

Let's Chat! French

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CONVERSATION ACTIVITIES | THE PATHWAYS PROJECT

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Photo by Hue Herrick

Bienvenue à a **Let's Chat! French**, a collection of interpersonal speaking activities for the French classroom.

WHY A COLLECTION OF INTERPERSONAL SPEAKING ACTIVITIES?

Many language students consider the most challenging aspect of language learning to be speaking. What makes it so difficult? Out of the four skills (reading, writing, speaking, and listening), speaking is the only skill that actively requires the presence of another person. And yet, while tough, conversation or an innate desire to connect with others is often why our students enroll in language courses in the first place. They picture themselves traveling to new destinations, experiencing the target culture and engaging with native speakers. How can we best prepare them for this “real-world” experience in a language classroom?

Designing fun, authentic, and engaging speaking activities is often a time-consuming process, and we must develop our students’ ability to be spontaneous communicators. As a result, many instructors find themselves relying more on interpretive and presentational activities in their classrooms. While these activities are important to build valuable language skills, in our globalized world it is more important than ever that our students gain

“the ability to use language in real-world situations in spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language” (ACTFL Proficiency Guidelines, 2012, p.4). We want them to have the necessary speaking and listening skills to thrive when they engage with native speakers outside of the classroom! Being able to confidently engage in spontaneous conversations is the best skill for students to be able to use their language skills in the real world.

Language learners need 720 instructional hours to reach the advanced level and only 320 of those are typical for most university foreign language programs (General Accounting Office). Even in a four year high school program, only “15% of students reach a proficiency level near Intermediate-Mid, even after approximately 720 hours of study” (CASLS 2010). In other words, it is critical that we provide our students with as many opportunities as possible to engage in interpersonal communication in their target language.

In our Let’s Chat! Series, we hope to make it easier for language teachers to implement spontaneous conversation into their curriculum by providing “classroom-ready” activities that are exciting and culturally relevant, with the goal of providing teachers interactive lessons that are easily adaptable in order to facilitate active language learning.

In this book, we’ve provided a foundation of over 100 activities that you can use with your students, but we hope that you won’t stop there! These activities are designed to be revised and remixed, meaning that we encourage you to adapt the materials to fit the needs of your students and add into new original content or from other open educational resources (OER). We encourage you to share your feedback and the materials you create by emailing us at Pathwaysproject@boisestate.edu. Together, we can build a comprehensive collection of French interpersonal speaking activities!

We look forward to hearing from you,

The Pathways Project Team

References

ACTFL. (2012). ACTFL Proficiency Guidelines 2012. <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

Center for Applied Second Language Studies (CASLS), University of Oregon. (2010). How Many Hours of Instruction Do Students Need to Reach Intermediate-High Proficiency? <https://casls.uoregon.edu/wp-content/uploads/pdfs/tenquestions/TBQHoursToReachIH.pdf>

United States General Accounting Office (2002). Foreign Languages, Human Capital Approach Needed to Correct Staffing and Proficiency Shortfalls. (No.GAO-02- 375). Washington, DC: Author.

How to Use the Activities in this Book



Abby Cain, former Pathways Project team member, presents her project at the Pathways Project Showcase.

Each activity featured in this book is complete and ready to be implemented in your classroom.

Before you begin:

- Most activities are designed to be 30 minutes in duration, unless otherwise specified. Depending on the level of your students and size of the group you are working with, more or less time may be allocated.
- Be sure to read through the activity description and review the list of required materials.
- Every activity includes the required digital materials. For face-to-face activities, you may occasionally

need other supplies such as whiteboard markers or dice.

HOW TO FIND AN ACTIVITY



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=2520#oembed-1>

WHAT'S INCLUDED IN A PATHWAYS PROJECT ACTIVITY?

The following interactive photos will help you to learn more about what's included in each Pathways Project activity. Click on the + icon located next to the different activity sections to learn more.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=2520#h5p-90>



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=2520#h5p-91>

REVISE FOR YOUR LANGUAGE CLASSROOM:

Revising an activity allows you to adapt the activity to meet the unique needs of your language classroom. You can modify the activity instructions, add or take away a portion of the activity, or make adjustments to the Google Slideshow. **We have provided editable versions of all Google Slideshows and Printable Activity materials.**

GOOGLE SLIDESHOWS:



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=2520#oembed-2>

1. To begin, go to File -> Copy to create an editable version of the slideshow.
2. Once finished with your changes, please complete the following steps to share:
3. Click on Share
4. Who Has Access
5. Ensure link sharing is on and allow external access.

PRINTABLE ACTIVITY MATERIALS:



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=2520#oembed-3>

Most of our printable activity materials are developed using [Canva](#), a free online graphic design program. Before making changes to a material, you'll want to sign up for a free account.

If you're a K-12 educator, consider requesting a free [Canva for Education](#) account!

HOW TO REMIX AN ACTIVITY

Feeling creative? Language instructors sometimes feel reluctant to share back their great ideas, but we want to change that by making it easy to share back with the larger Pathways Project Community!

Try taking an activity to the next level by:

- Adding new content (something you've created or from another OER source)
- Additional activity suggestions
- New authentic materials

- Suggestions on implementing the activity in the classroom
- Localizing the content for a specific audience or group of learners



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=2520#oembed-4>

When you are ready to begin remixing the activity, simply look for the “**Remix This Activity**” link at the bottom of the activity page. This will then take you to a screen with a **NEW**, editable version of the activity. Please note that a free [OER Commons](#) account is required.

How are Pathways Activities Formatted?

ABOUT THE ACTIVITIES

The activities provided by the Pathways Project serve as interpersonal speaking activities which can be adapted by any language and scaled up or down on the proficiency scale. These activities seek to help students solidify their interpersonal speaking and interpretive skills through task-based situations or communicative activities and should be facilitated in the target language, for approximately 90% (or more), per the recommendation of the [American Council on the Teaching of Foreign Languages](#).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=2522#h5p-92>

Activity Format

1. We begin by introducing the **NCSSFL-ACTFL Can-Do Statements** for the activity and complete a **Warm-Up**. This helps students to prepare for the main activity, boost confidence and transition into the target language.
2. Next, we move on to a **Main Activity**. Time for a linguistic workout! The main activity is focused around tasks (i.e. the provided Can-Do Statements) and challenges students to use and apply what they are learning in class in a spontaneous manner.
3. Finally, we move on to a **Cool Down** and final review of the **NCSSFL-ACTFL Can-Do Statements**. The purpose of these final two activities is to help students to self-evaluate their progress on each of the can-

do statements and to boost confidence, hopefully ending on a happy note! (In other words, we hope to help students forget about how hard they just worked! 😊)

About the Pathways Project

ABOUT THE PATHWAYS PROJECT



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=3577#oembed-1>

The Pathways Project, an initiative from the [Department of World Languages](#) at Boise State University, is a collaborative network of open educational resources (OER) including instructional language teaching materials and professional development created by and uniquely for Idaho's K-16 language teachers and students.

Teachers and students participating in the Pathways Project come from different fields of study and schools across Idaho to create open (i.e., free), digital activities that support the teaching and learning of foreign languages and promote intercultural competence. We hope to impact the opportunities learners have to connect to the global world!

SUPPORT THE PATHWAYS PROJECT



Students and faculty involved in the Pathways Project work together to create high-quality open educational resources (OER) for Idaho's K-16 language classrooms. The activities, professional development, and other materials developed by the project are freely available to language instructors and students worldwide!

Your investment supports hiring undergraduate and graduate students who help to design and create OER and free/low-cost professional development for K-16 language instructors. It is because of you that we're able to make such an impact on the lives of many students, our community, and beyond.

[Give to the Pathways Project](#)

This link will take you to a direct page to give to the Pathways Project. Under designated funding source, "Pathways Project" should appear. If you do not see this as the designated source, please use the search button at the bottom of the page to search for "Pathways Project."

MEET THE PATHWAYS PROJECT TEAM

PROJECT CO-DIRECTORS

Kelly Arispe

Kelly Arispe (Ph.D. UC Davis), is an Associate Professor at Boise State University where she teaches upper-division Spanish Linguistics courses and Teacher Education courses in methods, literacy and assessment for pre-service language teachers. She is Program Coordinator for Language Secondary Education Majors and Director of the Graduate Certificate in [Computer Assisted Language Learning](#). Her primary research focuses on L2 pedagogy and CALL/MALL and intermediate and advanced language learners. Her current projects include using video tagging software to impact best practices in language teaching and the Pathways Project.



Amber Hoyer

Amber Hoyer (M.E.T), is the Director of the [World Languages Resource Center](#) at Boise State University where she supports faculty implementing educational technology and other innovative practice including OER, supervises an interdisciplinary team of student employees, and teaches a required course for language majors to prepare for attending graduate school or entering the workforce. Her current projects include supervising the creation of ancillary teaching materials in collaboration with university faculty, staff, students, and K-12 teachers, and managing the Pathways Project OER repository.



STUDENT TEAM MEMBERS (LISTED ALPHABETICALLY BY FIRST NAME)

This collection of activities would not be possible without the efforts of our student OER editors and conversation assistants! We invite you to learn more about present and past members of the Pathways team in this section.

*Note: The **World Languages Resource Center (WLRC)** at Boise State University is the hub for Pathways Project team members.*

(Listed alphabetically by first name)

Abby Cain

Conversation Assistant, OER Editor, and Lab Desk Assistant

Spanish Secondary Education Major

Language: Spanish

What are you up to now?

Teaching middle school Spanish in the West Ada School District in Boise, Idaho.

“Working at the WLRC throughout college prepared me so well for a career in education and gave me lifelong friendships I will always cherish.”

**Abby Daniels**

OER Editor

Global Studies Major, Korean Studies Minor

Language: Korean

“Working with the WLRC has inspired me and kept me inspired to learn Korean even when it is difficult because everyone that works here is so passionate about language learning.”

**Anna Gamino**

Conversation Assistant

English Major (Linguistics Emphasis), Arabic Studies Minor, Elementary and Intermediate Certificates in Arabic, French, and Spanish

Language: Arabic, French, Spanish



Annika Henderson

Conversation Assistant, Lab Desk Assistant

German and Global Studies Major, Arabic Studies Minor

Languages: Arabic, German

"I love the community of learners at the WLRC. We are all language learners, we share a similar passion, and we are passionate about helping others and forming a better global relationship."

**Antoine Abjean**

Conversation Assistant, Lab Desk Assistant

Mechanical Engineering Major,

Industrial Engineering Minor

Language: French

What are you up to now?

I am working in a career of project management and project engineering.



"[Working in the WLRC] was a great experience for me throughout, allowing me to grow in social aspects as well as develop my creativity."

Armilene Cabrerros

Conversation Assistant

Communications Major, ASL & Ethnic Studies Minor

Languages: ASL, Tagalog

"I'm excited to be working here, because it allows me to gain experience for my future career, in the future I hope to be teaching secondary education in ASL. I also love being able to work here, because it allows for me to be able to share my love for this language with others!"



Ashlyn Nutting*Conversation Assistant, Lab Desk Assistant*

Spanish and Linguistics Double Major, Global Studies Minor

Language: Spanish

"The WRLC has been an integral part of my academic career as a Spanish major, and I'm excited to contribute to other students' experiences by joining the conversation assistant team. I also think that language learning in general is awesome, and I'm really looking forward to helping to make it more accessible and available by creating free resources for educators."

**Ashley Johnson***OER Editor, Team Lead Assistant*Strategic Communications Major,
German Minor

Language: German

"My time spent here at the WRLC has been amazing. I have loved working in such a positive and diverse environment. Working on OER and Pressbooks has been a fulfilling process and I am so excited that we get to share it with all of you 😊"

**Audra Dooley***Conversation Assistant*

Kinesiology Major, ASL Minor

Language: ASL

"I have loved learning ASL and think that learning any language should be accessible to everyone. Learning other languages is so important to be able to make communication easier and it should not be expensive to learn."

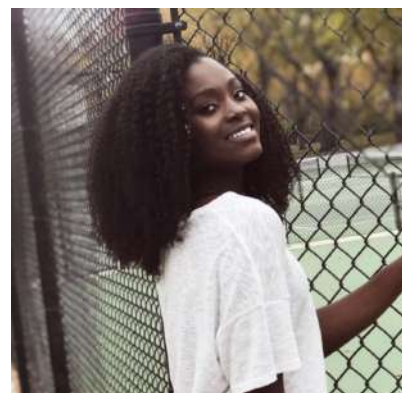


Berty Nlemvo*Conversation Assistant*

International Business Major, Marketing and French Minor

Language: French, Lari

I'm excited to be working here because I think it is a great experience to have. I think doing this so far has taught me that it is one thing to speak the languages and another thing to explain it. I'm learning new skills and excited to learn more!"

**Blake Simony***Conversation Assistant, Lab Desk Assistant*

Communications and Spanish Double Major, Psychology Minor

Language: Spanish

What are you up to now?

I work at a non-profit organization that helps Colorado residents and businesses find the best health insurance options for themselves. I do communications and marketing: writing technical documents, copywriting for the website, and assisting with internal communications.



"These conversation activities helped build language skills with the students I worked with, but they also improved my own Spanish proficiency and made me a better conversationalist."

Brooke Staszkw*Conversation Assistant, OER Editor*

Spanish Secondary Education Major with English Teaching Endorsement

Language: Spanish



Bree Manchester*Conversation Assistant*

English Teaching Major, Japanese Studies Minor

Language: Japanese

"I personally love learning languages, and I love having the opportunity to experience art and culture outside of the small world I've grown up in. I'm excited to share these resources for students that want to expand their world the same way I did."

**Brenna McNeil***OER Editor*

German Secondary Education Major,

Global Studies Minor

Language: German

"[The WLRC is the] best group of people I have worked with! It is always so fun to get to share our love of languages together!"

**Camille Daw***OER Editor, Lab Desk Assistant*

History Major

Language: German

What are you up to now?

Currently I am focusing on my M.A. in Public History at Boise State. I am in the process of curating an exhibit on the Japanese American confinement experience during World War II to be displayed in the Albertson's Library and I work at the Old Idaho Penitentiary.

"I started in the WLRC as one of the earliest OER editors. Working alongside the team, everyone contributed so many ideas and input on this project. The e-books would not be where they are today without the hard work that everyone has put in over the years. Working at the WLRC was an amazing experience that exposed me to so many different languages, cultures, and ways to learn about these languages and cultures."

Cassy Ponga*Conversation Assistant*

Molecular Biology Major with Biomed emphasis (pre-dental)

Language: French

What are you up to now?

I'm still an International student at Boise State, Junior standing and will apply for dental school in the Spring of 2022. I'm also a first year Resident Assistant (RA).

"It was really nice to connect and have conversations with people that are willing to learn more about another culture. I think having a conversation lab assistant allows students to become more confident, involved and accelerates their learning process."

**Chinatsu Kaneko***Conversation Assistant*

Sustainability Studies Major

Languages: Japanese and French a bit

"I know learning a new language is a hard thing because I am learning too. I want to help students who study Japanese and Japanese is a less commonly taught language so I want to be a part of promoting Japanese here. Also I am doing a similar thing (conversation assistant) in my university for international students, so I like to do this kind of thing!! It's interesting that I can know what students have interest in about Japan."

**Chloe Pampush***Conversation Assistant, Lab Desk Assistant*

Graphic Design Major, German Minor

Language: German

What are you up to now?

I am working as a WordPress Developer at a local marketing agency.

"I loved working at the WLRC! I built life-long friendships, was able to contribute to a larger cause, and developed leadership skills that are helping me to this day!"



Chloe Robinson

Conversation Assistant, Lab Desk Assistant
Spanish and Health Sciences Double Major
Language: Spanish

What are you up to now?
Continuing my studies at Boise State!

**Claire Oberg**

Conversation Assistant, OER Editor, Lab Desk Assistant
Dual Elementary Education and Special Education
Major, ASL Minor
Language: ASL

What are you up to now?
4th grade public school teacher

"Working at the WLRC for almost three years provided me with so much exposure to different cultures and languages. It provided me with a community of diverse people where we all came together to create conversation activities for Boise State language students but with the goal to support other language learners and teachers from all over!"

**Claire Werlin**

Conversation Assistant, Lab Desk Assistant
Elementary Education Major
Language: ASL

What are you up to now?
I am about to finish up my MEd through Boise State! After graduating, I will be pursuing a Kindergarten teaching position (hopefully at a bi-lingual school)!

"I look back so fondly on my time at the WLRC! It was such a valuable experience for me to develop my Spanish language skills and connect with others. I also loved working with such amazing coworkers!"



Collin Dauenhauer*Conversation Assistant*

History Major, ASL Minor

I'm excited to be working here because I think it will be great experience for my future career which is hopefully teaching history and ASL! So this will prepare me to create activities for ASL and history in a sense. And it's also great to be working with such cool people!

**Cora Lytle***OER Editor*

International Business major, Japanese Studies Minor

Language: Japanese

"Some of my best academic experiences have been facilitated by language learning programs and alongside fellow language learners. Creating accessible and easy to use educational resources is so exciting because language builds community!"

**Daum Jung***OER Editor, Conversation Assistant*

Nursing Major

Language: Korean



Daniela Toledo*Conversation Assistant, Lab Desk Assistant*

International Business Major, Entrepreneurship Minor

Language: Spanish

"I am excited to be a part of the WLRC because I love teaching other students my mother tongue, and having fun while learning a new language. I also like being part of the WLRC team and creating an impact by providing free language activities for K-16 teachers. I am learning a lot when I prepare for my labs about different Latin American cultures, similarities, and differences, and I know the knowledge I am developing is going to be helpful for my professional journey after I graduate."

**Danielle Snyder***OER Editor*

Psychology Major, Spanish Minor

Language: Spanish

Deana Nassans*Conversation Assistant, Lab Desk Assistant*

Accounting and International Business Double Major, Japanese Studies Minor

Language: Japanese

What are you up to now?

I am currently working in San Jose as a tax accountant at one of the Big 4 accounting firms. I handle tax returns for Japanese expats who come to the US on assignments. I usually spend the weekends hanging out with my dog Buddy Boy!

"My experience at the WLRC has helped me improve my communication skills. It also helped me make new friends and open up to others."

**Delaney Obaldia***Conversation Assistant, OER Editor, Lab Desk Assistant*

Psychology Major, ASL Minor

Language: ASL

What are you up to now?

I am working full time and getting a Master's degree at Boise State in school counseling!

"I loved working at the World Language Resource Center, I met two of my best friends and my husband there. The WLRC will always be a special place for me!"



Denise Hutchins*Conversation Assistant*

Illustration (BFA) Major, Japanese Studies Minor

Language: Japanese

What are you up to now?

I'm currently finishing up my capstone illustration project, a bilingual picture book featuring animal onomatopoeia in Japanese and English. After I graduate in December, I'll continue this book project, illustrating all the main animal onomatopoeia, and getting the book published by a relevant publisher or through Kickstarter. After that, I will move on to my next illustrated book project!

"Connecting with people through our shared journey of learning a new language is a uniquely rewarding experience. No matter what other similarities or differences we may have, or whether we are on the teaching or learning side of the coin, when we're all aiming for the same language goals, we naturally end up having fun while making progress together. Having fun while learning is the ultimate educational experience, an experience I am grateful to have shared while working at the WLRC."

**Derek Cross***OER Editor, Lab Desk Assistant*

History Major, Chinese Studies Minor

Language: Chinese

What are you up to now?

Working at the Gift Planning Office at UC Berkeley and looking into graduate programs.

Elián Tovar*Conversation Assistant*

Elementary Education TESOL/ENL Major, Romance Languages Minor

Language: Spanish

"The opportunity that I have to be a part of the WLRC is amazing because this is helping me to get experience for when I am in my future classroom and teaching them how to speak a language."



Emily Blackburn*OER Editor, Lab Desk Assistant*

French, Secondary Education Major, Visual Art Minor

Languages: French, Portuguese

What are you up to now?

I am now a high school French teacher in the Treasure Valley!

"Some of my best friends to this day are those that I met working at the WLRC. I worked with so many amazing people and learned so much that helped me become the educator I am today."

**Emily Hawley***Conversation Assistant, Lab Desk Assistant*

Spanish Secondary Education Major

Language: Spanish

Emily Muro*Conversation Assistant, OER Editor, Lab Desk Assistant*

German Secondary Major, Spanish Minor

Languages: German and Spanish

"I'm very excited to help create free language activities for K-16 teachers, because I plan on teaching world languages! I believe learning languages helps us see into the minds of others and helps us build relationships. Learning languages has opened up a lot of doors for me, and I hope to provide my future students with the same, and more opportunities than I have had."

**Emma Eason***OER Editor*

German Secondary Education Major, History Minor and Teaching Endorsement

Language: German

"I loved the positive environment I worked in at the WLRC and all the new relationships I was able to make!"

**Emma Wilkinson***Conversation Assistant, OER Editor, Lab Desk Assistant*

Elementary Education Major (Literacy Endorsement), ASL Minor

Language: ASL

"Working in the WLRC is a great place for people who are invested in learning to not only work together but share their passion for language! It's been an incredible experience and one I wouldn't trade!"

Erica Laursen

Conversation Assistant, OER Editor

German Major, TESOL Certification

Language: German

What are you up to now?

I'm working at the city's local community center and fulfilling my passion of connecting and learning about others through my travels!

"I had an amazing time working in the WLRC! The tools and resources that I was introduced to have been so beneficial, not only in lesson planning and creating activities, but in my day to day life. I learned more than I thought I would and it was fun to see my growth in my abilities and knowledge. I am incredibly grateful for the amazing connections and life long friends that I made and I will be forever grateful for Amber and the time I spent working with the WLRC!"

**Ethan Hoggan**

Conversation Assistant, Lab Desk Assistant

English Major, Linguistics Emphasis, History Minor

Language: Japanese

What are you up to now?

I worked as a tutoring lead at CWI for a year, and am tentatively looking at graduate programs in crisis management.

"The best part of the WLRC was the people surrounding me. My coworkers were not only inspirational, but were also kind, enjoyable people. It was such a joy spending time each day with such incredible peers, and the WLRC is still one of my favorite places I've ever worked for."



Gabby Bates

Conversation Assistant, OER Editor, Lab Desk Assistant
Accountancy and Spanish Double Major
Language: Spanish

What are you up to now?

I am working at a public accounting firm in Portland, Oregon.

“The WLRC is such a fantastic place on Boise State’s campus. I am so lucky to have been a part of it for the 3 years that I was.”

**Gabrielle Mahias**

Conversation Assistant
History Major (Human and Social Sciences in my home country)
Languages: French, English, Turkish, German (and a little Spanish and Italian)

“It’s incredible to be able to share our knowledge to each other nowadays (one century ago it was not even imaginable). It’s crazy and I think it’s this opportunity that excite me the most!”

**Germán Tovar**

Conversation Assistant, Lab Desk Assistant
Electrical Engineering Major
Language: Spanish

“Working in WLRC as a conversation lab assistant is helping me be more confident at the time to talk. I’m a shy person!”



Grace McGrorty*Conversation Assistant, Lab Desk Assistant*

Global Studies Major, Japanese Studies Minor

Languages: Japanese, Korean, Latin and Spanish

"Learning Japanese is an ongoing process for me, and I believe that being part of the WLRC team will help me with my own language skills. I am also excited to be part of a friendly team that shares a passion for language learning. I have created free language learning resources for OER before, so I am looking forward to expanding upon those materials and creating more activities that can benefit more teachers and learners."

Halle Robertson*Conversation Assistant, Lab Desk Assistant*

Multidisciplinary Studies Major, Japanese Studies Minor, Leadership Certificate

Language: Japanese

"It has been a great time teaching and learning languages at the WLRC!"

**Hannah Steiner***Lab Desk Assistant*

Linguistics Major, Chinese Studies Minor, TESOL Certificate

Language: Chinese

What are you up to now?

I am about to enter my final semester of my MA TESOL and Applied Linguistics program at University of Wisconsin-Milwaukee. I am about to start my thesis project where I am creating an entire ESL writing program curriculum from scratch for a local adult education non-profit organization! After graduating with my MA, I plan to set off overseas and teach around Asia for a few years!

"I learned a TON working at the WLRC about creating quality, meaningful speaking activities for students learning foreign languages. As a graduate student I have been able to apply the skills I gained as a front desk assistant creating the Chinese speaking materials to my lesson plans and materials creation projects for classes. It has really given me a leg up over my peers who might not have any materials creation experience, and I am looking forward to using that knowledge and skill more creating lessons for my future students!"

**Hideaki Furukawa***Conversation Assistant*

Marketing Major

Language: Japanese



Ibrahim Alotaibi*Conversation Assistant, OER Editor*

Master of Public Administration, Bachelor of Business Administration

Language: Arabic

“Working in the WLRC was one of my best experiences for learning about leadership, solving problems, and developing.”

**Iris Torres***Conversation Assistant, Lab Desk Assistant*

Spanish Secondary

Education Major

Language: Spanish

“The WLRC has given me a lot of experience to grow in my communicational and organizational skills. I love to meet other people who also love to learn languages and learn from them. It is a great place to do an internship or work. I am so thankful for this opportunity.”

**Jacob Steele***Conversation Assistant*

Kinesiology Major with Emphasis in Pre-Allied Health, ASL Minor

Language: ASL

What are you up to now?

Finishing up my undergrad and looking to pursue PA school as well as possibly pursuing interpreting school.

“The WLRC fosters learning, has friendly staff, great conversation assistants, and always has the best interest of language students.”



Jaelyn Quisel*OER Editor*

Spanish and Integrated Media and Strategic Double Major

Language: Spanish

"I'm excited to be involved because this project seems like the perfect intersection of my interests and skills by being able to write and edit content in Spanish. On top of that, I loved my Spanish teachers that used cultural engagement and artifacts to teach the language, and I am excited to help build resources for that kind of learning!"

**Jasmine Wall***Conversation Assistant, OER Editor*

French and Global Studies Double Major

Language: French

"I am excited to create free language activities for K-16 teachers, because I am passionate about foreign language education, and I can't wait to see how making these activities from my team accessible to such a wide range of fellow educators and students makes a difference in language learning across Idaho and beyond!"

**Jorge Corea***Conversation Assistant, OER Editor, Lab Desk Assistant*

International Business Major, French Minor

Languages: French, Spanish

What are you up to now?

I graduated from Boise State and now I'm doing my OPT.

"Learning French was one of my most cherished experiences in Boise. Learning and teaching in the WLRC was an important part of my college career."

Josepha Sowanou*Conversation Assistant*

French Secondary Education Major

Language: French

"I loved teaching and interacting with students."

Julia Dryer*Conversation Assistant, Lab Desk Assistant*

Global Students Major (Sustainable Futures Emphasis), Spanish Minor
Languages: German, Spanish

"I think the work being done in the WLRC is amazing! I am so impressed with the amount of materials there are across a variety of topics and levels. It makes it so fun to come to work!"

**Kailyn Phillips***Conversation Assistant, Lab Desk Assistant*

Psychology and Spanish Double Major
Language: Spanish

"I strongly believe that access to education and educational materials should be readily available to everyone! Learning is one of my greatest passions, and being a part of an organization that facilitates that process is something that I am super excited about!"

**Katherine Bukhantsov***OER Editor*

German Major, Linguistics, English Literature, and Global Studies minor
Languages: Russian and German

"I am always excited to be involved in anything language related, so this project is no exception. I'm also really glad to be a part of something that encourages others to learn other languages and provide resources that would help accomplish their language goals."

**Kaden Davis***Conversation Assistant, Lab Desk Assistant*

Computer Science Major, Japanese Minor
Language: Japanese

Kaho Otsuki*Conversation Assistant*

Pre-Business Major
Language: Japanese

Kennedy Steinau

Conversation Assistant, Lab Desk Assistant

Biology with an emphasis in Ecology, Evolution, and Behavior Major, ASL Minor
Language: ASL

"ASL is such a useful language that is hardly taught because there are not a lot of teachers and options to teach it. I am excited to make ASL more accessible to everyone who wants to learn it and also bring attention to Deaf culture. It's such a beautiful language and culture! The world would benefit from even just having access to resources for ASL!"

**Keslee Seegmiller**

Conversation Assistant, Lab Desk Assistant

Creative Writing Major, Spanish Minor
Language: Spanish

"I am excited to strengthen my teaching and lesson creating skills, so I can one day teach my own children."

Lillie Cobb

Conversation Assistant

Spanish and Psychology Double Major
Language: Spanish

"I'm excited to be a part of the WLRC because I can practice my Spanish and provide evidence for why the language has the rules it does. I am also able to learn more about a language I truly have a passion for. While discovering a new love for teaching the language, I am actively learning more as well. This is such a unique experience—creating language activities for a broad spectrum of ages which have the opportunity to reach so many people and touch several lives. I'm eager to continue learning!"



Lily Nelson

Conversation Assistant, OER Editor

French Major

Languages: French

"I love fun and engaging curriculum! I think that being able to help create it sounds like so much fun, and provides so many opportunities to make language learning accessible to more people. As for conversation labs, I love being able to speak in French—it's my favorite language. :)"



Madison Mackey

Conversation Assistant

Biology (Biomedical, Molecular and Cellular)

Major, ASL Minor

Language: ASL



Madalen Bieter Lete

Conversation Assistant, Lab Desk Assistant

Spanish and Kinesiology (Exercise Science Emphasis) Double Major, Iberian Studies and Basque Studies Minors

Languages: Basque, Spanish

What are you up to now?

I will be receiving my Doctorate in Physical therapy and Master in Public Health in May 2022!

"I will always cherish the friends I made working at the WLRC both with other lab assistants and students in my conversation labs. It definitely helped keep my passion for languages & culture alive!"

Madelynn Ruther

Conversation Assistant

French Secondary Education Major

Language: French

Accessibility is so important in the classroom! It's important to me that teachers don't have to pay for access to learning. I also think this allows teachers access to fun, creative activities that they can spend less time editing rather than creating something entirely new!



Manon Pretesesille

Conversation Assistant

French Secondary Education Major

Language: French

"I absolutely love working as a French conversation assistant! I want to become a French Teacher and this experience has helped me improve my teaching skills and get to know Boise State's students who are learning French!"

Mardy Morales

Conversation Assistant, OER Editor, Lab Desk Assistant

Language: Spanish

Spanish, Secondary Education Major

What are you up to now?

I teach Spanish 1 and 2 at a high school in the West Ada School District.

"Working at the World Language Resource Center was one of the best experiences of my life. It helped me think about my career path for the future, learn more about technology and so much more!"



Mark Nelson*Conversation Assistant, Lab Desk Assistant*

Spanish and Psychology Double Major

Language: Spanish

"I am excited to be a part of the WLRC because we encourage people to become bilingual in order to understand other cultures and languages. By understanding other cultures and languages, we double our understanding of the world around us and help us to be available for assistance to many more people, through verbal communication and cultural interpretations. In my short time at the WLRC I have learned about many different cultures and immersed myself with proficient Spanish speakers who have been extremely helpful on my journey to learning a new language. Being a lab assistant has been so rewarding on many levels."

**Mary Alania***Conversation Assistant, Lab Desk Assistant*

Writing, Rhetoric and Technical Communication Major

Language: Japanese

What are you up to now?

Client contract management at an accounting firm.

**Mary Berheim***Conversation Assistant*

German Secondary Education Major

Language: German

What are you up to now?

I am currently studying abroad at the Technische Universität Dortmund in Germany!

"I love how the WLRC turns studying a language into a community and provides the opportunity to meet peers both in your own language of study as well as in others."

**Maya Grubaugh***Conversation Assistant, Lab Desk Assistant*

Spanish Major, English Minor

Language: Spanish

"Even though I'm the one leading the labs, working at the WLRC has really helped me grow as a student. I've developed stronger speaking skills, a stronger command of the language overall, and I've had the incredible opportunity to work with Boise State's amazing language students! Thank you to everyone who has been part of my experience here!"

Megan Beiler

Conversation Assistant, Lab Desk Assistant

Health Sciences and Spanish Double Major

Language: Spanish

Where are you now?

I am in graduate school in Chicago, IL getting a doctorate in occupational therapy. Right now I am living in Ecuador and completing a clinical fieldwork rotation at a pediatric outpatient clinic (& using Spanish every day!)

"My whole experience working at the WLRC was amazing. I loved getting to meet and work with so many people, expand my knowledge, and confidence, using Spanish and learn skills that I still use to this day. Hands down one of the best jobs I've ever had."



Megan Joerger

Social Media Assistant

Nursing Major, Spanish minor

Language: Spanish

"I am looking forward to working in the WLRC because I love the encouraging, fun, and imaginative environment that students have created. This is an opportunity that will allow me to share people's diverse perspectives and voices and encourage people from all walks of life to want to learn another language!"

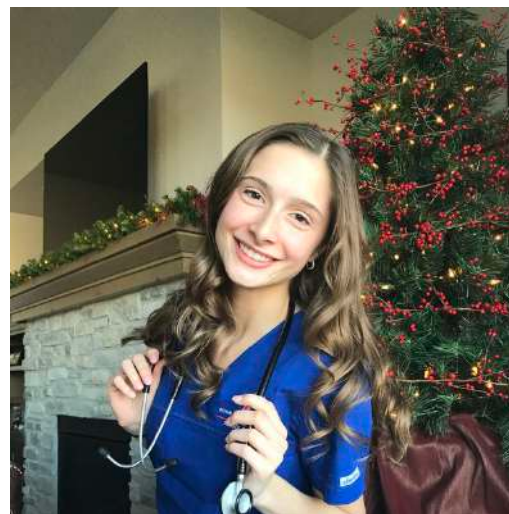
Miguel Mancias

Conversation Assistant, Lab Desk Assistant

Electrical Engineering Major

Language: Spanish

"I have learned so much about how languages are great at creating opportunities and new experiences."



Mimi Fahnstrom*OER Editor, Team Lead Assistant*

Criminal Justice and Psychology Major, Intermediate French Certificate

Language: French

"The WLRC is a place where I feel accepted and welcome. Language and culture are two things that always bring people together, so working at the WLRC is always filled with wonderful people and a fantastic atmosphere for learning and making connections with others."

**Monica Potts***Conversation Assistant*

Psychology and Art Double Major, ASL Minor

Language: ASL

"This is my second semester working as an ASL conversation lab assistant and I love helping my students learn signs and seeing them grow. This position has not only helped me maintain my signing capabilities but it has allowed me to fall in love with ASL all over again."

**Naia Robinson***Conversation Assistant*

Global Studies Major, Intermediate and Elementary German Certificates

Language: German

What are you up to now?

I am currently living in Australia. I work at the Australian – American Fulbright Commission, where I am passionate about promoting cross-cultural learning!

"I loved working in the WLRC. It really inspired a love for content creation and opened up a future for curriculum and language activity creation."



Natalie Mendoza*OER Editor*

Social Work Major, Spanish and Family Studies Minors

Language: Spanish

"I am very excited to work at the WLRC because it gives me an opportunity to use my Spanish, whether it is speaking, reading, or writing it."

**Océane Aubagnac***Conversation Assistant*

International Business Major

Languages: French, and a bit of Spanish

"The most exciting part for me is sharing knowledge and culture, I really enjoy sharing what I can with people eager to learn. I give my time to these classes but I think it brings me a lot in return!"

**Patrick Duvall***Conversation Assistant, OER Editor, Lab Desk Assistant*

Spanish Major, Teaching Certification

Language:

Spanish and beginning to study

Portuguese



"I am excited to be in the WLRC as it gives me a chance to help students better understand and speak a second language, and then from there themselves go on with a better understanding of other cultures and languages around the world! The United States is a Spanish speaking country as is much of the Americas and I am proud to help, even if just a little bit, students engage with this other aspect of the world, our country and the Americas as a whole!"

Reagan Solomon

Conversation Assistant, OER Editor, Lab Desk Assistant

German Major

Language: German

“Working at the World Languages Resource Center has been such an eye-opening experience and has taught me so much about what it is like to be a language teacher.”

Robin Wagner

Conversation Assistant, OER Editor, Lab Desk Assistant

English Education Major

Languages: French, German

“It was great to be working with all these awesome people while providing many opportunities to learn about different cultures.”

Robyn Holland

Conversation Assistant

Social Work Major, ASL Minor

Language: ASL

“I am excited to use ASL and help others learn about a language I am so passionate about.”

Ryan Byrd

Conversation Assistant, Lab Desk Assistant

Mechanical Engineering Major

Language: Spanish

What are you up to now?

I’m a field service engineer at turn-key medical, working on x-ray equipment.

“The WLRC is the best!”

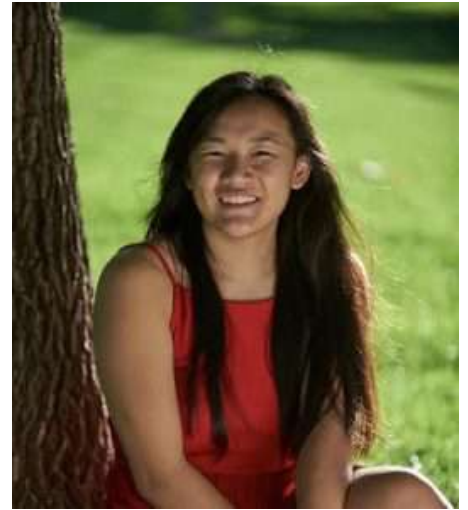


Rylie Wieseler*OER Editor*

Global Studies Major, French Minor

Language: French

"I've loved working for the WLRC! Everyone is super kind and helpful, and I've found my passion for education through my work as a French OER editor."

**Sara Bakari***Conversation Assistant, Lab Desk Assistant*

Languages: Arabic

**Serena Krause***Conversation Assistant*

English Teaching Major, American Sign Language Minor

Language: ASL

"Working at the WLRC is such a rewarding experience! Utilizing our language skills and being able to teach those skills to others is what makes the job so enjoyable!"

Sharon Westbrook*OER Editor*

French Major

Language: French

What are you up to now?

I am teaching junior high French in the Boise School district.

“The WLRC is an amazing resource for teaching as well as learning.”

**Shawn Moak***OER Editor*

German Major, History Minor

Language: German

“German is my major and the WLRC at Boise State has been an awesome resource. I have loved working on the OER project and can’t wait to use it as a German educator after University.”

**Shelby Cole***OER Editor*

Biology Major, Elementary and Intermediate

German Certificate

Language: German

“The atmosphere in the WLRC is amazing and it makes me feel like I am able to ask questions.”

Sophie Campbell

Lead Social Media Assistant

Communication Major, German Minor, Public Relations Certificate

Language: German



Sophia Orm

Conversation Assistant

Chemistry Major, ASL, Biology, and Criminal Justice Minor

Language: ASL

"I love expanding my understanding of different cultures and think it is something everyone should experience. I want to give students the opportunity to do the same."



Taylor Ewing

Conversation Assistant, Lab Desk Assistant

Interdisciplinary Studies Major, ASL and Business minors, Innovation and Design certificate

Language: ASL

"I enjoy practicing my ASL and watching the new students gain a better understanding of the language. While this does not directly help with my target career, being able to work with a variety of people and create activities for different skill levels are helpful tools for the future."

Tea Recanzone

OER Editor, Conversation Assistant

Spanish Secondary Education Major

Language: Spanish

What are you up to now?

I am currently studying abroad in Alicante, Spain for the Fall 2021 semester!

"I absolutely loved working at the WLRC because it gave me a good perspective of what it will be like to be a future high school Spanish teacher."



Thaïs Lacar*Conversation Assistant*

Public Health Major, Spanish Minor

Language: Spanish

"I'm excited to be working here because this is a great opportunity to consistently speak in Spanish. Being comfortable in speaking Spanish will be a useful skill in my future career as healthcare systems continue to evolve and globalize in response to global health needs."

**Theadora Callahan***Conversation Assistant*Linguistics Major, Japanese Studies Minor,
Elementary Arabic Certificate

Languages: Arabic and Japanese

What are you up to now?

I moved to Colorado! And work at the Nordstrom Ebar at the Park Meadows Mall.

"Working at the WLRC was life changing. My students, my coworkers, my boss, and all the opportunities that were given to me made all the hardships of college worth it."

**Tori Fisher**

Conversation Assistant, Lab Desk Assistant

Education, ASL Minor

Languages: Proficient in French and learning ASL

"As someone who wants to be a middle school teacher, I'm excited to have the opportunity to work on these activities and to be a part of such an enthusiastic and positive community!"



Yulilana Cisneros

Conversation Assistant, Lab Desk Assistant
Spanish Secondary Education Major
Language: Spanish

What are you up to now?
I'm a Spanish middle school teacher.



Yurim Lee

OER Editor, Conversation Assistant
Language: Korean
Intensive English Program (IEP) Student

"I'm excited to be working here because it is good opportunity for me. I can teach Korean and also learn English. And I can meet good people here!"



Zahra Akbari

OER Editor
Biology Major
Language: German

What are you up to now?
Planning to graduate next year!

"I love how everyone is always willing to help you in the WLRC!"



Additional Pathways Project Team Members

American Sign Language

- Amanda Adams

- Armilene Cabreros
- Bridget Lawrence
- Carly Souhrada
- Emily Harrison
- Izabelle Finner
- Gabi Jones
- Kate Maryon
- Megan McAllister
- Rebecca Mulgrew
- Samantha Showers
- Sarra Foerster
- Tiana Gratiot

French

- Justin Snyder
- Samantha Lind

German

- Alexandria Crandall
- David Crasper
- Jacob Cortez
- Nicole Woychick
- Sarah Lausch
- Stephi Arth

Japanese

- Cation Jones
- Haruna Ishikawa
- Kaoru Mitsukude
- Sarah Dowd
- Yurika Mochida

Spanish

- Alexis Araiza
- Alejandra Garcia
- Alejandro Montoya
- Austin Robishaw

- Ashley Potzernitz
- Carla Lara
- Cecilia Morales
- Daniel Felix
- Jenna Del Toro
- Jordyn Preble
- Kimberly Murphy
- Ismenia Gallegos
- Linzy Carpenter
- Madi Goertzen
- Mariela Montoya
- Mayra Saldivar
- Nicholas Sulier
- Ninna Payne
- Sergio Sarmiento
- Sue Juarez
- Zachary Zaleski

Thematic Table of Contents

Looking for activities that cover a specific theme? This **Thematic Table of Contents** lists common themes (such as family, food, shopping, etc.) in world language classes and the associated activities in this Pressbook collection. Try using the search button below to find an activity!

