Français 1 Nom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 1 : Bienvenue à la classe de Français !

**Can-Do Statements**

**Interpersonal Speaking**

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

**Presentational Speaking**

1. I can recite words and phrases that I have learned.
2. I can count from 1-10.
3. I can say the date and the day of the week.
4. I can list the months and days of the week.
5. I can name the items in my backpack and the classroom.
6. I can state the names of familiar classroom objects in pictures using words or memorized phrases.
7. I can introduce myself to a group
8. I can recite short memorized phrases such as the date, my birthday, how I am, etc.

**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 letters.
2. I can connect some words and phrases to their meanings

Leçon 1 – Les Salutations

**Communicative Language Goals**

1. I can greet a peer.

2. I can greet someone in a polite way.

**Vocabulaire :**

Bonjour… *Hello*

Bonsoir … *Good evening*

Salut … *Hi*

Comment allez-vous?... *How are you ?* (formal)

Comment vas-tu ?... *How are you ?* (informal)

Comment ça va? … *What’s up?*

Quoi de neuf ?... *What’s new?*

Bien…*Well*

Très bien…*Very well*

Pas mal …*Not bad*

Mal … *Bad*

Bien, et vous? … *Well, and you?* (formal)

Bien, et toi? … *Well, and you?* (informal)

Pas grand-chose … *Not much*

Au revoir … *Good-bye*

Salut … *Bye*

A bientôt… *See you soon*

A plus tard... *See you later*

A demain … *See you tomorrow*

A la prochaine … *See you next time*

Bonne journée… *Have a good day*

Bon après-midi… *Have a good afternoon*

Bonne soirée… *Have a good evening*

Bonne nuit… *Good night*

Adieu… *Farewell*

**Stations d’apprendre – Learning Stations**

**Ordinateur (Computer Station)**

1. Go to a classroom computer and open up your Canvas account.

2. Click on *Unit 1 Computer Station: Les Salutations*

3. Click on each link and then click on “Instructions.”

4. Read the directions and then follow them to complete each activity.

**Activities:**

A. <http://www.education.vic.gov.au/languagesonline/french/sect01/no_2/no_2.htm>

B. <http://www.education.vic.gov.au/languagesonline/french/sect01/no_4/no_4.htm>

C. <http://www.education.vic.gov.au/languagesonline/french/sect01/no_5/no_5.htm>

D. <http://www.education.vic.gov.au/languagesonline/french/sect01/no_6/no_6.htm>

E. <http://www.education.vic.gov.au/languagesonline/french/sect06/no_1/no_1.htm>

F. <http://www.education.vic.gov.au/languagesonline/french/sect06/no_4/no_4.htm>

G. <http://www.education.vic.gov.au/languagesonline/french/sect06/no_5/no_5.htm>

H. <http://www.education.vic.gov.au/languagesonline/french/sect06/no_6/no_6.htm>

**Parlez!** (Speaking Station)

Conversation #1

Imagine that you (Partner A) are walking to French class and you see Francois Hollande, 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. Hollande appropriately

B: Respond to the American teenager’s greeting.

A: Ask M. Hollande how he is.

B: Tell the American student how you are.

A: Say good-bye to M. Hollande.

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 #2

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: 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.**

**Jouez!** (Play!)

Directions (Memory):

1. Choose 1-2 partners from your group.

2. Take a set of cards and spread them out in rows in front of you, face down.

3. Take turns turning over two cards at a time, looking for a match (French-English).

4. If you get a match, you get another turn. If you don’t get a match, play passes to the left.

**Ecrivez!** (Writing Station)

See the directions for the speaking activities, but this time you will write them out.

**#1**

(you)





****

**#2**

Leçon 2 – L’Alphabet

**Communicative Language Goals:**

1) I can understand when I hear someone spell words aloud. 2) I can spell words aloud. 3) I can recognize some cognates.

**Vocabulaire:**



**Lesson 2 Learning Stations**

**Ordinateur (Computer)**

1. Go to a classroom computer and open up your Canvas account.

2. Click on *Unit 1 Computer Station: L’Alphabet*.

3. Click on each link and follow the directions below.

A. <http://gomaman.com/french-alphabet-song/>

(or: <https://www.youtube.com/watch?v=fCvR47BkfM4> )

1. Watch the video once without stopping.

2. Watch again, pausing after each letter, and 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- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. <http://lexiquefle.free.fr/allpha.swf>

1. If necessary, click on the circle next to “vocabulaire” to hear the pronunciation of the alphabet.

2. Then click on the circle next to “exercice.”

3. Click on “Ecoutez”

4. Listen to the letter, and then click on the box for that letter.

5. Click on the green “suivant” arrow at the bottom.

6. Continue until the quiz is over. Write your score here: \_\_\_\_\_\_\_\_\_\_

C. Follow these directions for each of the links below.

1. Click on “Commencer.”
2. Click on the ear icon.
3. Listen and click on the word being spelled.

<http://phonetique.free.fr/alpha/epel1.htm>

<http://phonetique.free.fr/alpha/epel2.htm>

<http://phonetique.free.fr/alpha/epel3.htm>

<http://phonetique.free.fr/alpha/epel4.htm>

D.

