

**French 1
World Language Department**

Course Description: (As written in the Course Description Book)

Structural elements of the language are presented in this introductory course. Listening and speaking skills are stressed before writing and reading. Students are encouraged to think and express themselves in French.

The language is contemporary and the units deal with situations familiar to the students. The required language laboratory gives the opportunity to develop aural-oral skills.

Course Goals:

Students will:

- communicate in French using learned material on familiar daily topics.
- gain cultural knowledge of French speakers in France and in other Francophone countries, in particular Senegal.
- make connections with other areas of study.
- understand the nature of French and the various cultures which use the language through comparisons.
- exchange ideas with communities of speakers of French.
- use appropriate technology to accomplish various communication tasks.

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<p>WL 1.3 Communication 2.1 Cultures 4.1, 4.2 Comparisons</p> <p>EOS 1b Speaking and listening 1e Technology 1f Cooperation 2a Respect</p>	<p style="text-align: center;">GETTING ACQUAINTED</p> <p>-basic greetings</p> <p>-French first names</p> <p>-intonation and pronunciation</p> <p>-adjective agreement: masculine and feminine of nationalities</p>	<ul style="list-style-type: none"> - Utilize greetings and basic phrases in short dialogues - Ask and answer questions concerning names - Model correct pronunciation of the alphabet - Spell own name and other known names in French - Ask and answer questions concerning nationalities and place of origin - Use the verb “etre” with singular subject pronouns 	<p>(Students do not use a text for the first 2 weeks.)</p> <p>Teacher presentation of dialogues.</p> <p>Students choose French name for class (voluntary)</p> <p>Oral repetition and practice of dialogues</p> <p>Recombination of dialogue elements creating own dialogues.</p> <p>Listening and speaking exercises</p>	<p>Dialogues</p> <p>Dialogues</p> <p>Oral and listening quizzes</p> <p>Cassette tapes Worksheets from lab</p>

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<p>WL 1.3 Communication 2.1 Cultures 4.1, 4.2 Comparisons</p> <p>EOS 1b Speaking and listening 1e Technology 1f Cooperation 2a Respect</p>	<p>FAMILY</p> <p>- friends, family and relatives</p> <p>-indefinite articles -definite articles -possessive pronouns</p> <p>-birthdays -days and dates</p>	<ul style="list-style-type: none"> - Manipulate vocabulary in dialogues - Ask and answer questions using appropriate Vocabulary - Compare and contrast greetings in France and in the U.S. - Correctly identify the gender and number of nouns used in vocabulary using definite and indefinite articles - Correctly use the possessive adjectives for “my” and “your” in questions and answers - Orally, say the months of the year and the days of the week, in and out of sequence. - Identify days and dates on a calendar 	<p>their own text at this time.)</p> <p>Dialogues presented with appropriate vocabulary, props and gestures Students practice the dialogues orally.</p> <p>Listening and speaking exercises using cassette and video tapes in the classroom and in the language lab</p> <p>Students create their own calendar with a list of birthdays and other important</p>	<p>Dialogue presentations</p> <p>Cassette tapes and exercise sheets</p> <p>Calendar Dialogue or monologue based on calendar</p>

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	<p>-writing in French</p> <p>-numbers 61-100</p> <p>-Quebec (province)</p>	<p>- Correctly write expressions from dialogues using the appropriate accent marks</p> <p>- Correctly identify numbers both orally and aurally, sequentially and out of sequence</p> <p>- Give their telephone number, using a series of double digits</p> <p>- Understand and write various telephone numbers given orally</p> <p>- Add and subtract single and double digit arithmetic problems</p> <p>- Identify the province of Quebec, the city of Quebec and Montreal on a map</p> <p>- Identify several sights in each of the 2 cities</p>	<p>annual events to use for their dialogues.</p> <p>Team spelling challenge on board</p> <p>Index cards with numbers 61 - 100</p> <p>Telephone numbers: pair numbers as for French telephone numbers</p> <p>Bingo game – purchased or student produced</p> <p>Student teams compete as in a spelling bee.</p> <p>Map of Canada, brochures and city maps of Montreal and Quebec City</p>	<p>Written quiz on known words</p> <p>Quiz on numbers: oral and aural</p> <p>Create a tourist itinerary for a day in one of the 2 cities</p>

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2a Respect	-seasons -expressions of weather	<ul style="list-style-type: none"> - Identify the 4 seasons, their corresponding months and usual weather - Compare and contrast the weather for various parts of France, Quebec, and Connecticut for different months 	Current exchange rate (from newspaper) Pictures of the 4 seasons Internet: <i>France.meteo</i>	Choose a French or Canadian city and write a weather report for a particular date Oral report for weather Unit Test
WL 2.1 Cultures 4.1 Comparisons EOS 2a Respect	French school system Grades	<ul style="list-style-type: none"> - Compare and contrast a French student’s daily and weekly schedule with their own - Distinguish between a “college” and a “lycee” - Identify 6eme, 5eme, etc. - Compare the French and American grading system 	French school schedule for college French report card (“bulletin”)	1 – 2 days

