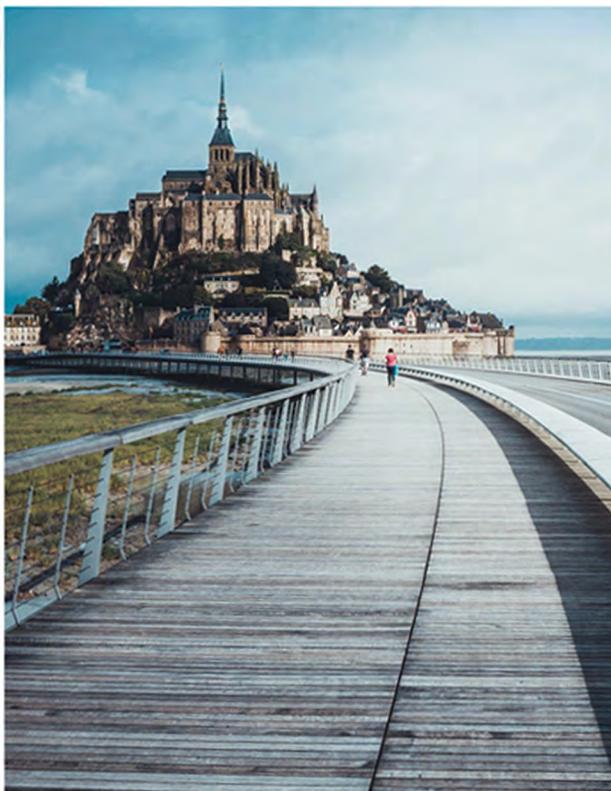




To help the world communicate - better - by offering the best materials available for mastering a new language.

Homeschool Pacing Guide





We're changing the way language is taught

PACING GUIDE FOR HOMESCHOOLERS (along with grading guidance for our testing program)

Welcome to Breaking the Barrier! We are delighted that you will be joining us for an exciting adventure to master a new world language. We believe that our approach will help any learner find solid footing on a pathway to fluency.

Each level of our curriculum (*Beginning/Intermediate/Advanced*) is designed for one nine-month academic year. Each level features twelve chapters, with the beginning levels offering an extra introductory section entitled "STEPS."

The components of our lessons include:

- an introduction to a country or countries where the target language is spoken (maps, heads of state, famous people, sites of interest, cultural information, food and drink, music, etc.)
- new vocabulary, recorded by native speakers
- three or four key grammatical concepts
- multiple practice exercises after each important concept
- oral practice
- a dialogue-based adventure series (in Levels I and II) to practice reading and listening comprehension, and to get students involved with a dynamic storyline
- audio files recorded by native speakers*
- cultural articles with accompanying audio, video and comprehension exercises*
- a practice test at the end of each chapter

*A number of families choose to purchase one of our very economical digital versions of the book in addition to our Homeschool Package. The curriculum and exercises are identical, yet the digital versions offer the most accessible and complete audio components as well as great videos, too.

We recommend spending between 2½ - 3 weeks per chapter, ideally spending four days each week with some language study. If a student chooses to devote extra days per week, the program could be completed a little faster. This system will allow a student to finish the program in an academic year. It will also allow time for periodic review. As we know, review is often the key to retention!

The chapters unfold in a logical progression and are to be completed page by page. The words and structures used in earlier chapters will come back throughout the program. Though students and families will find their own unique rhythms, a successful approach could be spending one day on the new vocabulary, another on all

of the cultural information, a few days for each grammatical point, a day on paired oral questions, a day on the dialogue series or cultural article, a day to review, and a day for the chapter test. All together, we feel that 2.5 – 3 weeks per chapter is a great framework for most students.

On our website under “OTHER RESOURCES,” there are additional practice questions, which students can do on their own orally or with a teacher or friend. These questions can also be completed as written practice.

The electronic versions of all of our Spanish and French (and English for Spanish speakers) texts have wonderful flashcards built into each lesson as well.

At the completion of each chapter, a student should take the test to chart progress. A full answer key is included with our testing program. You will find the script for the oral section of the tests at the back of the test booklet, right after the answer key. On the following pages, we include a sample test with suggested point values that you should use for each test.

Once again, on behalf of all of us at Breaking the Barrier, I am delighted that you are joining us for an exciting time of discovery and language learning. Feel free to be in touch with me personally if I can answer any questions for you.

John

John T. Conner
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Suggestions for Grading Chapter Tests

The testing packets available at each level contain a four-page test. There are many types of exercises: answering oral questions, dictations, answering written questions in complete sentences, conjugating verbs, filling in the blank with the correct forms, translations, finding and correcting errors, and writing short compositions.

On the following pages, you will find a sample answer key for a test from French One with suggested point values for each section. In general, fill-in-the-blanks are worth 1.5 – 2 points, straight conjugations of a verb are worth .5 points each, compositions are worth 10 points, translations are usually .5 points per word, find the errors are 2 points total, and oral questions can be 1.5 to 2 points per answer.

I often devise an answer key that adds up to 100 points. Over the years, I seem to have good instincts to make the numbers add up perfectly! However, you could follow the guidelines in the preceding paragraph, and find that your test adds up to 92 points or 103 points, etc., and then simply have the final grade be a percentage of the total.

