



Destination Francophonie

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Harding University High School

This curriculum unit is recommended for:
French Level 1, level 2

Keywords: French literacy, la Francophonie, les pays francophones, le voyage, l'aéroport, la reservation, la lecture, lire, écrire,

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: Destination Francophonie is a nine to ten days curriculum that I will teach in my level 1 class. It is very important that we develop the skills of reading and writing within our students as they are progressing through the language learning. In this unit, students will learn how to describe where something is located; give information about where something is located; follow directions to a place; give directions to a place; tell and write about the ways to get around; and, ask where something is, etc. They will be able to express how they like to travel, what they like to wear, among other ideas. As an assessment, students will write postcards to their best friends about their trip to a French speaking country. On the postcard, they will describe the trip, how it was organized, when they left, when they arrived, what they shop for, and when they will come back, using all the literacy skills they learned through the unit. Students will also create a dialogue at the airport with a travel agent, they will have a passport in which they will record all the activities that they did from the beginning until the end. They will have a presentation on their country, showing all the information provided in the passport.

I plan to teach this unit during this year to (50) students in (French Level I).

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Destination Francophonie

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Content objectives

- I can understand when someone describes where something is located.
- I can give information about where something is located.
- I can follow directions to a place.
- I can give directions to a place.
- I can tell and write about the ways I get around
- I can ask where something is
- I can understand where things happen in my community.
- I can describe what others and I do at places in the community.
- I can tell and write that I am familiar with people, places and things.
- I can understand what's familiar to others.

Rationale

According to Merriam-Webster's Collegiate Dictionary online, **literacy** is "the quality or state of being literate." **Literate**, per this same source, derives from Middle English and Latin terms meaning "marked with letters" and "letters, literature." Two definitions are provided: 1) "able to read and write," and 2) "versed in literature or creative writing...having knowledge or competence <computer-literate><politically-literate>."¹ This dictionary source also provides an entry for visual literacy, defined as "the ability to recognize and understand ideas conveyed through visible actions or images (as pictures)." When we thinking about literacy, we usually have the idea of teaching, how students can read and write in English. As teachers of foreign language, not only we have to keep that in mind but also, we must help our students to be able to read, speak, write and listen in the target language. It looks like we have a double duty.

It is surprising when sometimes, we must teach a concept to students and we realize they do not even grasp or understand that concept in English. We see ourselves teaching the skill in English first before we teach it in the target language. Foreign language teachers should not always assume the students already know the concept in their own language.

¹ www.m-w.com/cgi-bin/dictionary

In my curriculum, I will mention some concepts that we must teach or review in English first before we teach it in French while also focusing on the objectives students must achieve to develop their speaking, reading, writing and listening skills in the target language.

There are many skills that students must develop when learning a new language. These skills include but not limited to: associating text with picture, associating pictures with an oral or aural stimulus, predicting the content of a text using headings, visual clues, known words and cognates, using illustrations to confirm meaning, using pictures and diagrams to predict meaning, classifying information. Also, comparing and contrasting English with the target language, cross-referencing information, interpreting cognates and using them to infer meaning, making links between spoken and written forms, reading ahead to infer meaning, recognizing the association between print and sound, scanning to locate key words etc. It is imperative that teachers focus on some of these skills at the very beginning to allow the student to understand the information. For example, in level 1, students should be able to know cognates, to associate pictures with words. For that reason, many vocabulary words taught in level 1 are to allow the students to be at the level beginners high at the end of the first year. This curriculum will probably get them where they should be at the end since it is one of the last lessons in level 1 before the end of course exam. Students will create a passport and learn language that would be useful during travelling. They will learn about a new country, be inspired to travel and understand the importance of speaking different languages. I am expecting that students will begin to derive meaning in new language since this will be one of the last lessons in level 1 which is an introduction class in their language learning journey.

I have been teaching for 7 years and one of my concerns is the fact that our students always have difficulties reading the language on their own. Even though we teach alphabet, we teach pronunciation, it is usually very difficult for students to read in French without difficulties and being able to understand what they read is another thing. When students are asked to read, they have a hard time putting the syllable together, they can only read words that they learned before and yet if they remember the pronunciation. I learned 2 languages on my own besides French and I remember that after the first couple of weeks, I could read out loud on their own without any difficulties. My biggest concern is, how can I help my students read on their own without assistance? How can they be literate in French?

Even as French speakers, we understand that French is a very complicated language to learn; the relative opaqueness of the correspondence between its spoken system and its written system (henceforth grapheme- phoneme correspondence, GPC). Although the number of rules governing the GPC of French are clear and finite, they are nevertheless considerable in number, giving French a deep orthography relative to languages such as Italian or Spanish. Some learners may find decoding written French to its spoken form relatively easy once the most common GPC rules have been mastered, but decoding from

the spoken form to its written representation can be extremely difficult, making French an unbalanced language in terms of opaqueness, that is, more opaque in one direction than the other².

We are very lucky to be working in a district which has written all the curriculum we need to teach our students. From the benchmark assessment to the vocabulary for each unit, everything is already written and available for us to use. We just have to focus on how to teach the materials and when to teach it.

Background

The school in which I teach is a Title 1 school. Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA), as amended, provides financial assistance to local educational agencies (LEAs) and schools with high numbers (or high percentages) of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and on the cost of education in each state. Last year, Harding University High School, (HUHS) was home to 1,487 students: 484 freshmen, 432 sophomores, 291 juniors and 280 seniors; 477 which are Hispanic origins and 262 considered English Language Learners (ELL or LEP-17.6%). Our school data from last year show the following: In 9th grades, 261 students (53.9%) were absent for 6 or more days during the 15-16 school year. Among students with 9th grade status, 120 students received out of school suspension (OSS), totaling 24.8%. 115 9th grade students were retained from the 15-16 school year, totaling 49.4% of total retentions at HUHS. In 10th Grade, 254 students (58.8%) were absent for 6 or more days during the 15-16 school year. Among students with 10th grade status, 65 students received OSS, totaling 15.04%. In 11th grades, 71 10th grade students were retained from the 15-16 school year, totaling 30.5% of total retentions at HUHS.