[http://www1.tfo.org/mini/Jouer/1100062408](http://www1.tfo.org/mini/Jouer/1100062408%201)

[1](http://www1.tfo.org/mini/Jouer/1100062408%201). Choose “facile” (easy), “moyen” (average) or “difficile”.

2. Click on the boxes to find pairs of matching letters.

E. <http://peinturefle.free.fr/lexique/exalpha.htm>

1. Listen to the words and type them in the blanks

F. <https://www.youtube.com/watch?v=TlWMgETlobQ>

Listen to the words that you hear being spelled and write them below:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parlez!** (Speaking Station)

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 his/her partner. (See ideas below)

4. Partner B should write the word on the whiteboard and then show it to his/her 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

\*Groups of 3: Take turns being the speller. The other two students will both write the word.

**Lisez!** (Reading Station)

1. Choose an article from your station.

<http://ddata.over-blog.com/xxxyyy/4/19/92/11/divers/fiches-d-identite-animaux/fiche-d-identite-tortue-terrestre.pdf>

<http://ddata.over-blog.com/xxxyyy/4/19/92/11/divers/fiches-d-identite-animaux/fiche-d-identite-ours.pdf>

<http://ddata.over-blog.com/xxxyyy/4/19/92/11/divers/fiches-d-identite-animaux/fiche-d-identite-renard.pdf>

<http://ddata.over-blog.com/xxxyyy/4/19/92/11/divers/fiches-d-identite-animaux/fiche-d-identite-ecureuil.pdf>

<http://ddata.over-blog.com/xxxyyy/4/19/92/11/divers/fiches-d-identite-animaux/fiche-sur-le-herisson.pdf>

2. Look for *cognates* (French words that look the same or similar to English words and have the same meaning) or words that you can figure out according to the context/pictures.

3. Fill in the table below with the words that you find.

* You may write more than one word for any letter.
* You won’t have a word for every letter.
* Write as many words as you can during the time you have.

4. Continue reading articles until your time is up.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **French Word** | **English Word** |  | **French Word** | **English Word** |  | **French Word** | **English Word** |
| A |  |  | J |  |  | S |  |  |
| B |  |  | K |  |  | T |  |  |
| C |  |  | L |  |  | U |  |  |
| D |  |  | M |  |  | V |  |  |
| E |  |  | N |  |  | W |  |  |
| F |  |  | O |  |  | X |  |  |
| G |  |  | P |  |  | Y |  |  |
| H |  |  | Q |  |  | Z |  |  |
| I |  |  | R |  |  |  |  |  |

**Jouez!** (Play!)

Play the board games with your group according to the directions given at the station.

Leçon 3: Comptez à 10.

**Communicative Language Goal:** I can count to 10.

**Vocabulaire:**



**Stations d’apprendre – Leçon 3**

**Ordinateur** (Computer)

1. Go to a classroom computer and open up your Canvas account.

2. Click on Unit 1 Computer Station: Les Nombres #1-#10.

3. Click on each link and follow the directions below.

A. <http://www.pepit.be/exercices/primaire1/mathematique/apprendrenombres/APNOMB01.html>

1. Click on “Jouer.”

2. Click on “A toi de jouer.”

3. Click on the speaker icon to hear the number.

4. Type the number you hear in the box.

5. When you are finished, click on “Valider” to check your work.

6. Click on the green arrow for a new activity.

7. Repeat until you have completed all of the activities.

B. <http://www.digitaldialects.com/French/numbers_1I.htm>

1. Follow the directions on the website. Note: This exercise also uses the numbers 11 (onze) and 12 (douze).

C. <http://www.education.vic.gov.au/languagesonline/french/sect03/no_4/no_4.htm>

1. Click on Instructions and then follow them to complete the activity.

D. <https://www.youtube.com/watch?v=lsc3qLMaCu8n>

1. Watch the video to review numbers.

**Parlez!** (Speaking Station)

Divide your group into groups of 2-3 and choose from the following:

A. **Whiteboard practice**. One person says a number to his/her partner(s), who write it down. Partners take turns being the speaker. You might want to review the alphabet, too!