	Thematic Topic	Associated Keywords	Related Activities
	The Alphabet and Survival Phrases	tongue-twisters, useful phrases	French Level 1, Activity 01 , French Level 1 Activity 01 Online , French Level 1 Activity 03 , French Level 1 Activity 03 Online , French Level 3 Activity 11 , French Level 3 Activity 11 Online
	Around the House and Living Arrangements	parts of a house, furniture	French Level 2 Activity 12 , French Level 2 Activity 12 Online

	Thematic Topic	Associated Keywords	Related Activities
	The Arts, Movies, Music, etc.	movies, music, art, TV shows, theater, museums	French Level 4 Activity 09 Online , French Level 4 Activity 10 Online , French Level 4 Activity 12 Online , French Level 4 Activity 13 Online
	City Life	city life, errands, money, banking, post office, describing locations	French Level 1 Activity 09 , French Level 1 Activity 09 Online

	Thematic Topic	Associated Keywords	Related Activities
	Days of the Week, Months, Time, and Holidays	days of the week, schedules	French Level 1 Activity 06 , French Level 1 Activity 06 Online
	Daily Routines/Chores	Chores and daily routines	French Level 3 Activity 04 Face-to-Face , French Level 3 Activity 05 , French Level 3 Activity 05 Online , French Level 3 Activity 12 , French Level 3 Activity 12 Online

	Thematic Topic	Associated Keywords	Related Activities
	Describing Appearance and Personality	adjectives, physical appearance, personality, personal information	French Level 1 Activity 03 , French Level 1 Activity 03 Online
	Directions	commands related to directions, landmarks, expressions used to give directions, stations/stops	French Level 2 Activity 09 , French Level 2 Activity 09 Online , French Level 3 Activity 02 , French Level 3 Activity 02 Online , French Level 3 Activity 13 , French Level 3 Activity 13 Online

	Thematic Topic	Associated Keywords	Related Activities
	The Environment and Outdoors	nature, the environment, conservation, pollution	French Level 4 Activity 03 Online , French Level 4 Activity 04 Online , French Level 4 Activity 07 Online , French Level 4 Activity 08 Online
	Family	identifying people, family members, pets	French Level 1 Activity 08 , French Level 1 Activity 08 Online , French Level 1 Activity 11 , French Level 1 Activity 11 Online

	Thematic Topic	Associated Keywords	Related Activities
	Food	food, food descriptions, meals, restaurants, recipes, menus	French Level 1 Activity 13 , French Level 1 Activity 13 Online , French Level 3 Activity 04 Online
	Free Time and Hobbies	pastimes, weekend activities, leisure time	French Level 2 Activity 02 , French Level 2 Activity 02 Online , French Level 2 Activity 04 , French Level 2 Activity 04 Online

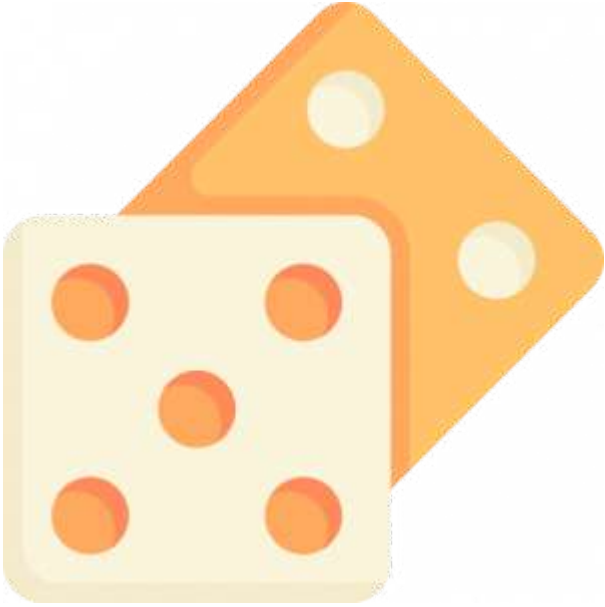
Thematic Topic	Associated Keywords	Related Activities
	Grab Bag	ice breakers, Learning about culture, cognates
	Greetings and Introductions	greetings, introductions, expressions of courtesy, asking about someone's well-being

[French Level 1 Activity 01](#), [French Level 1 Activity 01 Online](#), [French Level 1 Activity 04](#), [French Level 1 Activity 04 Online](#), [French Level 1 Activity 10](#), [French Level 1 Activity 10 Online](#), [French Level 2 Activity 05](#), [French Level 2 Activity 05 Online](#), [French Level 3 Activity 03](#), [French Level 3 Activity 03 Online](#)

[French Level 1 Activity 02](#), [French Level 1 Activity 02 Online](#), [French Level 2 Activity 01](#), [French Level 2 Activity 01 Online](#), [French Level 3 Activity 01](#), [French Level 3 Activity 01 Online](#)

Thematic Topic	Associated Keywords	Related Activities
	Health and the Body	symptoms, medical conditions, illness
	Invitations/ Parties/Social Events/ Holidays	invitations, accepting an invitation, rejecting an invitation, making plans

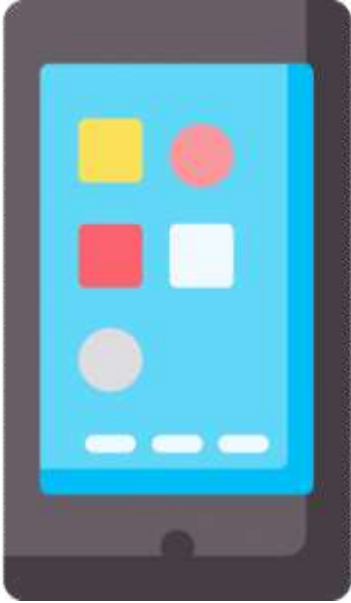
Thematic Topic	Associated Keywords	Related Activities
	Jobs and Careers	professions, occupations, business environments French Level 4 Activity 01 Online , French Level 4 Activity 03 Online
	Numbers	small numbers, large numbers, ordinal numbers French Level 1 Activity 09 , French Level 1 Activity 09 Online , French Level 2 Activity 03 , French Level 2 Activity 03 Online

Thematic Topic	Associated Keywords	Related Activities
	Review Games	Jeopardy, Bingo
	Seasons and Weather	weather, time of year

[French Level 1 Activity 14](#), [French Level 1 Activity 14 Online](#), [French Level 2 Activity 08](#), [French Level 2 Activity 08 Online](#), [French Level 2 Activity 14](#), [French Level 2 Activity 14 Online](#), [French Level 2 Activity 14](#), [French Level 2 Activity 14 Online](#), [French Level 2 Activity 14](#), [French Level 3 Activity 14 Online](#), [French Level 4 Activity 06 Online](#), [French Level 4 Activity 11 Online](#), [French Level 4 Activity 14 Online](#)

[French Level 2 Activity 04](#), [French Level 2 Activity 04 Online](#), [French Level 3 Activity 01](#), [French Level 3 Activity 01 Online](#)

	Thematic Topic	Associated Keywords	Related Activities
	School	classroom, academic life, fields of study, academic subjects, days of the week, class schedules	French Level 1 Activity 06 , French Level 1 Activity 06 Online
	Shopping	clothing, fashion	French Level 2 Activity 06 , French Level 2 Activity 06 Online , French Level 2 Activity 07 , French Level 2 Activity 07 Online

Thematic Topic	Associated Keywords	Related Activities
	Story-Telling memories, talking about what happened	French Level 2 Activity 13 , French Level 2 Activity 13 Online , French Level 3 Activity 07 , French Level 3 Activity 07 Online
	Technology home electronics, computers, the internet, cars, text messages, cellphones, social media, the future	French Level 3 Activity 08 , French Level 3 Activity 08 Online , French Level 3 Activity 09 , French Level 3 Activity 09 Online

Thematic Topic	Associated Keywords	Related Activities
 Travel	hotels, transportation, travel complications, world destinations, Francophone countries	French Level 4 Activity 05 Online , French Level 2 Activity 09 , French Level 2 Activity 09 Online , French Level 2 Activity 10 , French Level 2 Activity 10 Online

Credits: All icons on this page are from [Freepik.com](#).

Table of Contents- Idaho GEM Course Sequencing

The following table of contents is formatted to align with the course sequencing used by [Idaho General Education Matriculation \(GEM\)](#) Courses:

FACE-TO-FACE



Photo by Yan Krukov, via Pexels

FRENCH 101, FACE-TO-FACE

- [First Year French, Activity 01: Les virelangues / Tongue Twisters \(Face-to-Face\)](#)

- [First Year French, Activity 02: Salutations et présentations / Greetings and Introductions \(Face-to-Face\)](#)
- [First Year French, Activity 03: Identifier les gens / Identifying People \(Face-to-Face\)](#)
- [First Year French, Activity 04: Les mots apparentés / Identifying Cognates \(Face-to-Face\)](#)
- [First Year French, Activity 05: La vie universitaire et scolaire / University and School \(Face-to-Face\)](#)
- [First Year French, Activity 06: Quel est votre horaire ? / What's Your Schedule ? \(Face-to-Face\)](#)
- [First Year French, Activity 07: Révision et "avoir" / Review and "avoir" \(Face-to-Face\)](#)
- [First Year French, Activity 08: Mon arbre généalogique / Family Tree \(Face-to-Face\)](#)
- [First Year French, Activity 09: Les numéros et les villes / Numbers and Cities \(Face-to-Face\)](#)
- [First Year French, Activity 10: Jeu de devinette / I-Spy \(Face-to-Face\)](#)
- [First Year French, Activity 11: Les animaux domestiques / Pets \(Face-to-Face\)](#)
- [First Year French, Activity 12: Les invitations / Invitations \(Face-to-Face\)](#)
- [First Year French, Activity 13: J'ai faim ! / Food \(Face-to-Face\)](#)
- [First Year French, Activity 14: Revision de la fin du semestre / End of Semester Review \(Face-to-Face\)](#)

FRENCH 102, FACE-TO-FACE

- [First Year French, Activity 15: Les introductions / Introductions \(Face-to-Face\)](#)
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- [First Year French, Activity 28: La révision / Review \(Face-to-Face\)](#)

FRENCH 201, FACE-TO-FACE

- [Second Year French, Activity 01: L'été / Summer \(Face-to-Face\)](#)
- [Second Year French, Activity 02: Donner et recevoir des instructions / Giving and Receiving Directions \(Face-to-face\)](#)

- [Second Year French, Activity 03: Comparatif et Superlatif / Comparative and superlative \(Face-to-Face\)](#)
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- [Second Year French, Activity 05: Les verbes réflexifs / Reflexive Verbs \(Face-to-Face\)](#)
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- [Second Year French, Activity 07: Passé composé et l'imparfait / The Past Tense \(Face-to-Face\)](#)
- [Second Year French, Activity 08: La Technologie / Technology \(Face-to-Face\)](#)
- [Second Year French, Activity 09: Ma voiture de rêve / My Dream Car \(Face-to-Face\)](#)
- [Second Year French, Activity 10: Le conditionnel / The Conditional Tense \(Face-to-Face\)](#)
- [Second Year French, Activity 11: Comment dire qu'on est d'accord ou qu'on n'est pas d'accord / How to Say You Agree or Disagree \(Face-to-Face\)](#)
- [Second Year French, Activity 12: Faire les courses / Running Errands \(Face-to-Face\)](#)
- [Second Year French, Activity 13: Où se trouve / Where is it located? \(Face-to-Face\)](#)
- [Second Year French, Activity 14: Jeopardy Review Game \(Face-to-Face\)](#)

FRENCH 202, FACE-TO-FACE

-

ONLINE INSTRUCTION



Photo by: Matthew Henry, via Burst

FRENCH 101, ONLINE INSTRUCTION

- [First Year French, Activity 01: Les virelangues / Tongue Twisters \(Online\)](#)
- [First Year French, Activity 02: Un accueil / Meet and Greet \(Online\)](#)
- [First Year French, Activity 03: Les caractéristiques / Characteristics \(Online\)](#)
- [First Year French, Activity 04 : Les mots apparentés / Cognates \(Online\)](#)
- [First Year French, Activity 05: L'école / School \(Online\)](#)
- [First Year French, Activity 06: Les jours de la semaine / Days of the Week \(Online\)](#)
- [First Year French, Activity 07: "Avoir" / "To have" \(Online\)](#)
- [First Year French, Activity 08: La famille et les amis / Family and Friends \(Online\)](#)
- [First Year French, Activity 09: Quartiers à Paris / Neighborhoods in Paris \(Online\)](#)
- [First Year French, Activity 10: Jeu de devinette / I-Spy \(Online\)](#)
- [First Year French, Activity 11: Les animaux domestiques / Pets \(Online\)](#)

- [First Year French, Activity 12: Les invitations / Invitations \(Online\)](#)
- [First Year French, Activity 13: La nourriture / Food \(Online\)](#)
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- [First Year French, Activity 22: Jeu de révision : Jeopardy / Jeopardy Review Game \(Online\)](#)
- [First Year French, Activity 23: Bon Voyage ! / Have a good trip! \(Online\)](#)
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- [First Year French, Activity 25: L'impératif et les adverbes / The imperative and adverbs \(Online\)](#)
- [First Year French, Activity 26: La maison / Home life \(Online\)](#)
- [First Year French, Activity 27: Imparfait et Passé composé / The past tense \(Online\)](#)
- [First Year French, Activity 28: La révision / Review \(Online\)](#)

FRENCH 201, ONLINE INSTRUCTION

- [Second Year French, Activity 01: L'été / Summer \(Online\)](#)
- [Second Year French, Activity 02: Donner et recevoir des directions / Giving and Receiving Directions \(Online\)](#)
- [Second Year French, Activity 03: Devoir et Vouloir / "To Have To" and "To Want" \(Online\)](#)
- [Second Year French, Activity 04: Les aliments / Foods \(Online\)](#)
- [Second Year French, Activity 05: Les verbes réflexifs / Reflexive Verbs \(Online\)](#)
- [Second Year French, Activity 06: J'ai mal ! / I'm sick! \(Online\)](#)
- [Second Year French, Activity 07: Passé composé et l'imparfait / The Past Tense \(Online\)](#)
- [Second Year French, Activity 08: La technologie / Technology \(Online\)](#)
- [Second Year French, Activity 09: Ma voiture de rêve / My Dream Car \(Online\)](#)
- [Second Year French, Activity 10: Le conditionnel / The Conditional Tense \(Online\)](#)
- [Second Year French, Activity 11: Les expressions / Expressions \(Online\)](#)
- [Second Year French, Activity 12: Faire les courses / Running Errands \(Online\)](#)

- [Second Year French, Activity 13: Les directions / Directions \(Online\)](#)
- [Second Year French, Activity 14: Jeopardy Review Game \(Online\)](#)

FRENCH 202, ONLINE INSTRUCTION

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- [Second Year French, Activity 16: L'Environnement de travail / The Work Environment \(Online\)](#)
- [Second Year French, Activity 17: Sauvons la planète / Save the Planet \(Online\)](#)
- [Second Year French, Activity 18: En plein air \(Protégez la faune\) / Outdoors \(Protect the Fauna\) \(Online\)](#)
- [Second Year French, Activity 19: Les pays francophones du monde / Francophone Countries of the World \(Online\)](#)
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- [Second Year French, Activity 21: L'énergie nucléaire en France / Nuclear Energy in France \(Online\)](#)
- [Second Year French, Activity 22: Les parcs nationaux / National Parks \(Online\)](#)
- [Second Year French, Activity 23: Après le spectacle / After the Show \(Online\)](#)
- [Second Year French, Activity 24: La musique française / French Music \(Online\)](#)
- [Second Year French, Activity 25: Pictionary Review \(Online\)](#)
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- [Second Year French, Activity 27: Un pitch de film / A Film Pitch \(Online\)](#)
- [Second Year French, Activity 28: Jeopardy Review Game \(Online\)](#)

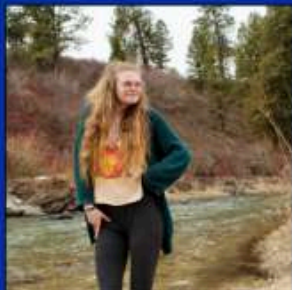
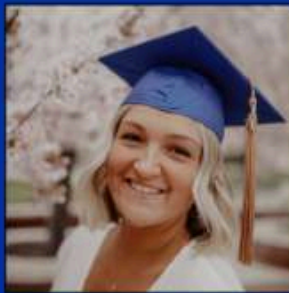
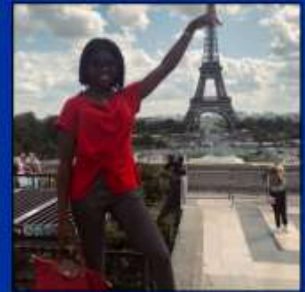
Frequently Asked Questions



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=2524#h5p-93>

FRENCH LEVEL 1, FACE-TO-FACE ACTIVITIES



Photos of past and present Pathways Project student team members

😄 French Level 1, Activity 01: Les virelangues / Tongue Twisters (Face-to-Face)



People vector created by pikisuperstar - www.freepik.com

Description: In this activity, students will gain exposure to different French sounds. They will practice the alphabet and common tongue twisters. Students won't have to worry about the meaning of what they're saying, it's just about getting comfortable moving their mouths in a new way.

Semantic Topics: tongue twisters, accents, introduction, pronunciation, alphabet, virelangue, pronunciation, basic building blocks of language, les composantes de base d'une langue, phonétique

Products: Tongue twisters, virelangues

Practices: Playing behavior, for fun/amusement, practiced during casual conversations with friends/family

Perspectives: How do you think this linguistic game, generally played by francophone children, helps to develop their language and pronunciation skills?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of French and their native language.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- COMP 1.2: Identify patterns and explain discrepancies between the sounds and the writing system in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can say the names of each letter in French.
- I can spell my name in French.
- I can identify the sounds of and name at least five letters with accents in French, é (accent aigu), è (accent grave), ç (cedille), ë/ï (tréma).
- I can identify the sounds of the letter combinations qu, ou, au.

Materials Created for You:

- Paper
- [Pronunciation Practice Cards](#)
- [Tongue Twister Cards](#)
- [Google Slide Presentation](#)

Would you like to revise the materials? Access the template(s) below:

- [Pronunciation Practice Cards](#) (Canva Template, free account required)
- [Tongue Twister Cards](#) (Canva Template, free account required)

PREVIEW THE GOOGLE SLIDE PRESENTATION



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=23#h5p-70>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

Aujourd'hui, nous allons apprendre l'alphabet français et nous entraîner à dire des sons différents qui sont utilisés dans la langue. (Today, we are going to learn the French alphabet and practice saying different sounds used in the language.)

2. Distribute a blank piece of paper to each student.

Maintenant que chaque personne a une feuille de papier, écrivez votre nom dessus. Après, nous allons apprendre l'alphabet et nous entraîner à écrire nos noms. (Now that each person has a piece of paper, write your name on it. After, we will learn the alphabet and practice spelling out our names.)

3. After teaching the students the alphabet, have them go around and spell their names in French.

MAIN ACTIVITY

1. Tell the students they are going to practice their pronunciation of French words.

Maintenant nous allons nous entraîner à prononcer des sons français. Ces sons pourraient être un peu gênant/difficile à dire, mais ne vous inquiétez pas. Vous devez simplement vous familiariser avec eux. (Now we are going to practice pronouncing French sounds. They might be a little awkward to say, but don't worry. You should just be getting familiar with them.)

2. Hold up one of the Pronunciation Practice Cards and tell the students to repeat the words after you.

Je vais vous montrer une carte avec de différents mots français qui ont des sons spécifiques. Écoutez et répétez chaque mot après moi. (I am going to hold up a card with different French words exhibiting a specific sound. Repeat the words after I say them to you.)

3. Go through each Pronunciation Practice Card making sure the students are using correct pronunciation.

4. After you finish going through these cards, tell the students that they are going to practice saying common tongue twisters in French. Make sure you let them know that they do not need to understand what the cards say and that it is more important that they practice pronunciation.

Maintenant que nous nous sommes entraînés à prononcer des sons courants en Français, nous allons dire quelques virelangues. Ne vous inquiétez pas si vous ne comprenez pas la phrase, concentrez-vous simplement sur la prononciation. (Now that we have practiced common sounds in French, we are going to practice saying common tongue twisters. Don't worry about understanding the sentence, just focus on pronunciation.)

5. Hold up one of the Tongue Twister Cards and read the sentence slowly. Have the students repeat the sentence after you.

Je vais vous montrer une carte avec un virelangue dessus. Écoutez et répétez chaque phrase après moi. (I am going to hold up a card with a tongue twister on it. Repeat the sentence after I say it to you.)

6. Continue going through the rest of the Tongue Twister Cards.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quel son était le plus difficile à prononcer pour vous?* (Which sound was the most difficult for you to pronounce?)
- *Quel virelangue était le plus difficile pour vous ?* (Which tongue twister was the most difficult for you?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can say the names of each letter in French.
- I can spell my name in French.
- I can identify the sounds of and name at least five letters with accents in French, é (accent aigu), è (accent grave), ç (cedille), ë/ï (tréma).
- I can identify the sounds of the letter combinations qu, ou, au.

CULTURAL NOTES

The word virelangue is a neologism and a tracing of the English word tongue-twister ("which twists the tongue"). But it denotes a type of pun that is itself very old. According to Claude Gagnière, the word virelangue would be a creation of 1911 by Antonin Perbosc who francized a Languedocian expression ("la lengo t'a virat" or "as virolengat", the tongue has forked you). [Claude Gagnière, *Des mots et des merveilles*, [Robert Laffont](#), 1994, 741 p., Diction - p284-291]

How to Remix a Pathways Project Activity

Feeling creative? The Pathways Project needs your help in remixing activities for the K-12 classroom.

Try taking an activity to the next level by:

- Add new content (something you've created or another OER source)
- Contribute additional activity suggestions
- Integrate authentic materials such as videos, infographics, photos, etc.
- Suggest how to implement the activity in the classroom
- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

We want to make it easy to share back with the larger Pathways Project Community! Simply, click this [link](#) to remix this activity.

Please consider sharing your remixed activity with us by emailing the activity link to Pathwaysproject@boisestate.edu so that Pathways continues to grow!

If this is your first time remixing, check out our one minute tutorial below:



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=23#oembed-1>

👋 *French Level 1, Activity 02: Salutations et présentations / Greetings and Introductions (Face-to-Face)*



People vector created by freepik – www.freepik.com

Description: Students will practice introducing themselves, greeting someone, and answering how they are doing. They will also learn greetings for different times of the day.

Semantic Topics: introductions, greetings, time of day, places, les salutations, présentations, l'heure, structure of questions, correct subject and verb placement in a sentence, la structure d'une question, l'arrangement des verbes et des noms dans une phrase

Products: La bise, handshake, a verbal greeting

Practices: Giving a kiss as a greeting, the use of forms of discourse (formal vs. informal)

Perspectives: Name a situation in which it would be important to remember to use formal language with someone.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.
- Standard 4.2: Students demonstrate understanding of the concept of culture through

comparisons of francophone cultures and their own.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meanings (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- COMP 1.1: Observe formal and informal forms of language.

NCSSFL-ACTFL Can-Do Statements:

- I can say hello and goodbye to someone my age or younger, my professor, an adult, or someone I don't know.
- I can introduce myself and others.
- I can respond to an introduction.
- I can greet and take leave from someone using polite rehearsed behaviors.

Materials Needed:

- [Person cards](#): 12 famous/everyday people from the Francophone-speaking world. Printed & Laminated
- [Time of Day cards](#): Printed & Laminated
- [Warm up cards](#): Printed & Laminated
- [Google Slide Presentation](#)
- [Worksheet](#) [OPTIONAL USE] Use this interactive worksheet as a supplemental tool for the corresponding Pressbook Conversation Activity. It can be used as a way to keep students engaged, provide a place for them to take notes, and track their learning.

Would you like to make changes to the materials? Access the template(s) below:

- [Person cards](#) (Canva Template, free account required)
- [Time of Day cards](#) (Canva Template, free account required)
- [Warm up cards](#) (Canva Template, free account required)

- [Worksheet](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=24#h5p-2>

WARM-UP

1. Begin by introducing the Can-Dos and displaying the Rencontrer et Saluer Google slideshow on the projector screen.

Commencez par présenter les « Can-Dos » et montrez le « Rencontrer et Saluer » Google présentation sur l'écran de projection.

2. First ask the students: "Hello! How are you? I am _____. Today, we are going to practice introductions."

D'abord, demandez aux étudiants: « Bonjour! Comment-allez vous ? Je suis/vais____. Aujourd'hui, nous allons pratiquer les introductions. »

3. Distribute the red and blue warm up cards amongst the students. Model putting the cards in order. Have the students work together to put the cards in order. Then ask two students to "play out" the situation.

Distribuez les cartes rouges et bleues aux étudiants. Montrez aux étudiants comment mettre les cartes en ordre. Demandez-leur de travailler ensemble pour obtenir des scénarios avec les cartes. Par exemple: « Voici une conversation entre deux personnes. Essayez de les mettre en ordre. »

4. Brainstorm with the students by asking them how to say hi, bye, etc. and write them on the whiteboard. They can use these as a cheat sheet during the main activity:

Réfléchissez avec les étudiants en leur demandant comment dire bonjour, au revoir, etc. puis écrivez ces mots au tableau. Ils peuvent les utiliser comme un « cheat sheet » pendant l'activité principale:

- Greetings: (Hello)
 - *Bonjour, Bonsoir, Salut, Coucou, (Faire la bise ou se donner une poignée de mains)*
- Goodbye:

- *Au revoir, Ciao, Salut, À plus tard, À plus, À bientôt, À la prochaine, Bonne journée, Bonne soirée*
- How is it going:
 - **(Comment)** *ça va? Quoi de neuf? Comment allez-vous/vas-tu? Tu vas/vous allez bien?*
- Nice to Meet You:
 - *Enchanté/e, Plaisir de faire votre connaissance, Ravi/e de vous faire votre reconnaissance, Ravi/e de vous rencontrer*

You can also explain “la bise” in France. Show them the map with the different regions and how many kisses they give depending on where they are in the country. (**Resources at the bottom of the page)

MAIN ACTIVITY

1. Have students pick a Time of Day Card (this will determine if we use “Bonjour / Bonsoir”).

Choisissez une carte avec une période de la journée (cela permettra de déterminer si l'on utilise “Bonjour/Bonsoir”).

2. Have each student pick a card with a person. This is the person the students will introduce themselves as and pretend to be.

Chaque étudiant doit choisir une carte. Il s'agira de la personne que l'étudiant devra présenter et prétendre être.

3. Do steps 1 and 2 yourself to show the students what they will be doing.

Faites les étapes 1 et 2 afin de démontrer aux étudiants ce qu'ils devront faire.

4. Have students converse (greetings, introductions, basic questions) as if they were in the scenario, walking around the room. The students should make sure to be aware of whether the person they are talking to requires an informal or formal response.

Demandez aux étudiants de converser entre eux tout en jouant leurs rôles. Les étudiants doivent s'assurer de parler de manière formelle ou informelle, selon la personne à qui il/elle s'adresse.

5. Once everyone has had an opportunity to practice, trade the cards.

Lorsque tous les étudiants auront eu l'opportunité de converser, échangez les cartes.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quel est votre mot ou votre phrase préférée pour dire "bonjour" ?* (What is your preferred way to say hello?)
- *Quel est votre mot ou votre phrase préférée pour dire "au revoir" ?* (What is your preferred way to say goodbye?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can say hello and goodbye to someone my age or younger, my professor, an adult, or someone I don't know.
- I can introduce myself and others.
- I can respond to an introduction.
- I can greet and take leave from someone using polite rehearsed behaviors.

CULTURAL RESOURCES

Resources explaining la bise (Warm-up):

- [Combien de bises ? \(free.fr\)](http://free.fr)



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=24#oembed-1>

REMIX THIS ACTIVITY

How to Remix a Pathways Project Activity

Feeling creative? The Pathways Project needs your help in remixing activities for the K-12 classroom.

Try taking an activity to the next level by:

- Add new content (something you've created or another OER source)
- Contribute additional activity suggestions
- Integrate authentic materials such as videos, infographics, photos, etc.
- Suggest how to implement the activity in the classroom
- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

We want to make it easy to share back with the larger Pathways Project Community! Simply, click this [link](#) to remix this activity.

Please consider sharing your remixed activity with us by emailing the activity link to Pathwaysproject@boisestate.edu so that Pathways continues to grow!

If this is your first time remixing an activity, check out our [one minute tutorial](#) below:



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=24#oembed-2>

👋 *French Level 1, Activity 02: Salutations et présentations / Greetings and Introductions (Face-to-Face)- Remix by Sharon Westbrook*



Remixed by Sharon Westbrook
Riverglen Junior High

Description:

Students will practice introducing themselves, greeting someone formally and informally at different times of day, and answering how they are doing. They will also learn about how to do *la bise* and about the geopolitical divisions of France. This activity has been revised to make it more appropriate for students in

grades 7-9. Can-Do statements have been changed to focus on self, images more suitable for junior high students have been added, and vocabulary and instructions have been glossed and simplified.

Semantic Topics:

introductions, greetings, time of day, places, les salutations, présentations, l'heure, structure of questions, correct subject and verb placement in a sentence, la structure d'une question, l'arrangement des verbes et des noms dans une phrase, départements, départements, la bise, gauche, droite, right, left.

Products:

La bise, handshake, a verbal greeting, *départements* in France

Practices:

Giving a kiss as a greeting, the use of forms of discourse (formal vs. informal)

Perspectives:

Name a situation in which it would be important to remember to use formal language with someone.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.

- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- COMP 1.1: Observe formal and informal forms of language.

NCSSFL-ACTFL Can-Do Statements:

- I can say hello and goodbye to a friend, someone older, or someone I don't know.
- I can introduce myself.
- I can respond to an introduction.
- I can greet and take leave from someone using polite rehearsed behaviors.

INTERPRETIVE ACTIVITY



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=3603#oembed-1>

Video that explains how to do *la bise* in France, maps that explain how many kisses to give, when to start with the left or right cheek, and how France is divided geopolitically.

Materials Needed:

[Person cards](#): 12 famous/everyday people from the Francophone-speaking world. Updated 2022 to reflect more current celebrities. Printed & Laminated

[Time of Day Cards](#): Changed midi to après-midi. Printed & Laminated

Warm-up cards [informal](#) and [formal](#): Simplified vocabulary for middle school level students, created second set of cards using “tu” in addition to “vous.” Printed & Laminated

[Google Slides Presentation](#) – revised with added interpretive activities and materials

[Worksheet](#) [OPTIONAL USE] Use this interactive worksheet as a supplemental tool for the corresponding Pressbook Conversation Activity. It can be used as a way to keep students engaged, provide a place for them to take notes, and track their learning.

Would you like to make changes to the materials? Access the template(s) below:

- [Person Cards](#) (Canva template, free account required)
- [Time of Day Cards](#) (Canva template, free account required)
- [Warm up Cards](#) (Canva template, free account required)
- [Worksheet](#) (Canva Template, free account required)

WARM-UP

1. Begin by introducing the Can-Dos and displaying the Rencontrer et Saluer [Google slides presentation](#) on the projector screen.

Commencez par présenter les « Can-Do's » et montrez le « Rencontrer et Saluer » Google slides présentation sur l'écran de projection.

2. First ask the students: « *Bonjour! Comment-allez vous? Je suis/vais___. Aujourd'hui, nous allons pratiquer les introductions.* » (Hello! How are you? I am___. Today, we are going to practice introductions.)

3. Put students in groups of 2-4. Distribute either 1 set of formal or informal cards to each group. Model putting the cards in order. Have the students work together to put the cards in order. Then ask two students to “play out” the situation by reading the dialogue out loud to their partner or in their small group.

Mettez les élèves en groupes de 2 ou 4. Distribuez les cartes informels ou formels aux étudiants. Montrez aux étudiants comment mettre les cartes en ordre. Demandez-leur de travailler ensemble pour obtenir des scénarios avec les cartes. Par exemple: « Voici une conversation entre deux personnes. Essayez de les mettre en ordre. »

4. Ask the students to match ways to say hi, bye, etc. on slide #4 of the Google slide presentation. Write them on the whiteboard. They can use these as a cheat sheet during the main activity:

Réfléchissez avec les étudiants en leur demandant de relier comment dire bonjour, au revoir, etc. sur diapo numéro 4 du

Google slide presentation. Écrivez ces mots au tableau. Ils peuvent les utiliser comme un « cheat sheet » pendant l'activité principale:

Teachers may want to include some of the vocabulary below.

Greeting: *Bonjour, Bonsoir, Salut, Coucou, (Faire la bise)*

Goodbye: *Au revoir, Ciao, Salut, À plus tard, À bientôt, À la prochaine, Bonne journée, Bonne soirée*

How is it going: (Comment) *ça va? Quoi de neuf? Comment allez-vous/vas-tu? Tu vas/vous allez bien?*

Nice to Meet You: *Enchanté, Plaisir de faire votre connaissance, Ravi de vous rencontrer*

MAIN ACTIVITY

Interpretive Reading:

Detailed teacher instructions are in the speaker notes on each slide in the Google slide presentation.

1. Have students watch the video on how to do *la bise* on slide #5.

Regardez la vidéo sur diapo #5.

2. Ask students the questions on slide #6.

Posez les questions sur diapo #6 aux élèves.

3. Have students draw a chocolate kiss and write the elements of how to do *la bise*.

Dessinez un bonbon en form de "Hershey's kiss" et écrivez les étapes de la bise.

4. Show students slides #8-11, ask the questions on the slides, and review the answers.

Montrez diapos #8 à 11 aux élèves, posez les questions, et discutez les réponses.

Interpersonal Speaking:

Review the instructions on slide #12 with students.

Revisez les instructions sur diapo #12 avec les élèves.

1. Have students pick a card with a time of day (this will determine if we use "Bonjour/Bonsoir").

Choisissez une carte avec une période de la journée (cela permettra de déterminer si l'on utilise "Bonjour/Bonsoir").

2. Have each student pick a card with a person. This is the person the students will introduce themselves as and pretend to be.

Chaque étudiant doit choisir une carte. Il s'agira de la personne que l'étudiant devra présenter et prétendre être.

3. Do steps 1 and 2 yourself to show the students what they will be doing.

Faites les étapes 1 et 2 afin de démontrer aux étudiants ce qu'ils devront faire.

4. Have students converse (greetings, introductions, basic questions) as if they were in the scenario, walking around the room. The students should make sure to be aware of whether the person they are talking to requires an informal or formal response.

Demandez aux étudiants de converser entre eux tout en jouant leur rôle. Les étudiants doivent s'assurer de parler de manière formelle ou informelle, selon la personne à qui il/elle s'adresse.

5. Once everyone has had an opportunity to practice, trade the cards.

Lorsque tous les étudiants auront eu l'opportunité de converser, échanger les cartes.

WRAP-UP

Ask the following question(s) to finish the activity:

1. *Quel est ton mot préféré pour dire « bonjour »?* (What is your preferred way to say hello?)
2. *Quel est ton mot préféré pour dire « au revoir »?* (What is your preferred way to say goodbye?)

Teachers can then explain how to use the word *bisous* as per the speaker notes on slide #13.

Cultural Resources

Video in French with French and English subtitles explaining how to greet someone in France in more detail:
<https://www.youtube.com/watch?v=W9JaRy7iPf0&t=1s>

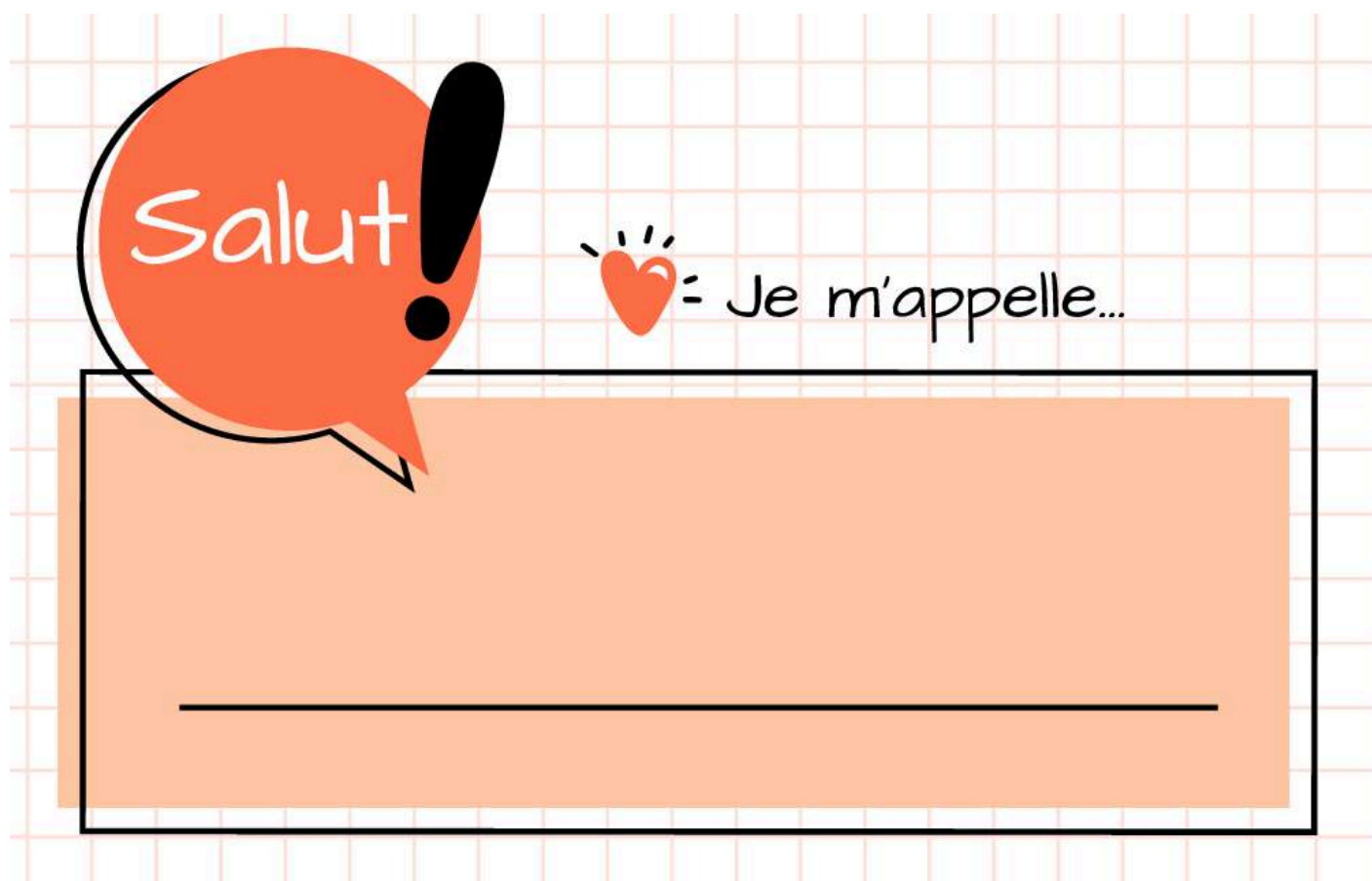
END OF ACTIVITY

- Read Can-Do statements once more and have students evaluate their confidence.
(Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can say hello and goodbye to a friend, someone older, or someone I don't know.
- I can introduce myself.
- I can respond to an introduction.
- I can greet and take leave from someone using polite rehearsed behaviors.

🧑♀ French Level 1, Activity 03: Identifier les gens /
Identifying People (Face-to-Face)



Label vector created by freepik – www.freepik.com

Description: In this activity, students will identify themselves using characteristics in French. They will ask a partner questions about themselves to identify what the person is like and will then describe their

partner to others.

Semantic Topics: stereotypes, identifying people, descriptions, identifier les gens, les stéréotypes, introductions, adjectives, les adjectifs, origines, façons de former des questions, forming questions

Products: Stereotypes, generalizations, identifying characteristics

Practices: Used to make friends and engage in lighthearted conversations

Perspectives: Stereotypes noted by the French can be a way for them to make fun of/mock themselves (e.g. always being on strike, drinking wine, and smoking cigarettes). These stereotypes are heavily influenced by regional cultures and often reinforced through international media.

- What can we do, as foreigners, to separate stereotypes of culture from their reality? In other words, how can we look past stereotypes and generalizations to better understand cultures different than our own?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meanings (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- COMP 1.1: Observe formal and informal forms of language.

NCSSFL-ACTFL Can-Do Statements:

- I can recognize basic cultural differences.
- I can describe myself and someone that I know. (Relationship, nationality, characteristics)
- I can respond to basic questions about my background.

Materials Needed:

- iPad
- ["Cliché" Video](#)
- [Worksheet](#) [OPTIONAL USE] Use this interactive worksheet as a supplemental tool for the corresponding Pressbook Conversation Activity. It can be used as a way to keep students engaged, provide a place for them to take notes, and track their learning.

Would you like to make changes to the materials? Access the template(s) below:

- [Worksheet](#) (Canva Template, free account required)

WARM-UP

1. Begin by introducing the Can-Dos for today's activity. Play a few minutes of the video, "Cliché" (make sure to turn on the subtitles).



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=26#oembed-2>

2. After, ask students which stereotypes they have heard or believed.

"Quels sont les stéréotypes que vous connaissez des Français ? Est-ce qu'il y a des stéréotypes auxquels vous croyez ? Pensez-vous que les Français ont des stéréotypes contre les Américains ? Lesquels ?" (What are the stereotypes you know about the French? Are there any stereotypes you believe? Do you think the French have stereotypes against Americans? Which ones?)

3. Make sure to explain that although some of these stereotypes do exist, rarely do we find individuals who fit all aspects. France is very multicultural and has habitants from all over:

Bien que certains de ces stéréotypes existent, nous trouvons rarement des personnes qui correspondent à tous les aspects. La France est un pays multiculturel et compte des habitants de partout.

L'Algérie: 702,000

Le Maroc: 645,000

L'Afrique sub-saharienne: 644,000

MAIN ACTIVITY

1. First, have students practice going around describing themselves using phrases such as:

Premièrement, les étudiants doivent pratiquer comment se décrire :

- *"Comment t'appelles-tu ?"*
- *"Est-ce que vous êtes/tu es Américain(e) ?"*
- *"Je m'appelle (nom)"*
- *"Je suis Américain(e)/ Canadien(ne)/Anglais(e)/ Italien(ne), etc."*
- *"Je suis d'origine américaine/ algérienne/ sénégalaise/ irlandaise/ française, etc."*

- *"Je suis étudiant(e)/ copain/ copine/ sœur/ frère/ fille/ fils, etc."*

2. Next, have students choose a person they know. This could be a roommate, parent, partner, etc. (if they want, have them show a picture to the rest of the group)

Ensuite, les étudiants devront choisir une personne qu'ils connaissent, il peut s'agir d'un colocataire, un parent, un partenaire, etc. (s'ils le désirent, ils peuvent montrer une photo au reste du groupe)

3. Ask them who this person is using phrases like

Demandez-leur qui est cette personne en utilisant les phrases:

- *"Il (elle) s'appelle comment ?"*
- *"Comment est-il (elle) ?"*

4. Have them practice using phrases to describe this person such as:

Les étudiants doivent pratiquer à utiliser les phrases ci-dessous afin de décrire des personnes:

- *"(Nom) est mon/ma colocataire/ mère/ père/ sœur/ copain/ copine, etc."*
- *"Il/elle est américain(e)..."*
- *"Il/elle est poli(e)/ réservé(e)/ intelligent(e)/ élégant(e)/ sociable/ gentil(le)/ méchant(e), etc."*
- *"Il/elle aime/ il/elle n'aime pas..."*

WRAP-UP

Ask the following question to finish the activity:

- *Si vous pouviez déménager dans un pays francophone, lequel serait-il ? Pourquoi ?* (If you could move to a francophone country, which one would it be? Why?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can recognize basic cultural differences.
- I can describe myself and someone that I know. (Relationship, nationality, characteristics)
- I can respond to basic questions about my background.

CULTURAL NOTES



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/pathwaysfrench/?p=26#oembed-1>

A video where French people discuss stereotypes that other countries have about France!

How to Remix a Pathways Project Activity

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- Contribute additional activity suggestions
- Integrate authentic materials such as videos, infographics, photos, etc.
- Suggest how to implement the activity in the classroom
- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=26#oembed-3>

◆ French Level 1, Activity 04: Les mots apparentés / Identifying Cognates (Face-to-Face)



Abstract vector created by katemangostar – www.freepik.com

Description: In this activity, students will be identifying French cognates in a French magazine article. They

will also have the opportunity to practice their comprehension of cognates with bingo.

Semantic Topics: cognates, bingo, magazine, les mots apparentés, individual words, mots individus

Products: Cognates, les mots apparentés

Practices: Used when learning a new language, les mots apparentés can aid in comprehension

Perspectives: Cognates are sometimes used to study the origins of words. How can cognates help us to better understand other languages?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements:

- I can use French/English cognates to help improve my understanding in unfamiliar situations.
- I can identify common false cognates to avoid misunderstandings.
- I can comprehend the overall topic of an article in a French magazine.

Materials Needed:

- White board markers
- Bingo chips
- Laminated French magazines (provided by teacher)
- [Cognate Bingo Callers Card](#)
- [Cognate Bingo Cards](#)
- [Google Slide Presentation](#)

Would you like make changes to the materials?

- To add more words or make changes to this set of bingo cards go to mfbc.us/e/hm58zw



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=27#h5p-71>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity and distributing a white board marker and a laminated French magazine article to each student.

Aujourd'hui, nous allons parler des mots apparentés. (Today we are going to talk about cognates.)

2. Ask your students if they know what a cognate is.

Qu'est-ce qu'un mot apparenté ? (What is a cognate?)

3. Then, explain what a cognate is.

Un mot apparenté est un mot qui est similaire en Français et en Anglais. Par exemple, le mot "moderne" en Français est "modern" en Anglais. En plus, le mot "romantique" en Français est "romantic" en Anglais. "Modern" et "romantique" sont les mots apparentés. (A cognate is a word that sounds very similar in English and French. For example, the word "moderne" in French is "modern" in English. Also, the word "romantique" in French is "romantic" in English. Moderne and romantique are cognates.)

4. After, explain that they are also false cognates.

De plus, il y a des "faux amis" en Français. Par exemple, "collège" ne signifie pas "college" en anglais. Ça veut dire "middle school." C'est un "faux ami," et non un mot apparenté. (Also, there are false cognates in French. For example, "collège" does not mean "college." It means "middle school"! It is a false friend, or false cognate.)

5. Now pass out one magazine article to each student.

Maintenant, tout le monde va prendre cinq minutes pour souligner les mots apparentés dans son article et puis on va les partager avec le groupe. (Now, everyone will take 5 minutes to underline the cognates in their article and then we will share with the group.)

6. After, have the students share aloud the cognates that they underlined. Check to make sure the words are indeed cognates. Correct students if needed.

MAIN ACTIVITY

1. Pass out a Cognate Bingo Card and some bingo chips to each student.

Maintenant, nous allons jouer au Bingo ! (Now, we are going to play Bingo!)