Among students with 11th grade status, 28 students received OSS, totaling 9.6%. 22 11th grade students were retained from the 15-16 school year, totaling 9.4% of total retentions at HUHS. In 12th grade, 145 students (51.8%) were absent for 6 or more days during the 15-16 school year. Among students with 12th grade status, 25 students received OSS, totaling 10.7%. 32 12th grade students were retained from the 15-16 school year, totaling 11.4% of total retentions at HUHS. Our overall End of Course (EOC) proficiency has increased by 3.31% from the '14-'15 to the '15-'16 school year. Unfortunately, our graduation rate has decreased of 2%-76%, compared to last year

² Erler, Lynn; Macaro Ernesto, *The Modern Language Journal*. Decoding Ability in French as a Foreign Language and Language Learning Motivation.

which was 78% and the year before 88%. There is obviously a lot of work to do at HUHS, from the administrative team, the teachers and the students.

My school has 79% disadvantaged students but 100% receive free lunch. It can sometimes be a challenge to teach in my school. Some students have difficulty sitting in a classroom and listening to a teacher all day, who makes them take notes on things, which they think they probably, will not need in their future.

Regarding all these data, there are specific actions the administration and the teacher took upon themselves to accomplish this year to raise the bar:

- Develop Instructional Prowess- Develop teacher skills in curriculum development, pacing, alignment and assessment. Build each teacher's toolkit of strategies to provide engaging, grade level appropriate lessons to increase student achievement.
- Maximize Human Capital- Cultivate a sense of community by recognizing the strengths and talents of veteran teachers. Provide support and assistance for beginning teachers. Promote activities that promote personal and professional well-being.
- Increase Cultural Competence- Recognize and celebrate the diversity of our student body. Understand the challenges that face our students each day. Create an environment that gives our students a space to try, fail, grow and succeed.

To address these challenges, we try to make learning relevant and beneficial for students. We try to help them see how important useful and relevant what we are teaching is, for their futures by planning not only exciting, fun and relevant activities but also incorporating the 21st century skills into our daily teaching. We incorporate technology into our everyday teaching, by improving our teachings, make sure we have daily lesson plans, attend relevant professional developments etc. Our school is under a 90 days starting from the beginning of the year. Teachers must have as goal to reach at the end of the first 90 days of school. Two of our main goals is to put a lot of emphasis on Literacy (Close Reading, Text Complexity, Text Dependent Questions etc.) and SIOP (Sheltered instruction observation protocol).

French level 1 Goals

Our goal in the French-1-level class is to prepare students for the EOC (End Of Course) test offered by our school district. Each student will be tested on reading, speaking, listening, and writing at the end of the semester. The total average of the four grades combined will be 25% of their passing grades. To prepare our students to achieve that goal, our courses are conducted almost entirely (at least 90%) in the target language. To prepare them for that we must give them the necessary tools. It is not always easy. The beginning student has no way of miraculously knowing these things. To say that he does not need to know them is absurd. We need to take it easy with them and go one step at the time.

Our level 1 curriculum has four units that are aligned with our new North Carolina World Languages Essential Standards and with the ACTFL (the American Council on the Teaching of Foreign Languages), proficiency levels. All of the units were designed around what students should be able to do with the language after successfully completing one high school credit of the language, with proficiency assessment as the focus of all units.

In addition to the ACTFL proficiency guidelines and the North Carolina World Languages Essential Standards, we used tools like LinguaFolio and PALS rubrics from Fairfax County (Virginia) to test our students with our district-made formative and benchmark assessments.

In our district, our level 1 curriculum goes by thematic Units; they are the basic themes, vocabulary, and "I can" statements for all modern languages. We have specific vocabulary lists, grammar topics, cultural connections, formative assessment/activity banks, and benchmark assessments for each unit.

Most Students in French level 1 are considered Novice Low in their language studies. Our World Language Essential Standards have been organized by proficiency level. The ACTFL, has determined that there are 10 levels of proficiency. Each proficiency level has a description of what students can do with language at each level and with each skill. Skills progress at different levels due to a number of factors such as student motivation, continuity and quality of instruction, informal exposure to the language through travel abroad, accessing online resources for individual practice, etc. We determine our students' proficiency through LinguaFolio, which is a portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages. At the beginning of each unit, students have to answer various "I can" statements, which are the essential questions on the objectives of the unit. Through this self-assessment, I determine what my students know and at which level. This helps me to differentiate my lessons. Based on the results of the self-assessment, all my students are still at level Novice Low (NL) by the end of Unit 3

The intent of the World Language Essential Standards, along with the American Council for the Teaching of Foreign Language (ACTFL)'s Standards for Foreign Language Learning in the 21st Century, is that a comprehensive set of language skills will be developed and used for effective communication. These skills are known nationally as the 5 C's or Communication, Culture, Connections, Comparisons, and Communities. Within the World Language Essential Standards, Communication has been delineated into the three modes of Communication (Interpersonal, Interpretive, and Presentational) and, with Culture, comprise the four Essential Standards for World Languages. The other three national standards are encompassed in the strands: Connections to Language & Literacy (CLL), Connections to Other Disciplines (COD), and Communities (CMT). My Unit will focus on all three standards.

Content Research

To write my curriculum this year, I had the privilege to be chosen to join the seminar named: Literacy and Literacies of the 21st century, led by Kyra Kietrys, Professor at Davidson College. It was one of the best seminars I attended so far. From close reading strategy, to technology and incorporating 21st century's skills, everything was on point to make our seminar enjoyable, profitable, professional and practical. Every week, participants were chosen to lead the discussions after reading some text related to our teaching domains. It was an awesome experience. Some of the readings were useful and interesting. I learned in the seminar that, nowadays, social media have become a necessary tool for students to exchange with their friend and peer as they are well informed with it. ³Today's students are savvy in the use of social media, such as Facebook and Instagram™, to communicate with peers. However, many students are less skilled with online reading and research. Obviously, students enjoy time they spend online reading and interacting with their peers. Some scholars are thinking that the social media is a new form of literacy for students, thus, we must incorporate technology that students enjoy and like and which can keep them motivated and engaged.⁴ The skills, strategies, and dispositions required for online reading and research are considered new literacies. The new literacies perspective of online reading comprehension specifically focuses on reading comprehension as a problem-based inquiry process. That is the reason why in my curriculum, I incorporate a lot of technology activities, to allow student to use that new form of literacy while building their literacy in the target language.

