

THE FRANCOPHONE *Experience*

La météo et le recyclage
Thematic Unit

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The Francophone Experience: *la météo et le recyclage* Thematic Unit



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The Francophone Experience Thematic Unit

The activities in this packet are intended to help the teacher meet the revised ACTFL standards. Communication and culture are the focus of the standards. The teacher develops the students' ability to use the French language to explore the francophone world through the Three Modes of Communication:

- Interpretive: Reading, Listening, and Viewing
- Interpersonal: Speaking and Writing
- Presentational: Speaking and Writing

The teacher is expected to use contemporary authentic documents to create meaningful lessons that give purpose to the curriculum. An authentic document is something produced by the francophone culture and intended for the francophone culture. The Interpretive Reading, Listening, and Viewing activities give the students the knowledge needed to show cultural awareness and support the Interpersonal and Presentational forms of communication. Without the Interpretive activities to analyze, students will not have the ability to achieve the Speaking and Writing standards as they will not have content to discuss.

21st Century Learning and IPAs

Today's learner has information at their fingertips. They do not need to recall lists of vocabulary words and verb conjugation rules as this basic level of knowledge is easily found on the internet. Additionally, minute grammar points are not essential for communication, and therefore the World Language teacher needs to reevaluate what and how they are teaching. Consequently, teachers must modify their curriculum to develop lessons that improve communication while prioritizing the importance of the francophone culture.

IPAs are intended to give students the opportunity to build vocabulary, make inferences, and defend opinions, as well as analyze and compare cultures. An IPA embraces technology and shows students how to locate and utilize authentic materials, as this is the only way to teach contemporary, meaningful culture accurately and effectively.

Standards met in this packet include:

Communication

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Classroom Suggestions:

Interpretive Reading Activity:

- Reassure your students that they are not expected to know and understand every word.
- Discuss the fact that they do not know every word in English, yet are able to communicate effectively.
- Show how classroom activities will give your students the strategies needed to interpret authentic texts.

Interpretive Listening Activity:

- Explain that listening is a form of interpretation and therefore overlaps with strategies used during reading.
- Play audio resources multiple times and explain to the students that they might not be able to answer each question on their first attempt.
- Communicate that at this level the audio resources will appear fast but that, after listening to each resource, the students' comprehension will improve.
- When possible, have your students listen individually with headphones or at home in order to allow them to stop, reverse, and go forward at their own pace.
- To ensure the integrity of authentic resources is not compromised, students should be instructed to not slow down their audio.

Interpretive Viewing Activity:

- Explain to your students that viewing is another form of interpretation and is therefore similar to the skills learned during interpretive reading and listening activities.
- When possible, but after completing all other activities, hand out the audio transcription and instruct your students to read along while listening. This will enable the students to see and hear the words while allowing them to focus on French pronunciation and intonations.
- Encourage your students to search for and watch authentic francophone videos when not in the classroom.

Interpersonal Speaking and Writing:

- Emphasize the importance of using provided questions to guide conversations.
- It is essential to students' Interpersonal Communication skills not to rush through questions simply to complete an activity.
- Model how to elaborate on questions and answers to take part in meaningful conversations.
- Compile lists of frequently used words as the students' vocabulary develops.
- Discuss the importance of stopping to correct errors before continuing.

Presentational Speaking and Writing:

- Instruct students how to organize a presentation.
- Teach the grammar necessary to develop paragraph-length discourse.
- Compile lists of transitional words and expressions that enhance presentations.
- Discuss the importance of stopping to correct errors before continuing.
- Model how to use the interpretive resources to build and support their presentations.

Encourage students to use the following vocabulary lists to enhance their communication skills.

Suggested Vocabulary for Interpersonal Communication:

<i>Français</i>	<i>Anglais</i>	<i>Français</i>	<i>Anglais</i>
<i>à mon avis</i>	in my opinion	<i>mais</i>	but
<i>à ton avis</i>	in your opinion	<i>donc</i>	therefore
<i>j'aime</i>	I like	<i>alors</i>	so
<i>je n'aime pas</i>	I don't like	<i>moi aussi</i>	me, too
<i>je suis d'accord</i>	I agree	<i>pas moi</i>	not me
<i>je ne suis pas d'accord</i>	I don't agree	<i>moi non plus</i>	me neither
<i>je vois</i>	I see	<i>et toi</i>	and you
<i>pourquoi</i>	why	<i>pourquoi pas</i>	why not
<i>parce que</i>	because	<i>je ne sais pas</i>	I don't know
<i>bien sûr</i>	of course	<i>c'est vrai ?</i>	really?

