

# Teen Voices: French!

Level 3 Scope and Sequence

# Unit 14: Staying Healthy

## Unit Contents

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

<p><b>Lesson 8: Cultural Reading:</b> Home Remedies</p>	<p>Natural remedies for common illnesses</p>	<p>Read a passage about home remedies in France and what a French grandmother might suggest for a sore throat or a cold.</p>
<p><b>Alignment with ACTFL Standards</b></p>	<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>1.1. Learn various linguistic aspects.</li> <li>1.1. Role-play a conversation with a nurse, doctor or pharmacist, where they explain symptoms and answer questions.</li> <li>1.2. Read a text about home remedies in the target culture and answer questions to show their understanding.</li> <li>2.1. Learn about home remedies.</li> <li>4.1. Compare how different time frames are expressed in the target language and their native language and describe the shades of meaning expressed by such differences.</li> <li>4.2. Compare various home remedies from the target culture with home remedies in their own culture.</li> </ul>	
<p><b>Ideas for the Classroom</b></p>	<p><b>Students could...</b></p> <ul style="list-style-type: none"> <li>1.3. Create a brochure with simple ways to prevent common illnesses.</li> <li>2.2. Learn about the roles of family doctors and pharmacists in the target culture.</li> <li>3.1. Use their knowledge from Health class to list preventative measures to common illnesses.</li> <li>3.2. Research common home remedies in the target culture.</li> <li>5.1. Share common home remedies from the target culture and try them at home.</li> <li>5.2. Research basic home remedies for common ailments in the target language/culture.</li> </ul>	

# Unit 15: Free Time

## Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
<b>Lesson 1:</b> Play in the Park	Sports and sports equipment	<p><b>Note:</b> “Jouer à” is used for sports</p> <p><b>Note:</b> Example of direct object “Lance la balle.” --&gt; “Lance-la.”</p>	
<b>Lesson 2:</b> The Rules of the Game 1	Verbs related to playing sports	<p><b>Note:</b> Invite someone to do something with “nous” form in the imperative (e.g. “Allons au café !”)</p> <p><b>Note:</b> Example of direct object “Jette le ballon.” --&gt; “Jette-le.”</p> <p><b>Note:</b> Example of indirect object “Donne-lui un coup de pied.”</p>	<b>Note:</b> “Une balle” vs. “un ballon”
<b>Lesson 3:</b> The Rules of the Game 2	Verbs related to playing sports	<p><b>Note:</b> Example of direct object “Placez vos pieds...” --&gt; “Placez-les...”</p> <p><b>Note:</b> Example of direct object pronoun placement in dual-verb construction “Nous n’allons pas le perdre.”</p>	<b>Note:</b> “Jouer aux idiots.”
<b>Lesson 4:</b> Staying Healthy 1	Healthy habits	<p><b>Note:</b> Partitive “de” when talking about food or drink (Je prends de...)</p> <p><b>Note:</b> Adjectives ending in “-if” --&gt; “-ive”</p>	
<b>Lesson 5:</b> Staying Healthy 2	Healthy activities		<b>Note:</b> “Mal” vs. “mauvais”