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WL 1.3 Communication 2.1 Cultures 4.1, 4.2 Comparisons EOS 1b Speaking and listening 1e Technology 1f Cooperation 2a Respect	DAILY ACTIVITIES (Verbs) Daily activities -Verb conjugations:-er verbs, faire, etre	<ul style="list-style-type: none"> - Correctly manipulate the vocabulary and expressions in dialogues - Recombine vocabulary elements in original dialogues - Ask and answer questions about daily activities <ul style="list-style-type: none"> - Correctly conjugate “-er” verbs, “faire”, and “etre” for a variety of subject pronouns - Use verbs in a variety of questions and answers - Use “faire” expressions in appropriate answers, e.g. faire du sport, faire une 	Pictures of various activities Objects associated with various activities (e.g. balls, clothing) Listening and speaking exercises using cassette tapes and videos Verb card game: matching endings and subjects for a variety of “-er” verbs, etre and faire. Team competitions	4 – 5 weeks Dialogues Cassette tapes and worksheets Oral and written quizzes

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WL 2.1 Cultures 4.1 Comparisons EOS 2a Respect	Affirmative and negative sentences Interrogative expressions French television PEOPLE AND POSSESSIONS	promenade, faire attention - Answer affirmatively and negatively questions, using a variety of verbs - Ask questions using the appropriate interrogative word - Answer questions asking for information - Compare and contrast channel selections, programs and times of a French television schedule with an American one	for subject and verb agreements Detective game using a variety of interrogative expressions Twenty questions Current television listings from a newspaper or the Internet	Original dialogue using a variety of interrogative expressions Select a variety of programs to watch for friends who have different interests Unit test Semester exam

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WL 1.3 Communication 2.1 Cultures 4.1, 4.2 Comparisons EOS 1b Speaking and listening 1e Technology 1f Cooperation 2a Respect	Adjectives: all forms of regular adjectives and “beau/belle” Personal possessions Colors Prepositions of location “avoir”: present tense	<ul style="list-style-type: none"> - Identify and describe personal possessions using a variety of adjectives in the correct form and place - Manipulate the vocabulary in original dialogues - Ask and answer questions about friends’ and family’s personal possessions - - - Describe where objects are in relationship to each other - - Use “avoir” with a variety of subjects and a variety of expressions, e.g. avoir faim, avoir froid 	Magazine pictures, photos from students Variety of personal objects and objects from the classroom Cassette and video tapes with appropriate vocabulary Match people with objects using “avoir” in sentence. Pictures illustrating “avoir” expressions	Dialogues Picture of favorite room to be used with an oral description Oral descriptions of various objects using a variety of vocabulary Cassette tapes and worksheets Quiz

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<p>WL 1.3</p>	<p> Passe compose with “er” verbs – orally only C’est and Il/Elle est Un, une, des, le, la, les WHERE WE LIVE: CITY and HOME Vocabulary for city, including places and </p>	<p> - Answer oral questions about past activities - Contrast the 2 expressions in various sentences - Manipulate the noun markers in new dialogues - Manipulate vocabulary in sentences and dialogues, pairing objects with various places </p>	<p>Laminated cards with city locations and</p>	<p> Oral and written quizzes Dialogue Unit test 3-4 weeks Dialogues Quizzes </p>

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Communication 2.1 Cultures 4.1, 4.2 Comparisons EOS 1b Speaking and listening 1e Technology 1f Cooperation 2a Respect	directions vocabulary “aller” – present “venir” - present aller + infinitif (futur proche) prepositions: a (au, a al, aux), chez, de stress pronouns Jouer: sports, musical instruments	- Direct another person to various places in the city -use with appropriate subject pronouns in both negative and positive sentences -ask and answer questions about activities in the future -use the prepositions with appropriate verbs (aller, venir) - Use the correct pronouns after prepositions, e.g. lui, moi, toi, etc. - Distinguish the use of “jouer a” with games and “jouer de” with musical instruments - Identify those sports and instruments they	objects Maps of city and/or town for practicing directions Listening and speaking exercises using cassette tapes and video tapes Calendar with various activities listed Map Pictures of various modes of transport Questions and answers Dialogues Pictures or objects for various sports and musical instruments	Cassette tapes and worksheets Oral presentation using calendar and the futur proche for a variety of subjects Dialogue Quiz Dialogue/game: what do you play?

