

# Teen Voices: French! Level 1

Instructor Handbook

# Contents

Course Description: .....	4
Completion Times and Naming Conventions .....	6
Curriculum Planning .....	7
Teaching with Teen Voices and Transparent Language Online .....	8

## Unit Content..... 10

### Unit 1: Getting Started..... 10

Objectives .....	10
Unit Content .....	11
Introduction to Course Characters .....	12
Cultural Reading .....	13
Suggested Classroom Application Activities .....	14

### Unit 2: Meeting Others..... 15

Unit Objectives .....	15
Unit Content .....	16
Conversation .....	17
Cultural Reading .....	18
Suggested Classroom Application Activities .....	19

### Unit 3: Important Numbers..... 20

Unit Objectives .....	20
Unit Content .....	21
Conversation .....	23
Cultural Reading .....	24
Suggested Classroom Application Activities .....	25

### Unit 4: Important Dates..... 26

Unit Objectives .....	26
Unit Content .....	27

Conversation .....	28
Cultural Reading.....	29
Suggested Classroom Application Activities .....	31
<b>Unit 5: Every Day.....</b>	<b>32</b>
Unit Objectives .....	32
Unit Content.....	33
Conversation .....	34
Cultural Reading.....	35
Suggested Classroom Application Activities.....	37
<b>Unit 6: At School .....</b>	<b>38</b>
Unit Objectives .....	38
Unit Content.....	39
Conversation .....	40
Cultural Reading.....	41
Suggested Classroom Application Activities.....	43
<b>Unit 7: After School.....</b>	<b>44</b>
Unit Objectives .....	44
Unit Content.....	45
Conversation .....	46
Cultural Reading.....	47
Suggested Classroom Application Activities.....	49
<b>Suggested Classroom Activities.....</b>	<b>50</b>
Skill-targeted Teaching Exercises .....	50
<b>Suggested Grading Rubrics.....</b>	<b>55</b>
Speaking .....	55
Writing.....	56
Projects.....	57

## Course Description:

Teen Voices: French! is a three-level, introductory course created specifically for middle school and high school language learners. Focused on the everyday lives of typical teens in France, the course is packed with vocabulary that students of the target age will actually want to use, along with the activities and information necessary to actually learn it. All course material is presented in Transparent Language Online, a robust program designed to build all four core skills: listening, speaking, reading, and writing.

Altogether, the three levels of Teen Voices: French! contain 20 units that expose students to common vocabulary topics, functional grammar, integrated culture, and everyday dialogues. Flexibly structured, the course can be adapted to fit any time frame or complement any curriculum. On average, each level represents approximately 1-1.5 years of study, depending on the student's or class's schedule.

## Level 1 Description:

Level 1 of Teen Voices: French! is intended to be the first step in learning French after practicing the alphabet. In addition to teaching approximately 700 useful French words and phrases, it extends to mastery of the simple present tense for many common regular and irregular verbs as well as formal/informal language and basic sentence construction. Students who complete the course will be able to give basic information about who they are and what they like to do.

## Course Components:

The Teen Voices course includes the following major components:

<b>Teen Voices:</b> French! Course	1 Getting Started unit	4 introductory lessons
	6 content units	49 vocabulary lessons (8-10 per unit)
		6 conversation lessons (one per unit)
		6 cultural reading passages (one per unit)
		6 assessments (one per unit)
		33 grammar activities (integrated in various lessons)

See below for more details on these elements.

The main Teen Voices: French! course includes:

- **A Getting Started unit** which presents an introduction to the characters featured in the conversations, an overview of French-speaking countries, a review of cognates, and details on conjugating the very important verb, être (to be).
- **6 content units** which explore relevant topics of interest to middle school and high school students. In Level 1, these topics are “Meeting Others”, “Important Numbers”, “Important Dates”, “Every Day”, “At School”, and “After School”. Each unit is made up of a series of 8-10 lessons. These lessons in turn include:
  - **49 vocabulary lessons** (8-10 per unit) which contain 10-20 vocab words and phrases chosen to give students the ability to speak more deeply about the unit topic. Each lesson has a grammatical or communicative goal noted in the corresponding “Unit Content” section of this handbook. Vocabulary lessons include native speaker sound, images, and helpful comments to explain grammar, culture, or usage in context.
  - **6 authentic conversation lessons** (one per unit) which present a storyline about a group of four teenagers living and going to school in Grenoble, France. As they follow along with the adventures and practice their own conversation skills, students will be exposed to culturally-relevant material as well as new sentence structure and grammar. These conversations, which were recorded by native speakers of France, Canada, and Switzerland, can be found in the second to last lesson of each unit.
  - **6 challenging cultural reading passages** (one per unit) which come with comprehension questions and a dedicated vocab lesson. These passages can be found in the final lesson for each unit.
  - **33 grammar-related activities** (integrated in lessons throughout the units) which give students the opportunity to listen to examples and practice the grammar patterns they’ve seen in the vocab lessons.
  - **6 assessments** (one per unit) which test a student’s understanding of all the vocab material presented in the unit. The assessment appears at the very end of each unit, after all the lessons.
- **Learned vocab features** which prompt students to regularly refresh the words and phrases they’ve learned, preventing them from being forgotten.

## Completion Times and Naming Conventions

For planning purposes, the list below describes how long each type of lesson typically takes to complete. It also describes the naming conventions used for the lessons, so you can easily tell which type is which.

- **Course lessons - 30 minutes** to complete. The names of these lessons consist of the appropriate unit name and lesson number, followed by the subject of the lesson.

Example:

Unit 2: Meeting Others - Lesson 1: Informal Introduction

- **Conversation lessons - 15-20 minutes** to complete. The names of these lessons include “Conversation” and the subject of the conversation.

Example:

Unit 5: Every Day - Lesson 7: Conversation: Discussing Class Schedules

- **Cultural reading lessons - 45 minute-1 hour** to complete. All cultural reading lessons include an integrated vocab lesson. The names of these lessons include “Cultural Reading” and the subject of the article.

Example:

Unit 6: At School - Lesson 9: Cultural Reading: The 12 and 24-hour Time Systems

- **Lessons with grammar practice** - an additional 15 minutes to complete, added onto the time for the rest of the lesson. Course lessons, conversation lessons, and cultural reading lessons can all include grammar practice. The names of these lessons include the focus of the grammar practice in parentheses at the end.

Exam ples:

Unit 3: Important Numbers - Lesson 7: My Address (+ Plurals)

Unit 4: Important Dates - Lesson 7: Conversation: Celebrating Pierre’s Birthday (+ Plurals Practice)

Unit 5: Every Day - Lesson 8: Cultural Reading: School Schedule in France (+ Noun Gender)

- **Assessments - 15 minutes** to complete. The names of assessments include the unit name followed by “Assessment”.

Examples:

Unit 7: After School - Assessment

## Curriculum Planning

Below is an example 4-week curriculum map describing how a single unit from the Teen Voices: French! might be covered. This plan combines online activities from the Teen Voices course in Transparent Language Online with application activities performed in the classroom. (Suggestions for specific Classroom Application Activities can be found in the “Unit Content” section of this handbook.) You can use this map as a guide for planning your own schedule, or modify it to make alternative arrangements as needed.

Sample Unit:					
<b>Week 1</b>	<b>Transparent Language Online:</b> Lesson 1	<b>Classroom Application Activity:</b> Lesson 1	<b>Transparent Language Online:</b> Lesson 2	<b>Classroom Application Activity:</b> Lesson 2	<b>Transparent Language Online:</b> Refresh learned vocab items  <b>Optional:</b> teacher-created vocabulary quiz
<b>Week 2</b>	<b>Transparent Language Online:</b> Choose a “Practice Skill” to complete based on Lessons 1-2	<b>Transparent Language Online:</b> Lesson 3	<b>Classroom Application Activity:</b> Lesson 3	<b>Transparent Language Online:</b> Lesson 4	<b>Transparent Language Online:</b> Refresh learned vocab items <b>Optional:</b> Teacher-created vocab quiz or grammar review
<b>Week 3</b>	<b>Transparent Language Online:</b> Choose a “Practice Skill” to complete based on Lessons 3-4	<b>Transparent Language Online:</b> Lesson 5	<b>Classroom Application Activity:</b> Lesson 5	<b>Classroom Application Activity:</b> Lesson 6	<b>Transparent Language Online:</b> Refresh learned vocab items <b>Optional:</b> Teacher-created vocab quiz or grammar review
<b>Week 4</b>	<b>Transparent Language Online:</b> Choose a “Practice Skill” to complete based on Lessons 5-6	<b>Transparent Language Online:</b> Lesson 7	<b>Classroom Application Activity:</b> Lesson 7	<b>Classroom Application Activity:</b> Lesson 8	<b>Transparent Language Online:</b> Refresh learned vocab items  Unit Assessment

## Teaching with Teen Voices and Transparent Language Online

The Transparent Language Online is best used as part of a flipped classroom approach. In the flipped teaching model, students do lexical preparatory work (learning key words and phrases) before class, then apply what they've learned in class, as opposed to spending their class time on vocabulary drills and trying to apply the concepts on their own afterwards at home. Coming to class with a shared understanding of the relevant vocabulary means that students arrive better prepared to dive into more fruitful and advanced discussion, and thus a deeper and more satisfying learning experience.