Another problem we discussed during our seminar was cultural diversity. How cultural diversity and background affect our students' learning and how we deal with English Language Learners was such an interesting topic to discuss. I had the chance to lead a presentation with one of my fellow seminar participants, who is also a French teacher. What I retained from that is we, as teachers, do not always understand the importance of diversity in our classrooms.⁵ Teachers must prepare for teaching these diverse learners. They will encounter more diverse learners in their classrooms in the near future. As teacher educators, we must make sure that we promote both teachers' and teacher candidates' cultural awareness and diversity and teach children the importance of multiculturalism.

However, despite the need for teaching diversity in schools and fostering students' awareness and respect for others with different cultural and linguistic backgrounds, teachers do not normally see the importance of diversity while teaching. Colby and Lyon

³Stegman Bridget, Inquiry, (2014) New Literacies, and the Common Core

⁴ Stegman Bridget, Inquiry, (2014) New Literacies, and the Common Core

⁵ Yuko Iwai Multicultural Children's Literature and Teacher Candidates' Awareness and Attitudes Toward Cultural Diversity Received: 9 September 2012 / Revised: 17 December 2012 / Accepted: 6 January 2013

www.iejee.com

(2004) point out that pre-service teachers are more likely to be unaware of the significant role of multiculturalism in education and have little understanding of the impact of their personal beliefs on classroom interactions, discussion, and practices. In general, teachers tend to ignore multiculturalism but it cannot be ignored in the school where I teach since we have a huge number of ELL students. Our school administration and the district usually organize teachers' trainings in the domain of multiculturalism to help us to teach our ELL students better. During the past year, we participated to SIOP trainings and we must incorporate these strategies into our daily lessons. Another finding is multicultural literacy, which is a strategy that we must incorporate to help our ELL students.⁶ Multicultural children's literature is "a literature about racial or ethnic minority groups that are culturally and socially different from the white Anglo-Saxon majority in the United States, whose largely middle-class values and customs are most represented in American literature". Teaching a foreign language already involve a different culture, but we have to be aware that ELL students are still learning about the American culture and incorporating a third culture studies could be challenging to them. Therefore, we must find ways to alleviate that difficult task while comparing and contrasting cultures. For example, instead of having an objective, which states "students will be able to compare French eating habits to American eating habits" have something like: "students will be able to compare French eating habits to their own eating habits". We must take multiculturalism into our everyday teaching.

In our seminar, we discussed how visual technology can also help student learning.⁷ In everyday life, visualization is essential to problem solving and spatial reasoning as it enables people to use concrete means to grapple with abstract images. The process of visualization may simply entail the formation images, with paper and pencil or even mentally, to investigate, discover and understand concepts, facts and ideas. In my class, I always make sure that I teach vocabulary through flashcards to allow students to memorize the words through a mental image. It works better than teaching the words without any form of visual image. Also, teaching the vocabulary with visuals help students who are visual learners.

Also at the seminar, we put some emphasis on cultural learning and literacy. We discussed the fact that developing and evaluating language learners' cultural understanding is a difficult task. We read about a study conducted by Paula Garrett-Rucks from Georgia State University. The purpose of this study was to explore the development of beginning French language learners' intercultural understanding in a

⁶ Yuko, Iwai Multicultural Children's Literature and Teacher Candidates' Awareness and Attitudes Toward Cultural Diversity Received: 9 September 2012 / Revised: 17 December 2012 / Accepted: 6 January 2013
www.iejee.com

⁷ McLoughlin, Catherine Krakowski Krzysztof Technological tools for visual thinking: What does the research tell us?

computer- mediated environment where students discussed online cultural instruction among peers, in English, outside of formal instructional time. Through the reading and after discussions, we came to realize that even if students never spoke the language after leaving school, for a lifetime they will retain the cross- cultural skills and knowledge, the insight, and the access to a world beyond traditional borders.⁸ It is very important to incorporate activities that will help students to understand the target culture. Personally, my students read texts related to the culture in English. It helps them not only to understand the target culture but also to help them to improve their English literacy. This latter was the main emphasis of our seminar Literacy and literacies of the 21st century.

As it was mentioned earlier, literacy is one of the focuses of our school improvement plans this year at Harding. Our World Languages specialist Mara Cobe, make sure that worlds language teachers at CMS, go through different training which will help them to learn different tools to empower students' literacy. The language acquisition process is not complete until we achieve meaningful output from students. Providing learners, the support they need to excel in applying their language learning is as critical as the input the teacher provides.⁹ According to the (Teacher Effectiveness for Language Learning Project) TELL Project, Teachers and students are required to speak the language 90% of the time in class. However, how can we make it happen? Here is a scenario that we see most of the times as teachers. We usually teach the lesson using a comprehensible language input, expecting that students learn the material to use it. We model and demonstrate, we call out, one, two, three students to demonstrate with us, and then it's time for student performance: pair of or partner activity, and we hear mostly English which let us disappointed and frustrated. We need to be able to give enough input for students to produce the output that they must by providing a safe learning environment when students are willing to be risk takers. Language learning involves students who takes significant risks. We teach students in the most vulnerable days of their development. We must "collaborate with students to promote a safe and supportive learning environment", as outlined in the Environment domain of the TELL Framework.¹⁰ We must make students focusing on growth and building creativity. The main reason why students don't want to use the language is the fact that they are afraid to make mistakes. We have to find ways to help students to lower their anxieties by making them focused on application and not on perfection. Focusing students on the application of their learning instead of the perfection will lower the anxiety related to making

⁸ Garrett- Rucks, Paula Georgia State University .A Discussion- Based Online Approach to Fostering Deep Cultural Inquiry in an Introductory Language Course

⁹ Villarreal Alyssa, Empowering students to use the target language. Teacher Effectiveness for Language Learning Project(2016)

¹⁰ Villarreal Alyssa, Empowering students to use the target language. Teacher Effectiveness for Language Learning Project(2016)

mistakes because now mistakes are seen as opportunity to grow.¹¹ We must also focus on teaching an academy language rather than teaching vocabulary and structure that will not help students to grow. My first strategy that I focus on is to: 1. Have clear expectations, 2. Provide descriptive feedback, facilitate self and peer assessment, 3. Support the development of critical thinking skills, 5 focus on what's most important.¹² A good way to help students to achieve that strategy is to make a proficiency wall. Put an electrical tape on the wall rubric and the big rubric poster ([appendix 2](#)) as a reference. Make different size peaks; the peaks smaller on the Novice end and they increased in size as it went, add signs with the level and quick descriptions. Then the students pick a dot and write a word in the target language that they pick to be theirs. It helps them see where they exactly are proficiency wise, thus they own their learning and are aware on what to work on to reach the next level.¹³

Introducing functional chunk words and transition words is also a good way to help students build the necessary academic vocabulary to help them towards literacy. Some of these activities to apply these concepts include: passwords, language ladders, and sentences frames. "passwords" are usefull phrases in the classroom such as : " s'il vous plait Madame, Puis- je aller aux toilettes", " est- ce que je peux avoir un stylo s'il vous plait" etc. Language ladders are like passwords but grouped like personal frame together. Last, sentence frames provide an opportunity for students to use key vocabulary while producing a structure that may be higher that what they could produce on their own. To finish, learning aids such as graphics organizers, grammar walls, words wall can help promote the students use of the target language, thus help produce the right academic vocabulary and enhance literacy.