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<p>WL 2.1</p>	<p>Family members</p> <p>Possession: using “de” and using possessive adjectives</p> <p>“De” used with 2 nouns</p> <p>Ordinal numerals (-ieme)</p> <p>French music</p> <p>Paris</p>	<p>both play and would like/not like to play</p> <ul style="list-style-type: none"> - Manipulate the vocabulary using their own family or an imaginary one - Using family members, manipulate a variety of possessives and descriptive adjectives - Use the correct word order for 2 nouns with “de”, e.g. “une raquette de tennis, une voiture de sport - rank order lists e.g. runners in a race, days of the week, months of the year - Identify French musicians, both groups and individuals - Identify a variety of sites in Paris to visit as a tourist, including la Seine, la Tour Eiffel, 	<p>Game: What are you playing?</p> <p>Family tree – teacher generated and student generated</p> <p>Internet sites CD’s or cassettes of French music</p> <p>Video on Paris Maps of Paris for</p>	<p>Family tree: oral and written identification and presentation</p> <p>Short paragraph describing favorite family member</p> <p>Quiz</p> <p>Extra credit: biography of a French musician or group</p> <p>Poster on Paris or 3-D sculpture</p>

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<p>Cultures 4.1 Comparisons</p> <p>EOS 1e Technology 2a Respect</p> <p>WL 1.3 Communication 2.1 Cultures</p>	<p style="text-align: center;">SHOPPING</p> <p>Stores Clothes Verbs: acheter, mettre Adjectives: beau, nouveau, vieux</p>	<p style="text-align: center;">Notre Dame</p> <ul style="list-style-type: none"> - Identify the names of French department stores - Identify other places French teenagers shop - Identify and describe the clothing (at least 4 articles each) a student would wear to: school, party, beach, in winter, formal occasion - Ask and answer questions using appropriate vocabulary 	<p>locating “monuments” “One day in Paris”</p> <p>Various signs for French clothing stores Clothes for these occasions Clothing pairs (e.g. shoes and sox, tops and bottoms) Dressing famous people</p>	<p>Paragraph or oral presentation on “One Day in Paris”</p> <p>Unit test</p> <p>3-4 weeks</p> <p>Oral description of a favorite outfit</p> <p>Picture with a written description</p>

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4.1, 4.2 Comparisons EOS 1b Speaking and listening 1e Technology 1f Cooperation 2a Respect	“-ir” and “-re” verbs “-er” verbs with accent changes, e.g. acheter, preferer Demonstrative adjective: ce “Quel”	- Manipulate the correct verb forms for a variety of subject pronouns, including present tense and futur proche. - Understand questions and answer orally orally using the passe compose - Write correctly the present tense of these verbs - Point out various objects using the correct form of “ce” - Ask and answer questions using “Quel” - Distinguish between the use of “quel” and “qu’est-ce que”	Drawings or magazine cutouts for oral descriptions Cassette tapes and videos for speaking and listening exercises Verb cards “accent cards” for choosing an accent Various objects for questions and answers	Cassette tapes and worksheets Oral quiz Written quiz

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	<p>Comparison of adjectives</p> <p>Money: depenser, gagner, payer, billet, riche, combien, avoir besoin de, avoir envie de</p> <p>The pronoun “on”</p> <p>Imperative</p>	<ul style="list-style-type: none"> - Compare various articles of clothing using: “moins”, “plus”, and “aussi” - Use vocabulary appropriately in questions and answers - Understand the use and various meanings of “on” - Issue and respond to commands 	<p>Fashion show Pictures of famous personalities Names of French fashion designers French clothing catalogues</p> <p>French money Dialogues between parent and child</p> <p>Questions to friends using “on” “Global statements” using “on”</p> <p>TPR (total physical response) : affirmative and negative Game: “What are</p>	<p>Dialogues Fashion show presentation with written program</p> <p>Oral quiz using TPR</p>

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<p>WL 1.3 Communication 2.1</p>	<p>La mode francais</p> <p>(The grammar for the following 2 chapters is covered in the next sequential text.)</p> <p>LEISURE TIME ACTIVITIES</p> <p>Vocabulary for leisure time activities, for weekends and vacations</p>	<p>Identify various articles of clothing considered to be “in” in France</p> <p>- Ask and answer questions on a variety of activities for both the weekend and vacations</p>	<p>you doing? (Qu’est-ce que tu fais?)</p> <p>Internet sites French edition of <i>Elle, Vogue</i> Pictures from current magazines</p> <p>Pictures, brochures for various activities</p>	<p>Extra credit: oral presentation o\with visuals on a french fashion house or on current fashion</p> <p>Unit test</p> <p>4 – 6 weeks</p>

