French 2

Course Overview

Students in French 2 continue their voyage of discovery as they further explore the language and the culture of the peoples who speak this modern world language. Students continue to develop their ability to understand spoken and written French. At the same time, they learn to communicate orally and in writing in a culturally appropriate manner about a variety of familiar topics that include self, family and friends, celebrations, shopping and foods, school, daily routines, camping, and health. In other words, they learn how, when, and why to say what to whom. Vocabulary and grammatical structures are taught within the context of everyday topics. Culture is embedded throughout the course and relates directly to the topics studied.

French 2A

Students use French to exchange information, orally and in writing, about themselves and others. They interpret spoken and written French from a variety of sources and use the language to communicate about celebrations, shopping and food preparation, as well as school.

There are four units in French 2A:

Unit 1  *Ma famille, mes copains et moi / My Family, My Friends, and I*

Unit 2  *Faisons la fête ! / Let’s Party!*

Unit 3  *Faisons les courses !/ Let’s Go Grocery Shopping!*

Unit 4  *L’école et les cours / School and Classes*
French 2B

Students in French 2B communicate, orally and in writing, about their daily routines and their childhood. They use French to describe life in the country and city and to communicate about past and present camping experiences. In addition, they speak and write about health and ways to maintain one’s health. Throughout the course, students interpret information on these topics when listening and reading.

There are four units in French 2B:

Unit 5  *Mes routines quotidiennes* / My Daily Routines

Unit 6  *Quand j’étais petit* / When I Was Little

Unit 7  *Faisons du camping !* / Let’s Go Camping!

Unit 8  *Comment tu te sens ?* / How Do You Feel?
UNIT OVERVIEWS

French 2A

Unit 1 - *Ma famille, mes copains et moi / My Family, My Friends, and I*

In Unit 1, *Ma famille, mes copains, et moi*, students make the transition into level 2. They use the French language to communicate, orally and in writing, about themselves and others. They ask and answer questions, describe themselves and others, and communicate about their likes and dislikes. They identify family traditions in Francophone countries and compare them to those in the United States. Throughout the unit, students interpret information on these topics when listening and reading.

**Students will be able to:**
- Describe themselves and others
- Ask and answer questions about others
- Communicate about their likes and dislikes
- Communicate about the frequency of activities
- Identify some family traditions in Francophone countries and compare them to those in the United States
- Identify some famous Francophone people and describe their contributions

**Students will review and apply:**
- Present tense of *avoir*
- Present tense of *être*
- Adjective agreement and placement
- Placement and agreement of *beau, nouveau, vieux*
- Present tense of *–er, –ir, and –re* verbs
- Present tense of *dormir, partir, and sortir*
Unit 2 - *Faisons la fête ! / Let’s Party!*

In Unit 2, *Faisons la fête !*, students speak and write about past and present celebrations. They ask and answer questions on what has been done to prepare for celebrations. In addition, they communicate, orally and in writing, to offer good wishes to others and to seek and offer advice. They identify celebrations in Francophone countries and compare them to those in the United States. Throughout the unit, students interpret information on these topics when listening and reading.

**Students will be able to:**
- Communicate about celebrations (past and present)
- Offer good wishes
- Ask for and offer advice and help
- Ask and answer questions about what has been done
- Identify and describe celebrations in Francophone countries and compare them to those in the U.S.

**Students will learn and apply:**
- Direct object pronouns with the present tense
- Indirect object pronouns with the present tense
- The *passé composé* of regular verbs with *avoir*
- The *passé composé* of irregular verbs with *avoir* (*boire, faire, prendre, mettre*)
- The *passé composé* with *être* (*aller, arriver, partir, venir*)
- Present tense of *offrir*
Unit 3 - *Faisons les courses !* / Let’s Go Grocery Shopping!

In this unit, *Faisons les courses !*, students communicate, orally and in writing, about past and present experiences preparing food. They describe the measurement system used in Francophone countries and compare it to the system used in the United States. Students ask and answer questions related to shopping for groceries both in the past and present. They identify and describe foods from Francophone countries as well as customs related to grocery shopping and compare them to those in the United States. Throughout the unit, students interpret information on these topics when listening and reading.