2. Tell your students:

Je vais vous dire un mot apparenté en Français et vous allez le trouver en Anglais sur votre carte. Par exemple, si je vous dis le mot "romantique," vous aller chercher le mot "romantic" sur votre carte. La première personne qui complète une ligne va gagner ! (I am going to say a cognate in French and you are going to find it in English on your card. For example, if I say the word "romantique," you are going to search for the word "romantic" on your card. The first person to complete a line wins!)

WRAP-UP

Ask some of the following question(s) to finish the activity:

- *Quel est votre mot apparenté préféré ?* (What is your favorite cognate?)
- *À votre avis, pensez-vous qu'il y a beaucoup de mots apparentés en Français ?* (In your opinion, do you think that there are a lot of cognates in French?)
- *Quels sont d'autres exemples des mots apparentés que vous connaissez?* (What are some other examples of cognates?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can use French/English cognates to help improve my understanding in unfamiliar situations.
- I can identify common false cognates to avoid misunderstandings.
- I can comprehend the overall topic of an article in a French magazine.

CULTURAL RESOURCES

[List of French/English Cognates](#)

["Faux amis"/False cognates](#)

[Cognate Confusion Comic](#)

[300+ French Cognates](#)

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- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=27#oembed-1>

 *French Level 1, Activity 05: La vie universitaire et
scolaire / University and School (Face-to-Face)*



designed by  freepik

[School vector created by freepik – www.freepik.com](http://www.freepik.com)

Description: In this activity, students are going to practice vocabulary relating to school. Students will

play a game using a slideshow to identify objects relating to school using full sentences. At the end of the activity, students will also discuss the subjects they study in school and how they feel about those subjects.

Semantic Topics: university, school life, school, materials, classes, la vie universitaire et scolaire, l'université, les cours, complete sentences, verbs like "to have" and "to be", les phrases complètes, les verbes comme *avoir* et *être*

Products: Knowledge, school buildings, friendships

Practices: Going to class, studying, making school friends, growing intellectually, questioning, looking at things critically and from multiple perspectives

Perspectives: Knowledge as an individual, societal, and cultural asset and rite of passage, equality in access to knowledge.

- Do you think that education is a privilege or a right? Why?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CONN 1.2: Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can identify objects relating to school.
- I can talk about my personal belongings.
- I can talk about my classes and what I study.

Materials Needed:

- iPad
- [Kahoot game](#)
- [Google Slide Presentation](#)
- [Worksheet](#) [OPTIONAL USE] Use this interactive worksheet as a supplemental tool for the corresponding Pressbook Conversation Activity. It can be used as a way to keep students engaged, provide a place for them to take notes, and track their learning.

Would you like to make changes to the materials? Access the template(s) below:

- [Worksheet](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=28#h5p-1>

WARM-UP

To prepare themselves for the main activity, students are going to play Kahoot to practice school vocabulary.

Nous allons jouer au Kahoot pour pratiquer le vocabulaire. Alors, allez sur le site [Kahoot.it](https://kahoot.it) et entrez le code.

1. Open up the Kahoot for French 101 Activity Week 5. It is located on the WLRC Kahoot account. Click play, classic mode, and then tell the students the code that they need to enter on their phone. Practice saying the numbers in French so the students get familiar with them.

Ouvrez Kahoot French 101 Activity Week 5, situé dans votre compte WLRC. Cliquez sur “play”, “classic mode” et ensuite donnez aux étudiants le code qu’ils doivent entrer dans leurs portables. Pratiquez la prononciation des chiffres en Français afin que les étudiants se familiarisent avec eux.

2. Tell them that there will be a picture of a school item and they will click the best answer on their phone.

Il y aura une photo d'un objet scolaire à l'écran, vous devez cliquer sur la meilleure réponse.

MAIN ACTIVITY

Overview: In this activity, students are going to practice their vocabulary relating to school, using the [Material Scolaire Presentation](#). Each slide will have an image of a different object related to school. Show the image to the group and the first person to find that object in their backpack and correctly identify the object in French gains a point. There will be certain objects that people won't have, so in this case, the first person to raise their hand and say the object in French wins the point.

1. Explain the activity to the students using the Google slide presentation.

Dans cette activité, nous allons pratiquer le vocabulaire à la fac (l'université). Je vais vous montrer une photo d'un objet. La première personne qui trouve cet objet dans son sac à dos et qui peut le nommer en français gagne un point! Il y a quelques objets que personne n'a. Dans ce cas, la première personne qui le nomme en Français gagne un point. (In this activity, we will practice vocabulary at the university. I will show you a picture of a thing. The first person who finds this thing in his backpack and who can say it in French wins a point! There are some objects that nobody has. In this case, the first person who says it in French wins one point.)

2. Go to slide 3 and introduce/write on the board useful phrases for this activity that the students should use. (J'ai, Je n'ai pas, C'est, Ce n'est pas).

Allez à la troisième diapositive et écrivez au tableau des phrases clés que les étudiants pourront utiliser lors de l'activité.

3. Do a practice round with them first (slide 4).

Premièrement, on va pratiquer avec un exemple (Show them slide 4 with the picture of the calculator). J'ai besoin d'une...

4. The first student to find raise their hand, show the object and correctly identify it in French wins.

Le (la) premier (ère) étudiant (e) qui trouve la réponse, doit lever la main, montrer l'objet et doit le nommer correctement en français, pour pouvoir gagner.

5. Continue through the rest of the presentation with the other objects, keeping track of points if you'd like.

Continuez avec le reste de la présentation et les autres objets. Si vous le désirez, vous pouvez compter les points.

***Note:** Students must say a **complete sentence** to get the point. For example: *J'ai un crayon*. If no one has the object, have the students practice saying: *Je n'ai pas de crayon*. If students don't have the object, but they know what it is then have them practice identifying the object by saying: *C'est un crayon*.

Les étudiants doivent dire une phrase complète pour obtenir un point. Par exemple: J'ai un crayon. Si personne n'a l'objet, les étudiants doivent pratiquer comment dire: Je n'ai pas de crayon. Si les étudiants n'ont pas l'objet, mais qu'ils savent comment il se nomme, alors faites-leur dire le nom de l'objet: C'est un crayon.

WRAP-UP

Ask students some questions about their classes so they can practice talking about subjects.

Si vous avez du temps, posez des questions aux étudiants concernant leur cours afin de les faire pratiquer à parler de divers sujets concernant l'université.

Some possible questions are:

- *Quels sont les matières que vous étudiez ?* (What are the subjects you study?)
- *Quels sont les cours que vous aimez ? Pourquoi ?* (What are the classes that you like? Why?)
- *Quels sont les cours que vous n'aimez pas ? Pourquoi ?* (What are the classes that you don't like? Why?)
- *Est-ce qu'ils sont difficile ? Facile ? Intéressant ? Inutile ?* (Are they (your classes) difficult? Easy? Interesting? Useless?)
- *Avez-vous beaucoup de devoirs ?* (Do you have a lot of homework?)

CULTURAL NOTES

Education in France is deeply engrained in societal and cultural values. Children in France start school at age 3 and many continue on to receive high education degrees. The majority of University's are free to the French people and the French education system places a large emphasis on academic achievement, philosophy, and critical thinking.

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify objects relating to school.
- I can talk about my personal belongings.
- I can talk about my classes and what I study.

How to Remix a Pathways Project Activity

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- Contribute additional activity suggestions
- Integrate authentic materials such as videos, infographics, photos, etc.
- Suggest how to implement the activity in the classroom
- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate

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Please consider sharing your remixed activity with us by emailing the activity link to Pathwaysproject@boisestate.edu so that Pathways continues to grow!

If this is your first time remixing, check out our [one minute tutorial](#) below:



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=28#oembed-1>

 French Level 1, Activity 06: Quel est votre horaire ? /
What's Your Schedule ? (Face-to-Face)



Photo by Bich Tran from Pexels

Description: In this activity, students will practice identifying the days of the week and sharing their weekly

schedule with their peers.

Semantic Topics: Schedule, day, month, week, daily routine, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, horaire, semaine, jour, routine quotidienne, mois, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, structures of responses, la structure des réponses

Products: Google calendars, planners

Practices: Daily routines, weekday schedule, week-end schedule, les vacances

Perspectives: Importance of routine and consistency in one's schedule

- In France, there is something called “le quart d’heure de politesse,” or in English, “the 15 minutes of courtesy.” This means that it is customary in France to arrive at a dinner party / soirée 15 minutes after the host has said.
 - Which is more important to you: strict punctuality or room to be respectfully late?

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 1.3: Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can identify days of the week.
- I can ask someone questions about their week.
- I can exchange information about what I do during my week.

Materials Needed:

- White boards
- Wet erase markers and erasers
- [Schedule Sheets](#) (Main Activity), **one sheet per student**
- [Google Slide Presentation](#)
- [Worksheet](#) [OPTIONAL USE] Use this interactive worksheet as a supplemental tool for the corresponding Pressbook Conversation Activity. It can be used as a way to keep students engaged, provide a place for them to take notes, and track their learning.

Would you like to make changes to the materials? Access the template below:

- [Schedule Sheets](#) (Canva Template, free account required)
- [Worksheet](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=29#h5p-72>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity and distributing the white boards, wet erase markers and erasers to each student.

Aujourd'hui nous allons pratiquer les jours de la semaine. Nous allons identifier chaque jour et puis partager nos programmes hebdomadaires avec le groupe. (Today we are going to practice the days of the week. We will identify each day and share our weekly schedule with the group.)

2. First, review the days of the week with your group.

Répétez après moi : lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche. (Repeat the days with me: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.)

3. Next, tell them that they are going to write the answer to your question.

Je vais vous demander une question, et puis vous allez répondre sur votre table blanc. (I am going to ask you a question and then you will respond on your white board.)

4. Write on your white board *"Aujourd'hui, c'est ___"* and say it out loud.

Aujourd'hui, c'est ___? Quel jour de semaine? Répondez sur votre table blanc. (Today is ___? What day of the week? Answer on your white board.)

5. After the students write their answer, have them show you and make sure that they have correctly identified the day and spelling.

Montrez-moi vos réponses. (Show me your answers.)

6. Next, ask *Demain, c'est ___* (Tomorrow is...)

7. Continue with *Après demain, c'est ___* (After tomorrow is...)

8. You can ask them varying questions that allow them to respond with a day of the week such as:

- *"J'ai un cours de français ___"*
- *"Mon jour préféré de la semaine, c'est ___"*
- *"Je travaille ___"* (If students don't work, have them practice using the negation to say *"Je ne travaille pas."*)
- *"Le week-end, c'est ___"*
- *"Le jour de grâce, c'est tous les jours ___"*

MAIN ACTIVITY

1. Students will receive a laminated blank schedule. They will, in pairs, describe their weekly schedule, day-by-day and in detail.

Les étudiants vont recevoir un programme. Avec un(e) partenaire, ils vont décrire leurs semaines, jour par jour en détail.

2. The person listening will write their partner's schedule on their sheet.

La personne qui écoute doit écrire le programme de son partenaire.

3. Once they have filled out the week, the partners will switch roles and the other person will fill theirs in.

Après avoir écrit le programme de le/la premier(ère) partenaire, changez les rôles.

4. After they have both filled in each other's schedules, they will share their partner's schedule out loud to the rest of the group.

Quand ils auront terminé, ils vont partager le programme de leur partenaire avec le groupe.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Trouvez-vous que vous êtes occupé ou non ? Est-ce que vous avez beaucoup à faire chaque semaine ?* (Do you find that you are busy or not? Do you have a lot to do this week?)
- *Quand est-ce que vous vous levez le matin ?* (When do you wake up in the morning?)
- *Quel jour de la semaine est le plus occupé pour toi ? Le plus libre ?* (What day of the week is the most busy for you? The most free?)

CULTURAL NOTES

In France, the typical weekday consists of longer working hours, but they get more vacation time overall. Additionally, the French workweek is only 35 hours. The minimum amount of vacation time after one year of employment in France is 5 weeks. This is the minimum; depending on the industry and position some companies offer over 9 weeks. There is an emphasis on working hard and sticking to a fairly stick routine during weekdays, however there is more time for vacation.

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self-evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify days of the week.
- I can ask someone questions about their week.
- I can exchange information about what I do during my week.

How to Remix a Pathways Project Activity

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- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=29#oembed-1>

 French Level 1, Activity 07: Révision et “avoir” / Review and “avoir” (Face-to-Face)



Description: In this activity, students will be practicing expressions using the verb avoir. Students will also

use images to describe basic needs and things in their possession.

Semantic Topics: Avoir, expressions, possession, images, phrases

Products: Avoir is an important word in many French phrases

Practices: To express hunger, to express fear, to express possession, etc.

Perspectives: As an important building block of language, Avoir is central to preserving French grammatical structures and is used daily by most Francophones.

- Since Avoir is such an essential word to the French language, what do you think that says about the value of ownership, or "having," in French society?

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can use common phrases about my basic needs.
- I can talk about things in my possession.
- I can understand the cultural differences that are apparent in common phrases.

Materials Needed:

- [“Avoir” Expression Cards](#)
- [Avoir Cards](#)
- [Google Slide Presentation](#)
- [Worksheet](#) [OPTIONAL USE] Use this interactive worksheet as a supplemental tool for the corresponding Pressbook Conversation Activity. It can be used as a way to keep students engaged, provide a place for them to take notes, and track their learning.

Would you like to make changes to the materials?

Access the template(s) below:

- [“Avoir” Expression Cards](#) (Canva Template, free account required)
- [Avoir Cards](#) (Canva Template, free account required)
- [Worksheet](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=30#h5p-73>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity. Hand each student a card with a blue "avoir expression" card.
2. Then the instructor should hold up the different images of people one at a time.
3. The students should raise their hand when they think they have the "avoir" card that corresponds with the picture. If they're right, they should use their avoir expression to describe the person.

For example:

- The instructor holds up a picture of a sleeping baby.
- The student should respond with: *"l'enfant a sommeil"*

Remettre à chaque étudiant une carte bleue contenant une "expression d'avoir". Le prof doit montrer aux étudiants les images de personnes différentes, une à la fois. Les étudiants devront lever la main lorsqu'ils pensent avoir la carte "avoir" qui correspond à l'image. S'ils ont la bonne carte, ils devront utiliser leur "expression avoir" pour décrire la personne.

Par exemple:

- **Le prof montre une image d'un bébé qui dort.**
- **Alors, l'étudiant devrait répondre en disant: "l'enfant a sommeil"**

MAIN ACTIVITY

Students are going to practice using "avoir" phrases.

Les étudiants vont pratiquer comment utiliser les phrases contenant le verbe "avoir".

1. Have the "avoir" cards set in a stack on the table and have the other cards (with the pictures) laid out on the table for reference. If the students cannot think of something, help them by suggesting one of the picture cards.

Depending on the “avoir” phrase, the students will give their own response which will vary depending on the person.

Faites une pile avec les cartes “avoir” sur la table, et éparpiller les autres cartes (avec photo) sur la table pour référence. Selon la phrase “avoir”, les étudiants devront répondre d’une manière personnelle.

2. Choose an “avoir” card from the stack and say it out loud. Give the students an example. After, have them go around and respond to the example as practice.

Je vais choisir une carte “avoir” et vous allez compléter la phrase avec votre propre réponse. Par exemple (piochez une carte et lisez-la à voix haute) “avoir... ans”— je dirais “j’ai 22 ans.” Nous allons continuer autour du cercle jusqu’à ce que tout le monde ait participé. Vous êtes prêts ?

3. Pick another card and continue doing the same thing until you have gone through all of them. There are cards with images and vocabulary to help students if they need it. If they need help with how to say something else then you can tell them. They do not have to use vocabulary from the cards, as they are just ideas.

Piochez une autre carte et continuez l’activité jusqu’à ce que vous ayez lu toutes les cartes “avoir”. Si besoin, il y a des cartes avec des images ou des mots afin d’aider les étudiants. S’ils ont besoin d’aide supplémentaire afin de dire autre chose, vous pouvez les aider. Ils n’ont pas besoin d’utiliser les cartes, ces dernières étant seulement des idées.

4. It is important to have the students practice using “avoir” with the other subjects too (il/elle/tu). So, have the students repeat what their neighbor said (il/elle a ...).

Il est important que les étudiants pratiquent l’utilisation du verbe “avoir” avec d’autres pronoms personnels (il/elle/tu). Par conséquent, faites-leur pratiquer ce que leur voisin a dit (il/elle a ...).

5. After, have the students talk in pairs so they can practice using the “tu” form.

Ensuite, en équipe de deux, faites pratiquer les étudiants à utiliser la 2e personne du singulier “tu”.

WRAP-UP

Conclude the activity by asking students the following question(s):

- *Quelle est ton expression “avoir” préférée ?* (What is your favorite “avoir” expression?)
- *Lesquelles sont les plus utiles ou les moins utiles à ton avis ?* (Which ones are the most useful or the least useful in your opinion?)
- *Raconte-moi une petite histoire utilisant au moins 2 phrases “avoir.”* (Tell me a little story using at least 2 “avoir” phrases.)

CULTURAL NOTES

For anglophones learning French, there are many “faux amis” with expressions that use avoir. In English, some of our most common expressions use the verb “to be” – e.g. I am cold, I am hungry – in French, these expressions are used with avoir. If directly translated and we use être in place of avoir these expressions can take on an entirely different meaning.

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can use common phrases about my basic needs.
- I can talk about things in my possession.
- I can understand the cultural differences that are apparent in common phrases.

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French Level 1, Activity 08: Mon arbre généalogique / Family Tree (Face-to-Face)



Tree vector created by macrovector – www.freepik.com

Description: In this activity, students will have the opportunity to draw and share their family tree with the group and practice identifying the family members of specific trees. Students will also learn how to describe their family and their genealogy across multiple generations.

Semantic Topics: Family, family tree, mom, dad, brother, sister, la famille, arbre généalogique, mère, père, frère, sœur, conjugations of *Être*, conjugaisons du verbe *Être*

Products: Family structure; immediate family: mother(s), father(s), brother(s), sister(s), guardian(s), etc., extended family: (cousin(s), aunt(s), uncle(s), grandparent(s), etc.

Practices: Spending time together, “weekend en famille”, spending holidays and big events together, time at the table with family

Perspectives: Family is extremely important in French culture; many families make it a priority to make time for their families, to spend time with their families, and to help each other out as a family regardless of your family structure.

- In American culture, youth is widely valued over age, a feat which can be noted through our beauty industry and the countless products created to keep us looking youthful. How might family relations look in a country where age is valued over youth?

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements:

- I can identify members of a family tree and describe their relationships.
- I can introduce my family members and their relationship to me.
- I can recognize peoples' names and titles when they are introduced.

Materials Needed:

- Wet erase markers and erasers
- White boards
- [Google Slide Presentation](#)
- [Family Tree Cards](#)
- [Family Tree Example](#)

Would you like to make changes to the materials? Access the template below:

- [Family Tree Cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=31#h5p-74>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity and laying out the "Family Tree Cards" on the table.

Aujourd'hui nous allons parler de nos familles. Premièrement, nous allons identifier certains membres de famille sur l'arbre généalogique. Après, nous allons dessiner les arbres généalogiques de nos familles et les partager avec le groupe. (Today we are going to talk about our families. First, we are going to identify members of certain family trees. After, we will draw our family trees and share them with the group.)

2. Choose one of the Family Tree Cards (we have provided an example of the Royal Family Tree, but you can find/create your own) and hold it up. Take the part of one of the members and ask the group questions about your family members. For example, if you are using the Royal Family Tree, say "If I am Charles, who is my wife? Who is Prince Harry?"

Maintenant, je vais vous montrer une fiche et vous allez répondre aux questions. Si je suis Charles, qui est ma femme ? Qui est Prince Harry ? (Now, I am going to show you a card and you will answer the questions. If I am Charles, who is my wife ? Who is Prince Harry ?)

3. Continue doing this with other members of the family trees. You can also have students practice by choosing a Family Tree Card, taking a part of a family member and asking the group questions.

MAIN ACTIVITY

1. Give each student a white board and wet erase marker.
2. Tell your students:

Maintenant, nous allons dessiner nos arbres généalogiques. Partagez au moins 7 personnes dans votre famille...même les animaux domestiques ! Vous pouvez dessiner votre arbre comme vous voulez. Voici des exemples. (Show your students a Family Tree Example that they can copy.) (Now we are going to draw our family trees. Share at least 7 people in your family ... even pets. You can draw your tree however you want. Here are some examples.)

3. Give the students about 5 minutes to draw their family tree. (You may also choose to have students draw each other's trees. Instead of presenting their family, they could present their partner's family.)
4. After, go around the group and have each student share their family tree.
5. Use this model for an example:

1. Introduce family tree.
Voici mon arbre généalogique.

2. Introduce grandparents.
Mes grands-parents de la famille de mon père sont John et Margie. Mes grands-parents de la famille de ma mère sont William et Mary.

3. Introduce parents
Mes parents sont Jeff et Anne.

4. Introduce yourself and siblings

Je suis Sam. J'ai deux frères, Jacob et Anthony. J'ai une sœur qui s'appelle Julia.

5. Introduce any other family members

Ma tante s'appelle Molly et mon oncle s'appelle Steven. J'ai trois cousins, Catherine, Paul et Brian. Mon chien s'appelle Toby.

6. Continue going around and having the students share.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Qui est votre membre de la famille préféré ? Pourquoi ?* (Who is your favorite family member? Why?)
- *Décrivez vos membres de la famille. Ils sont comment ?* (Describe your family members. What are they like?)

CULTURAL NOTES

Much of family time in France is spent at the table. Gathering at the table and sharing a meal is a very important part of French culture, and very important in general to French families. Conversations and quality time between families is often spent at the table – whether that is between immediate families during the weekday after a day of work/school, or on the weekend/during holidays with extended family.

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify members of a family tree and describe their relationships.
- I can introduce my family members and their relationship to me.
- I can recognize peoples' names and titles when they are introduced.

How to Remix a Pathways Project Activity

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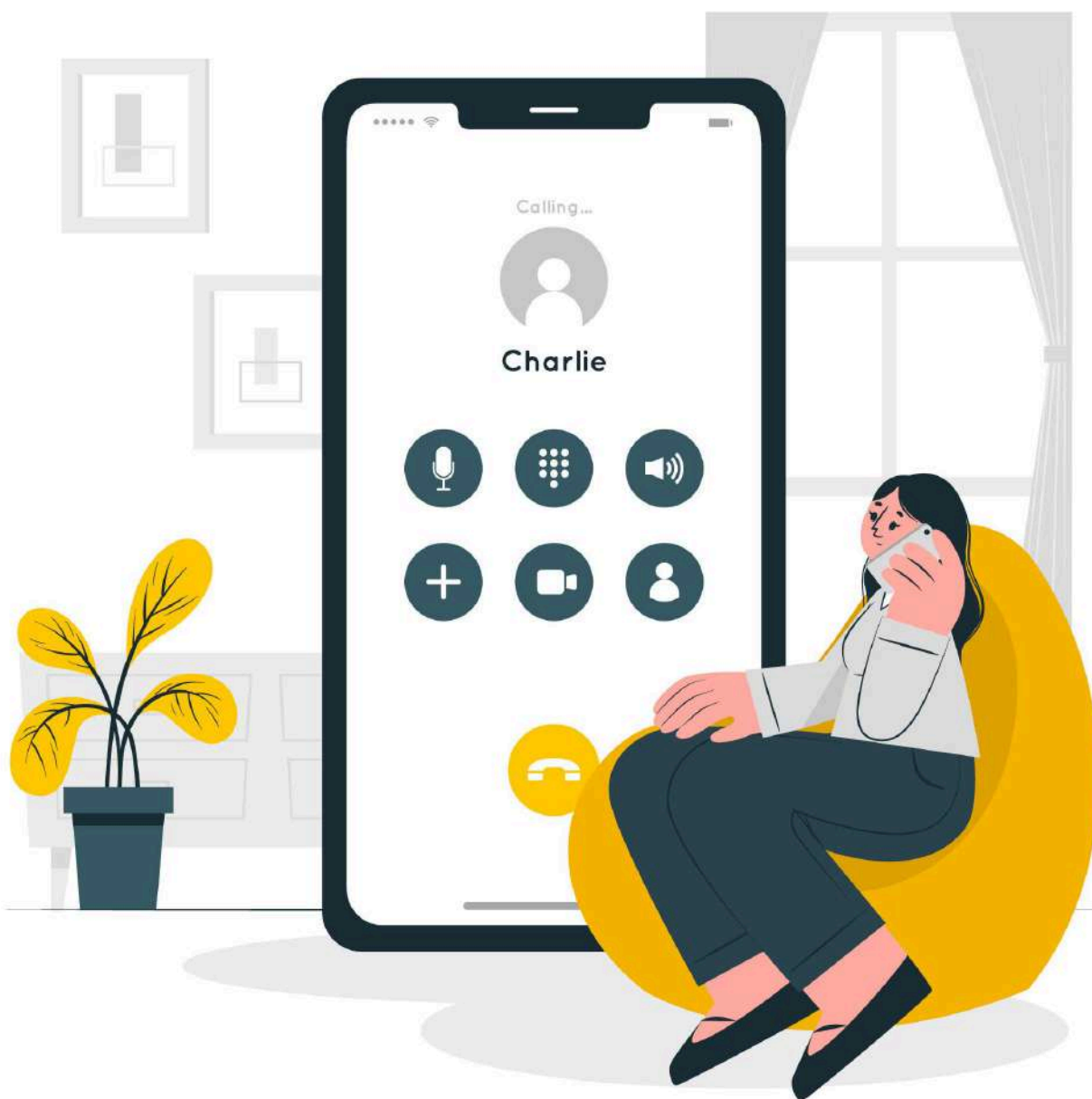
If this is your first time remixing, check out our [one minute tutorial](#) below:



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=31#oembed-1>

◆*French Level 1, Activity 09: Les numéros et les villes /
Numbers and Cities (Face-to-Face)*



Technology vector created by stories – www.freepik.com

Description: In this activity, students will practice describing locations on a city map. Students will also

explain their telephone numbers and practice talking about cities and their family.

Semantic Topics: family, telephone, phone number, location, city, buildings, famille, téléphone, numéro de téléphone, ville, endroit, bâtiment, the structure of a question, la structure d'une question

Products: Maps, points of interest, streets and pathways, methods of transportation (mass transportation, cabs, cars)

Practices: Asking for directions, reading maps, understanding location

Perspectives: In France, many people are happy to help give directions on the street, giving and asking for directions is perceived as common in most French towns/cities.

- If a French-speaker asked you for directions in a Francophone city and you didn't know how to direct them, what advice could you offer?

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of

listeners or readers.

- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 2.1: Analyze the significance of a product (art, music, literature, etc...) in a target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can describe my family members.
- I can identify places on a map.
- I can give out my phone number.
- I can compare and contrast how cities are laid out.
- I can compare and contrast how information such as phone numbers is shared.

Materials Needed:

- [Google Slide Presentation](#)
- [Map of Paris](#)

Would you like to make changes to the materials? Access the template below:

- [Map of Paris \(Canva template, free account required\)](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=32#h5p-75>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity. Show the laminated map to the students.

Montrez la carte de Paris aux étudiants.

2. To practice numbers, ask students to identify in which arrondissement certain landmarks of Paris are located.

Afin de pratiquer les chiffres, demandez aux étudiants d'identifier dans quel arrondissement l'attrait touristique est situé.

Par exemple: "Où se trouve le Musée d'Orsay ?

Le Musée d'Orsay est dans le 7ème.

Continue with other landmarks:

Continuez avec d'autres attractions touristiques:

- *La Tour Eiffel: 7th*
- *Le Louvre: 1st*
- *La Sorbonne: 5th*
- *Arc de Triomphe : 8th, 16th, 17th*
- *Sacré Cœur: 18th*
- *l'Opéra: 9th*
- *Notre Dame: 4th*

MAIN ACTIVITY

1. Students are going to practice describing their family members with at least 3 adjectives. Prompt them to share multiple family members.

Les étudiants vont décrire les membres de leur famille en utilisant au moins 3 adjectifs.

2. To practice numbers, have the students also share their family members' phone number and address (this should be made up!) Make sure that they are say the numbers two digits at a time.

Afin de pratiquer les chiffres, demandez aux étudiants de partager le numéro de téléphone et l'adresse des membres de leur famille (Cela peut être inventé!) Assurez-vous qu'ils disent 2 chiffres à la fois.

Exemple: vingt, quatre-vingt-huit, soixante-sept, cinquante-trois, zéro, neuf

3. Next, have each student ask the group a question about their friend or family member. They can practice phrases such as:

Ensuite, chaque étudiant devra poser une question au reste du groupe concernant un ami ou un membre de la famille. Ils peuvent pratiquer les phrases telles que:

- *Comment sont-ils ?*
- *Est-ce qu'ils aiment ____ ?*
- *Qu'est-ce que vous faites ensemble ?*
- *Leurs anniversaires sont quand ?*
- *Ils ont quel âge ?*

WRAP-UP

To wrap up the activity, practice a few numbers on the board between 60 and 100.

Write on the board a number and have the students practice saying it aloud. Then have students practice writing a number of their choice.

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can describe my family members.
- I can identify places on a map.
- I can give out my phone number.
- I can compare and contrast how cities are laid out.

- I can compare and contrast how information such as phone numbers is shared.

CULTURAL RESOURCES

[All about each arrondissement \(district\) in Paris](#)

[Interactive map of the Parisian Metro](#)

[Virtually Explore Paris with Google Earth](#)

[Blog Post about the History of the Arrondissements](#)

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=32#oembed-1>

French Level 1, Activity 10: Jeu de devinette / I-Spy (Face-to-Face)



Photo by Noelle Otto from Pexels

Description: In this activity, students are going to practice their prepositions. The instructor will read out

the steps below, and the students will draw what you say on their whiteboard. Students will also play a game of “I Spy” to practice using prepositions.

Semantic Topics: prepositions, items, places, school supplies, I spy, prépositions, endroits, fournitures scolaires, jeu de devinette, commands and the imperative, l'impératif, structure of directions, la structure des indices

Products: Games, board games, schoolyard games, games to play in the car

Practices: Different games will be played (practiced) in different social settings, board games (jeux de société) are often played with friends and family, games like I-Spy are often played during car rides and played by young children

Perspectives: A fun and interesting way to pass time and bond with others

- How do you think one's social life is valued in French culture, based on the fact that most French people also really enjoy board games and other similar activities?

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.

Idaho State Content Standards:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.
- COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.
- COMM 3: Utilize appropriate media to present an idea to an audience.

NCSSFL-ACTFL Can-Do Statements:

- I can understand simple instructions.
- I can name items that I see everyday at school.
- I can explain the location of an item.

Materials Needed:

- Dry erase markers
- White boards
- Box of school supplies
- [Google Slide Presentation](#)
- [Preposition Hint Cards](#)

Would you like to make changes to the materials? Access the template below:

- [Preposition Hint cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=33#h5p-76>

WARM-UP

1. Introduce the Can-Dos for today's activity.
2. In this activity, students are going to practice their prepositions.
3. The instructor will read out the steps below, and the students will draw what you say on their whiteboard.
4. When you finish reading through all of the steps, ask the group to turn their whiteboards around. Show them the key (the blue-green paper) with the correct drawing.

Maintenant, nous allons dessiner sur les tableaux blancs. Je vais lire chaque étape et vous allez dessiner ce que je dis sur votre tableau. Après toutes les étapes, nous allons montrer au groupe nos dessins. Voici un guide pour vous aider si vous en avez besoin d'un. (Now, we are going to draw on the white boards. I am going to read each step and you are going to draw what I say on your board. After all of the steps, we are going to show the group our drawings. Here is a guide to help you if you need it.)

1. *Dessinez un cercle au centre de votre feuille.* (Draw a circle in the center of your page.)
2. *Dessinez un petit triangle dans le cercle.* (Draw a small triangle in the circle.)
3. *Dessinez un rectangle en dessous du cercle.* (Draw a rectangle below the circle.)
4. *Dessinez une ligne entre le cercle et le rectangle.* (Draw a line between the circle and the rectangle.)
5. *Dessinez un coeur à gauche du cercle.* (Draw a heart to the left of the circle.)

MAIN ACTIVITY

I-spy (jeu de devinette)

1. In this game, students describe the placement of items using the "prépositions de lieu."
2. You will place all of the school supplies randomly on the table.
3. Students will take turns getting others to guess the item they have in mind by describing its location relative to other items.

Lors de ce jeu, les étudiants doivent décrire l'emplacement des objets en utilisant les prépositions de lieu. Placez les objets scolaires sur la table. Chacun leur tour, un étudiant devra décrire l'emplacement d'un objet et les autres devront deviner quel est l'objet en question.

Exemple:

Étudiant: "Moi, je vois quelque chose à la droite de la calculatrice et en dessous des ciseaux." (Student: "I see something to the right of the calculator and below the scissors.")

Un autre étudiant dans le groupe: "C'est le sac à dos!" etc. (Another student in the group: "It's the backpack!" etc.)

WRAP-UP

If there is extra time, then play the [Halloween](#) in Québec video.

CULTURAL NOTES

Board games are played in similar cultural situations in France as compared to the United States. They are often played at social gatherings as a way to bond, be competitive, and pass time.

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can understand simple instructions.
- I can name items that I see everyday at school.
- I can explain the location of an item.

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🐱🔗 *French Level 1, Activity 11: Les animaux domestiques
/ Pets (Face-to-Face)*



Image by [huoadg5888](#) from [Pixabay](#)

Description: In this activity, students will talk about their pets and how their pets are involved in their

family. Students will also describe their pets, or what pet they would like to have.

Semantic Topics: pets, family, animals, home, adjectives, les animaux domestiques, famille, les animaux, maison, adjectif, the structure of a question, la structure d'une question

Products: Dogs, cats, fish, etc.

Practices: Pets are often kept in French homes! Cats are more popular to keep than dogs, especially in Paris.

Perspectives: Domestic animals are seen as members of the family in France – domestic animals often live inside with their family and are treated with respect. In some smaller villages, the animals also have practical purposes, cats can be used as “barn cats” used to catch vermin and unwanted pests, and dogs can be used to herd farm animals and protect the house

- How might the love of domestic animals relate to how animals and the environment in general are valued and respected in French culture?

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CONN 2.1: Access authentic materials prepared in the target language by or for native speakers.
- COMP 1.3: Compare and analyze idiomatic expressions in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can understand the role of pets in a French family.
- I can briefly describe my pet and what he/she likes to do.
- I can recognize cultural expressions used in everyday French.

Materials Needed:

- [Pet Cards](#)
- [Google Slide Presentation](#)
- [Worksheet](#) [OPTIONAL USE] Use this interactive worksheet as a supplemental tool for the corresponding Pressbook Conversation Activity. It can be used as a way to keep students engaged, provide a place for them to take notes, and track their learning.

Would you like to make changes to the materials?

Access the template(s) below:

- [Pet Cards](#) (Canva Template, free account required)
- [Worksheet](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=34#h5p-3>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity. Watch this short video with your students and then discuss the following questions:

Pour commencer, nous allons regarder cette courte vidéo et puis discuter quelques questions:



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=34#oembed-1>

- *Est-ce que vous pensez que les français préfèrent les chats ou les chiens ?*
- *Est-ce que vous pensez que les américains préfèrent les chats ou les chiens ?*
- *Pensez-vous que le rôle des animaux domestiques aux États-Unis est le même qu'en France ? Comment ?*

MAIN ACTIVITY

1. Lay the laminated pet cards out on the table.

Étalez les cartes d'animaux sur la table.

2. Have each student randomly grab a pet card (this is their imaginary pet for the activity)

Demandez aux étudiants de choisir aléatoirement une carte (il s'agira de leur animal imaginaire pour l'exercice)

3. They are going to tell the rest of the group about their pet.

Ils vont parler de leur animal au reste du groupe.

- *Comment il/elle s'appelle ?*
- *Quel âge a-t-il/elle ?*
- *Il/elle est comment ?*
- *Qu'est-ce qu'il/elle aime faire ?*
- *Qu'est-ce que vous faites ensemble ?*

4. They should also practice asking each other questions about their imaginary pets.

Ils doivent également s'entraîner à poser des questions aux autres concernant leur animal imaginaire.

5. After, have them do the same activity but asking about their real pets at home.

Ensuite, faites-leur faire le même exercice en leur demandant de parler de leur animal réel qu'ils ont à la maison.

WRAP-UP

1. If there is time left, explain some of the different French expressions using cats.

2. After you go through them, have the students think of the different expressions in English that use cats or dogs.

S'il reste du temps, expliquez différentes expressions françaises comprenant le mot chat. Ensuite, demandez-leur de penser à différentes expressions en anglais qui comprennent les mots chat et chien.

3. Go through the slides with the French expressions and have the students try and figure out what they mean. Then explain their translation and meaning.

French Idioms that include cats

-Il n'y a pas un chat

Translation: There is not a cat (in sight).

Meaning: There is no one (or only a few people, but less than expected).

-Avoir d'autres chats à fouetter

Translation: To have other cats to whip

Meaning: To have bigger fish to fry

-Appeler un chat un chat

Translation: To call a cat a cat

Meaning: To say things like they are

-Avoir un chat dans la gorge

Translation: To have a cat in the throat

Meaning: To have a sore throat/difficulty speaking

-Donner sa langue au chat

Translation: To give your tongue to the cat

Meaning: To not be able to guess

CULTURAL NOTES

In France the most popular type of domestic animal are cats. Dogs come second, but most French prefer cats as a domestic animal. Cats are often seen in many French films and are frequently referenced in cultural works (film, art, literature, etc.)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can understand the role of pets in a French family.
- I can briefly describe my pet and what he/she likes to do.
- I can recognize cultural expressions used in everyday French.

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=34#oembed-2>

French Level 1, Activity 12: Les invitations / Invitations (Face-to-Face)



Ribbon photo created by rawpixel.com – www.freepik.com

Description: In this activity, students will practice rejecting or accepting formal invitations to an afternoon

or evening get-together. Students will also practice providing a reason for why they rejected an invitation. Additionally, students will practice inviting each other formally.

Semantic Topics: invitation, rejection, invite, accept, plans, weekend, evening, le rejet, l'invitation, accepter, les projets, le week-end, la soirée, simple sentences, phrases simples, le conditionnel, the Conditional tense

Products: Spoken word (verbal invitation), invitation card, email invitation, text message invitation, etc.

Practices: Reciprocal invitations (if you are invited to someone's function, it is often practiced you will be invited to their reciprocal function), when invited it is common practice to bring the host a gift.

Perspectives: Table manners are extremely important, as well as showing grace and thanks to the host. Just as in other countries, in France there are many "formules/règles de politesse" or "rules of etiquette" to pay attention to. This can range anywhere from saying "Bonjour" and "Bonne journée" to someone you're sharing an elevator with to inviting the same number of men as women to a party.

- What are some words and phrases you can say in French which show politeness and respect?

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of

topics.

- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.
- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of French and their native language.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.3: Function appropriately in diverse contexts within the target culture.
- COMP 1.1: Observe formal and informal forms of language.
- COMP 2.2: Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture.

NCSSFL-ACTFL Can-Do Statements:

- I can accept or reject an invitation.
- I can invite and make plans with someone.
- I can exchange information about when to meet and where to go, such as the store, the movie theatre, a concert or a restaurant.

Materials Needed:

- [Invitations](#)
- [Google Slide Presentation](#)

Would you like to make changes to the materials? Access the template below:

- [Invitation Cards](#) (Canva template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=35#h5p-4>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Ask the students: *Si je vous invite à faire quelque-chose, mais que vous ne voulez pas y aller, que devez-vous dire?* (If I invite you to something, but you don't want to go, what should you say?)
3. Write the word NON on the board. The students should brainstorm words and you can write them on the board. After, do it with OUI.

Écrivez le mot NON sur le tableau. Les étudiants devront faire une séance de remue-méninges pour trouver des mots et vous pourrez les écrire au tableau. Ensuite, faites l'exercice avec OUI.

4. Using one of the invitation templates, invite the students to an event, and have them practice accepting or declining the invitation. Here are some phrases in case students don't mention them:

En utilisant les modèles d'invitation, invitez les étudiants à un événement. Faites-leur pratiquer comment accepter ou décliner une invitation. Voici quelques exemples des phrases:

Accept:

- I agree: *Je suis d'accord*
- I would love to: *J'aimerais bien*
- I'll be there: *Je vais être là/ je vais être présent/j'y serai*
- I'll pick you up: *Je vais passer te prendre/ te chercher*
- Yes, of course: *Oui, bien sûr*
- I think I can come: *Je crois que je peux y aller*
- Absolutely!: *Absolument*

Reject:

- I'm very busy: *Je suis trop occupé*
- Thank you, but I can't because: *Merci, mais je ne peux pas car...*
- I'm sorry, but I have to: *Désolé, mais je dois...*
- I would prefer not to: *Je préférerais ne pas aller...*
- I want to, but I can't: *Je veux aller, mais...*

MAIN ACTIVITY

1. Working individually (5-7 minutes) each student will choose an invitation they like and make a plan to invite the students.

Individuellement durant 5-7 minutes: Chaque étudiant doit choisir une invitation qu'il aime et puis, il doit préparer un plan pour inviter les autres.

2. Tell the students the following:

Vous aurez 5 minutes pour préparer une invitation pour une activité plaisante. Vous devez prendre les invitations qui se trouvent sur la table, utiliser les informations qui s'y retrouvent et en ajouter. (You are going to have 5 minutes to plan a proposal for a fun activity. You are going to use the invitations on the table, but you need to use all the information and add some of your own).

3. During the 5 minutes, you should walk around the table for those that need help.

4. After the 5 minutes, the students will take turns sharing their invitations and inviting the other students. Everyone should accept or reject the invitation, and then say why.

Après les 5 minutes, les étudiants devront partager leur invitation et inviter les autres étudiants chacun à leur tour. Chacun doit accepter ou refuser l'invitation et dire pourquoi.

WRAP-UP

Ask the following questions to finish the activity:

- *Qu'est-ce que vous allez faire ce weekend ?* (What are you going to do this weekend?)
- *Aimez-vous aller à des activités culturelles comme les concerts ?* (Do you like going to cultural activities like concerts?)
- *Aimez-vous regarder le sport ?* (Do you like to go to sports games?)

CULTURAL NOTES

It is rare and seen as rude to show up empty handed to an event – even something as small as a dinner at a friends house guests will often bring a bottle of wine, a baguette, or some other small gift/contribution for the host.

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can accept or reject an invitation.
- I can invite and make plans with someone.
- I can exchange information about when to meet and where to go, such as the store, the movie theatre, a concert or a restaurant.

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=35#oembed-1>

🥗 French Level 1, Activity 13: *J'ai faim ! / Food*
(Face-to-Face)



Food psd created by freepik – www.freepik.com

Description: In this activity, students will be matching images of foods with a statement and creating a

meal plan for themselves.

Semantic Topics: food, meal, meal plan, recipes, la nourriture, le repas, le régime alimentaire, la recette, the near future, le futur proche, superlatives, le superlatif

Products: Food, meals, recipes, menus

Practices: The French generally have a smaller, and more carb centric breakfast, a large lunch, and a smaller dinner at 8 pm or later.

Perspectives: Meals are very important in France! Much of the time, sitting down as a family and eating together is seen as an important family activity. Sunday meals are especially important and oftentimes more lavish. Meals tend to take longer to finish than in a typical American household, due the special importance placed on gastronomy in French culture.

- What might that say about French culture, in relation to food and family, that they typically have longer meals than us? What is American “food culture” like in comparison, and what do you think that shows about our values?

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of

topics.

- Standard 1.3: Students present information, concepts, and ideas, in French to an audience of listeners or readers.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- COMM 3.2: Adapt presentation to various audiences of listeners, readers, or viewers.

NCSSFL-ACTFL Can-Do Statements:

- I can look at pictures on a menu and identify the foods.
- I can say what food I like or dislike.
- I can describe a personalized menu.

Materials Needed:

- White boards, one per student
- White board markers, one per student
- Written Statements, one set per group
- [Google Slide Presentation](#)
- [Food Cards](#), one set per group
- [Worksheet](#) [OPTIONAL USE] Use this interactive worksheet as a supplemental tool for the corresponding Pressbook Conversation Activity. It can be used as a way to keep students engaged, provide a place for them to take notes, and track their learning.

Would you like to make changes to the materials? Access the template below:

- [Food Cards](#) (Canva Template, free account required)
- [Worksheet](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=36#h5p-77>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity and distributing the Food Cards and Written Statements.

Aujourd'hui, nous allons parler de la nourriture ! (Today, we're going to talk about food!)

2. In pairs, students will match typed sentences with the appropriate photo on statement cards. There are 4 sets of phrases, each color coded so you can easily separate them into groups. Each set is identical.

Avec un(e) partenaire, mettez ensemble la phrase et la photo appropriée à la feuille que je vous donne. (With a partner, match the appropriate phrase to the photo on the card that I gave you.)

MAIN ACTIVITY

1. La nourriture saine: Using the white boards, students will work individually to create a "meal plan" for themselves for the next two days on whiteboards.