Teaching and learning activities

Below are some of the activities that could also help towards building French literacy skills and building academy language proficiency. I will use some of these activities in my unit. A specific literacy skill is target with each of the activities.

1. Recognizing cognates

A cognate is a word, which resembles, in meaning and in form, a word in a different language. Using cognates to support languages learning and the development of literacy can be a useful tool for supporting the development of meaning as well as for making comparisons between languages.

¹¹ Villarreal Alyssa, Empowering students to use the target language. Teacher Effectiveness for Language Learning Project(2016)

¹² Villarreal Alyssa, Empowering students to use the target language. Teacher Effectiveness for Language Learning Project(2016)

¹³ <http://www.creativelanguageclass.com/proficiency-based-data-wall/>

2. Sequencing

This type of strategy requires students to reorganize written text, pictures or symbols into an appropriate sequence. In drawing students' attention to the logical and reasonable order of words, this activity requires an understanding of the verbal and visual clues associated with the flow of thought from beginning to end.

3. Listening activities

These activities require students to listen actively in order to discriminate among elements of information. A strategy can be used to familiarize students with a specific text or teaching point. During global listening, students may be given the opportunity to listen repeatedly and be guided by general questions, which they may be encouraged to discuss, e.g. what might be happening? Where might this be taking place? Listening may also be used in more prescriptive ways, requiring students to listen for specific details or for reasons, facts, opinions or instructions. By identifying the purpose and language features of a text through active listening, students learn to interpret speech patterns and varying tones, locate key words and main ideas and to predict meaning from the context.

4. Close

A close refers to a text from which key words have been deleted. The reader is asked to fill in the spaces. Students are compelled to use their understanding of language structures, grammar and context to make a meaningful attempt at identifying or locating the missing word or words. These exercises slow down the reading and focus the students' attention on the meaning of the text.

5. Modeling

Modeling involves students in structured demonstrations of what effective communicators do. It can be a useful way of teaching language content while providing opportunities for the teacher and the students to pause and consider literacy demands. The process of modeling can slow the construction of text. It offers students a useful framework for developing and refining their understanding of text types and provides an opportunity for closer textual analysis.

Instructional Implementation Destination Francophone

Day 1

Lesson 1: Le monde: Introduction to French speaking countries.

Objective:

1. I can learn the names of continent's and countries in French

2. I can learn to use the right pronoun with the continents and countries
3. I can recognize the continents and label them on a world map.
See suggested vocabulary and structure in [Appendix 3](#)

Essential question : Où se trouve ... ?

Using a world map, ask students if they can name the continents in French (and if they have ever been to any). Have them come up and show where it is on the map. Write the names of the continents on the board in French as students come up with them. Using colorful magazine pictures of different places in the world, ask the class to guess what continent is displayed using ‘*Où se trouve le + country?*’ Students must reply with ‘*C’est en/ au _____*’.

Students will receive their own pack of pictures and have to practice with a partner asking and answering questions (modeled in previous activity).

The students will receive a blank map of the world (no country names) and must color the continents and label them in French. They must write a sentence in the bottom of each continent that tells where a French speaking country is located there by using the right pronoun, the country and the continent in French. For example: “*Le Togo se trouve en Afrique*”

For next class, students must think of a French speaking country they want to travel to go using: “*je voudrais voyager à/ au/ en*” or “*je veux aller à/ au/ en ...*”

Materials: -world map/globe

-pictures of different places in the world

- a non-labeled map for each student

Assessment: circulate while students are doing oral activity, note which students are speaking French and mark them down in grade book.

Differentiation: - students who finish the activity early can write French country names on the map and look them up in the dictionary if they do not know them.

Day 2 : les pays francophones

Objectives :

1. I can understand and use « *Je veux aller à _____ en _____* » be able to respond to « *Où est-ce que tu veux aller ?* »
2. I can name all countries where French is spoken

Play a guessing game for a quick review of the names of continents; describe certain aspects of continents (in French) and in pairs students must guess the correct continent and write them on a piece of paper. The pair with the most correct answers wins a small prize. For example: *le continent a beaucoup de pays qui utilisent l'Euro. C'est un vieux continent. On parle Anglais, Français, Allemand* etc. Students must be able to guess; Europe.

2. Introduce all countries where French is spoken one continent at the time. Get students to repeat the names of the countries. Ask to pick a country they want to go to and write it down. Go by alphabetical order to check the countries. If the country is already taken change it with the leftovers after you go through the list of all the students.

3. Teach the expression: '*Où est-ce que tu veux aller?*' and teach them how to respond by saying: '*Je veux aller...*'

4. Bring out the world map and ask students '*Où est-ce que tu veux aller?*'. With their countries, they must answer: '*Je veux aller...*' sentence to answer the question, leaving out the continent part. Ask '*Où se trouve?*' Another student must guess what continent that country is in. The two students who answered correctly come up and show where they want to go on the map. They will ask the same questions to the next 2 students (1 each) and then they will come up next.

Class survey activity:

The students must circulate in the class and ask 5 students "*Où est-ce que tu veux aller?*" Students take out the map they colored the day before. They have to put a star on the country/continent each student will go to and write their information next to it. Tell them they will be handing in this map so make sure it is filled in properly and neat. They can circulate for 15 minutes. Have students go back to their seats and share information with the person sitting next to them.

Day 3 : Les moyens de transport

Objectives

1. I can describe the mode of transport I will use to get to their chosen country and use it in a sentence.
2. I can understand when someone describe the mode of transport in a sentence.
3. I can use the verb: " aller"

First, teach the conjugation of the verb: ' aller ' to go in present tense using all the subject pronouns. Teach different vocabulary on *Les moyens de transport*: (see

vocabulary below). Put emphasis on: *en* and *à* (*en voiture, en bateau* but *à pied* and *à vélo*) ex: *je vais à vélo; Il va en voiture. etc*

Activity: Make up a song and teach it with the different mode of transportations. Put students in group of 3. Assign each group a different mode of transportation. They must make up an action for their word and whenever they hear it during the song, get up and do the action.

