

Overview. In this chapter, students will be able to plan out daily activities, ask for and give directions, ask for information and make requests. They will use the irregular verbs *voir*, *savoir*, and *connaître* in a variety of expressions in order to express needs, questions, and desires.

Essential Questions:

- How do you use French in order to request goods and services in your town?

Enduring Understandings:

- Language study is a tool for communication with speakers of the language throughout one's life: in school, in the community, and abroad.
- Language and culture are intertwined.
- Understanding key differences between cultures is essential to communicating with members of a different community.

CURRICULUM STANDARDS / STUDENT OUTCOMES

Communication

1.1 Interpersonal - Students will:

- Ask for directions from one place in town to another.
- Clarifying/elaborating on given details.
- Apply distinctions between the verbs *savoir* and *connaître*.
- Asking for a specific product sold at a store.
- Give details about your daily life/activities.

1.2 Interpretive Reading and Listening - Students will:

- Read and listen to information about locations in town.
- Read and listen to information about methods of transportation.
- Read and listen to information about what observers see in town.
- Read and listen to information about differentiation between knowing a person and knowing a fact (*savoir* vs *connaître*).
- Read and listen to information about what a person must do during the day.
- Read and listen to information about medical necessities from a pharmacy.
- Read and listen to information about unspecified amounts while shopping.
- Listen and view a video series.

1.3 Presentational Speaking - Students will:

- Give personal information regarding preferred activities in town.
- Write a journal entry about personal observations.
- Write a letter to a teacher to request information.
- Describe the layout of their town.
- Create questions for an interview.
- Write an email to ask questions about a town.

Culture

2.1 Practices and Perspectives - Students will:

- Talk about the metric system and discuss equivalences to US system.

- Students look on the internet for Aigues-Mortes, a walled medieval town, and discuss advantages and disadvantages of living there today.

2.2 Products and Perspectives - Students will:

- Talk about the *Cours Saleya* in Nice and compare to flea markets in the US.
- Compose lyrics for a song about your town using vocabulary from the chapter.

Connections**3.1 Cross-curricular** - Students will:

- Reinforce math skills by converting kilometers/hour to miles/hour and figuring out at what miles/hour a driver can have his/her license revoked.
- Students measure several distances: first with their own hands or feet and then with a meterstick and report results in French.

3.2 Acquire Information - Students will:

- Look at a map of Nice and give directions on how to arrive to different locations in town
- Listen to songs by Jacques Brel singing of his homeland of Belgium and compare to other artists who sing of their homelands.

Comparisons**4.1 Language** - Students will:

- Compare the conjugations of “*ver* (Sp)” and “*voir*” and explain why there are more changes in the present tense conjugation in Spanish.
- Talk about new vocabulary through the recognition of cognates.

4.2 Culture - Students will:

- Compare traffic lights and circles in the US to France.
- Describe mass transit systems and pedestrian access in France.
- Research biodiesel use in France and compare it to the US, and explain why it is not as widely used in the US.
- Compare pharmacies in the US to France.
- Compare the layout of US cities to French cities.
- Compare health care system in US to French system.

Communities**5.1 Beyond the School** - Students will:

- Describe evidence of available media in French in the community.

5.2 Lifelong Learner - Students will:

- Participate in activities to learn more about languages and cultures through various media in French.