That, in turn, allows you to focus your efforts and class time on communicative activities and task-based strategies that help students practice and apply their knowledge. You can add in periodic review sessions as needed, either by reassigning content or by creating new content that uses learned material in different ways. The program will also automatically track each individual student's learned vocab items, so that they can review and refresh them on their own. The end result is a classroom experience in which students spend more time actively engaged, rather than passively listening.

### **A note on teaching grammar with this course:**

Transparent Language Online and the Teen Voices course focus first and foremost on the quickest and easiest ways to help students commit large numbers of words, phrases, and other small chunks of language to their declarative memory. However, just because grammar isn't always front and center in the course doesn't mean that it is ignored.

Some key topics, such as grammatical gender and forming questions, are covered by explanatory videos and have explicit "grammar practice" activities to give students exposure to the pattern. For those who prefer written explanations, there's even a detailed French Grammar Reference in the References section. Students will also see words and phrases that exhibit important grammar patterns as part of their vocabulary learning. For example, all nouns in Teen Voices: French are presented with their definite article, to assist students in learning noun gender.

In addition to the grammar topics covered by these features, many more aspects of grammar are noted in hints or comments that appear while the words and phrases are being studied. This approach allows learners to begin building an intuitive feel for how the language works. This understanding can in turn provide a starting point for any more detailed grammar explanations you choose to offer in the classroom. The flipped classroom approach that allows students to do most of their vocabulary memorization ahead of time means that you have more time during class for grammar and other aspects of the language. By drawing on the vocabulary and concepts that students have already seen, you can take advantage of this time and tailor your grammar lessons to the needs of your students.



Some examples of grammar in the program are shown below:

**French • Preview It** 34 % Complete REFERENCE

SHORTCUTS (CTRL + H)

Both "le" and "la" become "l'" before words that begin with a vowel. So, "le + animal" = "l'animal".

l'animal  
*masculine*  
animal

Preview each word or phrase

PREVIOUS NEXT AUTOPLAY

**French • Grammar Video** 0 % Complete REFERENCE

SHORTCUTS (CTRL + H)

Plural  
Masculine  
**les**  
Plural  
Feminine

00:10 / 00:38

**French • Grammar Practice** 0 % Complete REFERENCE

Replace the subject of the sentence with the appropriate pronoun.

For example...

Le train est élégant.

Il est élégant.

CONTINUE

**French • Grammar Reference** REFERENCE

BACK TO LESSON

[Contents](#) | [Previous Topic](#) | [Next Topic](#) | [Glossary](#)

### Contents

The following Help Topics are available:

- [History of the French Language](#)
- [Letters and Sounds](#)
- [Parts of Speech](#)
- [Nouns](#)
- [Verbs](#)
- [Adjectives](#)
- [Adverbs](#)
- [Pronouns](#)
- [Prepositions](#)
- [Articles](#)
- [Conjunctions](#)
- [Interjections](#)
- [Word Formation](#)
- [Phrases](#)
- [Sentences and Clauses](#)

# Unit Content

---

## Unit 1: Getting Started

### Objectives

In this unit you will...

#### **Communicative**

- Get familiar with French spelling and pronunciation with easy-to-remember words called “cognates”.

#### **Grammatical**

- Find out about grammatical gender: Did you know that “computer” is considered masculine and “color” is feminine in French?
- Discover how to tell the difference between a masculine noun and a feminine noun.
- Be able to make a singular noun plural.
- Learn how to conjugate your first French verb, “être” (to be).

#### **Cultural**

- Get an overview of the French language.
- Learn the names of some countries where French is spoken.

## Unit Content

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
<b>Lesson 1:</b> Meet the Characters	Common formal/informal greetings and introductions	<b>Video:</b> Pronunciation Tips	Meet cast of characters featured in unit conversations
<b>Lesson 2:</b> Le Monde francophone	Francophone countries	<b>Notes:</b> French countries have grammatical gender <b>Video:</b> Accent Marks <b>Video:</b> Definite Articles Exceptions	<b>Note:</b> Role of French language in francophone countries
<b>Lesson 3:</b> Cognates (+ Definite Articles, Pronouns)	Cognates	<b>Video:</b> Definite Articles: Exceptions <b>Video:</b> Gender in French Nouns <b>Note:</b> “le”, “la”, and “l” <b>Note:</b> Add “-e” to adjectives to describe feminine nouns <b>Video:</b> Noun Gender Endings Tips <b>Grammar Practice:</b> Definite articles, personal pronouns	
<b>Lesson 4:</b> Conjugation of “être” (+ Plural Nouns)	Conjugate “être”	<b>Video:</b> “être” <b>Video:</b> Noun Plural Endings <b>Grammar Practice:</b> Make singular nouns plural	<b>Note:</b> Liaison

## Introduction to Course Characters

Meet the cast of characters you'll be following in this course. You'll learn where they're from, what they like to do, and how they all ended up studying at the same school in France.

Image	Character Name	Place of Birth	Greeting
	Pierre Roy	Grenoble, France	Ça va ? Moi, c'est Pierre.
	Christophe Martin	Québec, Canada	Salut ! Moi, c'est Christophe.
	Juliette Favre	Neuchâtel, Switzerland	Salut ! Je m'appelle Juliette.
	Marie Duquette	Beverly, Massachusetts	Ça va ? Je m'appelle Marie.
	Mme Margot Roy	Paris, France	Et moi, c'est Mme Roy. Enchantée de vous rencontrer !
	Mme Christine Martin	Québec, Canada	Et moi, c'est Mme Martin. Enchantée de vous rencontrer !

## About French

French is spoken as a first or second language by over 200 million people spanning over 4 continents. Africa has the largest population of French speakers in the world. African French varieties are spoken in 31 African countries. French is considered the official language of 29 different countries and territories and is prominently spoken in at least 7 other countries. Check out the map above to see where French is spoken in the world; the dark blue represents areas where French is spoken as a mother tongue, blue indicates countries where French is the official language, and the light blue indicates countries where French is not an official language but is still spoken prominently. Green indicates the presence of a French-speaking minority.

French is a Romance language, related to Italian, Spanish, Portuguese, and Romanian. In the 16th century, King Francis the First made French the official language in France, replacing Latin. In the 17th century, French was considered a language of culture and diplomacy. As a result of French colonization, the language reached Africa, North America, and Asia.

Due to the widespread geographical distribution of French in the world, many dialects of French have emerged. Differences in dialects are characterized through differences in pronunciation, vocabulary, and sometimes grammar.

The French spoken in Île-de-France (a region in France that includes the city of Paris) is generally considered the standard form of French and is the form that is typically taught in schools worldwide.

Because of Canada's close proximity to the United States, there are a significant number of borrowings from the English language. However, ironically, there is often greater aversion to Anglicization in Canadian French than in European French because of certain social and political implications.

A significant characteristic of Canadian French is the affrication of the consonants "t" and "d" to sound like "ts" and "dz" before the vowels "i" and "y".

Due to Arabic's official status in Morocco, Moroccan French is heavily influenced by Arabic vocabulary and pronunciation.

Within Morocco, there is significant difference in the way French is spoken based on social status and level of education; those with higher levels of education tend to speak a French that is more similar to that of France.

Moroccans usually roll the letter "r" in French.

Single vowel sounds are often turned into diphthongs in Moroccan French.

The "vous" form is used much less often in colloquial Moroccan French than in standard French, even when speaking to more than one person.

Moroccans usually roll the letter “r” in French.

Single vowel sounds are often turned into diphthongs in Moroccan French.

The “vous” form is used much less often in colloquial Moroccan French than in standard French, even when speaking to more than one person.

### Suggested Classroom Application Activities

- Have students use Google Maps to locate each French-speaking area and practice using “être de” to say who is from where.
- Have students choose a French-speaking area to research and report on (report can be in English). A poster or visual aid should be included to assist them and create visuals around the classroom.
- Have students use social media, websites, or other online media to search for and present common cognates. They should include the spelling, meaning, gender (if a noun), and correct pronunciation of the word.

## Unit 2: Meeting Others

### Unit Objectives

In this unit you will...

#### **Communicative**

- Learn the basics of French by saying “Hello”, “Good-bye”, and “Nice to meet you.”
- Be able to say what your name is and ask about someone else’s.
- Ask where your new acquaintances are from and talk about your nationality.
- Talk to adults by calling them by their titles.

#### **Grammatical**

- Be able to conjugate the regular verb “parler” (to speak) to say what languages you speak.
- Use “de” to talk about where you are from.
- Be able to make a singular noun plural.
- Learn the basics of noun-adjective agreement.

