nom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Français 1 heure \_\_\_\_\_\_\_

**Unité 1 Bonjour et Bienvenue !**

**Interpersonal Speaking**

1. I can greet my peers.
2. I can introduce myself to someone.
3. I can respond to and ask yes/no questions about my school supplies.

**Presentational Speaking**

1. I can recite words and phrases that I have learned.
2. I can name the items in my backpack and the classroom.
3. I can state the names of familiar classroom objects using words or memorized phrases.
4. I can introduce myself to a group.

**Presentational Writing**

1. I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.
2. I can write words and phrases that I have learned such as the date, greetings, school supplies and classroom objects.
3. I can label classroom objects on a picture.

**Interpretive Listening**

1. I can occasionally identify the sound of a word.
2. I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.

**Interpretive Reading**

1. I can recognize a few words.
2. I can connect some words and phrases to their meanings

Classroom website: madamelinkowski.weebly.com

**Leçon 1 : Les salutations**

|  |  |
| --- | --- |
| **Communicative Language Goals** | 1. I can greet a peer. 2. I can greet someone in a polite way. 3. I can give my name. |

**Activité 1 : La Lecture**

Read what the following people are saying to each other. Try to determine what some of the phrases mean.

|  |
| --- |
|  |

|  |  |
| --- | --- |
| 1. What are the people doing in the reading? 2. What day does ***la rentrée*** refer to in France? | 1. Can you guess the meaning of the following phrases?    1. Je m’appelle….    2. Bonjour!    3. et toi?    4. Comment t’appelles-tu? |

|  |  |
| --- | --- |
|  |  |

**Les autres noms français**

|  |  |
| --- | --- |
|  |  |

\*prénoms d’origine arabe

\*\*prénoms d’origine africaine

When addressing someone in a more formal matter, the French will use the titles

**Monsieur (M.)**

**Madame (Mme)**.

Generally, they will not use the person’s last name.

|  |  |
| --- | --- |
| **VOCABULAIRE** | **VOCABULARY** |
| *Salutations* | *Greetings* |
| bonjour | Hello (before 4 pm) |
| bonsoir | Hello (after 4pm) |
| salut | Hi & bye |
| Quoi de neuf? | What’s up? |
| au revoir | Goodbye |
| à plus tard | See you later |
| à bientôt | See you soon |
| à toute à l’heure | See you later |
| à la prochaine | See you next time |
| à demain | See you tomorrow |
| Bonne journée | Have a good day |
| *Pour donner/demander ton nom* | *To give/ask for your name* |
| je m’appelle… | My name is… |
| Comment t’appelles-tu ? | What is your name? |
| Tu t’appelles comment ? | What is your name? |
| *Pour demander comment tu vas* | *To ask how you are doing* |
| Comment allez-vous ? (formal) | How are you doing? |
| Comment vas-tu ? (informal) | How are you doing? |
| Ça va ? (conversational) | How are you? |
| bien | Good |
| mal | Bad |
| pas mal | Not bad, so-so, alright, okay |
| *Autres expressions* | *Other expressions* |
| moi | me |
| et vous ? (formal) / et toi ? (informal) | And you? |
| très | very |
| pas grand chose | Not much |

**Conversation #1A**

Imagine that you (Partner A) are walking to French class and you see Emanuel Macron, the president of France (Partner B). He is on his way to our classroom to talk to us about French culture. Practice the following conversation you might have with him:

A: Greet M. Macron appropriately and tell him your name.

B: Respond to the American teenager’s greeting.

A: Ask M. Macron how he is.

B: Tell the American student how you are.

A: Say good-bye to M. Macron.

B: Say good-bye to the American student.

*Now practice the conversation again, switching roles. Keep practicing until you can do both parts without looking at the vocabulary.*

**Conversation #1B**

Imagine that you (Partner A) come into class tomorrow and there is a new student (Partner B). She is a foreign exchange student from France. Practice the following conversation you might have with her.

A: Greet the new student.

B: Respond to your partner’s greeting.

A: Tell the new student your name and ask their name.

B: Tell your name.

A: Ask the new student how she is.

B: Say how you are.

A: Say good-bye to the new student. (You’ll either see her later today or tomorrow in class.)

B: Say good-bye to your partner. (You’ll either see her later today or tomorrow in class.)

*Now practice the conversation again, switching roles. Keep practicing until you can do both parts without looking at the vocabulary.*

**Écrivez ! #1 (Write!)**

On a separate sheet of paper, write out the conversations listed above. Label the conversation #1A and #1B. Include the A or B before each line so it is clear who is speaking.

