

**#511 FRENCH II**

**GRADES: 10-12**

**LEVEL: 1**

**CREDITS: 5**

**PREREQUISITE: C or better in**

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

**SUPPLEMENTAL READINGS:** none

**REQUIRED MATERIALS:** none

**COURSE DESCRIPTION:** Vocabulary and grammatical structures of the previous course are reviewed. The student's vocabulary and grammatical base is expanded. One's knowledge of the target language is further developed by studying a specialized vocabulary and cultural readings about the French speaking countries. Emphases is on improving listening comprehension, expanding reading, writing and speaking skills.

**MISSION RELATED GOALS:** 1, 3, & 5

**STUDENT EXPECTATIONS FOR LERNING ADRESSED:**

*Academic* – Communicates effectively, solves 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.	Understand the target language through the complex grammatical and verbal structures
2.	Encourage others in the learning process by cooperative learning activities.
3.	Use the acquired vocabulary in a variety of activities such as: role-playing, skits, and conversation
4.	Have a better understanding of others by studying cultures of French speaking countries.
5.	Develop listening skills with the use of audio and video tapes.
6.	Communicate with the teacher and other students in the target language.

**MASSACHUSETTS FRAMEWORKS STRANDS:**

Communication, Cultures, Comparison, Connections, Communities

## **CURRICULUM FRAMEWORK LEARNING STANDARDS:**

- Standard 1 – Interpersonal Communication
- Standard 2 – Interpretive 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**

- |      |   |         |               |
|------|---|---------|---------------|
| I.   | Reprise-Entre amis - Getting acquainted | 25 days | Standards 1-8 |
| II.  | Talking about weekend plans             | 25 days | Standards 1-8 |
| III. | Bon appetite - eating                   | 25 days | Standards 1-8 |

## **COURSE OUTLINE**

- I. Reprise-Entre amis - Getting acquainted

### **Specialized Vocabulary Review:**

1. Conversation about school and classes given
2. Review numbers 1-100
  - a. giving the date
  - b. tell time
3. Conversing about places and things
  - a. describing things you own - clothing
  - b. saying where things are
  - c. pointing things out
  - d. expressing preferences
4. Carrying out simple conversations
  - a. asking and answering questions
  - b. talking about daily activities
  - c. talking about places where you go
  - d. saying what you like

### **Structure:**

- a. agreement and position of adjectives
- b. er verbs in present tense
- c. ir, re verbs in present tense
- d. subject and stress pronouns
- e. tu/vous differences
- f. question words
- g. prepositions of location
- h. possessive adjectives
- i. imperative
- j. interrogative and negative construction

## Unit I

1. Introduction of presenting oneself and others
  - a. provide personal data
  - b. identify one's family
  - c. talk about professors
2. Interacting with others
  - a. introducing people
  - b. making phone calls
  - c. reading birth and wedding announcements
3. Talking about oneself and others
  - a. describing looks and personality
  - b. talking about age
  - c. describing feelings and needs with faire and avoir
4. Describing one's plans
  - a. saying where people are going and what they are going to do
  - b. saying where people are coming from
  - c. saying how long people have been doing things

### Structure:

1. adjectives
2. present tense etre
3. c'est and il est, elle est
4. expressions with avoir
5. expressions with etre
6. expressions with depuis

## Unit II

### Introductory vocabulary

Talking about weekend plans

1. Describing weekend plans in the city
  - a. going out with friends
  - b. helping at home
  - c. the country and the farm
  - d. domestic and other animals
  - e. expressions of the present and future time
2. Getting from one place to another
  - a. getting around Paris using the metro
  - b. visiting the countryside
3. Narrating past weekend activities
  - a. talking about where you went
  - b. talking about what one did and did not
  - c. impersonal expressions-quelqu'un, personne

### Structure:

1. passe compose of avoir verbs
2. passe compose of etre verbs

### **Unit III Bon appetit**

1. Planning a meal
  - a. talking about where to eat
  - b. setting the table
2. Going to the café
  - a. ordering in a café
3. Talking about favorite foods
  - a. discussing preferences
  - b. expressing what one wants
4. Shopping for food at a market
  - a. interacting with vendors and asking prices
  - b. discussing what one should buy or do

#### **Structure:**

1. present tense of verb boire
2. present tense preferer, vouloir
3. partitive article
4. acheter, payer in present tense
5. expressions of quantity with de
6. the adjective tout
7. devoir and pouvoir present tense
8. il faut expression

#### **Readings:**

1. note culturelle
2. lecture

#### **Writings:**

1. un repas familial

**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.

#### **SUGGESTED INTEGRATED ACTIVITIES:**

Work with the Food Service staff in using the facilities to create a taste testing experience for authentic foods of Spanish-speaking countries. Also, teaching the child care students basic expressions: greetings, colors, numbers and alphabet. Have media class tape presentations.

#### **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.
4. Assign the production of an audiotape program as a culmination of a cooperative learning experience.

## **ASSESSMENT TECHNIQUES:**

1. Individualized quizzes in a contextualized format for each lesson.
2. Test per chapter evaluating all five learning skills.
3. Periodic oral assessment.
4. Projects.
  - a. descriptive photo album
  - b. fashion show
  - c. le plan de Paris
  - d. stained glass windows
5. Final Examination.