

Curriculum Guide - Stage 2 French Curriculum Novice 2

1. Course Structure

This full-year course meets four or five periods per week. The classes use the language lab on the average of one hour per week.

2. Intended Audience

French Novice 2 requires a C in French Novice 1 or teacher recommendation. It is open to all students but tends to include mostly freshmen and sophomores.

3. Course Goals (Skills)

Students will expand their ability to perform all the functions developed in Stage 1. They will also develop the ability to use sentences and strings of sentences and combinations of words, phrases and expressions with frequency of errors proportionate to the complexity of the communicative task. The communicative tasks include being able to:

- ✓ introduce and describe oneself and others
- ✓ asking about how someone is feeling and telling how you're feeling
- ✓ asking for, offering, accepting, and refusing food
- ✓ asking for and making suggestions
- ✓ expression satisfaction and frustration
- ✓ asking for opinions
- ✓ understand cultural differences with respect to food, meals, free-time activities and weekend activities
- ✓ talk about and plan free-time activities

4. Course Description and Content

At this level, students have the opportunity to continue to develop and extend their communicative skills in a cultural context. They do so by engaging in structured social conversations on topics such as eating habits, personal happenings, music, movies, and art. Topics are also explored through reading and listening activities and by writing short compositions. In order to perform these functions, students learn the appropriate grammatical structures.

Language skills and cultural knowledge are enhanced by the use of Internet, as well as audio and video programs. Varied methods such as group work, paired work, games and direct instruction are used to help all students develop basic communicative proficiency.

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5. Essential Questions

Culture

- What accounts for some of the cultural differences between French speakers and people of the United States?

Content

- What do I need to know to engage in basic communication in French?

Skills

- How can I continue to improve my proficiency in French?

6. Course outline/Curriculum Map

Functions and Objectives

Chapter 1

- ❑ describe and characterize yourself and others
- ❑ express likes, dislikes, and preferences
- ❑ ask for information
- ❑ ask for and give advice
- ❑ ask for, make and respond to suggestions
- ❑ relate a series of events

Chapter 2

- ❑ welcome someone and respond to someone's welcome
- ❑ ask how someone is feeling and tell how you are feeling
- ❑ point out where things are
- ❑ pay and respond to compliments

Chapter 3

- ❑ make purchases
- ❑ ask for, offer, accept, and refuse food
- ❑ pay and respond to compliments
- ❑ ask for and give advice
- ❑ extend good wishes

Grammar and Vocabulary

- ❑ clothing and travel
- ❑ avoir and être
- ❑ adjective agreement
- ❑ quel; ir- verbs
- ❑ the imperative
- ❑ the future with aller

- ❑ rooms and furniture
- ❑ places in town
- ❑ using tu and vous
- ❑ question formation
- ❑ adjectives that precede the noun
- ❑ contractions with à

- ❑ places to shop
- ❑ food items to buy
- ❑ meals
- ❑ gift items
- ❑ the pronoun en

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Chapter 4

- ❑ ask for information and describe a place
- ❑ ask for and make suggestions
- ❑ emphasize likes and dislikes
- ❑ relate a series of events

Chapter 5

- ❑ express concern for someone
- ❑ inquire
- ❑ express satisfaction and frustration
- ❑ sympathize with and console someone
- ❑ give reasons and make excuses
- ❑ congratulate and reprimand someone

Chapter 6

- ❑ ask for opinions
- ❑ express enthusiasm, indifference and dissatisfaction
- ❑ express disbelief and doubt
- ❑ ask for and give information

- ❑ partitive articles
- ❑ pronouns lui and leur

- ❑ places, flora and fauna
- ❑ vacation activities
- ❑ daily activities
- ❑ recognize reflexive verbs
- ❑ pronouns se and me
- ❑ relative ce qui and ce que
- ❑ present of reflexive verbs
- ❑ adverbs of frequency

- ❑ school day vocabulary
- ❑ passé composé with avoir
- ❑ introduction to passé composé with être

- ❑ weekend activities
- ❑ verbs that use être in the passé composé
- ❑ the phrase C'était
- ❑ passé composé with être
- ❑ formal and informal phrasing of questions
- ❑ verb ouvrir

7. Course text and other materials

- ❖ *Allez viens!* Level 2 plus ancillaries, music, Internet, audio and video programs
- ❖ Selected films and songs

8. Instructional Methods/Course Activities

Content is conveyed through:

- ❖ teacher presentation including the use of visuals, realia and the textbook
- ❖ laboratory exercises using the audio and video programs, CDs, and the Internet.

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9. Learning Strategies

- ❖ pair and group practice
- ❖ role plays, skits
- ❖ games
- ❖ songs
- ❖ Internet activities
- ❖ oral and written exercises
- ❖ limited research
- ❖ reading for meaning

10. Assessment

Evaluation is based on class participation, homework, and performance on oral, aural and written tasks and projects.

11. Course Evaluation

The assessment of this course occurs through:

- ❖ ongoing feedback from current students
- ❖ formal student questionnaire
- ❖ ongoing collaboration among instructors.