**Curriculum**

**French IB ab initio Y2**

**Course Overview**

The French Ab Initio course is organized into three themes: Individual and society (largely studied in Year 1), Leisure and work, Urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Year 2 will continue to study these themes, but also prepare our IB candidates for the specific skills needed for Paper 1 (reading comprehension; 30%), Paper 2 (writing; 25%), an individual cultural Written Task (20%), and an Interactive Oral (25%).

**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**:

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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 this course students will be expected to demonstrate an ability to:

* communicate information and some basic ideas clearly and effectively, in a limited range of situations orally and in written form (1,2,3)
* understand and use accurately the essential spoken and written forms of French in a limited range of situations of moderate difficulty. (1, 2, 3)
* understand and use a limited range of vocabulary in common usage. (1, 2, 3)
* use a register that is generally appropriate to the situation (4)
* show an awareness of some elements Francophone culture (4)
* demonstrate understanding of how a language works through comparisons of French with their own language. (5)
* be able to research topics of limited scope in the target language. (6)
* use the target language to recognise 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**

By the end of this course the student will be able to:

Review of Year 1 (daily routines, personal details, education)

- create a mock social network page (Technology Standards – Students: 1,2:)

Entertainment (cinema / theatre / music)

- discuss movies, plays and museums / make plans for a weekend outing with a friend

- talk about some cultural activities in Paris

Physical health (minor ailments / hospitalisation)

- explain the symptoms of a minor illness to a doctor

- have a prescription filled at a pharmacy

- discuss medical services in France

- talk about accidents and medical procedures

- cope with a medical emergency in France / elsewhere in the Francophone world.

- write a medical excuse for school

Technology / Media (telephone / computer )

- talk about computers, e-mail, the internet, faxes and telephones

- write an e-mail (communication with the teacher will be expected this way: TS 2,1), blog or diary entry.

- have a basic formal and informal telephone conversation

- discuss today's telecommunications

Town and services (bank / post office / public transport)

- talk about using banking (including online), exchange and postal services

- talk about teen spending habits and using different world currencies

- talk about public transportation, including the bus and metro in Paris

Food and Drink (cookery)

- talk about food and its preparation / give a cookery demonstration

- discuss the cuisine of various French provinces and their own country’s cuisine.

- write a recipe or a brief speech / presentation.

Transport (plane / train / car) and Environmental Concerns (pollution)

- talk about train and air travel / cope with station and airport procedure

- identify cities, countries and continents

- write a postcard

- discuss old and modern trains in France

- talk about cars and driving

- give directions on the road / a mock driving lesson

- talk about driving and highways in different countries and their impact on

the environment

- understand road signs

Holidays (hotel / accommodation)

- check into and out of a hotel

- ask for things s/he may need while at a hotel

- write a formal letter

- talk about hotels and other provisions for tourists in France ("syndicats

d'initiative" etc.)

Neighbourhood (town and country) and Physical Geography

- talk about life in the city and compare it to life in the country both in

France and in other countries

* talk about national celebrations in francophone countries and their own by researching on-line and finding pictures of, for example, a national holiday in their own country, to present to the class. (TS 2.3, 3.3, 4.3)
* write a magazine article.

Grammar:

- tell what happens to him / her or to someone else

- refer to people, places and things already mentioned

- tell what s/he knows and whom s/he knows

- tell for whom something is done

- give commands/suggestions (e.g.for posters)

- talk about habitual and continuous actions in the past

- narrate in the past / describe past events

- start giving more information in one sentence / using subclauses / more

complex sentence structure

- tell what s/he and others do for each other

- make negative statements

- tell what s/he has just done

- describe future events, his/her vision of the future

- tell what s/he has others do

- talk about what would happen under certain conditions; more abstract ideas

- ask different types of questions/vary their questioning technique

- tell people what to do using pronouns

- compare people and things and choose superlatives

- talk about past actions using every sophistication of the "passé composé"

- refer to previously mentioned places

- talk about people and things already mentioned using all possible object

pronouns

- describe how s/he does things

- request information formally and informally

- find out how long someone has been doing something

- talk about things that may or may not happen

- express what s/he wishes, hopes, or would like others to do

- ask questions to distinguish between two or more people or things.