**Leçon 2 : L’alphabet & les numéros**

|  |  |
| --- | --- |
| **Communicative Language Goals** | * I can spell words aloud. * I can understand when I hear someone spell words aloud. * I can count from 1-10. * I can recognize some cognates. |

**Vocabulaire**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Les numéros**   |  |  | | --- | --- | | 1 | un | | 2 | deux | | 3 | trois | | 4 | quatre | | 5 | cinq | | 6 | six | | 7 | sept | | 8 | huit | | 9 | neuf | | 10 | dix | |

**Les signes orthographiques / Accent Marks**

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Looks Like | Sounds Like | Extra Information |
| **accent aigu** | é | [ay] | only used on letter E |
| **accent grave** | à è ù | * pronounce the E * no pronunciation change for A or U | Can change the meaning of a word  ex: à = at, in, to où = where  a = has ou = or |
| **accent circonflexe** | â ê î ô û | no change | -- |
| **le tréma** | ä ë ï ö ü | pronounce both vowels | always on second vowel |
| **le cédille** | ç | [ss] before a, o, u | only used on letter C |

**Activité 1: Comment ça s’écrit ? / How is it spelled?**

1. Choose a partner in your group.

2. Decide who will be A and who will be B.

3. Partner A should spell a name to their partner. (See ideas below)

4. Partner B should write the word on the whiteboard and then show it to their partner.

5. Partner B should then spell a name to Partner A.

6. Partners should take turns spelling names until your time is up.

Name Ideas:

* Your middle name
* Your mother/father’s name
* Your best friend’s name
* Your favorite singer/group’s name
* Your celebrity crush’s name
* The name of a place you went to during vacation
* Your favorite sports team’s name

**Activité 2 : Cognates**

We will watch a video that includes the words listed below. The second time through, we will pause so you can write what you think each of these words means in English.

|  |  |
| --- | --- |
| ananas- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  banana- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  crocodile- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  dauphin- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  éléphant- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  fourmis- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  grenouille- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  hippopotame- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  igloo- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  jus d’orange- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  kangourou- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  loup- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  mouton- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | nounours- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ordinateur- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  piano- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Qu’est-ce que c’est – What is it ?  rigolo- Funny  serpent- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  trompette- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Uranus- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  voiture- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  wagon- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  xylophone- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  yaourt- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  zoo- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**What is a cognate?**

**WORDS THAT LOOK/SOUND SIMILAR IN FRENCH AND ENGLISH**

**Using a highlighter, mark which of the French words in Activité 4 are cognates.**

**Conversation #2**

Imagine that you and your partner are meeting for the first time and have the following conversation:

A: Greet your partner.

B: Greet your partner and find out their name.

A: Give your name.

B: Ask how their name is spelled. (*Comment ça s’écrit ?*)

A: Spell your name and find out your partner’s name.

B: Give your name.

A: Find out how your partner’s name is spelled.

B: Spell your name and find out how your partner is.

A: Say how you are and ask your partner how they are.

B: Say how you are and then say good-bye (or see you later/soon/tomorrow/etc.)

A: Say good-bye (or see you later/soon/tomorrow/etc.) and tell him/her to have a good day.

*Practice both roles until you can do them without looking at the vocabulary list.*

**Écrivez ! #2**

On a separate sheet of paper, write out Conversation #3. Include the A or B before each line so it is clear who is speaking.

**Leçon 3 : Dans ma salle de classe & mon sac à dos…**

|  |  |
| --- | --- |
| **Communicative Language Goals** | * I can talk about what is in my backpack. * I can talk about what is in my classroom. |

**Vocabulaire :**

***Dans mon sac à dos…***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| http://images.clipartpanda.com/sheet-paper-clipart-paper_document_text_front_clip_art_12126.jpg |  | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\J4QVXZ6A\MC900441734[1].png | http://images.all-free-download.com/images/graphiclarge/cahier_spirale_ouvert_open_spiral_notebook_55973.jpg | http://us.cdn1.123rf.com/168nwm/sararoom/sararoom1305/sararoom130500067/19717263-vector-illustration-de-sac-d-cole--retour--l-cole.jpg |
| une feuille de papier | une chemise | un livre | un cahier | un sac à dos |
| C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\73J7DWWB\MC900232926[1].wmf |  | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\73J7DWWB\MC900411862[1].wmf |  | http://photos.gograph.com/thumbs/CSP/CSP992/k13243093.jpg |
| une gomme | une calculatrice | un stylo | un crayon | un taille-crayon |
| http://t3.gstatic.com/images?q=tbn:ANd9GcS_CkZd9_X-3xg2B85rj6h3Xpui827T83aCML4SZGuG86ItlOYi:idata.over-blog.com/0/51/51/63/divers/trousse_t.gif |  |  |  | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\L4BS7WB2\MC900413648[1].wmf |
| une trousse |  | un portable |  | des ciseaux |

