

**World Languages  
French II Honors  
Unit 3: Travel**

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Language enables communication.</li> <li>▪ Language is inextricably linked to culture.</li> <li>▪ Western languages have certain structural similarities</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ How can travel broaden one’s horizons?</li> <li>▪ How does the availability of public transportation affect a society’s wellness and the environment?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ French societies are not car-dependent.</li> <li>▪ Public transportation is widely used.</li> <li>▪ The Francophone world is linked through air travel.</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ train travel, airplane travel, the <i>imparfait v. passé composé</i>, the <i>futur simple</i>, negatives as subject, double object pronouns</li> </ul> </li> </ul>
<p><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Talk about train and air travel.</li> <li>▪ Express two past actions in the same sentence.</li> <li>▪ Express the future tense.</li> <li>▪ Talk about what you and others will do.</li> <li>▪ Discuss differences between old and modern French trains.</li> <li>▪ Discuss Martinique and other French-speaking islands in the Caribbean.</li> </ul>
<p><b>Related Maine Learning Results</b></p>	<p><u>World Languages</u>  A. Communication  A1. Interpersonal  Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> <li>a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.</li> <li>b. Provide and exchange detailed information on familiar topics, orally and in writing.</li> <li>d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.</li> </ol>

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**A2. Interpretive**

Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 span.

- a. Identify main ideas, topics and specific information in a variety of authentic written materials.
- b. Identify main ideas, topics, and specific information in authentic films.
- c. Identify main ideas, topics, and specific information in a variety of authentic oral/signed materials.

**A3. Presentational**

Students express their own thoughts to describe and narrate in oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.

- a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.
- b. Relate a story about a personal experience or event orally.
- c. Paraphrase and/or summarize texts orally and in writing using a presentational format.
- d. Write brief narrative compositions and expository/informational compositions.
- e. Give oral presentations on familiar subjects related to a culture in which the target language is spoken.

**A4. Language Comparisons**

Students use their understanding of the nature of language to enhance their communication in the target language.

- a. Compare a variety of grammatical structures and syntax between languages.
- b. Identify examples of vocabulary in both languages that do not translate directly from one language to another.
- c. Use idiomatic expressions and/or proverbs in the target language.
- d. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts.

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- B. Culture
- B1. Practice and Perspectives  
Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken
- Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.
  - Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.
  - Identify differences in cultural practices among peoples that speak the same language.
- B3. Comparison with Own Culture  
Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.
- Identify and compare influential figures from the two cultures.
  - Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.
  - Use the target language in a manner that would be considered appropriate by native speakers and explains what makes it appropriate communication.
- C. Connections
- C1. Knowledge of Other Learning Results Content Areas  
Students use the target language to enhance their knowledge of other Learning Results content areas.
- Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.
- D. Communities
- D1. Communities  
Students demonstrate their understanding and use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21<sup>st</sup> century.
- Independently access a variety of target language sources for one's own entertainment or enrichment.
  - Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).

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<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"><li>▪ TPR using toy airport</li><li>▪ Improvisational situations</li><li>▪ Word Wall puzzles</li><li>▪ Letter home</li></ul>
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<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Quizzes</li><li>▪ Composition</li><li>▪ Skits</li><li>▪ Listening comprehension</li><li>▪ Reading comprehension</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>A Bord</u> (McGraw-Hill textbook)</li><li>○ Newspaper, magazine articles</li></ul></li><li>▪ <u>Videos:</u><ul style="list-style-type: none"><li>○ <u>A Bord</u></li></ul></li></ul>