<p><b>Lesson 6:</b> Indoor Activities (“jouer à” or “jouer de”)</p>	<p>Non-sport activities, phrases with “jouer”</p>	<p><b>Note:</b> “Jouer de” is used for instruments  <b>Grammar Practice:</b>          Use “jouer à” or “jouer de”, form the “passé composé” with unit verbs</p>	
<p><b>Lesson 7: Conversation:</b>          Playing Pétanque in the Park (+ Direct Object Pronouns)</p>	<p>Teach friends how to play a game and describe the equipment needed.</p>	<p><b>Grammar Practice:</b>          Replace direct object with direct object pronoun</p>	<p>Learn the rules of Pétanque.</p>
<p><b>Lesson 8: Cultural Reading:</b>          Pétanque (+ Direct Object Pronouns)</p>	<p>Playing Pétanque.</p>	<p><b>Grammar Practice:</b>          Replace direct object with direct object pronoun</p>	<p>Read a passage about the traditional French game, pétanque, and its origins.  <b>Note:</b> “Le Midi” = Southern France  <b>Note:</b> “Pastis”</p>
<p><b>Alignment with ACTFL Standards</b></p>	<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>1.1. Learn various linguistic aspects.</li> <li>1.1. Role-play a conversation with a friend in which they explain how to play a game.</li> <li>1.2. Read a text about traditional games in the target culture and answer questions to show their understanding.</li> <li>2.1. Learn about common pastimes in the target culture.</li> <li>2.2. Learn about common games in the target culture.</li> </ul>		
<p><b>Ideas for the Classroom</b></p>	<p><b>Students could...</b></p> <ul style="list-style-type: none"> <li>1.3. Create a video with instructions on how to play a game.</li> <li>3.1. Use their physical education skills to practice some of the games from the target culture.</li> <li>3.2. Research other common games/sports in the target culture.</li> <li>4.1. Learn how fans support their team, such as learning about the fan chants and idiomatic expressions related to the sport and comparing with their own culture.</li> <li>4.2. Learn of the importance and significance of a specific game or sport in the target culture and compare it with their own culture.</li> <li>5.1. Organize a tournament in their community, inviting community members to play games from the target culture.</li> <li>5.2. Play the games or watch games from the target culture.</li> </ul>		

# Unit 16: Out and About

## Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
<b>Lesson 1:</b> Places Around Town (Direct and Indirect Object Pronouns)	Stores and locations in a downtown area	<b>Grammar Practice:</b> Replace the direct/indirect object of the verb with the correct object pronoun	
<b>Lesson 2:</b> Directions 1	Directions with the imperative	<b>Note:</b> Pronoun “y” meaning and placement <b>Video:</b> Questions with Prepositions	
<b>Lesson 3:</b> Past Tense of Reflexive Verbs (+ Practice)		<b>Note:</b> Irregular past participle “souvenu”, “assis” <b>Note:</b> Reflexive verbs in the passé composé: use of “être”, placement, participle agreement with subject <b>Grammar Practice:</b> Reflexive verbs in the “passé composé”	
<b>Lesson 4:</b> Verbs That Take “être” in the Past Tense (+ Practice)	Verbs that take “être” in the “passé composé”	<b>Note:</b> Verbs that take “être” and participle agreement with subject <b>Grammar Practice:</b> Subject- participle agreement in the “passé composé”	
<b>Lesson 5:</b> Directions 2 (+ Imperative)	Directions with imperative	<b>Note:</b> If “descendre/montre” has a direct object, does not use “être” in the past tense <b>Grammar Practice:</b> Sentences using the imperative mood	<b>Note:</b> “le bout” vs. “la fin”
<b>Lesson 6:</b> Specialty Stores	Specialty stores.		<b>Note:</b> “Charcuterie”

<b>Lesson 7: Conversation:</b> Walking Downtown	Be able to give and follow directions to find a location in a town.		
<b>Lesson 8: Cultural Reading:</b> La Place Centrale (+ “passé composé” with Reflexive Verbs)	historical areas (e.g. la ville médiévale)	<b>Grammar Practice:</b> “passé composé” with reflexive verbs and verbs with “être”	Read about “une place” and “la place de l’Horloge” in Avignon. <b>Note:</b> “mairie” vs. “l’hôtel de ville”
<b>Alignment with ACTFL Standards</b>	<b>Students will...</b> 1.1. Learn various linguistic aspects. 1.1. Role-play a situation where they ask for/give directions to places in town. 1.2. Read a text about places in town and answer questions to show their understanding. 2.1. Learn about the typical way to give directions in the target culture. 2.2. Learn about typical landmarks in towns of the target culture. 3.1. Describe and compare key characteristics of towns where the target language is spoken.		
<b>Ideas for the Classroom</b>	<b>Students could...</b> 1.3. Create directions to put on a landmark’s website to access that landmark. 3.2. Research specific landmarks in the target culture and their significance (history, architecture...). 4.1. Learn about the words used for directions in the target language and their significance. 4.2. Research how GPS give directions in the target language. 5.1. Present major landmarks of the target culture to members of their community. 5.2. Research places to visit in the target culture.		

