

French 2

Semester 2

Bien dit !

Chapitre 6 - Le bon vieux temps

Suggested Timeline

Unit 1

Objectives

Essential Question

Florida Standards

Resources and Strategies

Week 1

Week 2

Week 3

Week 4

Week 5

Objectives - Students can...

- Talk about when they were children
- Tell about an event in the past
- Compare life in the country and in the city
- Describe life in the country
- **Cultural:** Understand practices, products, and perspectives of Francophone countries and their relationship to one another
- **Grammar:** Use the imparfait, Use the imparfait and the passé composé to describe an event in the past; Use the comparative and superlative forms, including irregulars

Unit 6 - Lesson 1 - Souvenirs d'enfance

Essential Question

Quelles différences y a-t-il entre la vie à la campagne et la vie en ville, hier et aujourd'hui ?

Objectives

- Parler des activités de son enfance.
- Décrire son enfance en utilisant l'imparfait et le passé composé.
- Découvrir les lieux où on fait ses courses en France.

Florida Standards

- WL.K12.IL.4.1: Present information on familiar topics using a series of sentences with sufficient details.
- WL.K12.IL.8.1: Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
- WL.K12.IM.3.1: Express views and effectively engage in conversations on a variety of familiar topics.
- WL.K12.IM.6.1: Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
- WL.K12.IM.6.4: Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).

Lesson Resources

- Downloads: Teacher Resources, Projectable Transparencies (Bell Work, etc.)
- Textbook and DVD / Hyperlinks ("Télé-Vocab," "Grammavision," etc.)
- Workbook (pp. 61-66)
- Imparfait and Passé Composé Printable
- Cloze Activity - Le Petit Chaperon Rouge - PC and Imparfait
- Comparaison Worksheet

Strategies for Teaching

- Have students practice the imparfait and the passé composé in a cloze activity with a familiar story such as a fairy tale or favorite film.
- Introduce the mnemonic device DUWWIT to help students know when to use the imparfait
 - D - description
 - U - used to/continued action in the past
 - W - was-ing/were-ing (interrupted action in the past)
 - W - weather

- I - internal (emotions/thoughts)
- T - time

- Have students devise a list of superlatives for the class and then hold a vote.
- Identify french animal sounds
- Play “chat perché”
- Suggested - introduce idiomatic expressions that use animals

Week 1

Correction de l'examen du chapitre 5

Vocabulaire 1 (pp. 194-197)

Grammaire 1 (pp. 198-199)

Week 2

Grammaire 1 (cont. pp. 200-201)

Application 1 (pp. 202-203)

Culture (pp. 204-205)

Unit 6 - Lesson 2 - La vie à la campagne

Essential Question

Comment vivent les Français dans les milieux ruraux ?

Objectives

- Acheter des produits à la ferme.
- Comparer la vie à la ferme et à la campagne.
- Parler des modes de vie au superlatif.

Florida Standards

- WL.K12.IL.4.1: Present information on familiar topics using a series of sentences with sufficient details.
- WL.K12.IL.3.5: Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
- WL.K12.IM.6.4: Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
- WL.K12.IM.9.1: Use expanded vocabulary and structures in the target language to access different media and community resources.
- WL.K12.IM.6.1: Distinguish patterns of behavior and social interaction in various settings in the target culture(s).

Lesson Resources

- Downloads: Teacher Resources, Projectable Transparencies (Bell Work, etc.)
- Textbook and DVD / Hyperlinks (“Télé-Vocab,” “Grammavision,” etc.)
- Workbook (pp. 67-72)

Week 3

Vocabulaire 2 (pp. 206-209)

Grammaire 2 (pp. 210-213)

Week 4

Application 2 (pp. 214-215)

Télé-Roman (pp. 216-217) or Text Analysis¹

Lecture Écriture (pp. 218-221)

Week 5

Projet du Chapitre 6²

Préparation examen (pp. 222-227)

Examen

General Ressources

Online Magazines

- *Géo-Ado*: <https://www.geoado.com>
- *Le Monde des Ados*: <http://www.lemondedesados.fr>

FLE Websites

- Le Point du FLE: <https://www.lepointdufle.net>
- Français interactif: <http://www.laits.utexas.edu/fi/>
- Français facile: <https://www.podcastfrancaisfacile.com/>

¹ See Text Analysis handout.

² Research project assigned at the beginning of the chapter. Students present their research in front of the class at the end of the chapter.

Videos

- TV5-Monde: <http://enseigner.tv5monde.com>
- RFI: <https://savoirs.rfi.fr/fr/apprendre-enseigner>

Podcasts

- News in Slow French (Website and iTunes): <https://www.newsinslowfrench.com>