

<p>Course Information:</p>	
<p>Target proficiency level/standards: Novice high</p>	
<p>My goals for student performance:</p> <p>I would like for students to be at a novice high, but I would really like to see them engaging in the class on a personal level. Hopefully, they can not only talk about themselves and their loved ones but also about how their perceptions of the world has changed.</p>	
<p>Global Can Dos:</p>	
Interpretive	<ol style="list-style-type: none"> <li>1. I can sometimes understand simple questions/statements on familiar topics.</li> <li>2. I can understand short, simple directions with the help of pictures.</li> <li>3. I can understand the main topic of conversations I overhear.</li> </ol>
Interpersonal	<ol style="list-style-type: none"> <li>1. I can exchange some personal information.</li> <li>2. I can ask for and give simple directions.</li> <li>3. I can make plans with others.</li> </ol>
Presentational	<ol style="list-style-type: none"> <li>1. I can present information about others using phrases/simple sentences.</li> <li>2. I can write information about my daily life in a letter, blog, email message.</li> <li>3. I can write about a familiar experience/event using practiced material.</li> </ol>
<p>Thematic units in the course:</p> <ul style="list-style-type: none"> <li>• Presentations, greetings</li> <li>• Family and personal information</li> </ul>	

- Friends and free time
- Work, life, daily routine
- Activities, travel
- Food

Other important information about student performance goals:

Students will be working on a semester project (researching a French company or non-profit organization). This exercise structures itself similarly to an IPA in that it includes: reading a short text about the company (aloud); recording a role-playing dialogue with a peer in which both students talk about their fictional companies; presenting their company to the class.

I have 15 students, predominantly comprised of first-year students. There is a small percentage of students who have taken high school French classes, but the majority are new to the language. I have several Chinese-speaking and Spanish-speaking students whose learning is either aided by previous exposure to language acquisition or hindered by their expectations of learning.

The classroom is small, but I have access to two blackboards and a projector. Students can move desks easily but usually sit in rows facing the front of the room.

## Les Français accordent une part grandissante aux loisirs

Le Monde.fr | 14.07.2014 à 18h51 • Mis à jour le 15.07.2014 à 09h29 |  
Par Marlène Duret

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Loisirs et temps libre occupent une place croissante dans la vie des Français mais la « valeur travail fait de l'ombre à la société des loisirs », selon le Crédoc.

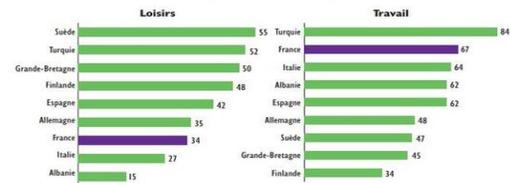


**L**oisirs et temps libre occupent une place croissante dans la vie quotidienne des Européens comme des Français, selon une étude du Crédoc, parue dans la dernière note *Consommation et modes de vie* (N° 268, juillet 2014).

Le temps libre des Français a augmenté de 47 minutes par jour entre 1986 et 2010, passant de 7 h 19 à 8 h 06 par 24 heures. Ce temps est consacré aux loisirs, à la sociabilité, aux repas, au bricolage, au jardinage et au soin des enfants. A l'inverse, le temps consacré au sommeil et à la toilette a diminué de 12 minutes, le temps au travail ou aux études de 25 minutes et celui imparti aux travaux ménagers de 23 minutes. Avec le temps libre, le temps de transport est le seul à augmenter, de 17 minutes par jour.

Les ménages français octroient également une part croissante de leur budget aux loisirs : ce poste représentait 8,1 % en 2012, contre 6,5 en 1959. « *Contrairement à leur image de champions des vacances et des loisirs, les Français se situent plutôt dans la moyenne* », estime le Crédoc pour qui les dépenses de loisirs en Suède, Norvège, Finlande, Royaume-Uni ou encore en Allemagne représentent 10 % du budget des ménages.

