

## COURSE OUTLINE FRENCH 10 : phases 3 & 4 2017-2018

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*At Carson Graham, we strive for excellence in all endeavours, encourage personal and social responsibility, respect diversity and work to develop a life long commitment to learning.*

### **Course Description:**

Through the exploration of the following themes: getting acquainted, oneself & others, weekend activities, meals and food shopping, and free time and entertainment, students will expand both their verbal and non-verbal communication skills and increase their global understanding of the French language. French 10 continues to build upon the skills learned in previous years while expanding to include the ability to communicate more fully in both orally and in writing in French in the past, present and future tenses. Students will gain a deepening awareness and appreciation of francophone culture both in Canada and internationally. The study of languages in the MYP also provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

### **Required Materials :**

- Discovering French textbook
- Binder with paper, pencil, and eraser
- School planner or school app

### **Assessment :**

Students will be assessed on the following 4 skills:

**Criteria A – Listening** (Comprehending spoken and visual text)

**Criteria B – Reading** (Comprehending written and visual text)

**Criteria C – Communication** (Communicating in response to spoken, written and visual text)

**Criteria D – Language** (Using language in spoken and written form)

Each criterion will be assessed on an 8 point scale.

**Note:** more assessment information is available on the detailed ‘language acquisition’ course outline on the school website



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## **Reprise :**

Content : review vocabulary from French 8 & 9 (#0-1000, dates, weather, time); describing places and things, expressing preferences, asking & answering questions about yourself, talking about daily activities; articles and contractions; possessive adjectives; review present tense of regular & irregular verbs; review passé composé; review future tenses; review imperative; review subject and stress pronouns; question words; prepositions of location

## **Unité 1 : Qui Suis- Je?**

Content : Nationalities ; professions ; family & friends vocabulary ; more expressions with “avoir & faire” ; questions with inversion; expressions with “être” ; more regular and irregular adjectives ; “c’est vs il est”; aller + infinitive ; idiomatic expression “venir de + infinitive” ; depuis : review of past present and future tenses , questions with inversion

## **Unité 2 Le Weekend Enfin**

Content : Imparfait, Passé composé with “avoir” & “être”; irregular past participles, expressions of time past present & future; Quelqu’un/ne...personne, déjà/ ne... jamais, quelque chose/ ne... rien; expression “il y a”; irregular verbs prendre, mettre, voir sortir, partir, describing weekend plans, getting around in Paris

## **Unité 3 Bon Appétit !**

Content : Food & drink vocabulary, Shopping for food; meals; table settings; ordering in restaurants; partitive articles du/ de la/ des, expressions of quantity; adjective tout/ quel; expression “il faut”; irreg verbs vouloir, pouvoir, devoir, acheter, préférer, payer ;adjective tout

## **Unité 4 Les Loisirs & les Spectacles**

Content : TV and cinema vocabulary; direct and indirect object pronouns (me, te, le, la, nous, vous, les lui, leur, y, en); pronouns with the imperative, the infinitive, and the passé composé; order of pronouns; irregular verbs savoir/connaître and lire, dire, écrire. Describing concerts and movies; extending, accepting and turning down invitations

**Classroom Expectations :** students are expected to adhere to following CG guidelines:

**Excellence** – maintain a positive and safe learning environment

**Acceptance** – foster a sense of personal responsibility, honesty and self-discipline

**Growth** – foster cooperation among students in the pursuit of their intellectual & social goals

**Learning** – encourage and promote educational opportunities for students

**Empathy** – respect the dignity and property of oneself and others

**Success** – create a balance between individual and collective rights, freedoms and responsibilities