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	<p>avoir, faire, mettre, voir</p> <p>Time vocabulary: ordering of events (maintenant, apres, avant)</p> <p>Passe compose (etre)</p> <p>Negatives: rien, jamais, personne</p> <p>French on vacation</p>	<p>- Sequence a variety of events in present, past and future</p> <p>- Distinguish among the verbs which require etre and those which require avoir</p> <p>- Ask and answer questions in the passe compose using a variety of verbs</p> <p>- Correctly write the “participe passe” for feminine and plural subjects</p> <p>- Express negation using the correct expressions</p> <p>Identify a number of different locations where the French teenager likes to vacation</p> <p>Identify a number of different activities to do in</p>	<p>Personal calendars Calendars of various personalities</p> <p>Teacher guided conversations on past activities</p> <p>Pairs compete on board</p> <p>Various objects and names of people: asking questions using a variety of verbs</p> <p>Map of France Brochures Internet sites of</p>	<p>Dialogue</p> <p>Test on passe compose</p> <p>Parent and child dialogues</p> <p>Poster or brochure for a selected site in France using</p>

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<p>WL 1.3 Communication 2.1 Cultures 4.1, 4.2 Comparisons</p> <p>EOS 1b Speaking and listening 1e Technology 1f Cooperation 2a</p>	<p style="text-align: center;">FOOD and MEALS</p> <p>Vocabulary for eating in and eating out, meal times, a variety of food and drink</p> <p>Food shops Quantities for various foods and drinks</p>	<p>these areas</p> <ul style="list-style-type: none"> - Identify the 3 principal meal times and different foods and drinks associated with each - State individual preferences for eating - Identify foods and drinks which may not be found on an American table - Understand how to read a French restaurant menu, including “Menu”, “service compris”, “a choix” <ul style="list-style-type: none"> - Shop for a variety of food at the appropriate store, using the appropriate quantities 	<p>provinces</p> <p>Plastic food and empty food containers</p> <p>Menus</p> <p>Cassette tapes and videos for speaking and listening exercises</p> <p>Store signs Scale (metric) Litre bottles Food items</p>	<p>pictures and a minimum of text</p> <p>Unit test</p> <p>3-4 weeks</p> <p>Dialogue in a restaurant for servers and clients with student produced menus</p> <p>Cassette tape and worksheets</p> <p>Dialogues in various stores while shopping for a dinner menu</p>

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Respect	<p>Verbs: <i>vouloir, prendre, apprendre, comprendre, boire</i></p> <p>Partitif: <i>de</i></p> <p>Pronoms complements: direct et indirect</p> <p>Verbs: <i>pouvoir, devoir, connaitre, dire, ecrire</i></p> <p>Cooking French</p>	<ul style="list-style-type: none"> - Manipulate the various forms of these verbs for a variety of subjects including present, passe compose, futur proche and imperatif - Understand and use “de” when ordering food and drink - Distinguish between the partitif and the use of “un/une/des” - Manipulate the various pronoms complements, including “<i>me, te, vous, nous, le, la, les, lui, leur</i>” - Distinguish between using “<i>le, la, les</i>” and “<i>lui, leur</i>” with a variety of verbs - Manipulate the various forms of these verbs for a variety of subjects including <i>present, passe compose, futur proche and imperatif</i> - Prepare a French dish, e.g. crepes, mousse, 	<p>Menu items Foods</p> <p>Teacher directed questions and answers Student dialogues using the pronoms complements</p> <p>“Spell down” using verb conjugations</p> <p>(Divide students in</p>	<p>Quiz</p> <p>Dialogues</p> <p>Dialogues Quiz</p> <p>Oral and written quiz</p> <p>Taste test</p>

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<p>WL 5.1, 5.2 Communities</p>	<p>Project: French Connection</p>	<p>quiche</p> <ul style="list-style-type: none"> - Write a recipe for a French dish, using French quantities (metric) and American equivalents <ul style="list-style-type: none"> - Research the French connection on a topic of individual interest - Write an outline of the presentation - Present the project to the class with visuals - Write the works cited 	<p>pairs – choose one recipe for a class) Requisition school classroom kitchen Student food contributions Recipe card for each student Task for each student</p> <p>List of possible topics Poster paper (if appropriate) Internet sites Community members for consultation Instructions for writing “Works Cited” (available in LMC)</p>	<p>Written student evaluation of dish and preparation Written recipe</p> <p>Unit test</p> <p>Project completed over a period of approximately 3 weeks, using 2 – 3 class periods, including at least one in the LMC</p> <p>Project presentation, including visual</p>

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				Semester exam (based primarily on 2 nd semester work)

COURSE TITLE
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MEDIA

I. Text(s)

Valette, Jean-Paul and Rebecca Valette. Discovering French Bleu. McDougal Littell: Boston, 1998.

--- (teacher's edition)

---Activity Book

II. Supplementary readings

III. Technology

---Videocassette program

---Audiocassette program

Various Internet sites

IV. Additional resources

---Overhead visuals

---Testing and Assessment Kit

---Realia, e.g. clothing, plastic food, signage