

# Descriptions of Target Student Abilities: First-Year French

## French Language Objectives, 2017

INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	FRENLANG 1 (First-Year French, 1st quarter)	FRENLANG 2 (First-Year French, 2nd quarter)	FRENLANG 3 (First-Year French, 3rd quarter)
<p>In the first year of language study, students learn to engage in interactions with their classmates and other French speakers for a variety of purposes and in a variety of contexts. They begin to use appropriate forms to participate in conversations, establish relationships with others, provide and obtain information, communicate emotions and personal reactions, and start to draw conclusions and express opinions.</p>	<p>Students will be able to use socially and culturally appropriate forms to participate in conversations, and to identify and imitate common patterns of behavior in familiar settings in French culture. Throughout the sequence, they are increasingly able to reference practices and products specific to the French-speaking world.</p>	<p>During the first quarter, students interact with their instructor and classmates in French in order to exchange basic information about themselves and each other. Utterances typically consist of memorized phrases and short sentences tailored to the situation. Students begin to identify basic cultural practices and imitate simple patterns of behavior in familiar settings across cultures.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe themselves and others (i.e. physical appearance and personality, family, city/ country of origin, professions and nationalities) using simple adjectives and verbs.</li> <li>• Talk about routine activities, their schedules, academic and social interests, likes and dislikes.</li> <li>• Give a simple description of their immediate environment (e.g. house, dorm, apartment, friend, roommate), using concrete nouns and adjectives.</li> <li>• Ask and answer basic questions related to the above contexts.</li> <li>• Stall or hesitate in a culturally appropriate manner (<i>eh, alors, voyons, donc</i>).</li> </ul>	<p>During the second quarter, students participate in more detailed conversational exchanges with their classmates and instructor and begin to elicit information from other French-speaking interlocutors. They recycle and build upon first-quarter skills to produce simple sentences. Students start to integrate an understanding of cultural norms and standards into their exchanges in French.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Carry out all communicative tasks learned in the previous quarter with greater complexity and sophistication.</li> <li>• Describe personal interests in French and Francophone cultures such as film, television, literature, and music.</li> <li>• List a simple sequence of past events or experiences using adverbs of time.</li> <li>• Talk about weather, vacation, and leisure time in the context of their native countries as well as the French and Francophone world.</li> <li>• Express wishes or desires and begin to give simple advice in a culturally appropriate manner (<i>tu devrais, il faut, je te conseille de</i>).</li> </ul>	<p>During the third quarter, students engage in more complex interactions and expand their understanding of the larger French and Francophone world. Their discourse is characterized by strings of sentences of varying length. They become increasingly aware of cultural practices and of linguistic norms, and can interact appropriately and effectively with native speakers accustomed to dealing with learners of French.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Carry out all communicative tasks learned in the previous quarter with greater complexity and accuracy.</li> <li>• Give and react to suggestions, express simple opinions and points of view.</li> <li>• Talk about past and present personal and academic experiences in greater detail and with better use of aspect.</li> <li>• Recount a trip or memorable family event using simple connectors.</li> <li>• Begin to compare holidays, religious events and other cultural traditions in the U.S. and the Francophone world.</li> </ul>

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<i>continued</i>		<ul style="list-style-type: none"> <li>• Participate with classmates in straightforward simulated situations, e.g.:               <ul style="list-style-type: none"> <li>◦ Engage in simple service transactions such as purchasing tickets, inquiring about hours of operation (museum or concert) or renting an apartment.</li> <li>◦ Initiate, sustain and conclude a telephone conversation, using set phrases to ask for a person, leave a brief message, etc.</li> <li>◦ Ask for help or information.</li> <li>◦ Give simple directions.</li> </ul> </li> <li>• Use simple phrases to express politeness, interest, surprise, or confusion (<i>pardon, bof, ce n'est pas vrai, excusez-moi</i>)</li> <li>• Recognize informal/formal register (<i>tu/vous</i>), and use appropriate forms of address in simple social exchanges.</li> <li>• Begin to become aware of the role of self-monitoring in language development.</li> </ul>	<ul style="list-style-type: none"> <li>• Make simple cultural comparisons on topics such as sports, art, travel, friendship, traditions, education, etc.</li> <li>• Participate with classmates in a wider range of simulated situations, e.g.:               <ul style="list-style-type: none"> <li>◦ Order food in a restaurant setting and express culinary preferences.</li> <li>◦ Service encounters such as shopping for food in an outdoor market or supermarket.</li> <li>◦ Initiate, sustain and conclude a more complex telephone conversation such as reserving a hotel room or inquiring about airline departure times.</li> <li>◦ Find and indicate locations using city maps, GPS or road signs.</li> </ul> </li> <li>• Use culturally appropriate phrases to express politeness when accepting or declining invitations, making excuses or communicating regret.</li> <li>• Recognize and begin to apply register in a wider range of simulated social exchanges.</li> <li>• Become increasingly aware of the role of self-monitoring in language development.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the significance of national symbols of the French-speaking world such as monuments, flags, anthems, etc.</li> <li>• Talk about the basic structure of French and Francophone institutions, for example, political and educational systems.</li> <li>• Participate in a broad range of situations, e.g.:               <ul style="list-style-type: none"> <li>◦ Make purchases.</li> <li>◦ Initiate, sustain and conclude a more complex telephone conversation such as a job inquiry or call to a pharmacy, etc.</li> <li>◦ Participate in a job interview or doctor's office visit using targeted questions and responses.</li> </ul> </li> <li>• Express politeness in a culturally appropriate manner in common contexts such as wishing someone well, offering a gift, paying or receiving compliments, making a toast, when someone sneezes, etc.</li> <li>• Use correct register with increasing accuracy in social exchanges.</li> <li>• Demonstrate self monitoring in their language development.</li> </ul>