Play a review game on [quizlet live.com](http://quizlet.com)

Activity: writing

a. Students will receive a paper with pictures of people using different modes of transportation and with a partner they must come up with sentences in French using the names on the bottom of each pictures and the mode of transportation from a list of words given at the top of the page.

b. Using: ‘*Je vais aller à/ au en _____ en/ à _____. _____ se trouve en/ au _____.*’
For example: *je vais aller en France en Avion. La France se trouve en Europe.* They must write this on their papers and draw a picture of themselves using this mode of transport.

At this point I will announce that I will quiz them the next day to test the new skill.

Day 4: Le passport

Objectives: I can make a list of their personal information in French to include in a passport

1. Do a quick review of modes of transportation learned last class by playing charades- split class into 2 groups and one student from each group must come up, pick a word and describe it by acting it out. First group to guess the answer wins a point, then 2 new students come up to play.

Give a quiz

2. Show the class my passport and ask how many of them have used one before. Ask if they can think of what kind of information that the passport contains (ie nationality, name, date of birth) and write ideas on the board in French. Add any that the students can't think of.

3. Tell students that for their final project they will be making a passport and presenting it to the class (show an example). Today they will be making the page with their personal information on it. Draw an example of this page on the board.

4. Students must write out their personal information in their notebooks and after I check it I will give them the passport booklet materials.

5. Students must construct passports and start working on their personal information pages, including a drawn picture of themselves. They will pass their passports to the front of the class so I can keep them.

Day 5 : Les préparatifs

Objectives:

1. I can ask and answer the question “*Qu’est ce que tu vas apporter?*”
2. I can use the French words to describe what objects they will take with them on their trip.
3. I can use the immediate future

Review vocabulary on clothing (which should be already taught at this point). Teach the conjugation of the immediate future. Explain the rules of *je vais* + infinitive. Make sure to go over the same rules in English first to help students to understand better.

Activity:

- a. battleship

Use battleship to review Immediate future and clothing. (See [appendix4](#) for a template and example)

- b. Draw a suitcase on the board and ask “*Qu’est ce que tu vas apporter?*” In groups of 4, ask the students to draw things that they would put into their suitcases to take on a trip and label them in French.

The students will get online to research the weather of their assigned country. The students must make a list of 10 cloth items and 5 other objects that they will take with them on their trip. They will write sentences describing the weather and what they are taking with them. Following the example: “*à Paris il fait froid en Décembre. Je vais apporter des bottes rouges, un pullover bleu, un impermeable noir*” etc

On one page in their passports they must draw the 10 objects they will take with them on their trip and label them in French.

Day 5 : à l’aéroport

Objectives:

1. I can use questions to obtain information from classmates

2. I can create a passport customs stamp

Watch video on Youtube to introduce the vocabulary

<https://www.youtube.com/watch?v=LQsFnbOH6hU>

Teach airport vocabulary through a PowerPoint. Teach essential questions and how to respond: *Où vas tu? Pourquoi? Pour combien de temps?*

Activity 1: fill in the gaps

Hand out a sheet with a dialogue on it between customs officer and traveler, the traveler portion having blanks for the student to fill out (for example for country they will go to, how long, why, etc). Go over the sheet with the students. Students will have to fill in the blanks following the example and the notes.

Activity 2: Role playing

Have students fill in their own information, and then practice the dialogue with a partner. Each partner should get a turn being each role. Students can then circulate and ask a few different people.

Tell students they must complete a page in their passports which will be stamped by the customs officer. The page must include the date, a 'stamp' with the country's name on it, and the customs officer's signature.

Day 6 : Mes Vacances

Objective:

1. I can describe what I do on my trip
2. I can write a post card to my friend to talk about my trip.

Activity: Match the verb with the picture of the place.

Project different pictures of different places in the world on the board (beach, mountains, forest, jungle, etc) using twiddla.com. ¹⁴Twiddla is an online collaboration tool that's easy to use, doesn't require any downloads or complicated firewall stuff, and is free for just about anybody.

It's like having a whiteboard skin on top of any web page or uploaded image (or nothing at all -you can use it as a blank canvas). You can mark up this whiteboard layer and interact with the web page at the same time - all in real time, with people from all over

¹⁴ <http://www.twiddla.com/About/FAQ.aspx>

the world. Distribute cards with verbs written on them. Ask students to match the verbs with the places (ie *nager* & beach picture, *explorer* & jungle picture, *faire de la randonnée* mountain picture)

Ask students what verbs they put with what pictures and why. Write answers on the board and get students who answer to draw a picture of what the verb means on the board. Tell students they must make up a sentence about what they are going to do on the trip. They can use a verb that is on the board, or if they know another they want to use they can use that (or look it up in the dictionary). They must use it in the form 'Pendant mon voyage à (country's name) _____ je vais _____ (verb in infinitive). Review the immediate future.

Distribute passports while students write their phrase on a piece of scrap paper. After checking the phrase, they must write it on the next page of their passport with a picture of themselves doing this action

Writing prompt/ postcard.

French Class Vacation: You are very excited and happy that you finally arrived to the French speaking country that you are planning to go to for years. Using your Francophone country you are working on, create a postcard using the website readwriteandthink.org or any other post card creator that you might find interesting since you are really tech savvy. You will want to talk about things like:

Where the country is located; How one gets there; How long it takes to get there; How much transportation might cost; What the weather is like when you travel; Interesting places to see and things to do; your opinion and when you will return to the United States. Make sure you find more information about your French speaking country to include on your card.

Day 7: Wrap it up

1. I can fill in a page with information they have already made up throughout the unit
2. I can present information about a country they visited to the class.

1. Students don't have to learn past tense at this point, but I will teach some expressions in past tense using chunk words strategy.