B. **Loto**

1. Each player should take a (larger) game board.

2. Smaller cards should be place face down on the desks.

3. The first player turns over one card and says the number/letter aloud. If the number/letter is on his/her game board, s/he keeps the card and places it on the appropriate spot. If it is not on his/her board, s/he returns it face down to the desk.

4. Play passes to the left and continues until one player has filled his/her card.

**C. Concentration/Memory**

1. Put the cards in rows face down on the floor. There are 26 cards (either all the red cards or all the black cards from a regular deck).

2. Take turns turning over two cards at a time in order to find a match. You must say the French word for the number or letter (face cards) on the card when you turn it over or your match doesn’t count.

3. If you find a match, you get another turn. If not, play passes to the left.

4. The winner is the person with the most matches.

**Lisez!** (Reading Station)

1. Choose one of the coloring sheets and color it according to the directions given. If you have time, color the 2nd sheet, too! (<http://ekladata.com/coUydIzyobFXF9m5m-vab9xqPDI.pdf> )

2. You will be able to figure out some of the French color words, but here are the trickier ones:

* Jaune – yellow
* Rouge – red
* Vert – green
* Marron - brown

**Jouez!** (Play!)

**Va à la pêche (Go Fish)**

1. Choose 2-3 partners from your group and take a (regular) set of playing cards.

2. Choose a dealer, who will deal 6 cards to each player, and place the rest face down on the desk.

3. The player to the left of the dealer should choose another player and ask for the number of a card s/he needs to make a set of 4. Ex. *Marie, tu as un 5*. (Do you have a 5?)

* Note: Use the letters J, Q, K to ask for face cards.

4. If this player has any of the requested cards, s/he must give them to the player who asked for them. This player then gets another turn.

5. If they player does not have any of the requested cards, s/he says “Va a la pêche” (*pesh*).

6. The asker then chooses the top card from the pile. If it is the card that s/he asked for, s/he gets another turn. If it is not, play passes to his/her left.

7. Whenever a player gets all four cards for a given number, s/he places them face down on the table.

8. Play continues until all cards have been used a group and placed face down.

* Note: If any player runs out of cards, s/he can take the top card from the stack at the beginning of his/her next turn.

9. The winner is the player with the most sets at the end of the game.

**Leçon 4 – Comptez à 30.** (Although additional numbers are listed here, you’re not responsible for any numbers higher than 30.

**Communicative Language Goal**: I can count to 30.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **De 1 à 10** |  | **De 10 à 20** |  | **Les dizaines** |  | **Les dizaines de 100 à 190** |
| **1** | un |  | **11** | on**ze** |  | **10** | dix |  | **100** | cent |
| **2** | deux |  | **12** | dou**ze** |  | **20** | vingt |  | **110** | cent-dix |
| **3** | trois |  | **13** | trei**ze** |  | **30** | trente |  | **120** | cent-vingt |
| **4** | quatre |  | **14** | quator**ze** |  | **40** | quarante |  | **130** | cent-trente |
| **5** | cinq |  | **15** | quin**ze** |  | **50** | cinquante |  | **140** | cent-quarante |
| **6** | six |  | **16** | sei**ze** |  | **60** | soixante |  | **150** | cent-cinquante |
| **7** | sept |  | **17** | dix-sept |  | **70** | soixante-dix |  | **160** | cent-soixante |
| **8** | huit |  | **18** | dix-huit |  | **80** | quatre-vingts |  | **170** | cent-soixante-dix |
| **9** | neuf |  | **19** | dix-neuf |  | **90** | quatre-vingt-dix |  | **180** | cent-quatre-vingts |
| **10** | dix |  | **20** | vingt |  |  |  |  | **190** | cent-quatre-vingt-dix |

|  |  |  |
| --- | --- | --- |
| **Les centaines** |  | **Des exemples** |
| **100** | cent |  | **21** | vingt-**et**-un |  | **121** | cent-vingt-et-un |
| **200** | deux-cents |  | **28** | vingt**-**huit |  | **128** | cent-vingt-huit |
| **300** | trois-cents |  | **31** | trente-**et**-un |  | **231** | deux-cent-trente-et-un |
| **400** | quatre-cents |  | **35** | trente**-**cinq |  | **238** | deux-cent-trente-huit |
| **500** | cinq-cents |  | **41** | quarante-**et**-un |  | **341** | trois-cent-quarante-et-un |
| **600** | six-cents |  | **46** | quarante**-**six |  | **346** | trois-cent-quarante-six |
| **700** | sept-cents |  | **59** | cinquante**-**neuf |  | **459** | quatre-cent-cinquante-neuf |
| **800** | huit-cents |  | **61** | soixante-**et**-un |  | **561** | cinq-cent-soixante-et-un |
| **900** | neuf-cents |  | **73** | soixante-treize |  | **673** | six-cent-soixante-treize |

**Stations d’Apprendre**

**Ordinateur**

1. Go to a classroom computer and open up your Canvas account.

2. Click on Unit 1 Computer Station: Les Nombres #11-#30.

3. Click on each link and follow the directions below.

A. <http://www.digitaldialects.com/French/numbers_2I.htm>

* Play the game according to the directions given.

