

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

Interpersonal Abilities	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. Throughout the second year, students learn to target with increasing accuracy the social and cultural appropriateness of these exchanges.</p> <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>	<p>During the first quarter of second year, students refine skills developed during the first year of language study. They can discuss personal interests with their peers and express reactions to concrete topics of social and economic interest in the French and Francophone world. Students share these views with their peers through oral discussion, written reports and structured oral presentations.</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 of the previous quarter with greater ease and confidence • describe in detail people, events and activities related to their immediate environment, e.g. self, family and friends, habits and pastimes, living arrangements, personal aspirations and academic interests • express opinions, likes and dislikes, and emotions (e.g. surprise, admiration, approval, doubt) in relation to familiar and personal topics • describe traditions and practices (e.g. holidays, festivals, religious 	<p>During the second quarter of second year, students use their acquired skills to develop opinions, express points of view and make cultural comparisons. They discuss a variety of topics of political, social, economic and literary importance in the French and Francophone world. Students share these views with peers through oral discussion, written reports and structured oral presentations.</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 of the previous quarter with greater confidence and sophistication • exchange information on a broader range of topics such as: professional and academic life, travel and leisure activities, cuisine and cultural traditions • narrate past experiences (such as a memorable trip, events, childhood activities), expressing habitual versus completed actions • provide fuller descriptions of culturally-specific phenomena in 	<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. Students share these views with their peers through oral discussion, longer written reports and highly structured presentations.</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 of the previous quarter with greater sophistication, accuracy, and ease • discuss issues related to such areas as professions, health, technology, politics, society and other topics of academic and professional interest • present and develop an argument using hypothesis and conjecture • defend an opinion by citing past events or experiences as support • compare and contrast cultural

	<p>events, art and music, cuisine) within their own cultures and within the French-speaking world</p> <ul style="list-style-type: none"> • negotiate diverse social exchanges such as making appointments, undergoing a preliminary interview, and commercial transactions • use circumlocution strategies to resolve difficulties in communication • interact with peers to give advice and feedback • begin to use appropriate register (e.g. tu vs. vous) • start to recognize errors and self-correct in oral discourse 	<p>France and the Francophone world, and begin to draw comparisons with their own cultures</p> <ul style="list-style-type: none"> • initiate, sustain, and conclude more comfortably a range of social and service encounters • react with growing appropriateness to experiences or opinions of peers • recognize register in increasingly complex social exchanges • continue to self-correct with greater precision 	<p>attitudes, mores, and ideologies</p> <ul style="list-style-type: none"> • negotiate a linguistically unfamiliar situation • engage in and respond to arguments of others through debate, counterpoint, and concession • adapt written and oral discourse according to social context and status of the interlocutor • self-correct with greater precision
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Interpretive Abilities	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 will 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>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>	<p>Students increase in ability to draw meaning from a variety of written texts (of up to 4 pages in length), as well as films and short audio or visual clips. They use French to interpret these elements 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"> • carry out all interpretive tasks of the first year with greater sophistication and depth • identify the main idea and relevant details of written or oral texts on concrete topics e.g. people and appearances, children and childhood, social class, customs and traditions in the Francophone world • apply general strategies in reading comprehension: <i>skim, scan, read and question</i> • recognize different types of authentic texts, such as news releases, fiction, editorials, culture broadcasts, etc. • ask and answer factual questions about the text 	<p>Students draw meaning from a broader range of oral and written texts on a variety of topics (of up to 5 pages 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"> • carry out all interpretive tasks of the previous quarter with greater depth and complexity • summarize the main idea and supporting information of written and oral texts on broader topics such as travel and leisure activities, cuisine, and other cultural practices in the Francophone world • follow and document shifting topics in a conversation, interview, or written text • ask and answer factual and some analytical questions about the text 	<p>Students demonstrate the ability to work with longer and more complex oral and written media: literary and non-literary texts of up to 7 pages in length on a variety of topics, as well as a book-length play or novel.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • carry out interpretive tasks of the previous quarter with greater sophistication, depth and complexity • identify and analyze focus, purpose, and point of view of extended written and oral texts on issues related to cultural attitudes, language, politics, etc. in the Francophone world • synthesize textual arguments and begin to assess their validity • ask and answer all factual as well as more nuanced analytical questions about the text

