

# Descriptions of Target Student Abilities: Second-Year French

## French Language Objectives, 2017

INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	FRENLANG 21C (Second-Year French: Cultural Emphasis, 1st quarter)	FRENLANG 22C (Second-Year French: Cultural Emphasis, 2nd quarter)	FRENLANG 23C (Second-Year French: Cultural Emphasis, 3rd quarter)
<p>In the second year of language study, students continue to apply skills learned in first-year French in order to interact with other French speakers in a range of contexts, both academic and professional. They learn to target with increasing accuracy the social and cultural appropriateness of these exchanges.</p>	<p>Students will be able to understand, analyze and compare cultural and social norms between their own and Francophone worlds. They will also come to better understand a diversity of cultural products and practices in some unfamiliar cultural contexts.</p>	<p>During the first quarter, students refine skills developed during the first year of language study. They are able to identify and discuss patterns of Francophone cultural products and practices and express viewpoints on concrete topics of social and economic interest in the French-speaking world. Students share these views with their peers through oral discussion in pairs or small groups.</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 of the previous year with greater ease and confidence.</li> <li>• Describe in detail people, events and activities related to their immediate environment and the Francophone world, e.g. self, family and friends, habits and pastimes, living arrangements, personal aspirations, and academic interests.</li> <li>• Express opinions, likes and dislikes, and emotions (e.g. surprise, admiration, approval, doubt) in relation to familiar topics.</li> </ul>	<p>During the second quarter, students use their acquired skills to develop opinions, express points of view and develop cultural comparisons. They discuss diverse Francophone cultural products and practices in comparison with their own culture and talk about a variety of topics of political, social, economic and literary importance in the French-speaking world. Students share these views with peers through more highly organized oral discussion in pairs or small groups.</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 of the previous quarter with greater confidence and sophistication.</li> <li>• Exchange information on a broader range of topics related to the French-speaking world such as professional and academic life, travel and leisure, culinary and other cultural traditions.</li> <li>• Begin to express appropriately, with peers, opinions on controversial topics such as immigration in France, gender equality, etc.</li> </ul>	<p>During the third quarter, students develop greater analytical skills and show an increased ability to express opinions, develop arguments and evaluate the contributions of their classmates. They are able to draw complex cultural comparisons, interact in some unfamiliar contexts and better explain how others' actions reflect their cultural beliefs. Students share these views with their peers through organized oral discussion and structured debate.</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 of the previous quarter with greater sophistication, accuracy, and ease.</li> <li>• Discuss issues related to such areas as professions, health, technology, politics, society, and other topics of academic and professional interest in the French and Francophone worlds.</li> <li>• Express and respond appropriately to opinions in a wide range of contexts, e.g. class debate, interview, discussion with a professor or supervisor, etc.</li> </ul>

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<p>With respect to spontaneous oral and written discourse, students produce increasingly longer and more complex utterances: primarily sentences of varying length in the first quarter, connected sentences and strings of sentences in the second quarter, and paragraph-length discourse by the end of the sequence.</p>		<ul style="list-style-type: none"> <li>• Narrate past experiences (such as a memorable trips, events, childhood activities), expressing habitual versus completed actions.</li> <li>• Begin to compare cultural behaviors or practices in a wider array of contexts, e.g. regional traditions, family interactions, festivals, art, music.</li> <li>• Negotiate diverse social exchanges such as making appointments, undergoing a preliminary interview, etc.</li> <li>• Begin to use circumlocution strategies to resolve difficulties in communication.</li> <li>• Use appropriate register (e.g. tu vs. vous) with increasing accuracy.</li> <li>• Start to recognize errors and self-correct in oral discourse.</li> </ul>	<ul style="list-style-type: none"> <li>• Narrate in the past (using all tenses) with increasing accuracy and greater detail.</li> <li>• Provide fuller descriptions of culturally-specific phenomena in France and the Francophone world, while drawing comparisons with their own cultures.</li> <li>• Initiate, sustain, and conclude more comfortably a range of social and service encounters.</li> <li>• Use an array of linguistic strategies to facilitate communication.</li> <li>• Recognize register in increasingly complex social exchanges.</li> <li>• Continue to self-correct with greater precision.</li> </ul>	<ul style="list-style-type: none"> <li>• Defend an opinion by citing past events or experiences as support.</li> <li>• Present and develop an argument using hypothesis and conjecture.</li> <li>• Compare and contrast cultural attitudes, mores, and ideologies.</li> <li>• Navigate some formal procedures, e.g. locate a job or internship opportunity in a Francophone country, submit forms for visas, travel/work permits, etc.</li> <li>• Negotiate a linguistically unfamiliar situation with ease.</li> <li>• Adapt written and oral communication according to social context / status of the French-speaking interlocutor.</li> <li>• Self-correct with greater precision.</li> </ul>