B. <http://wcache.quia.com/mc/66096.html>

1. Complete the matching activity by clicking on the number and corresponding word.

2. Click on Start Over to play again.

3. Play at least three times.

C. <http://www.pepit.be/exercices/primaire1/mathematique/apprendrenombres/APNOMB03.html>

1. Click on “Jouez.”

2. Click on “A toi de jouer”

3. Click on the speaker icon and then type the number that you hear.

4. Click on the green arrow.

5. Continue playing until you have completed all of the activities.

D. <http://www.education.vic.gov.au/languagesonline/french/sect05/no_3/no_3.htm>

1. Click on Instructions and follow them to complete the activity.

E. . <http://www.education.vic.gov.au/languagesonline/french/sect05/no_4/no_4.htm>

1. Click on Instructions and follow them to complete the activity.

F. <http://www.education.vic.gov.au/languagesonline/french/sect05/no_5/no_5.htm>

1. Click on Instructions and follow them to complete the activity.

**Parlez!** (Speaking Station)

Divide your group into groups of 2-3 and choose from the following:

A. **Whiteboard practice**. One person says a number (1-30) to his/her partner(s), who write it down. Partners take turns being the speaker.

B. **Flashcards.** Quiz the members of your small group using the flashcards.

C. **Guessing Game (Can only be played in pairs)**

1. Circle and 5 numbers below.

* Note: You and your partner are competing to be the first to “find” all 5 of the others numbers.

2. Guess a number by saying it aloud. If your partner has circled that number s/he will say “oui,” if s/he has not circled that number, s/he will say “non.”

3. If your guess was correct, underline the number below. If not, put an X through it.

4. Continue until one of you has guessed all 5 of your partner’s circled numbers.

 1 2 3 4 5 6 7 8 9 10 11 12 13

 14 15 16 17 18 19 20 21 22 23 24 25 26

 27 28 29 30

**Ecrivez!** (Writing Station)

1. Take a copy of the crossword puzzle at your station and complete it by writing out the French number.

**Jouez!**

A. **Loto**

1. Each player should take a (larger) game board.

2. Smaller cards should be place face down on the desks.

3. The first player turns over one card and says the number/letter aloud. If the number/letter is on his/her game board, s/he keeps the card and places it on the appropriate spot. If it is not on his/her board, s/he returns it face down to the desk.

4. Play passes to the left and continues until one player has filled his/her card.

**B. Concentration/Memory**

1. Put the (teacher-made) cards face down on the floor.

2. Take turns turning over two cards at a time in order to find a match. You must say the French word for the number when you turn it over or your match doesn’t count.

3. If you find a match, you get another turn. If not, play passes to the left.

4. The winner is the person with the most matches.

**C. Va à la pêche (Go Fish)**

1. Choose 2-3 partners from your group and take a set of (teacher-made) cards.

2. Choose a dealer, who will deal 6 cards to each player, and place the rest face down on the desk.

3. The player to the left of the dealer should choose another player and ask for the number of a card s/he needs to make a **pair**. Ex. *Marie, tu as un 15*. (Do you have a 15?)

4. If this player has the requested card, s/he must give it to the player who asked for it. This player then gets another turn.

5. If they player does not have the requested card, s/he says “Va a la pêche” (*pesh*).

6. The asker then chooses the top card from the pile. If it is the card that s/he asked for, s/he gets another turn. If it is not, play passes to his/her left.

7. Whenever a player gets a pair, s/he places them face down on the table.

8. Play continues until all cards have been paired up and placed face down.

* Note: If any player runs out of cards, s/he can take the top card from the stack at the beginning of his/her next turn.

9. The winner is the player with the most pairs at the end of the game.

Leçon 5 : Présentations et Géographie

**Communicative Language Goals:**

1. I can give my name and age and birthday.

2. I can recognize names of countries on a map.

**Vocabulaire:**

Je m’appelle \_\_\_\_\_\_\_\_\_ ……………. *My name is \_\_\_\_\_\_\_\_*.

