

Descriptions of Target Student Abilities: First-Year French
French Language Objectives (revised 2010)

(Based on the Spanish & Portuguese Language Objectives (1997) by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpersonal Abilities	FRENLANG 1 (First-Year French, 1st quarter)	FRENLANG 2 (First-Year French: 2nd quarter)	FRENLANG 3 (First-Year French: 3rd quarter)
<p>Throughout the first year of language study, students learn to interact with their classmates and other French speakers for a variety of purposes and in a variety of contexts. They begin to use socially and culturally 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>During the first quarter of first year, students interact with their teacher 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.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • describe themselves and others (i.e. physical appearance and personality, family, city/country of origin, professions and nationalities) using simple adjectives and verbs • talk about routine activities, their schedules, academic and social interests, likes and dislikes • give a simple description of their immediate environment (e.g. house, dorm. apartment), using concrete nouns and adjectives • ask and answer basic questions related to the above contexts 	<p>During the second quarter of first year, students recycle and build upon first-quarter skills and vocabulary to produce simple sentences. They participate in more detailed conversational exchanges with their classmates and teacher and move beyond the classroom to begin to elicit information from other French-speaking interlocutors.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • carry out all communicative tasks learned in the previous quarter with greater complexity and sophistication • describe in greater detail personal interests such as film, television, literature and music • list a simple sequence of past events or experiences using adverbs of time • talk about weather, vacation, and leisure time in the context of their native countries as well as the French and Francophone world 	<p>During the third quarter, students engage in more complex interactions and expand their interest in the larger French and Francophone world. They become increasingly aware of cultural and linguistic appropriateness and can be understood by native speakers accustomed to dealing with learners of French. Their discourse is characterized by sentences and sentence groups of varying length.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • carry out all communicative tasks learned in the previous quarter with greater complexity and accuracy • talk about personal and academic routine in greater detail in both past and present • recount a trip or memorable family event using simple connectors to begin paragraph-length discourse • describe childhood experiences with greater attention to differences between punctual events and habitual actions

	<ul style="list-style-type: none"> • begin to express similarities and differences between people, places, and things from their immediate world • stall or hesitate in a culturally appropriate manner (<i>eh, alors, voyons, donc</i>) • participate with their classmates in straightforward simulated situations, e.g.: <ul style="list-style-type: none"> ○ engage in simple service transactions such as purchasing a ticket, inquiring about hours of operation (museum or concert hours), formulate questions for renting an apartment ○ initiate, sustain and conclude a telephone conversation, using set phrases to ask for a person, leave a brief message, etc. ○ ask for help or information and give simple directions • use simple phrases to express politeness, interest, surprise, or confusion (<i>pardon, bof, ce n'est pas vrai, excusez-moi</i>) • recognize register (<i>tu/vous</i>) in simple social exchanges • begin to become aware of the role of self-monitoring in language development 	<ul style="list-style-type: none"> • make simple cultural comparisons on topics such as sports, art, travel, friendship, etc. • 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>) • participate with classmates in a wider range of simulated situations such as: <ul style="list-style-type: none"> ○ order food in a restaurant setting and express culinary preferences ○ negotiate service encounters such as shopping for food in an outdoor market or supermarket ○ initiate, sustain and conclude a more complex telephone conversation such as reserving a hotel room or inquiring about airline departure times • express politeness when accepting or declining an invitation, making excuses or expressing regret • recognize and begin to apply register in a wider range of simulated social exchanges • become increasingly aware of the role of self-monitoring in language development 	<ul style="list-style-type: none"> • compare and contrast holidays, religious events and other cultural traditions in the U.S. and Francophone world • give and react to suggestions and express simple opinions and point of view • begin to discuss wishes, desires and emotions as well as future hopes and aspirations • participate with classmates and others in situations such as: <ul style="list-style-type: none"> ○ make purchases ○ initiate, sustain and conclude a more complex telephone conversation, e.g. a job inquiry, call to a pharmacy, etc. ○ take part in a job interview or visit a doctor's office using targeted questions and responses • express politeness in contexts such as wishing someone well, giving and receiving compliments, offering thanks or congratulations • use correct register with increasing accuracy in social exchanges • continue to be aware of the importance of self-monitoring in language development