## Descriptions of Target Student Abilities: Second-Year French French Language Objectives, 2017

INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	FRENLANG 21C (Second-Year French: Cultural Emphasis, 1st quarter)	FRENLANG 22C (Second-Year French: Cultural Emphasis, 2nd quarter)	FRENLANG 23C (Second-Year French: Cultural Emphasis, 3rd quarter)
<p>Students show increasing ability to understand and interpret a variety of written, oral and visual information on diverse topics. They learn to draw comparisons between their own experiences and the Francophone world through texts, video and other audiovisual and electronic media.</p>	<p>Students develop a more culturally authentic frame of reference as they engage with oral and written texts from the French-speaking world. They will be able to identify an ever greater range of cultural products and practices within these texts and begin to perceive subtleties in the ways cultural perspective is conveyed.</p>	<p>Students draw meaning from a variety of French and Francophone literary and expository written texts (of up to 4 pages in length), as well as of films and short audio or visual clips. They use French to interpret these materials and develop those interpretations in class discussion.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Carry out all interpretive tasks of the first year with greater sophistication and depth.</li> <li>• Identify the main ideas and relevant details of written or oral texts on a variety of topics in the Francophone world, e.g., people and appearances, children and childhood, social class, customs and traditions.</li> <li>• Apply general strategies in reading comprehension: skim, scan, read and question.</li> <li>• Ask and answer factual questions about the text .</li> <li>• Summarize a storyline or theme.</li> </ul>	<p>Students draw meaning from a broader range of oral and written texts in French on more diverse topics relating to the Francophone world (of 5 pages or more in length), including but not limited to: news broadcasts, podcasts, poems, as well as one complete short story or play. Analysis of these materials serves as a basis for class discussion and assignments</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Carry out all interpretive tasks of the previous quarter with greater depth and complexity.</li> <li>• Summarize the main idea and supporting information of French and Francophone written and oral texts on broader topics such as travel and leisure activities, cuisine, and other cultural practices.</li> <li>• Follow and document shifting topics in a conversation, interview, or written text.</li> <li>• Ask and answer factual and some analytical questions about the text.</li> </ul>	<p>Students demonstrate the ability to understand longer and more complex oral and written media in French, including Francophone literary and non-literary texts as well as a book-length play or novel. They are better able to distinguish and interpret cultural indicators in unfamiliar contexts.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Carry out interpretive tasks of the previous quarter with greater sophistication, depth and complexity.</li> <li>• Identify and analyze focus, purpose, and point of view of extended written and oral texts on issues related to French and Francophone cultural attitudes, language and politics.</li> <li>• Synthesize textual arguments and begin to assess their validity.</li> <li>• Ask and answer factual as well as more nuanced analytical questions about the text.</li> </ul>

# Descriptions of Target Student Abilities: Second-Year French

## French Language Objectives, 2017

INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	FRENLANG 21C (Second-Year French: Cultural Emphasis, 1st quarter)	FRENLANG 22C (Second-Year French: Cultural Emphasis, 2nd quarter)	FRENLANG 23C (Second-Year French: Cultural Emphasis, 3rd quarter)
<p>Throughout the sequence, students work with progressively longer and more complex texts, both literary and non-literary. Sources include textbook and ancillary materials created for classroom learners, edited or glossed oral and written texts, as well as unedited authentic materials.</p>		<ul style="list-style-type: none"> <li>• Discuss how the text compares and relates to personal or academic experiences.</li> <li>• Begin to deduce meaning of new French vocabulary according to context.</li> <li>• Identify an author's or narrator's main argument in an oral or written text.</li> <li>• Begin to recognize cultural features in the text, e.g. political or regional affiliation.</li> </ul>	<ul style="list-style-type: none"> <li>• Reconstruct and narrate in detail a storyline or chain of events presented in a text or French-language film.</li> <li>• Relate texts to other oral and written pieces or areas of study.</li> <li>• Become increasingly aware of vocabulary and phrases typical of different styles of usage.</li> <li>• Begin to perceive point of view and tone in literary and journalistic writing.</li> <li>• Situate the material in terms of cultural context.</li> </ul>	<ul style="list-style-type: none"> <li>• Track shifts in narration and begin to identify nuance and other narrative devices in a variety of Francophone oral and written texts.</li> <li>• Integrate arguments, opinions and themes drawn from texts into class discussion.</li> <li>• Recognize variations within professional/academic and colloquial language.</li> <li>• Recognize and more fully understand tone, style, cultural context and some rhetorical strategies of literary and non-literary authentic French texts.</li> </ul>