Tu t’appelles comment? ……………. *What’s your name?*

Il s’appelle comment? ………………. *What is his name?*

Elle s’appelle comment? …………….*What is her name?*

Comment ça s’écrit? …………………. *How is that spelled?*

Tu as quel âge? …………………………. *How old are you?*

Il a quel âge? *…………………………… How old is he?*

Elle a quel âge?.......................... *How old is she?*

J’ai \_\_\_\_\_ ans…………………………….. *I’m \_\_\_\_\_\_\_years old.*

Il a \_\_\_\_\_ans……………………………… *He is \_\_\_\_\_\_ years old.*

Elle a \_\_\_ ans…………………………….. *She is \_\_\_\_\_ years old.*

**Stations d’apprendre**

**Ordinateur**

1. Go to a classroom computer and open up your Canvas account.

2. Click on *Unit 1 Computer Station: Présentations*

3. Click on each link and then on “Instructions.”

4. Follow the instructions given to complete each activity.

(To practice asking someone’s name)

A. <http://www.education.vic.gov.au/languagesonline/french/sect02/no_1/no_1.htm>

B. <http://www.education.vic.gov.au/languagesonline/french/sect02/no_3/no_3.htm>

C. <http://www.education.vic.gov.au/languagesonline/french/sect02/no_4/no_4.htm>

D. <http://www.education.vic.gov.au/languagesonline/french/sect04/no_3/no_3.htm>

E. <http://www.education.vic.gov.au/languagesonline/french/sect04/no_2/no_2.htm>

(To practice asking someone’s age)

F. <http://www.education.vic.gov.au/languagesonline/french/sect07/no_1/no_1.htm>

G. <http://www.education.vic.gov.au/languagesonline/french/sect07/no_2/no_2.htm>

H. <http://www.education.vic.gov.au/languagesonline/french/sect07/no_3/no_3.htm>

**Parlez!** (Speaking Station)

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 his/her name.

A: Give your name.

B: Ask how his/her name is spelled.

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 s/he is.

B: Say how you are and find out how old your partner is.

A: Say how old you are and find out how old your partner is.

B: Say how old 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.

**Ecrivez!** (Writing Station)

Write out the conversation described in the Speaking Station (above)

A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lisez!**

Read the geography article and complete the following comprehension guide.

« Carte d’identité de la France »

**A. Key Word Recognition**. Find the French words/phrases that best express the meanings of the following English words/phrases.

1. area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. population \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. capital \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. language \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. France \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. national anthem \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. freedom/liberty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. equality \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. fraternity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. a member\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. European countries\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B. What is the main idea of this article? Answer in English.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**C. Supporting Details.**

1. Check each detail that is mentioned in the article (not all are included).

2. Fill in the information that is given for each detail you have checked. Write in English.

\_\_\_ The area of France (in km2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The population of France: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The capital of France: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The president of France \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The type of money they use in France: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The number of countries in the European Union \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The colors of the flag: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The title of the national anthem (in French): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The motto (in French): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**D. Guessing Meaning from Context.** Find the following words and write what you think they mean in English.

1. Belgique (on map) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Allemagne (on map) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Suisse (on map) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Italie (on map) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Mer Méditerranée (on map) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Espagne (on map) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Leçon 6: Le Calendrier**

**Communicative Language Goal :** I can says dates and days of the week.

**Vocabulaire:**

 

Quelle est la date aujourd’hui? ……….. *What’s the date today?*

Aujourd’hui c’est le 28 août……………… *Today is August 28th.*

Aujourd’hui c’est le 1er septembre….. *Today is September 1st.*

Quelle est la date de ton anniversaire?...*What’s the date of your birthday ?*

C’est le 20 juillet……………………………………*It’s July 20th.*

Quel jour sommes-nous ?....................... What day is it ?

**Stations d’apprendre**

**Ordinateur**

1. Go to a classroom computer and open up your Canvas account.

2. Click on Unit 1 Computer Station: Le Calendrier.

3. Click on each link and follow the directions below.

A. <http://www.education.vic.gov.au/languagesonline/french/sect27/no_02/no_02.htm>

* Click on Instructions and complete the activity as described.

B. <http://www.education.vic.gov.au/languagesonline/french/sect27/no_03/no_03.htm>

* Click on Instructions and complete the activity as described.

C. <http://www.education.vic.gov.au/languagesonline/french/sect27/no_04/no_04.htm>

* Click on Instructions and complete the activity as described.

D. <http://www.education.vic.gov.au/languagesonline/french/sect27/no_05/no_05.htm>

* Click on Instructions and complete the activity as described.

E. <http://www.bbc.co.uk/schools/primaryfrench/pf2/date/game.shtml?nav>

* Follow the directions given

F. <http://highered.mheducation.com/sites/0073386448/student_view0/chapitre1/structures_3.html>

* Follow the directions given to type the date

G. <http://wps.prenhall.com/ca_ph_parmentier_enbons_7/46/11983/3067850.cw/content/>

* Follow the directions given to type the date

H. <http://www.quia.com/mc/66065.html>

* Click on the matching pairs

<http://www.digitaldialects.com/French/Daysmonths.htm>

* Follow the directions given

**Parlez!** (Speaking Station)

Directions: Complete the partner speaking activity located at your station.

**Lisez!** (Reading Station)

**Directions:**

1. Read the article (<http://www.joursferies.fr/> ) and answer the following questions. Write in English.

**Questions**

1. What is the date of the French national holiday? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What do you think *Noel* means? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. How do you say “New Year’s Day” in French? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. What do you think *Paques* means? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. How do you say “Good Friday” in French? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. How do you say “Valentine’s Day” in French? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. When is Armistice Day celebrated? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. When is the Assumption celebrated? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. When is Epiphany celebrated? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. When will Mardi Gras be celebrated in 2016? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. When will Mother’s Day be celebrated in 2017? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. When will Ramadan begin in 2016? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. When will Yom Kippur be celebrated in 2016? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14. What will Hanukah end in 2017? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. When is Mother’s Day in 2016? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

16. On what date is there a music festival all over France? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

17. When will Grandmother’s Day be celebrated in 2016? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. Write a summary of this article. What is it about? Give as much information as possible. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jouez!** (Play!)

 1. Take a Partner A crossword and make sure your partner has a Partner B crossword. (If there is an odd number in your station group, 2 people can take turns doing the A or B speaking role.)

2. You and your partner will take turns giving clues to help the other fill in his/her puzzle. (The words filled in your puzzle are missing from your partner’s puzzle.) Here are the clues you will give:

* C’est le nombre avant… (*It’s the number before…)*
* C’est le nombre après… (*It’s the number after…)*
* C’est le jour avant/après… (*It’s the day before/after…)*
* C’est le mois avant/après… (*It’s the month before/after*)

Leçon 7 : Dans mon sac à dos

**Communicative Language Goal:** I can talk about what’s in my backpack.

**Vocabulaire:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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\L4BS7WB2\MC900413648[1].wmf | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\73J7DWWB\MC900411862[1].wmf | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\L4BS7WB2\MC900237619[1].wmf | http://images.clipartpanda.com/sheet-paper-clipart-paper_document_text_front_clip_art_12126.jpg |
| une gomme | des ciseaux | un stylo | un crayon | une feuille de papier |
| http://photos.gograph.com/thumbs/CSP/CSP992/k13243093.jpg | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\73J7DWWB\MC900340772[1].wmf | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\J4QVXZ6A\MC900441734[1].png | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\8U13HPX4\MC900325636[1].wmf | http://images.clipartpanda.com/school-supplies-pictures-black-and-white-j0329952.gif |
| un taille-crayon | une calculatrice | un livre | un classeur | une tube de colle  |
| http://us.cdn1.123rf.com/168nwm/sararoom/sararoom1305/sararoom130500067/19717263-vector-illustration-de-sac-d-cole--retour--l-cole.jpghttp://raf.dessins.free.fr/2bgal/img/dessins%20a%20colorier/cartable.JPG |  Cell Phone Clip Art | http://t3.gstatic.com/images?q=tbn:ANd9GcS_CkZd9_X-3xg2B85rj6h3Xpui827T83aCML4SZGuG86ItlOYi:idata.over-blog.com/0/51/51/63/divers/trousse_t.gif | http://www.clker.com/cliparts/6/K/J/9/t/4/purple-coloring-marker-hi.png | http://images.all-free-download.com/images/graphiclarge/cahier_spirale_ouvert_open_spiral_notebook_55973.jpg |
| un sac à dos/un cartable  | un portable | une trousse | un feutre | un cahier |

Questions and Answers

Tu as un/une\_\_\_? …………………………..… *Do you have a\_\_\_\_\_\_\_\_\_\_\_\_?*

Tu as des \_\_\_\_\_\_ ? ……………………………..*Do you have some \_\_\_\_\_\_\_\_ ?*

Oui, j’ai un/une **\_\_\_\_\_……………………....***Yes, I have a \_\_\_.*

Oui, j’ai des \_\_\_.................................... Yes, I have some \_\_\_.

Non, je n’ai pas de \_\_\_\_\_..................... No, I don’t have a/any \_\_\_\_.

**Stations d’apprendre**

**Ordinateur**

Note: Many of these activities will have new words that are not on your list.  You do not have to memorize these new words, just make your best guess and move on to the next item.  Sometimes you will not understand all the directions, because they will be in French (or another language!)  Try clicking on different things to see what happens.

Directions

1. Go to a classroom computer and open up your Canvas account.

2. Click on Unit 1 Computer Station: Dans mon sac à dos

3. Click on each link and follow the directions below.

<http://frenchteacher.free.fr/matchimgecole.html>

* Choose correct word from drop-down menu.

<http://www.edu365.cat/primaria/muds/frances/trousse/avalua/index.htm>

* Drag word to picture

<http://users.skynet.be/providence/vocabulaire/francais/bureau/bur1.htm>

* Choose correct word from drop-down menu. (Continue clicking on *fiche suivante* until you have completed all the activities)

<http://users.skynet.be/providence/vocabulaire/francais/ecole/eco1.htm> (matching)

* Choose correct word from drop-down menu.

 <http://users.skynet.be/providence/vocabulaire/francais/ecole/eco2.htm> (matching)

* Choose correct word from drop-down menu.

<http://users.skynet.be/providence/vocabulaire/francais/ecole/eco3.htm>

* Choose correct word from drop-down menu.

[http://www.allgemeinbildung.ch/fach=fra/Materiel\_scolaire\_01a.htm](http://www.allgemeinbildung.ch/fach%3Dfra/Materiel_scolaire_01a.htm)

* Choose correct word from drop-down menu.

<http://www.education.vic.gov.au/languagesonline/french/sect33/no_10/no_10.htm>

* Click on Instructions and then complete the activity as directed.

<http://users.skynet.be/providence/vocabulaire/francais/bureau/bur1.htm>

* Choose correct word from drop-down menu.

<http://www.quia.com/mc/678942.html>

* Play the matching game by clicking on the French and English words with the same meaning

**Parlez !**

Directions:

1. Ask your partner whether s/he has each of the following items.

2. If s/he **does** have the item, circle it.

3. If s/he **doesn’t** have the item, draw an X through it.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Cell Phone Clip Art | http://t3.gstatic.com/images?q=tbn:ANd9GcS_CkZd9_X-3xg2B85rj6h3Xpui827T83aCML4SZGuG86ItlOYi:idata.over-blog.com/0/51/51/63/divers/trousse_t.gif | http://us.cdn1.123rf.com/168nwm/sararoom/sararoom1305/sararoom130500067/19717263-vector-illustration-de-sac-d-cole--retour--l-cole.jpg | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\73J7DWWB\MC900232926[1].wmf | http://images.clipartpanda.com/sheet-paper-clipart-paper_document_text_front_clip_art_12126.jpg |
| http://photos.gograph.com/thumbs/CSP/CSP992/k13243093.jpg | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\L4BS7WB2\MC900237619[1].wmf | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\J4QVXZ6A\MC900441734[1].png | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\8U13HPX4\MC900325636[1].wmf | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\L4BS7WB2\MC900413648[1].wmf |
| http://images.clipartpanda.com/school-supplies-pictures-black-and-white-j0329952.gif | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\73J7DWWB\MC900411862[1].wmf | C:\Users\shepardli\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\73J7DWWB\MC900340772[1].wmf | http://www.clker.com/cliparts/6/K/J/9/t/4/purple-coloring-marker-hi.png | http://images.all-free-download.com/images/graphiclarge/cahier_spirale_ouvert_open_spiral_notebook_55973.jpg |

**B. Play Loto/Memory/Go Fish to practice vocabulary.**

**Ecrivez !**

A. Make a list of 10 items that you have in your back pack. Write in French. Don’t forget to use *un*, *une* or *des* in front of each word.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. Complete the crossword puzzle located at your station, you will have to include the un/une or des with the vocabulary word.

**Jouez!**

**Divide into groups of 3 – 4 to play the following Games.**

**A. Pictionary**

1. The youngest player will take the white board and dry erase marker.

3. S/he will draw one of the backpack vocabulary words while the others guess the French word.

4. Whoever guesses first will be the next to draw.

**B. Play Le Pendu (Hangman).** You may use the words from this lesson or from any of the previous lessons (calendar, numbers, greetings, etc.)

Leçon 8: C’est comment?

**Communicative Learning Goal**: I can describe the items in my backpack.

**Vocabulaire:**

|  |  |
| --- | --- |
| **Un stylo** | **Une gomme**  |
| C’est un stylo rouge. | C’est une gomme rouge. |
| C’est un stylo bleu. | C’est une gomme bleue. |
| C’est un stylo noir.  | C’est une gomme noire.  |
| C’est un petit stylo. | C’est une petite gomme. |
| C’est un grand stylo. | C’est une grande gomme.  |

**Stations d’apprendre**

**Ordinateur**

Directions

1. Go to a classroom computer and open up your Canvas account.

2. Click on Unit 1 Computer Station: C’est Comment ?

3. Click on each link and follow the directions given.

A. <http://www.languageguide.org/french/vocabulary/colors/> (Choose Listening Challenge)

B. <http://www1.bonline.se/allezhop/farger.html>

C. <http://fslactivities.ca/quiz/couleurs/index.htm>

D. <http://www.bbc.co.uk/schools/primaryfrench/pf2/colour/game.shtml?nav>

E. <http://www.literacycenter.net/play_learn/words_fr/color_type_fr.php>

F. <http://users.skynet.be/providence/vocabulaire/francais/couleur/col2.htm>

G. <http://users.skynet.be/providence/vocabulaire/francais/couleur/col2.htm>

**Jouez!**

Divide into groups of 3 – 4 to play the Loto game at your station.

**Ecrivez!**

Complete the crossword puzzle. The clues are on the poster in the front of the room. You must include the article (un/une/des), the item and the color/size word in each clue. Ex. Un stylo bleu

**Parlez!**

Use colored markers and the dry erase board to play Pictionary.

Leçon 9 : Dans ma salle de classe

**Communicative Learning Goal :** I can talk about the items in my classroom.

**Vocabulaire:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| http://www.polyvore.com/cgi/img-thing?.out=jpg&size=l&tid=4836266 | http://www.cliparthut.com/clip-arts/171/male-teacher-clip-art-171342.gif http://vignette2.wikia.nocookie.net/agk/images/6/6e/School_Teacher_Clip_Art.jpg/revision/latest?cb=20130520025927 | http://www.clker.com/cliparts/B/H/h/U/x/F/presentation-md.png | **http://www.polyvore.com/cgi/img-thing?.out=jpg&size=l&tid=93174323** | http://images.clipartpanda.com/desk-clip-art-desk-clipart-tlgaixra.gif |
| **Un tableau (noir)** | **Un prof/professeur****Une prof** | **Un écran** | **Un ordinateur** | **Un bureau** |
| http://www.lovebiblestudy.com/Troy/OpenWindow.jpg | **http://www.pics4world.com/vb/imgcache/2/7860showing.png** | http://www.cliparthut.com/clip-arts/184/school-desk-184460.png | http://sr.photos3.fotosearch.com/bthumb/CSP/CSP841/k8412715.jpg | http://previews.123rf.com/images/tribalium123/tribalium1231310/tribalium123131000042/23126217-recycle-bin-rubbish-bin-trash-icon-wastebasket--Stock-Vector-trash.jpg |
| **Une fenêtre** | **Une porte** | **Un pupitre** | **Une horloge** | **Une poubelle** |
| http://ekladata.com/KMnCqMDrJeYlTvezbwgcn9tODXg.gif | http://images.all-free-download.com/images/graphiclarge/lve_crivant_student_writing_116817.jpg | http://www.incredibleart.org/lessons/middle/Lessons/images/locker.gif | http://www.pageresource.com/clipart/clipart/geography/countrymaps/f/France.png |  |
| **Un élève** | **Une élève** | **Un casier** | **Une carte**  |  |

Il y a un/une \_\_\_\_\_ ……………………………….. *There is a \_\_\_\_\_.*

Il y a des \_\_\_\_\_ ……………………………………… *There are some \_\_\_\_\_\_.*

Il n’y a pas de \_\_\_\_................................... *There aren’t any \_\_\_\_\_\_.*

**Stations d’apprendre**

**Ordinateur**

A. <http://users.skynet.be/providence/vocabulaire/francais/bureau/bur1.htm>

* Choose the correct word from the dropdown menu

B. <http://www.languageguide.org/french/vocabulary/school/>

* Click on listening challenge
* Play track and click on the object that you hear

C. <http://www.quia.com/mc/2030922.html>

* Complete the matching activity.
* When you have finished, click on Start Over.
* Play at least three times.

D. <http://www.quia.com/mc/2303787.html>

* Complete the matching activity.
* When you have finished, click on Start Over.
* Play at least three times.

**Parlez !**

Complete the matching activity found at your station.

**Jouez !**

Divide into groups of 3 – 4 to play the following Games.

A. Pictionary

1. The youngest player will take the white board and dry erase marker.

3. S/he will draw one of the backpack vocabulary words while the others guess the French word.

4. Whoever guesses first will be the next to draw.

B. Play Hangman. You may use the words from this lesson or from any of the previous lessons (calendar, numbers, greetings, colors, etc.)

**Ecrivez!**

Write 10 sentences in French describing our classroom.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_