Explain that today is a day of preparation for their presentations which will be taking place next class. Students must finish all pages of their passports and start to prepare for their presentation. They must present their passports to the class and tell us the following things (hand out a sheet with the following information):

- their personal information page « *Je suis né(e) en (place) la (date, mois année) Je suis de nationalité....* »

- the page with the stamp of the country they visited: « Je suis allé (e) à (name of the city)_____en_(name of the country) qui se trouve en/ au (name of the continent) Je suis rest(é)e là-bas pendant (how long was the trip)»

- the page with the list of objects they took with them: « J'ai apporté »

-the page with the drawing of themselves on their trip. « Pendant mon voyage, j'ai.....»

2. Students must fill out this information and find a place in the classroom to practice presenting it. While they are practicing, I will circulate and check their papers. Students who have perfect papers will receive a stamp, and each student must keep correcting their papers until they get one. They get until the last 5 minutes of the class to finish their passports and work on the presentation.

3. During the last 5 minutes of class, explain what they will be marked on during their presentations and show a grading rubric. Encourage them not to read the information off the sheet but to have it semi-memorized and be dynamic while presenting. Ask them to bring some food/souvenir from the country they are visiting if possible.

Day 8: Destination Francophonie

Assessment

1. Students must draw names of countries and their populations from a bag. They must figure out which order they will go on based on the country with the smallest population to that with the biggest. Once they are all standing in order (in a line) they must remember who is standing in front of them and that is who they will be after. Record this order.

2. Give students 5 minutes to do a final run-through of their presentation. IF any students brought food they can set it up in the back of the classroom. Explain that each student only has 2-3 minutes to present.

3. Go over rules of the audience for listening to presentations. Tell students that if they are disrespectful it will be recorded and they will lose marks from their presentation.

4. Start presentations, sit at the back and evaluate. Half students will go on this day; half will go on the next day. During last 5 minutes of class they can eat any food that was brought.

Day 9: Focusing on literacy

Objectives

1. I can read and understand a text on traveling using a literacy strategy
2. I can relate the reading to prior learning using a literacy strategy.

Assign Reading “Chère Maman”. The listening and the text to the reading online, but a hard provide will be provided for some activities in class.

Activity1: Listening and close reading.

Working with the first and the second paragraph only, fill in the blanks with the words that you hear. Read slowly, read text at least four times to allow students to hear the words. To differentiate with lower ability students, provide a word bank. The reading is accessible following this link.

<http://www.languageguide.org/french/readings/br/cheremaman/> . Below are the words which I will take out, but this should be based on the ability of students.

Chère Maman, cher Papa ;

Me voilà installée à Montpellier ! J'habite avec _____ très gentille : Jacques et Marie Trapet et leurs _____, Cecile et Juliette. Je trouve leur _____ très belle, mais ils ne sont pas contents et ils cherchent une autre maison à _____, avec des chambres individuelles pour les enfants. Nous sommes très occupés ici.

Marie est ingénieur et _____ beaucoup pour son travail et va souvent en _____, en Italie et en _____. C'est intéressant mais elle est toujours fatiguée ; elle _____ rester à la maison.

Quand Marie est absente la vie continue! Jacques _____ les repas, et Cecile, Juliette et moi, nous _____ avec les autres travaux ménagers. Pendant le week-end, nous _____, nous _____, et nous _____. Les deux petites filles ont beaucoup de questions sur _____

Je sais que vous rêvez de me rendre visite _____. C'est une très bonne idée! _____j'espère!

P.S. Si vous me donnez l'adresse de Monsieur Crissé, je lui enverrai _____.

After the fourth reading, collect the sheet from them for grade. Replace the sheet with a new sheet without gaps in the first two paragraph.

Activity 2: Close Reading comprehension through text dependent and non-dependent questions.

Now students are to work with the rest of the reading using a close reading strategy.

Steps: 1. First read (Key ideas and details) : Get the students to read, I will make sure, I don't activate prior knowledge or use any other pre-reading activity.

We will use "think-pair-share strategy to check for general understanding.

2. Second read (craft and structure). Reread the rest of the text. Provide some text dependent questions in English. Independent reading read aloud, think aloud, shared, paired. Ask students to use pencils, post it or highlighters to mark text. Portions of text that will aid in citing text based evidence. Discuss in small or whole groups.

3. Third read (integration of knowledge and ideas). Reread the rest of the text, focusing of text dependent questions in French.

Students use pencils use pencils to fill in the blanks and respond to the text dependent questions in French.

3. Text nondependent questions.
4. Supposed your parents sent you Monsieur Cisse's address: send him a post card describing your trip, how you prepare for your trip, when you arrived, what you shop for, what you like about your trip and when you will be leaving. At this point, students at above grade level can write without any example. For at grade and below grade level students, provide a sample post card, or provide sentence starters: je suis arriv(é)e, j'ai fait..., j'ai voyagé, je repartirai etc....

Assign the writing for homework, if not finished in class.

Conclusion

To help students think critically, a lot of things must be taken into consideration while teaching. Generally speaking, incorporate the 21st century skills must be a *sine qua non* in our daily lesson plans. Incorporating technology is just as important as everything else. Also, we need to find literacy strategies with balanced lessons to incite students' curiosity so they could become lifelong learners. We are no longer in the era where students must learn through paper and pencil; we are in the era of social media and technology. Now in a foreign language class, we must try to achieve meaningful output from students by requiring them to use the language in a specific context by modeling and having them listen to and read authentic materials. There are many strategies that are around to help support the use of the language in class and in their future. Students will be very successful, proficient and be beyond where we want them to be if everything is in place to help them achieve their goals.

Appendix 1: Implementing World Languages essential standards

NL.CLL.1.1: Use single words and simple, memorized phrases to express needs, preferences, and feelings.

NL.CLL.2.5: Recognize vocabulary and syntax of single words and simple memorized phrases in the target language

NL.CLL.4.2: Recognize cultural expectations of people in both the target culture and the students' culture.

NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.

NL.CMT.2.2 Recall simple spoken expressions and memorized phrases commonly used in target language communities.