#### **Cultural**

- Learn how French-speakers change one word to be more respectful to adults or to be more casual with family and friends.
- Read more about how people from French-speaking countries greet each other.

## Unit Content

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
<b>Lesson 1:</b> Informal Introduction	Common greetings, informal phrases	<b>Note:</b> Space before punctuation <b>Note:</b> “de” + “les” = “des” <b>Note:</b> Stressed pronoun “toi” in “Et toi ?”	
<b>Lesson 2:</b> Formal Adult Introduction (+ Formal vs. Informal)	Formal speech + “vous” forms	<b>Video:</b> Formal vs. Informal <b>Grammar Practice:</b> Formal vs. Informal	<b>Note:</b> Abbreviation “Mme”
<b>Lesson 3:</b> Informal Adult Introduction (+ Formal vs. Informal)	Informal speech + “tu” forms	<b>Note:</b> Example and explanation of inversion <b>Note:</b> “de” + “le” = “du” <b>Note:</b> Example of adjective agreement (f, pl.) <b>Grammar Practice:</b> Formal vs. Informal	<b>Note:</b> When to use “bonjour” <b>Note:</b> Abbreviation “M.”
<b>Lesson 4:</b> Conjugation of “parler”	Conjugate “parler”	<b>Note:</b> Examples of -ER verbs <b>Video:</b> -ER Verbs	
<b>Lesson 5:</b> Talking with Friends 1 (+ Adjective Agreement)	“Je suis de...”	<b>Note:</b> Example and explanations of adjective agreement <b>Grammar Practice:</b> Pronouns, adjective agreement with nationality	<b>Note:</b> Nationalities not capitalized
<b>Lesson 6:</b> Talking with Friends 2 (+ Spoken by Male vs. Female)	Nationalities	<b>Note:</b> “ma” + “amie” = “mon amie” <b>Grammar Practice:</b> Spoken by a male vs. spoken by a female, adjective agreement	<b>Note:</b> Abbreviation “Mlle”
<b>Lesson 7:</b> <b>Conversation:</b> Meeting Marie and Juliette	Greet adults and classmates and say where you are from.		<b>Note:</b> “on” to talk about a group of people, or, informally, to mean “we”
<b>Lesson 8: Cultural Reading:</b> Les bises	French greetings (e.g. faire la bise, faire le check).	<b>Note:</b> “se” means “each other”	“faire les bises ou se serrer la main”?



## Conversation

Mme Margot Roy is hosting a dinner tonight. Her half-sister, Christine, is bringing her son, Christophe. Pierre Roy invited two new students from school to dinner. Pierre introduces the exchange students to his parents and cousin, Christophe.

Pierre Roy	Je vous présente Juliette.	Let me introduce you to Juliette.
Mme Margot Roy	Bonsoir. Je m'appelle Margot Roy. Et voici mon mari, Jacques.	Good evening. My name is Margot Roy. And this is my husband, Jacques.
Juliette Favre	Bonsoir, Monsieur. Bonsoir, Madame. Enchantée.	Good evening, sir. Good evening, ma'am. Delighted.
Pierre Roy	Juliette, c'est mon cousin, Christophe, et ma tante, Christine. Ils sont Québécois.	Juliette, this is my cousin, Pierre, and my aunt, Christine. They are Quebecois.
Christophe Martin	Salut ! Ça va ? Tu viens d'où ?	Hi! How are you doing? Where are you from?
Juliette Favre	Salut ! Je suis suisse. Je viens de Neuchâtel exactement.	Hi! I am Swiss. I actually come from Neuchâtel.
Christophe Martin	Vraiment ? C'est super !	Really! That's great!
Pierre Roy	Marie est là !	Marie is here!
M. Jacques Roy	Bonsoir, Marie. Je m'appelle Jacques Roy. Enchanté.	Good evening, Marie. My name is Jacques Roy. Delighted.
Marie Duquette	Bonsoir, Monsieur. Enchantée.	Good evening, sir. Delighted.
Pierre Roy	D'où es-tu aux États Unis ?	Where in the United States are you from?
Marie Duquette	Je viens de Beverly, au Massachusetts.	I come from Beverly, in Massachusetts.
Mme Margot Roy	Les États Unis, la France, la Suisse, le Québec ! Ça va être un dîner international ce soir !	The United States, France, Switzerland, Quebec! It's going to be an international dinner tonight.
Pierre Roy	On passe à table ?	Shall we eat?
Christophe Martin	D'accord !	Ok!
Juliette Favre	Oui !	Yes!

## Cultural Reading

### Les salutations dans les pays francophones

Dans les pays francophones, on “fait la bise” pour saluer les amis et la famille. Cela consiste à s’embrasser sur les joues. Selon la région de France ou le pays, le nombre de bises change. Par exemple, au Cameroun, c’est quatre bises ; au Québec, c’est deux bises ; en République Démocratique du Congo, c’est trois bises ; en France, c’est entre deux et quatre bises.

Les hommes aussi se font la bise, surtout s’ils se connaissent bien. Les hommes peuvent aussi se serrer la main. Les jeunes et les adolescents font également des “checks” (comme aux États-Unis). Dans le monde professionnel, en général, on se serre la main.

How do two people usually greet each other in Francophone countries?	They smile and wave.	
	They kiss each other on the cheeks.	x
	They hug each other.	
	They say “checks”.	
How many “bises” do people give each other when they meet in Cameroon?	one	
	two	
	three	
	four	x
How many “bises” do people give each other in France?	between one and two	
	between two and three	
	between two and four	x
When two French men who know each other meet up, do they give each other “bises”?	Yes, but they can also shake hands.	x
	No, they only shake hands.	
At work, or in a professional setting, what is the most common way to greet someone?	faire les “checks”	
	se serrer la main	x
	faire la bise	

## Suggested Classroom Application Activities

- Role Play: Student-student introductions.
- Role Play: Introduce yourself and two classmates to the president and his family. Be careful to correctly use formal/informal speech.
- Writing exercise: Create a Fill in the Blank activity with the reading comprehension text and have students write the correct words in the blanks.
- Have students will create a (pretend) social media account for one of the characters (e.g. Facebook, Twitter, etc.). Students will take on the role of a character in the course or make up a new character. They can befriend each other, introduce themselves and interact with other “characters” through social media. This account can be kept and expanded on as part of a “virtual portfolio” throughout this course.

# Unit 3: Important Numbers

## Unit Objectives

In this unit you will...

### Communicative

- Ask someone how old they are and state your age.
- Exchange phone numbers.
- Tell someone where you live using French words for house number, street name, state, and zip code.
- Be able to count all the way to one billion (sort of).

### Grammatical

- Use the verb “avoir” to talk about age.
- Ask questions using inversion.
- Practice identifying noun gender.

### Cultural

- Learn how European phone numbers are written.
- Learn about how French speakers talk about where they live.
- Find out why French cities use people’s names as street names.

## Unit Content

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
<b>Lesson 1:</b> Numbers 0-20 (+ Addition Practice)	Numbers 1-20.	<b>Grammar Practice:</b> Addition in (Practice numbers 10-20)	
<b>Lesson 2:</b> Age (+ Addition Practice)	Age	<p><b>Note:</b> Inversion vs. “Est-ce que... ?”</p> <p><b>Note:</b> Inversion with “a” + “il/elle” = “a-t-il/elle”</p> <p><b>Note:</b> Agreement “quel/quelle”</p> <p><b>Video:</b> Quel/Quelle</p> <p><b>Grammar Practice:</b> Practice with numbers 0-20 and age</p>	<b>Note:</b> “What age do you have?” (use of “avoir”)
<b>Lesson 3:</b> Conjugation of “avoir”		<p><b>Note:</b> What is an irregular verb?</p> <p><b>Video:</b> “avoir”</p> <p>Conjugate “avoir”</p>	
<b>Lesson 4:</b> Phone Number (+ Inversion)	Telephone numbers	<p><b>Note:</b> Intro to agreement with possessive adjective</p> <p><b>Note:</b> Imperative “tu” form</p> <p><b>Video:</b> Form Questions Using Inversion</p> <p><b>Grammar Practice:</b> Questions with inversion</p>	<b>Note:</b> French phone numbers
<b>Lesson 5:</b> Higher Numbers (+ Practice)	21, 22, and 30-100 thousand, million, and billion	<b>Grammar Practice:</b> Numbers 20-100	<b>Note:</b> Literal translations of 70, 80, 90 (different than Swiss French)
<b>Lesson 6:</b> My City	“J’habite...” (state, house, area).	<p><b>Note:</b> Negate using “ne... pas”</p> <p><b>Video:</b> Indefinite Articles</p>	<b>Note:</b> “chez” meaning
<b>Lesson 7:</b> My Address (+ Plurals)	“J’habite...” (road, address, nearby)	<p><b>Note:</b> “ta” + “adresse” = “ton adresse”</p> <p><b>Grammar Practice:</b> Plural nouns</p>	<p><b>Note:</b> “la rue principale”</p> <p><b>Note:</b> Many ways to say “nearby”</p>
<b>Lesson 8:</b> Conjugation of “habiter”	Conjugate “habiter”	<b>Note:</b> What is a regular -ER verb?	
<b>Lesson 9:</b> <b>Conversation:</b> Exchanging Phone Numbers (+ Noun Gender)	Give friends your phone number and address so you can meet up later.	<b>Grammar Practice:</b> Practice noun gender with nouns from this unit	<p><b>Note:</b> Age to get driver’s license in Europe</p> <p><b>Note:</b> Casual way to ask questions (Vous faites quoi ?)</p>

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
<b>Lesson 10: Cultural Reading:</b> The Name of My Street	Getting around town	<b>Note:</b> “de” + “un(e)” = “d’un(e)” <b>Note:</b> Relationship of one noun to another (e.g. le nom d’une personne)	Street names in France <b>Note:</b> “le marché”, “le supermarché”, “l’hypermarché”

## Conversation

After class on Monday, Pierre and Christophe meet up with Marie and Juliette, the exchange students. Christophe invites all of them to his hockey game that night. He gives his phone number to each of them. Pierre proposes that they all go to the game together.