Avec un tableau blanc, vous allez travailler seul pour créer un plan de repas pour les prochains deux jours.

2. Day 1: They will "cook at home" for all three meals. Students should come up with descriptions of what to eat, including basic recipes including their food vocabulary.

Le premier jour, vous allez cuisiner chez vous. Écrivez sur vos tableaux blancs ce que vous voulez manger pour le petit déjeuner, le déjeuner, et le dîner. Puis, partagez avec le groupe. Dites-nous au moins deux-trois choses dans chaque repas, et pourquoi choisir ce repas. Par exemple: Pour le déjeuner, je mange un sandwich avec de la salade, de l'avocat, et de la moutarde. Je l'aime, parce que les légumes sont bons pour la santé. (The first day, you are going to cook at home. Write on your white boards what you want to eat for breakfast, lunch, and dinner. Then, share with the group. Tell us at least two or three things in each meal, and why you chose this meal. For example: For lunch, I am eating a sandwich with a salad, an avocado, and mustard. I like it, because vegetables are good for your health.)

3. Day 2: For the second day, they will eat at restaurants. They will also talk about why they chose these meals and restaurants and if they have any dietary preferences that they would tell a server.

Le deuxième jour, vous allez manger à un restaurant différent pour chaque repas. Dites-nous quels restaurants vous allez choisir, et pourquoi. Si vous avez des régimes alimentaires, qu'est-ce que vous pouvez dire au serveur? Par exemple: Pour le petit déjeuner, je mange à Capri. J'aime ce restaurant, parce que c'est pas cher. Je dis au serveur que je suis un

végétarien. (The second day, you are going to eat in a different restaurant for each meal. Tell us what restaurants you are going to choose and why. If you have dietary restrictions, what will you say to the server? For example: For breakfast, I am eating at Capri. I like this restaurant, because it isn't expensive. I will tell the server that I am a vegetarian.)

4. After the meals have been planned, each student should have some time to ask other students questions about their meals and suggest recipes, restaurants, and other food-related tips based on their meal plans.

Maintenant, vous pouvez poser des questions à vos camarades de ce qu'ils préfèrent manger, etc. (Now, you can ask your peers questions about their meals, etc.)

5. Here is an example:

Student 1: **"Moi, je préfère utiliser l'huile d'olive plutôt que le beurre dans les pâtes."** (I prefer using olive oil more than butter in pasta.)

Student 2: **"Est-ce que tu aime dîner au Melting Pot ? Moi, j'adore la fondue."** (Do you like having dinner at the Melting Pot? I love fondue.)

WRAP-UP

Ask the following question(s) to finish the activity:

- **Quel plan de repas est-ce que vous préférez ? Pourquoi ?** (What meal plan do you prefer? Why?)
- **Vous préférez manger au restaurant ou chez vous ?** (Do you prefer to eat at restaurants or at home?)
- **Quel est votre restaurant préféré ?** (What is your favorite restaurant?)
- **Quel est votre repas préféré ?** (What is your favorite food?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can look at pictures on a menu and identify the foods.
- I can say what food I like or dislike.

- I can describe a personalized menu.

CULTURAL RESOURCES

[List of Popular French Foods](#)

[Popular Regional Cuisine](#)

[History and Basics of French Cuisine](#)

[Campus France's guide to French Gastronomy](#)

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👤 French Level 1, Activity 14: Revision de la fin du semestre / End of Semester Review (Face-to-Face)



People vector created by pch.vector – www.freepik.com

Description: In this activity, students will be playing Jeopardy to review various French vocabulary and grammar topics.

Semantic Topics: review, jeopardy, revision

Materials Needed:

- [Jeopardy game](#)
- Computer/iPad

Would you like to make changes to the materials? Access the template below:

- [Jeopardy game](#) (Create a new password on the right side)

MAIN ACTIVITY



***Note:** If you'd like to customize this Jeopardy game, click "Edit." Once you've clicked edit, you will see an option that says, "If this isn't your template (or you forgot the password) then you can clone this template and edit the clone. Create a password for your clone below."

1. Log onto the computer (and projector) or an iPad, and click on the Jeopardy link above.

Connectez-vous à l'ordinateur (et au projecteur) ou à un iPad, et cliquez sur le lien Jeopardy ci-dessus.

2. Have the students split into two teams.

Demandez aux étudiants de former 2 équipes.

3. Play the Jeopardy review game.

Jouez au jeu.

WRAP-UP

- *Avez-vous des questions ?* (Have any questions?)

REMIX THIS ACTIVITY

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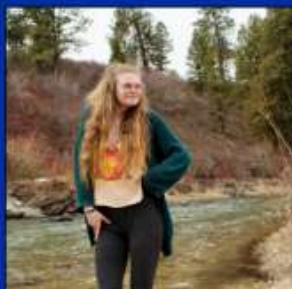
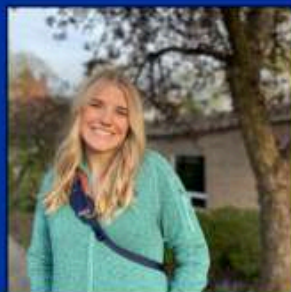
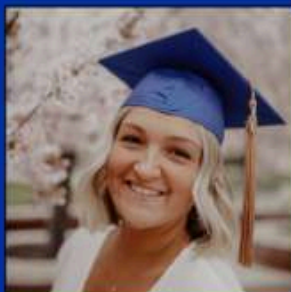
If this is your first time remixing an activity, check out our [one minute tutorial](#) below:



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FRENCH LEVEL 1, ACTIVITIES FOR ONLINE INSTRUCTION



Photos of past and present Pathways Project student team members

😜 French Level 1, Activity 01: Les virelangues / Tongue Twisters (Online)



People vector created by pikisuperstar – www.freepik.com

Description: In this activity, students will practice introductions and pronunciation with tongue twisters.

Semantic Topics: tongue twisters, accents, introduction, pronunciation, alphabet, virelangue, pronunciation, basic building blocks of language, les composantes de base d'une langue

Products: Tongue twisters, virelangues

Practices: Playing behavior, for fun/amusement, practiced during casual conversations with friends/family

Perspectives: How do you think this linguistic game, generally played by francophone children, helps to develop their language and pronunciation skills?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.3: Compare and analyze idiomatic expressions in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can say the names of each letter in French.
- I can spell my name in French.
- I can identify the sounds of and name at least five letters with accents in French, é (accent aigu), è (accent grave), ç (cedille), ë/ï (tréma).
- I can identify the sounds of the letter combinations qu, ou, au.

Materials Needed:

- [Google Slide Presentation](#)
- [Pronunciation Practice Sheets](#)
- [Tongue Twister Cards](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=934#h5p-5>

WARM-UP

1. Begin by introducing the Can-Do's for today's activity.

Aujourd'hui, nous allons apprendre l'alphabet français et nous entraîner à dire des sons différents qui sont utilisés dans la langue. (Today, we are going to learn the French alphabet and practice saying different sounds used in the language.)

2. Have students introduce themselves. (Name, major, where they're from)

Maintenant, vous allez vous présenter (nom, résidence, matière principale).

MAIN ACTIVITY

Let students know that this week they'll practice speaking French, but not to worry about the meaning! Let them know that we have a bunch of letter combinations and traditional tongue twisters that will help them practice their pronunciation and get comfortable with the language. They will feel silly, but let them know they are a team and will get through these together!

Laissez savoir aux étudiants que cette semaine, ils pratiqueront la prononciation sans porter attention à la signification. Faites-leur savoir qu'ils pourront pratiquer leur prononciation à l'aide de différentes combinaisons de lettres difficiles à prononcer et de virelangues, ce qui les rendra familier à la langue. Ils peuvent se sentir bizarre, mais qu'ils sont tous dans la même situation et qu'il s'agit d'un travail d'équipe.

1. Start by having students repeat the vowels with accents after you. For example, the instructor should say each word with an accent to demonstrate the sound.

Les étudiants doivent répéter après vous les voyelles avec les accents. Vous devez bien démontrer le son de l'accent sur la voyelle.

A. une activité, un écrivain, présenter, des coordonnées

B. très, une lumière, célèbre, un père, une mère, une bière

C. un garçon, ça, français, une façon

D. Noël, Aïsha, égoïsme, un canoë, un maïs

E. quand, qui, quatre, quoi, une question

F. nous, vous, court(e), rouge, un blouson

G. un bureau, un tableau, des chaussures, aujourd'hui

2. After you have gone through all the different vowels, do it again. You may want to repeat any tricky sounds multiple times. If your group picks up the sounds correctly, quickly, you may not need to repeat.

Vous devrez peut-être répéter le son des voyelles avec accent à plusieurs reprises. Si le groupe arrive à bien prononcer, vous pouvez cesser de répéter.

3. After you have gone through all the sounds, switch to go through the tongue twisters. You might want to split the group into partners and have them try to do one or two tongue twisters together. You might also want to translate the tongue twisters into English, or at least give the gist of what they mean.

Après avoir pratiquer les sons, vous pouvez aborder les virelangues. Vous pouvez diviser le groupe en équipe de deux et les laissés pratiquer les virelangues. Vous pouvez traduire les virelangues en anglais aux étudiants ou leur mentionner la signification.

A. Un chasseur qui chassait fit sécher ses chaussettes sur une souche sèche.

– In English, this equates to “A hunter who hunted dried his shoes on a dry stump.”

B. Natacha n’attacha pas son chat Poucha qui s’échappa. Cela fâcha Sacha qui chassa Natacha.

– In English, this equates to “Natacha did not tie up her cat Poucha, who escaped. That angered Sacha who chased Natacha.”

C. Ton thé t’a-t-il ôté ta toux ? disait la tortue au tatou. – Mais pas du tout, dit le tatou, je tousse tant que l’on m’entend de Tahiti à Tombouctou.

– In English, this equates to ““Your tea took away your cough?” said the tortoise to the armadillo. “Not at all,” said the armadillo. “I am coughing so much that you can hear me from Tahiti to Timbuktu!””

D. Combien coûtent ces six saucissons-ci ? Ces six saucissons-ci sont six sous.

– In English, this equates to “How much do these six sausages here cost? These six sausages here are six pennies.”

E. Mon père est le maire, mon frère est un masseur.

– In English, this equates to “My father is the mayor, my brother is a massage therapist.”

F. Poisson sans boisson, c’est poison.

– In English, this equates to “Fish without drink, it’s poison.”

WRAP-UP

Ask the following question(s) to finish the activity:

- **Quel son était le plus difficile à prononcer pour vous ?** (Which sound was the most difficult for you to pronounce?)
- **Quel virelangue était la plus difficile pour vous ?** (Which tongue twister was the most difficult for you?)

CULTURAL NOTES

The word virelangue is a neologism and a tracing of the English word tongue-twister (“which twists the tongue”). But it denotes a type of pun that is itself very old. According to Claude Gagnière, the word virelangue would be a creation of 1911 by Antonin Perbosc who francized a Languedocian expression (“la lengo t’a virat” or “as virolengat”, the tongue has forked you). [Claude Gagnière, *Des mots et des merveilles*, [Robert Laffont](#), 1994, 741 p., Diction – p284-291]

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can say the names of each letter in French.
- I can spell my name in French.
- I can identify the sounds of and name at least five letters with accents in French, é (accent aigu), è (accent grave), ç (cedille), ë/ï (tréma).
- I can identify the sounds of the letter combinations qu, ou, au.

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👋 French Level 1, Activity 02: Un accueil / Meet and Greet (Online)



People vector created by freepik – www.freepik.com

Description: In this activity, students will have a “Meet and Greet Party.” This will help them practice

introducing themselves, greeting someone, and answering how they feel. They will also learn greetings for different times of the day.

Semantic Topics: greetings, introductions, meet and greet, un accueil, salutations, structure of questions, la structure d'une question

Products: La bise, handshake, verbal greeting

Practices: Giving a kiss as a greeting, the use of forms of discourse (formal vs. informal)

Perspectives: Importance of formality when speaking to someone

- Name a situation in which it would be important to remember to use formal language with someone.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- COMP 1.1: Observe formal and informal forms of language.

NCSSFL-ACTFL Can-Do Statements:

- I can say hello and goodbye to someone my age or younger, my professor, an adult, or someone I don't know.
- I can introduce myself and others.
- I can respond to an introduction.
- I can greet and take leave from someone using polite rehearsed behaviors.

Materials Needed:

- [Google Slide Presentation](#)
- [People/Times](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=938#h5p-6>

WARM-UP

1. Begin by introducing the Can-Do's and displaying the Rencontrer et Saluer Google slideshow on the projector screen.

Commencez par présenter les « Can-Do's » et montrez le « Rencontrer et Saluer » Google présentation sur l'écran de projection.

2. First ask the students: "Hello! How are you? I am _____. Today we are going to practice introductions."

D'abord, demandez aux étudiants: « Bonjour! Comment-allez vous ? Je suis/vais____. Aujourd'hui nous allons pratiquer les introductions. »

3. Brainstorm with the students by asking them how to say hi, bye, etc and write them on the whiteboard. They can use these as a cheat sheet during the main activity:

Réfléchissez avec les étudiants en leur demandant comment dire bonjour, au revoir, etc. puis écrivez ces mots au tableau. Ils peuvent les utiliser comme un « cheat sheet » pendant l'activité principale:

- Greetings: (Hello)
 - *Bonjour, Bonsoir, Salut, Coucou, (Faire la bise)*
- Goodbye:
 - *Au revoir, Ciao, Salut, À plus tard, À bientôt, À la prochaine, Bonne journée, Bonne soirée*
- How is it going:
 - *(Comment) ça va? Quoi de neuf? Comment allez-vous/vas-tu? Tu vas/vous allez bien?*
- Nice to Meet You:
 - *Enchanté/e, Plaisir de faire votre connaissance, Ravi/e de vous rencontrer*

You can also explain "la bise" in France. Show them the map with the different regions and how many kisses they give depending on where they are in the country. (**Resources at the bottom of the page)

MAIN ACTIVITY

1. Pick a time of day (this will determine whether we use **"Bonjour"** or **"Bonsoir"**, etc.)

Choisissez une période de la journée (cela permettra de déterminer si l'on utilise "Bonjour", "Bonsoir", etc.)

2. Have each students pick a famous person from the Canva page. This is the person the students will introduce themselves as and pretend to be.

Chaque étudiant doit choisir une personne célèbre. Il s'agira de la personne que l'étudiant devra présenter et prétendre être.

3. Do steps 1 and 2 yourself to show students what they will be doing.

Faites les étapes 1 et 2 afin de démontrer aux étudiants ce qu'ils devront faire.

4. Have students converse (greetings, introductions, basic questions). The students should make sure to be aware of whether the person they are talking to requires a formal or informal response.

Demandez aux étudiants de converser entre eux tout en jouant leurs rôles. Les étudiants doivent s'assurer de parler de manière formelle ou informelle, selon la personne à qui il/elle s'adresse.

5. Once everyone has had a conversation, try a new person and time of day.

Lorsque tous les étudiants auront eu l'opportunité de converser, essayez une nouvelle personne et une période de la journée.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quel est votre mot ou votre phrase préféré pour dire "bonjour?"*
 - What is your preferred way to say "hello?"
- *Quel est votre mot ou votre phrase préféré pour dire "au revoir?"*
 - What is your preferred way to say "goodbye?"

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
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- Pay attention, and try to use feedback for future activities!

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- I can respond to an introduction.
- I can greet and take leave from someone using polite rehearsed behaviors.

CULTURAL RESOURCES

Resources explaining la bise (Warm-up):

- [Combien de bises ? \(free.fr\)](http://free.fr)



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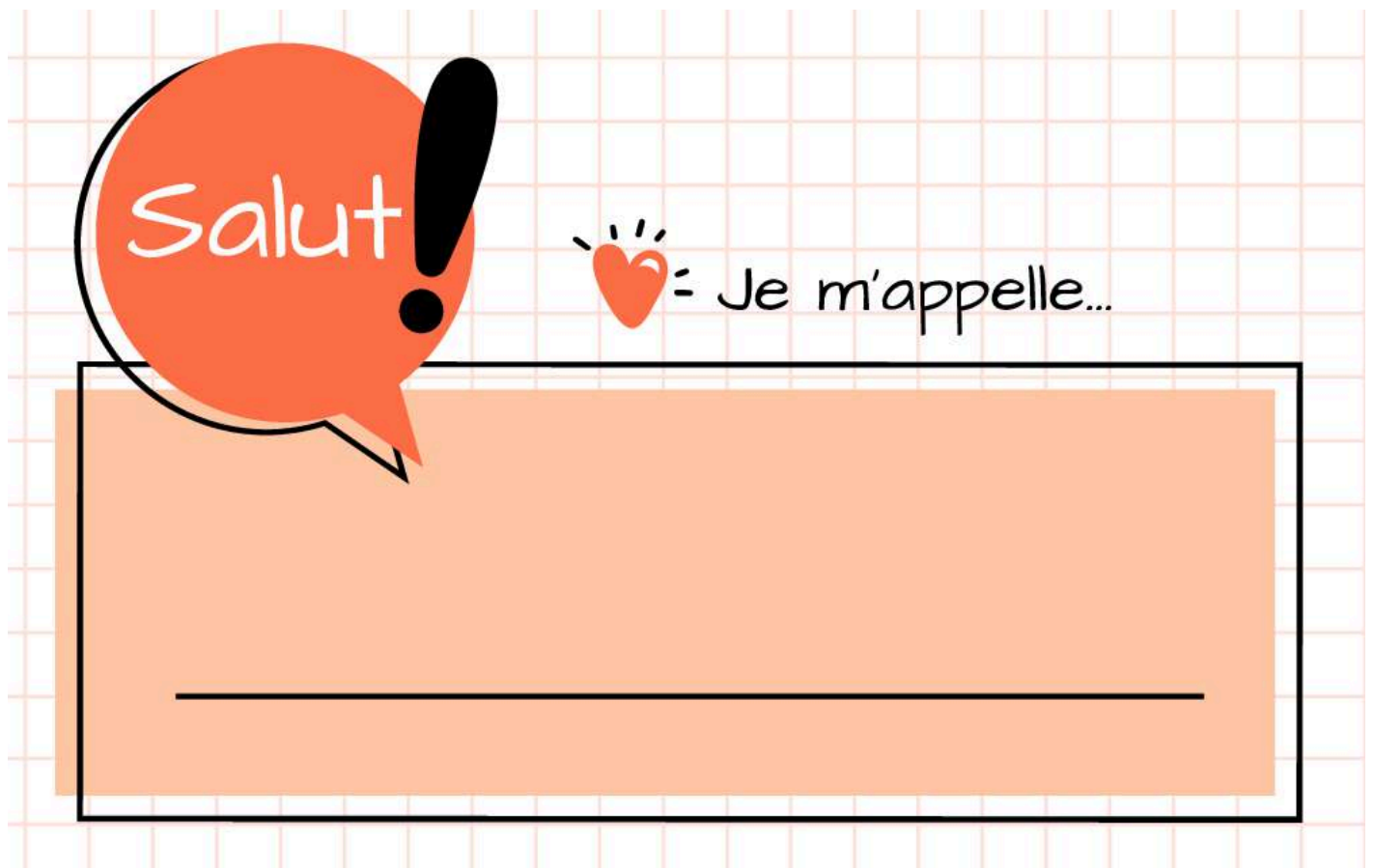
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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=938#oembed-2>

🧑♀ French Level 1, Activity 03: Les caractéristiques / Characteristics (Online)



Label vector created by freepik – www.freepik.com

Description: Students will identify themselves using characteristics in French. Students will ask a partner questions about themselves to identify what the person is like. Students will then describe their partner

to others.

Semantic Topics: stereotypes, identifying people, descriptions, les caractéristique, les stéréotypes, Identifier les gens, adjectives, les adjectifs

Products: Stereotypes, generalizations, identifying characteristics

Practices: Used to make friends and engage in lighthearted conversations

Perspectives: Stereotypes noted by the French can be a way for them to make fun of/mock themselves (e.g. always being on strike, drinking wine and smoking cigarettes). These stereotypes are heavily influenced by regional cultures and often reinforced through international media.

- What can we do, as foreigners, to separate stereotypes of a culture from their reality? In other words, how can we look past stereotypes and generalizations to better understand cultures different than our own?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- COMP 1.1: Observe formal and informal forms of language.

NCSSFL-ACTFL Can-Do Statements:

- I can recognize basic cultural differences.
- I can describe myself and someone that I know (Relationship, nationality, characteristics).
- I can respond to basic questions about my background.

Materials Needed:

- [Google Slide Presentation](#)
- ["Cliché" Video](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=940#h5p-7>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Play a few minutes of the video, "Cliché" (make sure to turn on the subtitles).



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=940#oembed-2>

3. After, ask students which stereotypes they have heard or believed:

Quels sont les stéréotypes que vous avez entendus des Français ? Est-ce qu'il y a des stéréotypes que vous croyiez ? Pensez-vous que les Français ont des stéréotypes des Américains ? Lesquels ?

4. Make sure to explain that although some of these stereotypes do exist, rarely do we find individuals who fit all aspects. France is very multicultural and has habitants from all over:

Bien que certains de ces stéréotypes existent, nous trouvons rarement des personnes qui correspondent à tous les aspects. La France est un pays très multiculturelle et compte des habitants de partout.

L'Algérie: 702,000

Le Maroc: 645,000

L'Afrique sub-saharienne: 644,000

MAIN ACTIVITY

1. First, have students practice going around describing themselves using phrases such as:

Premièrement, les étudiants doivent pratiquer comment se décrire:

- *Comment t'appelles-tu ?*
- *Vous êtes/tu es américain(e) ?*
- *Je m'appelle (nom)*
- *Je suis américain(e)/ canadien(ne)/ anglais(e)/ italien(ne), etc.*
- *Je suis d'origine américaine/ algérienne/ sénégalaise/ irlandaise/ française, etc.*
- *Je suis étudiant(e)/ copain/ copine/ soeur/ frère/ fille/ fils, etc.*

2. Next, have students choose a person they know. This could be a roommate, parent, partner, etc. (if they want, have them show a picture to the rest of the group)

Ensuite, les étudiants devront choisir une personne qu'ils connaissent, il peut s'agir d'un colocataire, un parent, un partenaire, etc. (s'ils le désirent, ils peuvent montrer une photo au reste du groupe)

3. Ask them who this person is using phrases like:

Demandez-leur qui est cette personne en utilisant les phrases:

- *Il (elle) s'appelle comment ?*
- *Comment est-il (elle) ?*

4. Have them practice using phrases to describe this person such as:

Les étudiants doivent pratiquer à utiliser les phrases ci-dessous afin de décrire des personnes:

- *(Nom) est mon/ma colocataire/ mère/ père/ soeur/ copain/ copine, etc.*
- *Il/elle est américain(e)...*
- *Il/elle est poli(e)/ réservé(e)/ intelligent(e)/ élégant(e)/ sociable/ gentil(le)/ méchant(e), etc.*
- *Il/elle aime/ il/elle n'aime pas...*

WRAP-UP

Ask the following question(s) to finish the activity:

- *Si vous pouviez déménager dans un pays francophone, lequel serait-il ? La France ? Le Sénégal ? La Martinique ? Le Maroc ?* (If you could move to a francophone country, which one would it be?)

CULTURAL RESOURCES



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/pathwaysfrench/?p=940#oembed-1>

A video where French people discuss stereotypes that other countries have about France!

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can recognize basic cultural differences.
- I can describe myself and someone that I know (Relationship, nationality, characteristics).
- I can respond to basic questions about my background.

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◆ French Level 1, Activity 04 : Les mots apparentés / Cognates (Online)



Abstract vector created by katemangostar – www.freepik.com

Description: In this activity, students will learn about cognates with a slideshow and play a cognate bingo

game.

Semantic Topics: cognates, bingo, false cognates, les mots apparentés, les faux amis, individual words, mots individus

Products: Cognates, les mots apparentés

Practices: Used when learning a new language, les mots apparentés can aid in comprehension

Perspectives: Cognates are sometimes used to study the origins of words. How can cognates help us to better understand other languages?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of French and their native language.

Idaho State Content Standards:

- CLTR 2.1: Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- CONN 2.1: Access authentic materials prepared in the target language by or for native speakers.
- COMP 1.1: Observe formal and informal forms of language.

NCSSFL-ACTFL Can-Do Statements:

- I can use French/English cognates to help improve my understanding in unfamiliar situations.
- I can identify common false cognates to avoid misunderstandings.
- I can comprehend articles in French magazines.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=942#h5p-8>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Today we are going to chat about cognates. In English, what is a cognate? (Ask the group)

Aujourd'hui nous allons parler des mots apparentés. En anglais, qu'est-ce qu'un mot apparenté? Connaissez-vous des exemples de mots apparentes en anglais?

3. A cognate is a word that sounds very similar in English and French. For example, the word "moderne" in French is "modern" in English. Also, the word "romantique" in French is "romantic" in English. Moderne and romantique are cognates.

Un mot apparenté est un mot qui est similaire en Français et en Anglais. Par exemple, le mot "moderne" en Français est

“modern” en Anglais. En plus, le mot “romantique” en Français est “romantic” en Anglais. “Modern” et “romantique” sont des mots apparentés.

4. There are “false friends” in French. For example, “pain” in does not mean “pain” in English. It is a false friend or false cognate.

Aussi, il y a des “faux amis” en français. Par exemple, “pain” ne signifie pas “pain” en anglais. Ça veut dire “bread.” C’est un “faux ami,” et non un mot apparenté.

MAIN ACTIVITY

1. Now we are going to play bingo!

Maintenant, nous allons jouer au Bingo !

2. I’m going to say a cognate and you are going to find it on your card.

Je vais dire un mot apparenté en français et vous devez le trouver sur votre carte.

3. The first person to complete a line wins!

La première personne à compléter une ligne, gagne !

Bingo code can be found on the Google Slide Presentation

WRAP-UP

Ask some of the following question(s) to finish the activity:

- *Quel est votre mot apparenté préféré ?*
 - What is your preferred cognate?
- *À votre avis, pensez-vous qu’il y a beaucoup de mots apparentés en français ?*
 - In your opinion, do you think that there are a lot of cognates in French?
- *Quels sont d’autres exemples des mots apparentés ?*
 - What are some other examples of cognates?

If you have extra time, you can play this short [video](#) about the Francophone world. Ask the students to be actively listening for English/French cognates.

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can use French/English cognates to help improve my understanding in unfamiliar situations.
- I can identify common false cognates to avoid misunderstandings.
- I can comprehend articles in French magazines.

CULTURAL RESOURCES

[List of French/English Cognates](#)

[“Faux amis”/False cognates](#)

[Cognate Confusion Comic](#)

[300+ French Cognates](#)

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French Level 1, Activity 05: L'école / School (Online)



designed by  freepik

[School vector created by freepik – www.freepik.com](https://www.freepik.com)

Description: In this activity, students will discuss and answer questions about classes and school. They

will also practice their school-related vocabulary and identify objects in French.

Semantic Topics: school, classes, vocabulary, identifying objects, l'école, les cours, la vocabulaire, identifier les objets, complete sentences, verbs like "to have" and "to be", les phrases complètes, les verbes comme *avoir* et *être*

Products: Knowledge, school buildings, friendships

Practices: Going to class, studying, making school friends, growing intellectually, questioning, looking at things critically and from multiple perspectives

Perspectives: Knowledge as an individual, societal, and cultural asset and rite of passage, equality in access to knowledge.

- Do you think that education is a privilege or a right? Why?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can identify objects related to school.
- I can talk about my personal belongings.
- I can talk about my classes and what I study.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=944#h5p-9>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Ask the following questions about classes and school. These can also be found on the Google Slide Presentation.

Je vais vous demander quelques questions sur les classes et l'école:

- *Quels sont les matières que vous étudiez ?*
 - What are the subjects that you study?
- *Quels sont les cours que vous aimez ? Pourquoi ?*

- What are the courses that you like? Why?
- *Quels sont les cours que vous n'aimez pas ? Pourquoi ?*
- What are the courses that you dislike? Why?

MAIN ACTIVITY

1. Use the Google Slides presentation. Each slide will have an image of a different object related to school.
2. Show the image to the group and the first person to correctly identify the object in French gets a point.

Dans cette activité, nous allons pratiquer le vocabulaire à la fac (l'université). Je vais vous montrer une photo d'un objet. La première personne qui peut le nommer en français gagne un point!

***Note:** Students must say a complete sentence to get the point. For example: J'ai un crayon. If no one has the object, have the students practice saying: Je n'ai pas un crayon. If students don't have the object, but they know what it is then have them practice identifying the object by saying: C'est un crayon.

Les étudiants doivent dire une phrase complète pour obtenir un point. Par exemple: J'ai un crayon. Si personne n'a l'objet, les étudiants doivent pratiquer comment le dire: Je n'ai pas de crayon. Si les étudiants n'ont pas l'objet, mais qu'ils savent comment il se nomme, alors faites leur dire le nom de l'objet: C'est un crayon.

Answers to Google Slide:

- une calculatrice
- un crayon
- un livre
- une gomme
- un stylo
- un cahier
- des ciseaux
- une bouteille d'eau
- une chaise
- des écouteurs
- un bureau
- un dictionnaire
- du papier
- des devoirs
- une montre
- de la craie
- un sac à dos
- des lunettes

WRAP-UP

Ask students some questions about their classes so they can practice talking about subjects. Some possible questions are:

Dans le temps qui reste, je vais vous demander deux questions:

- *Est-ce que vos cours sont difficiles ? Faciles ? Intéressants ? Inutiles ?*
 - Do you find your classes difficult? Easy? Interesting? Useless?
- *Avez-vous beaucoup de devoirs ?*
 - Do you have a lot of homework?

CULTURAL NOTES

Education in France is deeply engrained in societal and cultural values. Children in France start school at age 3 and many continue on to receive high education degrees. The majority of University's are free to the French people and the French education system places a large emphasis on academic achievement, philosophy, and critical thinking.

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify objects relating to school.
- I can talk about my personal belongings.
- I can talk about my classes and what I study.

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 French Level 1, Activity 06: Les jours de la semaine / Days of the Week (Online)



Photo by Bich Tran from Pexels

Description: In this activity, students will talk about the days of the week and discuss their weekly

schedules.

Semantic Topics: days of the week, weekly routine, schedules, les jours de la semaine, routine hebdomadaire, horaire, structures of responses, la structure des réponses

Products: Google calendars, planners

Practices: Daily routines, weekday schedule, week-end schedule, les vacances

Perspectives: Importance of routine and consistency in one's schedule

- In France, there is something called “le quart d’heure de politesse,” or in English, “the 15 minutes of courtesy.” This means that it is customary in France to arrive at a dinner party / soirée 15 minutes after the host has said.
 - Which is more important to you: strict punctuality or room to be respectfully late?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of

listeners or readers.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can identify days of the week.
- I can ask someone questions about their week.
- I can talk about what I do during my week.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=946#h5p-10>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Practice the days of the week with students.

Pratiquez les jours de la semaine avec les étudiants.

3. First, review the days of the week with your group.

Pour commencer, nous allons pratiquer les jours de la semaine. Répétez après moi, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.

4. Tell students the phrases and let them fill in the blank: *"Aujourd'hui, c'est __"* and say it out loud.

Aujourd'hui, c'est __? Quel jour de la semaine sommes-nous aujourd'hui ?

5. Next, ask what day tomorrow is:

"Demain, c'est __"

6. You can ask them varying questions that allow them to respond with a day of the week such as:

Vous pouvez leur demander des diverses questions qui leur permettront de répondre avec un jour de la semaine:

"J'ai un cours de français __"

"Mon jour préféré de la semaine, c'est __"

"Je travaille __"

"Le week-end, c'est __"

"Le jour de grâce, c'est toujours __"

MAIN ACTIVITY

1. Separate students into partners.

Maintenant, je vais vous séparer en partenaires.

2. One member will create a google doc and share it with the other person.

Un membre créera un document Google et le partagera avec l'autre personne/ les autres.

3. Each person will write their schedules in the Google doc and once everyone is finished each pair will present their schedules to the rest of the group.

Chaque personne écriront leurs horaires sur le document Google et une fois que tout le monde aura terminé, chaque paire ou groupe présentera ses horaires au reste de la classe.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Trouvez-vous que vous êtes occupé ou non ?*
 - Do you find that you're busy or not?
- *Est-ce que vous avez beaucoup à faire chaque semaine ?*
 - Do you have a lot to do this weekend?
- *À quelle heure vous vous levez le matin ?*
 - What time do you wake up in the morning?
- *Quel jour de la semaine est le plus occupé pour toi? Le plus libre ?*
 - What day of the week is the most busy for you? The most free?

CULTURAL NOTES

In France, the typical week day consists of longer working hours, but more vacation. The minimum amount of vacation time after one year of employment in France is 5 weeks. This is the minimum, depending on the industry and position some companies offer over 9 weeks. There is an emphasis on working hard and sticking to a fairly stick routine during weekdays, however there is more time for vacation.

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify days of the week.
- I can ask someone questions about their week.

- I can talk about what I do during my week.

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French Level 1, Activity 07: "Avoir" / "To have" (Online)



Description: In this activity, students will review the verb "avoir" by going through flashcards and discussing things in their possession.

Semantic Topics: Avoir, possessions, flashcards, verbs, “to have”

Products: “Avoir” is an important word in many French phrases

Practices: To express hunger, to express fear, to express possession, etc.

Perspectives: As an important building block of language, “Avoir” is central to preserving French grammatical structures and is used daily by most Francophones.

- Since “Avoir” is such an essential word to the French language, what do you think that says about the value of ownership, or “having,” in French society?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can use common phrases about my basic needs.
- I can talk about things in my possession.
- I can understand the cultural differences that are apparent in common phrases.

Materials Needed:

- [Google Slide Presentation](#)
- [Avoir Cards](#)
- ["Avoir" Expression Cards](#)

Would you like to make changes to the materials?

Access the template(s) below:

- ["Avoir" Expression Cards](#) (Canva Template, free account required)
- [Avoir Cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=948#h5p-11>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Using the phrases on the presentation, go to the "Avoir Cards" and have students try to guess the phrase based on the image.

For example: Picture of a sleeping cat, *"la chat a sommeil"*

À l'aide des phrases de la présentation, accédez aux fiches-éclair et demandez aux élèves d'essayer de deviner la phrase en fonction de l'image.

Par exemple: Image d'une chat qui dort "la chat a sommeil"

MAIN ACTIVITY

Students are going to practice using "avoir" phrases. Go through the Canva Avoir cards. The word cards are first, and the picture cards are second. If the students cannot think of something, help them by suggesting one of the picture cards. Depending on the "avoir" phrase, the students will give their own response which will vary depending on the person.

Les étudiants devront pratiquer comment utiliser les phrases contenant le verbe "avoir". Regarder à travers les cartes Canva Avoir. Les cartes de mots sont les premières et les cartes d'image sont les deuxièmes. Selon la phrase "avoir", les étudiants devront répondre de manière personnelle.

1. Choose an "avoir" card from Canva and say it out loud. Give the students an example. After, have them go around and respond to the example as practice.

Je vais choisir une carte "avoir" et vous allez compléter la phrase avec votre propre réponse. Par exemple (piocher une carte et lisez-la à voix haute) "avoir... ans"— je dirais "j'ai 22 ans." Nous allons continuer autour du cercle jusqu'à ce que tout le monde ait participé. Vous êtes prêts ?

2. Pick another card and continue doing the same thing until you have gone through all of them. There are cards with images and vocabulary to help students if they need it. If they need help with how to say something else then you can tell them. They do not have to use vocabulary from the cards, as they are just ideas.

Pigez une autre carte et continuez l'activité jusqu'à ce que vous ayez lu toutes les cartes "avoir". Si besoin, il y a des cartes avec des images ou des mots afin d'aider les étudiants. S'ils ont besoin d'aide supplémentaire afin de dire autre chose, vous pouvez les aider. Ils n'ont pas besoin d'utiliser les cartes, ces dernières étant seulement des idées.

3. It is important to have the students practice using "avoir" with the other subjects too (il/elle/tu). So, have the students repeat what their neighbor said (il/elle a ...).

Il est important que les étudiants pratiquent l'utilisation du verbe "avoir" avec d'autres pronoms personnels (il/elle/tu). Par conséquent, faites-leur pratiquer ce que leur voisin a dit (il/elle a ...).

4. After, have the students talk in pairs so they can practice using the "tu" form.

Ensuite, en équipe de deux, faites pratiquer les étudiants à utiliser la 2e personne "tu".

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quelle est ton expression "avoir" préférée ?*
 - What is your favorite "avoir" expression?
- *Lesquelles sont les plus utiles ou les moins utiles à ton avis ?*
 - Which ones are the most useful or the least useful in your opinion?
- *Raconte-moi une petite histoire utilisant au moins 2 phrases "avoir."*
 - Tell me a little story using at least 2 "avoir" phrases.

CULTURAL NOTES

For anglophones learning French, there are many "faux amis" with expressions that use avoir. In English, some of our most common expressions use the verb "to be" – e.g. I am cold, I am hungry – in French, these expressions are used with avoir. If directly translated and we use être in place of avoir these expressions can take on an entirely different meaning.

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can use common phrases about my basic needs.
- I can talk about things in my possession.
- I can understand the cultural differences that are apparent in common phrases.

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=948#oembed-1>

👨👩 French Level 1, Activity 08: La famille et les amis / Family and Friends (Online)



Tree vector created by macrovector – www.freepik.com

Description: In this activity, students will learn about families in French by looking at different family trees and creating their own with a partner.

Semantic Topics: Family, family tree, partners, French, la famille, arbre généalogique, les partenaires, conjugations of *Être*, conjugaisons du verbe *Être*

Products: Family structure; immediate family: mother(s), father(s), brother(s), sister(s), guardian(s), etc., extended family: (cousin(s), aunt(s), uncle(s), grandparent(s), etc.

Practices: Spending time together, “week-end en famille”, spending holidays and big events together, time at the table with family as a very important practice

Perspectives: Family is extremely important in the French culture. Many families make it a priority to make time for their families, to spend time with their families, and to help each other out as a family regardless of your family structure.

- In American culture, youth is widely valued over age, a feat which can be noted through our beauty industry and the countless products created to keep us looking youthful. How might family relations look in a country where age is valued over youth?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can identify members of a family tree and describe their relationships.
- I can introduce my family members and their relationship to me.
- I can recognize peoples' names and their titles when they are introduced.

Materials Needed:

- [Google Slide Presentation](#)
- [Family Tree](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=954#h5p-12>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Look at the family tree for the Lion King on the presentation.

Regardez l'arbre généalogique du Roi Lion sur la présentation.

3. Take the part of Simba and ask the group *"qui est ma fille?"* or *"qui est Nala?"*

Prenez la famille de Simba et demandez au groupe "qui est ma fille?" ou "qui est Nala?"

4. Continue this with the other family members.

Continuez l'activité avec différents membres de la famille.

MAIN ACTIVITY

1. Next, have the students get with a partner.

Ensuite, demandez aux étudiants de se mettre en équipe de deux.

2. Each student will go to the family tree website.

Chaque élève se rendra sur le site web de l'arbre généalogique.

3. On the website students will create their partner's family tree.

Sur le site web, les élèves créeront l'arbre généalogique de leur partenaire.

4. After, have the students go around and explain to the rest of the group their assigned family tree.

Ensuite, demandez aux étudiants d'expliquer au reste du groupe leur arbre généalogique.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Qui est votre membre de famille préféré ? Pourquoi ?*
 - Who is your favorite family member? Why?
- *Décrivez vos membres de famille. Ils sont comment ?*
 - Describe your family members. What are they like?

CULTURAL NOTES

Much of family time in France is spent at the table. Gathering at the table and sharing a meal is a very important part of French culture, and very important in general to French families. Conversations and quality time between families is often spent at the table – whether that is between immediate families during the weekday after a day of work/school, or on the weekend/during holidays with extended family.

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self-evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify members of a family tree and describe their relationships.
- I can introduce my family members and their relationship to me.
- I can recognize peoples' names and their titles when they are introduced.

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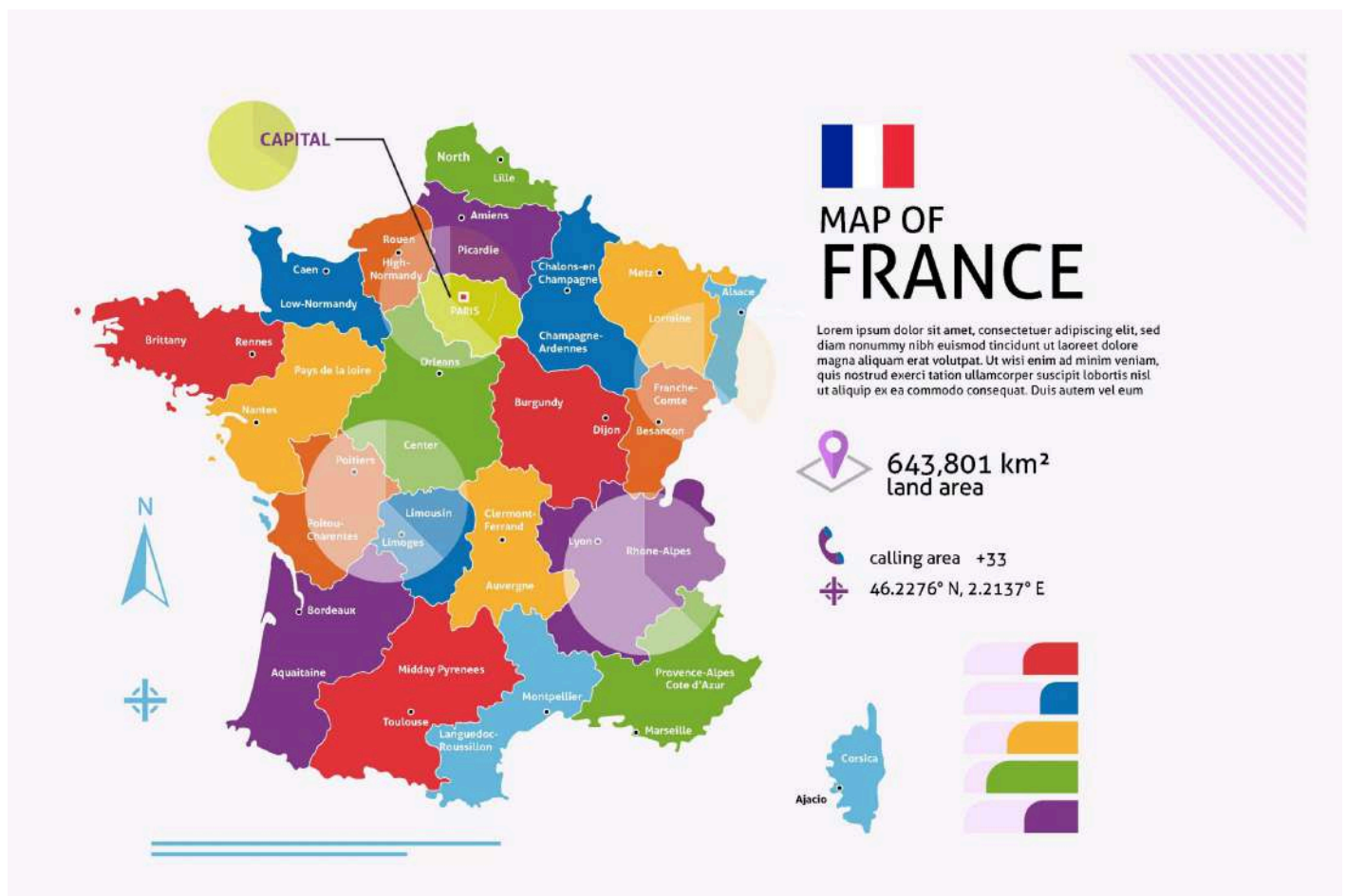
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French Level 1, Activity 09: Quartiers à Paris / Neighborhoods in Paris (Online)



Infographic vector created by freepik – www.freepik.com

Description: In this activity, students will practice describing locations on a city map. Students will also

explain their telephone numbers and practice talking about cities and their family.

Semantic Topics: maps, Paris, family, family members, numbers, quartiers à Paris, cartes, famille, membres de la famille, numéros, the structure of a question, la structure d'une question

Products: Tangible cities, towns, and villages – In France, there are two main descriptions of towns depending on their size. “Les villes” (or “Les grandes villes”) describe cities such as Paris, Bordeaux, Lyon, etc. To describe a smaller town, you use “village”. “Village” is really used when describing a town with a very small population. To describe a town in-between a “village” and “ville” the French will sometimes say “une petite ville.”

Practices: Asking for directions, reading maps, understanding location

Perspectives: There is a large difference in perspective between those who live in “les grandes villes” and those who live in the “villages”. Those who live in small towns in the countryside tend to lead a simpler life often more traditional, and those who live in “les grandes villes” tend to have a more global and urban lifestyle and perspective.