If you are grading this test for a child or a student and you personally don't know the target language, don't despair! You can be generous grading the composition and some of the wide-open questions. Yet, in general, most questions will have right or wrong answers that allow for a fairly accurate assessment of how well the material was mastered.

I believe that a grade of 70 or higher warrants moving onto the next lesson directly. There will always be some built-in practice in subsequent chapters for previous material. If a student scores lower than 70, give the exact same test a few days later after returning it and sharing the correct answers. Oftentimes, the process of taking a test will prove to be a valuable learning experience.

And, what about accent marks? I usually deduct .5 points for a missing accent mark in any fill-in-the-blank exercise. It is important to learn these important written symbols.

Best of luck!

John

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Total: 100 points

KEY

BREAKING THE FRENCH BARRIER (LEVEL 1/BEGINNER)
LEÇON UN EXAMEN

NOM _____

I) Answer in complete sentences:

a. Est-ce que tu regardes la télévision le dimanche?

Oui, je regarde (Non, je ne regarde pas) la télévision le dimanche.

b. Qui est-ce qui danse dans ta famille?

Mon frère danse.

c. Quand est-ce que tes amis travaillent?

Mes amis travaillent le soir.

d. Est-ce que les garçons intelligents réussissent à l'école?

Oui, ils réussissent quand ils travaillent.

e. Qui est-ce que tu invites à la fête?

J'invite mes amis à la fête.

II) Conjugate the following verbs fully in the present tense:

marcher

réussir

perdre

je marche

je réussis

je perds

tu marches

tu réussis

tu perds

il marche

elle réussit

il perd

nous marchons

nous réussissons

nous perdons

vous marchez

vous réussissez

vous perdez

elles marchent

ils réussissent

elles perdent

9 points

1/2 each

9 points
1/2 each

punir	gagner	descendre
je punis	je gagne	je descends
tu punis	tu gagnes	tu descends
elle punit	il gagne	elle descend
nous punissons	nous gagnons	nous descendons
vous punissez	vous gagnez	vous descendez
ils punissent	elles gagnent	ils descendent

III) Write the correct form of the verbs in the spaces provided:

20 points
2 each

- a. Les Packers _____ gagnent _____ le Superbowl. (gagner)
- b. ~~X~~ _____ J'habite _____ à Lyon, en France. (habiter)
- c. Quand il fait chaud, vous _____ jouez _____ au tennis. (jouer)
- d. Fergie _____ chante _____ beaucoup. (chanter)
- e. Nous _____ attendons _____ des amis devant le cinéma. (attendre)
- f. Les parents _____ punissent _____ les enfants méchants. (punir)
- g. Est-ce que tu _____ réponds _____ au professeur en classe? (répondre)
- h. Le professeur _____ rend _____ les examens après la classe. (rendre)
- i. Charlotte _____ choisit _____ un livre intéressant. (choisir)
- j. Quand est-ce que tu _____ rougis _____? (rougir)

IV) Provide the proper subject pronoun:

- 22 points
2 each
- a. Kobe Bryant joue au basket, il gagne beaucoup de matchs.
 - b. Nous rendons les devoirs au professeur.
 - c. Tu prépares le dîner avec ton père.
 - d. Je rougis parce que je suis timide.
 - e. Quand est-ce qu'Anne et Valentine arrivent? Elles arrivent à huit heures.
 - f. Est-ce que vous écoutez la musique rap? Nous écoutons la musique rap.
 - g. Mes cousins, ils travaillent en été. Ils vendent des hamburgers.
 - h. J' attends mon ami ici dans le parc.
 - i. Alexandra maigrit. Elle mange beaucoup de salade.
 - j. Pourquoi est-ce que vous pleurez?

V) Write the appropriate interrogative words in the spaces below:

- 15 points
3 each
- a. Qu'est-ce que tu regardes? -Je regarde *American Idol*.
 - b. Pourquoi est-ce que vous choisissez le jean rouge? -Parce que nous aimons la couleur rouge.
 - c. Qui (est-ce qui) chante bien? -Shakira chante bien.
 - d. Où est-ce que tu habites? -J'habite à Saint Louis.
 - e. Qui est-ce que vous invitez à la fête? -Nous invitons nos amis.

15 points

- 1/2 point credit for correctly underlining error
- 1/2 point credit for correctly fixing error

VI) In the following dialogue there are five errors. Identify and correct them:

A policeman sees a strange young man dancing in the park.

–Bonjour Monsieur. Comment vous ^{appelez} appelles-vous?

–Je m'appelle Hubert Leroy.

–Pourquoi est-ce que vous dansez dans le parc?

–Je danse parce que j'^{attends} attendons mon amie Caroline.

^{Quand}
–Qui est-ce qu'elle arrive?

–Elle arrive dans cinq minutes.

–Est-ce que vous ^{marchez} marchent et vous dansez beaucoup dans le parc?

–Oui, et nous ^{parlons} parle aussi beaucoup. Nous préparons notre mariage.

–Ah! Bonne chance. Au revoir, Monsieur.