

BEGINNING WORLD LANGUAGE: LEARNER PROFILE*

By the end of your first two trimesters of studying a new language, you will be able to understand and say a lot! You will be able to read and write in your new language, as well. In general, you will be able to confidently give information about yourself, as well as information about others; you will be able to talk about your likes and dislikes, your preferences and your needs, and you will begin to use your new language for some daily functions like asking for or giving directions or maybe even buying things like food or clothing. You will probably make some mistakes when you communicate, but you should keep in mind that these mistakes are a natural part of learning a new language! Just pay attention to them and try to see if you can begin to eliminate as many mistakes as possible and then you will be on your way to fluency in a second language! So, at the end of two trimesters in French 1, here's a general picture of what you can expect to be able to do in the language:

Unit 1 – <i>Bienvenue à la Francophonie!</i>	Interpretive Listening	Interpretive Reading	Interpersonal Speaking	Presentational Speaking	Presentational Writing
	<ul style="list-style-type: none"> I can recognize some common greetings and expressions. I can understand when someone is saying the date. I can understand when someone is talking about their name, age, how they're doing, the date, and their birthday. I can understand when someone is talking about where they are from, what their nationality is and what language they speak, and where they live. 	<ul style="list-style-type: none"> I can understand what the date is when I see it written. I can understand when someone is talking about their name, age, birthday, and how they're doing through reading short texts such as emails, personal profiles, and short written dialogues. I can understand when someone is talking about where they are from, what their nationality is and what language they speak, and where they live through reading short texts such as emails, personal profiles, and short written dialogues. I can identify some cognates that help me understand the meaning in a piece of text. 	<ul style="list-style-type: none"> I can greet and say goodbye to people in polite and culturally appropriate ways. I can introduce others and myself to another person. I can ask someone how he or she is doing and tell how I am doing. I can tell and answer questions about my name, my age, and my birthday. I can ask someone for his or her name, age, and birthday. I can ask someone for the date and answer questions from another person about the date. I can tell what my nationality is as well as ask someone else what his or her nationality is. I can ask someone what language he or she speaks as well as tell him or her which language(s) I speak. I can tell where I am from (what country) and ask another person where he or she is from. I can tell where I live (what city, state) and ask another person where he or she lives. 	<ul style="list-style-type: none"> I can greet and say goodbye to people in polite and culturally appropriate ways. I can introduce myself, telling my name, my age, and my birthday. I can tell my nationality as well as what language(s) I speak. I can tell where I am from (what country) and where I live (what city, state). 	<ul style="list-style-type: none"> I can write the date. I can greet and say goodbye to people in polite and culturally appropriate ways through writing. I can tell my name, age, and birthday through writing. I can ask someone for his or her name, age, and birthday through writing. I can ask someone how he or she is doing and tell how I am doing. I can ask someone what language he or she speaks as well as tell him or her which language(s) I speak. I can tell what my nationality is, where I am from (what country), and where I live (what city, state) through writing. I can ask someone what his or her nationality is, where he or she is from (what country) and where he or she lives (what city, state) through writing.

