

Teen Voices: French! Level 2

Instructor Handbook

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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 2 Description:

Level 2 of Teen Voices: French! picks up where Level 1 leaves off. Students gain competency in speaking about basic personal information, on topics such as family, school, and food, and they also are exposed to more social contexts and cultural information about French-speaking areas. Students begin to combine their lexical knowledge with intermediate grammatical concepts such as the imperfect and past perfect tenses for important verbs.

Course Components:

The Teen Voices course includes the following major components:

Teen Voices: French! Level 2	6 content units	48 vocabulary lessons (8-10 per unit)
		6 conversation lessons (one per unit)
		7 cultural reading passages (1-2 per unit)
		6 assessments (one per unit)
		22 grammar activities (integrated in various lessons)

See below for more details on these elements.

Teen Voices: French! Level 2 includes:

- **6 content units** which explore relevant topics of interest to middle school and high school students. In Level 2, these topics are “At Home”, “Chores”, “Family and Friends”, “University”, “Weather”, and “Dinner Time!”. Each unit is made up of a series of 8-10 lessons. These lessons in turn include:
 - **48 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.
 - **22 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 8: At Home - Lesson 1: Parts of the House 1

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

Example:

Unit 8: At Home - Lesson 7: Conversation: Marie’s House

- **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 8: At Home - Lesson 8: Cultural Reading: The Most Beautiful Villa in Neuchâtel

- **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.

Examples:

Unit 8: At Home - Lesson 3: Colors (+ Adjective Agreement)

Unit 9: Chores - Lesson 9: Cultural Reading: Chores at the Roy House (+ “passé composé” Practice)

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

Examples:

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

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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 8: At Home

Objectives

In this unit you will...

Communicative

- Be able to talk about the rooms in your house and what is in them.
- Say what your favorite color is and describe things using those colors.
- Describe where something is in relation to another thing.

Grammatical

- Practice adjective agreement.
- Learn some prepositions of location.
- Talk about events that happened in the past with the “passé composé” (composed past) tense.

Cultural

- Read a real estate listing for a beautiful house in Neuchâtel, Switzerland.
- Learn what “un chalet” is.
- Find out the difference between “1er étage” (first floor) and “rez-de-chaussée” (ground floor).

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Parts of the House 1	Parts of the outside of a house (e.g. le garage, le toit)		
Lesson 2: Parts of the House 2	Parts of the inside of a house (le sous-sol, le dernier étage)		Note: “rendre visite” vs. “visiter” Note: “l’escalier” (in a home) vs. “les escaliers” (in a large building)
Lesson 3: Colors (+ Adjective Agreement)	Colors	Note: Which colors agree in number + gender, which just in number, and which stay the same Note: à + le = au Video: Agreeable Singular Adjectives Grammar Practice: Adjective placement and agreement	Note: “Rez de chaussée” is listed as “0” in an elevator
Lesson 4: Rooms of the House (+ Adjective Agreement)	Rooms of a house and furniture	Grammar Practice: Adjective placement and agreement	
Lesson 5: Prepositions of Place (+ Practice)	Phrases containing prepositions related to a location in a house or country/ state	Note: Intro to what “imparfait” tense means, 3 forms with “être” Grammar Practice: Preposition practice	
Lesson 6: Passé composé” of -ER Verbs	Phrases using -ER verbs in the “passé composé”	Note: How to form past participle with -ER verbs Video: Passé Composé Intro Grammar Practice: Form sentences in the “passé composé”	
Lesson 7: Conversation: Marie’s House	Describe your house, what it looks like, how many rooms it has, and where it’s located.		

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 8: Cultural Reading: The Most Beautiful Villa in Neuchâtel	French/Swiss house (e.g. le chalet, en pleine montagne, la véranda).		Real-estate listing for a house in Neuchâtel, Switzerland Note: Swiss chalet Note: “1er étage” vs. “rez-de-chaussée”

Conversation

Marie and Pierre are studying together in the park. Marie has been in France for a few months now and she is starting to feel a little homesick. To make her feel better, Pierre asks about her house back in Massachusetts.

Pierre Roy	Marie, tu me parais un peu triste. Qu'est-ce qu'il y a ?	Marie, you seem a bit sad. What's going on?
Marie Duquette	Le Massachusetts me manque beaucoup. Je pense à ma maison et ma famille là-bas.	I miss Massachusetts a lot. I'm thinking about my house and my family over there.
Pierre Roy	Elle est comment ta maison ? Est-elle au bord de la mer ?	What's your house like? Is it by the sea?
Marie Duquette	Oui, on peut voir l'eau depuis toutes les chambres, mais la plus belle vue est depuis la salle à manger.	Yes, you can see the water from every bedroom, but the nicest view is from the dining room.
Pierre Roy	Ça doit être beau. Elle est comment ta chambre ?	It must be beautiful. What's your room like?
Marie Duquette	Ma chambre est au dernier étage. Il y a deux grandes fenêtres et j'ai peint les murs bleu ciel.	My room is on the top floor. There are two big windows and I painted the walls sky blue.
Pierre Roy	Est-ce qu'il y a aussi beaucoup de couleurs dans les autres pièces ?	Are there also a lot of colors in the other rooms?
Marie Duquette	Mes parents adorent les couleurs vives. Par exemple, notre cuisine est rouge et blanche, et notre salon est jaune.	My parents love bright colors. For example, our kitchen is red and white, and our living room is yellow.
Pierre Roy	C'est fantastique. Est-ce qu'il y a aussi une salle de jeux ?	That's great. Is there also a game room?
Marie Duquette	Oui ! La salle de jeux est au sous-sol, en dessous de la chambre de mon frère et du bureau.	Yes! The game room is in the basement, below my brother's room and the office.
Pierre Roy	La chance ! J'aimerais bien avoir une salle de jeux et habiter au bord de la mer.	You're so lucky! I'd love to have a game room and live near the sea.
Marie Duquette	Je vais rentrer chez moi pour les prochaines vacances.	I'm going to go home for the next vacation.
Marie Duquette	Nous avons aussi une chambre d'amis. Tu veux venir me rendre visite là-bas ?	We also have a guest room. Do you want to come visit?
Pierre Roy	Oui, avec plaisir ! Ta maison a l'air géniale et ce serait bien de passer plus de temps ensemble.	Yes, that would be nice! Your house sounds great and it would be fun to spend more time together.