**Students will be able to:**

- Communicate about preparing food (past and present)
- Ask and answer questions related to shopping for groceries (past and present)
- Identify and describe foods from Francophone countries and compare them to those in the U.S.
- Identify and describe customs related to food and shopping in Francophone countries and compare them to those in the U.S.
- Describe the measurement system used in Francophone countries and compare it to the system used in the U.S.
- Identify the impact of the geography of Francophone countries on food and meals in everyday life.
- Identify some famous Francophone people and describe their contributions

**Students will learn and apply:**

- The pronoun *y*
- The pronoun *en*
- Prepositions of location
- The *passé composé* of regular verbs with *avoir*
- The *passé composé* of irregular verbs with *avoir* (*boire, faire, prendre, mettre*)
- The *passé composé* of verbs with *être* (*aller, arriver, partir, venir*)
Unit 4 - L’école et les cours / School and Classes

In Unit 4, L’école et les cours, students communicate, orally and in writing, about past and present school-related events. They identify and describe customs and practices related to school in Francophone countries and compare them to those in the United States. In addition, students ask and answer questions related to computers. They also describe products and practices related to computers and the internet in Francophone countries and compare them to those in the United States. Throughout the unit, students interpret information on these topics when listening and reading.

**Students will be able to:**
- Communicate about school-related events (past and present)
- Ask and answer questions about computers
- Identify and describe customs and practices related to school in Francophone countries and compare them to those in the U.S.
- Identify and describe products and practices related to computers and internet in Francophone countries and compare them to those in the U.S.

**Students will learn and apply:**
- Quelqu’un, quelque chose, ne...personne, ne...rien, ne...que, ne...jamais
- Present tense of suivre
- Depuis, il y a, ça fait
- Present tense of savoir and connaître
- The passé composé of regular verbs with avoir
- The passé composé of irregular verbs with avoir (boire, faire, prendre, mettre)
- The passé composé of verbs with être (aller, arriver, partir, venir)
French 2B

Unit 5 - *Mes routines quotidiennes / My Daily Routines*

In Unit 5, *Mes routines quotidiennes*, students communicate, orally and in writing, about their morning and evening routines, in both the present and past. They express impatience and tell other people to do things. In addition, they identify and describe practices related to daily routines and schedules in Francophone countries and compare them to those in the United States. Throughout the unit, students interpret information on these topics when listening and reading.

**Students will be able to:**
- Communicate about their daily routines (past and present)
- Express impatience
- Communicate about when they do things
- Tell others to do something
- Identify and describe practices related to daily routines and schedules in Francophone countries and compare them to those in the U.S.

**Students will learn:**
- Reflexive verbs
- *Tout, tous, toute, toutes*
- Reflexive verbs in the *passé composé*
- The imperative with reflexive verbs
Unit 6 - *Quand j’étais petit/* When I Was Little

In this unit, *Quand j’étais petit*, students communicate, orally and in writing, about their childhood and describe events in the past. In addition, they describe life in the country and compare it to life in the city. Students identify and describe children’s games and nursery rhymes in Francophone countries and compare them to those in the United States. They also make comparisons between activities done in the countryside in Francophone countries and those done in the United States. Throughout the unit, students interpret information on these topics when listening and reading.

**Students will be able to:**
- Communicate about their childhood
- Describe events in the past
- Describe life in the country and compare it to life in the city
- Identify and describe nursery rhymes and children’s games in Francophone countries and compare them to those in the U.S.
- Identify and describe activities done in the countryside in Francophone countries and compare them to those in the U.S.

**Students will learn and apply:**
- The *imparfait*
- The use of the *passé composé vs the imparfait*
- The comparative with adjectives and nouns
- The superlative with adjectives

Unit 7 – *Faisons du camping !* / Let’s Go Camping!

In Unit 7, *Faisons du camping !*, students communicate, orally and in writing, about past and present camping experiences. They identify and describe practices related to the outdoors in Francophone countries and compare them to those in the United States. In addition, they identify the impact of geography of Francophone countries on the outdoors in everyday life. Throughout the unit, students interpret information on these topics when listening and reading.

**Students will be able to:**
- Communicate about camping (past and present)
- Describe past events
- Identify and describe practices related to the outdoors in Francophone countries and compare them to those in the U.S.
- Identify the impact of the geography of Francophone countries on the outdoors in everyday life.

**Students will learn and apply:**
- The use of the *passé composé vs the imparfait*
- *Imparfait* with weather expressions
- *Etre en train de*
Unit 8 – *Comment tu te sens ? / How Do You Feel?*

In the final unit of French 2, *Comment tu te sens ?*, students communicate, orally and in writing, about their past and present health. They also give advice on how to maintain one’s health and express sympathy for others. In addition, students identify and describe practices related to health care and fitness in Francophone countries and compare them to those in the United States. Throughout the unit, students interpret information on these topics when listening and reading.

**Students will be able to:**
- Communicate about their health (past and present)
- Give advice on how to maintain one’s health
- Sympathize with someone
- Identify and describe practices related to health care and fitness in Francophone countries and compare them to those in the U.S.

**Students will learn and apply:**
- Informal and formal commands
- Definite articles with body parts
- The *passé composé* of regular verbs with *avoir*
- The *passé composé* of irregular verbs with *avoir*
- The *passé composé* of verbs with *être*
- The *imparfait*
- The use of the *passé composé* vs the *imparfait*