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This is a resubmission for the course a-g French III

### Teacher Contact

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- \* **Course Title:** a-g French III
- \* **Transcript Title /Abbreviation:** **Transcript Title /Abbreviation: Course Code**  
a-g French 3  
a-g French III
- \* **Seeking "Honors" Distinction:** No
- \* **Subject Area:** Language Other than English
- \* **Category:** LOTE Year 3
- \* **Language:** French
- \* **Grade Level for which this course has been designed:**  9  10  11  12
- \* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

\* **Is this course, or any separate section of this course, taught in an online learning environment:**

No

\* **Is this course classified as a Career Technical Education:** No

\* **Brief Course Description**

: French 3 is a third year continuation course for students who wish to continue the acquisition of this foreign language. It is intended to develop facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture. In addition, there are cultural lessons expose, engage and immerse the student in the language and background of French speaking nations.

**Pre-Requisites**

Two years of French - Required

**Co-Requisites**

**Context for Course  
(optional)**

**History of Course Development  
(optional)**

**Textbooks**

**TEXTBOOK 1**

\* **Title:** Bon Voyage 3

\* **Edition:** 1st

\* **Publication Date:** 2008

\* **Publisher:** Glencoe

\* **Author(s):** Schmitt and Lutz

**TEXTBOOK 1****URL****Resource:****\* Usage:**

Primary Text

Read in entirety or near entirety

**Supplemental Instructional Materials****\* Course Purpose**

French 3 is designed to continue the acquisition and proficiency of language skills begun in the first two years of instruction. Students gain confidence while using their speaking, reading, and writing skills. New concepts in grammar include the tenses of the subjunctive, future, conditional, causative construction, the compound tenses, continuation of the acquisition of pronouns, present participle and gerund, and the past infinitive. Students learn and practice themed vocabulary presented in conversations, and while studying the culture, geography, history and literature selections of French speaking nations. Finally, students explore ways to express themselves in French, in extended conversation, oral presentations and in their writing.

**\* Course Outline**

There are eight chapters in the text, [Bon Voyage](#), presented throughout this course of instruction. The major themes presented include: seasonal activities and vacation, everyday life of young people in France, leisure activities and cultural events, North and West Africa, French media, careers, public safety and social problems, French customs, public health and exercise, and French heritage.

The themed readings, vocabulary and expansion of grammar skills are presented in three lessons of each chapter.

Culture is the first lesson and it begins with vocabulary instruction that prepares the students to more easily comprehend the readings that follow. Students have the opportunity to practice the vocabulary before they begin the readings. The readings focus on different aspects of the cultural theme of the chapter. Then, a

grammatical structure section presents grammar for the student to learn in the context of the theme.

Conversation is the second lesson of each chapter, and it prepares the students to participate in real-life conversations. Essential vocabulary is presented and practiced and gives the base that students need to communicate. Conversations are presented and practiced. There is another structure presentation in lesson 2 for grammatical concepts.

Journalism is the third lesson and it gives students the opportunity to further explore the culture through journalistic selections. Again, the students are prepared by learning essential vocabulary in order to prepare for comprehension. There is another opportunity for learning grammatical concepts in this lesson also.

Each chapter provides an oral and written task for the student to demonstrate proficiency.

#### Chapter 1 Vacation

Students learn about the travel habits of the French, about tourism in France, and review how to get information they may need in different travel situations.

Students learn to describe past actions, the present tense subjunctive of regular and irregular verbs, expressions of possibility and necessity.

Students read and discuss travel articles about France and Tunisia, weather articles from the newspaper.

The writing task requires the student to list all the places the students learned about and to write descriptions about those places. Then, the students write about a trip that they took to France.

The oral task requires the student to discuss the problems that a couple has during their vacation, and to work with a partner to plan a trip with a travel agent.

#### Chapter 2 Youth

Students learn about the everyday life of young French people, how to address people formally and informally, about shopping and how marketing affects a young adult's buying, and about the equality of men and women in France.

Students study the following grammar structures: asking questions formally or informally, using negative expressions, the imperfect tense, and the subjunctive with verbs of desire and the infinitive.

For the chapter's writing task, the students write a summary of the article they read entitled "Jeunes, qui êtes-vous?". Then the students write a dialogue between a 15 and 50 year old, noting the differences in address and tone of voice. Lastly, students write a text message and email in French. The oral task requires the student to speak to someone their age who they haven't seen for awhile using "tu" form of address. Then the student addresses an adult who they haven't seen in sometime using the "vous" form of address.

### Chapter 3 Past Times

Students learn how French people of different ages do leisure activities, then they learn vocabulary about attending a play, including buying a ticket and discussing the play afterwards.

Students read and discuss articles about two young singers from Guadeloupe and about helpful leisure activities.

Students study the following grammatical forms: the comparative and superlative, the subjunctive with expressions of emotion, relative pronouns after the superlative, and the past subjunctive.

The writing task for this chapter requires the students to examine past times, sports - both individual and team, and cultural activities. Then, students compare American and French differences and similarities concerning these past times. The oral task requires the students to get together with others and have a conversation at a café, discussing times that they spent together.