Appendix 2

Proficiency level wall example

Major Focus	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
What language do I use? Vocabulary	I can use a small number of repetitive words and phrases for common objects and actions.	I can use a limited number of words and phrases for common objects and actions, but they are repetitive.	I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little.	I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.	I can use words & expressions from a wide range of topics and begin to use expanded vocabulary within a topic. I can give details and elaborate on a topic.	I can consistently use words and expressions to communicate ideas on a wide range of topics and use expanded vocabulary within a topic.	I can use extensive vocabulary to communicate ideas on a wide range of topics and within a topic. I can use culturally appropriate idiomatic expressions.
How do I use language? Function & Structure	I can use some simple words to provide basic information.	I can use words, phrases and occasional sentences to provide basic information.	I can use phrases and short simple sentences to provide basic information. I can begin to combine words and phrases to create original sentences.	I can use strings of simple sentences to express my thoughts. I can combine words and phrases to create original sentences.	I can use strings of sentences to describe or explain. I can combine simple sentences using connector words to create original sentences.	I can use connected sentences to narrate, describe or explain. I can begin to communicate in paragraph length.	I can communicate in clear and organized paragraph length.
How well am I understood doing the task? Comprehensibility	I can be understood only with great effort.	I can be understood with difficulty by someone accustomed to a language learner.	I can mostly be understood by someone accustomed to a language learner.	I can be understood by someone accustomed to a language learner.	I can easily be understood by someone accustomed to a language learner.	I can generally be understood by someone accustomed and those unaccustomed to a language learner.	I can understand by native speakers, even those unaccustomed to a language learner.
How well do I understand? Comprehension <small>use only for Interpretive Task</small>	I can understand some isolated words.	I can understand some simple questions and statements. I frequently need to hear things again.	I can understand simple questions and statements. Sometimes I need to hear things again.	I can understand questions and statements. Sometimes I need to hear things again.	I can understand questions and statements from real-life situations which may take place face-to-face or electronically.	I can understand the main idea and most details in conversations on familiar topics.	I can understand and link ideas in extended discussions. I can participate actively in most informal and a few formal conversations.

Adapted from the ACTFL Proficiency Guidelines-Speaking (1996) and the ACTFL Performance Guidelines for K-12 Learners (1998) and LinguaFolio (2008)

Minor Focus

How well do I use the language? Language Control	My errors in grammar, word order, and word choice prevent communication.	My errors in grammar, word order, and word choice often prevent communication.	My errors in grammar, word order, and word choice sometimes prevent communication.	My errors in grammar, word order, and word choice do not prevent communication.	I don't make any errors in grammar, word order or word choice that prevent communication.
How much language did I deliver? Task Completion	completed little of what I was asked to do.	I completed some of what I was asked to do.	I completed most everything I was asked to do.	I completed everything I was asked to do.	I completed more than I was asked to do.

Additional Feedback

Appendix3

Below is a suggested list of vocabulary that could be taught with this curriculum but not limited to it.

Vocabulaire : Allons-y!

Places around town / Endroits en ville

Excusez-moi.

Pourriez-vous m'aider ?

Où se trouve...

le magasin

le stade

le gymnase

le restaurant (resto)

le café

le supermarché

le kiosque

le musée

le quartier

la banque

la mosquée

l'église

le temple

la synagogue

la boulangerie

la bibliothèque

l'hôpital

What I need / Ce dont j'ai besoin

J'ai besoin de/d'...

argent

quelque chose à manger

quelque chose à boire

quelque chose à porter

des vêtements

une chemise

un jean

un short

une robe

des chaussures

Je dois...

payer

acheter

des billets

Ça coûte combien ?

Ça coûte...

Un vendeur / Une vendeuse

Un serveur / Une serveuse

I'm familiar with... / Je connais...

Est-ce que vous connaissez...

un bon restaurant ?

ma tante Anne ?

Je connais

Giving directions / Les indications

Tournez...

à gauche

à droite

Continuez tout droit.

C'est...

à gauche de...

à droite de...

en face de

à côté de

dans la rue

devant

derrière

près de

loin de

sur

sous

dans

avant

après

How I get places / Comment j'y vais

Je vais...

en bus

en voiture

en train

en métro

en taxi

à pied

à vélo

Events and Activites / Les événements et les activités

Il y a...

un mariage

un pique-nique

un entraînement

une leçon

de danse

de musique

une réunion

Il n'y a pas de...

What we do / Ce qu'on fait

On va...

travailler

préparer

célébrer / fêter

visiter

rendre visite à...

faire une promenade

a l'aéroport

aller simple one-way ticket

aller-retour return ticket

arrivée arrival

Exemple.

atterrir to land

classe affaire business class

classe économique economy class

déclarer to declare

décoller to take off

départ departure

embarquement boarding

la douane the customs

la piste the runway

l'enregistrement check-in

l'équipage the crew

première classe first class

un avion a plane

un passeport a passport

un vol a flight

voyager to travel

Questions / Les Questions

Qui ?

Qu'est-ce que ?

Où ?

Quand ?

Pourquoi ?

Comment ?

Combien ?

Essential Structures

Forming questions (est-ce que)

Forming questions with question words

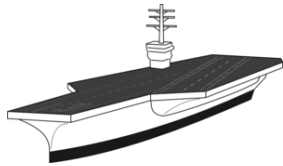
Savoir in all forms

Connaître in all forms

Appendix4

LA BATAILLE NAVALE

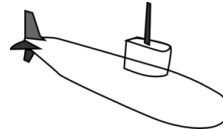
Votre Flotte:



1 porte-avions



1 croiseur



2 sous-marins



3

torpilleurs
(5 cases)
cases)

(4 cases)

(3 cases)

(2



Touché !



Raté



Coulé !



Je									
Tu									
Il/Elle/On									
Nous									
Vous									
Ils/Elles									

VOUS

Je									
Tu									
Il/Elle/On									
Nous									
Vous									
Ils/Elles									

L'ADVERSAIRE

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Erler, Lynn, and Macaro Ernesto. "Decoding Ability in French as a Foreign Language and Language Learning Motivation," *The Modern Language Journal*, volume # 95, 2011.

This study examined the relationships between decoding ability (the ability to relate graphemes to phonemes) in French as a foreign language, self-reported use of such decoding, and dimensions of motivation, specifically self-efficacy and attribution, among young-beginner learners in England. It investigated whether these factors were related to a desire to continue studying the language beyond the compulsory learning age of 14.

Rucks Garrett, Paula, "A Discussion Based Online Approach to Fostering Deep Cultural Inquiry in an Introductory Language Course," *Foreign Language Annals*, Vol. 46, Iss. 2, pp. 191–212. © 2013.

Fostering and assessing language learners' cultural understanding is a daunting task, particularly at the early stages of language learning with target language instruction. The purpose of this study was to explore the development of beginning French language learners' intercultural understanding in a computer-mediated environment where students discussed online cultural instruction among peers, in English, outside of formal instructional time.

