

Teen Voices: French!

Level 2 Scope and Sequence

Unit 8: At Home

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)		<p>Note: “rendre visite” vs. “visiter”</p> <p>Note: “l’escalier” (in a home) vs. “les escaliers” (in a large building)</p>
Lesson 3: Colors (+ Adjective Agreement)	Colors	<p>Note: Which colors agree in number + gender, which just in number, and which stay the same</p> <p>Note: à + le = au</p> <p>Video: Agreeable Singular Adjectives</p> <p>Grammar Practice: Adjective placement and agreement</p>	<p>Note: “Rez de chaussée” is listed as “0” in an elevator</p>
Lesson 4: Rooms of the House (+ Adjective Agreement)	Rooms of a house and furniture	<p>Grammar Practice: Adjective placement and agreement</p>	
Lesson 5: Prepositions of Place (+ Practice)	Phrases containing prepositions related to a location in a house or country/ state	<p>Note: Intro to what “imparfait” tense means, 3 forms with “être”</p> <p>Grammar Practice: Preposition practice</p>	
Lesson 6: Passé composé” of -ER Verbs	Phrases using -ER verbs in the “passé composé”	<p>Note: How to form past participle with -ER verbs</p> <p>Video: Passé Composé Intro</p> <p>Grammar Practice: Form sentences in the “passé composé”</p>	

Lesson 7: Conversation: Marie's House	Describe your house, what it looks like, how many rooms it has, and where it's located.		
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"
Alignment with ACTFL Standards	Students will... 1.1. Practice various linguistic aspects. 1.1. Describe their house and/or the content of rooms. 1.2. Read a text about real estate listings and answer questions to show their understanding. 2.2. Learn about the way floors are numbered.		
Ideas for the Classroom	Students could... 1.3. Record themselves giving a tour of their house in the target language. 2.1. Learn about the reasons why typical houses are built that way. 3.1. Use their math skills to convert area from or into the metric system. 3.2. Look at websites with houses for sale and read the descriptions of the homes. 4.1. Compare the way rooms are described in for sale ads or interior decorating articles. 4.2. Compare the styles of houses and types of rooms between the target cultures and their own. 5.1. Imagine they are looking for a place to buy/rent in the target culture and are looking through a website. 5.2. Watch TV shows from the target culture in which people try to find a new house.		

Unit 9: Chores

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	<p>Grammar Practice: Present tense of regular and irregular verbs from units 8 and 9</p>	
Lesson 3: Conjugate “faire”		<p>Grammar Practice: Conjugate phrases with “faire”</p>	
Lesson 4: Emotions	Emotions	<p>Video: Agreeable Plural Adjectives</p>	
Lesson 5: Excuses	Excuses (e.g. J’étais malade.)		
Lesson 6: Conjugate “venir” (+ “venir de”)	Phrases using “venir de...” and chores	<p>Video: Venir</p> <p>Grammar Practice: Conjugate “venir”</p>	
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.		<p>Note: Use of “Allô ?”</p>
Lesson 9: Cultural Reading: Chores at the Roy House (+ “passé composé” Practice)	More household chores	<p>Grammar Practice: Form the “passé composé”</p>	Household chores that Pierre Roy shares with his sister, Gabrielle.

<p>Alignment with ACTFL Standards</p>	<p>Students will...</p> <ul style="list-style-type: none"> 1.1. Practice various linguistic aspects. 1.2. Read a text about household chores and answer questions to show their understanding. 2.1. Learn how people in the target culture answer the phone. 4.1. Learn about the word used to answer the phone in the target culture.
<p>Ideas for the Classroom</p>	<p>Students could...</p> <ul style="list-style-type: none"> 1.1. Have conversations about their chores, inviting each other to do something and accepting or refusing the invitations. 1.3. Create a short video describing all the chores they do around the house. 2.1. Discuss the traditional roles in task distribution with the target culture household. 2.2. Learn about the etiquette of invitation, accepting and refusing them. 2.2. Learn about the appropriate hostess gifts when invited to someone's house. 3.1. Use their art skills to create invitations to a special event. 3.2. Analyze infographics that show gender-roles in the target culture as they relate to household tasks. 4.1. Compare the meaning of specific words or expressions in invitations and responses. 4.2. Compare how invitations are issued, accepted or refused and what is culturally appropriate. 5.1. Continue exchanging information about their daily life with their pen pal. 5.2. Watch a movie or tv series from the target culture that depicts the daily life of a family.