	<ul style="list-style-type: none"> • summarize a storyline or theme • discuss how the text relates to personal or academic experiences • begin to deduce meaning of new vocabulary according to context • identify an author's or narrator's main argument in an oral or written text • begin to recognize cultural features in the text, e.g. political or regional affiliation 	<ul style="list-style-type: none"> • reconstruct and narrate in detail a storyline or chain of events presented in a text • relate texts to other oral and written pieces or areas of study • become increasingly aware of vocabulary and phrases typical of different styles of usage • begin to perceive point of view and tone in literary and journalistic writing • situate the material in terms of cultural context 	<ul style="list-style-type: none"> • track shifts in narration and begin to identify nuance and other narrative devices in a variety of oral and written texts • integrate arguments, opinions and themes drawn from texts into class discussion • recognize variations within professional/academic and colloquial language • recognize tone, style and some rhetorical strategies of both literary and non-literary texts • cultivate a deeper understanding of a text's cultural context
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Presentational Abilities	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>in Oral presentation</p>	<p>During the first quarter of second-year language study, students will make short written and oral presentations on topics of interest in the French and Francophone world.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • carry out all presentational tasks of the first year with greater sophistication, confidence and ease • discuss subjects of general or personal interest in the French and Francophone world, e.g. sports or leisure, the arts, authors or political/historical figures, cities or regions, etc. • give rehearsed oral presentations of 5 to 8 minutes in length, using minimal notes and an audiovisual component • introduce and summarize authentic cultural material within the presentation • ask and answer questions on the presentation topic 	<p>During the second quarter of second year, students will develop longer and more analytical essays and oral presentations on a variety of topics related to the French and Francophone world.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease • 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 • give a rehearsed, structured presentation (~ 8 to 10 minutes), using some notes and audio/visuals as appropriate • begin to compare and contrast authentic cultural materials within the presentation • prepare questions on the presentation topic to promote class discussion 	<p>During the third quarter, students will 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> <ul style="list-style-type: none"> • carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease • discuss and debate controversial issues of political, social, philosophical or ideological interest in the French and Francophone world • give a well-structured, less rehearsed presentation (~ 10 to 15 minutes), with judicious use of notes and audio/visual elements • give an oral analysis of authentic written or oral texts • respond to questions and guide audience discussion on the presentation topic

<p>in Written presentation</p>	<ul style="list-style-type: none"> • write descriptive compositions (of 2 to 3 pages) such as: <ul style="list-style-type: none"> ○ an extended letter describing personal and academic interests ○ an application for an educational program or internship abroad ○ a written portrait of characters in a film, story, news event, etc. • begin to narrate using some connectors to develop paragraph length discourse • self-edit for high-frequency errors • begin to peer edit for content and structure 	<ul style="list-style-type: none"> • write expository compositions (of 3 to 4 pages) such as: <ul style="list-style-type: none"> ○ narration of a past event or experience (e.g. a specific cultural encounter), with attention to habitual versus completed actions ○ a comparison/contrast of two cultural experiences (e.g. travel or living situations) ○ a description of an issue and personal reaction to it • use a broader range of syntactic structures, including connectors, to expand their writing • use structures of logical reasoning (compare and contrast, cause and effect) • continue to edit for high-frequency errors, content structure as well as style, register and syntax appropriate to academic language 	<ul style="list-style-type: none"> • assemble a portfolio of compositions written during the quarter (~ 4 to 5 pages each), including: <ul style="list-style-type: none"> ○ a job application letter explaining past work experience and future aspirations and goals ○ persuasive essays stating and arguing a position on an issue of political/social interest • demonstrate the ability to write in paragraph-length discourse using a variety of connectors • refine structures of logical reasoning and begin to integrate appropriate rhetorical devices • continue to edit for high-frequency errors, style, register and syntax appropriate to academic writing and presentation