	Interpretive Listening	Interpretive Reading	Interpersonal Speaking	Presentational Speaking	Presentational Writing
Unit 2 – <i>Qui suis-je?</i>	<ul style="list-style-type: none"> • I can understand when someone describes themselves or someone else. • I can understand when someone asks me simple questions about myself or someone else. • I can understand when someone talks about activities and things they like and dislike. • I can understand when someone asks me simple questions about my likes and dislikes. 	<ul style="list-style-type: none"> • I can understand some basic personal information found in short readings. • I can understand basic information about activities and things people like or dislike and why. 	<ul style="list-style-type: none"> • I can describe and answer questions about my physical traits and my personality. • I can ask questions to find out basic information about someone else's personality and physical traits. • I can answer questions about my likes and dislikes about everyday things and activities. • I can ask questions to find out basic information about someone else's likes and dislikes about particular things and activities from everyday life. • I can express my opinion and ask for others' opinions about particular things and activities from everyday life. • I can express why I like or dislike a particular thing and activity everyday life. • I can react to someone else's likes and dislikes about particular things and activities from everyday life. 	<ul style="list-style-type: none"> • I can describe my personality and my physical traits. • I can tell someone else's name and age as well as describe his or her personality and physical traits. • I can describe my basic likes and dislikes about particular things and activities from everyday life. • I can express why I like or dislike particular thing and activity from everyday life. • I can describe someone else's likes and dislikes about particular things and activities from everyday life. 	<ul style="list-style-type: none"> • I can describe my personality and my physical traits through writing. • I can talk about someone else's name and age as well as describe his or her personality and physical traits through writing. • I can ask questions to find out basic information about someone else's personality and physical traits through writing. • I can write about my basic likes and dislikes about particular everyday things and activities. • I can express why I like or dislike a particular thing and activity from everyday life through writing. • I can write about someone else's likes and dislikes about particular things and activities from everyday life. • I can ask questions to find out basic information about someone else's likes and dislikes about particular things and activities from everyday life through writing.
Unit 3 – <i>Voici ma famille!</i>	<ul style="list-style-type: none"> • I can understand what people say in short conversations about family members. • I can understand when someone describes the house or apartment where they live, both on the outside and inside. • I can understand when someone describes what each room of his or her house or apartment looks like and how it is arranged. 	<ul style="list-style-type: none"> • I can understand short passages talking about and describing family members. • I can understand when someone describes the house or apartment where they live, both on the outside and inside. • I can understand when someone describes what each room of their house or apartment looks like and how it is arranged. 	<ul style="list-style-type: none"> • I can tell my family members' names and ages. • I can ask others about their families and talk about my family members' appearance and personality. • I can ask others about their families and tell about my family members' activities. • I can ask others about their families and tell about my family members' likes and dislikes about activities and things. • I can talk about and describe my bedroom as well as all other rooms of my house/apartment. • I can describe the exterior of my house or apartment building. 	<ul style="list-style-type: none"> • I can tell my family members' names and ages. • I can talk about my family members' appearance and personality. • I can talk about my family members' activities. • I can talk about what my family members like and dislike about activities and things. • I can describe my bedroom as well as all other rooms of my house/apartment. • I can describe the exterior of my house or apartment building. 	<ul style="list-style-type: none"> • I can tell my family members' names and ages through writing. • I can write about my family members' appearance and personality. • I can write about my family members' activities. • I can write about what my family members like and dislike about activities and things. • I can describe my bedroom as well as all other rooms of my house/apartment through writing. • I can describe the exterior of my house or apartment building through writing.

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Unit 4 – <i>Qu'est-ce que nous allons manger?</i>	<ul style="list-style-type: none"> • I can understand a waiter when he/she describes foods on the menu most of the time. • I can understand some of what people say in a conversation about their food. 	<ul style="list-style-type: none"> • I can understand some of what I read on a menu. • I can understand when I read about a restaurant in an ad or review, online, in a newspaper, or from a brochure. 	<ul style="list-style-type: none"> • I can order food and drink in a restaurant. • I can ask for and understand information about food in a restaurant. • I can ask for and understand my bill. • I can talk about what my food is like with my friends and with the waiter. • I can talk about what foods, style(s) of cooking and/or restaurants I like and dislike. • I can talk about what foods, style(s) of cooking, and/or restaurants are my favorites. • I can talk about a restaurant and the food and drinks on the menu. • I can buy food or groceries at a grocery store, a specialty store, or open air-market. 	<ul style="list-style-type: none"> • I can describe what my food is like, with my friends and with the waiter. • I can talk about what foods, style(s) of cooking, and/or restaurants I like and dislike. • I can talk about what foods, style(s) of cooking, and/or restaurants are my favorites. • I can talk about a restaurant and the food and drinks on the menu. • I can buy food or groceries at a grocery store, a specialty store, or open air-market. 	<ul style="list-style-type: none"> • I can describe what my food is like, with my friends and with the waiter. • I can talk about what foods, style(s) of cooking, and/or restaurants I like and dislike. • I can talk about what foods, style(s) of cooking, and/or restaurants are my favorites. • I can talk about a restaurant and the food and drinks on the menu. • I can write a description of a restaurant and its menu. • I can create a menu with descriptions.
Unit 5 – <i>Allons faire les courses!</i>	<ul style="list-style-type: none"> • I can understand what I hear in oral presentations about shopping, prices, and clothes. • I can understand messages and commercials that include information such as items and prices. 	<ul style="list-style-type: none"> • I can understand an advertisement about shopping online, in a magazine, newspaper, etc. • I can understand information found on store signs. 	<ul style="list-style-type: none"> • I can ask and give information about sizes, quantities, colors, and prices. • I can ask and give opinions about things I buy. • I can ask and give opinions about how clothing fits. 	<ul style="list-style-type: none"> • I can describe clothing and store preferences, sizes, and fit. • I can talk about differences between items including cost, size, and color using words such as “this”, “that”, and “which”. 	<ul style="list-style-type: none"> • I can write about shopping, prices, and clothes using phrases and simple sentences. • I can write about colors, sizes, and fit of clothes. • I can write a short “thank you” note, message, or flyer about clothing or sales.

*This document has been taken and adapted from a similar document originally devised and created by teachers from the Jefferson County Public School District.