|  |  |
| --- | --- |
| **Il y a un/une…** | **There is a/an…** |
| **Il y a des…** | **There are (some)…** |
| **Il n’y a pas de…** | **There is/are not…** |
| **Tu as un/une… ?** | **Do you have a/an… ?** |
| **Tu as des… ?** | **Do you have (some)… ?** |
| **Oui, j’ai un/une…** | **Yes, I have a/an…** |
| **Oui, j’ai des…** | **Yes, I have (some)…** |
| **Non, je n’ai pas de…** | **No, I do not have…** |
| **et** | **and** |
| **ou** | **or** |

***Dans ma salle de classe…***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| http://images.all-free-download.com/images/graphiclarge/lve_crivant_student_writing_116817.jpg | http://vignette2.wikia.nocookie.net/agk/images/6/6e/School_Teacher_Clip_Art.jpg/revision/latest?cb=20130520025927 |  | http://ekladata.com/KMnCqMDrJeYlTvezbwgcn9tODXg.gif | http://www.cliparthut.com/clip-arts/171/male-teacher-clip-art-171342.gif |
| une élève | une prof |  | un élève | un prof |
| http://www.lovebiblestudy.com/Troy/OpenWindow.jpg | http://www.pics4world.com/vb/imgcache/2/7860showing.png |  | http://www.polyvore.com/cgi/img-thing?.out=jpg&size=l&tid=4836266 | http://www.clker.com/cliparts/B/H/h/U/x/F/presentation-md.png |
| une fenêtre | une porte |  | un tableau | un écran |
| http://www.pageresource.com/clipart/clipart/geography/countrymaps/f/France.png | http://previews.123rf.com/images/tribalium123/tribalium1231310/tribalium123131000042/23126217-recycle-bin-rubbish-bin-trash-icon-wastebasket--Stock-Vector-trash.jpg |  | **http://www.polyvore.com/cgi/img-thing?.out=jpg&size=l&tid=93174323** | http://images.clipartpanda.com/desk-clip-art-desk-clipart-tlgaixra.gif |
| une carte | une poubelle |  | un ordinateur | un bureau |

**Activité 1 : Qu’est-ce que tu as ? / What do you have ?**

Ask your partner if they have the following items in their backpack. If they DO have it, CIRCLE the item. If they DON’T have it, draw an X through it.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| http://images.clipartpanda.com/sheet-paper-clipart-paper_document_text_front_clip_art_12126.jpg |  | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\J4QVXZ6A\MC900441734[1].png | http://images.all-free-download.com/images/graphiclarge/cahier_spirale_ouvert_open_spiral_notebook_55973.jpg | http://t3.gstatic.com/images?q=tbn:ANd9GcS_CkZd9_X-3xg2B85rj6h3Xpui827T83aCML4SZGuG86ItlOYi:idata.over-blog.com/0/51/51/63/divers/trousse_t.gif |
|  |  |  |  |  |
| C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\73J7DWWB\MC900232926[1].wmf |  | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\73J7DWWB\MC900411862[1].wmf |  |  |

**Activité 2 : Dans mon sac à dos…**

Name 2 things you have in your backpack and 2 things you do not have. Write in complete sentences.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conversation #4**

Imagine that you and your partner are meeting for the first time and have the following conversation:

A: Greet your partner.

B: Greet your partner and find out their name.

A: Give your name and find out your partner’s name.

B: Give your name and find out how your partner is.

A: Say how you are and ask your partner how they are.

B: Say how you are and then ask if they have a pencil/pen.

A: Respond to your partner and then ask if they have a notebook/folder.

B: Respond to your partner and then ask if they have a calculator/cell phone.

A: Respond to your partner and then ask if they have an eraser/pencil sharpener.

B: Respond to your partner and then say good-bye (or see you later/soon/tomorrow/etc.)

A: Say good-bye (or see you later/soon/tomorrow/etc.) and tell him/her to have a good day.

*Practice both roles until you can do them without looking at the vocabulary list.*

**Écrivez ! #4A**

On a separate sheet of paper, write out Conversation #5. Include the A or B before each line so it is clear who is speaking.

**Écrivez ! #4B**

On a separate sheet of paper, write 10 sentences describing the classroom. (You can include what there is and what there is not.)