Christophe Martin	Marie ! Juliette ! Comment ça va ?	Marie! Juliette! How are you doing?
Juliette Favre	Ça va. Et vous ?	Doing ok. And you?
Christophe Martin	Ça va. Vous faites quoi ce soir ?	Doing all right. What are you doing this evening?
Marie Duquette	Rien de spécial. Pourquoi ?	Nothing special. Why?
Christophe Martin	J'ai un match de hockey à 19h. Vous voulez venir ?	I have a hockey game at 7pm. Do you want to come?
Juliette Favre	Tu fais du hockey ? Trop bien ! On y va, Marie ?	You play hockey? Awesome! Are we going, Marie?
Marie Duquette	Pourquoi pas ? On fait comment ? On se retrouve à la patinoire ?	Why not? What's the plan? Are we meeting at the rink?
Pierre Roy	Non, allons là-bas ensemble. C'est plus facile. Quelle est ton adresse, Marie ?	No, let's go there together. It's easier. What's your address, Marie?
Marie Duquette	Ma famille d'accueil habite au 36 rue Albert Camus. C'est au centre-ville.	My host family lives at 36 Albert Camus street. It's downtown.
Pierre Roy	Ok. On prendra le bus alors.	Ok. We'll take the bus then.
Christophe Martin	Ouais... On n'est pas au Québec. Je ne peux pas conduire ici avant mes 18 ans !	Yeah... We are not in Quebec. I can't drive here before my 18th birthday!
Juliette Favre	Moi, j'aime bien le bus... Bon, on dit 18h chez toi Marie ?	I like the bus... So, let's say 6pm at your place, Marie?
Marie Duquette	D'accord. À tout à l'heure donc !	Ok. See you in a bit then!
Christophe Martin	Attendez les filles ! N'oubliez pas mon numéro: 06-81-18-25-44. À plus !	Wait a minute girls! Don't forget my phone number: 06-81-18-25-44. Later!

## Cultural Reading

### Le nom de ma rue

[Marie Duquette]: “Ma famille d’accueil habite au 36 rue Albert Camus, à Grenoble. J’aime bien habiter dans le centre-ville. C’est très pratique parce que tout est à proximité et on peut marcher facilement. Le supermarché se trouve dans l’avenue Jeanne d’Arc. Et le lycée est dans la rue Louis Pasteur. En France, les noms des rues sont souvent des noms de personnes célèbres: des écrivains, des scientifiques, des personnages historiques.

Il y a aussi des rues qui indiquent le nom d’un bâtiment: par exemple, dans toutes les villes et les villages français, il y a une rue de la poste, une rue de l’église, une place de la mairie, et très souvent une rue de la gare. J’aime aller sur la place du marché le dimanche. Les marchés sont une tradition française, où vous pouvez trouver beaucoup de produits locaux et de saison. C’est délicieux !”

Who lives on rue Albert Camus?	the Martin family	
	Maria’s host family	x
	the Roy family	
	the Pasteur family	
Where is rue Albert Camus located?	a village outside of Grenoble	
	downtown Grenoble	x
	next to the high school	
What building is found on l’avenue Jeanne d’Arc?	the high school	
	the farmer’s market	
	the post office	
	the supermarket	x
Names of roads in France are NOT commonly named after...	buildings around town	
	markets	
	fictional characters	x
	historical figures	
A road called “rue de la mairie” is most likely named after...	the library	
	a historical figure	
	Marie Duquette	
	the town hall	x



## Suggested Classroom Application Activities

- Prepare a set of business cards. Each card should have a different name, age, address, nationality and phone number. Next distribute the cards among the students and tell them that this is their new identity. Students must then ask each other questions related to the information on the card (age, address, etc.) and record those answers on a separate sheet of paper.
- Short dialogues in pairs. Ask students to state their age and ask each other how old they are and where they are from.
- “My class telephone book”: Students say their phone number and everyone writes it down. Use of possessive + numbers.

# Unit 4: Important Dates

## Unit Objectives

In this unit you will...

### Communicative

- List the months of the year.
- Be able to answer someone when they ask you about today's date.
- Reveal that it's your birthday and ask someone about when theirs is.
- Talk about seasonal events: What's happening this fall?
- Talk about your family's holiday traditions.

### Grammatical

- Describe what things are made of using "de" (of).
- Use "est-ce que" to ask questions.
- Start using "aller" (to go) + infinitive to talk about the near future.

### Cultural

- Read about some familiar and not-so-familiar holidays celebrated in France.
- Use holiday-appropriate greetings like "Happy birthday!", "Merry Christmas!" and "Happy New Year!"

## Unit Content

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
<b>Lesson 1:</b> Months	Months of the year, dates	<b>Note:</b> Dates with “C’est le...”	<b>Note:</b> Months aren’t capitalized
<b>Lesson 2:</b> Her Birthday Party	Birthday	<b>Note:</b> “voudrais” vs. “veux” <b>Note:</b> Describe what things are made of with “à + noun” <b>Note:</b> Noun plural “-eau” -> “-eaux”	<b>Note:</b> “aimer” vs. “aimer bien” (avoiding romantic overtones)
<b>Lesson 3:</b> Seasons and Holidays (+ Months, “est-ce que”)	Seasons, French holidays and American holidays	<b>Video:</b> Est-ce que <b>Grammar Practice:</b> Practice months of the year, forming questions with “Est-ce que... ?”	<b>Note:</b> Easter bell vs. Easter bunny <b>Note:</b> “la Toussaint” + “les vacances de la Toussaint” <b>Note:</b> Epiphany Day
<b>Lesson 4:</b> Conjugation of “aimer” (+ “aimer” + Infinitive)	Conjugate “aimer”	<b>Grammar Practice:</b> “aimer” + an infinitive verb	
<b>Lesson 5:</b> Special Occasions (+ Noun Gender)	Celebrations, months, dates, and greetings	<b>Grammar Practice:</b> Noun gender practice	<b>Note:</b> Liason
<b>Lesson 6:</b> Conjugation of “aller” (+ “aller” + Infinitive)	Conjugate “aller”	<b>Video:</b> Verbs followed by infinitive <b>Grammar Practice:</b> “aller” + infinitive	
<b>Lesson 7:</b> <b>Conversation:</b> Celebrating Pierre’s Birthday (+ Plurals Practice)	Wish your friend a happy birthday, give a gift, and say when your birthday is.	<b>Grammar Practice:</b> Form plurals with nouns from this unit	
<b>Lesson 8: Cultural Reading:</b> Bastille Day (+ Holiday Dates)	Celebrating Bastille Day (les feux d’artifices, danser, un bal populaire)	<b>Grammar Practice:</b> Practice dates and holidays <b>Note:</b> Adjective ending in “-eux” (m) --> “-euse” (f) <b>Note:</b> Most nouns ending in “-ment” are masculine	Bastille Day <b>Note:</b> “bals populaires” in France

## Conversation

Tonight is Pierre's 16th birthday. The Roys have invited all of Pierre's friends to a party. Of course, the exchange students are invited, too. Juliette and Marie come to join the festivities and are met by Mme Roy at the front door.