Interpretive Abilities	FRENLANG 1 (First-Year French: 1st quarter)	FRENLANG 2 (First-Year French: 2nd quarter)	FRENLANG 3 (First-Year French: 3rd quarter)
<p>Students will grow to understand and begin to interpret a range of written, oral and visual information. Through exposure to a variety of oral and written texts, both literary and expository, they will gain a greater awareness of the social and cultural forces shaping the French and Francophone worlds.</p> <p>Texts increase in length and breadth throughout the sequence, drawing from both literary and expository sources. They include materials created for classroom learners (e.g. simulated conversations or announcements, dialogues, cultural notes, edited literary excerpts), as well as simple authentic materials that are descriptive or informative in nature.</p>	<p>During the first quarter, students listen to and read a variety of oral and written texts in French related to their own lives and academic interests. Students will use English when necessary to demonstrate their comprehension of these materials.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • identify topic, focus and/or purpose of interpersonal interactions of the type they themselves can carry out, e.g. information related to their daily environment and routine activities, simple transactions, etc. • list main ideas expressed in a simple oral texts (of 3-4 minutes in length) of which they have some factual knowledge • begin to identify general topics presented in a television news broadcast, short cultural video, weather report, advertisement, music videos, etc. • ask and answer simple informational questions about a written or an oral text 	<p>During the second quarter, students are exposed to a wider variety of oral and written texts in French related to their academic and personal interests. They also begin to encounter texts related to French and Francophone cultures. Students use increasingly less English to demonstrate their understanding of these materials 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"> • identify and restate topic, focus, and/or purpose of interpersonal interactions of the type they themselves can carry out, e.g. longer descriptions of their immediate and surrounding community, social exchanges, simple comparisons, etc. • restate key details expressed in longer oral texts (of 5-7 minutes in length) of which they have some factual knowledge • list main topics and supporting details of news broadcasts, longer cultural videos, short interviews or film clips • ask and answer more complex comprehension questions about a written or oral text 	<p>During the third quarter, students' exposure to oral and written texts expands to the larger French and Francophone world. Students begin to use French exclusively to demonstrate their understanding of these materials and draw longer and more substantive cultural comparisons.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • understand and explain topic, focus and/or purpose of the type of functions they themselves can carry out, e.g. more complex social or service encounters, simple narrations of personal experiences, descriptions of general interest topics in the French-speaking world • summarize key points and main ideas expressed in longer oral texts (of 10-12 minutes in length) of which they have less factual knowledge • summarize topics and some details of films and/or television shows, news broadcasts, interviews, literary or cultural discussions, opinion pieces • generate questions eliciting an opinion or argument in response to an oral or written presentation