In order to fulfill the performance indicators abovewhich deal with speaking / discussion and aural comprehension of new vocabulary, (as well as to rehearse for the Internal Assessment), in addition to regular class practice, students will, in fortnightly sessions in the Language Lab,:

* use an interactive CD to improve their pronunciation.
* record individually and in pairs\*, creating MP3s for evaluation. (\*Students are expected to collaborate to prepare for recorded dialogues by sharing an online document with their partner, and / or by using social media or Skype (TS 2.1))
* control curriculum-related video clips and feature films at their own pace in order to complete comprehension questions.
* use interactive websites to practice vocabulary and grammar.

(TS 1.1, 1.2, 2.1, 2.2)

**Assessments**

In working to prepare Ab Initio language candidates for the following IB Assessments, several other types of diagnostic methods and formative assessments are used.

Summative IB Assessments are:

External assessment 75%

Paper 1 (1 hour 30 minutes): Receptive skills

Understanding of four written texts. (40 marks)

Text-handling exercises.

30%

Paper 2 (1 hour): Productive skills

Two compulsory writing exercises. (25 marks)

Section A (7 marks): One question to be answered from a choice of two.

Section B (18 marks): One question to be answered from a choice of three.

25%

Written assignment: Receptive and productive skills

A piece of writing, 200–350 words, demonstrating intercultural understanding and written in

the target language. (20 marks)

20%

Internal assessment 25% (10 minutes): Interactive skills

Individual oral (25 marks)

Three-part oral internally assessed by the teacher and externally moderated by the IB

towards the end of the course.

• Part 1: Presentation of a visual stimulus (from a choice of two) by the student.

• Part 2: Follow-up questions on the visual stimulus.

• Part 3: General conversation including at least two questions on the written

assignment.

Formative Assessments used to work towards the above include:

Homework exercises on vocabulary and grammar.

Quizzes on all elements of each unit.

Various reading passages.

Listening Comprehension exercises.

Pairwork, oral questions, conversation.

Internet games and review quizzes to be sent to the teacher. (TS 2,1).

Unit tests, detailed below, are "portfolios" of a listening exercise, an oral (most often interactive – with a partner), a reading comprehension (taken increasingly often from past Papers 1), a short essay (in the style / register required by Paper 2- see below\*), and grammar exercises.

Ab Initio candidates are assessed using IB criteria, and the most recent grade boundaries, for the specific IB tasks such as written pieces (Paper 2), reading comprehension (Paper 1), the recorded oral and the cultural information needed for the Written Assignment. Please see LMS for this course for details.

Review test: Present tense, and Passé Composé of "avoir", "être", and reflexive verbs.

Oral is a picture description of daily routine activities.

First Unit Test: Cultural activities (entertainment) vocabulary, pronouns "me, te, nous, vous, le, la, les", verbs "savoir / connaître", reading and listening comprehension, recorded conversation about weekend plans. E-mail to grandparents.

Second Unit Test: Minor illness (physical health) vocabulary, pronouns "lui, leur, en", The Imperative, verbs "souffrir et ouvrir", role play doctor / patient. Excuse note to school administrator from parents for illness or poster for school play.

Third Unit Test: Telecommunications (technology) vocabulary, Imperfect Past tense - formation and usage, reading and listening comprehension, recorded imaginary telephone conversation. Article on social network use.

Fourth Unit Test: Air and train travel (transport / environmental concerns) vocabulary, compare / contrast Passé Composé with Imparfait, reading and listening comprehension, recorded individual travelogues, blogs/ presentations on Thanksgiving weekend activities. Interview with sports / music star about his/her childhood.

Students are also required to produce a mock Written Task before the winter vacation. This involves researching and writing an essay comparing a topic of cultural interest in their own country with the same topic in the francophone world.

* Ab Initio candidates will work with the librarian and teacher to identify authentic, appropriate websites and materials to use for research into their chosen topic for the Written Assignment. (TS 3.2, 3.3, 4.2, 4.3)

Fifth Unit test and Semester Exam; The Fifth Unit (banking / money exchange / Post Office: Town and Services) test material is integrated with this exam in the fact that Paper 1 readings are chosen to use the vocabulary just studied. Otherwise this exam will be adapted entirely from past papers.