# Unit 17: Shopping

## Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
<b>Lesson 1:</b> Going Shopping	Articles of clothing, using “des” to mean “some”		<b>Note:</b> “le chemisier” vs. “la chemise”
<b>Lesson 2:</b> Looking Around (+ Indirect Object Pronouns)	Shopping for clothes	<b>Note:</b> When to use subjunctive mode with “pouvoir” <b>Grammar Practice:</b> Indirect object pronouns	<b>Note:</b> Sale season in France
<b>Lesson 3:</b> Bargaining at a Market (+ Simple Future Tense)	Negotiate and talk about price	<b>Note:</b> How to form simple future tense <b>Grammar Practice:</b> Simple future tense	
<b>Lesson 4:</b> Let’s Try It On! (+ Direct Object Pronouns)	Articles of clothing with demonstrative adjectives	<b>Grammar Practice:</b> Direct Object Pronouns	
<b>Lesson 5: Conversation:</b> Buying a Gift	Compare and contrast the qualities and price of items at a store.		
<b>Lesson 6: Cultural Reading:</b> French Markets	Find out what you can buy at French markets.		Read about some different types of markets in France. <b>Note:</b> Mulled wine
<b>Alignment with ACTFL Standards</b>	<b>Students will...</b> 1.1. Learn various linguistic aspects. 1.1. Role-play going into stores to purchase various items. 1.2. Read a text about French markets and answer questions to show their understanding. 2.1. Learn about the sale season in France.		



**Ideas for the Classroom**

**Students could...**

- 1.3. Create a short fashion show, describing various items of clothing.
- 2.2. Learn about the different types of stores in the target culture.
- 3.1. Use their math skills to negotiate price, calculate discounts.
- 3.2. View marketing for products sold in countries where the target language is spoken and compare the advertisements to the way similar products are marketed in the United States.
- 4.1. Explore the use of French in English when talking about fashion.
- 4.2. Compare how people from the target culture consider fashion with the way it is viewed in the United States.
- 5.1. Invite their community to a fashion show of student-created items inspired by the target culture.
- 5.2. Research online clothing catalogues from the target culture to select items of clothing they would like to purchase.

# Unit 18: Travel

## Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
<b>Lesson 1:</b> At the Airport	Airport terms		<b>Note:</b> “entendre” vs “écouter”
<b>Lesson 2:</b> En Route! (+ “venir de”)	Airplane and train terms	<b>Grammar Practice:</b> Review “venir de”	
<b>Lesson 3:</b> Arrival (“passé composé” with Direct Object Pronouns)	Travel documents and international travel	<b>Note:</b> “Ce sera” <b>Grammar Practice:</b> Direct object pronoun placement in the “passé composé”	
<b>Lesson 4:</b> On Vacation (+ Pronoun “y”)	Warm and sunny vacation	<b>Grammar Practice:</b> Pronoun “y”	
<b>Lesson 5:</b> Customs	Going through customs	<b>Note:</b> “Afin de...” + infinitive	
<b>Lesson 6: Conversation:</b> Travelling to Italy	Make sure you have all of the documents needed for international travel and make your train/ plane on time.		<b>Note:</b> “Carte Jeune” (Youth Card) <b>Note:</b> the TGV
<b>Lesson 7: Cultural Reading:</b> Trains in France	Transportation within France and across Europe		Types of trains in France with focus on the TGV
<b>Alignment with ACTFL Standards</b>	<b>Students will...</b> 1.1. Learn various linguistic aspects. 1.2. Read a text about trains in France and answer questions to show their understanding. 2.1. Learn about the importance of trains in the target culture. 2.2. Learn about the TGV and its impact.		

**Ideas for the Classroom**

**Students could...**

- 1.1. Role-play a situation where they discuss the planning of a vacation.
- 1.3. Write a blog post giving tips for traveling to the target country.
- 3.1. Evaluate the importance of railroads in the target culture and how it impacts daily life.
- 3.2. Students research the various modes of transportation in the target country.
- 4.1. Learn to express different time frames in the target language.
- 4.2. Learn about the way the target country uses railroads compared to the US.
- 5.1. Organize a virtual tour of an area in the target country.
- 5.2. Research and plan a trip to the target country.

