# Unit 2: Le Temps Libre

Content Area: **World Languages**
Course(s): **French 2 CP, French 2 Honors**
Time Period: **October**
Length: **15 blocks**
Status: **Published**

## Transfer Skills

to discuss your weekend activities; to talk about individual summer and winter sports; to describe your vacation and travel plans

## Enduring Understandings

(Communication) Students will be able to talk about individual sports, helping out at home, and what they did over the weekend or during vacation.

(Linguistic) Students will learn to describe and narrate past events using the passé composé

(Critical thinking) There are similarities and differences between the passé compose in French and the past tense in English

(Cultural) There are similarities and differences between weekend and sport activities popular in France and the importance of leisure time to the French people.

## Essential Questions

What are typical activities of summer and what are typical activities of the winter?

What are some popular destinations and popular activities to do while on vacation in the countries of the target language?

How does my after school activities differ from those of students in the Francophone worlds?

What activities are unique to French speaking communities?

How does my daily schedule differ from that of a French speaking student?

How do cultural beliefs influence free time?

How do you determine when and how much leisure time you have?

How, where, and with whom do you spend leisure time?

## Content

Structure:

Passé composé des verbes en –er

Passé composé: forme négative

Les questions au passé compose

Le verbe VOIR

Le passé compose des verbes réguliers en –ir et –re

Le passé compose des verbes être, avoir, faire, mettre, et voir (verbes irrégulier)

Le passé compose avec être (Dr Mrs Vandertamp)

La construction négative ne….jamais

Les expressions quelqu'un, quelque chose, et leurs contraires

Vocabulary: le week-end, les vacances, activités sportives, les expressions avec avoir, des expressions pour la conversation, quand

## Skills

Student will be able to:

Describe weekend activities

Talk about individual summer and winter sports

Describe vacation and travel plans

Tell what you did and where you went, yesterday, last week, or last summer

Narrate what happened at any time in the past

## Resources

Discovering French Bleu unit 7

Discovering French Bleu Workbook unit 7

-Passé composé des verbes en –er

-Passé composé: forme négative

-Les questions au passé compose

-Le verbe VOIR

-Le passé compose des verbes réguliers en –ir et –re

-Le passé compose des verbes être, avoir, faire, mettre, et voir (verbes irrégulier)

-Le passé compose avec être (Dr Mrs Vandertamp)

-La construction négative ne….jamais

-Les expressions quelqu'un, quelque chose, et leurs contraires

-le week-end, les vacances, activités sportives, les expressions avec avoir, des expressions pour la conversation, quand

Google Classroom

Google Slides

Google Docs

Chromebooks

Document Camera

Remind 101

Student Notebooks

Quizlet.com

Vocabulary Llists "le week-end" & "les vacances"

Teacher Created Worksheets/Packets

## Standards

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|---|---|
| WL.7.1.NM.A | Interpretive Mode |
| WL.7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. |
| WL.7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |

| | |
|---|---|
| WL.7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| WL.7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| WL.7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics. |
| WL.7.1.NM.A.L | Linguistic |
| WL.7.1.NM.B | Interpersonal Mode |
| WL.7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes. |
| WL.7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities. |
| WL.7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions. |
| WL.7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| WL.7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| WL.7.1.NM.B.L | Linguistic |
| WL.7.1.NM.C | Presentational Mode |
| WL.7.1.NM.C.1 | Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience. |
| WL.7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| WL.7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| WL.7.1.NM.C.4 | Present information from age - and level - appropriate, culturally authentic materials orally or in writing. |
| WL.7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
| WL.7.1.NM.C.L | Linguistic |