- If a French-speaker asked you for directions in a Francophone city and you didn't know how to direct them, what advice could you offer?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and

obtain information, express feelings and emotions, and exchange opinions.

- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.
- COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.
- COMM 3: Utilize appropriate media to present an idea to an audience.
- CLTR 2.1: Analyze the significance of a product (art, music, literature, etc...) in a target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can describe my family members.
- I can identify places on a map.
- I can give out my phone number.
- In my own and the target culture, I can compare and contrast how cities are laid out.
- In my own and the target culture, I can compare and contrast how information such as phone numbers is shared.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=958#h5p-13>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Show the laminated map to the students on slide 4.

Montrez la carte de Paris aux étudiants sur la diapositive 4.

3. To practice numbers, ask students to identify in which arrondissement certain landmarks of Paris are located.

Afin de pratiquer les chiffres, demandez aux étudiants d'identifier dans quel arrondissement l'attrait touristique est situé

Par exemple: "Où se trouve le Musée d'Orsay?"

"Le Musée d'Orsay est dans le 7ème."

4. Continue with other landmarks:

Continuez avec les autres attractions touristiques:

- **La Tour Eiffel: 7th**
- **Le Louvre: 1st**
- **La Sorbonne: 5th**
- **Arc de Triomphe : 8th, 16th, 17th**
- **Sacré Cœur: 18th**
- **l'Opéra: 9th**
- **Notre Dame: 4th**

MAIN ACTIVITY

1. Students are going to practice describing their family members with at least 3 adjectives. Prompt them to share multiple family members.

Les étudiants devront décrire les membres de leur famille en utilisant au moins 3 adjectifs.

2. To practice numbers, have the students also share their family members' phone number and address (this should be made up!). Make sure that they are say the numbers in two digits at a time.

Afin de pratiquer les chiffres, demandez aux étudiants de partager le numéro de téléphone et l'adresse des membres de leur famille (Cela peut être inventé!). Assurez-vous qu'ils disent 2 chiffres à la fois.

Exemple: vingt, quatre-vingt-huit, soixante-sept, cinquante-trois, zéro, neuf

3. Next, have each student ask the group a question about their friend or family member. They can practice phrases such as:

Ensuite, chaque étudiant devra poser une question au reste du groupe concernant un ami ou un membre de la famille. Ils peuvent pratiquer les phrases telles que:

- Comment sont-ils?
- Est-ce qu'ils aiment ____?
- Qu'est-ce que vous faites ensemble ?
- Leurs anniversaires sont quand ?
- Ils ont quel âge ?
- etc.

WRAP-UP

To wrap up the activity, practice a few numbers on the board. Between 60 and 100.

Write on the board a number and have the students practice saying it aloud, then have students practice writing a number of their choice.

Pour conclure l'activité, pratiquez quelques nombres, entre 60 et 100, sur le tableau. Écrivez sur le tableau un nombre et demandez aux étudiants de le dire à haute voix. Ensuite les étudiants peuvent pratiquer à écrire un nombre de leur choix.

CULTURAL NOTES

Within the city of Paris there are different "arrondissements" or neighborhoods similar to in New York City (Upper East Side, Downtown, Soho, etc.) In Paris, many of the arrondissements have their own unique

cultures and perspectives.

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can describe my family members.
- I can identify places on a map.
- I can give out my phone number.
- In my own and the target culture, I can compare and contrast how cities are laid out.
- In my own and the target culture, I can compare and contrast how information such as phone numbers is shared.

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French Level 1, Activity 10: Jeu de devinette / I-Spy (Online)



Photo by Noelle Otto from Pexels

Description: In this activity, students are going to practice their prepositions and school supplies

vocabulary by playing a game of I-Spy.

Semantic Topics: prepositions, items, places, school supplies, I-Spy, prépositions, endroits, fournitures scolaires, jeu de devinette, commands and the imperative, l'impératif, structure of directions, la structure des indices

Products: Games, board games, schoolyard games, games to play in the car

Practices: Different games will be played (practiced) in different social settings, board games (jeux de société) are often played with friends and family, games like I-Spy are often played during car rides and played by young children.

Perspectives: A fun and interesting way to pass time and bond with others

- How do you think one's social life is valued in French culture, based on the fact that most French people also really enjoy board games and other similar activities?

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.

Idaho State Content Standards:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.
- COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.
- COMM 3: Utilize appropriate media to present an idea to an audience.

NCSSFL-ACTFL Can-Do Statements:

- I can understand simple instructions.
- I can name items that I see every day at school.
- I can explain the location of an item.

Materials Needed:

- [Virtual Whiteboard](#)
- [Preposition Hint Cards](#)
- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=962#h5p-14>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. In this activity, students are going to practice their prepositions.

Dans cette activité, les élèves vont pratiquer leurs prépositions.

3. The instructor will read out the steps below and the students will draw what you say, using the virtual whiteboard.

L'instructeur lira les étapes ci-dessous et les élèves dessineront ce que vous dites à l'aide du tableau blanc virtuel.

4. When you finish going through all of the steps, either ask the students to share their screens or go through the preposition hint cards to make sure they drew the correct drawing.

Lorsque vous avez terminé toutes les étapes, demandez aux élèves de partager leurs écrans ou passez en revue les cartes-conseils de préposition pour vous assurer qu'ils ont dessiné le bon dessin.

1. *Dessinez un cercle au centre de votre feuille.* (Draw a circle in the center of your page)
2. *Dessinez un petit triangle dans le cercle.* (Draw a small triangle in the circle)
3. *Dessinez un rectangle en dessous du cercle.* (Draw a rectangle below the circle)
4. *Dessinez une ligne entre le cercle et le rectangle.* (Draw a line between the circle and the rectangle)
5. *Dessinez un coeur à gauche du cercle.* (Draw a heart to the left of the circle)

MAIN ACTIVITY

I-Spy (jeu de devinette)

1. In this game, students describe the placement of items using the prépositions de lieu.

Lors de ce jeu, les étudiants doivent décrire l'emplacement des objets en utilisant les prépositions de lieu.

2. Looking at the picture in the presentation, students will take turns getting others to guess the item they have in mind by describing its location relative to other items.

En regardant l'image dans la présentation, un étudiant devra décrire l'emplacement d'un objet et les autres devront deviner quel est l'objet en question.

Exemple:

Étudiant: "Moi, je vois quelque chose à la droite de la calculatrice et sous la gomme." (Student: "I see something to the right of the calculator and under the eraser.")

Un autre étudiant dans le groupe: "C'est le cahier!" etc. (Another student in the group: "It's the notebook!" etc.)

WRAP-UP

If there is extra time, then play the [Halloween](#) in Québec video.

CULTURAL NOTES

Board games are played in similar cultural situations in France as compared to the United States. They are often played at social gatherings as a way to bond, be competitive, and pass time.

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self-evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can understand simple instructions.
- I can name items that I see every day at school.
- I can explain the location of an item.

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🐱🔗 *French Level 1, Activity 11: Les animaux domestiques
/ Pets (Online)*



Image by [huoadg5888](#) from [Pixabay](#)

Description: In this activity, students will discuss their pets and learn about the role of pets in French

families.

Semantic Topics: pets, family, animals, home, adjectives, les animaux domestiques, famille, les animaux, maison, adjectif, the structure of a question, la structure d'une question

Products: Dogs, cats, fish, etc.

Practices: Pets are often kept in French homes! Cats are more popular to keep than dogs, especially in Paris.

Perspectives: Domestic animals are seen as a members of the family in France – domestic animals often live inside with their family and are treated with respect. In some smaller villages, the animals also have practical purposes, cats can be used as “barn cats” used to catch vermin and unwanted pests, and dogs can be used to herd farm animals and protect the house

- How might the love of domestic animals relate to how animals and the environment in general are valued and respected in French culture?

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

Idaho State Content Standards:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.
- COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.
- COMM 3: Utilize appropriate media to present an idea to an audience.
- CLTR 1.1 Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CONN 2.1 Access authentic materials prepared in the target language by or for native speakers.
- COMP 1.3 Compare and analyze idiomatic expressions in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can understand the role of pets in a French family.
- I can briefly describe my pet and what he/she likes to do.
- I can recognize cultural expressions used in everyday French.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=964#h5p-15>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Watch this short video with your students and then discuss the following questions: *(Pour commencer, nous allons regarder cette courte vidéo et puis discuter quelques questions)*



One or more interactive elements has been excluded from this version of the text. You can view them online here:

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- *Est-ce que vous pensez que les Français préfèrent les chats ou les chiens ?*
- *Est-ce que vous pensez que les Américains préfèrent les chats ou les chiens ?*
- *Pensez-vous que le rôle des animaux domestiques en France est le même qu'ici ? Comment ?*

MAIN ACTIVITY

1. Have each student choose an a pet from the slide on the slideshow (this is there imaginary pet for the activity).

Demandez aux étudiants de choisir un animal de la diapositive sur le présentation (il s'agira de leur animal imaginaire pour l'exercice).

2. When the slide of their pet comes on, they are going to tell the rest of the group about their pet.

Quand la diapositive de leur animal arrive, ils devront parler de leur animal au reste du groupe:

- *Comment il/elle s'appelle ?* (What is his/her name?)
- *Il/elle a quel âge ?* (How old is he/she?)
- *Il/elle est comment ?* (How is he/she?)
- *Qu'est-ce qu'il/elle aime faire ?* (What does he/she like to do?)
- *Qu'est-ce que vous faites ensemble ?* (What do you do together?)

3. They should also practice asking each other questions about their imaginary pets.

Ils doivent également s'entraîner à poser des questions aux autres concernant leur animal imaginaire.

4. After, have them do the same activity but asking about their real pets at home.

Ensuite, faites-leur faire le même exercice en leur demandant de parler de leur animal réel qu'ils ont à la maison.

WRAP-UP

1. If there is time left, explain some of the different French expressions using cats.

S'il reste du temps, expliquez différentes expressions françaises comprenant le mot chat.

2. After you go through them, have the students think of the different expressions in English that use cats or dogs.

Ensuite, demandez-leur de penser à différentes expressions en Anglais qui comprennent les mots chat et chien.

3. Go through the slides with the French expressions and have the students try and figure out what they mean. Then explain their translation and meaning.

French Idioms that include cats

-Il n'y a pas un chat:

Translation: There is not a cat (in sight).

Meaning: There is no one (or only a few people, but less than expected).

-Avoir d'autres chats à fouetter

Translation: To have other cats to whip

Meaning: To have bigger fish to fry

-Appeler un chat un chat

Translation: To call a cat a cat

Meaning: To say things like they are

-Avoir un chat dans la gorge

Translation: To have a cat in the throat

Meaning: To have a sore throat/difficulty speaking

-Donner sa langue au chat

Translation: To give your tongue to the cat

Meaning: To not be able to guess

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

1. I can understand the role of pets in a French family.
2. I can briefly describe my pet and what he/she likes to do.
3. I can recognize cultural expressions used in everyday French.

CULTURAL NOTES

In France the most popular type of domestic animal are cats. Dogs come second, but most French prefer cats as a domestic animal. Cats are often seen in many French films and are frequently referenced in cultural works (film, art, literature, etc.)

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=964#oembed-2>

✉ French Level 1, Activity 12: Les invitations / Invitations (Online)



Ribbon photo created by rawpixel.com – www.freepik.com

Description: In this activity, students will practice rejecting or accepting formal invitations to an afternoon

or evening get-together. Students will also practice providing a reason for why they rejected an invitation.

Semantic Topics: invitation, rejection, invite, accept, plans, weekend, evening, le rejet, l'invitation, accepter, les projets, le week-end, la soirée, simple sentences, phrases simples

Products: Spoken word (verbal invitation), invitation card, email invitation, text message invitation, etc.

Practices: Reciprocal invitations (if you are invited to someone's function, it is often practiced you will be invited to their reciprocal function), when invited it is common practice to bring the host a gift.

Perspectives: Table manners are extremely important, as well as showing grace and thanks to the host. Just as in other countries, in France there are many "formules/règles de politesse" or "rules of etiquette" to pay attention to. This can range anywhere from saying "Bonjour" and "Bonne journée" to someone you're sharing an elevator with to inviting the same number of men as women to a party.

- What are some words and phrases you can say in French which show politeness and respect?

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.
- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of French and their native language.

Idaho State Content Standards:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.
- COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.
- COMM 3: Utilize appropriate media to present an idea to an audience.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.3: Function appropriately in diverse contexts within the target culture.
- COMP 1.1: Observe formal and informal forms of language.
- COMP 2.2: Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture.

NCSSFL-ACTFL Can-Do Statements:

- I can accept or reject an invitation.
- I can invite and make plans with someone.
- I can exchange information about when to meet and where to go, such as the store, the movie theatre, a concert or a restaurant.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://boisestate.pressbooks.pub/pathwaysfrench/?p=966#h5p-16>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Ask the students: *Si je vous invite à faire quelque-chose, mais que vous ne voulez pas y aller, que devez-vous dire?* (If I invite you to something, but you don't want to go, what should you say?)

3. Write the word NON on the board. The students should brainstorm words and you can write them in the chat. After, do it with OUI.

Écrivez le mot NON sur le tableau. Les étudiants devront faire une séance de remue-méninges pour trouver des mots et vous pourrez les écrire dans la chat. Ensuite, faites l'exercice avec OUI.

4. Using the invitation example, invite the students to an event, have them practice accepting or declining the invitation. Here are some phrases in case students don't mention them:

En utilisant l'exemple d'invitation, invitez les étudiants à un événement. Faites-leur pratiquer comment accepter ou décliner une invitation. Voici quelques exemples de phrase:

Accept

- I agree: **Je suis d'accord/ d'accord**
- I would love to: *J'aimerais bien*
- I'll be there: *Je vais être là/ je vais être présente/ J'y serai*
- I'll pick you up: *Je vais passer te prendre*
- Yes, of course: *Oui, bien sûr*
- I think I can come: *Je crois/pense que je peux y aller.*
- Absolutely: *Absolument*

Reject

- I'm very busy: *Je suis trop occupé*

- Thank you, but I can't because: *Merci, mais je ne peux pas car...*
- I'm sorry, but I have to: *Desolé, mais je dois...*
- I would prefer not to: *Je préférerais ne pas aller...*
- I want to, but I can't: *J'aimerais aller, mais...*

MAIN ACTIVITY

1. Working individually (5-7 minutes): Each student will think of an activity they like and make a plan to invite the students.

Individuellement durant 5-7 minutes: Chaque étudiant doit penser à une activité qu'il aime et il doit préparer un plan pour inviter les autres étudiants.

2. Tell the students the following: You are going to have 5 minutes to plan a proposal for a fun activity. You need to include a date, time, place, activity, what to bring, and cost.

Dites aux étudiants: Vous aurez 5 minutes pour préparer une invitation pour une activité plaisante. Vous devez inclure une date, l'heure, le lieu, l'activité, ce qu'il faut apporter et le prix.

3. After the 5 minutes, the students will take turns sharing their invitations and inviting the other students. Everyone should accept or reject the invitation and then say why.

Après 5 minutes les étudiants à tour de rôle devront partager leur invitation et inviter les autres étudiants. Chacun doit accepter ou refuser l'invitation et dire pourquoi.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Qu'est-ce que vous allez faire ce weekend ?*
 - What are you going to do this weekend?
- *Aimez-vous aller à des activités culturelles comme les concerts ?*
 - Do you like going to cultural activities like concerts?
- *Aimez-vous regarder le sport ?*
 - Do you like to go to sports games?

CULTURAL NOTES

It is rare and seen as rude to show up empty handed to an event – even something as small as a dinner at a friends house guests will often bring a bottle of wine, a baguette, or some other small gift/contribution for the host.

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self-evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can accept or reject an invitation.
- I can invite and make plans with someone.
- I can exchange information about when to meet and where to go, such as the store, the movie theatre, a concert or a restaurant.

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 *French Level 1, Activity 13: La nourriture / Food
(Online)*

MENU

RESTAURANT

SNACKS

- **FOOD NAME** \$0.00
Lorem ipsum dolor sit amet, consectetur adipiscing elit,
sed diam nonummy nibh euismod tincidunt ut laoreet
- **FOOD NAME** \$0.00
Lorem ipsum dolor sit amet, consectetur adipiscing elit,
sed diam nonummy nibh euismod tincidunt ut laoreet
- **FOOD NAME** \$0.00
Lorem ipsum dolor sit amet, consectetur adipiscing elit,
sed diam nonummy nibh euismod tincidunt ut laoreet



FOODS

- **FOOD NAME** \$0.00
Lorem ipsum dolor sit amet, consectetur adipiscing elit,
sed diam nonummy nibh euismod tincidunt ut laoreet
- **FOOD NAME** \$0.00
Lorem ipsum dolor sit amet, consectetur adipiscing elit,
sed diam nonummy nibh euismod tincidunt ut laoreet
- **FOOD NAME** \$0.00
Lorem ipsum dolor sit amet, consectetur adipiscing elit,
sed diam nonummy nibh euismod tincidunt ut laoreet



DRINKS

- **FOOD NAME** \$0.00
Lorem ipsum dolor sit amet, consectetur adipiscing elit,
sed diam nonummy nibh euismod tincidunt ut laoreet
- **FOOD NAME** \$0.00
Lorem ipsum dolor sit amet, consectetur adipiscing elit,
sed diam nonummy nibh euismod tincidunt ut laoreet
- **FOOD NAME** \$0.00
Lorem ipsum dolor sit amet, consectetur adipiscing elit,
sed diam nonummy nibh euismod tincidunt ut laoreet



Food vector created by freepik – www.freepik.com

Description: In this activity, students will learn about foods and menus by matching descriptions of meals to appropriate photos. They will also play a game of bingo for vocabulary related to ordering in a cafe.

Semantic Topics: foods, menus, ordering food, meals, la nourriture, le repas, commander la nourriture, superlatives, le superlatif

Products: Food, meals, recipes, menus

Practices: The French generally have a smaller, and more carb centric breakfast, a large lunch, and a smaller dinner at 8 pm or later.

Perspectives: Meals are very important in France! Much of the time, sitting down as a family and eating together is seen as an important family activity. Sunday meals are especially important and oftentimes more lavish. Meals tend to take longer to finish than in a typical American household, due the special importance placed on gastronomy in French culture.

- What might that say about French culture, in relation to food and family, that they typically have longer meals than us? What is American “food culture” like in comparison, and what do you think that shows about our values?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.

Idaho State Content Standards:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.
- COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.
- COMM 3: Utilize appropriate media to present an idea to an audience.

NCSSFL-ACTFL Can-Do Statements:

- I can look at pictures on a menu and identify the foods.
- I can say what food I like or dislike.
- I can identify items related to restaurants.

Materials Needed:

- [Google Slide Presentation](#)
- [Bingo Game](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=968#h5p-17>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Students will match typed sentences with the appropriate photo on warmup cards. There are 4 sets of phrases, each color-coded so you can easily separate them into groups. Each set is identical.

Les étudiants doivent associer une phrase avec une photo. Il y a 4 ensembles de phrases, chacun ayant une couleur différente afin de faciliter la distribution aux équipes. Chaque ensemble est identique.

MAIN ACTIVITY

Food/Restaurant Bingo!

1. Copy-paste the link below into the Zoom chat. When students use the link, they will automatically be given a random bingo card. Using your bingo card, start calling out words. When a student has a word on their card, they can click on that word and an X will appear. The student to fill their card first wins!

<https://mfbc.us/m/qz8sbz>

WRAP-UP

Ask the following questions to finish the activity:

- *Quel plan de repas préférez-vous ? Pourquoi ?* (Which meal plan do you prefer? Why?)
- *Préférez-vous manger au restaurant ou chez vous ?* (Do you prefer to eat at a restaurant or at your house?)
- *Quel est votre restaurant préféré ?* (What is your favorite restaurant?)
- *Quel est votre repas préféré ?* (What is your favorite meal?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can look at pictures on a menu and identify the foods.
- I can say what food I like or dislike.
- I can identify items related to restaurants.

CULTURAL RESOURCES

[List of Popular French Foods](#)

[Popular Regional Cuisine](#)

[History and Basics of French Cuisine](#)

[Campus France's guide to French Gastronomy](#)

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👤 French Level 1, Activity 14: Revision de la fin du semestre / Jeopardy Review (Online)



People vector created by pch.vector – www.freepik.com

Description: In this activity, students will play a game of Jeopardy to review various French vocabulary and grammar topics.

Semantic Topics: review, Jeopardy, end of the semester, revision, la fin du semestre

Materials Needed:

- [Jeopardy Game](#)

MAIN ACTIVITY



***Note:** If you'd like to customize this Jeopardy game, click "Edit." Once you've clicked edit, you will see an option that says, "If this isn't your template (or you forgot the password) then you can clone this template and edit the clone. Create a password for your clone below."

1. Log onto the jeopardy game and share your screen.

Connectez-vous à votre ordinateur et cliquez sur le lien Jeopardy ci-dessus.

2. Have the students split into two teams.

Demandez aux étudiants de former 2 équipes.

3. Play the Jeopardy review game.

Jouez au jeu.

WRAP-UP

- *Avez-vous des questions ?*
 - Have any questions?

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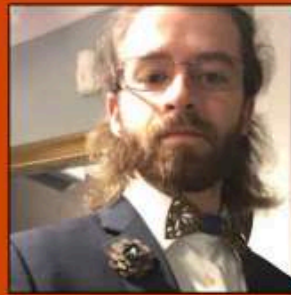
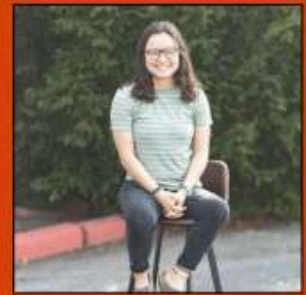
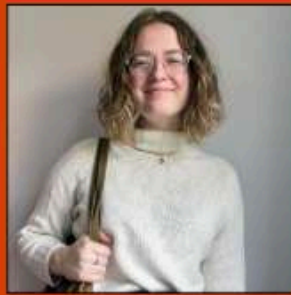
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FRENCH LEVEL 2, FACE-TO-FACE ACTIVITIES



Photos of past and present Pathways Project student team members

👋 French Level 2, Activity 01: Les introductions / Introductions (Face-to-Face)



People vector created by pikisuperstar – www.freepik.com

Description: In this activity, students will practice introducing themselves and their classmates. The will

also use whiteboards to play a quick answer question game.

Semantic Topics: questions, introductions, la structure des questions, the structure of questions

Products: Getting to know others and presentation.

Practices: Gestures and other non-verbal forms of communication, turn-taking in conversation, the use of forms of discourse, socially appropriate behaviors for acquaintance.

Perspectives: Value of age, social class/ social rank, the importance of family.

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, and written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can learn basic etiquette and rules for language activities.
- I can answer questions about myself in the target language.
- I can give my opinion about a variety of topics.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=40#h5p-18>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Begin with an introduction activity.

Aujourd'hui, nous allons commencer avec une petite activité d'introduction.

3. Present the rules to the students:

- *Le premier étudiant va se présenter (leur nom, leur résidence, leur matière principale).* (The first student will introduce themselves (name, where they're from, their major).)

- *Puis, la personne à sa droite va répéter l'introduction de la première personne et se présenter.* (Then the person to their right will repeat the first person's introduction, then add on their own.)
- *Nous allons continuer cette activité jusqu'à ce que tout le monde fasse leur présentation. Ensuite, la première personne va répéter l'introduction de la dernière personne pour terminer l'activité.* (Continue this until you've reached the last person. The first person will then repeat the last person's introduction to finish the activity.)

Example:

Student 1: *Bonjour! Je m'appelle... Je viens de... J'étudie...* (Hello! My name is... I'm from... I study...)

Student 2: *Salut, tout le monde. Il/elle s'appelle... Il/elle vient de... Il/elle étudie... Je m'appelle... Je viens de... J'étudie...* (Hello, everyone. His/her name is... He/she is from... He/she studies... My name is... I am from... I study...)

***Note:** each person only needs to repeat the intro of the person who went immediately before them, not everyone who's gone before them.

MAIN ACTIVITY

1. Distribute whiteboards amongst the students so each student has one whiteboard and marker.

- The student's answer should be as close to one word as possible.
- Give them as little time as possible to think of a word (approximately 10 seconds). Possible questions:

Distribuez les ardoises blanches et les marqueurs aux étudiants. Les étudiants devront répondre à la question de la manière la plus précise possible. Donnez-leur environ 10 secondes pour penser à leur réponse. Exemples de question:

1. *Comment t'appelles-tu ?* (What is your name?)
2. *Comment est-ce que tu te décris ?* (How would you describe yourself?)
3. *Quelle est une qualité importante que doit avoir un camarade ?* (What is an important quality you look for in a friend?)
4. *Quel est un mot que tu utilises trop ?* (What is a word you use too much?)
5. *Si tu pouvais dire qu'un seul mot pour le reste de ta vie, ça serait quel mot ?* (If you could only say one word for the rest of your life, which word would it be?)
6. *Quelle est ta nourriture préférée ?* (What is your favorite food?)
7. *Que fais-tu trop fréquemment ?* (What is an activity you do too frequently?)
8. *Dis-moi une chose que tout le monde devrait faire plus.* (Tell me something that everyone should do more.)
9. *Qu'est-ce que tu aimes le plus dans le monde ?* (What do you like the most in the whole world?)
10. *Dis-moi un adjectif que tu aimes.* (Tell me an adjective that you like.)
11. *Quel est ton meilleur trait personnel ?* (What is your best personality trait?)
12. *Qu'est-ce que tu ferais pour un Klondike bar ?* (What would you do for a Klondike bar?)
13. *Quelle est ta barre chocolatée préférée ?* (What is your favorite chocolate bar?)

14. *Quelle saison préfères-tu ?* (What is your favorite season?)
15. *Si tu pouvais faire n'importe quoi juste maintenant, que ferais-tu ?* (If you could do anything right now, what would you do?)
16. *Qu'est-ce que tu aimes de la langue française ?* (What do you like about the French language?)
17. *Dis-moi une chose qui te gêne/t'irrite/ t'énervé.* (Tell me something that bothers you/irritates you/gets on your nerves.)

WRAP-UP

1. To finish the activity, ask the students to recap what they learned about their classmates during the warm-up.

Maintenant, nous allons récapituler ce que vous avez appris sur vos camarades de classe pendant l'échauffement.

2. Each student will say at least 2 things they learned about one of their classmates (name, where they're from, their major). Encourage them to not have any repeats.

Chaque étudiant va dire 2 choses qu'il/elle a appris sur l'une de leur camarades de classes (nom, résidence, matière principale). Pas de répétitions !

Example: *Voici... Il/elle étudie... Il/elle vient de...* (Here is... He/she studies... He/she is from...)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self-evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can learn basic etiquette and rules for language activities.
- I can answer questions about myself in the target language.
- I can give my opinion about a variety of topics.

CULTURAL RESOURCES

[Different Introduction Formulas](#)

[How to make “small talk” in French](#)

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🕒 *French Level 2, Activity 02: Le temps libre / Free Time (Face-to-Face)*



Travel vector created by pch.vector – www.freepik.com

Description: In this activity, students will work together to discuss their travel preferences. This includes a

Heads-Up game with travel-related vocabulary, a quiz to take together, and discussion questions. Students will learn how to discuss travel and explain their preferences. Students will also be able to discuss what type of traveler they are and why they are that type of traveler.

Semantic Topics: heads-up, travel, quiz, traveler, whiteboard, pastime, hobby, les voyages, voyageur, voyageuse, the structure of a question and a response, la structure d'une question et une réponse

Products: Vacations, travels

Practices: Many French citizens go on vacation during the month of August, usually for an extended period of time. (Lots of the time, the whole month!) The most common destination? Another region in France.

Perspectives: France places a high value upon their *vacances* as a way to recharge after hard work and spend time with their families.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the

practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meanings (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my interests and hobbies.
- I can understand written instructions about familiar topics.
- I can talk about activities I did in the recent past.

Materials Needed:

- Whiteboards
- Whiteboard markers
- [Google Slide Presentation](#)
- [Heads-Up cards](#)

Would you like to make changes to the materials? Access the template(s) below:

- [Heads-Up cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=42#h5p-19>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity and distributing the **Heads-Up** cards to each student.

Aujourd'hui, nous allons jouer au Heads Up ! J'ai mis quelques cartes à la table de chaque groupe, face contre terre.
(Today, we are going to play Heads Up! I have put some cards on the table of each group, facing down.)

2. One student will pick a card out of the deck for each group and, without looking, will place the card facing out on their forehead so that it's visible to their classmates.

Un étudiant va tirer une carte du paquet sans le regarder. L'étudiant met la carte au front (point to forehead) pour que le reste du groupe puisse la voir.

3. The rest of the group now takes turns giving hints in French to the student with the card. They're not allowed to use English or to say the word itself.

Maintenant, les autres étudiants dans le groupe donnent des indices à tour de rôle. On ne peut pas utiliser l'anglais, ni dire le mot écrit à la carte !

4. The game continues once a student guesses the word correctly, and the next person draws a card.

Le jeu continue quand l'étudiant avec la carte devine correctement le mot et la prochaine personne tire une nouvelle carte.

MAIN ACTIVITY

1. Now the students will be taking a quiz together to determine what kind of traveler they are.

Maintenant, vous allez faire un petit devoir pour déterminer "quel type de voyageur ou voyageuse que vous êtes".

2. Go through the question slides and have students record the answers of their partners on their whiteboards.

Je vais vous montrer sept questions. Écrivez les réponses de votre partenaire sur votre ardoise blanche.

3. Use this model for an example:

Par exemple, je lis question numéro 1 : "quelle est la première chose que vous faites en arrivant à votre destination ?" Votre partenaire va choisir sa réponse et vous dire le choix. Il ou elle peut dire: "la réponse A est ce que je fais le plus." Après noter sa réponse, vous dites à votre partenaire ce que vous choisissez. (For example, I'll read question 1: "what is the first thing you do when you arrive at your destination?" Your partner is going to choose their response and you read the choice. He or she can say: "response A is what I would do the most." After writing down their response, tell your partner what you would choose.)

4. At the end of the activity, have students write the most common answer from their partner. For example, if the partner chose "A" 3 times, "B" twice, and "D" twice, the student writes "A."

Maintenant, écrivez la réponse la plus commune de votre partenaire. Par exemple, si votre partenaire a répondu "A" 3 fois, "B" 2 fois et "C" 2 fois, tu vas écrire "A" parce qu'il y a plus de cette lettre que des autres.

5. Now, go through the slides that describe the traveler types and have the pairs discuss their results with each other. Do they agree with the result? Why or why not?

Discutez les résultats avec votre partenaire. Est-ce que vous êtes d'accord avec le résultat ou non ? Pourquoi ou pourquoi pas ?

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quel est ton passe-temps préféré ?* (What is your favorite hobby?)
- *Qu'est-ce que tu fais pendant ton temps libre ?* (What do you do during your free time?)
- *Quel est ton café préféré dans cette ville ?* (What is your favorite coffee in this city?)
- *Est-ce qu'il y a un autre café que tu aimes dans une autre ville ?* (Is there another coffee you like in another city?)
- *Préfères-tu aller au musée ou nager ou aller à la plage quand tu pars en vacances ?* (Do you prefer to go to the museum or swim on the beach when you go on vacation?)
- *Est-ce que tu aimes les jeux vidéo ? Quel est ton jeu vidéo préféré ?* (Do you like video games? What is your favorite video game?)
- *Où veux-tu aller cet été ?* (Where do you want to go this summer?)
- *Préfères-tu voyager avec tes amis ou avec ta famille ?* (Do you prefer traveling with your friends or with your family?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.

- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my interests and hobbies.
- I can understand written instructions about familiar topics.
- I can talk about activities I did in the recent past.

CULTURAL RESOURCES

[Activities to Try in France](#)

[Places to Go in Paris](#)

[Must-See Places in France](#)

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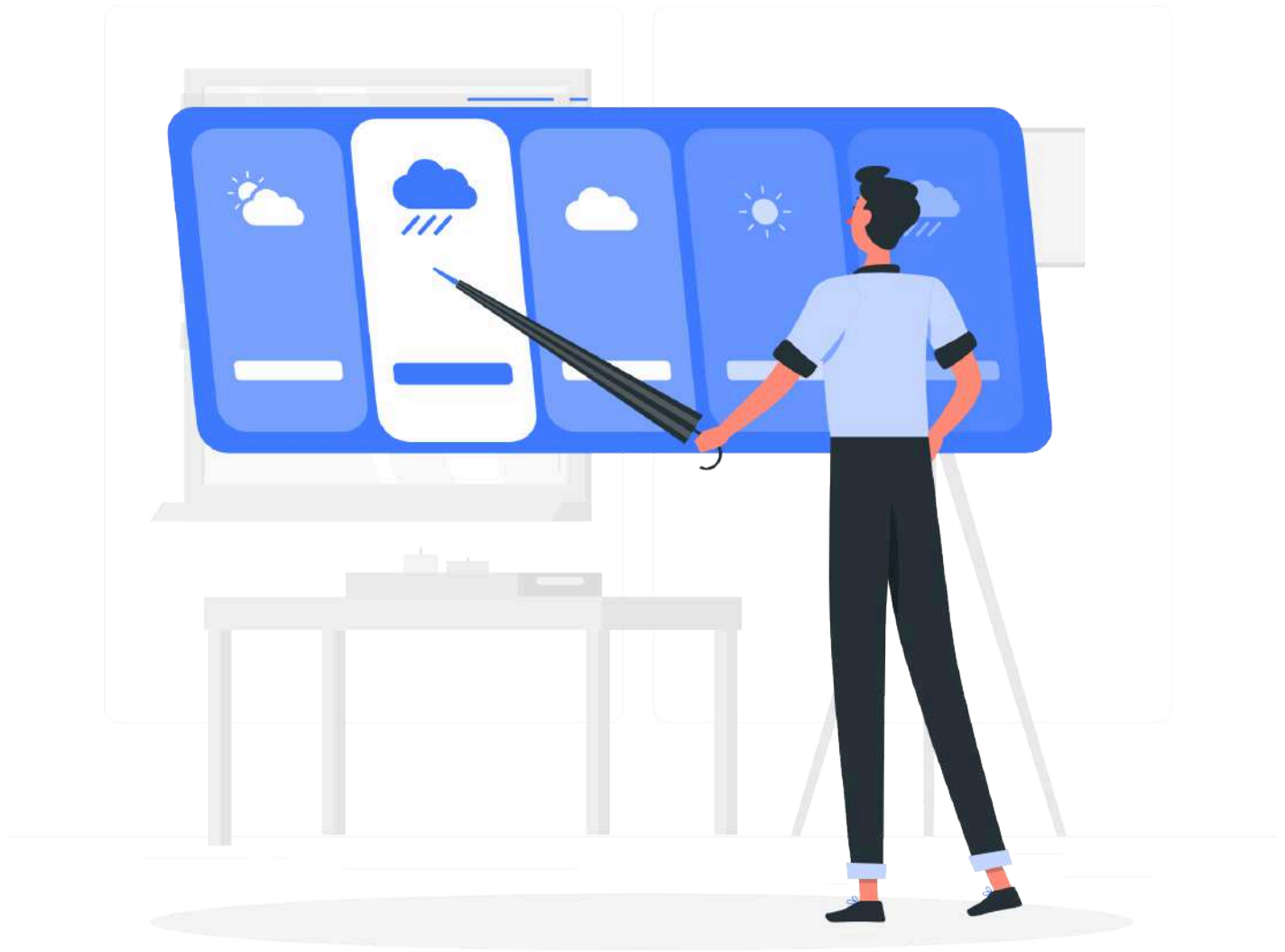
If this is your first time remixing an activity, check out our one minute tutorial below:



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=42#oembed-1>

 *French Level 2, Activity 03: Quel temps fait-il ?/
What's the Weather Like? (Face-to-Face)*



App illustrations by Storyset

Description: In this activity, students will practice giving their imaginary phone number and address to a

classmate. In addition, they will be giving a weather report on a city in Francophone country.

Semantic Topics: numbers, phone number, address, weather, weather report, numéro de téléphone, nombre, météo, adjectifs, adjectives

Products: The weather report

Practices: Much like in the United States, it's common for French people to check the weather before leaving their home! Sometimes, it can be unpredictable, especially near the ocean.

Perspectives: Rain is common in many regions of France. Rain can come and go quickly, so it's seen as important to dress for the weather.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations or correspondence in French to provide and obtain information, express, feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas in French to an audience of listeners or readers.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interact, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform explain, persuade and narrate on a variety of topics using appropriate media in the target language.
- COMM 3.2: Adapt presentation to various audiences of listeners, readers, or viewers.

NCSSFL-ACTFL Can-Do Statements:

- I can share my phone number with a friend.
- I can understand a weather report.
- I can plan appropriate attire depending on local climate and culture.

Materials Needed:

- Computer device, one per student
- White boards, one per student
- White board markers, one per student
- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=52#h5p-78>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity and distributing a white board and white board marker to each student.

Aujourd'hui, nous allons parler des numéros et de la météo. (Today, we are going to talk about numbers and the weather.)

2. Then have the students get with a partner and share their phone number and the year they were born. Partner one should write both of partner two's numbers on the whiteboard. Make sure that they share their phone number in 2-digit numbers (for example: vingt, quatre-vingt-neuf, seize, quatre-vingt-trois, vingt-et-un). When sharing their birth year, make sure they say it correctly (for example: 1992: mille neuf cent quatre-vingt-douze).

Prenez un tableau blanc et un marqueur. En groupe de deux, partagez vos numéros de téléphone. Pendant que votre partenaire dit son numéro de téléphone, vous allez l'écrire. Faites la même chose avec votre année de naissance. Dites votre numéro de téléphone en deux chiffres. Par exemple, vingt, quatre-vingt neuf, seize, quatre-vingt trois, vingt et un. Dites votre date de naissance. Par exemple, je suis né en mille neuf cent quatre-vingt-douze.

MAIN ACTIVITY

1. Students will be giving weather reports to the group based on different Francophone speaking countries. Have students choose a country from the list below.

Aujourd'hui nous allons donner les bulletins météo. Chaque personne va choisir une ville d'un pays francophone.

La liste des villes:

- Lyon, France
- Dakar, Sénégal
- Montréal, Québec
- Kinshasa, DRC
- Genève, Suisse
- Fort-de-France, Martinique
- Abidjan, Côte d'Ivoire

2. Give them 5 minutes to prepare their report and 2 minutes to share it.

Vous allez préparer une petite présentation de 1 à 2 minutes. Après nous partagerons nos présentations avec le groupe.

3. Spend a few minutes encouraging students to ask questions after someone has given their weather report.

Soyez sûrs de demander les questions à vos camarades.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quelle ville a le temps que tu préfères le plus ?* (Which city has the weather that you prefer the most?)
- *La Révolution française est arrivée quand ? Quelle année ? (1789)* (When did the French Revolution happen? Which year?)
- *Les Etats-Unis ont déclaré leur indépendance en quelle année ? (1776)* (What year did the United States declare their independence?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can share my phone number with a friend.
- I can understand a weather report.
- I can plan appropriate attire depending on local climate and culture.

CULTURAL RESOURCES

[Campus France's Guide to French Climates](#)

[Paris' Average Weather](#)

[Interactive Weather Map of France](#)

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❄ *French Level 2, Activity 04: La météo et le temps libre
/ Weather and free time (Face-to-Face)*



Tree vector created by lexamer - www.freepik.com

Description: In this activity, students will watch a French weather report to warm up. Then, they will speak

about appropriate activities for different types of weather. To finish, they will answer a few questions about their favorite weather and seasons.

Semantic Topics: seasons, weather, activities, pastimes, climate, video, weather report, saisons, météo, activités, climat, vidéo, adjectifs, adjectives

Products: Skis

Practices: Skiing is a popular pastime in France and in Switzerland during the winter months! The Alps are a prime spot to profit from the snowfall and cooler temperatures.

Perspectives: Leisure, like skiing and other outdoor activities, is very important to French culture, as they are very focused on achieving a balance between work and free time.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about familiar activities.
- I can discuss current events like the weather.
- I can communicate some basic information about my everyday life.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=53#h5p-20>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity and opening the slideshow.

Aujourd'hui, nous allons discuter la météo et le temps libre. Qu'est-ce que c'est, la météo ? (Today, we are going to discuss the weather and free time. What is the weather?)

2. Now, show the video using the closed captions (on YouTube, click the “CC” button in the lower right once the video has started). If you feel the video is too fast for your students to comprehend, you can slow the speed (on YouTube, click the gear icon in the lower right, then click “Playback speed,” then lower to 75%).

Maintenant, nous allons regarder une petite vidéo où on nous donne un bulletin météo. Écoutez bien—après la vidéo, vous allez répondre à quelques questions. (Now, we are going to watch a short video where we will be given the weather report. Listen well—after the video, you are going to respond to some questions.)

3. After showing the video, have the students discuss in pairs or small groups the questions about the video.

Avec un(e) partenaire (ou avec un groupe), discutez ces questions :

- *Quel temps fait-il dans la vidéo ?*
- *C'est quoi la température ?*
- *Qu'est-ce que la femme dit de la mer ?*

With a partner (or with the group), discuss these questions:

- What is the weather in the video?
- What is the temperature?
- What does the woman say about the ocean?

4. If you would like to continue discussion of cultural differences between the U.S. and France, their frank discussion of the impact of climate change is a possible focal point.

Quelles différences culturelles est-ce que vous avez notées ? Qu'est-ce que la différence entre la discussion du réchauffement climatique (climate change) en France et aux États-Unis ? (What cultural differences have you noticed? What is the difference between the discussion about climate change in France and the U.S.?)

MAIN ACTIVITY

1. In this activity, students will be shown various photos on the slideshow. Depending on the weather in the photo, the students will share with their group a complete sentence of what they do in their free time on a day like the one in the photo.

Pour l'activité principale, je vais vous montrer des photos de plusieurs saisons et conditions climatiques. Avec votre groupe, chaque personne va dire en phrases complètes ce que vous faites avec votre temps libre pendant les jours comme le jour dans la photo.

2. On the first weather slide, give an example sentence and then have one student from each group give an example of their own.

Pour cette première diapo, quel temps fait-il ? (For this first slide, what's the weather like?)

Oui, il fait nuageux. (Yes, it's cloudy.)

Si je suis le premier étudiant, je peux dire : "Quand il fait nuageux, je joue aux jeux de société avec ma famille." Il faut utiliser une phrase complète qui inclut une partie où il s'agit de la météo et une partie où il s'agit de l'activité. (If I'm the first student, I can say, "When it's cloudy, I play board games with my family." You have to use a complete sentence that includes a part about the weather and a part about the activity.)

Qu'est-ce qui pourrait être un autre exemple ? Chaque groupe va en partager un. (What could be another example? Each group will share one.)

3. Now, go through the rest of the slides, with all students sharing a full sentence with their group for each of the slides. If you'd like to have each group share out their favorite activity, that could lengthen the activity if it goes too quickly.

Maintenant, pour chaque diapo, tous les étudiants partagent avec leurs groupes en phrase complète l'activité qu'ils font les jours comme ceux dans les photos. (Now, for each slide, all students share with their groups in full sentence the activity they do on days like those in the photos.)

4. When you arrive at the seasons slides, tell the students that they can now discuss their favorite activities for each of the seasons. If they've already learned about clothing, this would be a good spot to include that information!

Ici, nous allons discuter les saisons. Vous pouvez nous donner vos activités préférées pour chaque saison. OPTIONAL: Aussi, partagez les vêtements que vous portez pendant les saisons différentes. (Here we will discuss the seasons. You can give us your favorite activities for each season. OPTIONAL: Also, share the clothes you wear during different seasons.)

5. Give an example with the first, then have one student from each group give an example of their own.

Quelle est la saison dans cette photo ? (What is the season in this photo?)

Oui, c'est l'automne. Si je suis le premier étudiant, je peux dire : "Pendant l'automne, j'aime faire des randonnées. OPTIONAL: Je porte un pull et un jean. (Yes, it's autumn. If I am the first student, I can say: "During the fall, I like to hike." OPTIONAL: I'm wearing a sweater and jeans.)

Qu'est-ce qui pourrait être un autre exemple ? Maintenant, partagez avec vos groupes. (What could be another example? Now, share with your groups.)

6. Complete the activity as you did the previous one.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Tu préfères quel type de climat ?* (What kind of climate do you prefer?)
- *Quel est un jour idéal pour toi ?* (What is an ideal day for you?)
- *Quelle est ta saison préférée ? Pourquoi ?* (What is your favorite season? Why?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about familiar activities.
- I can discuss current events like the weather.
- I can communicate some basic information about my everyday life.