Mme Margot Roy	Bonjour Juliette ! Bonjour Marie ! Entrez, entrez...	Good afternoon Juliette! Good afternoon Marie! Come in, come in...
Mme Margot Roy	Vous arrivez juste pour le gâteau.	You're right on time for the cake.
Juliette Favre	Bonjour Mme Roy... euh... Nous avons un cadeau pour Pierre.	Good afternoon Mrs. Roy... um... We have a gift for Pierre.
Mme Margot Roy	Encore un cadeau ? Pierre est vraiment gâté aujourd'hui.	Another gift? Pierre is really spoiled today.
Marie Duquette	Salut Pierre ! Bon anniversaire !	Hey Pierre! Happy birthday!
Marie Duquette	Tiens, c'est de la part de Juliette et moi.	Here you are, this is from Juliette and me.
Pierre Roy	Merci beaucoup ! Ouah, j'adore ce jeu vidéo, c'est génial !	Thanks a lot! Wow, I love that video game, that's great!
Christophe Martin	Juliette, au fait, c'est quand ton anniversaire ?	By the way, Juliette, when is your birthday?
Juliette Favre	C'est le 1er octobre. Et toi ?	It's October 1st. And you?
Christophe Martin	Mon anniversaire, c'est le 14 juillet.	My birthday is on July 14th.
Pierre Roy	Vraiment ? Tu es sérieux ? Le jour de la fête nationale française ?	Really? Are you serious? The day of the French National Holiday?
Marie Duquette	Pierre, on a une autre surprise pour toi.	Pierre, we have another surprise for you.
Pierre Roy	Une autre surprise... C'est quoi ?	Another surprise... What is it?
Marie Duquette	On a réservé une partie de paintball pour demain après-midi.	We booked a slot to play paintball tomorrow afternoon.
Pierre Roy	Génial ! Vous êtes prêts pour une partie de jeux vidéos maintenant ?	Awesome! Are you ready to play a video game now?

## La fête nationale

La fête nationale est le 14 juillet. Ce jour est similaire au Jour de l'Indépendance aux États-Unis. Chaque juillet, les Français célèbrent un événement qui correspond à la fin de la monarchie (monarchy) et au début de la Révolution (the French revolution) : la prise de la Bastille en 1789.

En 1789, La Bastille était (was) une forteresse transformée en prison. Elle symbolise pour les Parisiens la puissance du roi et l'inégalité (inequality) entre le peuple (the people) et la royauté (royalty). Le 14 juillet, un grand groupe de Parisiens a attaqué la Bastille et l'a pris d'assaut (and stormed it). Cet événement historique est le symbole de la République française, donc le 14 juillet a été choisi (was chosen) comme date pour la fête nationale.

Il y a plusieurs événements pour célébrer cette fête : un défilé militaire sur l'avenue des Champs-Élysées à Paris, des bals populaires et des feux d'artifices dans toute la France.

What happens each year on l'avenue des Champs-Élysées during Bastille Day?	The king of France hosts a party.	
	There is a military parade.	x
	There is a popular ball.	
	There is the beginning of a revolution.	
Where is l'avenue des Champs-Élysées located?	in the Bastille prison	
	near la République française	
	in Grenoble	
	in Paris	x
Which American holiday is Bastille Day most similar to?	Memorial Day	
	Presidents' Day	
	Fourth of July	x
	Labor Day	
According to this passage, what corresponds to the beginning of the French Revolution?	when the king of France built the Bastille	
	when Parisians stormed the Bastille prison	x
	when Parisians lit fireworks and had a parade	
	when French royalty and French citizens had equal rights	
The Bastille was...	a prison	
	a fortress	
	both a prison and a fortress	x

## Suggested Classroom Application Activities

- Have students work in pairs to prepare a party invitation. Each pair should choose a different occasion for their party (birthday, Christmas, etc.), as well as the time, the date, and the address. Ask them to think about presents they are going to exchange and search for traditional songs to sing at the party. Have students exchange their invitations and ask each other follow-up questions about their party.
- Have students research traditional French (or Swiss, Canadian, etc.) songs to sing at a holiday party. See if they can find a link to the song on YouTube and have them print out (or link to) the lyrics.
- “Today is...”: Ask students to identify the day and month (can be paired with activity Unit 4 Lesson 3).
- Conversation: Have students ask each other when their birthdays are and how old they are/ will be. Another option: Project images of some famous people/fictional characters with their birthdays, then ask students to read them aloud.
- Calendar: Students should identify the major French holidays on a calendar. For each holiday they should think of an appropriate present and holiday greeting.
- Look for French holiday greeting cards online and print them out. Have students identify which holiday they are for and translate the inside greetings of the card.

# Unit 5: Every Day

## Unit Objectives

In this unit you will...

### Communicative

- Talk about your school schedule and say what classes you have each day.
- Talk about what classes you like using “j’aime” and say which is your favorite.
- Ask your friends about their schedules.
- Describe your perfect weekend.

### Grammatical

- Review how to use a conjugated verb + an infinitive to talk about what you want to do.
- Learn how to negate verbs using “ne... pas”.
- Learn how to conjugate the verb “vouloir” (to want).

### Cultural

- Read about a typical week in France versus one in the United States.



## Unit Content

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
<b>Lesson 1:</b> Days of the Week (+ Practice)	Days of the week	<b>Note:</b> “C’était...” + usage <b>Grammar Practice:</b> Practice days of the week	<b>Note:</b> Days of the week aren’t capitalized
<b>Lesson 2:</b> My Classes	“Mon sujet préféré est...”	<b>Note:</b> Identifying adjectives that need to agree <b>Note:</b> Irregular verb “écrire” <b>Video:</b> Singular Adjective Agreement	<b>Note:</b> “professeur” --> “prof”
<b>Lesson 3:</b> During the Week	Class times and schedules	<b>Note:</b> “le” + day of the week (“le lundi..”) <b>Note:</b> “que” + “études” = “qu’étudies”	
<b>Lesson 4:</b> Conjugation of “étudier” (+ Practice)	Conjugate “étudier”	<b>Grammar Practice:</b> Conjugate “étudier” and “enseigner”	
<b>Lesson 5:</b> The Weekend (+ Negation)	Activities related to the weekend	<b>Video:</b> Basic Negation <b>Grammar Practice:</b> Present tense negation	<b>Note:</b> “le week-end” vs. “la fin de semaine”
<b>Lesson 6:</b> Conjugation of “vouloir” (+ Practice)	Conjugate “vouloir”	<b>Grammar Practice:</b> Sentences using “vouloir”.	
<b>Lesson 7:</b> <b>Conversation:</b> Discussing Class Schedules	Talk about your school schedule and which classes/ subjects you like and dislike.		<b>Note:</b> “le cours d’histoire-géographie” --> “le cours d’histoire-géo”
<b>Lesson 8: Cultural Reading:</b> School Schedule in France (+ Noun Gender)	After school activities	<b>Grammar Practice:</b> Practice gender with unit nouns.	French school schedules and homework <b>Note:</b> Liason “deux heures”

## Conversation

Pierre arrives early at the computer lab one morning to find Christophe already waiting. They pass the time waiting for class to begin by talking about their schedules.

Pierre Roy	Salut Christophe ! Alors, tu révises pour le contrôle de maths ?	Hi Christophe! So, are you studying for the math test?
Christophe Martin	Ouais... je déteste le cours de maths, c'est vraiment difficile.	Yeah... I hate math class, it's really difficult.
Pierre Roy	Ah bon ? Moi, j'adore. C'est une de mes matières préférées.	Really? I personally love it. It's one of my favorite subjects.
Pierre Roy	Quel cours aimes-tu, alors ?	What class do you like, then?
Christophe Martin	J'aime bien le cours d'histoire-géographie.	I like social studies class.
Christophe Martin	La prof est très sympa.	The teacher is very nice.
Pierre Roy	Je préfère le cours d'informatique.	I prefer computer science class.
Pierre Roy	On étudie les algorithmes !	We study algorithms!
Christophe Martin	Tu étudies les algorithmes ? Quelle horreur !	You study algorithms? How terrible!
Christophe Martin	Et aujourd'hui, quel est ton emploi du temps ?	And today, what's your schedule?
Pierre Roy	J'ai cours jusqu'à midi, et ensuite de 13 heures à 17 heures. Et toi ?	I have class until noon, and then from 1pm to 5pm. And you?
Christophe Martin	Comme toi le matin, mais l'après-midi je finis à 15 heures.	Like you in the morning, but in the afternoon I finish at 3pm.
Christophe Martin	Pas d'option informatique pour moi !	No computer science elective for me!
Pierre Roy	Tu prends une option cette année ?	Are you taking an elective this year?
Christophe Martin	Oui, je commence l'allemand.	Yes, I am starting German.
Christophe Martin	J'ai trois heures par semaine: lundi matin, mercredi matin et vendredi après-midi.	I have three hours per week: Monday morning, Wednesday morning and Friday afternoon.
Pierre Roy	Ouais, les langues, ce n'est pas mon truc.	Yeah, foreign languages are not my thing.
Pierre Roy	C'est bientôt l'heure du contrôle de maths. Allons-y !	It's almost time for the math test. Let's go!

## Les activités de la semaine

[Christophe Martin]: “Ça m’a fait bizarre quand je suis arrivé (when I arrived) en France, parce que l’emploi du temps des lycéens français est très différent de l’emploi du temps des lycéens québécois. Les lycéens français ont beaucoup d’heures de cours : entre 30 heures et 38 heures, si vous avez plusieurs options ! Les profs en France donnent beaucoup de devoirs. Le soir, je n’ai pas le temps de faire du sport, parce que je finis souvent les cours à 6h du soir.

