tasks require only a simple or direct exchange of information about familiar activities. I can have very brief exchanges even if I generally do not understand enough to engage in a conversation. I can use a series of phrases or expressions to describe in simple terms my family and other people, the conditions of my life, my education/training, and my current or recent professional activities. Write: I can write short, simple notes and messages. I can write a very simple personal letter, for example a thank you note.	
	Verb+verb constructions (Prepositional verbs)	152-156		
	Nouns related to: —some names of countries —weather and the environment —reading and writing —jobs and professions —animals, plants, nature —body parts —home and garden maintenance	124-125 135-137 157-160 182-185 204-207 273-275 249-252		
	Relative pronouns and relative pronouns with prepositions	173-182		
	Partitive article	189-193		
	Possessive adjectives and pronouns	208-211		
	Demonstrative adjectives and pronouns	212-216		
	Comparatives and superlatives	216-221		
	Adverbs	221-227		

	Stressed Pronouns	238-242		
	Imperative mood	242-248		
	Pronominal/reflexive verbs	253-270		
	Present participle	270-272		
	Basic forms and uses of the passé composé with avoir and être	278-290		
A 2.2				
A 2.3		Goal by end of A2.3: get up to p. 290 except for p. 193-203 (B1) and p. 227-230, 232-238 (A1)		
B 1 (whole course) Ch 13-15	Passé composé (more detail and review)	291-298	Listen: I can understand the key points expressed when clear, standard language is used to discuss familiar subjects concerning work, school, leisure activities, etc. I can understand the main points of news broadcasts or subjects that are personally or professionally interesting to me on the radio or the television if delivered in a relatively slow, clear manner. Read: I can understand texts written in everyday language or in terms related to my work. I can understand the description of events, the expression of emotions and hopes in personal letters. Speak: I can face the majority of situations that one could encounter	(4.5 hours= 3x90 min. classes) (9 hrs=6x90 min. classes) (18 hrs=12x90 min. classes)
	Imparfait	299-304		
	Using passé composé and imparfait together in narration	306-309		
	Future tense	315-319		
	Conditional mood	319-322		
	Pluperfect tense	323-324		
	Past conditional mood	325-326		
	Tout, other indefinite adjectives and	326-329		

	pronouns		during a stay in a region where French is spoken. I can take part, without preparation, in a conversation about familiar or personally interesting subjects or conversations about daily life (for example about family, leisure activities, travel, and news). I can express myself in a simple manner about experiences and events, as well as my dreams, my hopes, or my goals. I can briefly give reasons or explanations behind my opinions or plans. I can tell a story or tell the plot of a book or a film and express my reactions to it. Write: I can write a simple, coherent text on familiar or personally interesting subjects. I can write personal letters to describe experiences and impressions.	
	Expressions of time in the past	305-306		
	Object Pronouns	193-203 309-312		
	Nouns related to: —Activites and sports —Travel, Lodging, Hotels —Banking and money	294-298 312-314 330-333		
B 1.2				
B 1.3		Goal by end of B 1.3: get up to p. 333		
B 2.1 Ch 16	Verbs: Subjunctive mood (present and past) Subjunctive vs. infinitive	334-346 346-347	Listen: I can understand rather long conference presentations and speeches and even follow a complex argument if the subject is relatively familiar to me. I can understand the majority of what I hear on television about news or other information. I can understand the majority of films that use standard language. Read: I can read articles and reports about contemporary subjects in which the authors adopt a particular attitude or a certain point of view. I can understand a contemporary literary prose text. Speak: I can communicate with some degree of spontaneity and ease which makes a normal interaction with a native speaker possible. I can actively participate in conversation in familiar situations as well as present and defend my opinions. I can express myself in a clear and detailed manner about a large range	(4.5 hours= 3x90 min. classes) (9 hrs=6x90 min. classes) (18 hrs=12x90 min. classes)

			of subjects that interest me. I can defend a point of view on a news topic and explain the advantages and drawbacks of different possibilities. Write: I can write clear and detailed texts about a wide range of topics related to my interests. I can write an essay or a report by transmitting information or exposing reasons for or against a given opinion. I can write letters that emphasize my thoughts and personal understanding of events and experiences.	
B 2.2				
B 2.3				
C 1.1	Not addressed in this textbook		Listen: I can understand a long speech even if it is not clearly structured and the main points are only implied rather than stated directly. I can understand television shows and films without too much effort. Read: I can understand long, complex factual and literary texts and decipher different stylistic elements. I can understand specialized articles and long, technical instructions, even then they are not related to my areas of expertise. Speak: I can express myself spontaneously and in a fluent manner without having to search for my words in a noticeable way. I can use language flexibly and efficiently within social and professional relationships. I can express my ideas and opinions precisely and connect what I say to what other people say. I can present clear and detailed descriptions on complex subjects, while integrating themes that are connected to them, by developing some points fully and concluding my	(4.5 hours= 3x90 min. classes) (9 hrs=6x90 min. classes) (18 hrs=12x90 min. classes)

			speech in an appropriate manner. Write: I can express myself in a clear, well organized text which presents and develops my point of view. I can write on complex subjects in a letter, essay, or report format, emphasizing the points that I determine to be most important. I can adapt my writing style to be appropriate for my audience.	
C 1.2				
C 1.3				
C 2.1	Not addressed in this textbook		Listen: I have no difficulty understanding spoken language, whether it be spoken to me directly or coming from different media sources where it is spoken quickly, provided that I have time to adjust to the speaker's particular accent. Read: I can read any type of text without effort, even if it is abstract or complex in its form or content, for example a user manual, a subject-specific article, or a literary work. Speak: I can easily participate in all conversations and discussions, and I am very comfortable with idiomatic expressions and popular, informal speech. I can express myself fluently and precisely express subtle nuances of meaning. If I have difficulty explaining something, I can skillfully go back to clarify while keeping the conversation moving forward smoothly. I can present a description of an argument clearly and fluidly in a style that is appropriate for the context, make a presentation in a logical manner and help my listener to understand and remember the important points. Write: I can write a clear, fluid text that	(4.5 hours= 3x90 min. classes) (9 hrs=6x90 min. classes) (18 hrs=12x90 min. classes)

			is stylistically appropriate for a given situation. I can write complex letters, reports, or articles with a clear construction that allows readers to grasp and memorize the important points. I can summarize and critique professional writing and literary works.	
C 2.2				
C 2.3				

DELF A1 exam includes: “Beginner”	DELF A2 exam includes: “Elementary”
DELF B1 exam includes: “Intermediate”	DELF B2 exam includes: “Upper Intermediate”
DELF C1 exam includes: “Advanced”	DELF C2 exam includes: “Mastery”