McLoughlin, Catherine, and Krakowski, Krzysztof, "Technological tools for visual thinking: What does the research tell us?" *researchgate.net*. Accessed 11/05/2016
<https://www.researchgate.net/publication/228604157>

For 21st century learning, students need to be well versed in techniques for inquiry using new literacies. Developing these skills also will meet the rigorous expectations of the Common Core State Standards.

Stegman Bridget, "Inquiry, New Literacies, and the Common Core". *Kappa Delta Pi Record* 01/27/2014, accessed 11/08/16
<http://dx.doi.org/10.1080/00228958.2014.871688>

This paper aims to give an overview of current theories and research on visual thinking and how it relates to learning. Examples of how technologies can enhance the visual dimension of communication and learning are discussed

Villarreal Alyssa, "Empowering students to use the target language". Teacher Effectiveness for Language Learning Project. tellproject.org, 01/2016 accessed 11/15/2016 http://www.tellproject.org/wpcontent/uploads/2016/03/AdvanceLearning_EmpoweringLanguageUse_Overview.pdf

An overview and introduction to create an environment that empowers students use of the target language.

Yuko, Iwai, "Multicultural Children's Literature and Teacher Candidates' Awareness and Attitudes Toward Cultural Diversity" International Electronic Journal of Elementary Education, vol.5 Iss.2, <http://iejee.com/> Received: 9 September 2012 / Revised: 17

December 2012 / Accepted: 6 January 2013. Accessed 11/15/2016.

The purpose of this study was to look at elementary/middle school pre-service teachers' perceptions of multicultural and diversity issues through multicultural children's literature. Nineteen pre-service teachers in a foundation of literacy course explored multicultural children's literature and involved group/class discussions and a project over the semester. Data was collected using the pre- and post-Cultural Diversity Awareness Inventory (CDAI), open-ended responses, quick writings, projects, and class interactions. The results showed that while they were not familiar with multicultural children's literature at the beginning of the semester, at the end of the semester they developed positive attitudes toward learning about them, identified them as crucial to foster children's awareness of diversity, and planned to use them in their future classrooms.

Student Resources

<http://www.languageguide.org/french/readings/>

Authentic listening and reading based on level. Students can listen to the reading and repeat the sentences. Pronunciation will be improved.

<https://french-resources.org/>

If you are a student wanting to use the site to learn French, you have come to the right place. Pick any activity, and you will be given feedback as you complete the worksheet. If you get stuck, use "Add Mentor" to ask for help from a teacher, friend or exchange partner

<https://keystoliteracy.com/blog/sentence-combining/>

This website will help students improve French literacy by giving them suggestions and ideas in sentences construction.

<https://www.bibliothequedesameriques.com/accueil>

Here is a non-profit, online French lending library. You must register but you can read books in your browser or transfer them to other devices with Adobe Digital Editions (free from Adobe). Check out the Jeunesse Roman section at the bottom of the page.

<http://www.childrensbooksforever.com/childrenpages/French.html>

Interesting and easy book for beginning French learners.

Teacher Resources

<https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola>

For authentic materials using all the modes of communication in a foreign language class: interpretive, interpersonal and presentational,

www.foreignlanguagehouse.com

BLOG- Seasonal Activities & Materials

We invite you to download these free digital products for French and Spanish teachers.

Authentic French materials and literacy activities.

<http://www.readwritethink.org/classroom-resources/student-interactives/postcard-creator-30061.html>

This postcard Creator helps students learn to identify all the typical parts of a postcard, and then generate their own postcard messages by typing information into templates. Students fill in the address, details on the postcard's artwork, and the postcard message. The finished postcard can then be previewed, edited, and printed. After printing their texts, students can illustrate the front of their postcards in a variety of ways, including drawing a picture, creating a collage of images, or printing and pasting clipart in place.

The tool is easy to use, made even easier with the Postcard Planning Sheet, a printable PDF student can use to draft and revise their work before creating and printing their final postcards on the computer. See a completed sample Postcard based on Where the Wild Things Are for details on what a student's work might look like.

<http://www.actfl.org/news/position-statements/use-the-target-language-the-classroom-0>

Use the of the target language in the classroom

American Council on the Teaching of Foreign Languages

www.quizletlive.com

quizlet live is the new tool derived from quizlet that is engaging students in our classes. It allows students to build soft skills as well as hard skills. It encourages students to work together. Students work together to find the term that matches the definition - since none of them have all of the answers. It enhances communication. Students lean in, stay focused, and communicate to win. Everyone on the team must contribute. It reinforces Vocabulary. Students work in small teams to learn a Quizlet study set and race against the rest of their class. Accuracy Over Speed Quizlet Live encourages accuracy over speed. If a team matches incorrectly, they have to start over from the beginning.

Battleship activity:

Bataille Navale (Battleship)

Preparation: Prepare the template based on the tense that is being studied. Choose verbs that you deem important and ones that are irregular.

Students' task: Ask the students to conjugate the verbs in both tables. Then they should place their ships in their own chart by circling/highlighting those squares. Their allocated ships are listed on top of the page. They should then fold their game papers to create game cards. Regular battleship rules apply and the attacks are conducted by forming a sentence using the chosen subject and verb. For example, if playing with the futur simple tense, students may say something like "Il ira au centre commercial la semaine prochaine". The students should keep track of their hits and misses in the "adversaire" table.

www.enchantelarning.com

For graphic organizers

List of material for classroom use

Imaginez, le français sans frontières, Cherie Mitschke.

<http://vistahigherlearning.com/educators/highered/imaginez-2nd-edition.html>

Designed to strengthen students' language skills and develop cultural competency, Imaginez provides students with an active and rewarding learning experience and provides a smooth transition between first-year and second-year French. It features a

fresh, user-friendly design and short films by award-winning francophone filmmakers that serve as a springboard for exploring the themes and concepts in every lesson.

IB French B Course Book: Oxford IB Diploma Programme by Christine Trumper and John Israel

Developed with the IB to accurately match the 2011 syllabus, this comprehensive text tangibly builds fluency and strengthens assessment potential. Oral activities in every chapter build confident speaking skills, and a dedicated unit on literature stretches learners beyond functional language-learning, ensuring exceptional achievement.

Face-à-face; Conversation et rédaction by Françoise Ghillebaert

Face-à-face captures students' interest and encourages them to communicate in French through a wealth of engaging text, technology, and media resources. Students will find it easier and more stimulating to participate in lively conversations as they explore a broad range of topics related to each lesson's theme.