The oral, recorded in the lab in the same format as the “real” oral in February, contains most elements of the Ab Initio oral exam. (A choice of two coloured pictures to be described within a time limit, followed by personal questions relevant to the semester's vocabulary topics.) The element missing is the short discussion of the Written Assignment for the moment.

Sixth Unit Test: "La Gastronomie"/cooking + restaurant (food and drink) vocabulary, the Future Tense, double pronouns, expression "faire+infinitif", reading and listening comprehension, recorded cookery demonstration or predictions for the future. Recipe or article on future.

Seventh Unit Test: Car travel vocabulary (transport / environmental concerns), the Conditional Tense, sentences with "Si", review of pronouns, reading and listening comprehension, recorded driving lesson. Article /survey on what transport students take to school.

Eighth Unit Test: Accident / hospital vocabulary (physical health), "qui / que", Imperative + pronouns, Comparatives / Superlatives, "meilleur/ mieux", reading and listening comprehension, recorded imaginary emergency situation. Police report of an accident.

Candidates for the IB 'Ab Initio' level in May must produce their Written Task before mid-February (see IB deadline calendar), and take a full 'mock' exam, including an oral, as part of their preparation for their final internal assessment at the end of February. This makes the exact format of the exams clear, and helps them realise what work they still need to do on their reading and writing. They are given more practice papers and a review list for the Spring Vacation.

Ninth Unit Test: Hotel vocabulary (holidays), pronouns "y" and combinations with "en", adverbs, verbs in Passé Composé which could be either "avoir" or "être", reading and listening comprehension, recorded role play at Hotel Reception. Formal letter format for the essay to book a room or make a complaint.

Tenth Unit Test + formation and use of basic Subjunctive from Chap. 12: Metro / bus vocabulary (town and services), review of questions, "venir de + infinitif", "depuis", reading and listening comprehension, recorded memorised conversation requiring Subjunctive.

Eleventh Unit Test: Town / Country (neighbourhood / physical geography) vocabulary, "Lequel - celui-là", verbs "suivre, conduire, vivre", prepositions + infinitive, reading and listening comprehension, recorded speech about town / country preferences including some environmental information.

\*Types of texts students could be required to produce for Paper 2

(Section A = 50 words, Section B = 100 words)

Section A Section B

Advertisement/flyer Article

Blog Blog

Email Brochure

Entry/post on social networking site Diary

Invitation Email

List Entry/post on social networking site

Menu Essay (where appropriate)

Message/note Interview

Notice Letters: formal/ informal

Postcard Report

Poster Review

Speech/presentation

**Core Topics**

For ab initio year 2:

Review of basic material of French I, including Daily routines, Personal details, Education and Weather.

Individual and society:

Physical health (minor ailments / hospitalisation)

Food and Drink (cookery)

Leisure and work:

Entertainment (cinema / theatre / music)

Technology / Media (telephone / computer )

Transport (plane / train / car)

Holidays (hotel / accommodation)

Urban and Rural Environment:

Town and services (bank / post office / public transport)

Environmental Concerns (pollution)

Neighbourhood (town and country)

Physical Geography

Essential Grammar:

Imperfect Past Tense compared to the "Passé Composé".

Future and Conditional tenses.

The Subjunctive mode.

**Specific Content**

Please see also “Français ab initio Programme Spécifique for first examinations in 2013” under the Resources section of the LMS for this course. The way this is delivered in Yr 2 at TASIS is:

Review = the self and family, the home, school, sports, daily routine, weather, shopping, travel. (Essential grammar: regular and irregular verbs in the Present Tense, and the "Passé Composé" with "avoir" and "être".)

Individual and Society

Physical Health = a. Minor illness, parts of the body, appointments, medicines and prescriptions.

b. Emergencies leading to hospitalisation: accidents, admission to A + E, operations, more parts of the body.

Food and Drink: = Cookery: relevant verbs, kitchen equipment and ingredients, regional dishes including North African, recipes. Review of French meals and restaurant vocabulary.

Leisure and work

Entertainment = cinema / movies, theatre, museum, music.

