



Languages Other Than English French 2

Unit Name: Leisure Activities	Third Six Weeks	Text Correlation : Unit 2
TEKS/AP Required Elements	Content/Vocabulary	Guiding Questions
<p>(1) Communication. The student communicates using the skills of listening, speaking, reading, and writing. The student:</p> <p>(A) engages in oral and written exchanges of learned material to socialize and to provide and obtain information; and</p> <p>(B) demonstrates understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and</p> <p>(C) presents information using familiar words, phrases, and sentences to listeners and readers.</p>	<p>Leisure activities Places City and the country Animals; Irregular verbs Past tense with <u>avoir</u> and <u>être</u>; Regular and irregular past participles Quelqu'un and <u>quelque chose</u>, their opposites and other negative expressions</p>	<p>How would describing past events differ from describing present events in French?</p> <p>How does the past tense in French differ from the past tense in English?</p>
<p>(2) Cultures. The student gains knowledge and understanding of other cultures. The student:</p> <p>(A) demonstrates an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied</p> <p>(B) demonstrates an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.</p>	<p>Using the métro (subway) in Paris</p> <p>Songs emphasizing vocabulary and/or verb tenses</p>	<p>How does mass transportation affect life in European cities?</p> <p>How does the subway system in Paris compare to the subway systems in some American cities?</p> <p>How do leisure activities for teens in France differ from leisure activities in the U. S.?</p>
<p>(3) Connections. The student uses the language to make connections with other subject areas and to acquire information. The student:</p> <p>(A) uses resources (that may include technology) in the language and cultures being studied to gain access to information; and</p> <p>(B) uses the language to obtain, reinforce, or</p>	<p>Traveling in Europe French names for countries</p>	<p>How do the names of different countries compare to the English names?</p>



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<p>expand knowledge of other subject areas.</p>		
<p>(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student:</p> <p>(A) demonstrates an understanding of the nature of language through comparisons of the student's own language and the language studied; and</p> <p>(B) demonstrates an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and</p> <p>(C) demonstrates an understanding of the influence of one language and culture on another.</p>	<p>Weekend and/or leisure activities among French teens</p>	<p>How do weekend and leisure activities among teens in France compare to teen activities in the U. S.?</p> <p>How do the cities and countryside in France compare with cities and countryside in the U. S.?</p>
<p>(5) Communities. The student participates in communities at home and around the world by using languages other than English. The student:</p> <p>(A) uses the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and</p> <p>(B) shows evidence of becoming a lifelong learner by using the language for personal enrichment and career development.</p>	<p>Travel vocabulary</p>	<p>What are the most popular sports in France, and who are some of the champions?</p> <p>Why would knowledge of French be a valuable asset to soccer, tennis, cycling, and fencing fans?</p>