Mais heureusement, il y a le mercredi : j’ai cours jusqu’à 12:00, et ensuite je vais directement à mon entraînement de hockey.

Le soir, pendant la semaine, je fais mes devoirs, mais je passe aussi du temps sur les médias sociaux. Et puis j’écoute de la musique tout le temps.

Voilà, vous voyez, ma semaine est très chargée, alors le week-end, c’est pour la détente, le sport et les jeux vidéos !”

According to Christophe, which statement is true?	French high schoolers spend a lot of time at school each day.	x
	Canadian high schoolers spend more hours at school than French high schoolers do.	
	French teachers don't give out homework.	
Which day does Christophe have hockey practice?	Monday	
	Tuesday	
	Wednesday	x
	Thursday	
	Friday	
What does Christophe do every evening after school?	He relaxes.	
	He plays sports.	
	He plays video games.	
	He does his homework.	x
Based on this passage, what's the best translation of "chargée"?	responsible	
	in charge	
	satisfied	
	packed	x
What does Christophe often do along with his homework?	He plays video games.	
	He goes on social media.	x
	He watches TV.	
	He calls his friends on the phone.	

## Suggested Classroom Application Activities

- Present students with a weeklong schedule and ask them to reply to your questions about what classes/activities they have each day. Then ask them to write down their ideal lesson schedule and be ready to share what they like and why, what they study on x day, what classes are held on x days. Then, have them work in pairs to create a calendar/weekly organizer phone application, and to present their project to the class.
- Students create a written calendar with the days of the week and their classes in school.
- Students describe which classes they have on which days of the week.
- Complaints! Students complain about what they have to do on weekends.
- Students tell what activities they do using common 1st person verb forms.

# Unit 6: At School

## Unit Objectives

In this unit you will...

### Communicative

- Be able to answer the question, “Quelle heure est-il?” (What time is it?).
- Keep track of your schedule by knowing what time your classes are.
- Help someone find their school supplies by asking where they are.

### Grammatical

- Learn to conjugate the irregular verb “prendre”.
- Learn to conjugate the regular -ir verb “finir”.
- Use possessive adjectives to talk about what things are yours.
- Use the phrase “Où se trouve... ?” to ask about an item’s location.

### Cultural

- Learn about two common ways to tell the time in France: using the 12-hour and the 24-hour clock.

## Unit Content

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
<b>Lesson 1:</b> School Supplies	School supplies		
<b>Lesson 2:</b> Possessive Adjectives (+ Practice)	Possessive adjectives with school supplies (mon crayon, ma cahier, mes devoirs).	<b>Video:</b> Singular Possessive Adjectives <b>Video:</b> Plural Possessive Adjectives <b>Grammar Practice:</b> “À qui est-ce... ?” + possessive adjectives	
<b>Lesson 3:</b> Telling Time 1	Whole and half hours, “du matin”, “du soir”		
<b>Lesson 4:</b> Telling Time 2	Precise time with “et quart”/“quinze”, and “next hour + moins vingt”		
<b>Lesson 5:</b> At School	Location of objects using “Où est... ?” and “Où se trouve.... ?”	<b>Note:</b> Use of “avoir besoin de...”.	
<b>Lesson 6:</b> Conjugation of “prendre” (+ Related Verbs)	Conjugate “prendre”	<b>Video:</b> “Prendre” <b>Grammar Practice:</b> Conjugate “prendre”, “comprendre”, “apprendre”	
<b>Lesson 7:</b> Conjugation of “finir” (+ Practice)	Conjugate “finir” and “réussir”	<b>Video:</b> IR Verbs <b>Grammar Practice:</b> Practice “finir” conjugation	
<b>Lesson 8:</b> Conversation: Running Late for School	Be able to say what time it is and what time school starts. Tell someone to hurry up.		
<b>Lesson 9:</b> Cultural Reading: The 12- and 24-Hour Time Systems	New verbs related to time (entendre, dire, ajouter).	<b>Grammar Practice:</b> Conversion between 12-hour clock and 24-hour clock	When to use the 12 and 24-hour clocks

## Conversation

Pierre heads to Christophe's house to see if he wants to walk to school together. Unfortunately, Christophe has trouble finding all the things he needs for school and is running late.

Pierre Roy	Salut Christophe ! Tu veux aller au lycée avec moi ?	Hi Christopher! Do you want to go to school with me?
Christophe Martin	Oui, mais je prépare mes affaires maintenant. Il est quelle heure?	Yes, but I'm getting my things ready now. What time is it?
Pierre Roy	Il est 7h20. Dépêche-toi ! Les cours commencent à 8h00.	It's 7:20 am. Hurry up! Classes start at 8:00 am.
Christophe Martin	Oui, je sais... Zut... Où est mon sac à dos ?	Yes, I know... Darn... Where's my backpack?
Pierre Roy	Regarde ! Il est sur la chaise.	Look! It's on the chair.
Christophe Martin	Ah oui... Où sont mes crayons et mes stylos ?	That's right... Where are my pencils and my pens?
Pierre Roy	Dans ta trousse, peut-être ? Tu vois, elle est dans ton sac à dos.	In your pencil case, maybe? See, it's in your backpack.
Christophe Martin	Oui, bien sûr. Quelle heure est-il maintenant ?	Yes, of course. What time is it now?
Pierre Roy	Il est 7h25. Tu es prêt ?	It is 7:25. Are you ready?
Christophe Martin	Oui, je pense. Attends ! Où sont mes devoirs d'allemand ?	Yes, I think so. Wait! Where is my German homework?
Pierre Roy	Oh non... Le chien les a mangés !	Oh no... The dog ate it!
Christophe Martin	Sérieusement ?	Seriously?
Pierre Roy	Mais non, Christophe ! Je blague. Regarde, tes devoirs sont ici !	Of course not, Christophe! I am joking. Look, your homework is right here!



## Quelle heure est-il ?

En France, on utilise deux systèmes horaires (two time systems): le système horaire de 12 heures, comme aux États-Unis, et le système horaire de 24 heures.

Le système horaire de 24 heures est le système officiel. Il est utilisé (it is used) pour les horaires de train, les horaires d'avion, les horaires d'ouverture des magasins, les séances de cinéma et dans le monde professionnel en général.

À la gare, vous pouvez entendre "le train arrivera à 17h30." Sur la porte d'un supermarché, vous pouvez lire "ouvert de 9h à 21h". Si vous allez au cinéma, vous pouvez dire "le film commence à 22h00."

Dans les conversations, on utilise les deux systèmes horaires. Quand on utilise le système de 12 heures, on peut ajouter "du matin", "de l'après-midi" ou "du soir" pour préciser le contexte (to clarify the context). Par exemple, vous pouvez dire "le film commence à dix heures du soir".

Which time system is used both in France and in the United States?	the 24-hour system	
	the 12-hour system	x
In France, what is the 24-hour time system used for?	trains	
	planes	
	movie show times	
	store hours	
	all of the above	x
If you hear “Le train arrivera à 17h30.”, what time will the train arrive?	at 5:30 a.m.	
	at 2:30 p.m.	
	at 5:30 p.m.	x
	at 7:30 p.m.	
The store sign says “ouvert de 9h à 21h”. What hours is the store open?	from 6:00 a.m. to 11:00 p.m.	
	from 9:00 a.m. to 11:00 p.m.	
	from 9:00 a.m. to 9:00 p.m.	x
	from 9:00 a.m. to 7:00 p.m.	
Rephrase this sentence to use the 24-hour clock: “Le film commence à 6h du soir.”	Le film commence à 11h.	
	Le film commence à 18h.	x
	Le film commence à 21h.	
	Le film commence à 22h.	

## Suggested Classroom Application Activities

- Have students work in groups to plan a busy day in town. Each group will choose a location (museum/train station/theater/school) and will write down a short dialogue to be performed in front of the class. Student should:
  - Write down a schedule of things to do (i.e. going to the supermarket, to visit a friend, to the movie theatre, to a restaurant, the airport or the train station).
  - Write a dialogue discussing the opening/closing time or the train schedule or the movie time etc.
- Ask them to choose a celebrity or book/movie character and write down that person's daily schedule. Imagine a conversation between Harry Potter and Hermione, or the president and the first lady, or Han Solo and Chewbacca. Have students present their prepared schedules as if they were that person's personal manager (e.g. "He goes to the gym on Friday.") Bonus: Have students illustrate one of the events in that person's schedule.
- Have students list what they have in their backpacks. (Use vocabulary and possessives.)
- Have students explain what time they have each class on a given day.
- Have students locate time tables from authentic TV schedules, train/plane schedules etc. Peers present the times of activities to each other.
- Have students create a graphic organizer of verbs learned thus far to maintain in their notes.
- Have students describe where things are located in a school (e.g. "The desks are in the classroom.").
- Opening and closing times for important places around the city. List activities/actions that can be performed in different environments at different times.

