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NMH SUMMER SESSION

2010
Middle School Program
BEGINNING FRENCH

The course met for 75 minutes, six days per week, for the five-week session. The pedagogical support used was the *Deux Mondes* textbook from the Glencoe Division of Macmillan/McGraw-Hill School Publishing Company. This was the basic program, but the class also used other resources such as short video clips and PowerPoint presentations. Reading, writing, speaking, and listening were all developed, with special emphasis on listening and speaking.

The major grammatical structures studied were regular *er*, *ir* and *dre* verbs, and few irregular verbs such as *avoir*, *faire*, *aller*, *etre*, *vouloir*, and *pouvoir*. The students worked on greeting and introducing people in culturally appropriate ways, definite and indefinite articles, the negative form, telling time, adjective agreement and placement, asking and answering questions, expressing likes and dislikes in everyday situations, possessions, etc.

The class explored certain cultural aspects of France. During the final two weeks, the students worked on individual projects in which they chose one region in France to research, then wrote a paper and made an in-class presentation. This experience reinforced their concept of cultural diversity within France itself.

Homework consisted of 45–60 minutes of vocabulary review, grammar exercises, and other brief preparation six nights per week. Written tests with an oral component and quizzes, as well as a comprehensive final exam, were given to assess the students' progress with the language. Final grades were based on class participation, oral work, homework, weekly tests and quizzes, and the final project assessment.

Master Teacher: Marc Montini
Trinity College

Teaching Intern: Carla Helmetag
Franklin and Marshall College