

**#502 FRENCH I**

**GRADES: 9 - 11**

**LEVEL: 2**

**CREDITS: 5**

**BASIC TEXT: Discovering French , Bleu , 1995 D.C. Heath**

**SUPPLEMENTAL READINGS:** None

**REQUIRED MATERIALS:** Notebook, folder, art supplies

**COURSE DESCRIPTION:**

French I, Level 2 introduces the student to all aspects of language learning. The basic skills of listening, speaking, reading and writing are developed gradually. Students will be exposed to a variety of cultural aspects of France and its departments overseas.

**MISSION STATEMENT GOALS:** Academic excellence

Intellectual curiosity

Respect for others

Self-confidence

Foster communication skills

Foster problem-solving skills

Successful contributing member of society

**STUDENT EXPECTATIONS FOR LEARNING ADDRESSED:**

*Academic* – Communicates effectively, solve complex problems, works with others towards a common goal

*Civic* – Contributes to the community and global society

*Social* – Respects the rights of others

**GENERAL PERFORMANCE OBJECTIVES:** The student will be able to:

1. Learn initial listening comprehension strategies as they focus on specific tasks, (i.e. from teacher verbalizations, audio tape presentations and video tape presentations).
2. Express personal likes and dislikes, opinions and preferences within a specific context utilizing appropriate phonetic intonation.
3. Extract factual information from authentic text (i.e. advertisements, brochures, TV listings, etc.) in order to complete a specific task.
4. Increase ability to understand written information through a global approach utilizing cognates, word derivations: and to interact with the content of the readings in other meaningful ways.
5. Demonstrate writing proficiency through guided activities which become more

- open ended as a greater control of the language is acquired.
6. Link cultural understanding to the development of language proficiency.
  7. Given the successful integration of listening, speaking, reading, writing skills, move forward in French language acquisition.

**MASSACHUSETTS FRAMEWORKS STRANDS:** Communication, Cultures, Comparison, Connections, Communities

**CURRICULUM FRAMEWORK LEARNING STANDARDS:**

- Standard 1 – Interpersonal Communication
- Standard 2 – Interpretative Communication
- Standard 3 – Presentational Communication
- Standard 4 – Cultures
- Standard 5 – Linguistic Comparisons
- Standard 6 – Cultural Comparisons
- Standard 7 – Connections
- Standard 8 - Communities

**UNITS AND THEMES:**

Unite 1: Bonjour	8 days	Standards 1 – 8
Unite 2: Les copains et la famille	8 days	Standards 1 – 8
Unite 3: Bon Appetit	9 days	Standards 1 – 8
Unite 4: Qu’st-ce qu’on fait?	16 days	Standards 1 – 8
Unite 5: Le Monde Personnel et Familier	14 days	Standards 1 – 8
Unite 6: En Ville	14 days	Standards 1 – 8

**COURSE OUTLINE:**

Unite 1: Bonjour	
Thematic Vocabularies:	nationalities ca va expressions numbers
Cultural Context:	Meeting people

How to:

- a. pronounce the alphabet
- b. greet someone and say good-bye
- c. introduce oneself and say where one is from
- d. express concept of masculine & feminine with adjectives
- e. ask one's name and how one is
- f. count from 1 - 60
- g. ask for and indicate time

Unite 2: Les copains et la famille  
Thematic Vocabularies: numbers 61 - 100  
family members  
days, months  
people  
Cultural Context: Talking about people

How to :

- a. count from 61- 100
- b. point people out
- c. say where a person is from
- d. give names and ages of people
- e. tell day, date, birthday

Conversation: topics Unite 1 and Unite 2 "how to"

- \*1. et toi?
- \*2. dialogues
- \*3. situations
- \*4. communicative activities

Structure:

1. singular definite and indefinite articles
2. masculine and feminine adjectives

Cultural Readings:

1. Notes Culturelles
2. Entre Actes
3. Petits Commentaires

Writing: topics Unite 1 and Unite 2 "how to"

1. journals
2. compositions personnelles
3. exercices
4. minialogues
5. writing activities (activity book)

Unite 3: Bon Appetit

Thematic Vocabularies: foods, beverages  
weather expressions  
seasons  
Cultural Context: Having a snack in France

How to:

- a. express hunger and thirst
- b. ask an adult or friend for something to eat or drink
- c. offer someone something to eat or drink

- d. ask the price of something
- e. ask a friend to lend you money
- f. talk and ask about the weather

Conversation: topics Unite 3 "how to"

- \*1. conversations dirigees
- \*2. en scene
- \*3. et toi?
- \*4. communipack activities

Structure:

- 1. tu vs. vous
- 2. masculine / feminine foods??!
- 3. faire "makes" weather

Cultural Readings:

- 1. notes culturelles
- 2. petits commentaires
- 3. Entre Actes

Writings:

- 1. journals
- 2. compositions personnelles
- 3. exercices
- 4. minialogues

Unite 4: Qu'est-ce qu'on fait?