# Unit 7: After School

## Unit Objectives

In this unit you will...

### Communicative

- Be able to navigate a webpage in French.
- Use a computer to log into a social media site.
- Talk about the things you can do after school.

### Grammatical

- Use “Je veux...” + infinitive to talk about what you want to do.
- Continue to use “-er,” “-re”, and “-ir” verbs.
- Learn to conjugate “pouvoir” (to be able to) and “devoir” (to have to).
- Practice using possessive adjectives with nouns in this unit.

### Cultural

- Read about the social networks that people in France use to stay connected.

## Unit Content

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
<b>Lesson 1:</b> Entertainment	TV and movies (le film, les dessins animés, les émissions de télé).	Use “aller” + infinitive” to express the near future	<b>Note:</b> “les nouvelles” vs. “les news”
<b>Lesson 2:</b> Social Media	Internet terms (l’internet, les médias sociaux, le nom d’utilisateur)		
<b>Lesson 3:</b> Conjugation of “pouvoir” (+ Practice)	Conjugate “pouvoir”	<b>Video:</b> Pouvoir <b>Grammar Practice:</b> Conjugate “pouvoir”	
<b>Lesson 4:</b> Computers	Being online (l’ordinateur portable, le logiciel, chercher sur Google)		
<b>Lesson 5:</b> Computer Help (+ Possessive Adjectives)	Computers (le virus, le mot de passe, le clavier)	<b>Note:</b> “Qu’est-ce que... ?” vs. “que + inversion” <b>Grammar Practice:</b> Possessive adjectives with nouns taught in this unit	
<b>Lesson 6:</b> Conjugation of “devoir” (+ Practice)	Conjugate “devoir”	<b>Grammar Practice:</b> Imperative mood and “devoir”	
<b>Lesson 7:</b> Conversation: Hanging Out after School	Talk about which apps and programs you like to use and get help for a computer virus.		
<b>Lesson 8: Cultural Reading:</b> Social Media	Additional terms for technology and social networks (e.g. leur tablette, Tu fais des recherches.)		Social media platforms that French teens use

## Conversation

Christophe meets Juliette as she's leaving school for the day. He wants to get to know her better, so he suggests hanging out at his house to listen to some music and do some homework.

Christophe Martin	Eh ! Juliette ! Qu'est-ce que tu fais maintenant ?	Hey! Juliette! What are you doing now?
Juliette Favre	Je dois faire mes devoirs d'anglais.	I have to do my English homework.
Christophe Martin	Tu sais, l'anglais, c'est très facile pour moi. Tu veux venir chez moi ? On peut étudier ensemble.	You know, English is very easy for me. Do you want to come to my house? We can study together.
Juliette Favre	Pourquoi pas ? Je dois faire des recherches sur internet.	Why not? I have some research to do on the internet.
Juliette Favre	Et en ce moment, j'ai un virus dans mon ordinateur.	And right now, I have a virus in my computer.
Christophe Martin	Tu devrais parler à Pierre. C'est un pro de l'informatique.	You should talk to Pierre. He's an IT pro.
Christophe Martin	Mais ce soir, tu peux utiliser mon ordi.	But this evening, you can use my computer.
Juliette Favre	Super ! Merci ! Sinon... tu es bon en physique ?	Great! Thanks! Other than that... are you good at physics?
Christophe Martin	Moi ? Tu rigoles ? J'utilise l'appli Snapschool. Ça m'aide vraiment beaucoup.	Me? Are you kidding? I use the Snapschool app. It really helps me a lot.
Juliette Favre	Qu'est-ce que c'est, exactement ? Je ne veux pas tricher, moi.	What is it, exactly? I personally don't want to cheat.
Christophe Martin	Mais non, ne t'inquiète pas !	Not at all, don't worry!
Christophe Martin	C'est simplement une plateforme d'aide aux devoirs. Tu devrais télécharger cette appli.	It's simply a homework help platform. You should download this app.
Juliette Favre	Ouais, on verra... Je vais chercher sur Google d'abord.	Yeah, we'll see... I'm going to Google it first.
Christophe Martin	Ok. À part ça, tu connais la musique canadienne ?	Ok. Other than that, do you know Canadian music?
Juliette Favre	À part Céline Dion et Justin Bieber, pas vraiment...	Besides Celine Dion and Justin Bieber, not really...
Christophe Martin	Bon ! J'ai plein de chansons pour toi alors !	Well! I have a lot of songs for you then!
Juliette Favre	Super ! On va passer une bonne soirée ! Mais d'abord, on doit faire nos devoirs !	Great! We're going to have a good evening! But first, we have to do our homework!

### Les médias sociaux

En France comme aux États-Unis, les médias sociaux sont très populaires chez les jeunes. Les adolescents français se connectent aux médias sociaux avec leur smartphone. Leur application préférée est Snapchat, parce qu'ils aiment partager des photos et des vidéos éphémères (c'est-à-dire qui durent entre 1 et 10 secondes). Ils aiment aussi utiliser Instagram et parfois Twitter.

Pour se contacter, la majorité des adolescents français entre 12 et 17 ans utilisent des plateformes de messagerie instantanée, à la place des SMS. Ils considèrent que Facebook est l'ancêtre du web, et donc ils ne vont pas beaucoup sur ce réseau social.

Les adolescents français utilisent leur ordinateur et Google pour faire leurs devoirs et faire des recherches. Sinon, ils préfèrent utiliser leur Smartphone ou leur tablette, et regardent beaucoup de vidéos sur YouTube !

Based on this passage, what is the best translation of “vidéos éphémères”?	instant messages	
	viral videos	
	videos that last fewer than ten seconds	x
	social marketing videos	
To do their homework, French teens...	utilisent Google.	x
	utilisent leurs médias sociaux.	
	utilisent messagerie instantanée.	
	n'utilisent pas leur ordinateur.	
Based on this passage, what is the best translation of “populaires chez les jeunes”?	popular young people	
	population of young people	
	popular with young people	x
	young people's popularity	
What social media platform do French teens consider to be the “old man of the web”?	Twitter	
	Facebook	x
	Instagram	
	Snapchat	



## Suggested Classroom Application Activities

- Students may work in pairs or small groups to create and develop ideas for a class blog. At the beginning, ask students to do some research:
  - What makes a good blog, what sorts of topics are covered, etc. Have them write down the key features that they would include in their blog.
  - Have them present their ideas for the blog and then vote on their favorites.
  - When the best blog has been chosen, the entire class will work on its different sections (i.e. the fashion, the food, science, sport, literature etc.) and then write down a series of tweets to attract an audience.
- Students will visit a common site in French (Amazon, ebay, etc.). Students will search for authentic uses of internet and computer terms. Have them take screenshots of new vocabulary words/phrases they feel are important and present to class.
- Tweet your friends to ask for help. Have students write a message on a social media platform asking for help with some technical problem.

# Suggested Classroom Activities

## Skill-targeted Teaching Exercises

These activities focus on the four main skills related to language learning: listening, speaking, reading, and writing. The material used in them may or may not be directly related to the main subject of your lesson, but these exercises can help students practice and hone their abilities. Depending on the needs of your students, you may choose one or more of these skills to focus on in each class.

### Listening

Listening activities help students hone their comprehension, build vocabulary, and increase their understanding.

Possible listening activities include:

- **Follow along:** Read a passage aloud to your students, and have them follow along. Pick a subject and a level of difficulty that is appropriate for your class. For example, you might choose a topic related to the main theme of your lesson, or you may choose an article that deals with an issue in current events.
- **Pre-recorded sound:** Play a pre-recorded sound file, either from a different Transparent Language lesson, or from another source, such as SoundCloud (<https://soundcloud.com/>). Pick a passage or a video which is interesting and relevant to your students. Lesson Authoring can be used to provide audio sounds both for live classes or asynchronous courses.
- **Video:** Play a video with foreign language sound from YouTube or any other source. Ask questions afterwards to confirm the students' understanding of the subject.
- **True/False:** Show your students a visual (or series of visuals), then make statements in the target language. Students must then indicate whether the statements they hear are true or false.
- **Choice:** Show your students a visual representation (authentic documents, images, etc.), then say several descriptive sentences in the foreign language. For each sentence, students must choose the correct item.
- **Information Gap:** Show a passage in the foreign language, with some of the key words omitted. Read the passage out loud, so that students can listen for and fill in the missing words.

## Speaking

Speaking skills are critical to practice during class time. The more chances students get to speak aloud, the more confidence they will gain and the better their pronunciation will become.