La plus belle villa de Neuchâtel

Cette maison moderne n'est pas votre chalet traditionnel suisse. Elle se trouve dans un endroit calme et toujours ensoleillé, en pleine montagne dans la vallée. Le centre-ville de Neuchâtel est seulement à dix minutes en voiture.

La façade de la maison a une grande véranda avec des fenêtres coulissantes et le toit est en bois de la région. Il est à deux étages avec un sous-sol. Au rez-de-chaussée, il y a une cuisine américaine contemporaine en rouge et noire et un grand salon avec une cheminée.

Au sous-sol, il y a un garage chauffé et aussi une salle de jeux avec un bar, un canapé et une télévision où vous pouvez vous détendre. Au premier étage se trouvent quatre chambres avec leur propre salle de bain. Chaque chambre a un thème de saison. Pour le printemps, les couleurs sont verts et bleus ; l'été est en jaune et orange ; l'automne est représenté en orange et rouge ; et finalement, les couleurs blanche et grise sont utilisées pour l'hiver.

Si vous cherchez la tranquillité à proximité d'une grande ville, ne cherchez pas plus loin !

What adjective pair best describes this house?	ensoleillé, calme	
	suisse, traditionnel	
	gris, bleu	
	moderne, tranquille	x
What floor is the living room on?	the top floor	
	the ground floor	x
	the second floor	
	the basement	
According to the passage, what can you find in the "sous-sol"?	a heated garage	x
	a guest room	
	a bathroom	
	a root cellar	
What floor is the game room on?	the top floor	
	the ground floor	
	the second floor	
	the basement	x
What colors did they paint the summer-themed bedroom?	yellow, orange	x
	red, orange	
	red, white	
	yellow, green	

Suggested Classroom Application Activities

- Real-estate Listings: Ask students to do some research and find some houses for sale in France, Switzerland, or another Francophone country and present their favorites to class.
 - Include information about the number of rooms, bedrooms, bathrooms, colors, and any other significant features of the house.
- Dream house: Have students draw a floor plan for their dream house and go online looking for furniture/features (i.e. garage, garden etc.).
 - Have them collect images of the features they would like to include and include labels in French next to each image
 - Once they have “built” and furnished their houses they must write a sale advertisement.
 - Afterwards, students should try to convince each other to buy the house.
- “Where is...?” Ask students to use prepositions to locate items around the classroom or on a picture.
- Colors: Make a table of the different colors taught in this unit, with each color in a different column. Have students brainstorm 5 items (in French) for each color and write them in the corresponding column.

Unit 9: Chores

Unit Objectives

In this unit you will...

Communicative

- Be able to talk about housework and your favorite and least favorite chores.
- Say what you are feeling and describe others' emotions.
- Give excuses to get out of doing things you don't want to do.

Grammatical

- Continue practicing adjective agreement.
- Be able to say you have “just finished” something using “venir de”.
- Learn some past participles of familiar -IR and -RE verbs.

Cultural

- Read a passage about the household chores that Pierre Roy shares with his sister, Gabrielle.

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Around the House	Housework		<p>Note: “Il faut” vs. “il/on doit”</p> <p>Note: “Faire” = to do/make</p> <p>Note: “Faire la cuisine” vs. “cuisiner”</p>
Lesson 2: Chores (+ Present Tense Review)	Chores around the house	Grammar Practice: Present tense of regular and irregular verbs from units 8 and 9	
Lesson 3: Conjugate “faire”		Grammar Practice: Conjugate phrases with “faire”	
Lesson 4: Emotions	Emotions	Video: Agreeable Plural Adjectives	
Lesson 5: Excuses	Excuses (e.g. J’étais malade.)		
Lesson 6: Conjugate “venir” (+ “venir de”)	Phrases using “venir de...” and chores	Video: Venir Grammar Practice: Conjugate “venir”	
Lesson 7: “Passé composé” of -IR and -RE Verbs	Phrases containing past participles of familiar -RE and -IR verbs		
Lesson 8: Conversation: Christophe’s Chores	Invite someone out, listen to excuses as to why they can’t go, and offer a solution.		Note: Use of “Allô ?”
Lesson 9: Cultural Reading: Chores at the Roy House (+ “passé composé” Practice)	More household chores	Grammar Practice: Form the “passé composé”	Household chores that Pierre Roy shares with his sister, Gabrielle.

Conversation

Juliette calls Christophe to invite him out, but he has to finish his chores before they can have fun. Maybe if Juliette helps him out, they'll get done faster.

Christophe Martin	Allô ?	Hello?
Juliette Favre	Salut Christophe ! Ça va ?	Hi Christophe! How's it going?
Christophe Martin	Ça va, ça va. Alors, quoi de neuf ?	It's going. What's up?
Juliette Favre	Tu veux venir au cinéma avec moi et Marie ?	Do you want to come to the movies with me and Marie?
Christophe Martin	Ouais ! Mais j'ai encore du boulot à faire chez moi.	Yeah! But I still have work to do at my place.
Christophe Martin	Je dois finir mes tâches avant de sortir.	I have to finish my chores before going out.
Juliette Favre	Je viens juste de finir le repassage. Qu'est-ce que tu dois faire ?	I just finished the ironing. What do you have to do?
Christophe Martin	Je viens de finir la vaisselle, mais je dois encore passer l'aspirateur, laver la salle de bain, et ranger ma chambre.	I just did the dishes, but I still have to vacuum, clean the bathroom and tidy my bedroom.
Christophe Martin	Ça va prendre un moment parce que la salle de bain est vraiment dégueulasse.	It'll take some time because the bathroom is really gross.
Juliette Favre	D'accord. A quelle heure est-ce que tu penses que tu peux nous rejoindre pour le film ?	Okay. What time do you think you can join us for the movie?
Christophe Martin	Je ne sais pas. Oh, je déteste ces tâches, c'est vraiment énervant !	I don't know. Ah, I hate these chores, this is so annoying!
Juliette Favre	Au lieu de te plaindre, va vite les faire ! Si tu veux, je peux venir chez toi et t'aider.	Instead of complaining, just go do them! If you want, I can come over and help you.
Christophe Martin	Parfait, à deux ça va aller plus vite !	Perfect, if it's the two of us, it'll take no time!