Suggested Vocabulary for Presentational Communication:

<i>Français</i>	<i>Anglais</i>	<i>Français</i>	<i>Anglais</i>
<i>d'après</i>	according to	<i>mais</i>	but
<i>en fait</i>	actually	<i>donc</i>	therefore
<i>pourtant</i>	however/ nevertheless	<i>alors</i>	so
<i>par contre</i>	on the other hand	<i>et</i>	and
<i>si</i>	if	<i>ou</i>	or
<i>qui</i>	who/which/that	<i>parce que</i>	because
<i>quand</i>	when	<i>d'abord</i>	first of all
<i>comme</i>	as/since	<i>et puis</i>	and then
<i>que</i>	that	<i>ensuite</i>	next
<i>finaleme nt</i>	finally	<i>enfin</i>	finally

**Suggested Vocabulary Words to Develop Students’
Comprehension of Interpretive Resources:**

<i>Français</i>	<i>Anglais</i>	<i>Français</i>	<i>Anglais</i>
<i>aussi</i>	also	<i>tout</i>	all
<i>la plupart</i>	the majority/most	<i>avec</i>	with
<i>d’habitude</i>	usually	<i>sur</i>	on
<i>c’est</i>	it is	<i>à</i>	to/in/at
<i>il y a</i>	there is/are	<i>de</i>	of/from/about
<i>il faut</i>	it’s necessary	<i>et</i>	and
<i>même</i>	same/even	<i>déjà</i>	already
<i>pour</i>	for	<i>souvent</i>	often
<i>très</i>	very	<i>jamais</i>	never
<i>dans</i>	in	<i>pas</i>	not

“I Can” Student Goal Statements for the French Classroom:

1. I can speak in French.
2. I can respond to a letter or an email in French.
3. I can show an understanding of an audio source (podcast, song, radio, etc.).
4. I can show an understanding of an audio-visual source (movies, videos, etc.).
5. I can show an understanding of a written source (article, letter, novel, song lyrics, etc.).
6. I can present orally in French.
7. I can present information in written French.
8. I can show an understanding of the many facets of the francophone culture.
9. I can continuously show mastery of previously learned vocabulary and grammar skills.
10. I can ask and answer questions.
11. I can participate in spontaneous speech.
12. I can react appropriately.
13. I can give opinions and support them.
14. I can identify and explain attitudes and perspectives of the francophone culture.
15. I can compare and contrast my community with the francophone community.

Thème : Les défis mondiaux

Sous-thème : L'environnement

Les questions essentielles :

- What is the purpose of a weather forecast?
- How does the weather affect our lives?
- Why do people recycle?

Essential Vocabulary for the Weather and Recycling Unit:

la météo – weather forecast

le temps – weather

aujourd'hui – today

hier – yesterday

demain – tomorrow

le ciel – sky

le soleil – sun

les nuages (m.) – clouds

la pluie – rain

l'orage (m.) – thunderstorm

la tempête – storm

la neige – snow

le vent – wind

chaud – hot

froid – cold

les saisons (f.) – seasons

en été – in the summer

en hiver – in the winter

au printemps – in the spring

à l'automne – in the autumn/fall

le climat – climate

le nord – north

le sud – south

l'est – east

l'ouest – west

les conseils (m.) – advice/suggestions

le recyclage – recycling

le tri sélectif – waste sorting

les déchets (m.) – waste

le papier – paper

le plastique – plastic

le métal – metal

les bouteilles (f.) – bottles

le verre – glass

Verbs/Expressions:

il faut – you have to/it is necessary

il fait chaud – it is hot

il fait beau – it's nice out

il fait froid – it is cold

il pleut – it rains/it is raining

il neige – it snows/it is snowing

il y a – there is/are

chez moi – my house/where I live

recycler – to recycle

utiliser – to use

réutiliser – to reuse

réduire – to reduce

créer – to create