# Unit 19: Job Shadow

## Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
<b>Lesson 1:</b> Professions	Professions		
<b>Lesson 2:</b> At Work 1	Work-related tasks		<b>Note:</b> “les avantages sociaux” <b>Note:</b> CV
<b>Lesson 3:</b> At Work 2 (+ Pronoun “en”)	Work-related tasks	<b>Note:</b> Placement and meaning of “en” <b>Grammar Practice:</b> Pronoun “en”	
<b>Lesson 4: Conversation:</b> Job Shadow (+ Irregular Verbs in “imparfait”)	Talk about what you did at work yesterday.	<b>Grammar Practice:</b> Irregular verbs in the “imparfait”	
<b>Lesson 5: Cultural Reading:</b> Emmanuel Macron (+ Irregular Verbs in “passé composé”)	Words and phrases related to being a politician	<b>Grammar Practice:</b> Irregular verbs in the “passé composé”	Biography of Emmanuel Macron <b>Note:</b> “La formation” referring to studies
<b>Alignment with ACTFL Standards</b>	<b>Students will...</b> 1.1. Learn various linguistic aspects. 1.2. Read a text about E. Macron and answer questions to show understanding. 2.2. Learn about the content of the French CV.		
<b>Ideas for the Classroom</b>	<b>Students could...</b> 1.1. Role-play a situation where they talk about what they did at work the previous day/week. 1.3. Prepare a presentation about a famous person in the target culture. 2.1. Research the practice of the 35-hour week in France and discuss its impact on the population. 3.1. Use their language skills to create their own CV. 3.2. Research the studies for a specific profession. 4.1. Compare the names of professions, looking for cognates. 4.2. Compare the French CV to the American CV. 5.1. Organize an exhibit showcasing famous people from the target culture, spotlighting their professional achievements. 5.2. Research a specific profession they would be interested in and see how knowing the target language could be useful.		

# Unit 20: Emergency!

## Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
<b>Lesson 1:</b> At the Hospital 1 (+ Object Pronouns, “y”, and “en”)	Being at a hospital	<b>Grammar Practice:</b> Placement of object Pronouns, “y”, and “en”	
<b>Lesson 2:</b> I Hurt My Hand (+ Object Pronouns, “y”, and “en”)	Arm/hand injury	<b>Grammar Practice:</b> Placement of object Pronouns, “y”, and “en”	
<b>Lesson 3:</b> I Hurt My Leg	Leg/foot injury		
<b>Lesson 4:</b> Past Tense Expressions (“passé composé” vs. “imparfait”)	Past tense expressions (e.g. “il y a...”, “depuis...”)	<b>Grammar Practice:</b> Expressions of time with appropriate tenses	
<b>Lesson 5:</b> At the Hospital 2	Phrases related to an accident/disaster, examples of “passé composé” vs. “imparfait”		
<b>Lesson 6: Conversation:</b> Hockey Injury (“passé composé” vs. “imparfait”)	Talk about what you were doing when something good/bad happened.	<b>Grammar Practice:</b> “Passé composé” vs. “imparfait”	<b>Note:</b> “Tomber dans les pommes”
<b>Lesson 7: Cultural Reading:</b> Crash on Mont Saint-Odile	Words and phrases related to an accident/disaster.		Crash on Mont Saint-Odile in 1993
<b>Lesson 8: Cultural Reading:</b> Epilogue	Words supporting cultural reading passage.		Course character epilogue
<b>Alignment with ACTFL Standards</b>	<b>Students will...</b> 1.1. Learn various linguistic aspects. 1.2. Read a text about an accident and answer questions to show understanding. 3.1. Use their science/biology/health knowledge to learn about various injuries.		

**Ideas for the Classroom**

**Students could...**

- 1.1. Role-play reporting injuries on the scene of an accident.
- 1.3. Create a report on an accident based on current events.
- 2.1. Learn about the emergency services in the target culture.
- 2.2. Learn about the medical card used in the target country.
- 3.2. Research some first aid gestures to do in case of an accident
- 4.1. Read current events about accidents and injuries.
- 4.2. Compare and contrast the emergency response system in the target culture with their own.
- 5.1. Research and report on accidents in the target culture.
- 5.2. Take an online course of basic first aid.