Tâches ménagères chez les Roy

Chez les Roy, il y a beaucoup de tâches ménagères à faire. Les enfants doivent s'en occuper avant de pouvoir sortir avec leurs amis. Pour être le plus efficace possible, Pierre et sa sœur cadette, Gabrielle, se partagent les tâches. Gabrielle préfère celles dans la maison, laissant celles de l'extérieur à Pierre.

Avant d'aller à l'école, Pierre sort les poubelles. Il promène le chien et ramène le courrier en rentrant. Ensuite, il donne à manger au chien. Au printemps et en été, il tond la pelouse. Comme Pierre s'occupe de ses tâches tôt le matin, ses après-midis sont généralement libres.

Quant à elle, Gabrielle nettoie la cage du hamster et le nourrit. Elle met aussi le linge sale dans la machine à laver. Après le dîner, elle met en marche le lave-vaisselle.

Tous les deux doivent également ranger leur propre chambre et plier leurs vêtements propres. Comme ils ont une salle de bain en commun, chacun la nettoie une semaine sur deux.

Which chore is not Pierre's responsibility?	walking the dog	
	mowing the lawn	
	taking out the garbage	
	washing the dirty laundry	x
Which chore is not Gabrielle's responsibility?	cleaning the hamster cage	
	bringing in the mail	x
	starting the dishwasher	
	putting the dirty laundry in the washing machine	
What chore do Pierre and Gabrielle alternate doing every other week?	washing their father's car	
	washing the kitchen floor	
	cleaning their bathroom	x
	cleaning their bedrooms	
When does Pierre finish his daily chores?	early in the morning	x
	after school	
	in the evening	
	late at night	

Suggested Classroom Application Activities

- You're a teenager in medieval France! What chores are you expected to do? Ask students to do some online research and report about daily activities that someone in the Middle Ages might be responsible for.
 - Have students interview each other on what chores they usually do or must do every day. They should express their opinion on what they like and what they don't.
- Have students write a dialogue between a medieval teenager and their parents as they discuss what chores must be done around the house. Try to include some excuses to avoid doing certain tasks. Student should pick a partner to read the part of the parent/student and present the dialogue in front of the class.
- Charades! Assign a verb/house chore to a student and ask him/her to mime it in front of the class. Whoever guesses gets to choose the next person to act out a chore.
- Students receive a message from his/her mother with a list of things to do in the house. Students should to write what they "must do" and present their chores to the class.
- "What did you/they just do?": Round Robin Exercise.

Unit 10: Family and Friends

Unit Objectives

In this unit you will...

Communicative

- Be able to talk about your family tree and your relationship to others.
- Say how many siblings and pets you have.
- Learn some adjectives that describe Beauty, Age, Goodness, and Size (BAGS).
- Talk about where and when you were born.

Grammatical

- Learn about the unusual placement of BAGS adjectives.
- Say you don't have "any" of something using the partitive "de".
- Practice agreement with the subject and the past tense of the verb, "naître" (to be born).

Cultural

- Read a passage about French nicknames.

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Immediate Family	Immediate family		
Lesson 2: Extended Family (+ Possessive Adjectives)	Extended family	Grammar Practice: Practice possessive adjectives with family relationships (e.g. La mère de ma mère est...)	Note: “Mamie” and “Papy”
Lesson 3: BAGS Adjectives	Adjectives related to Beauty, Age, Goodness and Size (BAGS)	Note: BAGS adjectives come before the nouns they describe	
Lesson 4: Describing People	Interpersonal relations and personality		
Lesson 5: Hair and Eye Color (+ BAGS Adjectives)	Hair and eye color	Note: Color adjectives that do not agree in number and gender with noun Video: Adjective Positions Grammar Practice: BAGS adjective placement and agreement	Note: “Brun” vs. “marron”
Lesson 6: Pets (+ Negation)	Animals found in the home	Grammar Practice: Negate sentences + partitive “de” (e.g. Non, je n’ai pas de...)	
Lesson 7: “Passé composé” with “naître”	Where you were born and where you live (e.g. Mon frère est né en France.), past participles of Unit 10 verbs	Note: Review of prepositions used with masc. and fem. countries and cities Grammar Practice: Agreement in past tense with “naître”	
Lesson 8: Conversation: How Mme Roy and Mme Martin Are Related	Ask someone about their family and give a short answer about your family’s history		Note: Canadian French vs. Parisian French accents
Lesson 9: Cultural Reading: Nicknames	Words related to the reading passage (e.g. le surnom)		French nicknames

Conversation

During a day at the park, Marie asks Mme Roy and Mme Martin how they are related.

Marie Duquette	Je vois quelques similarités entre vous, Mme Roy, et Mme Martin. Est-ce que vous êtes sœurs ?	I see some similarities between you, Mrs. Roy, and Mrs. Martin. Are you two sisters?
Mme Roy	Oui, Marie ! Nous sommes demi-sœurs. Je suis la plus grande.	Yes, Marie! We are half-sisters. I'm the eldest.
Mme Martin	Nous avons le même père. Notre père a les cheveux blonds comme moi.	We have the same father. Our father has blonde hair like mine.
Mme Martin	Margot tient ses cheveux foncés de sa maman.	Margot gets her dark hair from her mother.
Marie Duquette	Ah bon. Est-ce que vous êtes nées dans la même ville ?	Oh, I see. Were you born in the same city?
Mme Martin	Moi, je suis née au Canada et pas en France comme ma sœur aînée.	I was born in Canada and not in France like my older sister.
Mme Roy	Oui, je suis née à Paris.	Yes, I was born in Paris.
Marie Duquette	Pourquoi êtes-vous nées dans des endroits différents ?	Why were you born in different places?
Mme Roy	Oh, c'est compliqué. Bref, après le divorce de mes parents, mon père a dû déménager au Canada pour le travail.	Oh, it's complicated. Basically, after my parents' divorce, my father had to move to Canada for work.
Marie Duquette	Alors, si vous êtes demi-sœurs, Pierre et Christophe sont cousins ?	So, if you are half-sisters, are Pierre and Christopher cousins?
Mme Roy	Oui, oui, c'est juste. Ils ont presque le même âge.	Yes, yes, that's right. They are around the same age.
Marie Duquette	C'est intéressant parce que Pierre a vos yeux verts, mais il est très grand.	It's interesting because Pierre has your green eyes but he's really tall.
Marie Duquette	Vous êtes tous les deux plus petites. Est-ce que quelqu'un dans votre famille est très grand ?	You are both smaller. Is someone in your family really tall?
Mme Roy	En fait, il est grand comme son père. Tel père, tel fils, plus ou moins...	Actually, he's tall like his father. Like father, like son, more or less...