CULTURAL RESOURCES

[Where to Ski in France](#)

[A Summer in Paris](#)

[Where to Travel During France's Spring Months](#)

[Enjoy the Fall Foliage in France](#)

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🏆 *French Level 2, Activity 05: Les prénoms et les pronoms démonstratifs / First Names and Demonstrative Pronouns (Face-to-Face)*



Food vector created by stories – www.freepik.com

Description: In this activity, students will learn about francophone culture and name pronunciation

through discussion of *la fête*. They will also practice demonstrative pronouns.

Semantic Topics: demonstrative pronouns, la fête, pronunciation, names, culture, les pronoms démonstratifs, prononciation, noms

Products: Saint Day/Name Day

Practices: A law created in 1803 mandated that all French people name their children after Catholic Saints, which was only amended in 1993. Due to this, many French people celebrate the feast of the Saint that shares their name in addition to their birthday!

Perspectives: Tradition is important in France and sticks around well into the modern age.

- In which ways can you notice how France's history of being a Catholic country has influenced modern French culture?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the

practices and perspectives of the cultures of the francophone world.

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of French and their native language.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- COMP 2.1: Identify, describe and compare/contrast products and their use in the target culture with the learner's culture.

NCSSFL-ACTFL Can-Do Statements:

- I can discuss dates and days of the week.
- I can clarify objects/people that I discuss.
- I can recognize some cultural norms in French-speaking countries.

Materials Needed:

- Whiteboards
- Whiteboard markers
- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=54#h5p-21>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

Aujourd'hui, nous allons discuter la prononciation, la culture et les descriptions. (Today we will discuss pronunciation, culture, and descriptions.)

2. Introduce students to *la fête* (Saint's day).

En plus des anniversaires, les cultures francophones fêtent aussi la fête, ou Saint's Day. C'est un jour où les gens fêtent leur prénom. Chaque personne avec un prénom chrétien a un jour associé avec son prénom. (In addition to birthdays, Francophone cultures also celebrate *la fête*, or Saint's Day. It's a day when people celebrate their name. Every person with a Christian name has a day associated with their name.)

3. On the first slide of the warm-up, provide an example from February.

Par exemple, le 26 février est la fête d'Alexandre. (For example, February 26 is Alexander's Day.)

4. Now, go through each of the months and read a few names. Have students tell you the date that the name falls on. Then, switch it up and tell students a date, having them read off the name.

Maintenant, je vais vous lire quelques noms de chaque mois. En groupes, vous irez à tour de rôle pour trouver la date. Par exemple, le mois de février, (Name of one person from each group) va essayer de trouver la fête d'Agathe. C'est quel jour ? (Now, I will read you a few names each month. In groups, you will take turns to find the date. For example, the month of February (Name of one person from each group) will try to find Agathe's Saint's Day. What day is it?)

Oui, la fête d'Agathe, c'est le cinq février. (Yes, Agathe's Saint Day is the fifth of February.)

Tout le monde est prêts à commencer ? (Ready to start?)

MAIN ACTIVITY

1. Go through the slides, having students take turns asking questions about the items listed on the screen.

À tour de rôle, vous devrez poser des questions aux autres étudiants. Par exemple, tu peux dire : “Est-ce que tu préfères cette pizza-ci ou cette salade-là ?” (In turn, you will have to ask questions of the other students. For example, you can say: “Do you prefer this pizza or that salad?”)

2. The other students will respond to the question.

Les étudiants devront répondre à la question: “Je préfère cette pizza-ci.” N’oubliez pas qu’il faut utiliser le bon démonstratif: ce, cet, cette, ces. (Write these on the whiteboard to help) (Students will have to answer the question: “I prefer this pizza.” Do not forget that you have to use the demonstrative good: this, this, this, these.)

WRAP-UP

1. List items and have students write down the item with its appropriate demonstrative.

Pour cette activité finale, je vais vous donner un mot à la fois. Vous allez écrire le mot avec son démonstratif. Par exemple, si je dis “crayon”, vous écrivez “ce crayon”, parce que c’est masculin et singulier. (To wrap-up, I am going to give you one word at a time. You are going to write the word with its demonstrative. For example, if I say “pencil”, you write “this pencil”, because it is masculine and singular.)

2. Here is a list of words if you have trouble improvising them:

Fille (f) (Girl)

Garçon (m) (Boy)

Femme (f) (Woman)

Homme (m) (Man)

Chat (m) (Cat)

Maison (f) (House)

Hôpital (m) (Hospital)

Parc (m) (Park)

Piscine (f) (Pool)

Sandwich (m) (Sandwich)

Pomme (f) (Apple)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.

- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can discuss dates and days of the week.
- I can clarify objects/people that I discuss.
- I can recognize some cultural norms in French-speaking countries.

CULTURAL RESOURCES

This video gives more context to the warm-up activity:



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=54#oembed-2>

French Level 2, Activity 06: Les vêtements / Clothing, Pronunciation (Face-to-Face)



designed by  freepik.com

Background vector created by freepik – www.freepik.com

Description: In this activity, students will practice their pronunciation and describe articles of clothing.

Semantic Topics: clothing, descriptions, fashion, pronunciations, practice, vêtements, la mode, la prononciation, adjectifs, adjectives

Products: Clothing

Practices: French people tend to dress more formally than many of us in the United States are used to! For example, athleisure is discouraged anywhere outside of the gym, even if you are only going to the supermarket.

Perspectives: There is an emphasis on dressing well in France, even for “everyday” tasks as a matter of respect and self-care.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do statements:

- I can introduce myself and others.
- I can describe what a person is wearing and what they look like.
- I can express myself in a comprehensible way.

Materials Needed:

- [Google Slide Presentation](#)
- [Fashion show checklist](#)
- [Conversation cubes \(3\)](#)

Would you like to make changes to the materials?

Access the template(s) below:

- [Fashion show checklist](#) (Canva Template, free account required)
- [Conversation cubes \(3\)](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=49#h5p-79>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. In pairs, students will complete the “fashion show checklist.” They must ask their partner the questions on the sheet and then present them to the rest of the group. You can have them “walk down a runway” if you’d like to make it more fun or just have the student stand up.

Avec un(e) partenaire, vous allez compléter la liste pour un défilé de mode. Posez les questions et écrivez les réponses sur vos fiches. Après, vous allez présenter votre partenaire au groupe.

3. Give your students an example depending on what you are wearing. For example: “This is Justin, a man, wearing a beautiful red sweater with a gray scarf. He is also sporting tight blue jeans and black shoes with checkered socks.”

Par exemple, voici Justin, un homme, qui porte un beau pull rouge avec une écharpe grise. Il arbore aussi un jean moulant et des chaussures noires avec des chaussettes à carreaux.

MAIN ACTIVITY

Prononciation (eu), (u), (ou) avec les mots

1. Watch these two videos on pronunciation (linked in Google Slides).

<https://prononcer.net/voyelles-eu-ou-phrases-courtes-francais-facile/>

<https://prononcer.net/voyelles-ou-u-phrases-courtes-francais-facile/>

2. Go through the Google slides (4-14) and repeat the sentences from the video with your students.

WRAP-UP

Objets indirects

1. Using the conversation cubes with “who does the action?” “the action is done to whom?” and “verbs”, students will make a complete sentence using these three items.

Utilisez ces trois dés, “qui fait l'action?”, “l'action est faite à qui?”, et “les verbes” pour créer une phrase complète avec un objet indirect.

For example: a student rolls “moi,” “ils/elles,” and “donner à” they can create a sentence like : “Je leur donne des fleurs.”

Par exemple, si vous lancez “moi,” “ils/elles,” et “donner à” vous pouvez créer une phrase comme : “Je leur donne des fleurs.”

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.

- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do statements:

- I can introduce myself and others.
- I can describe what a person is wearing and what they look like.
- I can express myself in a comprehensible way.

CULTURAL RESOURCES

<https://www.youtube.com/watch?v=Sbelp5ouH7E>

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- Suggest how to implement the activity in the classroom
- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

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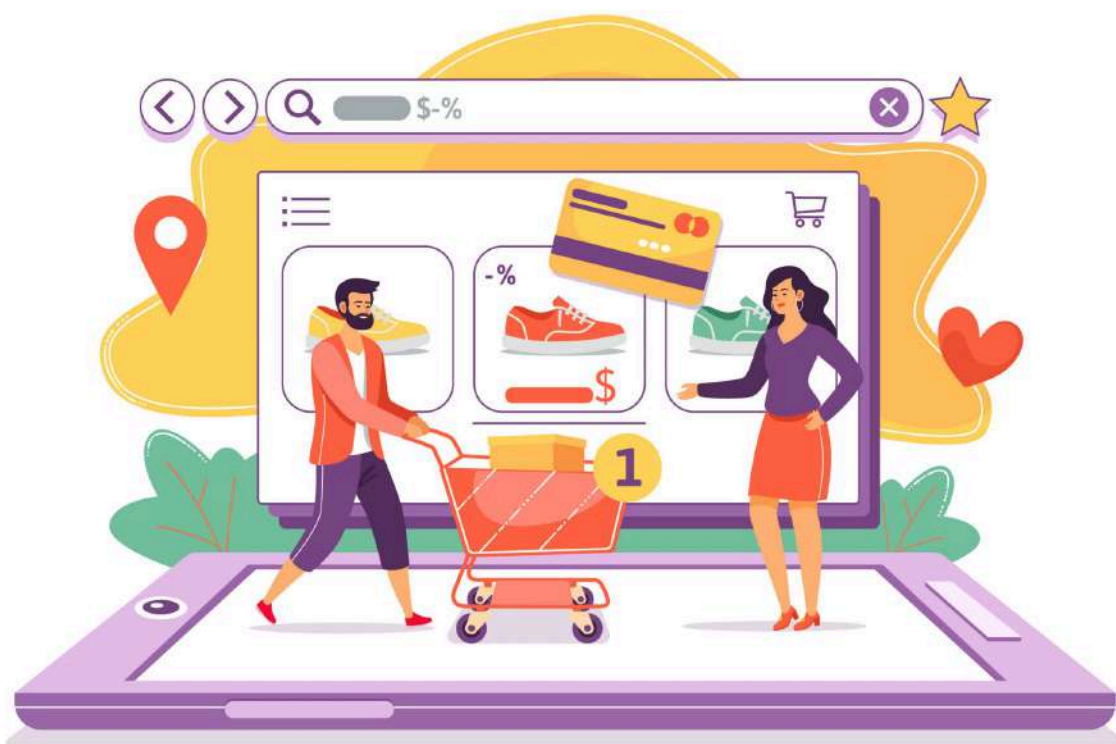
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👗 *French Level 2, Activity 07: Décrivez ma tenue /
Describe My Outfit (Face-to-Face)*



designed by  freepik

Business vector created by pikisuperstar – www.freepik.com

Description: In this activity, students will be describing their partners imaginary outfit with “French slang”

and also shopping online for clothes. Students will learn more about slang and online shopping in French culture. Students will also learn about clothing choices.

Semantic Topics: clothing, mode, slang, shopping, fashion, vêtements, argot, faire du shopping, phrases complètes, complete phrases

Products: Le Beret

Practices: Wearing the wool cap has long been a way to keep warm in the winter, and make a fashion statement. They are still commonly worn by French military personnel.

Perspectives: The Beret is not as often seen as it was in the early 20th century, but it is still a beloved French fashion.

NCSSFL-ACTFL World-Readiness Standards:

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- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.
- Standard 4.1: Students demonstrate understanding of the nature of language through

comparisons of French and their native language.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- COMP 2.1: Identify, describe and compare/contrast products and their use in the target culture with the learner's culture.

NCSSFL-ACTFL Can-Do Statements:

- I can describe my friends outfit and express if I like it or not.
- I can shop for clothes online.
- I can understand modern fashion expressions used in everyday life.

Materials Needed:

- Technological device, one per group
- [Google Slide Presentation](#)
- [Outfit cards](#)
- [French slang vocabulary cards](#)

Would you like to make changes to the materials? Access the template(s) below:

- [Outfit cards](#) (Canva Template, free account required)
- [French slang vocabulary cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=51#h5p-80>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity and distributing an outfit card to each student. You can hook the outfits onto lanyards for the students to "wear" or just give each student an outfit.

Aujourd'hui nous allons parler de la mode et faire un peu de shopping en ligne. Vous allez recevoir une tenue et la porter autour de votre cou. (Today we are going to talk about fashion and do some online shopping. You will receive an outfit and wear it around your neck.)

2. Using "le français quotidien" vocabulary, they should go around and describe other group members' outfits.

Promenez-vous et parlez aux autres membres du groupe en utilisant les mots utiles du "français quotidien" pour décrire leur tenue. Soyez sûr d'utiliser des phrases complètes. (Walk around and talk to other members of the group using the useful words of "everyday French" to describe their outfit. Be sure to use the complete sentences.) **Par exemple, si quelqu'un porte cette tenue (show an example of an outfit) je peux dire, "J'aime ton look. C'est très BCBG."** (For example, if someone is wearing this outfit (show an example of an outfit) I could say, "I like your look! It's very GSGC)

MAIN ACTIVITY

1. In pairs, students will be putting together outfits/shopping carts on French style websites.

Maintenant, chaque personne choisit un partenaire. Chaque paire prend un iPad pour partager. (Now, each person chooses a partner. Each pair takes an iPad to share)

2. Tell them they can choose between these websites: www.orijsn.fr, www.asos.fr, www.kiabi.com

Vous allez visiter chaque site-web (www.orijsn.fr, www.asos.fr, www.kiabi.com) puis choisir l'un d'entre ces sites.

3. Students should choose 5 to 10 pieces of clothing they like and then share them with the group using their vocabulary about why they've chosen each item.

Avec le ou la partenaire, choisissez de 5 à 10 pièces de vêtement. Après d'avoir choisi les vêtements, chaque groupe va partager avec le groupe leurs choix et les raisons pour lesquelles ils les ont choisis. (With the partner, choose from 5

to 10 pieces of clothing. After choosing the clothes, each group will share with the group their choices and the reasons why they chose them.)

WRAP-UP

Ask the following question(s) to finish the activity:

- *Pensez-vous que vous allez utiliser ces expressions ?* (Do you think you will use these expressions?)
- *Préférez-vous une de ces expressions ?* (Do you prefer one of these expressions?)
- *Est-ce que nous avons des expressions similaires en anglais ?* (Do we have similar expressions in English?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can describe my friends outfit and express if I like it or not.
- I can shop for clothes online.
- I can understand modern fashion expressions used in everyday life.

CULTURAL RESOURCES

A French interviewer asks what French people in Saint-Denis are wearing.



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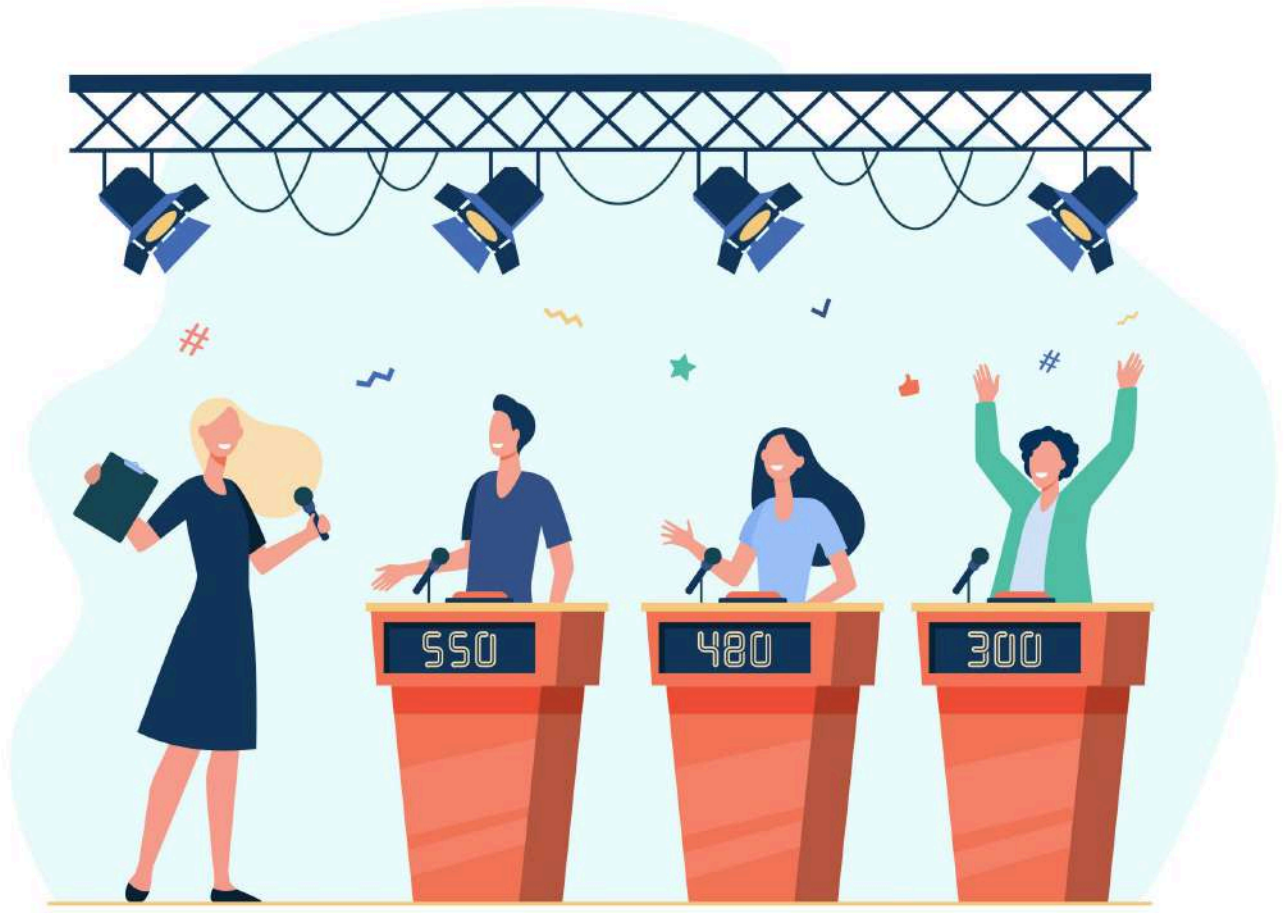
If this is your first time remixing an activity, check out our [one minute tutorial](#) below:



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French Level 2, Activity 08: Jeu de révision : Jeopardy / Jeopardy Review Game (Face-to-Face)



People vector created by pch.vector – www.freepik.com

Description: In this activity, students will be reviewing various grammar structures and vocabulary by playing a game of Jeopardy.

Semantic Topics: review, Jeopardy, vocabulary, grammar, révision, vocabulaire, grammaire

Materials Needed:

- [Google Slide Presentation](#)
- [Jeopardy review game](#)
- [-RE verb cards](#)

Would you like to make changes to the materials?

Access the template(s) below:

- [-RE verb cards](#) (Canva Template, free account required)
- [Jeopardy review game](#) (Enter a new password on the right side of the page)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=47#h5p-81>

WARM-UP

Students will play Heads-Up to review -RE verbs.

1. Place the stack of -RE verbs face down.

Faites une pile avec les carte verbes en -RE, face vers le bas.

2. Have students take turns choosing a verb and placing it on their forehead.

Prenez une carte avec un verbe et la placez sur votre front. Ne regardez pas la carte!

3. The rest of the group must act out or use other words to help the student guess what verb they have.

La reste du groupe doit mimer ou utiliser d'autres mots afin d'aider l'étudiant à deviner son verbe.

MAIN ACTIVITY



***Note:** If you'd like to customize this Jeopardy game, click "Edit." Once you've clicked edit, you will see an option that says, "If this isn't your template (or you forgot the password) then you can clone this template and edit the clone. Create a password for your clone below."

Un jeu de révision : Jeopardy

1. Today, we are going to play Jeopardy to review chapter six.

Aujourd'hui nous allons jouer à Jeopardy pour revoir le chapitre six.

2. Split the group into two teams.

Nous allons diviser le groupe en deux équipes.

3. Choose a category and answer the question in your teams. The team with the most points wins.

Choisissez une catégorie et répondez à la question avec votre équipe. L'équipe avec le maximum de points, gagne!

Jeopardy Answers:

La vocabulaire:

- aliments aux fêtes: bière, vin, gâteaux, bonbons, dessert, champagne, la glace, biscuit
- vêtements: chemisier, gants, jean, jupe, manteau, pantalon, pull, sous-vêtement, chemise, chaussures, chaussettes, chapeau, écharpe,

Passé composé:

- Nous avons parlé à notre mère
- J'ai oublié mes devoirs
- Elle n'a pas acheté de biscuit hier
- Les filles ont beaucoup travaillé
- Tu n'as pas encore visité notre ville

Les objets indirects:

- Ophélie parle à sa mère
- Marc lui parle
- J'envoie des cadeaux à mes amis
- Ils vont me donner une cravate
- Notre prof ne nous a pas envoyé d'email

L'adjectif démonstratifs:

- ce
- cette
- cet
- ces
- cet

La culture:

- La fondation de la république française en 1789
- La France, le Canada, les États-unis (Nouvelle-Orléans), la Martinique, Haïti, la Guadeloupe
- Les défilés de musique, les masques, les costumes, les chars fleuris, la carême, Mardi gras
- Les fringues, look, vintage, BCBG, Ringard(e), être bien/mal sapé, être sur son 31
- L'hymne national français

WRAP-UP

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

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✈️ French Level 2, Activity 09: Bon voyage ! / Have a good trip! (Face-to-Face)



Travel photo created by freepik – www.freepik.com

Description: In this activity, students will talk about modes of transportation and practice finding their

way through a city using a map. Students will learn more about traveling, directions, and transportation. Additionally, students will learn how to get from one point to another in an unfamiliar city.

Semantic Topics: transportation, travel, map, vacation, bus, train, ferry, directions, city, ville, voyage, carte, vacances, prepositions, prépositions

Products: Le Métro, Transport

Practices: Riding the Métro is almost unavoidable in Paris—this common mode of transportation is used as a way to traverse the City from underground.

Perspectives: The Métro is seen as an easy, efficient way to travel, and cuts out the need for a vehicle for many Parisians. Lately, it has also been seen as a benefit to cutting down emissions from cars and motorcycles.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- COMP 2.1: Identify, describe and compare/contrast products and their use in the target culture with the learner's culture.

NCSSFL-ACTFL Can-Do Statements:

- I can navigate a foreign city using materials in French.
- I can give directions to my house.
- I can understand directions given to me.

Materials Needed:

- [Google Slide Presentation](#)
- Map of Brussels metro line
- [City Maps](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=46#h5p-82>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

Aujourd'hui, nous allons parler des moyens de transport et utiliser les cartes pour voyager dans les villes francophones. (Today, we are going to talk about modes of transportation and using maps to travel through francophone cities.)

2. Discuss these questions with your students.

- *Quels moyens de transport est-ce que tu as utilisé pendant un voyage ?* (Which means of transport did you use during a trip?)
- *Tu préfères lequel ?* (Which one do you prefer?)
- *Comment est-ce que j'arrive chez toi d'ici ? Indique-moi le chemin.* (How do I get home from here? Tell me the way.)

MAIN ACTIVITY

1. Students will be stranded in a foreign city. With a partner they will choose one of the provided cities and figure out how they will get from point A to point B using maps (you should indicate this on their maps).

Avec un partenaire, vous êtes échoué dans une ville étrangère ! Choisissez une de ces villes : Lyon, Marseille, Algiers ou Montréal. Utilisez les cartes et/ou les plans de métro pour trouver la route que vous allez prendre pour arriver de point A à point B.

2. They must decide whether they will take the metro, bus, train, ferry, walk, etc. Students will present their route to the rest of the group.

Après, vous allez expliquer votre route au groupe (les lignes de métro, les arrêts, les trains, etc.)

3. Use this as an example:

Par exemple (show a map of the Brussels metro line) : "Je suis à l'arrêt "Rogier" à Bruxelles. Je vais à l'aéroport. Je vais prendre la ligne bleue jusqu'à l'arrêt "Arts-Loi" où je change à la ligne rose. Je prends la ligne rose jusqu'à l'arrêt "Schuman" où je change au bus pour arriver à l'aéroport. (For example (show a map of the Brussels metro line) : "I am at the "Rogier" stop in Brussels. I am going to the airport. I am going to take the blue line until the "Arts-Loi" stop where I will change to the pink line. I'll take the pink line until the "Schuman" stop where I will change to a bus to arrive at the airport.)

WRAP-UP

Ask the following question(s) to finish the activity:

- *Après la discussion d'aujourd'hui, voulez-vous visiter une de ces villes ?* (Do you want to visit one of these

cities after today's discussion?)

- *Quelles villes francophones voulez-vous visiter ?* (Which French cities do you want to visit?)
- *Si je vous mettais dans une ville étrange, est-ce que vous pensez que vous pourriez arriver à l'aéroport ?* (If I put you in a strange city, do you think you could arrive at the airport?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can navigate a foreign city using materials in French.
- I can give directions to my house.
- I can understand directions given to me.

CULTURAL RESOURCES

[Interactive Metro Map of Paris](#)

[Map of the RER](#)

[TGV Routes in France](#)

[Tramways of France](#)

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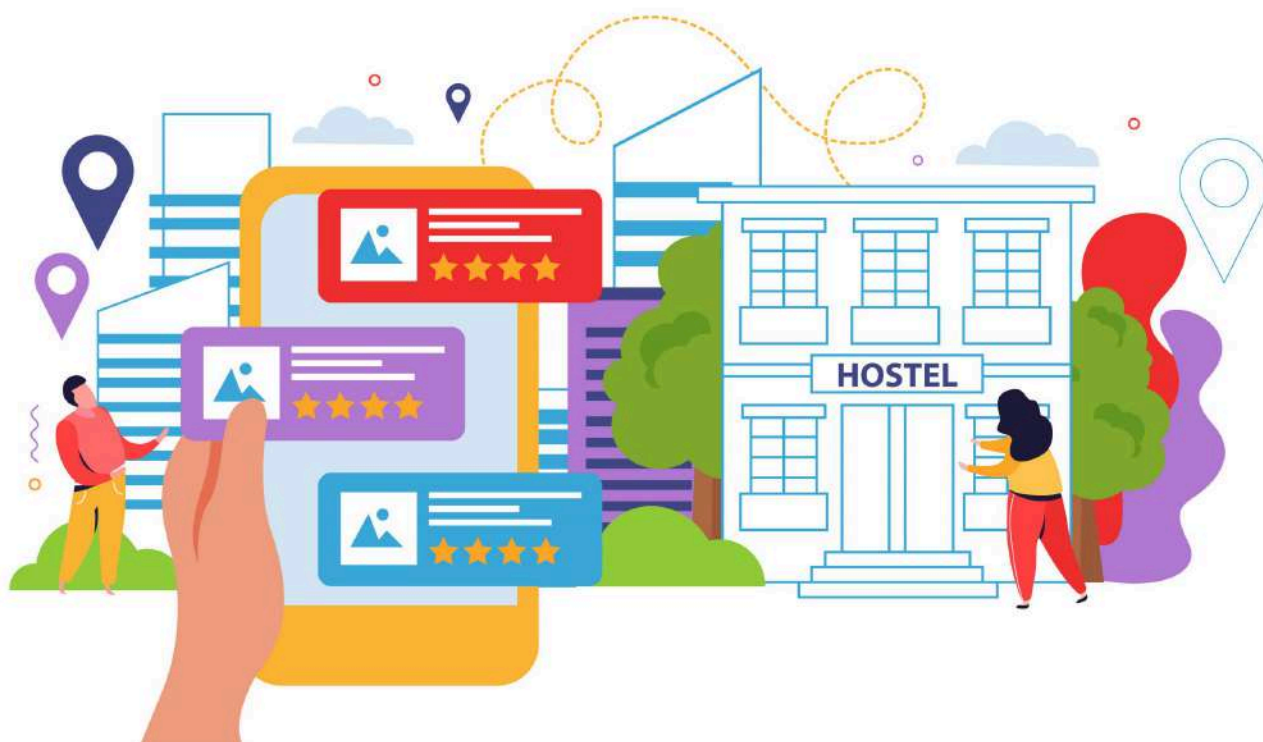
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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=46#oembed-1>

French Level 2, Activity 10: À l'hôtel / Hotels (Face-to-Face)



City vector created by macrovector – www.freepik.com

Description: In this activity, students are going to practice navigating hostelworld.com. They will find a hostel they like and identify different features of it. Students will learn to discuss preferences while traveling. Students will also learn more about using hostels while traveling abroad.

Semantic Topics: hotel, hostel, reservation, travel, l'hôtel, auberge de jeunesse, voyage, structure of preferences, la structure des préférences

Products: Hostels

Practices: It's very common in Europe (and by extension, France and Switzerland) to rent a hostel instead of a hotel room for a night, especially when traveling on a budget.

Perspectives: Hostels are seen as an easy way to engage in extended periods of traveling without breaking the bank! Generally, they are associated with the youth.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

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- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives

that represent the target culture's view of the world.

- CONN 2.1: Access authentic materials prepared in the target language by or for native speakers.
- CONN 2.2: Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers.

NCSSFL-ACTFL Can-Do Statements:

- I can use a French website to plan a trip.
- I can book an online reservation.
- I can discuss my lodging preferences.

Materials Needed:

- [Google Slide Presentation](#)
- iPads/Laptops



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=45#h5p-83>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. After, review some vocabulary from the unit. Here are some examples of useful words to know related to hotels/hostels.

Aujourd'hui, nous allons parler des logements et trouver une auberge de jeunesse que nous aimons bien. Premièrement, nous allons réviser quelques mots de vocabulaire. (Today, we are going to talk about lodging and finding hostels that you will enjoy. Firstly, we are going to go over some vocabulary words.)

- balcon ; lit ; auberge de jeunesse
réception ; terrasse ; climatisation
disponible ; service de chambre
service de ménage ; coffre-fort
hébergement ; fer à repasser
piscine ; parking ; non-fumeur

***Note:** If they do not know, try to act out or describe it as best as you can in French.

MAIN ACTIVITY

1. Have students get an iPad and go to hostelworld.com. Make sure they change the language to French by clicking the flag in the top right hand corner.

Prenez un iPad et allez au site web hostelworld.com. Changez la langue au français en cliquant le drapeau dans le coin supérieur droite de la page.

2. Give students the option to choose from the list of cities on the presentation. Tell them they are going to find a hostel that they like.

Choisissez une des ces villes. Vous allez trouver une auberge de jeunesse que vous trouvez géniale.

3. They are going to identify the name of the hostel, where it is located, the price for a night, how many floors there are (if this is not available in pictures, they can make it up) how many beds are in the room they selected, and the amenities.

Identifiez le nom de l'auberge de jeunesse, sa localisation (la ville et pays), le prix par nuit, le nombre d'étages (si vous ne pouvez pas les trouver sur une photo, imaginez), le nombre de lits dans la chambre que vous avez choisie, et les commodités/les services.

4. Share aloud with the rest of the class!

WRAP-UP

Ask the following questions to finish the activity:

- *Est-ce que tu préfères les grandes ou les petites chambres ?* (Do you prefer big or small rooms?)
- *Tu aimes les chambres au rez-de-chaussée ou à un étage haut ?* (Do you like rooms on the ground floor or on a high floor?)
- *Préfères-tu loger avec tes "covoyageurs" ou seul(e)?* (Do you prefer to stay with your "co-travelers" or alone?)

- *Qu'est-ce que tu aimes le plus : les hôtels, les auberges de jeunesse, ou les Airbnb ?* (What do you like most: hotels, hostels, or Airbnb?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can navigate a French website.
- I can book an online reservation.
- I can discuss my lodging preferences.

CULTURAL RESOURCES

[What's the difference between a hotel and a hostel?](#)

[Tips for keeping your items safe while staying in a hostel](#)

[A few 5 star hotels in France](#)

[Hotel vs AirBnB](#)

How to Remix a Pathways Project Activity

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=45#oembed-1>

 *French Level 2, Activity 11: L'impératif et les adverbes /
The Imperative and Adverbs (Face-to-Face)*



Business vector created by vectorjuice – www.freepik.com

Description: In this activity, students will practice using the imperative by giving suggestions/advice to

someone. Students will also have the opportunity to practice providing commands and suggestions to each other, in response to a statement.

Semantic Topics: imperative, adverbs, suggestions, advice, orders, l'impératif, les conseils, ordres

Products: Instructions and Advice

Practices: Giving instructions and orders

Perspectives: Table manners, following instructions, giving instructions/commands to a child, student, employee, etc., discourse in relation to positions of authority

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of French and their native language.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share

information, reactions, feelings, and opinions.

- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.1: Observe formal and informal forms of language.

NCSSFL-ACTFL Can-Do Statements:

- I can give a suggestion based on a statement provided.
- I can provide a command to another person.
- I can share advice with someone familiar to me based on a situation or problem they are facing.

Materials Needed:

- [Google Slide Presentation](#)
- [Suggestion Cards](#)

Would you like to make changes to the materials? Access the template below:

- [Suggestion Cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=44#h5p-84>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

Aujourd'hui nous allons donner des suggestions et des ordres à nos camarades de classe. (Today, we are going to give suggestions and commands to our peers.)

2. Go through the following statements with the students and have them identify WHO would say the command and WHO would receive it.

Je vais vous montrer des diapositives avec certaines phrases. Vous allez dire "qui" dit ces ordres et "à qui" vous diriez ces phrases.

Statements:

"Ne mange pas mes chaussures ! Ne monte pas sur le canapé !" – qui: pet owner, à qui: pet

("Don't eat my shoes! Don't get on the couch!")

"Ne parlez pas ! Faites vos examens !"– qui: teacher, à qui: students

("Don't talk! Take your exam!")

"Ne mange pas de chips avant le dîner ! Nettoie ta chambre !" – qui: mother, à qui: child

("Don't eat chips before dinner! Clean your room!")

"Shh...ne parlez pas très fort ! Les gens étudient !"– qui: librarian, à qui: students

("Shh...don't speak loudly! People are studying!")

"N'arrive pas en retard. Sois à l'heure !"– qui: boss, coach, à qui: worker, athlete

("Don't arrive late. Be on time!")

"Éteignez vos portables ! Bouclez votre ceinture."– qui: flight attendant, à qui: passengers

("Turn off your devices! Buckle your seatbelt.")

"Les mains en air ! Dis-moi ce que tu fais là !"– qui: police officer, à qui: criminal

("Hands in the air! Tell me what you're doing there!")

MAIN ACTIVITY

1. Lay the suggestion cards in a pile on the table.

Mettez les cartes de suggestion dans une pile sur la table.

2. Have students take turns choosing a card and reading it aloud.

"Choisissez une de ces cartes rouges. Lisez à haute voix."

3. After, the rest of the group should give a suggestion/command in response to the statement on the card.

Après, le reste du groupe va donner des suggestions ou des ordres qui correspondent avec la phrase.

4. Students will continue practicing reading the suggestions and providing other suggestions/commands to the cards they draw.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Est-ce que vous avez des questions par rapport à l'impératif ou les adverbes?* (Do you have questions concerning the imperative or adverbs?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can give a suggestion based on a statement provided.
- I can provide a command to another person.
- I can share advice with someone familiar to me based on a situation or problem they are facing.

CULTURAL RESOURCES

Watch popular YouTuber Squeezie give his dog commands in this video! It's a fun way to use the imperative tense.



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=44#oembed-2>

🏠 French Level 2, Activity 12: La maison / Home life (Face-to-Face)



People vector created by pch.vector – www.freepik.com

Description: In this activity, students will be talking about their living situation- where they live, who they live with, if they live at a house, apartment, etc. Students will also practice buying furniture for their home.

Semantic Topics: home, living, shopping, furniture, maison, faire du shopping, meubles, choices, les choix

Products: Homes

Practices: Living in homes, what type of home people choose to buy

Perspectives: The French typically have smaller homes than Americans, and most French people live in either apartments or duplexes!

NCSSFL ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- CLTR 1.3: Function appropriately in diverse contexts within the target culture.
- CLTR 2.1: Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- CLTR 2.2: Describe the connections of products from the target culture with the practices and perspectives of the culture.

- CLTR 2.3: Justify the underlying beliefs or values of the target culture that resulted in the creation of the product.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my current living situation.
- I can talk about furniture and their prices.
- I can recognize the difference between furniture from my culture and the French speaking world.

Materials Needed:

- [Google Slide Presentation](#)
- Technological device, one per student



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=114#h5p-85>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

Aujourd'hui, nous allons parler de nos domiciles et rechercher des meubles sur les site-webs. (Today, we are going to talk about our homes and search for furniture on websites.)

2. Discuss these questions with your students:

- *Habitez-vous dans un appartement, une maison, dans une résidence universitaire ou ailleurs ?* (Do you live in an apartment, a house, a dorm or elsewhere?)
- *Habitez-vous avec vos parents ? Votre partenaire ? Vos amis ?* (Do you live with your parents? Your partner?

Your friends?)

- *Avez-vous un balcon ? Un garage ?* (Do you have a balcony? A garage?)
- *Aimez-vous décorer vos pièces ?* (Do you like to decorate your rooms?)

MAIN ACTIVITY

1. Introduce the students to three popular furniture stores throughout the Francophone world. Support with pictures if you'd like.

- *EQ3 est un magasin de meubles partout au Québec. Les prix tendent à être plus chers.* (**EQ3** in Quebec, there are several locations throughout Canada. Prices tend to be more expensive.)
- *Leroy Merlin est en France. Il y a plusieurs à travers Europe. Les gens font du shopping là puisque les prix sont similaires à ceux de Walmart.* (**Leroy Merlin** in France. There are several locations throughout Europe. People tend to shop here because it is cheaper. Prices could be compared to those at Walmart in the U.S.)
- *Nova Home est en Haïti. Il y a un seul site à Port-au-Prince. Les prix sont similaires à ceux d'IKEA.* (**Nova Home**, Haiti. One location in Port-au-Prince. Prices could be compared to IKEA.)

2. After, students are going to practice buying furniture for their home. They will be given a budget for their living room and bedroom. They must carefully decide which items they would buy without going over the budget amount.

Aujourd'hui nous allons acheter des meubles pour nos domiciles! Je vais vous donner un budget pour la salle de séjour et votre chambre. Vous allez choisir des meubles parmi les choix, mais vous ne devez pas dépasser le budget!

3. Have the students either log onto the websites for these stores and choose furniture within the budget, or choose a few items from each website and give them to the students to choose from. The students should be prepared to explain why they chose the furniture they did.

Après vous choisissez vos meubles, dites "pourquoi" vous les avez choisi.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Où est-ce que tu achètes les meubles pour votre chambre ?* (Where do you buy furniture for your room?)
- *Qu'est ce que c'est plus important ? La qualité ou le prix ?* (Which is more important? The quality of the price?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.

- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my current living situation.
- I can talk about furniture and their prices.
- I can recognize the difference between furniture from my culture and the French speaking world.

CULTURAL RESOURCES

[What types of homes do French people live in?](#)

[French Country Style](#)

[Paris and Haussmann architecture](#)

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French Level 2, Activity 13: Passé composé et l'imparfait / Discussing the Past (Face-to-Face)



People vector created by pch.vector – www.freepik.com

Description: In this activity, students will practice asking and answering questions about what they have

done in the past. Students will practice discussing how they did activities in the past couple of days and the past couple of years.

Semantic Topics: past, weekend, years, time, childhood, history, le week-end, le passé, le temps, enfance, histoire, année, l'imparfait, imperfect tense, le passé composé, past tense

Products: Childhood pastimes

Practices: Playing

Perspectives: As in many western cultures, children enjoy lots of free time, and play games with one another!

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements:

- I can explain what I did over the weekend.
- I can talk about what I did when I was younger.
- I can relate my experiences to those of other French speakers.

Materials Needed:

- [L'imparfait Cards](#)
- [Google Slide Presentation](#)

Would you like to make changes to the materials? Access the template(s) below:

- [L'imparfait Cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=118#h5p-22>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Begin the group by asking the students the various questions listed below. Make sure that they are correctly using passé composé (or l'imparfait).

- *Qu'est-ce que tu as fait le weekend dernier ?* (What did you do last weekend?)
- *Qu'est-ce que tu as fait pendant les vacances d'hiver ?* (What did you do during winter break?)
- *Qu'est-ce que tu as mangé hier soir ?* (What did you eat yesterday evening?)
- *Qu'est-ce que tu as fait pour Halloween l'année dernière ?* (What did you do for Halloween last year?)

MAIN ACTIVITY

1. Students will practice asking and answering questions in l'imparfait. There will be three stacks of cards, purple, orange and green. Purple will be used for (Quand tu avais 5 ans...), green will be used for (Quand tu avais 13 ans...) and orange will be used for (Quand tu avais 16 ans...).

Maintenant, on va pratiquer l'imparfait en posant et répondant à des questions ! (Now, we're going to practice past imperfect by posing and responding to questions!) *Il y a des cartes de 3 couleurs différentes: le violet pour les questions de 5 ans, le vert pour 13 ans, et l'orange pour 16 ans.*

***Note:** At the end, there are blank cards, if you would like to make your own and/or ask questions about a different age.

2. Students will go in a circle choosing a card from the corresponding stack. They must complete the question by adding on the part from the card.

Vous allez choisir une carte par personne à tour de rôle, et posez la question sur la carte pour les autres étudiants. Par exemple : si tu choisis une carte qui dit '(aller) à l'école,' tu peux poser la question 'Quand tu avais 5 ans, est-ce que tu allais à l'école?'

3. After the student asks the question, go around having the rest of the group answer the question. Check to make sure the students are correctly using l'imparfait in the "je" form when they answer the question.

Chaque personne va répondre à la question en phrases complètes.

Par exemple : 'Quand j'avais 5 ans, j'assistais à l'école.'

4. Have the next student choose a card and ask the question. Continue doing this with the rest of the cards.

5. When the purple stack is finished, start using the green cards. When the green stack is finished, use the orange cards.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quelle était votre activité préférée quand vous étiez jeune ?* (What was your favorite activity when you were young?)
- *Quel était votre aliment préféré quand vous étiez jeune ?* (What was your favorite food when you were young?)
- *Quel était votre film préféré quand vous étiez jeune ?* (What was your favorite movie when you were young?)
- *Quel était votre livre préféré quand vous étiez jeune ?* (What was your favorite book when you were young?)
- *Qui était votre chanteur/chanteuse préféré(e) quand vous étiez jeune ?* (Who was your favorite singer when you were young?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can explain what I did over the weekend.
- I can talk about what I did when I was younger.
- I can relate my experiences to those of other French speakers.

CULTURAL RESOURCES

[Traditional French Children's Games](#)

[Popular French Children's TV](#)

[Most Popular Books for French Kids](#)

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👤 French Level 2, Activity 14: La révision / Review (Face-to-Face)



People vector created by pch.vector – www.freepik.com

Description: In this activity, students will review various grammar and vocabulary by playing Jeopardy.

Semantic Topics: review, jeopardy, révision, grammaire

Materials Needed:

- [Google Slide Presentation](#)
- [Jeopardy Game](#)

Would you like to make changes to the materials? Access the template below:

- [Jeopardy Game](#) (Create a new password on the right side)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=50#h5p-23>

WARM-UP

Ask the following questions to start the activity:

- *Comment ça va ?* (How is it going?)
- *Comment comptez-vous continuer vos études de français pendant l'été ?* (How do you plan to continue your French studies during the summer?)
- *Est-ce que vous avez des projets pour l'été ?* (Do you have plans for the summer?)
- *Allez-vous continuer avec le français le semestre prochain ?* (Are you going to continue with French next

semester?)

MAIN ACTIVITY



***Note:** If you'd like to customize this Jeopardy game, click "Edit." Once you've clicked edit, you will see an option that says, "If this isn't your template (or you forgot the password) then you can clone this template and edit the clone. Create a password for your clone below."

Jeopardy review!

Play this review on the big screen: jeopardylabs.com/done/rvision-francais-102-2

WRAP-UP

Ask the following question(s) to finish the activity:

- *Avez-vous des questions ?* (Do you have any questions?)

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- Contribute additional activity suggestions
- Integrate authentic materials such as videos, infographics, photos, etc.

- Suggest how to implement the activity in the classroom
- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

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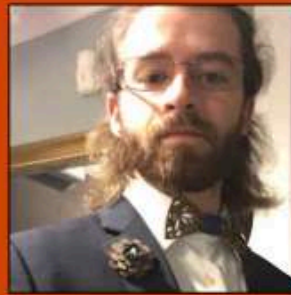
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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=50#oembed-1>

FRENCH LEVEL 2, ACTIVITIES FOR ONLINE INSTRUCTION



Photos of past and present Pathways Project student team members

👋 French Level 2, Activity 01: Les introductions / Introductions (Online)



People vector created by pikisuperstar – www.freepik.com

Description: In this activity, students will practice introducing themselves and their classmates. The will

also use whiteboards to play a quick answer question game.