### Chapter Four - Roots and Ethics

Students read and learn about the culture and customs of the North and West

African nations. Students learn about the writer Leopold Senghor, read and discuss articles about the Touareg people.

The grammar lessons include: the subjunctive with expressions of doubt, expressions of time, prepositions with geographic locations, the pronoun "y".

The writing asks requires the students to write about how Muslims celebrate Ramadan, write about the trials of the Touaregs, and about the life of people in western Africa. Students discuss traditions and customs of the west Africans with a partner, then prepare an oral presentation using the same points discussed with a partner.

#### Chapter Five Social Problems and the Press

Students learn about social problems, petty crimes, newspapers and other media in France. Students read headlines and articles from local papers.

Grammar lessons instruct the students in the following: the subjunctive with conjunctions, direct and indirect object pronouns, two pronouns together, and pronouns in a command.

Students have the opportunity to write an article for a newspaper, an editorial, and finally an exposé about how young adults research today in comparison to the past (media vs. the library). The students' oral consists of an interview with a police officer. The second oral task is to be a police officer who questions various witnesses at the scene of a crime.

#### Chapter Six - Life's Rites of Passage

Students learn about birth, matrimony, death, funeral and burial, baptism, communion and confirmation in the Catholic church, and retirement.

Grammar includes: the partitive and the partitive pronoun "en", relative pronouns who, that and which, the past conditional and the past perfect tenses, and "if" clause statements.

The writing task requires the students to be a biographer and write about someone's life. The second writing task asks students to contrast two families that are on television or in a movie. Finally, students write a short poem. The

oral task asks students to work in groups of four and present arguments about when the best age is to get married. Then, the students do an oral presentation about what transpires during a marriage ceremony.

#### Chapter 7 - Health and Staying Physically Fit

Students learn what French people do to stay in shape and what they eat to stay healthy. Students learn about noise and air pollution, how to wear appropriate protection from the weather, and what time of day is best to do sports.

Students learn and practice the following: interrogative, possessive, and demonstrative pronouns, reflexive verbs in the present and past tenses.

The writing task in this chapter requires the students to write about the best way to stay in shape, and choose a famous French person in sports and write a report about him/her. The oral task asks students to work with a partner and have one interview the other who is a sports champion. Then, the students set up a radio station broadcast where the broadcaster interviews various guests about staying healthy.

#### Chapter 8 - The Fatherland

Students learn about French heritage - monuments, museums, and important achievements. They also learn about the modern French monument called the Grande Arche. In addition, students read about the mysterious death of Napoleon and about festivals in France.

The grammar instruction in this chapter includes: the causitive construction, the past infinitive, relative pronouns with prepositions, the future perfect, the present participle and the gerund.

The writing task for this chapter includes a group project. Citizens present arguments to the mayor against the destruction of a favored business in order to build a parking garage. Then the students have to analyze the portrait of Napolen and discuss in writing: the shapes, lines, color, light and position of the subject in the painting. The oral task requires the students to be docents at a museum who tells visitors about a painting. Then lastly, the students work with a partner to give the details about how to make crêpes.

#### \* Key Assignments

Students are expected to do the following:

complete the assigned exercises and activities in each chapter,

complete the assigned workbook pages that reinforce and apply new grammar concepts,

use the theme vocabulary and structures in conversation and writing,

use online technology to research topics studied in class, enhance study of geography, history and current events,

take practice quizzes to prepare for chapter assessment,

read literature in the target language and answer questions about it,

complete written and oral tasks.

**\* Instructional Methods and/or Strategies**

Strategies and Instructional methods include:

a combination of speaking, listening, reading and writing skills taught to the students by example, teaching vocabulary and structure with pattern practice drills, demonstration, repetition, and replacement,

total physical response activities,

the use the audio CDs to enhance listening and speaking skills by completing additional exercises and drills at home,

the use of the teacher's edition which includes some of the following activities:  
the bellringer activity to review concepts as a warm-up, paired, group and recycling activities that encourage the students to process the information learned in other ways, tutorial activities are available for non-mastery students, a variety of activities and exercises to reach all types of learners: kinesthetic,



visual and auditory,

teaching by using the photos in the text to engage the students in order to them a visual context to practice concepts,

the use of video segments for each chapter provide students with additional opportunities to hear people using regional dialects and visually connect with the people of the French culture and places they are studying,

the use of the Internet resources reinforce and practice concepts taught.

Online activities include:

eGames

Self Check Quizzes Leçon 1: Culture

Self Check Quizzes Leçon 2: Conversation

Self Check Quizzes Leçon 3: Journalisme

Littérature

WebQuest

Quizlet.com

Living Language French iPad App

#### **\* Assessment Methods and/or Tools**

Assessment tools will include but not be limited to: quizzes and chapter tests, cultural research projects, and listening comprehension evaluations.

Students complete an oral presentation and a written essay or project at the end

of each chapter which is based on the theme of the chapter.

Students are encouraged to use various ways to enhance their spoken and written presentations such as: Power Points, original videos, arts and crafts, cooking, props for visual display, music, etc.

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