

Learner will demonstrate ability to achieve the following objectives at an Intermediate-Mid Level under the ACTFL guidelines:



Students will be able to:

- Meet most practical writing needs and limited social demands
- Write connected discourse using a variety of tenses: present, futur proche, futur simple, passé compose, imparfait, conditionnel

#### Intermediate-Mid

Able to meet a number of practical writing needs. Can write short. simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time and at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

Target 2

Reading

Students will be able to:

- Read consistently with increased understanding connected texts
- Comprehend main ideas from higher level texts using a variety of tenses

### Intermediate-Mid

Able to read consistently with increased understanding simple, connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

Target 3

Listening

Students will be able to:

- Distinguish and identify tenses
- Understand longer stretches of discourse
- Answer questions concerning main ideas of descriptive and narrative texts
- Understand the teacher speaking entirely in French

### Intermediate-Mid

Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs. Social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Students will be able to:

 Speak with evidence of connected discourse, for simple narration and/or description involving different time frames

Target 4

Speaking

- Produce speech generally understood by a native
- Participate in interactive conversational activities

### Intermediate-Mid

Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs, e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Students will:

• Acquire knowledge of cultural aspects related to the thematic content of the text

Target 5

Culture

 Develop an awareness of cultural aspects pertaining to francophone countries

Regions of the world that speak French.

Foods of France

Impression is m

# Vocabulary list

classroom equipment vocab related to computers food more fruit, vegetables, etc. restaurant- meals transportation-subway/train shopping/ shopping center heath

daily activities movies/ television

post office ski resort vocab

travel

francophone countries

cars/ vehicles telephone vocab moving vocab

# Special notes

French 3 (grades 10-12 high school) Bon Voyage Level II Chapters Review-9 Project: La Francophonie

Movies "Jean de Florette" and

"Manon des Source w/film aerobics guide

## Grammar

Review of already learned grammar points

lire, écrire, dire present tense

past tense ( passé composé) direct object pronouns pouvoir/ vouloir connaitre/ savoir

indirect object pronouns

partitive pronoun- en venir pronoun-y

negative expressions

direct object pronouns usage with imperatives reflexive verbs (se brosser, se coucher, etc.)

verbs- voir, croire, boire past tense of reflexive verbs

verb devoir

reflexive verbs- imperative

imperfect tense verb- recevoir

passé composé v. imparfait (imperfect)

si clauses

relative pronouns- qui et que

depuis future tense verb- conduire quel/ lequel

demonstrative pronouns

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