	<ul style="list-style-type: none"> confirm understanding of texts through simple exchanges in French with class partners and instructor identify genre and pick out some details of simple materials such as advertisements, maps, movie or TV listings, etc. understand connected discourse in straightforward texts (of about 250 words in length) on known topics involving familiar vocabulary, e.g. biographical information, routine activities, short poems or excerpts from simple short stories, etc. begin to become aware of differences between themselves and the French-speaking world related to contexts such as living arrangements, family and social relationships, leisure activities, etc. understand vocabulary through recognition of cognates 	<ul style="list-style-type: none"> begin to discuss themes and main ideas of a text with class partners and instructor begin to take notes on brief oral presentations identify main ideas and some supporting details of materials such as restaurant websites, bus or train schedules, travel brochures, weather reports, opinion polls, etc. understand longer examples of straightforward texts (of 250 to 500 words) on familiar topics in the French-speaking world, e.g. short interviews with famous people, simple newspaper or magazine articles on current events, edited dramatic and fictional excerpts, etc. become aware of local and regional differences in the French-speaking world related to contexts such as cuisines, traditions, art and music, etc. increasingly demonstrate an ability to understand vocabulary in context observe textual features such as organization and word choice begin to use the Internet in French to access materials of personal interest 	<ul style="list-style-type: none"> use an oral or written text as a springboard for class discussion and debate continue to take notes on ideas expressed in longer oral presentations summarize main idea and supporting details and begin to identify arguments and opinions in written texts of increasing length 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. make brief cultural comparisons related to social, historical and political differences between France and Francophone countries (e.g. the Maghreb) identify and expand vocabulary through context in oral and written texts recognize cohesive devices and organization of texts expand Internet use in French to access materials of academic and cultural interest
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Presentational Abilities	FRENLANG 1 (First-Year French: 1st quarter)	FRENLANG 2 (First-Year French: 2nd quarter)	FRENLANG 3 (First-Year French: 3rd quarter)
<p>Students will be able to present, orally and in written form, to an audience or a reader on a variety of 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>in Oral presentation</p>	<p>During the first quarter of first-year French, students present information about themselves and their classroom community.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • present highly rehearsed reports (up to 5 minutes in length) on personal topics related to their immediate world, such as a self-description, family or family history, hobbies and pastimes, or interests connected to French culture (e.g. a particular dish, sports, style of art or music) • ask and answer simple questions about the presentation topic 	<p>During the second quarter of first year, students begin to 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> <ul style="list-style-type: none"> • 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), cuisine, an author or historical figure, or local traditions • ask and answer questions about the presentation topic • begin to gain awareness of presentational language 	<p>During the third quarter of first year, students present information on topics of general interest in the French and Francophone world. Oral and written reports increase in length and complexity and exhibit the beginnings of paragraph-length discourse.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • 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 • ask and answer more sophisticated questions related to the presentation topic • refer to secondary sources consulted for their presentations • begin to self-correct for presentational language
<p>in Written presentation</p>	<ul style="list-style-type: none"> • write what they can say, for example: <ul style="list-style-type: none"> ○ describe people, places and daily activities ○ ask and answer simple 	<ul style="list-style-type: none"> • write what they can say using a wider array of language functions, such as: <ul style="list-style-type: none"> ○ draw simple comparisons ○ communicate wishes and 	<ul style="list-style-type: none"> • write what they can say using a wider array of language functions, such as: <ul style="list-style-type: none"> ○ express opinions ○ explain, clarify or

	<p>questions</p> <ul style="list-style-type: none"> ○ express preferences, likes and dislikes ○ give instructions and directions ○ apologize <ul style="list-style-type: none"> • write 1-page descriptive reports in formats such as a letter to a French-speaking penpal, a simple interview, an description of a family holiday or tradition, etc. • begin to edit for errors based on the material taught 	<p>interests, their own as well as those of the community</p> <ul style="list-style-type: none"> ○ begin to describe past activities and events ○ ask for clarification and begin to explain using circumlocution ○ extend, accept or decline an invitation ○ make excuses or express regret <ul style="list-style-type: none"> • write 1.5 to 2-page descriptive reports such as a simple restaurant review, a summary of a film or theatrical event, a letter describing a family trip • edit for high frequency errors based on material taught 	<p>restate information using examples</p> <ul style="list-style-type: none"> ○ begin to narrate past events and experiences using simple connectors ○ give advice and suggestions ○ express emotions such as interest, indifference, surprise and irritation ○ express (lack of) agreement and doubt <ul style="list-style-type: none"> • write 2 to 3-page reports in formats such as a descriptive application essay for a summer language program, a summary of a news article or short story, a comparison of memorable past traditions, a personal reaction to a movie, etc. • integrate and cite authentic material into a report • continue to edit for errors based on the material taught
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