Unit 10: Family and Friends

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
Alignment with ACTFL Standards	<p>Students will...</p> <p>1.1. Practice various linguistic aspects.</p> <p>1.2. Read a text about names and answer questions to show their understanding.</p> <p>4.1. Learn about typical nicknames given to various members of the family (grandparents, aunts and uncles) in the target culture.</p>		
Ideas for the Classroom	<p>Students could...</p> <p>1.3. Create a written or oral presentation of their family (picture description or family tree).</p> <p>2.1. Learn about the inter-generational relationships in the target culture.</p> <p>2.2. Look at the most popular names in the target culture.</p> <p>3.1. Use their science and history skills to talk about ancestry.</p> <p>3.2. Research the evolution of family structures in the target cultures.</p> <p>4.2. Research family structures in the target culture and how they compare to their own culture.</p> <p>5.1. Exchange information about their family with their pen pal.</p> <p>5.2. Watch a movie or TV series about family life in the target culture.</p>		

Unit 11: 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”

<p>Lesson 9: Cultural Reading: Education in France</p>	<p>Education in France (e.g. le Brevet, une Licence)</p>	<p>(2 reading passages) French school system, starting from elementary school and progressing to university Note: “Le Brevet”, “Le Bac”</p>
<p>Alignment with ACTFL Standards</p>	<p>Students will...</p> <ul style="list-style-type: none"> 1.1. Learn various linguistic aspects. 1.2. Read texts about the French school system and answer questions to show their understanding. 2.1. Learn about the process to access higher education in the target culture. 2.2. Learn about the structure of higher education in the target language. 4.1. Learn how some adjectives are capitalized in English but not in the target language. 	
<p>Ideas for the Classroom</p>	<p>Students could...</p> <ul style="list-style-type: none"> 1.3. Present a comparison of universities in various regions/countries in which the target language is spoken. 3.1. Use their language art skills to create brochures to advertise a university or specific program. 3.2. Research a specific program they are interested in by looking up some university websites in the target cultures. 4.2. Compare how the same studies are conducted in the target cultures and in their own. 5.1. Explore university websites from the target cultures and note the information provided. 5.2. Read short articles about being a college student in the target cultures. 	

Unit 12: Weather

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)	<p>Note: Boot verb “recevoir”</p>	<p>Weather patterns in Grenoble, France and Cameroon</p> <p>Note: “Les Alps”</p> <p>Note: Rain in Brittany/ Bretagne</p>
Alignment with ACTFL Standards	<p>Students will...</p> <p>1.1. Learn various linguistic aspects.</p> <p>1.2. Read a text about weather in several areas and answer questions to show their understanding.</p> <p>3.1. Use their geography skills to identify the continents and cardinal points.</p>		

Ideas for the Classroom

Students could...

- 1.3. Record themselves giving a weather forecast.
- 1.3. Create a brochure advertising outdoors activities throughout the year.
- 1.3. Prepare a presentation to show the geographical features of an area where the target language is spoken and explain what outdoors activities can be done.
- 2.1. Learn about the connection between school vacation, weather/ time of year, and outdoors activities.
- 2.2. Learn about beach/mountain resorts and other places in the target culture that focus on specific outdoors activities.
- 3.2. Research the names of major cities, rivers, mountains and other geographical features in the target language.
- 4.1. Compare how continents and other geographical landmarks are named in the target culture and their own.
- 4.2. Learn about the preferred destinations of people in the target culture, as well as the reasons for the preference.
- 5.1. Describe their area to their pen pal.
- 5.2. Watch weather forecasts in the target language.
- 5.2. Read touristic websites about various regions in the target culture.

Unit 13: Dinner Time!

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 Indispensible 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”

<p>Lesson 11: Cultural Reading: Foods Across Francophone Countries</p>	<p>Dishes and food preparation in France and across the Francophone world</p>	<p>(2 passages) Typical foods and food preparations found across the Francophone world and French provinces: Alsace, Normandy, Brittany, Ile-de-France. Note: “Gastronomie”</p>
<p>Alignment with ACTFL Standards</p>	<p>Students will...</p> <ul style="list-style-type: none"> 1.1. Learn various linguistic aspects. 1.2. Read a text about typical dishes of the target cultures and answer questions to show their understanding. 2.2. Learn about typical dishes in the target cultures. 4.1. Note the cognates used when listing ingredients, quantities, etc. 	
<p>Ideas for the Classroom</p>	<p>Students could...</p> <ul style="list-style-type: none"> 1.3. Record themselves teaching how to make a typical dish from the target culture. 2.1. Learn about meal times and cooking practices in the target cultures. 3.1. Use their Home Economics skills to cook some typical dishes. 3.2. Research other typical dishes of the target cultures. 4.2. Note the importance of some ingredients in the target cultures. 5.1. Organize a cultural fair where they present various dishes from the target culture. 5.2. Watch a cooking competition from the target culture. 	