# Descriptions of Target Student Abilities: First-Year French

## French Language Objectives, 2017

INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	FRENLANG 1 (First-Year French, 1st quarter)	FRENLANG 2 (First-Year French, 2nd quarter)	FRENLANG 3 (First-Year French, 3rd quarter)
<p>Students learn to understand and begin to interpret a range of written, oral and visual information. Texts increase in length and breadth throughout the sequence, drawing from literary as well as expository sources. These include materials created for classroom learners (e.g. simulated conversations, announcements, dialogues, cultural notes, edited literary excerpts), as well as simple authentic materials that are descriptive or informative in nature.</p>	<p>Students gain an awareness of the social and cultural forces shaping the French and Francophone worlds through exposure to written and spoken texts. They begin to develop an understanding of cultural differences in various products, practices, beliefs and values of French-speaking cultures.</p>	<p>During the first quarter, students listen to and read a variety of simple oral and written texts in French related to their own lives and academic interests as well as to the lives of others in the French and Francophone worlds.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>Identify topic, focus and/or purpose of interpersonal interactions of the type that they themselves can carry out, e.g. information related to their daily environment and routine activities, simple transactions, etc.</li> <li>List main ideas expressed in a simple oral text (of 3-4 minutes in length) of which they have some factual knowledge.</li> <li>Begin to identify general topics presented in Francophone music videos and other short clips.</li> <li>Ask and answer simple informational questions about a written or an oral text.</li> <li>Confirm understanding of texts through simple exchanges in French with class partners and instructor.</li> <li>Identify genre and pick out some details of simple materials in French such as advertisements, maps, movie or TV listings, etc.</li> </ul>	<p>During the second quarter, students listen to and read a wider variety of oral and written texts in French related to their academic and personal interests and to French and Francophone cultures.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and restate topic, focus, and/or of interpersonal interactions of the type that they themselves can carry out, e.g. longer descriptions of their immediate and surrounding community, social exchanges, simple cultural comparisons, etc.</li> <li>Restate key details expressed in longer oral texts (of 5-7 minutes in length) of which they have some factual knowledge.</li> <li>List main topics and supporting details of Francophone news broadcasts, longer cultural videos, short interviews or film clips.</li> <li>Ask and answer more complex comprehension questions about a written or oral text.</li> <li>Begin to discuss themes and main ideas of a text with class partners and instructor.</li> </ul>	<p>During the third quarter, students' exposure to oral and written texts expands to the larger French and Francophone world. Students demonstrate their understanding of these cultural products and practices and begin to draw cultural comparisons.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>Understand and explain topic, focus and/or purpose of the type of functions that they themselves can carry out, e.g. more complex social or service encounters, simple narrations of personal experiences, descriptions of topics of general interest in the French-speaking world.</li> <li>Summarize key points and main ideas expressed in longer oral texts (of 10-12 minutes in length) of which they have less factual knowledge.</li> <li>Summarize topics and some details of Francophone films and/or television shows, news broadcasts, interviews, literary or cultural discussions, opinion pieces.</li> <li>Generate and answer questions eliciting an opinion or argument in response to an oral or written presentation.</li> <li>Use an oral or written text as a springboard for class discussion and debate.</li> </ul>

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<i>continued</i>		<ul style="list-style-type: none"> <li>Understand connected discourse in straightforward texts (of about 250 words in length) on topics involving familiar vocabulary, e.g. biographical information, routine activities; or simple short poems or short story excerpts from Francophone sources.</li> <li>Become aware of differences between themselves and the French-speaking world related to familiar contexts such as living arrangements, family structure, social relationships, leisure activities, etc.</li> <li>Understand vocabulary through recognition of cognates.</li> <li>Navigate French and Francophone websites to perform simple transactions such as buying movie tickets, locating a restaurant, making a reservation.</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas and some supporting details of authentic materials such as restaurant websites, bus or train schedules, travel brochures, opinion polls from various Francophone sources.</li> <li>Understand longer examples of straightforward texts (of 250 to 500 words) on familiar topics in the French-speaking world, e.g. short interviews on famous people, simple newspaper or magazine articles on current international events, edited dramatic and fictional excerpts, etc.</li> <li>Become aware of local and regional differences in the French-speaking world in contexts related to e.g. food, traditions, religious practices, educational opportunities, cinema, art and music, etc.</li> <li>Increasingly demonstrate an ability to understand vocabulary in context.</li> <li>Observe textual features such as organization and word choice.</li> <li>Begin to use the Internet in French to access materials of personal interest.</li> </ul>	<ul style="list-style-type: none"> <li>Summarize main idea and supporting details and begin to identify arguments and opinions in written texts of increasing length.</li> <li>Understand longer examples of straightforward texts (of 500 to 750 words) on less familiar topics in the French-speaking world, e.g. cultural phenomena, political or economic events, scientific discoveries, etc.</li> <li>Begin to make cultural comparisons related to social, historical and political differences between France and other Francophone regions (e.g. North or West Africa, Quebec, etc.).</li> <li>Identify and expand vocabulary through context in oral and written texts.</li> <li>Recognize cohesive devices and organization of texts.</li> <li>Expand Internet use in French to access materials of academic and cultural interest.</li> </ul>