Technology: = computers, Internet, e-mail, fax, telephone.

Transport: = a. Travel by train in former and modern times. Airport procedure on departure and arrival. Facilities on board an aircraft.

b. Different vehicles and parts of them, town and highway features, signs, directions, gas consumption / pollution.

Holidays: = Hotel reservations and facilities: at reception, in the room and bathroom, at "auberges de jeunesse"

Urban and rural environment

Town and Services: = a. banks, currency exchange, post office.

b. Public transport: bus and metro, in particular in Paris.

Neighbourhood / Physical geography / Environmental Concerns: = Town and country: The area, some geographical and town-planning features, animals, equipment and buildings on the farm.

The unit on cars is extended to look at some environmental concerns,and the unit on hospitals to consider careers, professions and future ambitions.

Grammar:

- the use of direct and indirect object pronouns,

- the pronoun "en"

- verbs "savoir, connaître, souffrir, ouvrir"

- review of Imperative.

- the formation and usage of the Imperfect past tense compared and contrasted with that of the Passé Composé

- verb "venir", and expression "venir de + infinitif"

- Prepositions used with countries / towns / places

- Relative pronouns "qui / que"

- The agreement of the past participle with preceding direct object pronouns

- Reciprocal Actions with a review of Reflexive verbs

- Negative subjects "Personne ne...et Rien ne..." with a review of other negative expressions.

- Formation of the Futur Simple and Conditional tenses

- double pronouns

- expression "Faire + infinitif"

- sentences with "Si..." (If...), comparatives (review) and superlatives of adjectives, "meilleur / mieux"

- "Qu'est-ce qui / que" and "ce qui / ce que",

- pronouns with the imperative.

- Final details of Passé Composé (verbs taking either "être" OR "avoir")

- final pronouns "y" and "en"

- formation and use of adverbs

- review /summary of all types of questions

- "Depuis quand / combien de temps?"

- "Lequel? / Celui-là"

- Prepositions + infinitive

- verbs "suivre, conduire, vivre" as basis for review of all basic tenses

- brief introduction of the Subjunctive.

**Resources**

(In addition to course text, "Bon voyage! 2" and accompanying audio-visual material and internet links)

Realia: Authentic leaflets / posters about cultural activities in France and Canada on walls of classroom, tickets, currency, information leaflets, recipes / cookbooks, town maps, road signs, hotel service / appraisal forms. Bus and metro maps and tickets.

Mary Glasgow Magazines, especially level "Ça va?", to provide extra topical reading.

The Diploma Programme Ab Initio Language-specific syllabus for first examinations in 2013.

Language ab initio Guide updated for first examinations in 2015.

Selected pages from "GCSE French, The Revision Guide", Coordination Group Publications.

IBO: Matériel de soutien pédagogique, Français ab initio, Evaluation interne. To help prepare for oral administration.

Examiners' Reports and teachers' submissions to the Online Curriculum Centre for Ab Intio French.

Past papers on Google Drive.

The Guinness Book of Records(for Superlatives).

Michael Moore's film "Sicko"; the section on medical provision in France.

French feature films as time allows (e.g."La Môme / La Vie en Rose", "Les Intouchables", “Amélie”)

French teen magazine "Phosphore" (subscribed to by US Library)and its website.

For good passages with grammar in context: "Tout Compris" 1+2, William Rowlinson, OUP

"Deux mondes" A communicative approach, Terrell, Rogers, Kerr, Speilmann - McGraw Hill.

Various and changing websites,including:

http://www.glencoe.com/sec/worldlanguages/french/bonvoyagelevel2/

https://conjuguemos.com/list.php?type=vocabulary&division=book&language=french

http://www.linguascope.com/preview/intermediate/francais/default.htm

http://www.bbc.co.uk/schools/gcsebitesize/french/readingf/ = lectures assez faciles avec vérification de vos réponses. http://www.bbc.co.uk/schools/gcsebitesize/french/readingh/ = lectures plus difficiles.avec vérification de vos réponses. http://www.laits.utexas.edu/fi/vp/index.php?v\_type=0&v\_tense=5 = verbes!

http://1jour1actu.com/infos-animees/

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