Semantic Topics: questions, introductions, la structure des questions, the structure of questions

Products: Getting to know others and presentation.

Practices: Gestures and other non-verbal forms of communication, turn-taking in conversation, the use of forms of discourse, socially appropriate behaviors for acquaintance.

Perspectives: Value of age, social class/ social rank, the importance of family.

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Interpersonal Communication: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Interpretive Communication: Students understand and interpret spoken and written French on a variety of topics.

Idaho State Content Standards:

- Comm 1.1: Interact and negotiate meaning (spoken, signed, and written conversation) to share information, reactions, feelings, and opinions.
- Comm 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of

topics.

- Comm 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can learn basic etiquette and rules for language activities.
- I can answer questions about myself in the target language.
- I can give my opinion about a variety of topics.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=351#h5p-24>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity and the introduction activity.

Aujourd'hui, nous allons commencer avec une petite activité d'introduction.

2. Present the rules to the students: *instructor will pick the order

- The first student will introduce themselves (name, where they're from, their major).
 - *Le premier étudiant va se présenter (leur nom, leur résidence, leur matière principale).*
- Then the next person will repeat the first person's introduction, then add on their own.

- *Puis, la personne suivante va répéter l'introduction de la première personne et se présenter.*
- Continue this until you've reached the last person. The first person will then repeat the last persons introduction to finish the activity.
- *Nous allons continuer cette activité jusqu'à tout le monde s'est présenté. La première personne va répéter l'introduction de la dernière personne pour compléter l'activité.*

Example:

Student 1: *Bonjour! Je m'appelle... Je viens de... J'étudie...* (Hello! My name is... I'm from... I study...)

Student 2: *Salut tout le monde. Il/elle s'appelle... Il/elle vient de... Il/elle étudie... Je m'appelle... Je viens de... J'étudie...* (Hello, everyone. His/her name is... He/she is from... He/she studies... My name is... I am from... I study...)

***Note:** each person only needs to repeat the intro of the person who went immediately before them, not everyone who's gone before them.

MAIN ACTIVITY

1. Ask the students the questions below.

- The student's answer should be as close to one word as possible.
- Give them as little time as possible to think of a word (approximately 10 seconds). Possible questions:

Posez aux élèves les questions ci-dessous. Les étudiants devront répondre à la question de manière la plus précise que possible. Donnez-leur environ 10 secondes pour penser à leur réponse. Exemples de questions:

1. *Comment t'appelles-tu ?* (What is your name?)
2. *Comment est-ce que tu te décris ?* (How would you describe yourself?)
3. *Quelle est une qualité importante que doit avoir un camarade ?* (What is an important quality you look for in a friend?)
4. *Quel est un mot que tu utilises trop ?* (What is a word you use too much?)
5. *Si tu pouvais dire qu'un seul mot pour le reste de ta vie, ça serait quel mot ?* (If you could only say one word for the rest of your life, which word would it be?)
6. *Quelle est ta nourriture préférée ?* (What is your favorite food?)
7. *Que fais-tu trop fréquemment ?* (What is an activity you do too frequently?)
8. *Dis-moi une chose que tout le monde devrait faire plus.* (Tell me something that everyone should do more.)
9. *Qu'est-ce que tu aimes le plus dans le monde ?* (What do you like the most in the whole world?)
10. *Dis-moi un adjectif que tu aimes.* (Tell me an adjective that you like.)
11. *Quel est ton meilleur trait personnel ?* (What is your best personality trait?)
12. *Qu'est-ce que tu ferais pour un Klondike bar ?* (What would you do for a Klondike bar?)
13. *Quelle est ta barre chocolatée préférée ?* (What is your favorite chocolate bar?)

14. *Quelle saison préfères-tu ?* (What is your favorite season?)
15. *Si tu pouvais faire n'importe quoi juste maintenant, que ferais-tu ?* (If you could do anything right now, what would you do?)
16. *Qu'est-ce que tu aimes de la langue française ?* (What do you like about the French language?)
17. *Dis-moi une chose qui te gêne/t'irrite/ t'énerve.* (Tell me something that bothers you/irritates you/gets on your nerves.)

WRAP-UP

1. To finish the activity, ask the students to recap what they learned about their classmates during the warm-up.

Maintenant, nous allons récapituler ce que vous avez appris sur vos camarades de classe pendant l'échauffement.

2. Each student will say at least 2 things they learned about one of their classmates (name, where they're from, their major). Encourage them to not have any repeats.

Chaque étudiant va dire 2 choses qu'il/elle a appris sur l'une de leur camarades de classe (nom, résidence, matière principale). Pas de répétitions !

Example: *Voici... Il/elle étudie... Il/elle vient de...* (Here is... He/she studies... He/she is from...)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can learn basic etiquette and rules for language labs.
- I can answer questions about myself in the target language.
- I can give my opinion about a variety of topics.

CULTURAL RESOURCES

[Different Introduction Formulas](#)

[How to make “small talk” in French](#)

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=351#oembed-1>

🕒 *French Level 2, Activity 02: Le temps libre / Free Time (Online)*



Travel vector created by pch.vector – www.freepik.com

Description: Students work together to discuss their travel preferences. This includes a travel quiz to take

together, and discussion questions. Students will learn how to discuss travel and explain their preferences. Students will also be able to discuss what type of traveler they are and why they are that type of traveler.

Semantic Topics: travel, quiz, traveler, pastime, hobby, les voyages, voyageur, voyageuse, la structure des questions et réponses, the structure of questions and responses

Products: Free time, vacation, and hobbies.

Practices: Traditions related to holiday celebrations, shopping behaviors, travel destinations, means of traveling, playing behaviors, meal times, turn taking in conversations or games.

Perspectives: Values attached to bilingualism/ multilingualism/ monolingualism, values associated with personal privacy, cultural value associated with sport and entertainment, belief about different cultures, the importance of individual vs group freedom.

NCSSFL-ACTFL World-Readiness Standards

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my interests and hobbies.
- I can understand written instructions about familiar topics.
- I can talk about activities I did in the recent past.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=364#h5p-25>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Use the following questions to have discussion with the students. They can also make their own questions as well. Be sure to model an answer for the first few questions.

Utilisez les questions ci-dessous afin d'avoir une conversation avec les étudiants. Ils peuvent également poser leur propre questions. Assurez-vous d'avoir des exemples de réponses pour les premières questions.

- *Quel est ton passe-temps favori ?* (What is your favorite past-time?)
- *Qu'est-ce que tu fais dans ton temps libre ?* (What do you do in your free time?)
- *Quel est ton café préféré à Boise ?* (What is your favorite coffee shop in Boise?)
- *Est-ce qu'il y a un autre café que tu préfères ? Dans une autre ville ?* (Do you have another favorite coffee shop? In another city?)
- *Tu préfères aller au musée ou nager dans l'océan quand tu pars en vacances ?* (Do you prefer going to the museum or swimming in the ocean when you go on vacation?)
- *Tu aimes les jeux vidéos ? Quel est ton jeu vidéo préféré ?* (Do you like video games? What is your favorite video game?)
- *Où veux-tu aller cet été ?* (Where do you want to go this summer?)
- *Tu préfères voyager avec tes amis ou ta famille ?* (Do you prefer to travel with your friends or your family?)

MAIN ACTIVITY

1. Tell the students that they are going to be taking a quiz to determine what kind of traveler they are.

Maintenant, vous allez faire un petit devoir pour déterminer "quel type de voyageur ou voyageuse que vous êtes".

2. Go through each question on the Google Slide Presentation and tell the students to record the answers of a partner on a piece of paper

Je vais vous montrer les questions. Vous devrez noter votre réponse sur un feuille de papier.

3. After the quiz, have the students share their answers to the questions with a partner.

Ensuite, partagez vos réponses avec un(e) partenaire.

4. Then, quickly go through the following slides explaining the different "types of travelers" depending on the answers the students had.

Maintenant, je vais montrer "le type de voyageur ou voyageuse que vous êtes..."

WRAP-UP

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my interests and hobbies.
- I can understand written instructions about familiar topics.
- I can talk about activities I did in the recent past.

CULTURAL RESOURCES

[Activities to Try in France](#)

[Places to Go in Paris](#)

[Must-See Places in France](#)

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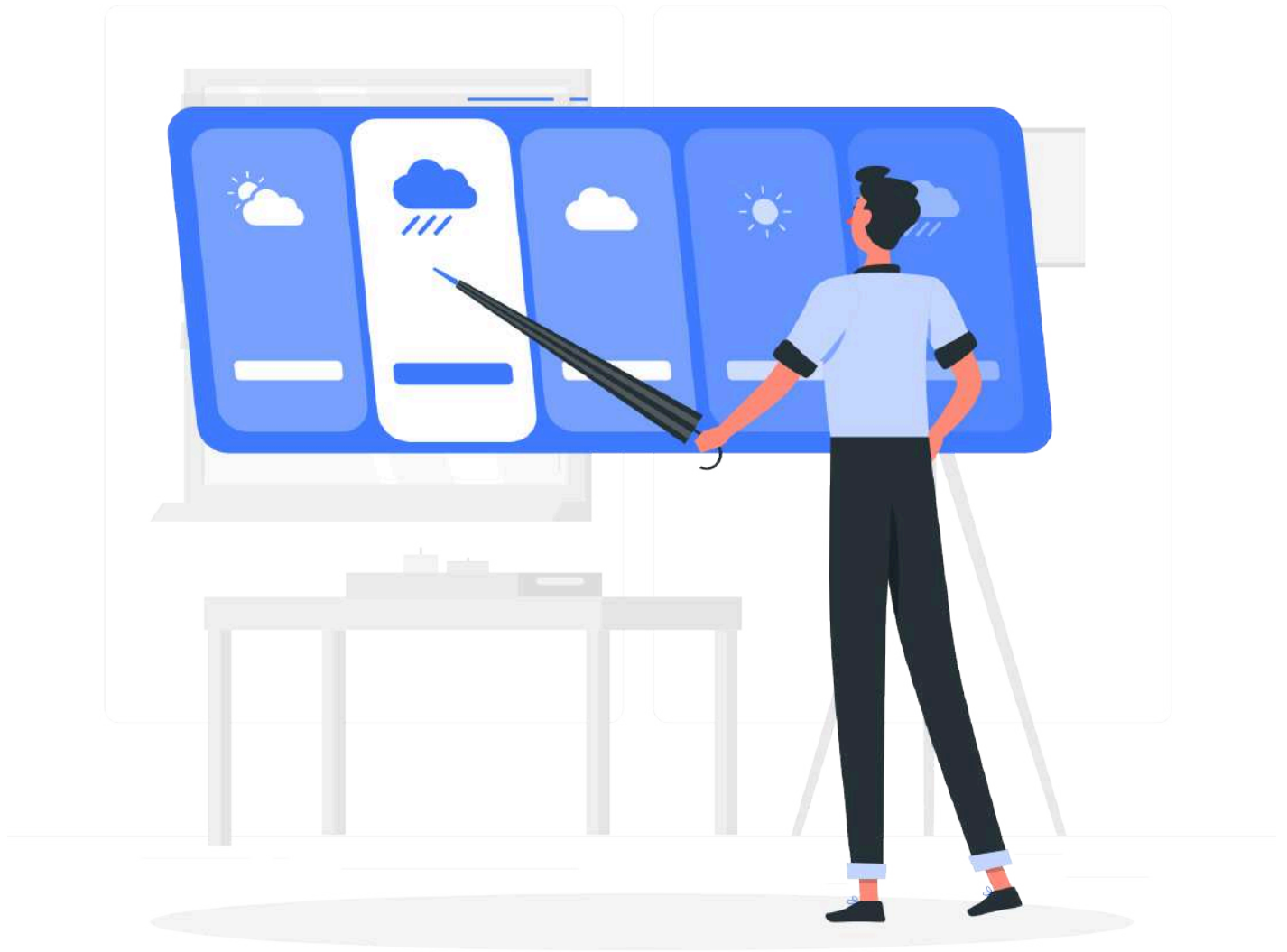
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☁️ *French Level 2, Activity 03: Quel temps fait-il ?/ What's the Weather Like? (Online)*



App illustrations by Storyset

Description: Students will practice giving their imaginary phone number and address to a classmate. In

addition, they will be giving a weather report on a city in Francophone country.

Semantic Topics: numbers, phone number, address, weather, weather report, numéro de téléphone, nombre, météo, adjectifs, adjectives

Products: Addresses, weather, and how to dress

Practices: How to give addresses/ telephone numbers, how do people know about weather conditions, cultural behaviors towards rainy/stormy/sunny weather conditions, dressing code related to weather conditions.

Perspectives : Dressing right for the weather is a must in France! Oftentimes, people go out in all conditions to walk to transport, or even simply walk to work!

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express, feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interact, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform explain, persuade and narrate on a variety of topics using appropriate media in the target language.
- COMM 3.2: Adapt presentation to various audiences of listeners, readers, or viewers.

NCSSFL-ACTFL Can-Do Statements:

- I can share my phone number with a friend.
- I can understand a weather report.
- I can plan appropriate attire depending on local climate and culture.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=373#h5p-26>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

Aujourd'hui, nous allons parler des numéros et de la météo. (Today, we are going to talk about numbers and the weather.)

2. Then have the students get with a partner and share their phone number and the year they were born. Partner

one should write both of partner two's numbers on a piece of paper or in a Zoom chat between themselves and their partner. Make sure that they share their phone number in 2-digit numbers (for example: vingt, quatre-vingt-neuf, seize, quatre-vingt-trois, vingt-et-un). When sharing the year they were born, make sure they say it correctly (for example: 1992: mille neuf cent quatre-vingt-douze).

En groupe de deux, partagez vos numéros de téléphone. Pendant que votre partenaire dit son numéro de téléphone, vous allez l'écrire. Faites la même chose avec votre année de naissance. Dites votre numéro de téléphone en deux chiffres. Par exemple, vingt, quatre-vingt neuf, seize, quatre-vingt trois, vingt et un. Dites votre date de naissance. Par exemple, je suis né(e) en mille neuf cent quatre-vingt-douze.

MAIN ACTIVITY

1. Students will be giving weather reports to the group based on different Francophone speaking countries. Have students choose a country from the list below.

Aujourd'hui nous allons donner les bulletins météo. Chaque personne va choisir une ville d'un pays francophone.

La liste des villes:

- Lyon, France
- Dakar, Sénégal
- Montréal, Québec
- Kinshasa, DRC
- Genève, Suisse
- Fort-de-France, Martinique
- Abidjan, Côte d'Ivoire

2. Give them 5 minutes to prepare their report and 2 minutes to share it.

Vous allez préparer une petite présentation de 1 à 2 minutes. Après nous partagerons nos présentations avec le groupe.

3. Spend a few minutes encouraging students to ask questions after someone has given their weather report.

Soyez sûrs de demander les questions à vos camarades.

WRAP-UP

Ask the following questions to finish the activity:

- *Quelle ville a le temps que tu préfères le plus ?* (Which city's weather do you prefer the most?)
- *La Révolution française est arrivée quand ? Quelle année ? (1789)* (When was the French Revolution? What year?)
- *Les Etats-Unis ont déclaré leur indépendance en quelle année ? (1776)* (What year did the United States

declare their independence?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can share my phone number with a friend.
- I can understand a weather report.
- I can plan appropriate attire depending on local climate and culture.

CULTURAL RESOURCES

[Campus France's Guide to French Climates](#)

[Paris' Average Weather](#)

[Interactive Weather Map of France](#)

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 *French Level 2, Activity 04: La météo et le temps libre
/ Weather and Free Time (Online)*



Tree vector created by lexamer - www.freepik.com

Description: In this activity, students watch a French weather report to warm up. They then speak about

appropriate activities for different types of weather. To finish, they answer a few questions about their favorite weather and seasons.

Semantic Topics: seasons, weather, activities, pastimes, climate, video, weather report, saisons, météo, activités, climat, vidéo, adjectifs, adjectives

Products: Weather and free time

Practices: Different times of the year, activities related to each time of the year, precaution about the bad weather conditions.

Perspectives: There are many different types of climates and weather conditions possible in France, and in other Francophone countries! This leaves many possible forecasts for a variety of activities year-round. For example, one day might be perfect for sunbathing in Guadeloupe, but the same might see horrible snow storms in the Alps!

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the

practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about familiar activities.
- I can discuss current events like the weather.
- I can communicate some basic information about my everyday life.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=509#h5p-27>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity and opening the slideshow.

2. Play the video for the group with the subtitles on, at 0.75 speed if they seem to have trouble keeping up. Ask them to pay attention to key points that the weather report says.

Nous allons regarder une petite vidéo d'un bulletin météo. Écoutez bien et portez attention aux détails que la femme dit.

If you cannot play the video via Zoom, put the link into the chat and have the students watch it on their computer!

3. After the video, ask the students some questions about what they observed or understood from the video.

Après la vidéo, demandez aux étudiants ce qu'ils ont observé et compris lors de la vidéo.

Questions:

- *Quel temps fait-il ?* (What is the weather for that day?)
- *C'est quoi la température ?* (What is the temperature?)
- *Qu'est-ce qu'elle dit ?* (What does she say?)

MAIN ACTIVITY

1. In this activity, students will be shown various photos on the slideshow. Depending on the weather in the photo, the students must go around, stating a complete sentence of what they do in their free time on a day like the one in the photo.

Aujourd'hui nous allons continuer avec la météo et le temps libre. Je vais vous montrer des photos et vous allez créer une phrase complète qui correspond avec la photo. (Today, we are going to continue with the weather and free time. I am going to show you some photos and you are going to state a complete sentence that corresponds with the photo.)

Par exemple, si je vous montre une photo comme celle-ci (show the photo on slide 5), vous pouvez dire, "Quand il fait nuageux, je reste chez moi et je regarde la télé." (For example, if I show you a photo like this one (show the photo on slide 5), you could say "When it snows, I stay home and watch TV.")

Vous devez dire une phrase complète qui inclut une partie où il s'agit de la météo et une partie qui explique ce que vous faites ce jour-là. (You must say a full sentence that includes a part about the weather and a part that explains what you will be doing that day.)

2. Go through the slides and have each student go around in a circle saying their complete sentence.

Chacun son tour, un étudiant devra faire une phrase complète d'après une diapositive.

3. After you go through the weather slides (slides 4-11), have the students do the same for the seasons (slides 12-16).

Après les diapositives sur la météo (diapositives 4-11), demandez aux étudiants de faire le même exercice avec les saisons (diapositives 12-16).

WRAP-UP

Ask the following questions to finish the activity:

- *Tu préfères quel type de climat?* (What climate do you prefer?)
- *Quel est le jour idéal pour toi?* (What is your ideal day?)
- *Quelle est ta saison préférée? Pourquoi?* (What is your favorite season? Why?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about familiar activities.
- I can discuss current events like the weather.
- I can communicate some basic information about my everyday life.

CULTURAL RESOURCES

[Where to Ski in France](#)

[A Summer in Paris](#)

[Where to Travel During France's Spring Months](#)

[Enjoy the Fall Foliage in France](#)

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 French Level 2, Activity 05: Les prénoms et les pronoms démonstratifs / First Names and Demonstrative Pronouns (Online)



Food vector created by stories – www.freepik.com

Description: In this activity, students will be learning about Saint's Day and take turns asking and

responding to questions. They will also practice using demonstrative pronouns.

Semantic Topics: demonstrative pronouns, la fête, pronunciation, names, culture, les pronoms démonstratifs, prononciation, noms, Saint's Day

Products: Saint Day/Name Day

Practices: A law created in 1803 mandated that all French people name their children after Catholic Saints, which was only amended in 1993. Due to this, many French people celebrate the feast of the Saint that shares their name in addition to their birthday!

Perspectives: Tradition is important in France, and sticks around well into the modern age.

NCSSFL-World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

Idaho State Content Standards:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.

- COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.3: Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can discuss dates and days of the week.
- I can clarify objects/people that I discuss.
- I can recognize some cultural norms in French-speaking countries.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=577#h5p-28>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Explain la fête (Saint's Day) to your students. Help them find their Saint's day on the calendar by searching for their name (or finding a name close to theirs).

"En plus des anniversaires, certaines cultures francophones célèbrent aussi la fête des Saints, ou Saint's Day. C'est une fête où les gens fêtent le jour de leur prénom. Chaque personne a un jour qui est associé avec leur prénom ! Par exemple, le prénom associé avec le 20 février est Aimée. Aujourd'hui, nous allons trouver nos propres jours et les noms qui y sont

associés !" ("In addition to birthdays, certain francophone cultures celebrate Saint's Day or la fête des Saints. It is a celebration where people celebrate the day of their first name. Each person has a day that is associated with their first name! For example, the name associated with February 20th is Aimee. Today, we are going to find our own days and the names associated with them!")

3. Slides 4-15 have the months and names on each day. Flip through the slides, giving the students a chance to find their name.

Les diapositives 4-15 contiennent les mois et un nom pour chaque jour. Regardez les diapositives et demandez aux étudiants de trouver leur prénom.

4. When they find their name, have them tell the group the date in the correct format.

Lorsque vous trouvez votre prénom, partagez votre date de naissance avec le groupe. Par exemple, si je suis Aimée, je dis "Ma fête est le 20 février." (When you find your name, share your date with the group. For example, if I were Aimee, I would say "My celebration is February 20th.")

MAIN ACTIVITY

1. Go through the slides, having students take turns asking questions about the items listed on the screen.

À tour de rôle, vous devrez poser des questions aux autres étudiant(e)s. Par exemple, tu peux dire : "Est-ce que tu préfères cette pizza-ci ou cette salade-là ?" (Alternately, you must ask questions to the other students. For example, you could ask: "Do you prefer this pizza or this salad?")

2. The other students will respond to the question.

Les étudiants devront répondre à la question: "Je préfère cette pizza-ci." N'oubliez pas qu'il faut utiliser le bon démonstratif: ce, cet, cette, ces. (The students must respond to the question: "I prefer this pizza." Don't forget that you must use the demonstrative good: this, this, this, these.)

WRAP-UP

1. Practice saying a noun and have the students type the word in the chatbox with the correct demonstrative pronoun.

Écoutez les mots que je dis. Vous devez taper le mot avec le bon adjectif démonstratif. Par exemple, si je dis "crayon," vous allez taper "ce crayon", puisque c'est masculin. (Listen to the words I say. You should type the word with the correct demonstrative pronoun. For example: If I say "pencil," then you are going to type, "this pencil", because it is masculine.)

★ Make sure that the students are aware that objects that begin with a vowel sound receive the demonstrative adjective "cet," even if they are masculine.

List of possible nouns:

Fille (f) (Girl)

Garçon (m) (Boy)

Femme (f) (Woman)

Homme (m) (Man)

Chat (m) (Cat)

Maison (f) (House)

Hôpital (m) (Hospital)

Parc (m) (Park)

Piscine (f) (Pool)

Sandwich (m) (Sandwich)

Pomme (f) (Apple)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can discuss dates and days of the week.
- I can clarify objects/people that I discuss.
- I can recognize some cultural norms in French-speaking countries.

CULTURAL RESOURCES

This video gives more context to the warm-up activity:



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=577#oembed-1>

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 *French Level 2, Activity 06: Les vêtements / Clothing,
Pronunciation (Online)*



designed by  freepik.com

Background vector created by freepik – www.freepik.com

Description: In this activity, students will practice their pronunciation and describe articles of clothing.

Semantic Topics: clothing, descriptions, fashion, pronunciations, practice, vêtements, la mode, la prononciation, adjectifs, adjectives

Products: Clothing

Practices: French people tend to dress more formally than many of us in the United States are used to! Athleisure is discouraged anywhere outside of the gym, even if you are only going to the supermarket, for example.

Perspectives: There is an emphasis on dressing well in France, even for “everyday” tasks as a matter of respect and self-care.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do statements:

- I can introduce myself and others.
- I can describe what a person is wearing and what they look like.
- I can express myself in a comprehensible way.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=583#h5p-29>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Students will complete the "fashion show checklist. Have each student answer the fashion checklist questions on the Google Presentation. If they would like, they can show off their outfit to the group.

Les élèves rempliront la « liste de contrôle du défilé de mode ». Demandez à chaque élève de répondre aux questions de la liste de contrôle sur la mode dans la présentation Google. S'ils veulent, ils peuvent montrer la tenue au groupe.

3. Give your students an example depending on what you are wearing. For example: "This is Justin, a man, wearing a beautiful red sweater with a gray scarf. He is also sporting tight blue jeans and black shoes with checkered socks."

Par exemple, voici Justin, un homme, qui porte un beau pull rouge avec une écharpe grise. Il a mis aussi un jean moulant et des chaussures noires avec des chaussettes à carreaux.

MAIN ACTIVITY

Prononciation (eu), (u), (ou) avec les mots

- [Video 1](#)
- [Video 2](#)

1. Watch these two videos on pronunciation (linked in Google Slides).
2. Go through the Google slides (4-14) and repeat the sentences from the video with your students.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Où aimez-vous faire du shopping ?* (Where do you like to go shopping?)
- *Quel est votre vêtement préféré ?* (What is your preferred type of clothing?)
- *Quelle est votre saison préférée pour vous habiller ?* (What is your preferred season to dress for?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do statements:

- I can introduce myself and others.
- I can describe what a person is wearing and what they look like.

- I can express myself in a comprehensible way.

CULTURAL RESOURCES

<https://www.youtube.com/watch?v=Sbelp5ouH7E>

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👤 French Level 2, Activity 07: La mode en France / Fashion in France (Online)



designed by  freepik

Business vector created by pikisuperstar – www.freepik.com

Description: In this activity, students will practice describing clothing in French, so that others can guess

what the item of clothing they're describing.

Semantic Topics: fashion, clothing, mode, online shopping, la mode, vêtements, phrases complètes, complete phrases

Products: Le Béret

Practices: Wearing the wool cap has long been a way to keep warm in the winter, and make a fashion statement. They are still commonly worn by French military personnel.

Perspectives: The Béret is not as often seen as it was in the early 20th century, but it is still a beloved French fashion.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- CONN 2.1: Access authentic materials prepared in the target language by or for native speakers.
- COMT 1.2: Discuss personal preferences in activities and events both within and beyond the classroom.
- COMT 2.1: Interpret materials and/or use media from the language and culture for enjoyment.
- CLTR 1.3: Function appropriately in diverse contexts within the target culture.
- COMP 1.1: Observe formal and informal forms of language.
- COMP 2.2: Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture.
- COMP 2.3: Compare and contrast authentic materials from the target culture with the learner's culture.

NCSSFL-ACTFL Can-Do Statements:

- I can describe my friend's outfit and express if I like it or not.
- I can shop for clothes online.
- I can understand modern fashion expressions used in everyday life.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=613#h5p-30>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Look at the slides with different models on it. Have each student pick a model to describe (It's okay if multiple students pick one model). Try to encourage the students to use the new vocabulary!

Regardez la diapositive avec les différents mannequins. Demandez à chaque élève de choisir un mannequin à décrire. (Ne vous inquiétez pas si plusieurs élèves choisissent un mannequin). Essayez d'encourager les élèves à utiliser le nouveau vocabulaire!

MAIN ACTIVITY

1. Students will be looking at clothing on French style websites.

Vous allez visiter chaque site-web à l'écran (www.orijns.fr, www.asos.fr, www.kiabi.com) puis vous devrez en choisir un.

2. They will then describe the item and try to get the group to guess what it looks like.

Trouvez un vêtement à décrire au groupe.

3. Whoever is able to guess the item the most accurately, wins!

Celui qui est capable de décrire l'article le plus précisément, gagne!

Exemple: "Cet article est rose et a une fermeture éclair. Vous portez cet article quand il fait froid." "C'est un manteau rose ?" "Oui !"

Example: "This article of clothing is pink and has a zipper. You wear this article of clothing when it is cold." "Is it a pink coat?" "Yes!"

WRAP-UP

Ask the following question(s) to finish the activity:

- *Pensez-vous que vous allez utiliser ces expressions ?* (Do you think that you will use these expressions?)
- *Préférez-vous une de ces expressions ?* (Do you prefer one of these expressions?)
- *Est-ce que nous avons des expressions similaires en Anglais ?* (Do we have similar expressions in English?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do statements:

- I can describe my friend's outfit and express if I like it or not.
- I can shop for clothes online.
- I can understand modern fashion expressions used in everyday life.

CULTURAL RESOURCES

A French interviewer asks what French people in Saint-Denis are wearing.



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 French Level 2, Activity 08: Jeu de révision : Jeopardy / Jeopardy Review Game (Online)



People vector created by pch.vector – www.freepik.com

Description: In this activity students will be reviewing various grammar structures and vocabulary by playing a game of Jeopardy.

Semantic Topics: Review, Jeopardy, vocabulary, grammar, révision, vocabulaire, grammaire

Materials Needed:

- [Google Slide Presentation](#)
- [Jeopardy review game](#)
- [-RE verb cards](#)

Would you like to make changes to the materials?

Access the template(s) below:

- [-RE verb cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=623#h5p-86>

WARM-UP

Students will play charades to review -RE verbs.

1. View the -RE verbs on Canva, if you need ideas and private message the verb to the student who will be doing the charade.

“Pour commencer, nous allons jouer à des charades. Quand ce sera votre tour, je vous enverrai en privé le verbe que

vous allez mettre en scène.” (“To start, we are going to play charades. When it is your turn, I will privately message you the verb that you are going to be acting out.”)

2. Have students take turns playing out the verbs

MAIN ACTIVITY



***Note:** If you'd like to customize this Jeopardy game, click "Edit." Once you've clicked edit, you will see an option that says, "If this isn't your template (or you forgot the password) then you can clone this template and edit the clone. Create a password for your clone below."

Un jeu de révision : Jeopardy

1. Today, we are going to play Jeopardy to review chapter six.

Aujourd'hui nous allons jouer Jeopardy pour revoir le chapitre six.

2. Split the group into two teams.

Nous allons diviser le groupe en deux équipes.

3. Choose a category and answer the question in your teams. The team with the most points wins.

Choisissez une catégorie et répondez à la question avec votre équipe. L'équipe avec le maximum de points, gagne!

Jeopardy Answers:

La vocabulaire:

- aliments aux fêtes: bière, vin, gâteaux, bonbons, dessert, champagne, la glace, biscuit
- vêtements: chemisier, gants, jean, jupe, manteau, pantalon, pull, sous-vêtement, chemise, chaussures, chaussettes, chapeau, écharpe,

Passé composé:

- Nous avons parlé à notre mère
- J'ai oublié mes devoirs
- Elle n'a pas acheté de biscuit hier
- Les filles ont beaucoup travaillé
- Tu n'as pas encore visité notre ville

Les objets indirects:

- Ophélie parle à sa mère
- Marc lui parle
- J'envoie des cadeaux à mes amis
- Ils vont me donner une cravate
- Notre prof ne nous a pas envoyé d'email

L'adjectif démonstratifs:

- ce
- cette
- cet
- ces
- cet

La culture:

- La fondation de la république française en 1789
- La France, le Canada, les États-unis (Nouvelle-Orléans), la Martinique, Haïti, la Guadeloupe
- Les défilés de musique, les masques, les costumes, les chars fleuris, la carême, Mardi gras
- Les fringues, look, vintage, BCBG, Ringard(e), être bien/mal sapé, être sur son 31
- L'hymne national français

WRAP-UP

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"

- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

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✈️ French Level 2, Activity 09: Bon Voyage ! / Have a good trip! (Online)



Travel photo created by freepik – www.freepik.com

Description: In this activity, students will be looking at maps and practicing giving/understanding

directions.

Semantic Topics: transportation, travel, map, vacation, bus, train, ferry, directions, city, ville, voyage, carte, vacances, prepositions, prépositions

Products: Le Métro, Transport

Practices: Riding the Métro is almost unavoidable in Paris—this common mode of transportation is used as a way to traverse the City from underground.

Perspectives: The Métro is seen as an easy, efficient way to travel, and cuts out the need for a vehicle for many Parisians. Lately, it has also been seen as a benefit to cutting down emissions from cars and motorcycles.

- What are some pros and cons to métros as a form of public transportation?

NCSSFL-ACTFL World Readiness-Standards

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of

listeners or readers.

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of French and their native language.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

Idaho State Content Standards

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.
- COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.
- CLTR 2: Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.
- CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.
- CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

NCSSFL-ACTFL Can-Do Statements

- I can navigate a foreign city using materials in French.
- I can give directions to my house.
- I can understand directions given to me.

Materials Needed:

- [Google Slide Presentation](#)
- [Maps](#)





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=638#h5p-87>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

Aujourd'hui nous allons parler des moyens de transport et utiliser les cartes pour voyager dans les villes francophones. (Today, we are going to be talking about modes of transportation and using maps to travel in francophone cities.)

2. Discuss these questions with your students.

- *Quels moyens de transport, tu utilise quand voyages ?* (Which means of transport did you use during a trip?)
- *Tu préfères lequel ?/ Lequel préfères-tu?* (Which one do you prefer?)
- *Comment est-ce que j'arrive chez toi d'ici ? Indique-moi le chemin.* (How do I get home from here? Tell me the way.)

MAIN ACTIVITY

1. Students will be stranded in a foreign city. With a partner they will choose one of the provided cities and figure out how they will get from point A to point B using maps (you should indicate this on their maps).

Avec un partenaire, vous vous êtes échoué dans une ville étrangère ! Choisissez une des villes : Lyon, Marseille, Alger ou Montréal. Utilisez les cartes et/ou les plans de métro pour trouver la route que vous allez prendre pour quitter le point A au point B.

- Put the students into groups or partners by creating Zoom Breakout Rooms.
- Put the Map link in the Zoom chat so the students can access the maps.

2. They must decide whether they will take the metro, bus, train, ferry, walk, etc. Students will then present their route to the rest of the group.

Après, vous allez expliquer votre route au groupe (les lignes de métro, les arrêts, les trains, etc.)

3. Use this as an example:

Par exemple (show slide 5) : “Je suis à l’arrêt “Rogier” à Bruxelles. Je vais à l’aéroport. Je vais prendre la ligne bleue jusqu’à l’arrêt “Arts-Loi” où j’échange la ligne bleue pour rose. Je prends la ligne rose jusqu’à l’arrêt “Schuman” où je descends pour arriver à l’aéroport. (For example (show slide 5) : “I am at the “Rogier” stop in Brussels. I am going to the airport. I am going to take the blue line until the “Arts-Loi” stop where I will change to the pink line. I’ll take the pink line until the “Schuman” stop where I will get off to arrive at the airport.)

WRAP-UP

Ask the following question(s) to finish the activity:

- *Après la discussion d’aujourd’hui, voulez-vous visiter une de ces villes ?* (Do you want to visit one of these cities after today’s discussion?)
- *Quelles villes francophones voulez-vous visiter ?* (Which French cities do you want to visit?)
- *Si je vous mettais dans une ville étrangère, pensez-vous que vous pourriez arriver à l’aéroport ?* (If I put you in a strange city, do you think you could arrive at the airport?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements

- I can navigate a foreign city using materials in French.
- I can give directions to my house.
- I can understand directions given to me.

CULTURAL RESOURCES

[Interactive Metro Map of Paris](#)

[Map of the RER](#)

[TGV Routes in France](#)

[Tramways of France](#)

Instructor Notes:

If you'd like to discuss your own place of origin and some interesting cultural facts about that, it may create some great conversation with students.

Si vous désirez, vous pouvez discuter de votre pays, ville d'origine et de faits culturels avec les étudiants.

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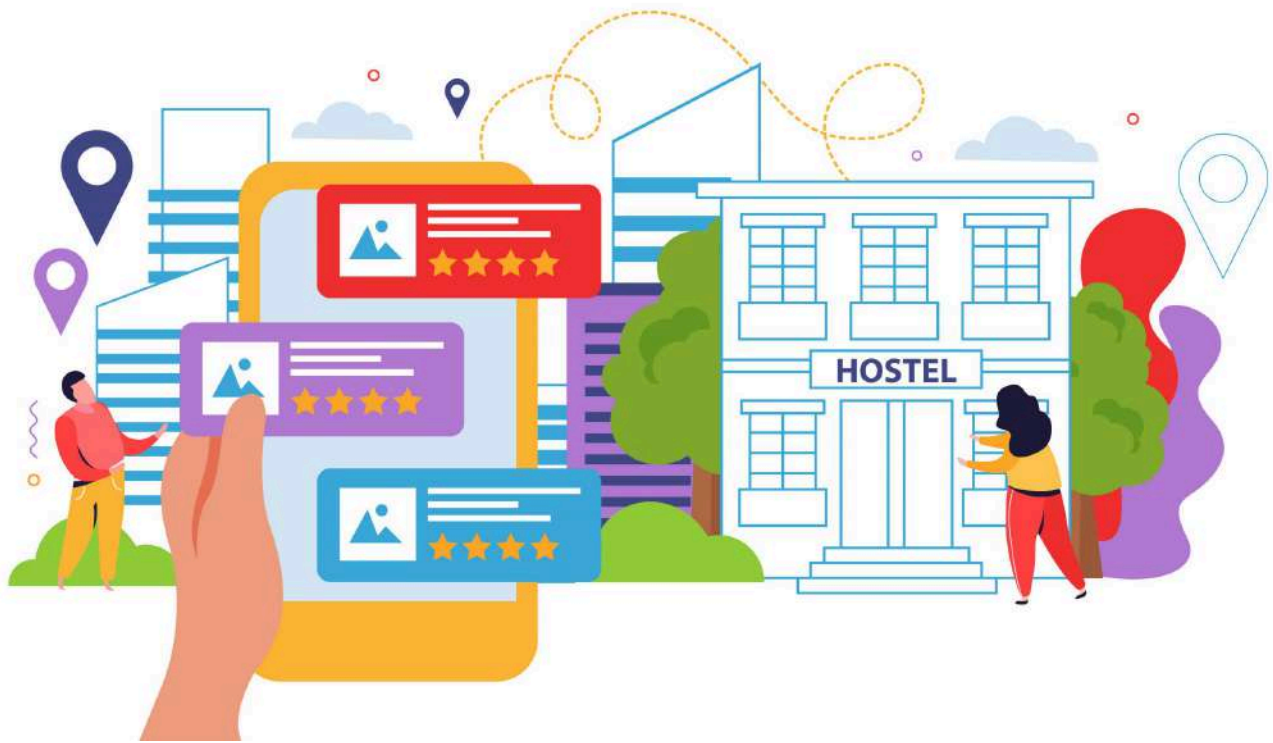
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French Level 2, Activity 10: À l'hôtel / Hotels (Online)



City vector created by macrovector – www.freepik.com

Description: In this activity, students are going to practice navigating hostelworld.com. They will find a hostel they like and identify different features of it. Students will learn to discuss preferences while traveling. Students will also learn more about using hostels while traveling abroad.

Semantic Topics: hotel, hostel, reservation, travel, l'hôtel, auberge de jeunesse, voyage, website, site web, structure of preferences, la structure des préférences

Products: Hostels

Practices: It's very common in Europe (and by extension, France and Switzerland) to rent a hostel instead of a hotel room for a night, especially when traveling on a budget.

Perspectives: Hostels are seen as an easy way to engage in extended periods of traveling without breaking the bank! Generally, they are associated with the youth.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.

Idaho State Content Standards:

- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3: Utilize appropriate media to present an idea to an audience.
- CLTR 1: Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can navigate a French website.
- I can book an online reservation.
- I can discuss my lodging preferences.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=640#h5p-31>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. After, review some vocabulary from the unit. Here are some examples of useful words to know related to hotels/ hostels.

Aujourd'hui nous allons parler des logements et trouver une auberge de jeunesse que nous aimons bien. Premièrement, nous allons réviser quelques mots de vocabulaire. (Today, we are going to talk about lodging and finding hostels that you will enjoy. Firstly, we are going to go over some vocabulary words.)

- balcon ; lit ; auberge de jeunesse
réception ; terrasse ; climatisation
disponible ; service de chambre
service de ménage ; coffre-fort
hébergement ; fer à repasser
piscine ; parking ; non-fumeur

***Note:** If they do not know, try to act out or describe it as best as you can in French.

MAIN ACTIVITY

1. Have students go to hostelworld.com. Make sure they change the language to French by clicking the flag in the top right hand corner.

Allez sur le site web hostelworld.com. Changez la langue au français en cliquant sur le drapeau dans le coin supérieur droit de la page.

2. Give students the option to choose from the list of cities on the presentation. Tell them they are going to find a hostel that they like.

Choisissez une des ces villes. Vous allez trouver une auberge de jeunesse que vous pensez géniale.

3. They are going to identify the name of the hostel, where it is located, the price for a night, how many floors there are (if this is not available in pictures, they can make it up) how many beds are in the room they selected, and the amenities.

Identifiez le nom de l'auberge de jeunesse, sa localisation (la ville et pays), le prix par nuit, le nombre d'étages (si vous ne pouvez pas les trouver sur une photo, imaginez), le nombre de lits dans la chambre que vous avez choisie, et les commodités/les services.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Est-ce que tu préfères les grandes ou les petites chambres ?* (Do you prefer big or small rooms?)
- *Tu aimes les chambres au rez-de-chaussée ou en haut à l'étage ?* (Do you like rooms on the ground floor or on a high floor?)
- *Préfères-tu loger avec tes "covoyageurs" ou seul(e)?* (Do you prefer to stay with your "co-travelers" or alone?)
- *Qu'est-ce que tu aimes le plus : les hôtels, les auberges de jeunesse, ou les Airbnb ?* (What do you like most: hotels, hostels, or Airbnb?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can navigate a French website.
- I can book an online reservation.
- I can discuss my lodging preferences.

CULTURAL RESOURCES

[What's the difference between a hotel and a hostel?](#)

[Tips for keeping your items safe while staying in a hostel](#)

[A few 5 star hotels in France](#)

[Hotel vs AirBnB](#)

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=640#oembed-1>

French Level 2, Activity 11: L'impératif et les adverbes / The Imperative and Adverbs (Online)



Business vector created by vectorjuice – www.freepik.com

Description: In this activity students will be practicing identifying commands and learning how to respond

to them.

Semantic Topics: imperative, adverbs, suggestions, advice, orders, l'impératif, les conseils, ordres

Products: Instructions and Advice

Practices: Giving instructions and orders

Perspectives: Table manners, following instructions, giving instructions/commands to a child, student, employee, etc., discourse in relation to positions of authority

NCSSFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can give a suggestion.
- I can give an order.
- I can give advice to my friends.

Materials Needed:

- [Canva cards](#)
- [Google Slide Presentation](#) (Online Version)

Would you like to make changes to the materials?

Access the template(s) below:

- [Canva cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=642#h5p-32>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Go through slides 3-9, and have the students identify who they think is saying the command and who they are saying it to.

Je vais vous montrer des diapositives avec certaines phrases. Vous allez dire "qui" dit ces ordres et "à qui" tu dirais ces phrases.

Statements:

"Ne mange pas mes chaussures ! Ne monte pas sur le canapé !" – qui: pet owner, à qui: pet

("Don't eat my shoes! Don't get on the couch!")

"Ne parlez pas ! Faites vos examens !"– qui: teacher, à qui: students

("Don't talk! Take your exam!")

"Ne mange pas de chips avant le dîner ! Nettoie ta chambre !" – qui: mother, à qui: child

("Don't eat chips before dinner! Clean your room!")

"Shh...ne parlez pas très fort ! Les gens étudient !"– qui: librarian, à qui: students

("Shh...don't speak loudly! People are studying!")

"N'arrive pas en retard. Sois à l'heure !"– qui: boss, coach, à qui: worker, athlete

("Don't arrive late. Be on time!")

"Éteignez vos portables ! Bouclez votre ceinture."– qui: flight attendant, à qui: passengers

("Turn off your devices! Buckle your seatbelt.")

"Les mains en air ! Dis-moi ce que tu fais là !"– qui: police officer, à qui: criminal

("Hands in the air! Tell me what you're doing there!")

MAIN ACTIVITY

1. Use the Canva cards link.

Utiliser le lien Canva.

2. Have students take turns reading each card out loud.

Demander aux élèves de lire à tour de rôle chaque carte à haute voix.

3. After, the rest of the group should give a suggestion/command in response to the statement on the card.

Ensuite, le reste du groupe devra donner des suggestions ou des ordres qui correspondent avec la phrase.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Avez-vous des questions ?* (Do you have any questions?)
- *Quelle partie de la activité a été la plus difficile ?* (Which part of the activity was the most difficult?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can give a suggestion.
- I can give an order.
- I can give advice to my friends.

CULTURAL RESOURCES

Watch popular YouTuber Squeezie give his dog commands in this video! It's a fun way to use the imperative tense.



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=642#oembed-2>

French Level 2, Activity 12: La maison / Home life (Online)



People vector created by pch.vector – www.freepik.com

Description: In this activity, students will be talking about their living situation- where they live, who they live with, if they live at a house, apartment, etc. Students will also practice buying furniture for their home.