Some suggested general speaking activities:

- **Modeling:** The goal of this activity is correct pronunciation. You model the pronunciation of words or phrases, and each student repeats it in succession.
- **Picture Identification/Description:** Show your students a visual (or series of visuals), then have them practice vocabulary by identifying each object out loud in the foreign language.
- **Ranking:** Provide your students with chunks of information in the target language (for example, job ads), then have students manipulate them on the whiteboard and discuss the ranking of the items.
- **Round Robin:** This activity has several variations, but the main objective is to have each student say one thing (or phrase) in the target language. The next person builds upon that and the flow continues until everyone has participated. For example, you might present a category (such as “Names of Mammals”) for discussion, then have students take turns going around the group and naming items that fit the category.
- **Compare & Contrast:** Give your students two similar documents or images, then have them state the differences in the target language.
- **Images:** Two students each hold an image. Student A explains the image in target language while student B draws the likeness in the white board and vice versa. Instructors might consider finding images in advance that are relevant to the topic taught during that class session.
- **Line Dance:** Have your students form two concentric circles or two lines facing each other. You ask a question (on any content) and students discuss the answer with the student facing them. After one minute, the outside circle or one line moves to the right so that students have new partners, and you pose a second question for them to discuss. Continue with five or more questions.
- **Numbered Heads Together:** Group students into four-person teams, and ask the students in each group to number off from one to four. Announce a question and a time limit. Students put their heads together to come up with an answer. Call a number and ask all students with that number to stand and answer the question. Recognize correct responses and elaborate through discussions.

- **News Reports:** Ask your students to read a newspaper or magazine before coming to class, then report to the class in the foreign language what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives.
- **Interviews:** Students are given a topic on which to find an expert to interview or they are given a type of person to interview. An alternative is the 'pretend' interview in which the student writes up what an interview with a particular person might be like, such as interviewing a famous person in the target culture.
- **Comic Strip:** One student recounts a story based on a comic strip. The listener must arrange the comic strip images to match the chronology of the story. The task can be made more difficult by introducing 'distractors,' images that don't belong to the storyline. Thus, the listener must determine which events (images) belong to the story, manipulate them, and arrange them in the proper order in which they occur.
- **Role Play:** Set up a situation, and have students take turns acting out different roles in the dialogue. Depending on the level of your students, you may decide to provide a full or limited text of the conversation as support.
- **Debates:** Pose a topic, and have students conduct a debate about the issue. You can have individual students present their opinions, or organize the class into teams assigned to specific sides.

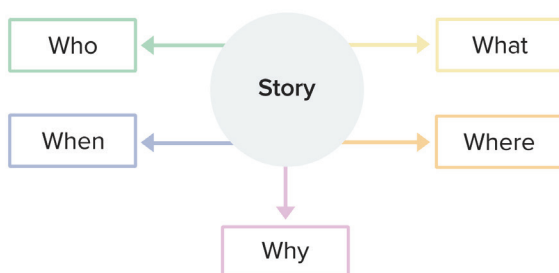
## Reading

Reading activities help students practice comprehension, familiarize themselves with spelling conventions, and prepare to write their own thoughts, as well as opening up vast new worlds of information, from traditional literature to modern websites and text messages.

Ideas for reading activities might be:

- **Read Aloud:** Give your students a simple passage in the target language, and have them read aloud to the class. Additionally, have students take turns identifying key words and phrases.
- **Forms:** Given authentic text (forms, signs, headlines, etc.), students will read aloud key words and main ideas. Additionally, students should be encouraged to fill out the forms.
- **Tweet Analysis:** Show students a list of Twitter tweets and have them rate them favorite to least favorite and give reasons why, or have them verbally compare and contrast two Twitter tweets on the same topic. Remember that you can use Twitter to find real time conversational phrases. <https://twitter.com/search-home>
- **Text Analysis:** Have students read a short text, such as an advertisement or a set of news headlines, then have them verbally identify key vocabulary, summarize the main ideas, or pick out the strongest and weakest statements, depending on their level and experience.
- **Authentic Document Analysis:** Give your students an authentic document in the target language, then have them ask and answer questions in the target language about it. Alternatively, have them come up with synonyms/antonyms for the vocabulary in the document.
- **Jigsaw:** Assign each student in a team one fourth of a page to read from any text (for example, a social studies text), or one fourth of a topic to investigate or memorize. Each student completes his or her assignment and then teaches the others or helps to put together a team product by contributing a piece of the puzzle.
- **Graphic Organizer:** Ask your students to read a text, then fill out a graphic organizer based on it, similar to the one shown below.

### GRAPHIC ORGANIZER



## Writing

Writing exercises are often done as homework, but can also be done in class, particularly when combined with speaking or listening activities. Some writing activities work well for individuals, while others lend themselves to group interactions.

Possible writing exercises could include:

- **Information Gap:** Students are given a written task to accomplish, such as filling out a chart or a family tree, but each group member only has part of the necessary information. The students must combine and synthesize their individual bits of information in order to solve a problem or make a decision.
- **Binomials:** Write or type the first half of a common pair of words, such as “Bread and...” Have your students quickly write the first word that comes into their heads (in this case, “butter”). Continue with other “halves” of binomials, but slowly widen the scope so that there may be more than one choice.
- **Stories:** Show students an image or series of images, and have them write short stories based on the pictures. Encourage them to incorporate the vocabulary and grammar that they have been studying. For example, you might ask them to write the story in a specific tense, or include a certain number of words from their vocabulary list.
- **Brainstorming:** Give your students a topic, set of topics, graphic organizer or chart, and have them write in vocabulary words related to each subject, as shown in the example chart below.

Fruit	Vegetables	Meat	Dairy Products	<i>Some or Any</i>
cherries	onion	fish	yogurt	pasta
apples	beans	hot dogs	milk	turkey
fruit	chili pepper	beef	butter	green beans
orange	potato	chicken	ice cream	rice
banana	squash	sausage	cheese	hamburgers

## Suggested Grading Rubrics

### Speaking

The below chart is a general speaking task rubric that teachers can use to assess student performance and output in the classroom during spoken and communicative tasks.

Element	4	3	2	1
<b>Content</b> Information as outlined in the description and requirements	Contains all essential components of the speaking task.	Contains some essential components of the speaking task.	Contains few essential components of the speaking task.	Contains little or none of the essential components of the speaking task.
<b>Comprehensibility</b>	Speech is completely understandable.	Speech is mostly understandable.	Only isolated words and short sentences understood.	Could not understand anything student said
<b>Accuracy</b>	Statements are coherent, grammatically correct, and organized	Generally structurally correct. Minor errors do not affect comprehensibility.	Some structural problems and inaccuracies evident, although some statements are correct.	Almost no statements are correct and nothing could be understood.
<b>Pronunciation</b>	Presentation is smooth. There are no glaring pronunciation errors	Presentation is smooth There are a few errors in pronunciation	Presentation is halting. There are several pronunciation errors.	Presentation is so halting and pronunciation errors are so numerous that it is difficult to understand.
<b>Effort</b>	Extremely high effort to communicate.	Effort is good.	Some effort, although more could have been applied.	Little or no effort on this task.

## Writing

Element	4	3	2	1
<b>Content</b> Information as outlined in the description and requirements	Contains all essential components of the written task.	Contains some essential components of the written task.	Contains few essential components of the written task.	Contains little or none of the essential components of the written task.
<b>Comprehensibility</b>	Written task is completely understandable.	Written task is mostly understandable.	Only isolated words and short sentences understood.	Could not understand anything student wrote.
<b>Accuracy</b>	Statements are coherent, grammatically correct, and organized.	Generally structurally correct. Minor errors do not affect comprehensibility.	Some structural problems and inaccuracies evident, although some statements are correct.	Almost no statements are correct and nothing could be understood.
<b>Organization</b>	Presentation is smooth. There are no glaring pronunciation errors	Presentation is smooth There are a few errors in pronunciation	Presentation is halting. There are several pronunciation errors.	Presentation is so halting and pronunciation errors are so numerous that it is difficult to understand.
<b>Effort</b>	Extremely high effort to communicate.	Effort is good.	Some effort, although more could have been applied.	Little or no effort on this task.



## Projects

Element	4	3	2	1
<b>Content</b> Information as outlined in the description and requirements	All components are included, factually accurate and in complete sentences.	Most of the components are included, factually accurate and in complete sentences.	Some of the components are included and factually accurate. There are a few fragments.	Little or no components are included. Information is mostly accurate. There are several sentences fragments.
<b>Vocabulary and sentences</b>	Includes an expanded amount of vocabulary and sentences. Up and beyond the required.	Includes an adequate amount of vocabulary and sentences.	Includes some vocabulary and sentences but requires more.	Includes an inadequate amount of vocabulary and sentences.
<b>Form and Accuracy</b>	There are 25 sentences and a Table of Contents. Pages are numbered. Project is exceptionally neat.	There are at least 20 sentences and a Table of Contents. The pages are numbered.	There are at least 15 sentences. There is a Table of Contents or the pages are numbered.	There are at least 10 sentences. There is no Table of Contents. Pages are not numbered.
<b>Presentation</b> (Creativity, visuals, appeal etc.)	Extremely eye-pleasing, original in design, colors, etc. Organized well. Project is exceptionally neat.	Good in design and theme. Good organization.	Average creativity. Somewhat disorganized.	Poor. Lacks creativity. Is not eye-pleasing. Disorganized.