# Descriptions of Target Student Abilities: First-Year French

## French Language Objectives, 2017

<b>PRESENTATIONAL ABILITIES</b>	<b>Intercultural Competency in the Presentational Mode</b>	<b>FRENLANG 1 (First-Year French, 1st quarter)</b>	<b>FRENLANG 2 (First-Year French, 2nd quarter)</b>	<b>FRENLANG 3 (First-Year French, 3rd quarter)</b>
<p>Students will present information, orally and in writing, to an audience or a reader on a variety of cultural topics. Reports are primarily descriptive or informative in nature and evolve in focus from the students' immediate environment toward topics of personal and academic interest in the French-speaking world.</p> <p>Oral and written reports increase in length and complexity and exhibit the beginnings of paragraph-length discourse.</p>	<p>Students learn to deliver oral and written presentations in contextually appropriate formats and manner. By the end of the sequence, they begin to compare in their presentations some of the cultural products, practices, beliefs, and values present in Francophone cultures, using memorized phrases as well as their own sentences of varying length.</p>	<p>During the first quarter, students present basic information about themselves, their classroom community, and some important figures in the French-speaking world.</p> <p>At the end of the quarter, students will be able to:</p> <p><b>In Oral presentation</b></p> <ul style="list-style-type: none"> <li>• Present highly rehearsed reports (up to 5 minutes in length) on :               <ul style="list-style-type: none"> <li>◦ Personal topics related to their immediate world, such as a self-description, family, hobbies and pastimes.</li> <li>◦ Interests connected to French / Francophone culture, such as a particular dish, sports, style of art or music, artist or celebrity.</li> </ul> </li> </ul>	<p>During the second quarter, students present information related to the French-speaking community outside the classroom.</p> <p>At the end of the quarter, students will be able to:</p> <p><b>In Oral presentation</b></p> <ul style="list-style-type: none"> <li>• Present rehearsed reports (approximately 7-8 minutes in length) on topics of personal interest related to the French-speaking world, such as travel (e.g. a region they have visited or would like to visit), food, an author or historical figure, or local traditions.</li> </ul>	<p>During the third quarter, students present on topics of general interest in the French and Francophone world.</p> <p>At the end of the quarter, students will be able to:</p> <p><b>In Oral presentation</b></p> <ul style="list-style-type: none"> <li>• Present rehearsed and structured reports (of approximately 10 minutes) on topics of broad academic interest related to the French-speaking world, e.g. education, political or economic events, music and the arts, or scientific discoveries.</li> <li>• Refer to secondary sources consulted for their presentations.</li> <li>• Begin to gain awareness of the type of presentational language used in French.</li> <li>• Ask and answer more sophisticated questions related to the presentation topic.</li> </ul>

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<i>continued</i>		<p><b>In Written presentation</b></p> <ul style="list-style-type: none"> <li>• Write what they can say, for example:               <ul style="list-style-type: none"> <li>◦ Describe people, places and daily activities.</li> <li>◦ Ask and answer simple questions.</li> <li>◦ Express preferences, likes and dislikes.</li> <li>◦ Give instructions and directions.</li> <li>◦ Apologize.</li> </ul> </li> </ul>	<p><b>In Written presentation</b></p> <ul style="list-style-type: none"> <li>• Write what they can say using a wider array of language functions, such as:               <ul style="list-style-type: none"> <li>◦ Draw simple comparisons.</li> <li>◦ Communicate wishes and interests, their own as well as those of the community around them.</li> <li>◦ Begin to describe past activities and events.</li> <li>◦ Extend, accept or decline an invitation.</li> <li>◦ Make excuses or express regret.</li> </ul> </li> <li>• Write 1.5- to 2-page descriptive reports in formats such as a simple restaurant review, summary of a film or theater event, a letter about a memorable trip to a French-speaking country, etc.</li> <li>• Edit for high frequency errors based on the material taught.</li> </ul>	<p><b>In Written presentation</b></p> <ul style="list-style-type: none"> <li>• Write what they can say using a wider array of language functions, such as:               <ul style="list-style-type: none"> <li>◦ Begin to express opinions.</li> <li>◦ Begin to narrate past events and experiences using simple connectors.</li> <li>◦ Give advice and suggestions.</li> <li>◦ Express emotions such as interest, indifference, surprise and irritation.</li> <li>◦ Begin to express (lack of) agreement and doubt.</li> </ul> </li> </ul>