## Descriptions of Target Student Abilities: Second-Year French French Language Objectives, 2017

PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	FRENLANG 21C (Second-Year French: Cultural Emphasis, 1st quarter)	FRENLANG 22C (Second-Year French: Cultural Emphasis, 2nd quarter)	FRENLANG 23C (Second-Year French: Cultural Emphasis, 3rd quarter)
<p>Students present to an audience, orally and in written form, on topics of cultural, political, social and academic or professional interest related to France and the Francophone world.</p>	<p>Students conduct oral and written presentations in a contextually appropriate manner and format. At the end of the sequence, they will be able to compare cultural products, practices, norms and values in their oral and written presentations using paragraph-length discourse and appropriate presentational language.</p>	<p>During the first quarter, students give written and oral presentations on a topic of personal 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>• Carry out all presentational tasks of the first year with greater sophistication, confidence and ease.</li> <li>• Discuss subjects of personal interest in the French and Francophone world, e.g. sports or leisure, the arts, authors or political/historical figures, cities or regions, etc.</li> <li>• Give rehearsed oral presentations of 8 to 10 minutes in length, using minimal notes and an audiovisual component.</li> <li>• Introduce and summarize authentic cultural material within the presentation.</li> <li>• Ask and answer questions on the presentation topic.</li> </ul>	<p>During the second quarter of second year, students develop longer and more analytical essays and oral presentations on a wider variety of topics related to 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>• Carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease.</li> <li>• Discuss topics of professional and academic relevance (such as the culinary arts or other cultural traditions, regionalism and travel) in the French and Francophone world .</li> <li>• Give a rehearsed, structured presentation (12-15 minutes), using some notes and audio/visuals as appropriate.</li> <li>• Compare and contrast authentic Francophone cultural materials within the presentation.</li> <li>• Prepare more elaborate questions on the presentation topic to promote class discussion.</li> </ul>	<p>During the third quarter, students develop research-based oral and written presentations analyzing and integrating a variety of written and oral texts in French.</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>• Carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease.</li> <li>• Discuss and debate controversial issues of political, social, philosophical or ideological interest in the French and Francophone world.</li> <li>• Give a well-structured, less rehearsed presentation (15-20 minutes), with judicious use of notes and audio/visual elements.</li> <li>• Give an oral analysis of authentic Francophone written or oral texts.</li> <li>• Respond in detail to questions on the presentation topic and guide audience discussion.</li> </ul>

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<i>continued</i>		<p><b>In Written presentation</b></p> <ul style="list-style-type: none"> <li>• Write descriptive compositions (of 2 to 3 pages) such as:               <ul style="list-style-type: none"> <li>◦ An extended letter describing personal and academic interests.</li> <li>◦ An application for an educational program or internship abroad.</li> <li>◦ A written portrait of characters in a Francophone film, story, news event, etc.</li> </ul> </li> <li>• Narrate using some connectors to develop paragraph-length discourse.</li> <li>• Self-edit for high-frequency errors.</li> </ul>	<p><b>In Written presentation</b></p> <ul style="list-style-type: none"> <li>• Write expository compositions (of 3 to 4 pages) such as:               <ul style="list-style-type: none"> <li>◦ Narrations of past events or experiences (e.g. a specific cultural encounter), with attention to habitual vs. completed actions.</li> <li>◦ A comparison/contrast of two cultural experiences (e.g. travel or living situations abroad).</li> <li>◦ Description of an issue and personal reaction to it.</li> </ul> </li> <li>• Use a broader range of syntactic structures, including connectors, to expand their writing.</li> <li>• Use structures of logical reasoning (compare and contrast, cause and effect).</li> <li>• Continue to self-edit for high-frequency errors, content structure as well as style, register and syntax appropriate to academic language.</li> </ul>	<p><b>In Written presentation</b></p> <ul style="list-style-type: none"> <li>• Write expository and analytical compositions (of 4 to 5 pages), including:               <ul style="list-style-type: none"> <li>◦ A job application letter explaining past work experience and future aspirations and goals.</li> <li>◦ Persuasive essays stating and arguing a position on an issue of political/social interest.</li> </ul> </li> <li>• Demonstrate the ability to write in paragraph-length discourse using a variety of connectors.</li> <li>• Refine structures of logical reasoning and begin to integrate appropriate rhetorical devices.</li> <li>• Continue to edit for high-frequency errors, style, register and syntax appropriate to academic writing and presentation.</li> </ul>