

# **Curriculum Guide - Stage 3 French Curriculum Intermediate 1h**

## **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 Intermediate I Honors requires a B- in Novice Accelerated or teacher recommendation. It is open to all students but tends to include mostly sophomores and juniors.

## **3. Course Goals (Skills)**

Students will expand their ability to perform all the functions developed in Stage 2. They will also expand their ability to use sentences, and strings of sentences, and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task to:

- ✓ asking and describing what a place was like
- ✓ asking for and giving directions
- ✓ asking for, granting, and refusing permission
- ✓ pointing out and identifying people and things
- ✓ expressing conditions and possibilities
- ✓ asking about future plans
- ✓ making, accepting, and refusing suggestions
- ✓ expressing doubt and certainty
- ✓ expressing hopes or wishes
- ✓ asking about and summarizing a story
- ✓ breaking some news; showing interest
- ✓ asking for and giving opinions
- ✓ expressing excitement and disappointment

## **4. Course Description and Content**

At this level, students have the opportunity to enhance their communicative skills in a cultural context. They do so by engaging in social conversations on cultural, personal and social topics such as personal responsibilities, the environment, movies, careers, and relationships. Topics are also explored through reading and listening activities and by writing journals, letters and 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, audio programs and videos. 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*

How can I explain cultural differences reflected in literary works, films, art, and music?

### *Content*

What do I need to communicate in French, in written and spoken form, using a variety of tenses to express need, doubt, emotion and probability?

### *Skills*

What do I need to know to read and comprehend authentic literature and be able to comment in a grammatically correct form?

## **6. Course Outline/Curriculum Map**

### **Functions and Objectives**

#### **Chapter 1**

- renew old acquaintances
- inquire
- express enthusiasm and dissatisfaction
- exchange information
- ask and describe what a place was like
- express indecision
- make recommendations
- order and ask for details

#### **Chapter 2**

- ask for and give directions
- express impatience
- reassure someone
- express enthusiasm and boredom
- ask and tell where things are

#### **Chapter 3**

- ask for, grant, and refuse permission
- express obligation
- forbid and reproach
- justify your actions and reject others' excuses

### **Grammar and Vocabulary**

- French menu
- passé composé
- the imparfait

- at the gas station
- adjectives
- the verb conduire
- the imperative
- pronouns and their placement

- household chores
- personal responsibilities
- social responsibilities
- the subjunctive
- ne...pas + infinitive

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## **Intermediate 1h**

### **Chapter 4**

- ❑ ask for and give opinions
- ❑ ask which one(s)
- ❑ point out and identify people and things
- ❑ pay and respond to compliments
- ❑ reassure someone

### **Chapter 5**

- ❑ ask about and express intentions
- ❑ express conditions and possibilities
- ❑ ask about future plans
- ❑ express wishes
- ❑ express indecision
- ❑ give advice
- ❑ request information
- ❑ write a formal letter

### **Chapter 6**

- ❑ make, accept, and refuse suggestions
- ❑ make arrangements
- ❑ make and accept apologies
- ❑ show and respond to hospitality
- ❑ express and respond to thanks
- ❑ quarrel

### **Chapter 7**

- ❑ make suppositions
- ❑ express doubt and certainty
- ❑ ask for and give advice
- ❑ express astonishment
- ❑ caution someone
- ❑ express fear
- ❑ reassure someone
- ❑ express relief

- ❑ clothing and styles
- ❑ describing clothing and hairstyles
- ❑ interrogative and demonstrative pronouns
- ❑ causative faire

- ❑ future choices and plans
- ❑ careers
- ❑ the future
- ❑ the conditional
- ❑ question formation with inversion

- ❑ family relationships
- ❑ reciprocal verbs
- ❑ the past infinitive

- ❑ rainforest and savannah
- ❑ packing for a safari
- ❑ African animals
- ❑ structures and their complements
- ❑ using the subjunctive
- ❑ irregular subjunctive forms

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## **Chapter 8**

- ask someone to convey good wishes
- close a letter
- express hopes or wishes
- give advice
- complain
- express annoyance
- make comparisons
- traditional life
- city life
- si clauses
- comparative

## **Chapter 9**

- agree and disagree
- express indifference
- make requests
- ask for and make judgments
- ask for and make recommendation
- ask about and summarize a story
- television programming
- television
- types of movies
- negative expressions
- ne...que
- relative pronouns qui, que, dont

## **Chapter 10**

- brag
- flatter
- tease
- break some news
- show interest
- express disbelief
- tell a joke
- sea life
- everyday life
- superlative
- the past perfect

## **Chapter 11**

- ask for confirmation
- ask for and vie opinions
- agree and disagree
- ask for explanation
- make observations
- give impressions
- musical instruments
- kinds of music
- cajun food

## **Chapter 12**

- express anticipation
- make suppositions
- express certainty and doubt
- inquire
- express excitement and disappointment
- sports and equipment
- places of origin
- the future after quand and dès que

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## **7. Course text and other materials**

- ❖ *Allez viens!* Level 3 plus ancillaries, music, Internet, audio and video programs
- ❖ *Contes pour débutants* - selected stories
- ❖ 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.

## **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.