Thematic Vocabularies:

- a. daily activities
- b. faire expressions
- c. places
- d. question words
- e. affirm. & neg. express.

Cultural Context:

Activities at home, at school, on weekends

How to:

- a. express what one does / does not do
- b. express what one likes / does not like to do
- c. express what one wants / does not want to do
- d. say where one is
- e. ask and answer est-ce que and inverted information questions
- f. extend, accept, or turn down an invitation
- g. express approval, regret, doubt, or surprise

Conversation: topics Unite 4 "how to"

1. expressions personnelles
2. creadialog
3. invitations
4. activities previously \*\*\*\*

Structure:

1. forming and answering questions with est-ce que and inversion
2. subject pronouns
3. conjugation of the verb etre
4. conjugation of the verb faire
5. conjugation of regular "er" verbs
6. formation of negative answers
6. subject verb agreement concept
7. using two verbs in a sentence - conjugate one, infinitive other

Cultural Readings:

1. Notes Culturelles
2. Vive la difference & En France
3. Lettre: Entre Amis
4. Portraits
5. Interviews

Writings:

1. Expression Personelle
2. Compositions
3. Correspondance
4. Invitations, Interviews
5. Point de Vue Personnel

Unite 5: Le Monde Personnel et Familier

Thematic Vocabularies:

- a. adjectives indicating character, personality, physical traits, colors, opinion
- b. prepositions of place
- c. question words
- d. affirm. & neg. express.

Cultural Context:

People and their Possessions

Conversations: Topics unite 5: How to:

- a. describe the physical aspects & character traits of oneself and others
- b. describe a room & what's in it
- c. express what one has and what one does not have
- d. express whether something works or does not work
- e. describe what things look like

- f. express opinion
- g. make a generalization or conclusion
- h. talk about events

Structure:

- 1. avoir, avoir expressions
- 2. articles: masc, fem., plu., usage
- 3. Negative: effect on articles
- 4. adjectives: forms and position
- 6. C'est vs Il est
- 7. Adjectives with C'est and Il est

Cultural Readings:

- 1. notes Culturelles
- 2. Vive la Difference (2)
- 3. Le Copain de Mireille
- 4. La Voiture de Roger

Writings:

- 1. Mes Possessions et Un objet
- 2. Ma Semaine
- 3. Une Invitation
- 4. Descriptions of Famous French Person & man and woman one wants to meet

Unité 6 En Ville

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|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thematic Vocabularies: | <ul style="list-style-type: none"> <li>a. directions</li> <li>b. city places and bldgs.</li> <li>c. neighborhoods</li> <li>d. rooms in house</li> <li>e. activities: games / sports</li> </ul> |
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Cultural Context:	City Life
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How to:

- a. describe streets and public buildings
- b. describe places one frequents
- c. express means of transportation
- d. ask and give directions
- e. express addresses
- f. describe family, home
- g. express what one is going to do / not to do
- h. ask others to do activities
- i. say where one has been
- j. contradict

Structures:

1. aller & AU, chez etc.
2. Venir & Du
3. stress pronouns
4. noun & de & noun
5. de possession
6. possessive adjectives
7. ordinal numbers

Cultural Readings:

1. Notes Culturelles
2. La Ville et La Maison
3. Weekend a Paris
4. Cafe de l'Univers
5. Mes Voisins

Writings:

1. Mon Quartier
2. La Maison Ideale
3. Resolutions
4. Letter about hobbies
5. Ma Famille

**SUGGESTED INSTRUCTIONAL STRATEGIES:** Role playing; think, pair share; modeling; cooperative learning; student presentation; differentiated learning; drills mastery; games; note taking; use of manipulative and tools; flash cards

**SUGGESTIVE INTEGRATED ACTIVITIES:**

1. Work with the Food Service staff in using the facilities to create a taste testing experience for authentic foods of French-speaking countries.
2. Teach the child care students basic expressions: greeting, colors, numbers and alphabet.

**USE OF TOOLS / TECHNOLOGY:**

1. Utilize the accompanying audio program to reinforce listening comprehension.
2. Integrate the video component as a means of unifying the skills acquisition.
3. Use the overhead projector to reinforce vocabulary, grammar, outlining, paragraph construction, organizing story development, etc.
4. To assign the production of an audio tape program as a culmination of a cooperative learning experience.

**ASSESSMENT:**

1. Individualize quizzes in a contextualized format for each lesson.
2. Test per chapter evaluating all five learning skills.
3. Periodic oral assessment.
4. Projects.
5. Final Examination.