Pouvez-vous me dire si, dans votre vie, le travail, les loisirs sont très importants, assez importants, peu importants ou pas importants du tout (% très ou assez importants)



Source : Exploitation CRÉDOC de l'enquête European Values Survey vague 2008-2010.

### REPAS, BRICOLAGE ET JARDINAGE

Si les loisirs sont perçus par les Français comme une « *opportunité pour se détendre, d'apprendre de nouvelles choses ou comme un moyen pour trouver un espace de liberté* », ils sont également l'occasion de tisser des liens ou de renforcer des liens d'amitié et familiaux pour 67 % d'entre eux.

Nos concitoyens sont toutefois « *moins nombreux que les habitants des pays de niveaux de vie comparables* » à avoir des pratiques artistiques amateurs, à lire, à sortir au musée, au concert, à visiter des monuments ou à partir en vacances. Les repas, le bricolage et le jardinage sont les seules activités pour lesquelles les Français montrent un « *appétit réellement supérieur à tous les autres pays européens* », constate le Crédoc.

Article “Les Français accordant une part grandissante aux loisirs”

I. **Keywords** Find the French words in the text that mean the same thing as the following English words or phrases.

- a. Leisure time \_\_\_\_\_
- b. Work (n) \_\_\_\_\_
- c. Daily life \_\_\_\_\_
- d. Gardening \_\_\_\_\_
- e. Meal \_\_\_\_\_
- f. Household tasks, chores \_\_\_\_\_
- g. DIY projects \_\_\_\_\_

II. **Main idea** In one sentence, what is the main idea of the article (in English)?

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III. **Organization** How is the text organized? Choose all that apply and provide an example that justifies your response.

- a. **Pro-Con**
- b. **Change over time**
- c. **Compare and contrast**
- d. **Problem and solution**

Justification:

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IV. **Meaning from context** Based on the context of the article, guess what each of the bolded French words mean in English.

- a. Loisirs et temps libre occupent une place **croissante** dans la vie quotidienne des Européens comme des Français... (1st paragraph)  
\_\_\_\_\_
- b. A l’inverse, le temps consacré au **sommeil** et à la toilette a diminué de 12 minutes... (2<sup>nd</sup> paragraph)  
\_\_\_\_\_
- c. Les **ménages** français octroient (*to grant, accomodate*) également une part croissante de leur budget de loisirs... (3rd paragraph)  
\_\_\_\_\_
- d. Si les loisirs sont perçus (*percieved*) par les Français comme une « opportunité de se **détendre**... » (4th paragraph)  
\_\_\_\_\_

V. **True or false?** Use your understanding of the article to describe whether or not these statements are true or false. If false, provide a quote or a phrase from the text to support your answer.

- a. French people spend less time on leisure activities than they used to spend in 1986.

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b. The French are the champions of vacation and leisure time.

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c. In Switzerland (*la Suède*), people spend the most on leisure activities of any of the countries studied.

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d. The French excel particularly in meals, gardening, and in DIY projects when compared to other European countries.

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VI. **Cultural Comparison** Answer the following questions to compare what you've learned about French culture to what you have experienced in the United States.

a. What did you learn about French culture that you didn't know before? (Provide 1-2 examples)

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b. How do you think this article might be different if it were written for an American audience?

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VII. **Personal Response** In your own words, reply to the following question.

Before reading this article, did you think of the French as being "*champions des vacances et des loisirs*?" After reading, how has your perception of how French people spend their time changed?

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**Avec un partenaire!**

While studying abroad in Aix-en-Provence, you are at a social event for your new residence hall. Strike up a conversation with one of your neighbors about the things you like to do when you aren't in class.

Conduct this conversation with your partner in French, using the vocabulary from Chapter 2. You may also wish to expand your conversation to the differences you find between your free time in France and in the United States.

**Présentation**

Your French teacher wants to hear about all the things you do during your study abroad in France when you were not in classes. Prepare a short letter to a family member of your choice (100 words maximum) about your past-time activities in which you detail what you would do each day of the week, where you would go and with whom.

