**Curriculum**

**French 3**

**Course Overview**

French III is designed to build on the skills acquired by students in the second year, beginning with a review of structures, previously studied and progressing to more difficult ones. All four language skills (reading, writing, listening, and speaking) are emphasized equally and developed simultaneously. Perfecting a solid grasp of basic French grammar and expanding one’s knowledge of all French speaking people as well as of their cultures are requisite aims of this course. Discussions, readings, listening comprehension exercises, oral presentations, and independent research are integrral components. Literary extracts are introduced as well as cultural topics including the history of France and the francophone world. This is the level at which a student should reach proficiency  in the language required by TASIS for graduation. Textbook for French III: *Discovering French Rouge*, D. C. Heath.

**Department Standards**

**Communication:**

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
2. Understand and interpret written and spoken language on a variety of topics. (Interpretive)
3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

**Cultures:**

1. Demonstrate an understanding of culture through the study of the relationship among practices, perspectives, and products.

**Comparisons:**

1. Demonstrate an understanding of the nature of language and culture through comparisons of the language studied and their own.

**Connections and Communities:**

6. Use the language to connect with other disciplines, access information through authentic language sources and experience language and culture in multiple settings.

**Benchmarks**:

The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations and to wish to continue their study of this language, and perhaps others, using the knowledge they have acquired here as a foundation.

At the end of French III, students are expected to demonstrate an ability to:

1. - manipulate basic French grammar with little difficulty (1, 2,3)
2. communicate clearly and effectively in oral and written forms of the

 language that are commonly encountered in a variety of situations (1, 2, 3)

1. understand and use a range of vocabulary in common usage (1, 2, 3)
2. select a register that is appropriate to the situation (4)
3. express ideas with increasing clarity and fluency (1, 2, 3)
4. understand and respond appropriately to written and spoken material of

 average difficulty (1, 2, 3)

1. discuss different aspects of the francophone world in spoken and written

 forms on a simple level (5, 6)

1. discuss current issues and events in French, albeit on a simple level (6)
2. use the target language to recognize the impacts and contributions of the francophone world on history, science, art, music, sport, politics, social/environmental issues, cuisine, literature, and language (6)

**Performance Indicators**

The student will be able to:

-acquire information about friends/how to converse

-respond

-describe someone

-ask for help

-accept

-refuse... and give an excuse

-thank someone... and respond

-describe an event

-tell a story

-discuss the weather in depth

-explain how and where to shop

-explain how to ask for a particular service

-indicate how to get a haircut-arrange train/plane/bus/mΘtro travel

-book a hotel

-interact with train station/airport/hotel staff

-describe an injury or maladie

-get help

-interact with doctors and nurses-explain where he/she lives

-arrange rendez-vous plans

-enjoy a new city

-discuss/appreciate urban/suburban/country life

-discuss cities with regard to architecture, cultural amenities

-discuss relationships

-congratulate or console someone

-compare and contrast family/personal relationships with those in France

-engage in a job interview

-present himself/herself in a job interview

-compare and contrast working environments with those in France

-compare and contrast lifestyles with those in France

**Assessments**

*French III is a “direct method” course at its core, and students receive immediate feedback each day.*

Daily written exercises (to consolidate and solidify newly acquired skills)

Compositions in and out of class (individual and group work to hone and perfect skills)

Oral exercises (to perfect new language structures and practice new vocabulary)

Improvisations, dialogues (to expand, consolidate, solidify, and perfect language skills in oral form)

Listening/reading comprehension exercises (to expand, consolidate, solidify, and perfect language skills in written form)

Posters (to hone writing skills and create dynamic, effective posters)

Charts (to hone writing skills and create dynamic, effective charts)

Greeting cards (to hone writing skills and create dynamic, effective greeting cards)

Power Point presentations generated by students (to hone writing skills and create dynamic, effective work)

Daily quizzes (individual, pair, and group to hone and perfect skills)

Comprehensive chapter tests (to consolidate newly acquired skills/ information and apply acquired skills in a coherent fashion)

Regularly scheduled oral tests in the language lab (to develop fluency and perfect grammar structures/vocabulary)

Vocabulary tests/exercises (to expand one’s vocabulary)

Comprehensive semester exams covering all aspects of learning (to consolidate and commit to memory all the grammatical items, vocabulary, and cultural information presented over the year)

REVIEW (Students have the opportunity to complete an unlimited number of extra credit assignments to hone and solidify their language skills.)

**Core Topics**

Individual and Society

Education

Daily routines

Food and drink

Personal details, appearance and character

Physical Health

Relationships

Shopping

Leisure and work

Holidays

Sport

Transport

Urban and rural environment

Weather

Neighbourhood

**Specific Content**

Individual and Society

Education (French system/”The Baccalaureat”)

Daily routines (Home, school, weekend routines)

Food and drink (Café, restaurant, home meals/ “Healthy food” vs. “Processed food”

Personal details, appearance and character (Fashion, image, physique/figure)

Physical Health (Sport, exercise, healthy living)

Relationships (Friendship vs. superficial relationships)

Shopping (Daily shopping, fashion shopping)

Leisure and work

Holidays (Negotiating airports and train stations)

Sport (Different sports and activities for leisure)

Transport (Negotiating trains, buses, lightrail)

Urban and rural environment

Weather (Seasonal weather, inclement weather, outrageous weather)

Neighbourhood (City planning, landscape architecture, architecture)

Individual and Society

Education (French system/”The Baccalauréat”)

Daily routines (Home, school, weekend routines)

Food and drink (Café, restaurant, home meals/ “Healthy food” vs. “Processed food”

Personal details, appearance and character (Fashion, image, physique/figure)

Physical Health (Sport, exercise, healthy living)

Relationships (Friendship vs. superficial relationships)

Shopping (Daily shopping, fashion shopping)

Leisure and work

Holidays (Negotiating airports and train stations)

Sport (Different sports and activities for leisure)

Transport (Negotiating trains, buses, light rail)

Urban and rural environment

Weather (Seasonal weather, inclement weather, outrageous weather)

Neighborhood (City planning, landscape architecture, architecture)

Essential Grammar:

Reflexive verbs in all tenses

Subjunctive

Imperfect and past tense

"y, en" and indirect/direct object pronouns

Order of pronouns

"ne...que"

Negative expressions

Future/conditional tenses

"Si + le présent --- le futur"

"Quand + le futur --- le futur"

Comparative/superlative forms

Interrogative/demonstrative pronouns/possessive pronouns

Subjunctive/Past subjunctive

"Croire, craindre"

Imperfect/Past imperfect

"Si + l'imparfait"

Conditional

Reflextive verbs

Relative pronouns "qui/que… "

"Dont"

Past infinitive

Present participle

"Dont"

Past infinitive

Present participle

**Resources**

“Discovering French Rouge” LEVEL 3 and accompanying audio-visual material and internet links) Valette-Valette

“Le Petit Nicolas” Goscinny & Sempé (SELECTED STORIES)

Realia: Authentic leaflets, posters about cultural activities in France and Canada, postcards, greeting cards, brochures, food packaging, collages, decorations, and maps on walls of classroom

Contemporary French, Cajun, French Africain music

Classical music

French cinema

TV 5 special programmes

TV 5 “Apprenons le français” series

Youtube French adverts, interviews

Original Power Point presentations and those of others

Guest speakers

Internet sites (“About.com French language”)