Cultural Reading

Surnoms

Dans ma famille à Beverly, au Massachusetts, chaque membre de la famille a son propre surnom. Par exemple, moi j'appelle toujours mon père « petit papa » alors qu'il est très grand, surtout quand je lui demande de l'argent. Ça marche toujours ! Par contre, ma mère l'appelle souvent « grand chef » parce qu'il cuisine cinq fois par semaine et a toujours de nouvelles recettes à nous faire déguster.

Même après vingt ans de mariage, mon père appelle ma mère toujours « ma puce ». Ils sont encore tellement mignons après tout ce temps ! Je n'ai pas de surnom pour ma mère, mais quand elle est énervée, je l'appelle Dark Vador (Darth Vader). Elle n'aime pas ça du tout ! Mes parents me surnomment différemment. Mon père m'appelle « gamine » et ma mère préfère « mon chat ».

The word "gamine" means "mischievous or playful girl". Which of the following statements is true?	Marie's father calls Marie "gamine".	x
	Marie's father calls her mother "gamine".	
	Marie's mother calls Marie "gamine".	
The word "puce" means "flea". How does Marie feel when her father calls her mother "ma puce"?	Énervée – She hates when her father calls her mother that.	
	Heureuse – She thinks her parents are really cute!	x
How tall is Marie's dad?	Il est petit.	
	Il est de taille moyenne.	
	Il est grand.	
	Il est très grand.	x
How long have Marie's parents been married?	twenty years	x
	fifteen years	
	twelve years	
	ten years	
What does Marie call her father when she's asking for money?	Dark Vador	
	mon cher papa	
	petit papa	x
	grand chef	
Who does most of the cooking in Marie's house?	Marie's dad	x
	Marie's mom	
	Marie	

Suggested Classroom Application Activities

- Students draw their family trees and write short descriptions of their family members.
- Interview: Give students empty family trees to be filled out. They should work in pairs, interviewing their partner about the people in their family (such as each family member's profession, age, hobby, nationality etc.) The interviewer should fill out his/her partner's family tree and they switch roles.
- Communicative activity: Students describe pictures of famous people. (What color eyes does he/she have? Describe their personality, etc.)
- Writing exercise: Student should describe the daily routine of one member of their family and his/her peculiar traits. Work with them to come up with a nickname for one of their family members or friends.

Unit 11: University

Unit Objectives

In this unit you will...

Communicative

- Compare and contrast the qualities of two or more things.
- Be able to say that something is the best or worst.
- Use some words and phrases related to getting into a university or college and paying tuition.

Grammatical

- Learn when to use the verb “savoir” (to know) and when to use “connaître” (to know/be familiar with).
- Practice writing the feminine form of adjectives that end in “-eux”.
- Learn about what pronouns should be used after certain prepositions.

Cultural

- Learn some facts about the French-speaking island, Martinique.
- Learn what “une grande école” is (hint: It’s not just a big school!).
- Learn about the French school system, starting from elementary school and progressing to university.

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Comparatives (+ Practice)	Comparative and superlative phrases	Video: Pronouns after Prepositions Grammar Practice: Comparing two things (e.g. plus... que...)	
Lesson 2: Describing Personality	Describing personality, new BAGS adjectives “bon” and “mauvais”	Note: Adjective ending “-eux” (m.) --> “-euse” (f.)	
Lesson 3: Superlatives (+ Superlative and Comparative)	The best/worst (e.g. “le plus...”, “le mieux”)	Grammar Practice: Change superlative to comparative	
Lesson 4: Conjugate “savoir”	Expressions using savoir	Note: When to use “savoir” Note: “lequel” and “laquelle” Grammar Practice: Conjugate “savoir” in context.	
Lesson 5: Conjugate “connaître” (+ “savoir” vs. “connaître”)	Expressions using “connaître”	Note: When to use “connaître” Grammar Practice: Choose between “savoir” and “connaître” in context	Note: Martinique
Lesson 6: University Studies 1	Getting into a university/college, paying tuition, etc.		Note: “L’an” vs. “l’année” Note: Adjectives of nationality aren’t capitalized
Lesson 7: University Studies 2	Getting into a university/college, paying tuition, etc.		
Lesson 8: Conversation: Choosing a University	Talk about the pros and cons of attending a French, Canadian, or American university		Note: “grande école”
Lesson 9: Cultural Reading: Education in France	Education in France (e.g. le Brevet, une Licence)		(2 reading passages) French school system, starting from elementary school and progressing to university Note: “Le Brevet”, “Le Bac”

Conversation

The group of friends is hanging out downtown, talking about where each one wants to go for university. Whose choice is better? Why?		
Pierre Roy	J'ai finalisé ma liste d'universités à deux choix : l'École Normale Supérieure à Paris ou l'université de New York.	I've narrowed down my list of universities to two choices: l'Ecole Normale Supérieure or the University of New York.
Pierre Roy	Je ne sais pas laquelle choisir.	I don't know which one to choose.
Christophe Martin	Les deux sont excellents. Mais... les universités américaines sont très cher, n'est-ce pas ?	Both are excellent. But... American universities are really expensive, aren't they?
Marie Duquette	Ouais... une année d'étude à mon université aux USA peut coûter près de 27.000 euros pour un non-résident comme toi, Pierre.	Yeah... one year of study at my school in the U.S. can cost up to 27,000 Euros for a non-resident like you, Pierre.
Marie Duquette	Et ça c'est pour une université publique. Les universités privées sont encore plus chères car tout le monde paie les mêmes frais.	And that's for a public university. Private universities are even more expensive because everyone pays the same tuition.
Christophe Martin	D'autre part, il est plus facile d'être accepté à une université Américaine.	On the other hand, it's easier to get into an American university.
Christophe Martin	On doit suivre des classes préparatoires avant d'aller aux grandes écoles françaises.	You have to take prep classes before going to some of the better French universities.
Pierre Roy	Il est plus difficile à être admis aux grandes écoles en France parce qu'on doit réussir un concours.	It's more difficult to be accepted to the better universities in France because you have to pass a competitive exam.
Marie Duquette	Je sais que tu peux réussir au concours pour entrer à une grande école, Pierre. Cette année, tu as eu la meilleure moyenne entre nous.	I know you can pass the competitive exam to get into a good school, Pierre. This year, you got the best average of us all.
Christophe Martin	Ceci dit, Pierre, si tu vas à l'École Normale Supérieure, tu seras très loin de nous.	Then again, Pierre, if you go to l'Ecole Normale Supérieure, you will be very far from us.
Pierre Roy	Nous ? Où vas-tu aller pour l'université, Christophe ?	Us? Where are you going to go for university, Christophe?
Christophe Martin	Je pense à rentrer au Canada. Je n'ai pas une moyenne si élevée que la tienne, Pierre.	I'm thinking about going back to Canada. I don't have an average as high as yours, Pierre.
Christophe Martin	Moi, j'ai plus de succès avec le sport, et on y offre plus de bourses sportives.	I have more luck with sports, and there are more sports scholarships available there.

The group of friends is hanging out downtown, talking about where each one wants to go for university. Whose choice is better? Why?

Christophe Martin	Puisque j'ai une double citoyenneté, les frais de scolarité seront les mêmes que ceux d'une université européenne.	Since I've got dual-citizenship, my tuition will be the same as at a European university.
Pierre Roy	Hm, je dois faire des recherches sur les écoles canadiennes : elles sont plus faciles à y être accepté mais moins chers que celles américaines. Comment est-ce possible ?!	Hmm, I should do some research on Canadian schools: they're easier to get into but less expensive than American ones. How is that possible?!
Marie Duquette	Bonne idée ! Avec vous deux au Québec et moi à l'université de Vermont, on aura seulement trois heures de route entre nous.	Good idea! With you two in Quebec and me at the University of Vermont, we'll only have a three-hour drive between us.
Marie Duquette	Ça serait la meilleure chose au monde !	That would be the best thing in the world!

Cultural Reading

Système éducatif français 1

L'école en France est organisée différemment des écoles aux Etats-Unis, surtout le collège et le lycée. D'abord, les élèves français vont à l'école maternelle de l'âge de 3 ans à l'âge de 6 ans. Après l'école maternelle, les élèves français ont l'école primaire jusqu'à l'âge de 10 ans.

Au collège, les élèves suivent quatre années de scolarité : la sixième (sixth grade), la cinquième (seventh grade), la quatrième (eighth grade) et la troisième (ninth grade). À la fin de l'année de troisième, les collégiens doivent passer le diplôme national du Brevet. Cet examen standardisé est très important et très stressant parce qu'il détermine la suite de leur éducation.

Après le collège, les élèves vont au lycée, où ils terminent les trois années de scolarité qui s'appellent, la seconde (2nd), la première (1er), et la terminale (T). À la fin du lycée, tous les étudiants doivent passer un examen national appelé le Baccalauréat — ou le Bac. Il existe trois types de baccalauréat : le bac général, le bac technologique et le bac professionnel. Ce diplôme ouvre l'accès à l'enseignement supérieur.

If you finish “la seconde” in a French school, how many years of school are left before you graduate?	1	
	2	x
	3	
	4	
If you finish “la cinquième” in a French school, how many years of school are left before you graduate?	4	
	5	x
	6	
	7	
What American grade level best matches with the French “la première”?	kindergarten	
	first grade	
	junior year	x
	senior year	
How many years of high school do French teens have to complete?	2	
	3	x
	4	
	5	
What exam do French students have to pass in order to graduate high school?	Le Brevet	
	Le Bac	x
	Le Grand concours	

Système éducatif français 2

En France, l'université n'est pas chère et tout le monde peut y accéder avec une note suffisamment haute au Bac. L'enseignement supérieur peut être divisé en trois branches principales : les Instituts Universitaires de Technologie, les universités et les Grandes Écoles. Les Instituts Universitaires de Technologie offrent sur deux ans des formations professionnelles spécialisées. Les universités ont un large choix de formations dont une Licence générale ou professionnelle, un Master et un Doctorat.

Les Grandes Écoles sont des écoles prestigieuses. Bien qu'elles s'appellent des « grandes écoles », elles sont effectivement assez petites et c'est donc très compétitif d'y entrer. Pour entrer dans une grande école, il faut passer un concours difficile. Les candidats se préparent intensivement à ces concours dans les écoles préparatoires (prépas) pendant deux ans. En France bien plus qu'aux Etats-Unis, le nom de votre école définira votre carrière.

What type of school requires students to pass both “Le Bac” and complete two years of preparatory school?	les Instituts Universitaires de Technologie	
	les universités	
	les Grandes Écoles	x
Which type of school is most similar to a small Ivy League school in the United States?	les Instituts Universitaires de Technologie	
	les universités	
	les Grandes Écoles	x
What type of school would you go to if you wanted to get the French equivalent of an associate’s (two-year) degree?	les Instituts Universitaires de Technologie	x
	les universités	
	les Grandes Écoles	
Which type of French degree is most like an American bachelor’s degree?	diplôme d’ingénieur	
	licence	x
	master	
	doctorat	

Suggested Classroom Application Activities

- Students create a visual and sentences that compare two aliens. They should use phrases that compare their physical appearance and personality. Students should describe what they “know” and “do” using appropriate verbs.
- Find images of people and things which are opposites in some way and have students compare the two using comparatives (e.g. The elephant is bigger than the mouse., The girl has longer hair than the boy., etc.)
- “Where do you want to go to college?”: Have students write a short passage about where (and if) they want to go to college and list some of the pros and cons of attending that school.
- “What grade are you in?”: Have students state what grade they would be in, were they in a French school. How many years do they have left of school? What tests will they have to take to graduate?
- Conversation activity: Teacher prepare a set of questions where students have to use comparatives, superlatives and “savoir”, “connaître”, and/or “préférer” to talk about themselves and others. Ex:
 - Préfères-tu les cours de français ou d’anglais ? Pourquoi ?
 - Selon toi, quelle est la classe la plus importante ?
 - À quelle heure le film / la classe / la fête commence-t-il demain ?
- Le Brevet: Find a practice Brevet test online (e.g. <http://www.letudiant.fr/quiz/brevet.html>) and find some multiple-choice questions to bring into class. Have students translate the questions with the help of a dictionary and see if they can figure out the answers. Have students express their knowledge or familiarity with the subject using “savoir” or “connaître”.

Unit 12: Weather

Unit Objectives

In this unit you will...

Communicative

- Be able to say what outdoor activities you like to do.
- Learn the cardinal directions and the continents.
- Learn some words and phrases related to nature.

Grammatical

- Learn what the “imparfait” tense is and when to use it.
- Form phrases in the “imparfait” using unit verbs.
- Conjugate the boot-verb “recevoir” (to receive).

Cultural

- Learn about weather patterns in Grenoble, France as well as the weather in another French-speaking country, Cameroon.

Unit Content

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Good Weather	Good weather (e.g. Aucun nuage !, Il fait beau.)		
Lesson 2: Bad Weather	Bad weather (e.g. il pleut, le vent)		
Lesson 3: Outdoor Activities	Outdoor activities (e.g. une randonnée, skier)		
Lesson 4: “Imparfait” Phrases (+ Practice)	Past progressive phrases related to outdoor activities and weather (Il pleuvait ce matin.)	<p>Note: What the “imparfait” tense is and how to form it</p> <p>Note: Irregular stem for “être”</p> <p>Video: Imparfait Part 1</p> <p>Grammar Practice: Form the “imparfait” tense with familiar verbs</p>	
Lesson 5: Nature (+ “imparfait” Practice)	Geographical features (e.g. la montagne)	<p>Video: Imparfait Part 2</p> <p>Grammar Practice: Form the “imparfait” with unit verbs</p>	
Lesson 6: Continents and Cardinal Directions	Continents and cardinal directions		
Lesson 7: Conversation: Going Hiking	Make plans to do something outdoors and decide if the weather’s good enough.		
Lesson 8: Cultural Reading: Weather in the Alps vs. Weather in Cameroon	Weather and geographical features (e.g. au pied des montagnes, les massifs alpins)	Note: Boot verb “recevoir”	<p>Weather patterns in Grenoble, France and Cameroon</p> <p>Note: “Les Alps”</p> <p>Note: Rain in Brittany/Bretagne</p>

Conversation

Pierre and Marie are excited to go hiking this weekend. They expect the weather to be very good. However, as they are about to leave, the weather takes a turn for the worse.

Marie Duquette	Je suis impatiente pour notre marche en montagne !	I can't wait for our walk in the mountains!
Pierre Roy	J'adore faire des promenades, même si c'est long et quelquefois un peu dangereux.	I love taking walks, even if they're long and sometimes a little dangerous.
Marie Duquette	On va prendre la carte avec nous et suivre la bonne route. Tout va bien se passer.	We'll take the map with us and follow the right path. Everything will be fine.
Pierre Roy	Oui. Et le temps ? Ça change vite en montagne. Et si tout à coup il pleut à verse ?	Yes. And the weather? It changes quickly in the mountains. What if it suddenly starts pouring?
Marie Duquette	Selon la météo, il va faire très beau. Aucun nuage !	According to the forecast, it'll be really nice. Not a cloud in the sky!
Pierre Roy	Ensoleillé toute la journée, tu es sûre ? Attends, je vais vérifier l'autre site météo.	Sunny all day, are you sure? Wait, I'm going to check the other weather website.
Marie Duquette	Tu es vraiment un trouillard !	You're such a chicken!
Pierre Roy	J'avais raison de vérifier. La météo prévoit du brouillard. On ne peut pas y aller si il y a du brouillard !	I was right to check. The forecast predicts fog. We can't go if there's fog!
Marie Duquette	Tu as raison. C'est trop dangereux. On va faire une randonnée le weekend prochain, alors ?	You're right. It's too dangerous. Let's go for a hike next weekend, then?
Pierre Roy	Oui, je suis libre. Je me réjouis !	Yes, I'm free. I can't wait!

Le temps dans les Alpes vs. Le temps au Cameroun

Le temps dans les Alpes varie naturellement avec l'altitude. À Grenoble, par exemple, qui se trouve au pied des Alpes, la température est très froide en hiver (entre 0 et 5°C) et jamais trop chaude en été (entre 15 et 20°C). Grenoble reçoit proche de 2 100 heures de soleil par an grâce aux montagnes qui limitent l'arrivée de nuages de basse altitude. Il pleut beaucoup à Grenoble à cause des massifs alpins qui forment une barrière aux vents d'ouest pluvieux. Ils reçoivent presque un mètre par an !

Dans d'autres pays francophones, le climat est très différent. Par exemple, au Cameroun en Afrique de l'ouest, la température au sud est chaude et sèche de novembre à février, alors que la saison pluvieuse dure de juin à octobre. Les températures au nord du pays varient beaucoup. Par exemple, au plateau Adamaoua, les températures baissent beaucoup la nuit et la saison pluvieuse est de mai à octobre. La météo à la prairie, par contre, est beaucoup moins chaude que sur les côtes avec des pluies régulières. Il vaut mieux visiter le Cameroun entre janvier et avril.

When is the rainy season in the north of Cameroon?	de mai à octobre	x
	de juin à octobre	
	de novembre à février	
	de février à mars	
Choose the best description of the weather in Grenoble:	Il fait chaud et le temps est sec en été.	
	Il fait plus chaud qu'au Cameroun.	
	Il fait beau en été et très froide en hiver.	x
	Il neige en hiver et il pleut chaque jour en en été.	
According to the passage, when is the best time to visit Cameroon?	entre avril et juillet	
	entre mai et octobre	
	entre juin et octobre	
	entre janvier et avril	x
How much rain does Grenoble typically receive over the course of a year?	plus qu'un mètre par an	
	presque cinquante centimètres par an	
	presque un mètre par an	x
	moins qu'un centimètre par jour	
Does Grenoble get a lot of sunshine?	Non, il y pleut la plupart du temps.	
	Oui, moins que deux milles heures de soleil.	
	Oui, mais seulement en été.	
	Oui, plus que deux milles heures de soleil.	x
Choose the best description of where Grenoble is located:	à la prairie	
	dans une vallée	
	au pied des montagnes	x
	en pleine montagne	

Suggested Classroom Application Activities

- Vocabulary picture description: Students identify and describe a set of weather pictures related to the vocabulary.
- Weather Forecast: Students should create a weather forecast video about the weather in their location, city or school area.
 - Day 1: Explain project's details, students may search online for samples of weather forecasts if needed and write their own forecast.
 - Day 2: Practice designed written forecast and record video.
 - Day 3: Wrap up recordings and present to class and teacher.
- Read the unit conversation in class, with each student reading a sentence aloud. Have them highlight/mark weather statements and outdoor activities. Then, have students write 2-3 sentences about what activities can be done/should be done under which weather conditions.
- Le monde francophone: Have students pick either a French province or a French-speaking country and write a short paragraph about the weather and the geography in that area, similar to the cultural reading passage in this unit. What's it like during the summer? The winter? Is there a rainy season or is it rainy all the time? Have them include at least two pictures of geographical features in that area and label them with their name.

Unit 13: Dinner Time!

Unit Objectives

In this unit you will...

Communicative

- Learn the names of meals and some common foods and drinks.
- Be able to give instructions to make a sandwich.
- Ask what is in a dish and request to try it.
- Use some phrases related to dining at a restaurant.
- Get familiar with dishes and food preparation in France and across the Francophone world.

Grammatical

- Use “de” to say you would like a bottle or a glass of something.
- Describe what a food is made of and whether an ingredient is defining or an indispensable.
- Learn to say you’re hungry and thirsty using an expression with “avoir”.
- Be polite with “pourriez-vous”, “voudrais” and “aimerais”.

Cultural

- Find out what French people typically use to pay at a restaurant instead of a credit card.
- Learn about some typical foods found across the Francophone world.
- Learn about specialties in French provinces (e.g. Alsace, Normandy, Brittany, Île-de-France).

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Meals	Names of meals	Grammar Practice: Associate times of the day with meals	
Lesson 2: Drinks	Non-alcoholic beverages	Video: The “Some” of All Things	Note: “Crème fraîche”
Lesson 3: Sandwiches	Ingredients for sandwiches		
Lesson 4: Meats (+ Defining and Indispensable Ingredients)	Meat and methods of cooking	Grammar Practice: Defining ingredients (e.g. une tarte aux pommes) and indispensable ingredients (e.g. le jus d’orange)	Note: French bacon
Lesson 5: Side Dishes	Vegetables and grains		
Lesson 6: Dinner (+ “avoir soif/faim”)	Trying foods (J’ai préparé..., Je voudrais le goûter.)	Grammar Practice: Hunger and thirst - practice two idiomatic expressions with “avoir”	
Lesson 7: At the Restaurant	Mini conversation related to being at a restaurant	Note: “Pourriez-vous...” (Could you...) + an infinitive verb	
Lesson 8: Ordering Dessert (+ “voudrais”/”aimerais”)	Mini conversation related to being at a restaurant	Grammar Practice: Conditional forms, “pourriez-vous”, “voudrais” and “aimerais”	Note: How to translate “à l’envers”
Lesson 9: Methods of Payment	Types of payment (e.g. argent liquide, credit card, cheque)		Note: “la carte bancaire” vs. “la carte de crédit” Note: Tipping in France and Canada
Lesson 10: Conversation: Dinner at the Roy House	Ask about what is in a dish and ask to try some. Politely say what foods you like and dislike.		Note: “Tarte tatin”, “gratin dauphinois”
Lesson 11: Cultural Reading: Foods Across Francophone Countries	Dishes and food preparation in France and across the Francophone world		(2 passages) Typical foods and food preparations found across the Francophone world and French provinces: Alsace, Normandy, Brittany, Ile-de-France. Note: “Gastronomie”

Conversation

Mme Roy invites the group over to sample some local favorites, including “gratin dauphinois”. Marie and Christophe are curious about the foods they’re not familiar with.

Mme Roy	J’ai préparé plein de bonnes choses traditionnelles pour notre repas de ce soir. J’espère que vous avez faim !	I prepared lots of good traditional dishes for our meal tonight. I hope you all are hungry!
Christophe Martin	Merci beaucoup de nous avoir invités, Tante Christine ! J’ai très faim.	Thank you for inviting us, Aunt Christine! I’m really hungry.
Mme Roy	Par exemple, j’ai fait un gratin dauphinois pour vous. Est-ce que vous avez déjà mangé du gratin dauphinois ?	For example, I made a “gratin dauphinois” for you. Have you ever tried “gratin dauphinois”?
Marie Duquette	Non, jamais ! Est-ce que «gratinée» veut dire qu’il y a du fromage dans le plat ?	No, never! Does “gratinée” mean that there’s cheese in the dish?
Mme Roy	Non, gratinée veut dire que c’est un plat doré au four. Un gratin dauphinois est fait avec de la crème fraîche, des pommes de terre, de l’ail, et du beurre.	No, “gratinée” means it’s a dish that’s been browned in the oven. “Gratin dauphinois” is made with crème fraîche, potatoes, garlic, and butter.
Marie Duquette	Est-ce que je peux goûter un petit peu ?	Can I try a little?
Mme Roy	Absolument. Je te coupe une fine tranche.	Absolutely. I’ll cut you a small slice.
Marie Duquette	J’adore le fromage. Quel est ce fromage mou ?	I love cheese. What is this soft cheese?
Mme Roy	C’est de l’époisses. C’est fait de lait de vache. Il y a aussi du pain bis, si vous voulez. Ce pain est préparé avec de la farine complète.	That’s “époisses”. It’s made from cow’s milk. There’s also some brown bread, if you want. It’s made with whole wheat flour.
Christophe Martin	Je n’aime pas trop l’époisses. Et les autres fromages ?	I don’t like the “époisses” much. What about the other cheeses?
Mme Roy	Celui-là, c’est du gruyère. C’est un fromage dur qui vient de la Suisse. L’autre est fait de lait de brebis.	That one there, that’s “gruyère”. It’s a hard cheese that comes from Switzerland. The other one is made out of ewe’s milk.
Marie Duquette	J’aime bien le gruyère. Le goût n’est pas trop fort mais c’est très salé. Délicieux. Merci !	I like the “gruyère”. It doesn’t taste too strong but it’s very salty. Delicious. Thank you!
Mme Roy	Oui, bien sûr. Ne mangez pas trop, j’ai aussi fait une tarte Tatin pour le dessert !	Yes, of course. Don’t eat too much, I also made a “tarte Tatin” for dessert!
Christophe Martin	Je ne sais pas ce que c’est. Il y a quoi dedans ?	I don’t know what that is. What’s in it?
Mme Roy	C’est comme une tarte aux pommes, mais à l’envers !	It’s like an apple pie, but inside out!
Christophe Martin	Merci beaucoup Tante Christine, quel régal !	Thanks so much Aunt Christine, what a feast!

La cuisine de l’est de la France

À Grenoble et dans la région du Rhône et des Alpes (y compris la Suisse), il y a une gastronomie assez particulière, basée sur des produits laitiers — surtout le fromage ! Pourquoi ? Parce qu’il y a beaucoup de vaches et de chèvres, bien évidemment !

Les plats les plus connus sont la fondue et la raclette. La fondue est connue autour du globe, mais il existe plusieurs types — il y a la fondue savoyarde où l’on met du pain dans du fromage fondu (ainsi, la fondue), mais il y a également une fondue à base d’huile (bourguignonne), dans laquelle on fait cuire de la viande.

Une autre spécialité de cette région c’est la raclette, qui ressemble beaucoup à la fondue, mais avec une petite différence : alors qu’avec la fondue, on trempe des choses dans un pot de fromage fondu (ou de l’huile), avec la raclette, on verse du fromage fondu sur la charcuterie et sur des pommes de terre. C’est délicieux !

According to this passage, the cuisine of eastern France is based on:	beef and charcuterie	
	dairy products	x
	vegetables and herbs	
	potatoes and bread	
What is raclette?	cubes of bread dipped in melted cheese	
	cubes of meat (beef) dipped in hot oil	
	pieces of fruits and breads dipped in chocolate	
	melted cheese poured over cured meats and potatoes	x
What is “fondue bourguignonne”?	cubes of bread dipped in melted cheese	
	cubes of meat (beef) dipped in hot oil	x
	pieces of fruits and breads dipped in chocolate	
	melted cheese poured over cured meats and potatoes	
What type of fondue is not mentioned in this article?	oil-based	
	cheese-based	
	chocolate-based	x
	broth-based	

La gastronomie des pays francophones

Chaque région de la France a ses propres spécialités. Par exemple, la bouillabaisse est une soupe de poissons qui se trouve le plus souvent dans le sud. La ratatouille est un mélange de légumes qu'on cuit traditionnellement en Provence. Dans la région alsacienne, on trouve la tarte flambée, qui est connue également par son nom allemand, flammeküche. Au nord de la France, on peut manger des crêpes en Bretagne, et les suivre d'un bon cidre normand. En Île-de-France (la région dans laquelle se trouve Paris), on adore manger les steak-frites. Partout en France, on aime les baguettes et le vin !

Dans d'autres pays francophones, il y a d'autres gastronomies. Par exemple, au Canada il y a un plat très connu qui s'appelle la poutine, d'origine québécoise. Ce plat est constitué de frites et de fromage en grains, recouverts d'une sauce brune. En Afrique de l'ouest et centrale, il y a un plat qui s'appelle l'alloco qui est fait avec des bananes plantains frites dans de l'huile de cacahuète. Ce plat accompagne un plat principal. Même aux Etats-Unis il y a des spécialités d'origine française, par exemple le jambalaya, spécialité de la Nouvelle Orléans. Ce plat est comme une soupe de crevettes, toujours très piquante, normalement accompagné de riz.

Choose the best way to describe French regional cuisine:	Variée – each region has their own specialties.	x
	Similare – French cooking stays consistent throughout the country.	
Which region or country makes a dish with French fries and cheese curds covered in brown gravy?	Alsace	
	Québec	x
	Normandie	
	Suisse	
Which region or country is known for a side dish of plantains fried in peanut oil?	les États Unis	
	l'Afrique de l'ouest	x
	la Guyane française	
	Paris	
Based on this passage, what can you guess about l'Alsace region in France?	The region is located in the high mountains.	
	The cuisine is dairy-based due to the large number of cows and goats in the area.	
	The region borders the French province, Bretagne.	
	There is a German influence on the cooking and language.	x
According to this passage, in which northern province can you eat crepes and drink cider?	Normandie	
	Bourgogne	
	Île-de-France	
	Bretagne	x

In which province is Paris located?	Normandie	
	Bourgogne	
	Île-de-France	x
	Nouvelle Orléans	
Which food is often served in the south of France?	fish soup (bouillabaisse)	x
	spicy shrimp soup accompanied by rice (jambalaya)	
	steak and fries (steak-frites)	
	sautéed chicken in wine sauce (coq au vin)	

Suggested Classroom Application Activities

- Students should develop a menu in French containing at least 10 of the food words learned in this unit. Provide a description of each dish, the corresponding English translation and price for each item in the local currency (e.g. Euros, Canadian dollars). The menu should also include time the restaurant is open and forms of payment it accepts.
- Fill in the blank: Develop either a dialogue or a short text using the vocabulary, and have students fill in the blanks using the direct and indirect objects.
- Role-play: Have students work in pairs to write a dialogue about ordering food from a restaurant. Make sure to use polite language when speaking to the waiter/waitress.
- Have students choose a region in France and research a specialty food from that region. Include an image of that food, a description of what is in it, and the technique you need to cook it. Bonus points if the student makes the recipe and brings it into class.

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.

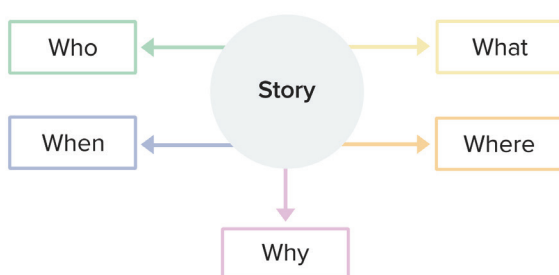
Reading

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
Content 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.
Comprehensibility	Speech is completely understandable.	Speech is mostly understandable.	Only isolated words and short sentences understood.	Could not understand anything student said
Accuracy	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.
Pronunciation	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.
Effort	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
Content 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.
Comprehensibility	Written task is completely understandable.	Written task is mostly understandable.	Only isolated words and short sentences understood.	Could not understand anything student wrote.
Accuracy	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.
Pronunciation	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.
Effort	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
Content 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.
Vocabulary and sentences	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.
Form and Accuracy	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.
Presentation (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.