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
<b>LITERAL COMPREHENSION</b>				
<b>Word Recognition</b>	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
<b>Main idea detection</b>	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
<b>INTERPRETIVE COMPREHENSION</b>				
<b>Organizational features</b>	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
<b>Guessing meaning from context</b>	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
<b>Inferences (True/False)</b>	Infers and interprets the text's meaning, providing the appropriate justification for false statements.	Infers and interprets the text's meaning partially, assigning occasionally inaccurate falsehood to true statements or vice versa.	Makes a few plausible inferences and provides inaccurate justification for falsehood.	Inaccurate assignments of true or false, with inaccurate justification of conclusions.
<b>Cultural perspectives</b>	Identifies cultural perspectives/norms accurately.	Identifies some cultural perspectives/norms accurately.	Identifies some cultural perspectives/norms accurately.	Identification of cultural perspectives/norms is mostly superficial or lacking.
<b>Personal perspectives</b>	Relates personal perspectives and experiences to text and provides context for observations using examples.	Provides some personal perspective and experience to the text with minimal context or examples.	Provides little personal perspective and experience without relating to the context of the text.	Personal perspectives are off-topic or do not relate to the prompt.

Examples of strengths:  
Areas for improvement:

**Interpersonal Mode Rubric**

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<p><b>Language Function</b> Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p>	Creates with language by combining and recombining known elements; is able to express personal meaning and to interact with partner in a natural way.	Uses mostly memorized language with some attempts to create. Employs a number of uncomplicated communicative tasks involving topics related to basic personal information.	Uses memorized language only, familiar language.	Has no real functional ability.
<p><b>Text Type</b></p>	Uses simple sentences and some strings of sentences.	Uses some simple sentences and memorized phrases.	Uses words, phrases, chunks of language, and lists.	Uses isolated words.
<p><b>Communication Strategies</b> Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of breakdown of communication</p>	Responds to direct questions and requests for information. Asks a few appropriate questions, but is primarily reactive. May try to restate in the face of miscommunication.	Responds to basic direct questions and requests for information. Asks a few formulaic questions but is primarily reactive. May clarify by repeating and/or substituting different words.	Responds to a limited number of formulaic questions. May use repetition or resort to English.	Is unable to participate in a true conversational exchange.
<p><b>Comprehensibility</b>  Can this person be understood only by sympathetic listeners used to interacting with non-natives? Can a native speaker unaccustomed to non-native speech understand this speaker?</p>	Is generally understood by those accustomed to interacting with non-natives, although repetition or rephrasing may be required.	Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or rephrasing may be required.	Is understood, although often with difficulty, by those accustomed to interacting with non-natives.	Most of what is said may be unintelligible or understood only with repetition.
<p><b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency</p>	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.	Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.	Has little accuracy even with memorized words.

Examples of strengths:  
Areas for improvement:

**Presentational Mode Rubric**

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<p><b>Language Function</b> Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.
<p><b>Text Type</b> Quantity and organization</p>	Uses simple sentences and some strings of sentences.	Uses some simple sentences and memorized phrases.	Uses words, phrases, chunks of language, and lists.	Uses isolated words.
<p><b>Impact</b> Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience</p>	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presentation illustrates originality and features rich details and/or organization of the text to maintain audience's attention and/or interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through organization of the text and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to address audience of text.
<p><b>Comprehensibility</b>  Can this person be understood only by sympathetic interlocutors used to the language of non-natives? Can a native speaker unaccustomed to the speaking/writing of non-natives understand this writer?</p>	Is generally understood by those accustomed to the writing of non-natives, although additional effort may be required.	Is understood with occasional difficulty by those accustomed to the writing of non-natives, although additional effort may be required.	Is understood, although often with difficulty, by those accustomed to the writing of non-natives.	Most of written language may be unintelligible or understood only with additional effort.
<p><b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency</p>	Is most accurate when producing simple sentences.  Vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.	Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.	Has little accuracy even with memorized words.

Examples of strengths:

Areas for improvement: