

Teen Voices: French! Level 3

Instructor Handbook

Contents

Course Description.....	5
Level 3 Description.....	5
Course Components	5
Completion Times and Naming Conventions	7
Curriculum Planning.....	8
Teaching with Teen Voices and Transparent Language Online	9

Unit Content..... 11

Unit 14: Staying Healthy..... 11

Objectives.....	11
Unit Contents.....	12
Conversation	13
Cultural Reading.....	14
Suggested Classroom Application Activities.....	15

Unit 15: Free Time

16

Unit Objectives.....	16
Unit Contents.....	17
Conversation	18
Cultural Reading.....	19
Suggested Classroom Application Activities.....	20

Unit 16: Out and About

21

Unit Objectives.....	21
Unit Contents.....	22
Conversation	23
Cultural Reading.....	24
Suggested Classroom Application Activities	25

Unit 17: Shopping	26
Unit Objectives	26
Unit Contents	27
Conversation	28
Cultural Reading	29
Suggested Classroom Application Activities	30
Unit 18: Travel	31
Unit Objectives	31
Unit Content	32
Conversation	32
Cultural Reading	33
Suggested Classroom Application Activities	35
Unit 19: Job Shadow	36
Unit Objectives	36
Unit Contents	36
Conversation	37
Cultural Reading	38
Suggested Classroom Application Activities	39
Unit 20: Emergency!	40
Unit Objectives	40
Unit Contents	41
Conversation	42
Cultural Reading	43
Suggested Classroom Application Activities	46
Suggested Classroom Activities	47
Skill-targeted Teaching Exercises	47

Suggested Grading Rubrics	52
Speaking	52
Writing	53
Projects.....	54

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 3 Description:

Level 3 of Teen Voices: French! continues where Level 2 leaves off. Students get to explore topics outside the home and school as they learn to communicate with their peers, adults, and groups of people when shopping, giving directions, and teaching others how to do something. Level 3 dives into important grammatical concepts and structures as well, such as mastering reflexive and reciprocal verbs in the past and present tense, using direct/indirect object pronouns, and remembering irregular past participles.

Course Components:

The Teen Voices course includes the following major components:

Teen Voices: French! Level 3	7 content units	43 vocabulary lessons (4-10 per unit)
		7 conversation lessons (one per unit)
		8 cultural reading passages (1-2 per unit)
		7 assessments (one per unit)
		25 grammar activities (integrated in various lessons)

See below for more details on these elements.

Teen Voices: French! Level 3 includes:

- **6 content units** which explore relevant topics of interest to middle school and high school students. In Level 2, these topics are “Staying Healthy”, “Free Time”, “Out and About”, “Shopping”, “Travel”, “Job Shadow” and “Emergency!”. Each unit is made up of a series of 8-10 lessons. These lessons in turn include:
 - **43 vocabulary lessons** (4-10 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.
 - **7 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.
 - **8 challenging cultural reading passages** (1-2 per unit) which come with comprehension questions and a dedicated vocab lesson. These passages can be found in the final lesson for each unit.
 - **25 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.
 - **7 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 14: Staying Healthy - Lesson 2: Parts of the Body

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

Example:

Unit 16: Out and About - Lesson 7: Conversation: Walking Downtown

- **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 17: Shopping - Lesson 6: Cultural Reading: French Markets

- **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 14: Staying Healthy - Lesson 4: Reflexive Verbs (+ Practice)

Unit 15: Free Time - Lesson 7: Conversation: Playing Pétanque in the Park (+ Direct Object Pronouns)

Unit 19: Job Shadow - Lesson 5: Cultural Reading: Emmanuel Macron (+ Irregular Verbs in “passé composé”)

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

Examples:

Unit 20: Emergency! - 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

[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 14: Staying Healthy

Objectives

In this unit you will...

Communicative

- Learn the names of body parts and facial features.
- Be able to list some of the habits you have and what you do every day.
- Learn some words and phrases related to having a cold or the flu.

Grammatical

- Learn some more idioms using “avoir” from “My... hurts.” to “I was wrong.”
- Form “imparfait” expressions related to being sick.
- Get familiar with past participles of some irregular verbs.
- Be able to conjugate reflexive verbs related to everyday habits.

Cultural

- Read a passage about home remedies in France and what a French grandmother might suggest for a sore throat or a cold.

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Expressions with “avoir” (+ Practice)	Idiomatic phrases using “avoir”	Grammar Practice: Idiomatic expressions with “avoir”	
Lesson 2: Parts of the Body	Body parts	Note: “J’ai mal à...” + body part	
Lesson 3: Parts of the Head and Face	Facial features	Note: Irregular plural form “l’oeil” --> “les yeux”	
Lesson 4: Reflexive Verbs (+ Practice)	Personal habits	Note: Reflexive pronouns, meaning, and how to conjugate reflexive verbs in the present tense Note: No possessive adjective with reflexive verbs (e.g. “Ils se brossent les dents.”) Grammar Practice: Conjugate reflexive verbs	Note: “mal” vs. “mauvais”
Lesson 5: I’m Sick 1	Symptoms of the flu or a cold		
Lesson 6: I’m Sick 2 (+ “passé composé” Practice)	Symptoms of the flu or a cold	Note: Irregular past participles “eu” and “pris” Grammar Practice: Form the “passé composé” with unit verbs	
Lesson 7: Conversation: Visiting the School Nurse (+ “imparfait” Practice)	Describe your symptoms to a nurse and ask for medication.	Grammar Practice: Form “imparfait” expressions with unit verbs	
Lesson 8: Cultural Reading: Home Remedies	Natural remedies for common illnesses		Read a passage about home remedies in France and what a French grandmother might suggest for a sore throat or a cold.

Conversation

Juliette isn't feeling well and it's right before her physics exam. She decides to go to the school nurse.		
Juliette Favre	Oh, j'ai vraiment mal à la tête !	Oh, I have a terrible headache!
Infirmière	Viens t'asseoir ici. Est-ce que tu te sens malade ?	Come sit here. Do you feel sick?
Juliette Favre	Oui, quand je me suis réveillée ce matin, j'avais mal à la tête et des courbatures.	Yes, when I woke up this morning, my head hurt and I felt achy.
Infirmière	Est-ce que c'est pire maintenant ?	Is it worse now?
Juliette Favre	Oui, je me sens très mal. J'ai aussi très chaud mais quelquefois j'ai des frissons.	Yes, I feel awful. I'm also hot but sometimes I have the chills.
Infirmière	Est-ce que tu as vomi ? As-tu mal à l'estomac ?	Did you throw up? Does your stomach hurt?
Juliette Favre	Un petit peu, j'ai de la peine à manger.	A little bit, I'm having trouble eating.
Infirmière	Je vais prendre ta température pour voir si tu as de la fièvre.	I'm going to take your temperature to see if you have a fever.
Juliette Favre	D'accord.	Okay.
Infirmière	Tu es brûlante. Tu dois rentrer chez toi et te reposer. Je te donne du Dafalgan pour aider ton mal de tête et ta fièvre.	You're burning up. You need to go home and rest. I'll give you some Ibuprofen to help your headache and fever.
Juliette Favre	Oh non, je vais rater mon examen de physique si je rentre chez moi. Est-ce que vous pouvez m'écrire une note ?	Oh no, I'm going to miss my physics test if I go home. Can you write me a note to excuse me?
Infirmière	Pas de problème. Comme ça tu es excusée et tu peux passer l'examen quand tu te sens mieux.	No problem. This way you are excused and you can take the test when you feel better.
Juliette Favre	Merci beaucoup !	Thanks so much!

Les Remèdes maison

Il n’y a pas grand-chose que la médecine dite « traditionnelle » puisse faire contre un rhume ou pire, contre la grippe. Mais ne t’inquiète pas ! Ma grand-mère a des remèdes maison qui peuvent m’aider à me remettre sur pieds très vite. Par exemple, si ma gorge est irritée et douloureuse, elle me conseille toujours de prendre une infusion de lait, d’oignon et de thym. Cela dit, je n’aime pas vraiment le goût de ce remède naturel et préfère juste prendre une infusion de lait, de miel, avec un peu de cannelle.

Mamie recommande également de l’ail pour traiter le rhume et atténuer les symptômes de la grippe. Selon sa recette, il faut prendre quatre gousses d’ail par jour afin de prévenir le rhume. Ça me donne mauvaise haleine !! En tous les cas, le meilleur conseil que Mamie me donne est de dormir plus. Cela aide non seulement à lutter contre le rhume, mais aussi à éviter de tomber malade.

The term “mauvaise haleine” means “bad breath”. In this passage, which remedy does Juliette say gives her bad breath?	an infusion of onion, milk, and thyme	
	an infusion of garlic, milk, and honey	
	four tablespoons of chopped onion	
	four cloves of garlic	x
According to this passage, which of these can’t do much for a common cold or the flu?	la médecine traditionnelle	x
	les remèdes maison	
Which remedy does Juliette’s grandmother suggest for a sore throat?	an infusion of milk, onion, and thyme	x
	an infusion of milk, honey, and a bit of cinnamon	
	four tablespoons of chopped onion	
	four cloves of garlic	
What advice might Juliette’s grandmother give to Juliette to avoid getting sick?	Dors plus !	x
	Bois plus de lait !	
	Ne t’inquiète pas !	
	Mange une pomme !	

Suggested Classroom Application Activities

- Search online for examples of idiomatic expressions taught in this unit. The website, “Reverso Context” is a great way to find examples of French expressions: <http://context.reverso.net/translation/french-english/>
- Provide students with a list of the idiomatic expressions with “avoir” and have them choose five expressions to write sentences about themselves. For example, “I’m ashamed of..”, “I am lucky that..”
- Simon Says: Starting with the teacher, play a game of “Simon Says” in French involving parts of the body. For example, “Simon says, put your left hand on your head.”
- Daily habits: Have students make a list of what they usually do in the morning to get ready for school. For example, “I wake up at 7:00., I brush my teeth., I shave/put on makeup., I get dressed.” etc.)
- School nurse dialogue: Have students pair up, one student taking the role of a nurse and the other taking the role of a sick student. Have the student describe how they feel and the nurse decide on what treatment is necessary and whether the student should go home sick or not.
- Home remedy dialogue: Have students pair up, one student taking the role of the grandparent and the other taking the role of the sick grandchild. The “grandchild” should list symptoms (at least three) and the “grandparent” should suggest a remedy (either real or fake).

Unit 15: Free Time

Unit Objectives

In this unit you will...

Communicative

- Learn the words and phrases related to playing sports, instruments, and indoor activities.
- Be able to list some healthy habits.
- Be able to teach someone how to play a game or sport.

Grammatical

- Conjugate the verb “jouer” (to play).
- Learn how to use direct object pronouns “le”, “la”, and “les” in sentences.
- Practice writing the feminine form of adjectives that end in “-if”.
- Continue practicing prepositions of location.

Cultural

- Read a passage about the traditional French game, pétanque, how it’s played, and its origins.

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Play in the Park	Sports and sports equipment	<p>Note: “Jouer à” is used for sports</p> <p>Note: Example of direct object “Lance la balle.” --> “Lance-la.”</p>	
Lesson 2: The Rules of the Game 1	Verbs related to playing sports	<p>Note: Invite someone to do something with “nous” form in the imperative (e.g. “Allons au café !”)</p> <p>Note: Example of direct object “Jette le ballon.” --> “Jette-le.”</p> <p>Note: Example of indirect object “Donne-lui un coup de pied.”</p>	Note: “Une balle” vs. “un ballon”
Lesson 3: The Rules of the Game 2	Verbs related to playing sports	<p>Note: Example of direct object “Placez vos pieds...” --> “Placez-les...”</p> <p>Note: Example of direct object pronoun placement in dual-verb construction “Nous n’allons pas le perdre.”</p>	Note: “Jouer aux idiots.”
Lesson 4: Staying Healthy 1	Healthy habits	<p>Note: Partitive “de” when talking about food or drink (Je prends de...)</p> <p>Note: Adjectives ending in “-if” --> “-ive”</p>	
Lesson 5: Staying Healthy 2	Healthy activities		Note: “Mal” vs. “mauvais”
Lesson 6: Indoor Activities (“jouer à” or “jouer de”)	Non-sport activities, phrases with “jouer”	<p>Note: “Jouer de” is used for instruments</p> <p>Grammar Practice: Use “jouer à” or “jouer de”, form the “passé composé” with unit verbs</p>	
Lesson 7: Conversation: Playing Pétanque in the Park (+ Direct Object Pronouns)	Teach friends how to play a game and describe the equipment needed.	Grammar Practice: Replace direct object with direct object pronoun	Learn the rules of Pétanque.

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 8: Cultural Reading: Pétanque (+ Direct Object Pronouns)	Playing Pétanque.	Grammar Practice: Replace direct object with direct object pronoun	Read a passage about the traditional French game, pétanque, and its origins. Note: “Le Midi” = Southern France Note: “Pastis”

Conversation

The four friends meet in the park. It's a beautiful day, so Pierre suggests they play pétanque. No one else knows how to play, so Pierre has to teach them the rules of the game.		
Pierre Roy	Salut tout le monde ! Quelle journée extraordinaire !	Hey everyone! What an extraordinary day!
Christophe Martin	Ouais, qu'est-ce qu'on va faire pour profiter de ce soleil ?	Yeah, what can we do to take advantage of this great weather?
Pierre Roy	J'ai une idée. Pourquoi pas jouer à la pétanque ?	I have an idea. Why not play pétanque?
Pierre Roy	J'ai entendu parler de la pétanque, mais je n'ai jamais joué.	I've heard of pétanque before, but I've never played.
Juliette Favre	Moi non plus. Tu connais les règles, Pierre ?	Me neither. Do you know the rules, Pierre?
Pierre Roy	Oui. En gros on a chacun deux boules et on doit les lancer le plus près possible du cochonnet.	Yes. Basically, everyone has two balls and we have to toss them as close as possible to the cochonnet.
Pierre Roy	C'est quoi le cochonnet ?	What's the cochonnet?
Pierre Roy	C'est une petite balle qu'on lance sur le sable devant nous au début de chaque partie.	It's a little ball that we throw in the sand in front of us at the beginning of each game.
Christophe Martin	Est-ce qu'on donne un coup de pied aux boules comme au foot ?	Do we kick the balls like in soccer?
Pierre Roy	Mais non ! Tu lances les boules avec la main. Comme ça, en pliant les genoux.	Of course not! You toss the balls with your hand. Like this, bending your knees.
Juliette Favre	Et où est-ce qu'on place nos pieds ?	And where do we stand?
Pierre Roy	Derrière la ligne que je trace dans le sable.	Behind the line that I mark in the sand.
Pierre Roy	D'accord. J'ai compris. On commence ?	OK. I understand. Let's start?
Pierre Roy	Ouais, bonne chance tout le monde !	Yeah, good luck everyone!

Pétanque (Boules)

La pétanque, ou boules, est un jeu traditionnel français qui trouve ses origines dans le sud de la France, en Provence. Aujourd’hui, la pétanque est un jeu très populaire avec plus de 300 000 joueurs officiellement dénombrés (officially recognized), et plusieurs millions d’amateurs qui jouent à la pétanque en vacances. Même si ce sport est joué principalement par les hommes, des compétitions mixtes sont organisées, ce qui en fait l’un des rares sports où les hommes et les femmes se font concurrence.

Pour jouer à la pétanque, l’équipement est très succinct : il suffit de boules en métal, (d’un diamètre entre 70,5 et 80 mm et d’un poids entre 650 et 800 grammes), d’une boule en bois, appelée but ou plus familièrement le cochonnet (d’un diamètre de 30 mm) et d’un terrain qui est à sable tassé (compact sand). Les règles sont simples : mettre ses boules le plus près possible du but, idéalement plus près que celles de l’adversaire. On peut jouer seul contre un adversaire ou bien par équipes de deux (la doublette) ou trois (la triplette).

En jouant à la pétanque, pour accompagner la partie, rien de mieux qu’un verre de pastis (une boisson alcoolisée parfumée à l’anis et à la réglisse, très commun dans le sud) !

In pétanque, “le cochonnet” is...	a metal ball	
	a wooden ball	x
	compact sand	
	a young pig	
How many wooden balls do you need to play pétanque?	one per game	x
	one per player	
	two per player	
Which is bigger?	la boule en métal	
	la boule en bois	x
In competitions, can men and women play pétanque together?	yes	x
	no	
	The passage doesn’t say.	
What’s the best description of “pastis”?	a type of candy that tastes like anise and licorice	
	a men’s cologne that smells like anise and licorice	
	an alcoholic drink that tastes like anise and licorice	x
If you play pétanque “head-to-head”, you would be playing...	seul contre un adversaire	x
	la doublette	
	la triplette	

Based on the passage, the French province, Provence, is located...

in the north	
in the south	x
in the east	
in the west	

Suggested Classroom Application Activities

- “How do you...?”: Have students choose their favorite activity (sport or non-sport) and write at least 10 rules about how to play/do the activity.
- Dialogue and role-play. Develop a dialogue using the sentences in vocabulary and have students practice with role-play.
- Watch a video together (search YouTube) that shows how to play pétanque.
- Fill in the blank: Write and speak. Using the cultural reading passage, blank out important vocabulary and phrases and have students fill in the blanks.
- Research: Have students look online for sports played in Francophone countries (preferably one that is unique to that region) and write a report in French about that sport. For example: Which countries play the sport? What equipment do you need to play? Is it a team sport? How many players are required?

Unit 16: Out and About

Unit Objectives

In this unit you will...

Communicative

- Learn some words for stores and locations in a town or city.
- Practice giving directions to someone and navigating downtown.
- Learn 14 verbs that take “être” as an auxiliary in the “passé composé”.

Grammatical

- Practice subject-verb agreement with verbs that take “être” as an auxiliary in the “passé composé”.
- Start using direct object pronouns “me”, “te”, “nous”, and “vous”.
- Be able to form the “passé composé” with reflexive verbs.
- Continue practicing prepositions of location.

Cultural

- Learn about what “une place” is and read about “la place de l’Horloge” in Avignon.

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Places Around Town (Direct and Indirect Object Pronouns)	Stores and locations in a downtown area	Grammar Practice: Replace the direct/indirect object of the verb with the correct object pronoun	
Lesson 2: Directions 1	Directions with the imperative	Note: Pronoun “y” meaning and placement Video: Questions with Prepositions	
Lesson 3: Past Tense of Reflexive Verbs (+ Practice)		Note: Irregular past participle “souvenu”, “assis” Note: Reflexive verbs in the passé composé: use of “être”, placement, participle agreement with subject Grammar Practice: Reflexive verbs in the “passé composé”	
Lesson 4: Verbs That Take “être” in the Past Tense (+ Practice)	Verbs that take “être” in the “passé composé”	Note: Verbs that take “être” and participle agreement with subject Grammar Practice: Subject-participle agreement in the “passé composé”	
Lesson 5: Directions 2 (+ Imperative)	Directions with imperative	Note: If “descendre/montre” has a direct object, does not use “être” in the past tense Grammar Practice: Sentences using the imperative mood	Note: “le bout” vs. “la fin”
Lesson 6: Specialty Stores	Specialty stores.		Note: “Charcuterie”
Lesson 7: Conversation: Walking Downtown	Be able to give and follow directions to find a location in a town.		
Lesson 8: Cultural Reading: La Place Centrale (+ “passé composé” with Reflexive Verbs)	historical areas (e.g. la ville médiévale)	Grammar Practice: “passé composé” with reflexive verbs and verbs with “être”	Read about “une place” and “la place de l’Horloge” in Avignon. Note: “mairie” vs. “l’hôtel de ville”

Conversation

Christophe and Juliette decide to walk downtown, but they can't quite figure out how to get to the bistro they decided to go to.

Christophe Martin	J'ai vraiment faim, il est où ce fichu bistrot ?	I'm really hungry, where is this darned restaurant?
Juliette Favre	Mon Google Maps ne marche pas, je n'ai pas de connexion ici.	My Google Maps isn't working, I don't have reception here.
Christophe Martin	Ça va. Je suis sûr qu'on peut le trouver.	It's alright. I'm sure we can find it.
Christophe Martin	Tu penses qu'il est à côté de la bibliothèque ?	Do you think it's next to the library?
Juliette Favre	Non, pas à côté, mais peut-être tout près.	No, not next to it, but maybe nearby.
Christophe Martin	Je ne le vois pas. Et près de la gare ?	I don't see it. And what about near the train station?
Juliette Favre	Je doute. On peut essayer cette rue. À droite, je sais qu'il y a un bistrot, mais je ne me rappelle pas si c'est le bon.	I doubt it. Let's try this street. On the right, I know there's a restaurant, but I don't remember if it's the right one.
Christophe Martin	Attends ! Je viens de me rappeler qu'il est en face d'une laverie automatique.	Wait! I just remembered that it's across from a laundromat.
Juliette Favre	Oui, ça me dit quelque chose... Pour arriver là, on doit continuer en bas de cette rue, tourner à gauche et descendre vers la rivière.	Yeah, that sounds about right... To get there, we have to keep going down this road, turn left and then go down to the river.
Christophe Martin	OK. On essaie. Je meurs de faim !	Ok. Let's give it a shot. I'm starving!

La Place centrale

Une place est un espace public ouvert qui se trouve le plus souvent au centre d’une ville. Ainsi, la place centrale se trouve non seulement au centre géographique de la ville, mais se révèle très souvent être le centre administratif, culturel et social. Normalement sur la place d’une ville française, on trouve une église (pour des raisons historiques et religieuses), la mairie (où travaille le maire et ses conseillers), un bureau de poste, des commerces et un espace ouvert qui peut être utilisé pour les événements culturels, politiques, religieux, et aussi pour des manifestations.

Un bon exemple de place en France se trouve à Avignon, l’ancienne cité papale. Cette place s’appelle la place de l’Horloge. Construite au XIXe siècle et inaugurée par le futur empereur Napoléon III, cette place est le lieu où se trouvent l’Hôtel de Ville, le théâtre municipal, de nombreux restaurants, des cafés et un beffroi (une grande tour qui porte l’horloge dont la place tire son nom). À quelques pas du Palais des Papes et du Pont d’Avignon, la place de l’Horloge est un bel exemple du cœur de cette ville médiévale.

What is “un beffroi”?	a special seat reserved for the Pope	
	a castle turret	
	a clock or bell tower	x
	a medieval castle	
Une place centrale est souvent...	le centre géographique de la région.	
	le centre administratif, culturel, et social de la ville.	x
	le centre du commerce et d’affaires de la ville.	
	plus vieille que la ville dans laquelle elle se trouve.	
La place de l’Horloge est...	aussi ancienne qu’Avignon.	
	plus moderne qu’Avignon.	x
	plus ancienne qu’Avignon.	
What building can you find in “une place centrale”?	a church	
	a town hall	
	a post office	
	boutiques	
	all of the above	x
What is “un Hôtel de Ville”?	a large, open space free to the public for cultural events and/or demonstrations	
	the largest hotel in the city	
	a government building, similar to a city hall	x
	a medieval clock tower	

Suggested Classroom Application Activities

- Map: Using the map provided by the teacher or Google Earth (e.g. Paris), write down directions as follows:
 - from the library to the bank
 - from the stadium to the university
 - from the Champs-Élysées to the Arc de Triomphe
- Verbs that take “être” in the past tense: Have students write a story in the past tense and make sure they use at least 5 of the verbs that take “être” taught in lesson 4. Students should present their stories in class.
- Giving Directions: Have students pair up and give each other directions around the classroom. Can they give directions to get someone from where they’re standing to the teacher’s desk? Can they give directions to the door? The bathroom?
- Matching: Make a list of French products sold at the specialty stores in lesson 6 and have students match the product to the specialty store.
- Research: Have students look up “une place centrale” in France and write a short report in French about it. In what city and province is “la place” located? What famous or important buildings are near “la place”? What notable features does it have (e.g. fountains, statues, parks, etc.) does it have? What streets is it near? Can cars drive there? They should also provide at least three images of the “place centrale” that they chose.

Unit 17: Shopping

Unit Objectives

In this unit you will...

Communicative

- Learn some words and phrases related to clothing and shopping.
- Be able to negotiate price at a market.
- Be able to talk about what is sold at a French market.

Grammatical

- Review “passé composé” with reflexive verbs and familiar verbs with “être”.
- Start using indirect object pronouns “lui” and “leur”.
- Learn what the simple future tense is used for and how to form it.

Cultural

- Read about some different types of markets in France: Marchés de Noël, marchés aux puces, and farmers’ markets.

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Going Shopping	Articles of clothing, using “des” to mean “some”		Note: “le chemisier” vs. “la chemise”
Lesson 2: Looking Around (+ Indirect Object Pronouns)	Shopping for clothes	Note: When to use subjunctive mode with “pouvoir” Grammar Practice: Indirect object pronouns	Note: Sale season in France
Lesson 3: Bargaining at a Market (+ Simple Future Tense)	Negotiate and talk about price	Note: How to form simple future tense Grammar Practice: Simple future tense	
Lesson 4: Let’s Try It On! (+ Direct Object Pronouns)	Articles of clothing with demonstrative adjectives	Grammar Practice: Direct Object Pronouns	
Lesson 5: Conversation: Buying a Gift	Compare and contrast the qualities and price of items at a store.		
Lesson 6: Cultural Reading: French Markets	Find out what you can buy at French markets.		Read about some different types of markets in France. Note: Mulled wine

Conversation

Juliette and Marie go shopping together in order to find a gift for Christophe.		
Juliette Favre	Je ne sais vraiment pas quoi acheter à Christophe.	I really don't know what to buy Christophe.
Marie Duquette	Alors, c'est quoi ton budget ?	So, what's your budget?
Juliette Favre	Vingt euros, mais ça dépend de ce qu'on voit. Je peux dépenser plus s'il y a quelque chose de vraiment super.	Twenty euros, but it depends on what we see. I can spend more if there's something really great.
Marie Duquette	Tu sais s'il a besoin de quelque chose en particulier ?	Do you know if he needs anything in particular?
Juliette Favre	Il a dit l'autre jour que tous ses pulls ont des trous.	The other day he said that all his sweaters have holes in them.
Marie Duquette	Mais d'habitude, un pull c'est un petit peu plus cher que vingt euros.	But typically, a sweater is a little more expensive than twenty euros.
Juliette Favre	C'est les soldes en ce moment !	It's sale season right now!
Marie Duquette	Ça tombe bien, alors. Il y a des pulls, des manteaux, et des pantalons dans ce magasin ici.	What good timing, then. There are sweaters, coats, and pants in this store here.
Juliette Favre	Mais un pantalon ce n'est pas vraiment un bon cadeau, je trouve.	But I feel like pants aren't really a great gift.
Marie Duquette	Ouais, et en plus c'est plus difficile de deviner sa taille.	Yeah, plus, it's harder to guess the right size.
Juliette Favre	Je n'avais même pas pensé à ça !	I hadn't even thought of that!
Marie Duquette	Ce chapeau n'est pas mal. En fait, cet orange me plaît beaucoup.	This hat isn't bad. In fact, I like this orange color.
Juliette Favre	Oui, et ce chapeau est beaucoup moins cher que ce pull.	Yes, and this hat is also much cheaper than this sweater.
Marie Duquette	Autrement, il y a ces chaussettes-là.	Otherwise, there are these socks here.
Juliette Favre	Je peux peut-être acheter ces deux paires. Elles sont un peu moins cher que le chapeau, mais le chapeau est beaucoup plus beau.	I can maybe buy these two pairs. They are a little less expensive than the hat, but the hat is much nicer.
Marie Duquette	Le chapeau est le plus original des deux. À mon avis, c'est le meilleur cadeau.	The hat is the more original of the two. In my opinion, it's the better gift.
Marie Duquette	Qu'est-ce que tu vas choisir, alors ?	So, what are you going to pick?
Juliette Favre	Je vais lui acheter ce chapeau. Merci pour ton aide !	I'm going to buy him this hat. Thanks for your help!

Les Marchés

En France, il y a plusieurs types de marchés où l'on peut acheter de tout : de l'alimentaire (de la viande, du poisson, des légumes, des fruits), des vêtements, des bijoux, des cadeaux, des ustensiles de cuisine, etc. Le marché peut être en plein air ou couvert. Il ouvert tôt le matin et ne dure jamais longtemps après douze heures. Les professionnels viennent au marché vendre des produits achetés en gros aux producteurs. Les marchés aux puces sont réservés à la vente d'objets tous d'occasion obtenus à la suite de vide greniers (yard sales) ou d'autres marchés aux puces.

Les marchés de Noël sont des marchés thématiques qui n'ont pas forcément lieu aux endroits habituels des marchés (celui de Paris se trouve par exemple sur les Champs Élysées où il n'y a normalement pas de marché le reste de l'année). On trouve des marchés de Noël en Allemagne, en Belgique, en Autriche, et dans plusieurs autres pays d'Europe centrale. En France, la plupart de ces marchés se trouvent dans l'est (notamment en Alsace-Lorraine). Aux marchés de Noël, on peut acheter non seulement des cadeaux et des décorations de Noël, mais aussi de la nourriture à consommer sur place (les crêpes, le vin chaud, la raclette, etc.). La proximité de patinoires transforme ces marchés de Noël en attractions touristiques.

According to this passage, what's the main difference between Christmas markets and regular markets?	Christmas markets aren't always held in places where there's usually a market.	x
	Christmas markets sell both gifts and food items.	
	You can find Christmas markets in many countries, not just France.	
	You can buy ready-made food at Christmas markets.	
What time of day are most French markets open?	noon until early evening	
	early morning until around 10 a.m.	
	late evening until midnight	
	early morning until around noon	x
What is not listed in this passage as a Christmas market food?	delicate, thin pancakes, often served with a savory or sweet filling	
	roasted chestnuts	x
	hot spiced wine	
	melted cheese poured over roasted potatoes and smoked meat	
Where are most Christmas markets found?	in the north (notably in Normandy)	
	in the south (notably in Provence)	
	in the east (notably in Alsace-Lorraine)	x
	in the west (notably in Guyenne and Gascony)	

Suggested Classroom Application Activities

- “Shop ‘til You Drop!”: Have students pair up and develop a short dialogue where they bargain with a salesperson for a determined product (choose one from the vocabulary lists of this unit). Make sure to use demonstrative adjectives and direct object pronouns.
- Have students pretend they own a specialty store (they can choose from those listed in Unit 16) and have them list their products. Other students should come to their store and try to buy the product: How many do they want to buy? What is the price for each item? Is the price too low or too high? What color do they want? Etc.
- “Qu’est-ce qu’il/elle porte?": Practice adjective agreement and clothing vocabulary by describing what someone is wearing. Students can come up one at a time to the front of the class and the class describes what they are wearing, or the teacher can provide pictures of celebrities or stock photos and students describe what clothes they are wearing.
- Make a Christmas market recipe (e.g. crêpes, raclette) and bring some in to class.

Unit 18: Travel

Unit Objectives

In this unit you will...

Communicative

- Learn some words and phrases related to being at an airport or train station.
- Be able to pass through international customs with the correct documents.
- Talk about international and domestic travel.
- Be able to talk about going on a vacation somewhere sunny and warm.

Grammatical

- Review using “venir de” to talk about the recent past.
- Practice forming the “passé composé” with direct object pronouns.
- Start using the pronoun “y” to talk about location or abstract concepts.

Cultural

- Read about the size of France, what the TGV is, and how people in France travel from place to place.

Unit Content

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: At the Airport	Airport terms		Note: “entendre” vs “écouter”
Lesson 2: En Route! (+ “venir de”)	Airplane and train terms	Grammar Practice: Review “venir de”	
Lesson 3: Arrival (“passé composé” with Direct Object Pronouns)	Travel documents and international travel	Note: “Ce sera” Grammar Practice: Direct object pronoun placement in the “passé composé”	
Lesson 4: On Vacation (+ Pronoun “y”)	Warm and sunny vacation	Grammar Practice: Pronoun “y”	
Lesson 5: Customs	Going through customs	Note: “Afin de...” + infinitive	
Lesson 6: Conversation: Travelling to Italy	Make sure you have all of the documents needed for international travel and make your train/ plane on time.		Note: “Carte Jeune” (Youth Card) Note: the TGV
Lesson 7: Cultural Reading: Trains in France	Transportation within France and across Europe		Types of trains in France with focus on the TGV

Conversation

Pierre and Mrs. Roy decide to go to Italy for a week. They take the International TGV from Grenoble to Milan. At the train station, Mrs. Roy and Pierre have to make sure they have everything they need for international travel as their train is called.

Pierre Roy	Maman, notre train vient d’être annoncé sur le quai numéro 3.	Mom, our train was just announced on track 3.
Mme Roy	Allons-y ! Prends les bagages !	Let’s go! Grab the luggage!
Pierre Roy	Heureusement, le train n’est pas en retard.	Luckily, the train isn’t running late.
Mme Roy	Oui. Nous allons arriver à l’heure.	Yes. We will arrive on time.
Mme Roy	Laisse-moi regarder les tickets ! Nous sommes dans le wagon 12.	Let me take a look at the tickets! We are in car number 12.
Pierre Roy	Je peux m’asseoir à côté de la fenêtre ?	Can I sit by the window?
Mme Roy	Bien sûr. Tu as ta Carte Jeune ?	Of course. Do you have your “Carte Jeune”?

Pierre and Mrs. Roy decide to go to Italy for a week. They take the International TGV from Grenoble to Milan. At the train station, Mrs. Roy and Pierre have to make sure they have everything they need for international travel as their train is called.

Pierre Roy	Oui, je l'ai mise avec mon passeport. Il est long, le voyage ?	Yes, I put it with my passport. Is the trip long?
Mme Roy	Pas vraiment. Puisque nous prenons le TGV ça ne sera pas plus de 5 heures.	Not really. Since we are taking the TGV it won't be more than five hours.
Pierre Roy	Est-ce qu'on prend un TGV pour le retour aussi ?	Are we taking a TGV back too?
Mme Roy	Je ne sais pas parce que je n'ai pas acheté un billet aller-retour. J'ai acheté un billet simple au cas où on décide de rester en Italie plus longtemps.	I don't know because I didn't buy a round-trip ticket. I bought a one-way ticket just in case we decide to stay in Italy a little longer.
Pierre Roy	Cool. En voiture !	Cool. Off we go!

Cultural Reading

Les Trains régionaux et les TGV

La France fait à peu près la même taille que le Texas. Ainsi, pour certaines destinations, le train est souvent plus simple et plus efficace que l'avion.

En France, il y a deux types de trains : les trains régionaux et les TGV (trains à grande vitesse). Les trains régionaux sont utilisés pour les courtes distances (mais pas exclusivement). Ils sont beaucoup plus lents que les TGV. Les TGV, comme l'indique le nom, roulent à plus de 250 km/h (155 mi/h) — et atteignent parfois 320 km/h (200 mi/h). Le TGV est peut-être deux fois plus rapide que la voiture. Par exemple : aller de Paris à Lyon en voiture prend 4 heures et demie, mais ne prend que 2 heures en TGV.

Beaucoup de pays européens ont leur propre version de train rapide. On peut donc voyager de Paris à Milan, à Berlin ou à Bruxelles en TGV. Pour aller de Paris à Londres, par exemple, le train s'appelle l'Eurostar et passe sous la Manche (English Channel). Par contre, ce train est un peu cher. Il faut également passer par une sécurité assez ennuyeuse et par le contrôle des frontières, vu que le Royaume-Uni ne fait pas partie de l'espace Schengen.

Choose the true statement:	You can only take “les trains régionaux” between French cities.	
	You can only go short distances in “un train régional”.	
	“Les trains régionaux” are a lot slower than “le TGV”.	x
	It’s often easier taking airplanes than trains when travelling in France.	
How long would a round trip between Lyon and Paris take in a TGV?	9 hours	
	8 hours	
	4 hours	x
	3 hours	
Que signifie « le Royaume-Uni » ?	the Republic of France	
	the European Union	
	the United Kingdom	x
	England	
What does this passage mention as an annoying detail about travelling from Paris to London?	You have to go through security, as you would in an airport.	
	It costs more to go from Paris to London than between other cities in the EU.	
	You have to pass through border control to travel between the two countries.	
	all of the above	x
Quel est le nom du train qui vous emmène de Londres à Paris?	la Manche	
	le Schengen	
	le TGV	
	l’Eurostar	x
Qu’est-ce que le « v » signifie dans « TGV » ?	voyager	
	véloce	
	visiteur	
	vitesse	x
What US state is most similar in size to France?	Alaska	
	Delaware	
	Colorado	
	Texas	x

Suggested Classroom Application Activities

- Travel by TGV: Have students go to the SNCF or Eurostar websites and make a travel itinerary for a week-long trip, starting in Paris. Have them record their itinerary, including travel dates and times, station names, cities, ticket prices, whether they are traveling first or second class, what documents they will need for their trip, as well as pictures of the places they go.
- “What’s happening?”: Bring in images of people at a train station or airport and have students describe what is happening in the picture.
- Practice with “y”: Have students write at least five sentences about places they traveled in the past (e.g. I went to Disneyland when I was five.) Then, have the student re-write the sentence replacing the place with the pronoun “y” (e.g. I went there when I was five.)

Unit 19: Job Shadow

Unit Objectives

In this unit you will...

Communicative

- Learn some professions and phrases related to being at a job.
- Get familiar with some words and phrases related to being a politician.

Grammatical

- Start using the adverbial pronoun “en”.
- Review forming the “passé composé” with irregular verbs.

Cultural

- Read a short biography of Emmanuel Macron, the eighth president of the Fifth Republic of France.

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Professions	Professions		
Lesson 2: At Work 1	Work-related tasks		Note: “les avantages sociaux” Note: CV
Lesson 3: At Work 2 (+ Pronoun “en”)	Work-related tasks	Note: Placement and meaning of “en” Grammar Practice: Pronoun “en”	
Lesson 4: Conversation: Job Shadow (+ Irregular Verbs in “imparfait”)	Talk about what you did at work yesterday.	Grammar Practice: Irregular verbs in the “imparfait”	
Lesson 5: Cultural Reading: Emmanuel Macron (+ Irregular Verbs in “passé composé”)	Words and phrases related to being a politician	Grammar Practice: Irregular verbs in the “passé composé”	Biography of Emmanuel Macron Note: “La formation” referring to studies

Conversation

The friends join a program through school, which allows them to spend a day shadowing their parents at their jobs. The next day at school, they talk about their experiences “working” all day.		
Christophe Martin	J’ai passé la journée d’hier avec ma mère, qui est institutrice.	I spent yesterday with my mom, who is a school teacher.
Pierre Roy	Comment ça s’est passé ?	How did it go?
Christophe Martin	En fait, j’ai été surpris parce que c’est vraiment beaucoup de travail.	Actually, I was surprised because it’s really a lot of work.
Juliette Favre	Au moins tu n’as pas dû te lever à 4 heures du matin comme moi !	At least you didn’t have to get up at 4 in the morning like me!
Christophe Martin	C’est-à-dire ?	What do you mean?
Juliette Favre	C’est que ma grand-mère est boulangère.	My grandma is a baker.
Marie Duquette	Génial ! J’adore les croissants. Vous en avez fait ?	Awesome! I love croissants. Did you make some?
Juliette Favre	J’en ai fait, mais je n’ai pas eu le temps de manger. On était tellement occupée.	I made some, but I didn’t have time to eat. We were so busy.
Pierre Roy	Nous n’étions pas très occupés. Ma mère travaille dans une boutique et il n’y avait pas beaucoup de clients hier.	We weren’t too busy. My mom works in a store and there weren’t a lot of customers yesterday.
Marie Duquette	Mais alors, qu’est-ce que tu as fait ?	So, what did you do?
Pierre Roy	Ben, ma mère voyage beaucoup pour acheter des produits pour sa boutique.	Well, my mom travels a lot to buy products for her store.
Pierre Roy	Donc, on a écrit des emails à ses fournisseurs et on a organisé ses prochains déplacements en Europe.	So, we wrote emails to her suppliers and we organized her next trips in Europe.
Christophe Martin	Nous, nous n’avons pas arrêtés de la journée. Les élèves étaient très agités.	We didn’t stop all day. The students were really agitated.
Juliette Favre	Au moins on gagne un bon salaire en tant qu’institutrice.	At least you earn a good living as a teacher.
Christophe Martin	Oui, mais je me suis rendu compte que je ne veux pas faire ça dans la vie. Et vous ?	Yes, but I realized that I don’t want to do that for work. What about you guys ?
Juliette Favre	Je ne suis pas sûre. Je sais que j’ai beaucoup aimé travailler avec mes mains.	I’m not sure. I know I really liked working with my hands.
Marie Duquette	C’était une bonne expérience, mais je suis contente d’être de retour à l’école.	It was a good experience, but I’m happy to be back at school.

Emmanuel Macron

Le huitième président de la cinquième République française s'appelle Emmanuel Macron (ne pas confondre avec les macarons, un type de gâteau très français et délicieux). Il a une biographie qui n'est pas traditionnelle pour un homme politique français.

Emmanuel Macron est né le 21 décembre 1977 à Amiens, dans le nord de la France. Au jour de son élection, Macron n'avait que 39 ans ! Il est le plus jeune chef d'état dans l'histoire de la France depuis Napoléon Bonaparte. Ses parents étaient tous les deux médecins.

De la sixième à la première, Emmanuel Macron a étudié dans une école privée d'Amiens. C'est là qu'il a rencontré sa future épouse, son professeur de théâtre, Brigitte Trogneux. À l'époque, elle avait presque 40 ans alors qu'Emmanuel n'avait que 15 ans ! Ses parents étaient assez soulagés quand leur fils ait réussi l'examen préparatoire au lycée. Ils n'aimaient pas du tout que leur fils soit amoureux d'une femme mariée de vingt-quatre ans son aînée.

Après ses études à Henri IV, il a poursuivi des études supérieures à Sciences Po et à l'École Nationale d'Administration, une grande école française à Strasbourg. Sa formation brillante terminée, le jeune diplômé est devenu banquier d'affaires.

François Hollande a invité Macron à faire partie de son gouvernement en tant que secrétaire général adjoint (Deputy Secretary General) de la présidence en 2012. En 2014 il est devenu ministre de l'Économie. En mars 2016, il a annoncé son intention de se présenter comme candidat à la présidentielle de 2017. Il a gagné au second tour contre Marine Le Pen le 7 mai.

Choose the false statement about Emmanuel Macron:	As of 2018, he is the youngest French head of state since Napoleon.	
	He followed a short but traditional path to become the president.	x
	He attended "une grande école française" for his higher education.	
	He became Minister of Economy after serving as secretary general.	
Which French president invited Emmanuel Macron to be his/her Deputy Secretary-General in 2012?	Marine Le Pen	
	François Hollande	x
	Brigitte Trogneux	
	François Fillon	
After graduating from "l'École Nationale d'Administration", what career did Emmanuel Macron start?	politics	
	economics	
	investment banking	x
	business administration	

Quel âge avait Emmanuel Macron quand il a rencontré sa future femme, Brigitte Trogneux?	Il avait quinze ans.	x
	Il avait vingt ans.	
	Il avait vingt-cinq ans.	
	Il avait quarante ans.	
Emmanuel Macron is the _____ president of the fifth French Republic.	sixth	
	seventh	
	eighth	x
	ninth	

Suggested Classroom Application Activities

- Have students provide the feminine version of each of the professions listed in Lesson 1.
- Find some French job advertisements and have students identify profession and other terms related to employment.
- Have students create their own CV in French.
- “How was your day?”: Have students talk about what they did today using the “passé composé” and the “imparfait” forms of verbs studied in this lesson.
- “Quand j’étais jeune...”: Have each student write a short biography about themselves, focusing on what they liked to do and important events that happened to them. Make sure they have at least 4 examples of both the “passé composé” and “imparfait” tenses.
- Assign a famous French person (writer, singer, painter, politician, etc.) to each student and have them write a short biography using the “passé composé” and the “imparfait” tenses.

Unit 20: Emergency!

Unit Objectives

In this unit you will...

Communicative

- Learn some words and phrases related to being at a hospital.
- Review polite ways to speak to a doctor and ask for help.
- Be able to talk about a hand or leg injury.
- Learn some past tense expressions, like “since” and “two days ago”.

Grammatical

- Be able to talk about the circumstances of an event that happened in the past using both the “passé composé” and the “imparfait” tenses.
- Learn which tenses are required after certain expressions of time.

Cultural

- Read a passage about the 1994 tragedy on Mont Sainte-Odile.

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: At the Hospital 1 (+ Object Pronouns, “y”, and “en”)	Being at a hospital	Grammar Practice: Placement of object Pronouns, “y”, and “en”	
Lesson 2: I Hurt My Hand (+ Object Pronouns, “y”, and “en”)	Arm/hand injury	Grammar Practice: Placement of object Pronouns, “y”, and “en”	
Lesson 3: I Hurt My Leg	Leg/foot injury		
Lesson 4: Past Tense Expressions (“passé composé” vs. “imparfait”)	Past tense expressions (e.g. “il y a...”, “depuis...”)	Grammar Practice: Expressions of time with appropriate tenses	
Lesson 5: At the Hospital 2	Phrases related to an accident/disaster, examples of “passé composé” vs. “imparfait”		
Lesson 6: Conversation: Hockey Injury (“passé composé” vs. “imparfait”)	Talk about what you were doing when something good/bad happened.	Grammar Practice: “Passé composé” vs. “imparfait”	Note: “Tomber dans les pommes”
Lesson 7: Cultural Reading: Crash on Mont Saint-Odile	Words and phrases related to an accident/disaster.		Crash on Mont Saint-Odile in 1993
Lesson 8: Cultural Reading: Epilogue	Words supporting cultural reading passage.		Course character epilogue

Conversation

Christophe and Pierre are playing a game of hockey when they crash into each other. They are both injured and they need to be treated by the doctor. At the doctor's, they relate the story of the hockey game and explain their injuries.

La docteur	Alors, qu'est-ce qui s'est passé ?	So, what happened?
Christophe Martin	On jouait au hockey sur glace...	We were playing ice hockey...
Pierre Roy	...Et je me dépêchais pour marquer un but quand Christophe m'a bloqué.	...And I was rushing to score a goal when Christophe blocked me.
Christophe Martin	Je patinais à toute vitesse puis on s'est cogné la tête.	I was skating really fast and we hit our heads together.
Pierre Roy	Je suis tombé en arrière et mon dos a frappé la glace violemment.	I fell backwards and my back hit the ice really hard.
Christophe Martin	Oui et je suis tombé sur lui, tête en avant, et maintenant j'ai très mal à la mâchoire.	Yes and I fell on him, head first, and now my jaw really hurts.
La docteur	Tu saignes de la bouche, peut-être qu'il te faut des points de suture. Et toi Pierre, comment est-ce que tu te sens ?	You're bleeding from your mouth, you might need stitches. And you Pierre, how do you feel?
Pierre Roy	Pas très bien. Je suis tombé dans les pommes pendant quelques minutes.	Not great. I passed out for a few minutes.
La docteur	Tu as un gros bleu sur ton dos et quelques égratignures sur la joue, rien de grave.	You have a big bruise on your back and a few scratches on your cheek, nothing too serious.
La docteur	Mais puisque tu t'es évanoui, tu dois rester ici quelques heures en observation.	But since you passed out, you need to stay here for a few hours under observation.
Pierre Roy	Tout ça pour gagner un match de hockey !	All that just to win a hockey game!

Crash au Mont Sainte-Odile

Pendant le soir du 20 janvier 1992, le vol 5148 d'Air Inter est parti à 18h30 de Lyon-Satolas. Il était en attente pour atterrir à l'aéroport de Strasbourg-Entzheim. Il y avait 90 passagers et 6 membres d'équipage à son bord.

C'était déjà la nuit et la météo n'était pas bonne ce soir-là : la visibilité était faible en raison d'un épais brouillard, la température était de -5°C, il y avait du vent, et il neigeait.

Pour préparer son atterrissage, l'avion a entrepris un demi-tour qui impose de survoler le mont Sainte-Odile. Alors quand l'appareil (aircraft) a entrepris son dernier virage (its final turn) pour se mettre dans l'axe de la piste (to get in line with the runway), le signal était perdu par la tour de contrôle d'Entzheim.

L'avion s'est écrasé à 800 mètres d'altitude, à une vitesse de 345 km/h, en plein colline boisée, loin de tout habitat. C'était extrêmement compliquée de localisé le lieu du crash parce que la balise Argos de l'avion (the plane's location system) a été détruite dans l'accident. Le lieu du crash était découvert trois heures après l'accident.

Seules neuf personnes ont survécu au crash : 8 passagers et une hôtesse de l'air. Deux autres victimes étaient vivantes après l'accident mais sont décédées pendant leur transport à l'hôpital.

Une erreur de pilotage serait la cause déterminante de la catastrophe. Après l'accident du Mont Sainte-Odile en 1992, la présence d'une balise de localisation d'urgence à déclenchement automatique (emergency locating beacon with an automatic trigger) en case de crash, est devenue obligatoire à bord tous les avions commerciaux.

Pick the sentence that best describes the conditions during the flight mentioned in this passage:	It was a windy day in January, with heavy rain and poor visibility.	
	It was a dark January night, with temperatures below freezing, and poor visibility due to thick fog and snow.	x
	It was a dark January evening, with poor visibility due to fog and wind.	
	It was a windy evening in January, with poor visibility due to high winds and a violent thunderstorm.	
Where was the airplane scheduled to land?	Lyon-Satolas	
	Strasbourg-Entzheim	x
	Sainte-Odile en Alsace	
	la commune de Barr	
To prepare for its scheduled landing, what did the airplane have to do?	It had to make a turn over the control tower.	
	It had to turn back and fly towards Lyon.	
	It had to fly over the airport and make a 180-degree turn.	
	It had to fly over Mount Sainte-Odile.	x
What happened as the plane took its final turn to align with the runway?	The control tower lost signal from the airplane.	x
	Thick fog came over the runway and it couldn't land.	
	The pilot called the control tower for help.	
	The passage doesn't say.	
Where did the plane crash?	It crashed on the summit of Mount Sainte-Odile.	
	It crashed about a mile away from any roads or dwellings.	x
	It crashed on the runway in Lyon.	
	The passage doesn't say.	
Due to this accident, what is now mandatory to have on board all commercial airlines?	un parachute pour chaque passager	
	une balise Argos	
	une balise de localisation d'urgence	x
	une erreur de pilotage	

Epilogue

Après son année à Grenoble, Marie est rentrée aux États-Unis et a commencé à postuler aux universités à Boston. À la suite de ses expériences à l'étranger, elle a décidé de faire sa licence pour apprendre d'autres langues et réaliser son rêve d'être interprète.

Pendant sa dernière année au lycée, Juliette lui a rendu visite. Elle n'aimait pas trop la petite ville de Beverly, dans le Massachusetts, mais elle adorait Boston quand elles y ont passé un week-end. Après cette visite, elle est rentrée à Grenoble pour y compléter son Terminale au lycée. Étant donné son enthousiasme pour l'art, elle voulait se spécialiser en histoire de l'art pour travailler dans les musées.

Pierre a réussi sa carrière d'informaticien après avoir été admis à l'École polytechnique. Aujourd'hui, il travaille pour une start-up dans le Sentier à Paris. Son cousin, Christophe, a obtenu une bourse pour jouer au hockey à l'Université de Montréal. Comme il était vraiment doué, il a fait des formations canadiennes de hockey et il joue aujourd'hui à Toronto.

What should Marie study in college in order to pursue her dream career?	political science	
	foreign affairs	
	psychology	
	French	x
Where does Marie want to go to college?	Boston	x
	Quebec	
	Geneva	
	Paris	
What should Juliette study in college in order to pursue her dream career?	art history	x
	studio art	
	business management	
	world history	
Where did Pierre get a job after college?	at a software company doing IT	
	at a tech startup	x
	as a freelancer	
	at the French department of security	
What does Christophe do for a living?	He's a hockey coach.	
	He's a hockey player.	x
	He's a hockey commentator.	
	He is unemployed.	

Suggested Classroom Application Activities

- Doctor dialogue: Have students pair up, one student taking the role of a doctor and the other taking the role of a sick person. Have the student describe their symptoms and what happened to them. The doctor should ask questions to diagnose them, prescribe treatment, and decide whether they need a wheelchair or other medical device.
- Cultural Reading: Block out all instances of the “passé composé” and the “imparfait” in this unit’s cultural reading passage. Have students provide the verb in the correct tense. After the passage has been completed, have students draw a map of the area and have them map out the sequence of events: Where is the mountain? Where was the plane going? Where did it come from? Where did it crash?

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.

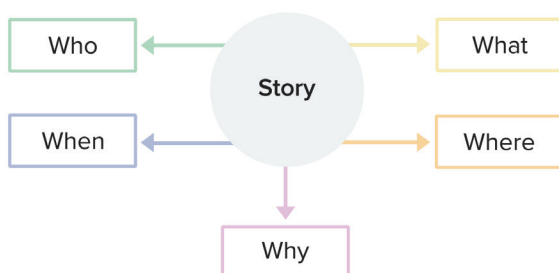
Reading

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.