Semantic Topics: home, living, shopping, furniture, maison, faire du shopping, meubles, choices, les choix

Products: Homes

Practices: Living in homes, what type of home people choose to buy

Perspectives: The French typically have smaller homes than Americans, and most French people live in either apartments or duplexes!

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my current living situation.
- I can talk about furniture and their prices.
- I can recognize the difference between furniture from my culture and the French speaking

world.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=644#h5p-33>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

Aujourd'hui nous allons parler de nos domiciles et rechercher les meubles sur les site-webs. (Today, we are going to talk about our homes and search for furniture on websites.)

2. Discuss these questions with your students:

- *Habitez-vous dans un appartement, une maison, dans une résidence universitaire ou ailleurs ?* (Do you live in an apartment, a house, a dorm or elsewhere?)
- *Habitez-vous avec vos parents ? Votre partenaire ? Vos amis ?* (Do you live with your parents? Your partner? Your friends?)
- *Avez-vous un balcon ? Un garage ?* (Do you have a balcony? A garage?)
- *Aimez-vous décoré vos pièces ?* (Do you like to decorate your rooms?)

MAIN ACTIVITY

1. Show the students slides 4-6 and introduce three different popular furniture stores throughout the Francophone world.

- **Slide 4:** *EQ3 est un magasin de meubles ayant des succursales à travers le Canada. Les prix sont dans la moyenne.* (EQ3 in Quebec, there are several locations throughout Canada. Prices tend to be average.)
- **Slide 5:** *Leroy Merlin est en France. Il y en a plusieurs à travers l'Europe. Les gens font du shopping là puisque les prix sont similaires à ceux de Walmart.* (Leroy Merlin in France. There are several locations throughout Europe. People tend to shop here because it is cheaper. Prices could be compared to those at Walmart in the U.S.)
- **Slide 6:** *Nova Home est en Haïti. Il y a un seul magasin à Port-au-Prince. Les prix sont similaires à ceux d'IKEA.* (Nova Home, Haiti. One location in Port-au-Prince. Prices could be compared to IKEA.)

2. Students are going to practice buying furniture for their home. They will be given a budget for their living room and bedroom. They must carefully decide which items they would buy without going over the budget amount.

Aujourd'hui nous allons acheter des meubles pour nos domiciles! Je vais vous donner un budget pour la salle de séjour et votre chambre. Vous allez choisir des meubles parmi les choix, mais vous ne devez pas dépasser le budget!

3. Go through slides 7-10 and have students say which items they would buy within the budget and why.

Après avoir choisi vos meubles, dites "pourquoi" vous les avez choisis.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Où est-ce que tu achètes les meubles pour ta chambre ?* (Where do you buy furniture for your room?)
- *Quel est le plus important ? La qualité ou le prix ?* (What is more important? The quality of the price?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my current living situation.
- I can talk about furniture and their prices.
- I can recognize the difference between furniture from my culture and the French speaking world.

CULTURAL RESOURCES

[What types of homes do French people live in?](#)

[French Country Style](#)

[Paris and Haussmann architecture](#)

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🗨️ *French Level 2, Activity 13: Passé composé et l'imparfait / Discussing the Past (Online)*



People vector created by pch.vector – www.freepik.com

Description: In this activity, students will be practicing l'imparfait and passé composé by playing a game

of two truths and a lie.

Semantic Topics: past, weekend, years, time, childhood, history, le week-end, le passé, le temps, enfance, histoire, année, l'imparfait, imperfect tense, le passé composé, past tense

Products: Childhood pastimes

Practices: Playing

Perspectives: As in many western cultures, children enjoy lots of free time, and play games with one another!

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of

topics.

- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about things I did when I was younger.
- I can exchange information about myself with someone.
- I can express differences between one-time and ongoing activities.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=646#h5p-34>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Ask the group these questions. Make sure they are using the correct form of imperfect or passé composé.
 - *Quand tu étais jeune...qu'est-ce que tu faisais...* (When you were young...what did you do...)
 - *après l'école ?* (after school?)
 - *le week-end (la fin de semaine) ?* (on the weekend?)
 - *pendant les grandes vacances (les vacances d'été) ?* (over summer break?)

- *avec tes ami(e)s ?* (with your friend(s)?)

MAIN ACTIVITY

1. Tell your students, "We will be playing two truths and a lie using the imparfait et passé composé."

"Nous allons jouer 'deux vérités et un mensonge' en utilisant l'imparfait et le passé composé."

2. "The first time, we are going to play using the imperfect. Think of three things you can share—two truths and one lie. For example, I played baseball for 5 years...I lived in Japan when I was 10...and in high school, I was first in my class."

"Le premier tour, nous allons jouer avec l'imparfait. Pensez à trois choses que vous pouvez partager— deux vérités et un mensonge. Par exemple, je jouais au baseball lorsque j'étais enfant...j'habitais au Japon quand j'avais 10 ans...et au lycée, j'étais première de ma classe."

3. "After, we are going to share our statements with the group and guess which ones are the truth and which is the lie."

"Après, nous allons partager nos phrases avec le groupe et deviner lesquelles sont vraies et lesquelles sont fausses."

4. "Then, we will do the same thing with passe compose."

"Ensuite, nous ferons la même chose avec le passé composé."

WRAP-UP

Ask the following question(s) to finish the activity:

- *Qui a le meilleur mensonge ?* (Who had the best lie?)
- *Étiez-vous choqué des vérités et/ou mensonges ? Lesquels ?* (Were you shocked by the truths and/or lies? Which ones?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about things I did when I was younger.
- I can exchange information about myself with someone.
- I can express differences between one-time and ongoing activities.

CULTURAL RESOURCES

[Traditional French Children's Games](#)

[Popular French Children's TV](#)

[Most Popular Books for French Kids](#)

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 French Level 2, Activity 14: La révision / Review
(Online)



People vector created by pch.vector – www.freepik.com

Description: In this activity, students will review various grammar and vocabulary by playing Jeopardy.

Semantic Topics: review, jeopardy, révision, grammaire

Materials Needed:

- [Google Slide Presentation](#)
- [Jeopardy Game](#)

Would you like to make changes to the materials? Access the template below:

- [Jeopardy Game](#) (Create a new password on the right side)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=648#h5p-35>

WARM-UP

Ask the following questions to start the activity:

- *Comment ça va ?* (How's it going?)
- *Comment comptez-vous continuer vos études de français pendant l'été ?* (How do you plan to continue your French studies during the summer?)
- *Est-ce que vous avez des projets pour l'été ?* (Do you have any summer plans?)
- *Allez-vous continuer avec le français le semestre prochain ?* (Are you going to continue with French next

semester?)

MAIN ACTIVITY



***Note:** If you'd like to customize this Jeopardy game, click "Edit." Once you've clicked edit, you will see an option that says, "If this isn't your template (or you forgot the password) then you can clone this template and edit the clone. Create a password for your clone below."

Jeopardy review!

Play this review on the big screen : jeopardylabs.com/done/rvision-franais-102-2

WRAP-UP

Ask the following question(s) to finish the activity:

- *Avez-vous des questions ?* (Have any questions?)

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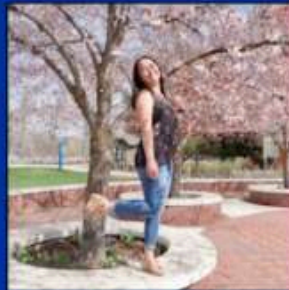
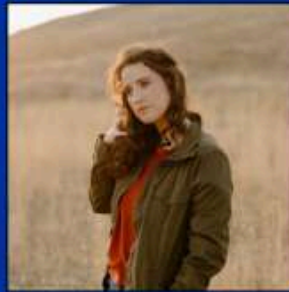
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FRENCH LEVEL 3, FACE-TO-FACE ACTIVITIES



Photos of past and present Pathways Project student team members

☀️ *French Level 3, Activity 01: L'été / Summer (Face-to-Face)*



People vector created by freepik – www.freepik.com

Description: Students will play a speed dating game to get to know each other and discuss their summer.

Semantic Topics: summer, speed dating, getting to know each other, introductions, l'été, passé composé, L'imparfait, past tense, the imperfect tense

Products: Introductions

Practices: Introducing yourself, small talk, sharing interests

Perspectives: Like much of the world, France places emphasis on the value of friendship and first impressions.

NCSSFL-ACTFL World-Readiness Standards:

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- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.

- I can be the first to start a conversation.
- I can ask for information, details, and explanations during a conversation.
- I can bring a conversation to a close.
- I can give some information about activities I did. (Past tense!)

Materials Needed:

- [Google Slide Presentation](#)
- Internet accessible device



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=56#h5p-36>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Using available internet accessible devices (smartphone, laptop, tablet), find an image of something important that happened this summer (news, movie, games, etc.)
3. Describe this event as concisely as possible.

MAIN ACTIVITY

1. Partner-up with another student and sit across from each other.

Mettez vous en équipe avec un autre étudiant et asseyez-vous face à face.

2. Choose one of the questions and discuss with each other for 2-3 minutes.

Choisissez une question et discutez entre-vous durant 2-3 minutes.

3. Once the timer has expired, one of the two partners will rotate and sit with another person.

Lorsque le temps est écoulé, un des coéquipiers ira s'asseoir avec une autre personne.

4. With your new partner, answer the next question from the list below.

Avec votre nouveau partenaire, veuillez répondre à la prochaine question de la liste ci-dessous.

Questions:

1. *Qu'est-ce que tu as fait cet été ?* (What did you do this summer?)
2. *Quelle a été ton activité favorite durant l'été ?* (What was your favorite activity of the summer?)
3. *Est-ce que tu as vécu quelque chose de drôle ou d'extraordinaire cet été ?* (Did anything funny/out of the ordinary happen to you this summer?)
4. *Avec qui as-tu passé la majorité de ton été ?* (Who did you spend the most of your summer with?)
5. *Quelle a été la partie que tu as le moins aimée durant l'été ?* (What was your least favorite part of the summer?)
6. *De quoi as-tu hâte pour le présent semestre ?* (What are you looking forward to this semester?)
7. *Est-ce que tu as voyagé cet été ?* (Did you travel anywhere this summer?)
8. *Quelle était ta partie favorite de l'été ?* (What is your favorite part of summer?)
9. *As-tu pris des cours d'été ?* (Did you take any summer classes?)
10. *Quel type d'exercice as-tu fait durant l'été ?* (What kind of (if any) exercise did you do this summer?)
11. *Comment as-tu pratiqué ton français ?* (How did you keep up on your French?)

WRAP-UP

Ask the following question(s) to finish the activity:

- *Désirez-vous partager une autre histoire survenue durant votre été ?* (Any other summer stories you want to share?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
- I can be the first to start a conversation.
- I can ask for information, details, and explanations during a conversation.
- I can bring a conversation to a close.
- I can give some information about activities I did. (Past tense!)

CULTURAL RESOURCES

[Summer Festivals in France](#)

[Some of France's Favorite Summer Activities](#)

[France in August](#)

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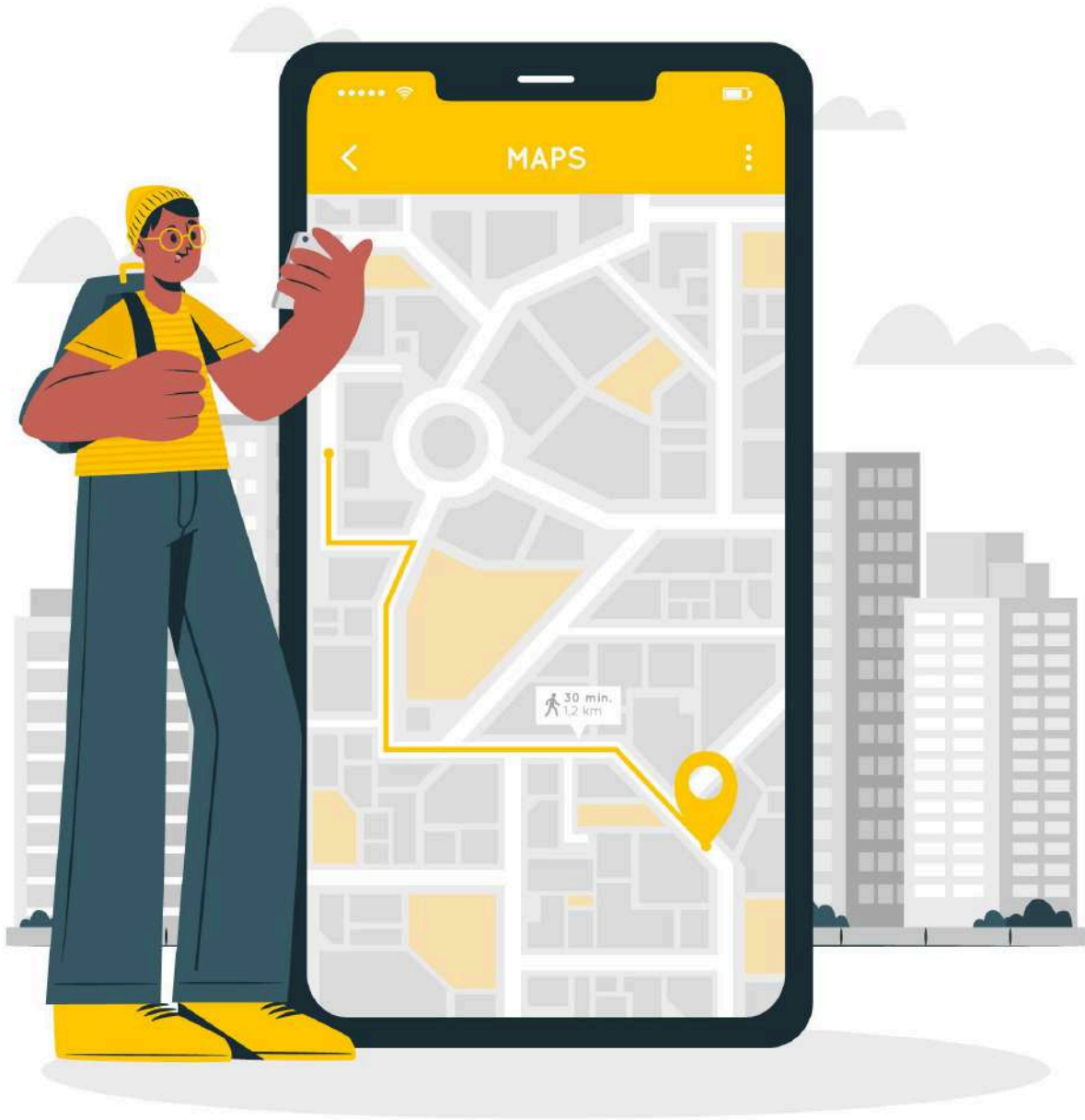
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 French Level 3, Activity 02: Donner et recevoir des instructions / Giving and Receiving Directions (Face-to-face)



City vector created by stories – www.freepik.com

Description: In this activity, students will discuss giving and receiving directions, as well as talk about

events within a community.

Semantic Topics: directions, cities, communities, campus, villes, indications, l'impératif, imperative tense, ordres, orders

Products: Directions

Practices: Giving directions, helping someone find a place

Perspectives: Sometimes, it's hard to stop someone for directions in the big cities, because people are often on their way to or from work! Always begin by saying "bonjour!" and asking if someone has the time to help.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CONN 2.1: Access authentic materials prepared in the target language by or for native speakers.

NCSSFL-ACTFL Can-Do Statements:

- I can have a simple conversation on a number of everyday topics.
- I can plan and discuss events in the community.
- I can give directions to someone.

Materials Needed:

- [Map of Boise State](#) (or a map of your choosing)
- Internet accessible device

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Go through the following news story with the students and have them discuss their responses.

Passez en revue la nouvelle suivante avec les élèves et demandez-leur de discuter de leurs réponses.

La Cour fédérale du Canada accorde réparation à deux francophones pour des violations répétées de leurs droits linguistiques par Air Canada, et ordonne au transporteur aérien de leur payer un total de 21 000 \$. (The Federal Court of Canada granted compensation to two francophones for repeated violations of their language rights by Air Canada, and ordered the air carrier to pay them a total of \$21,000.)

- <https://www.lapresse.ca/actualites/201908/29/01-5239155-air-canada-condamnee-a-payer-21-000-a-deux-passagers-francophones.php>

Jugement de la Cour fédérale: (Federal court judgement:)

- https://decisions.fct-cf.gc.ca/fc_cf/decisions/fr/420747/1/document.do

Le respect de la langue française est un problème récurrent au Canada et il fait souvent partie des débats en chambre parlementaire. Voici une discussion qui date de 2016. (Respect for the French language is a recurring problem in Canada, and it is often part of parliamentary debates. This is a discussion from 2016.)

Discussion Questions:

1. *Avez-vous entendu parler de cette nouvelle ?* (Have you heard of this news?)
2. *Qu'est-ce que vous avez compris de cette vidéo ?* (What did you understand from this video?)
3. *Que pensez-vous de cette décision ?* (What do you think of this decision?)

MAIN ACTIVITY

In this activity students will have to find locations on a Boise State map (or a map of your choosing) as well as give directions between specified places on the map using polite phrases.

Durant cette activité, les étudiants devront localiser certains endroits sur la carte du campus de Boise State et donner, de manière polie, des indications entre des endroits spécifiques.

1. First, have students take turns picking two locations at random from the location cards.

Tout d'abord, les étudiants devront choisir, chacun leur tour, deux endroits sur la carte.

2. They must then ask their partner to direct them from one location to the other.

Ils devront ensuite demander à leur coéquipier de leur donner des indications pour se rendre d'un endroit à l'autre.

Some helpful question phrases include:

- *Vous pouvez me dire où se trouve...*
- *Où se trouve...*
- *Dans quelle direction est...*
- *Pardon___, s'il vous plaît*

Some helpful response phrases:

- *Vous quittez...*
- *Prenez le...*
- *Continuez tout droit*
- *Tournez à gauche (ou droit)*

WRAP-UP

Ask the following question(s) to finish the activity:

- *Avez-vous déjà été perdu dans un autre pays ? Où ? Quand ? Que s'est-il passé ?* (Have you ever been lost in another country? Where? When? What happened?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can have a simple conversation on a number of everyday topics.
- I can plan and discuss events in the community.
- I can give directions to someone.

CULTURAL RESOURCES



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=57#oembed-1>

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🏆 French Level 3, Activity 03: Comparatif et Superlatif / Comparative and Superlative (Face-to-Face)



Banner vector created by pch.vector – www.freepik.com

Description: In this activity, students will practice superlatives and comparatives by drawing in partners

and playing a board game.

Semantic Topics: superlatif, comparatif, drawing, board game, descriptions, jeu de société, dessiner

Products: Board games

Practices: Playing board games with family or friends

Perspectives: Scrabble is the most popular board game in France, followed by Trivial Pursuit!

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

Idaho Content State Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate

on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can compare familiar people, places, and things.
- I can use exaggerated language to describe topics familiar to me.
- I can express my preferences when given a choice between two things.

Materials Needed:

- Whiteboards and markers
- [Google Slide Presentation](#)
- [Game boards](#)
- [Comparatif statement cards](#)
- Dice
- Game pieces

Would you like to make changes to the materials?

Access the template(s) below:

- [Game boards](#) (Canva Template, free account required)
- [Comparatif statement cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=58#h5p-88>

WARM-UP

Students will draw their partner and describe them to the group using one comparative and one superlative:

1. Begin by introduced the Can-Dos for today's activity.

2. Tell the students to choose a partner and grab a white board.

"Pour la première activité, choisis un partenaire et prends un tableau blanc."

3. "You are going to draw your partner with 1-2 exaggerated feature(s)."

"Vous allez dessiner votre partenaire avec 1-2 aspects exagérés."

4. "Then, show the drawing to the group and describe your partner using a comparative and a superlative."

"Puis, montrez le dessin au groupe et décrivez votre partenaire en utilisant un comparatif et un superlatif."

Par exemple: "Ses cheveux sont plus longs que les miens" (comparatif) et "Elle est la moins timide" (superlatif). (For example: "Her hair is longer than mine" (comparative) and "She is the least shy" (superlative).)

MAIN ACTIVITY

1. Lay out the board game in the middle of the table and place the statement cards in a pile face down.

Placez le jeu au milieu de la table et faites une pile avec les cartes, face vers le bas.

2. Have the students choose a game piece and place it at the start.

Les étudiants doivent choisir un jeton et le placer sur la case départ.

3. Choose a student to start by rolling the die.

Choisissez un étudiant qui débutera la partie en lançant le dé.

4. Move the game piece the same amount of spaces as the number on the die.

Avancez le jeton selon le nombre indiqué sur le dé.

5. Pick a statement card.

Piochez une carte.

6. Create a statement using the comparatif or superlatif to compare the two nouns on the space they have landed.

Créez une phrase en utilisant le comparatif ou le superlatif afin de comparer les 2 mots indiqués sur la case où se trouve le jeton.

- *Par exemple: Si un étudiant arrive sur la case qui demande de comparer une maison et une voiture en utilisant l'adjectif chère/cher. Il pige une carte indiquant "plus... que." Il a deux choix lorsqu'il crée sa phrase. Il peut dire: "une maison est plus chère qu'une voiture" ou "une voiture est plus chère qu'une maison." (For example: A student lands on the space that asks them to compare une maison and une voiture using the adjective chère/cher. They draw a statement card that says "plus....que." They have two choices when creating a statement. They could say, "une maison est plus chère qu'une voiture" OR "une voiture est plus chère qu'une maison.")*

7. If the student has correctly said the statement, then they stay on that space. If they have incorrectly said the statement, then they move back to the space they were on before they rolled the die.

Si l'étudiant a dit correctement sa phrase, il laisse son jeton sur la case. S'il n'a pas dit correctement sa phrase, il retourne à la case où se trouvait son jeton avant de lancer le dé.

8. Continue going in a circle taking turns.

Continuez à jouer à tour de rôle.

9. The first student to reach the end first, wins!

L'étudiant qui atteint la case Fin en premier, gagne !

10. Continue playing for the rest of the activity.

Continuez à jouer jusqu'à la fin de l'activité.

Consignes en français:

- *Choisissez une pièce de jeu.*
- *Lancez le dé.*
- *Déplacez ta pièce sur le plateau de jeu.*
- *Tirez une carte de la pile.*

- *Créez une phrase complète en utilisant les deux mots et l'adjectif dans le carré.*
- *Si vous le faites correctement, vous pouvez rester là. Sinon, vous devez retourner au carré précédent.*
- *La première personne qui arrive à l'arrivée...gagne!*

WRAP-UP

Ask the following question(s) to finish the activity:

- *Comparez deux des cours que vous suivez ce semestre.* (Compare 2 classes that you're taking this semester.)
- *Compare votre domicile présent à votre domicile d'enfance.* (Compare your current home to your childhood home.)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can compare familiar people, places, and things.
- I can use exaggerated language to describe topics familiar to me.
- I can express my preferences when given a choice between two things.

CULTURAL RESOURCES

[French Equivalents to English-speaking Boardgames](#)

[French Wheel of Fortune](#)

[Quebecois Jeopardy](#)

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French Level 3, Activity 04: La routine quotidienne / Daily Routine (Face-to-Face)



Food vector created by pch.vector – www.freepik.com

Description: In this activity, students will practice describing different body parts in French. Students will

also practice talking about their daily routine with a partner.

Semantic Topics: daily routine, body parts, describing, schedule, daily, routine, routine quotidienne, membre du corps, programme, verbes réflexifs, reflexive verbs

Products: Schedules, routines

Practices: Planning one's day

Perspectives: Routines are seen as a normal part of life that is essential to keeping oneself polished and ready to go!

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share

information, reactions, feelings, and opinions.

- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can identify body parts.
- I can ask someone questions about their routine.
- I can talk about my daily routine.

Materials Needed:

- White boards
- White board markers
- [Google Slide Presentation](#)
- [Monster Cards](#)

Would you like to make changes to the materials?

Access the template(s) below:

- [Monster Cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=59#h5p-89>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Have students get with a partner.

Demandez aux étudiants de se mettre en équipe de deux.

3. Hand each student a picture of a monster.

Donnez à chacun une photo d'un monstre.

4. Tell them they will be describing their monster to the group. (How many eyes, legs, arms, teeth, color, etc.)

Dites-leur qu'ils devront décrire leur monstre au reste du groupe (combien d'yeux, de jambes, de bras, de dents, quelle couleur, etc.).

5. Give them 2 minutes to prepare.

Donnez-leur 2 minutes afin de se préparer.

MAIN ACTIVITY

1. Students will receive a white board and marker.

Vous allez recevoir un tableau blanc et un feutre.

2. Have them separate their whiteboard into two sections (morning and night) They will, in pairs, describe their morning routine and night routine in detail.

Demandez de séparer votre tableau en deux sections (matin et soir). En équipe de deux, ils devront décrire en détail leur routine du matin et leur routine du soir.

3. The person listening will write their partner's schedule on their whiteboard.

La personne qui écoute devra écrire l'horaire de son partenaire sur le tableau blanc.

4. Once they have filled out the week, the partners will switch roles and the other person will fill theirs in.

Après avoir complété l'horaire de la semaine, ils devront échanger de rôle.

5. After they have both filled in each other's schedules, they will share their partner's schedule out loud to the rest of the group.

Quand les deux auront terminé, ils devront partager le programme de leur partenaire avec le groupe.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Trouvez-vous que vous êtes occupé ou non ? Est-ce que vous avez beaucoup à faire chaque semaine ?* (Do you find that you're busy or not? Do you have a lot of things to do this week?)
- *À quelle heure vous vous levez le matin ?* (What time do you wake up in the morning?)
- *Quel jour de la semaine est le plus occupé pour vous ? Le plus libre ?* (Which day of the week is the most busy for you? The most free?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify body parts.
- I can ask someone questions about their routine.
- I can talk about my daily routine.

CULTURAL RESOURCES

[A Day in the Life of a Parisian](#)

[French Daily Life](#)

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- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

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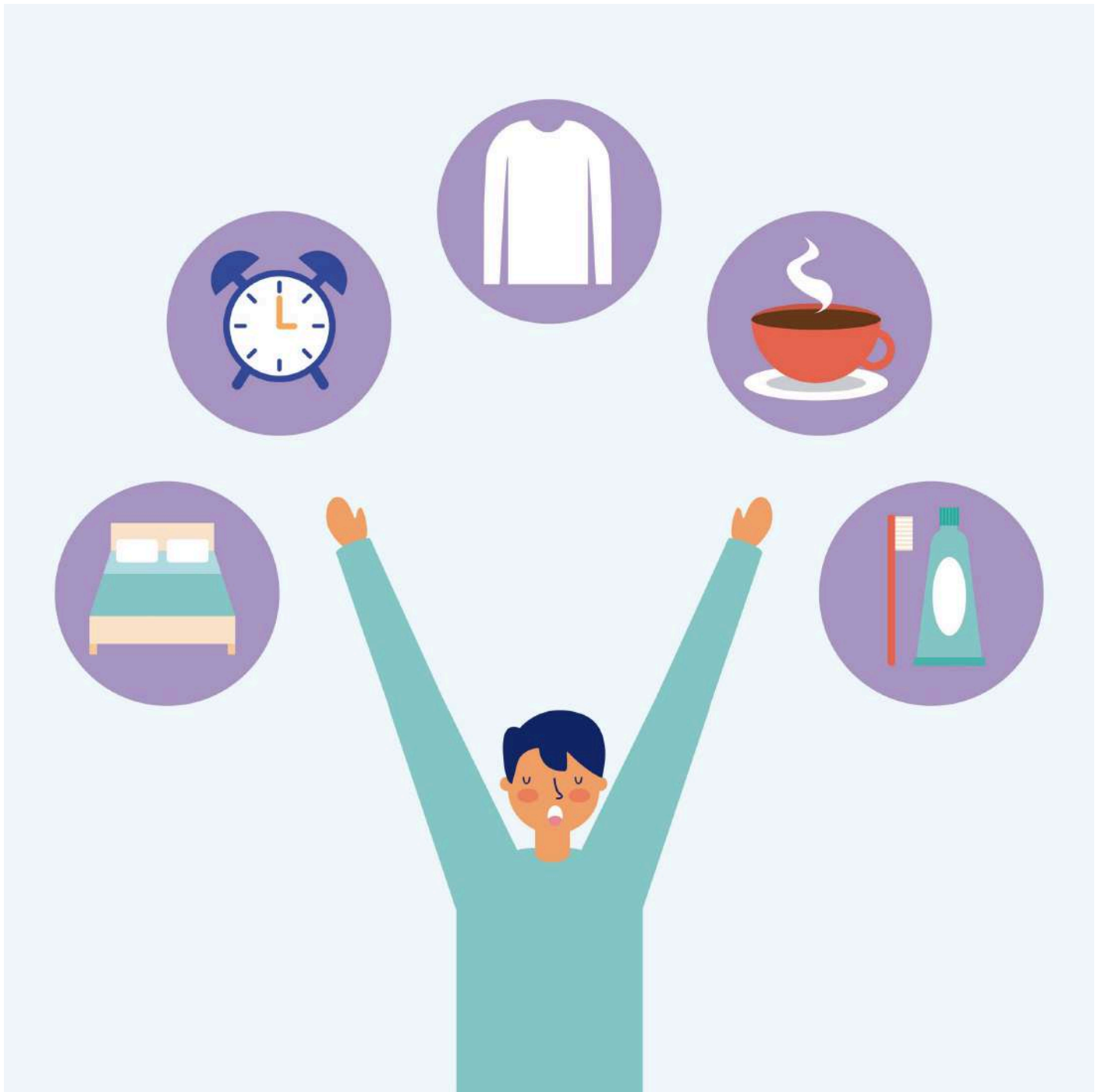
If this is your first time remixing an activity, check out our [one minute tutorial](#) below:



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◇*French Level 3, Activity 05: Les verbes réflexifs /
Reflexive Verbs (Face-to-Face)*



Food vector created by gstudioimagen – www.freepik.com

Description: In this activity, students will practice talking about their daily routines and hygiene. Students

will practice asking and answering questions.

Semantic Topics: hygiene, questions, schedules, routine, routine quotidienne, programme, hygiène, verbes réflexifs, reflexive verbs

Products: Toiletries

Practices: Getting ready, using hygiene products

Perspectives: Usually, most products that one uses in one's routine are available, both high end and lower end, at the drugstore! You can locate a drugstore in France by searching for the large, green plus sign outside of the buildings!

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my morning and night routines.
- I can talk about sports, activities, and things I do for fun.
- I can discuss personal hygiene.

Materials Needed:

- [Google Slide Presentation](#)
- [Question Sheet](#)
- Multicolor dice (dice with a different color on each side)
- Dice

Would you like to make changes to the materials? Access the template(s) below:

- [Question Sheet](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=60#h5p-37>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Go to slide 5 on the Google slides presentation. There should be several pictures of people/things related to daily routines.

Allez à la 5ème diapo de la présentation Google. Il devrait y avoir diverses photos de personnes/choses se rapportant à la routine quotidienne.

3. Have the students take turns describing one of the people/things without telling the rest of the group". They can use colors, body parts, and especially reflexive verbs like "*se brosser les cheveux*" or "*se laver les mains*."

Demandez aux étudiants, chacun leur tour, de décrire la personne ou la chose, sans le dire au reste du groupe. Ils peuvent utiliser des couleurs, des parties du corps, et particulièrement, des verbes pronominaux comme "se brosser les cheveux" ou "se laver les mains."

4. Encourage students to conjugate the verbs depending on the person they're describing. The rest of the group has to try and guess which person/thing they are describing.

Encouragez les étudiant à conjuguer les verbes selon la personne qu'il décrit. Le reste du groupe doit essayer de deviner quelle personne ou chose l'étudiant décrit.

Example: "*Je vois quelqu'un qui se maquille devant un miroir.*" ("I see someone putting on makeup in front of a mirror")

MAIN ACTIVITY

1. Using the sheet with questions, students will roll the die with colors and they will also roll the die with numbers (re-roll the die if they receive a 6).

En utilisant les feuilles de questions, l'étudiant devra lancer le dé de couleur ainsi que le dé (relancer si le dé indique 6).

2. Depending on the color and number rolled, they will read the question that corresponds with that color and number.

Selon la couleur et le chiffre, l'étudiant devra lire et répondre à la question qui correspond.

For example, if they roll a blue and a 4 then they would read and answer the question, "*Est-ce que tu t'amuses bien? Tu t'es bien amusé hier?*" ("Are you having fun? Did you have fun yesterday?")

As an instructor, if you want you can have other students in the group respond too.

En tant qu'un instructeur, vous pouvez demander aux autres étudiants du groupe de répondre également.

3. Pass the dice to the next student to roll and answer another question.

Donnez les dés au prochain étudiant afin de continuer le jeu.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Comprenez-vous les verbes réfléchissants ?* (Do you understand reflexive verbs?)
- *Avez-vous des plans pour ce weekend ?* (Do you have plans for this weekend?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my morning and night routines.
- I can talk about sports, activities, and things I do for fun.
- I can discuss personal hygiene.

CULTURAL RESOURCES



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=60#oembed-2>

 French Level 3, Activity 06: Maladie / Illnesses
(Face-to-Face)



Medical vector created by freepik – www.freepik.com

Description: In this activity, students will practice providing remedies for illnesses. Students will also

practice discussing home remedies they used growing up.

Semantic Topics: illness, sickness, remedy, doctor, medicine, cold, flu, maladie, médecin, médicament, rhume, grippe, avoir mal à..., exprimer une maladie, explain sickness

Products: Pharmacies

Practices: Going to the pharmacy, getting a prescription

Perspectives: In France, it's very common to visit a pharmacy in lieu of a doctor for illnesses and other minor medical issues. They are able to prescribe medications and suggest treatments for their patrons. The importance of pharmacies in France is more prominent than in the United States.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my health.
- I can provide remedies for illnesses.
- In my own and other cultures, I can explain how to behave appropriately when visiting the doctor.

Materials Needed:

- [Situation Cards](#)
- [Google Slide Presentation](#)

Would you like to make changes to the materials? Access the template below:

- [Situation Cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=61#h5p-38>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Ask students what kind of home remedies they believed in growing up. What were they? Do you think they work?
 - *Savez-vous ce qu'est un remède de grand-mère ?* (Do you know what a grandmother's remedy is?)
 - *En connaissez-vous ?* (Do you know of any?)
 - *Pensez-vous qu'ils marchent ?* (Do you think they work?)

MAIN ACTIVITY

1. Lay out the cards with the different people on the table.

Étaler sur la table les cartes contenant les différentes personnes.

2. Take turns going in a circle using the "Je" form to describe one of the people on the cards (but don't say the name of the person).

En cercle, à tour de rôle, les étudiants devront décrire à la première personne "je", une des personnes identifiées sur les cartes. (Ne dites pas le nom de la personne).

3. The rest of the group has to guess who the person is AND say what they need/should do to get better.

Le reste du groupe doit deviner qui est cette personne et dire ce qu'elle doit ou devrait faire afin de se sentir mieux.

Par exemple: si tu dis "J'ai mal à la gorge...", le reste du groupe devra deviner qui tu es et identifier correctement la personne. Dans cette situation, la réponse serait: "Tu es Juliette. Elle a mal à la gorge et elle a besoin de boire du thé."
 (For example: if you say "My throat hurts..." then the rest of the group has to guess who you are by identifying the correct person. In this case, the correct answer would be "You are Juliette. She has a sore throat and she needs a drink of tea.")

4. The person who gets the answer correct gets to keep the card. Whoever has the most "person cards" at the end wins.

La personne qui donne la bonne réponse, garde la carte. À la fin, la personne qui a le plus de cartes, gagne.

Answers

- Pierre: se casser le bras

- Marie: se casser la jambe
- Juliette: avoir mal à la gorge
- Claire: avoir mal à l'estomac
- Léa: avoir la grippe / un rhume
- Florian: être déprimé
- Antoine: se fouler la cheville
- Marc: avoir mal aux dents
- Louise: être enceinte
- Sophie: avoir sommeil / être fatigué
- Alice: être brûlé par le soleil
- Hugo: avoir la gueule de bois

Extra Activity

1. If there is extra time left, have the students get in partners and practice being the doctor and the patient.

S'il reste du temps, demandez aux étudiants de se mettre en équipe de 2 et de pratiquer les rôles de médecin et de patient.

2. The patient should think of a certain sickness (but not tell the doctor).

Le patient doit choisir une maladie (mais il ne doit pas la dire au médecin).

3. The doctor must ask certain questions like:

Le médecin doit poser des questions :

- *Qu'est-ce que vous avez ?* (What have you got?)
- *Qu'est-ce qui ne va pas ?* (What's the matter?)
- *Vous avez bonne / mauvaise mine.* (You look good / You don't look so good.)
- *Où avez-tu mal ?* (Where does it hurt?)
- *Quels sont vos symptômes ?* (What are your symptoms?)
- *Vous êtes malade depuis quand ?* (How long have you been feeling sick?)
- *C'est grave. / Ce n'est pas grave.* (This is serious. / This is not serious.)
- *Je vous fais une ordonnance pour...* (I put in a prescription for you for...)

4. Have the patient respond to the questions until the doctor can figure out what the patient has. The patient can use expressions like:

Le patient devra répondre aux questions jusqu'à ce que le médecin trouve quelle est la maladie du patient.

Le patient peut utiliser les expressions suivantes :

- *Je ne me sens pas bien tout.* (I'm not feeling well.)
- *J'ai mal...* (It hurts...)
- *Je fais une dépression* (I'm having a breakdown)
- *Je me sens très bien* (I'm feeling really well)
- *Je suis ici pour un check-up* (I'm here for a check-up)

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quelles sont les expressions que vous vous souvenez de cette activité ?* (What are the expressions that you remember from this activity?)
- *Avez-vous été malade cette année ? De quelle(s) maladie(s) ?* (Have you been sick this year? With what illness(es)?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my health.
- I can provide remedies for illnesses.
- In my own and other cultures, I can explain how to behave appropriately when visiting the doctor.

CULTURAL RESOURCES

[Pharmacies in France vs. in the US](#)

[What to do if you get sick in France](#)

[Chicken Noodle Soup Recipe in French](#)

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=61#oembed-1>

French Level 3, Activity 07: Passé composé et l'imparfait / The Past Tense (Face-to-Face)



School vector created by pch.vector – www.freepik.com

Description: In this activity, students will practice asking and answering questions about what they have

done in the past. Students will practice discussing how they did activities in the past couple of days and the past couple of years.

Semantic Topics: past, weekend, years, time, childhood, history, week-end, temps, enfance, histoire, passé, année, l'imparfait, le passé composé, the imperfect, the past tense

Products : Childhood memories

Practices : Reminiscing about the past, remembering

Perspectives : Cartoons are very different in France! In addition to many of the big names that Americans might be familiar with from their childhoods, Francophones often have a soft spot for Astérix and Obélix, or for Tintin! As with most cultures, the French value their childhood memories.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements:

- I can explain what I did over the weekend.
- I can talk about what I did when I was younger.
- I can relate my experiences to those of other French speakers.

Materials Needed:

- [L'imparfait Cards](#)
- [Google Slide Presentation](#)

Would you like to make changes to the materials? Access the template(s) below:

- [L'imparfait Cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=62#h5p-39>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Ask the students the various questions listed below. Make sure that they are correctly using passé composé (or l'imparfait).

- *Qu'est-ce que tu as fait le weekend dernier ?* (What did you do last weekend?)
- *Qu'est-ce que tu as fait pendant les vacances d'hiver ?* (What did you do over winter break?)
- *Qu'est-ce que tu as mangé hier soir ?* (What did you eat yesterday evening?)
- *Qu'est-ce que tu as fait pour Halloween l'année dernière ?* (What did you do for Halloween last year?)

MAIN ACTIVITY

1. Students will practice asking and answering questions in l'imparfait. There will be three stacks of cards, purple, orange and green. Purple will be used for (Quand tu avais 5 ans...), green will be used for (Quand tu avais 13 ans...) and orange will be used for (Quand tu avais 16 ans...).

Maintenant, on va pratiquer l'imparfait en posant et répondant à des questions ! (Now, we're going to practice past imperfect by posing and responding to questions!) *Il y a des cartes de 3 couleurs différentes: le violet pour les questions de 5 ans, le vert pour 13 ans, et l'orange pour 16 ans.*

***Note:** At the end, there are blank cards, if you would like to make your own and/or ask questions about a different age.

2. Students will go in a circle choosing a card from the corresponding stack. They must complete the question by adding on the part from the card.

Vous allez choisir une carte par personne à tour de rôle, et posez la question sur la carte pour les autres étudiants. Par exemple : si tu choisis une carte qui dit '(aller) à l'école,' tu peux poser la question 'Quand tu avais 5 ans, est-ce que tu allais à l'école ?'

3. After the student asks the question, go around having the rest of the group answer the question. Check to make sure the students are correctly using l'imparfait in the "je" form when they answer the question.

Chaque personne va répondre à la question en phrase complète.

Par exemple : "Quand j'avais 5 ans, j'assistais à l'école."

4. Have the next student choose a card and ask the question. Continue doing this with the rest of the cards.

5. When the purple stack is finished, start using the green cards. When the green stack is finished, use the orange cards.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quelle était votre activité préférée quand vous étiez jeune ?* (What was your favorite activity when you were younger?)
- *Quel était votre aliment préféré quand vous étiez jeune ?* (What was your favorite food when you were younger?)
- *Quel était votre film préféré quand vous étiez jeune ?* (What was your favorite film when you were younger?)
- *Quel était votre livre préféré quand vous étiez jeune ?* (What was your favorite book when you were younger?)
- *Qui était votre chanteur/chanteuse préféré(e) quand vous étiez jeune ?* (Who was your favorite singer when you were younger?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can explain what I did over the weekend.
- I can talk about what I did when I was younger.
- I can relate my experiences to those of other French speakers.

CULTURAL RESOURCES

Time permitting, watch this clip of Astérix le Gaulois, a famous French cartoon that has been very

influential to Francophone culture for many years and across many different childhoods, spanning the last few generations!



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French Level 3, Activity 08: La technologie / Technology (Face-to-Face)



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Description: In this activity, students will practice speculating about the past and present, regarding

events that have happened. They will also discuss the environment and technology.

Semantic Topics: technology, environment, creating stories, cars, technologie, l'environnement, voitures, créer des histoires, le passé, le présent, the past, the present

Products: Les TIC (technologie de l'information et de la communication)/ la technologie

Practices: Research and Technological advancement

Perspectives: Statistically, France is one of the most technologically advanced companies in Europe! With many well-known contenders in the technological sector, France values technological advancement and research.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about technology I use on a daily basis.
- I can ask about and identify familiar things from a story.
- I can brainstorm a resolution to a problem, such as running out of gas, with a partner.
- I can access information about technology and cars in the target culture.

Materials Needed:

- [Activity Cards](#)
- [Google Slide Presentation](#)

Would you like to make changes to the materials?

Access the template(s) below:

- [Activity Cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=63#h5p-40>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

"Aujourd'hui, nous allons discuter de technologie. Nous allons parler des choses qui se sont passées et identifier la technologie courante avec un(e) partenaire. Nous allons aussi décider comment arriver à une solution d'un problème." (Today, we are going to discuss technology. We are going to talk about things that have happened and identify common technology with a partner. We will also decide how to find a solution to a problem.)

2. Students will get in pairs and answer a few questions to begin a conversation on topics related to the main activity:

Demandez aux étudiants de se mettre en équipe de deux et de répondre à quelques questions afin d'entamer une discussion sur le sujet de l'activité principale.

Maintenant, avec un(e) partenaire, vous allez répondre à quelques questions:

- *Que dois-tu faire pour entretenir ta voiture ?* (What should you do to maintain your car?)
- *À quelle fréquence dois-tu le faire ?* (How often should you do this?)
- *Dans la réalité, à quelle fréquence le fais-tu ? (Exemples: changement d'huile, rotation des pneus, etc.)* (Realistically, how often will you do this? (Examples: oil changes, tire rotations, etc.))

MAIN ACTIVITY

1. Divide the students into two groups. One group will be the "describers" and the other group will be the "guessers". Move the groups into different spaces of the room.

Tout d'abord, vous allez former deux groupes. Le premier groupe devra décrire quelque chose et le second groupe devra deviner le mot qu'ils décrivent.

2. The "describers" will take turns drawing a card and will always work together to describe the word without saying what it actually is to the "guessers".

Les membres du premier groupe devront choisir une carte, et ensemble, ils devront décrire le mot sans le nommer.

3. Process

Par exemple, si vous pigez la carte avec le mot "WiFi", vous pouvez dire: "Vous en avez besoin pour accéder à l'Internet dans la maison. Lorsque vous allez au Starbucks, vous pouvez également vous connecter à cette invention." (For example, if you pick the card with the word "WiFi", you can say: "You need this to access the internet at home. When you go to Starbucks, you can also connect to this invention.")

Vous aurez une minute pour deviner. Ensuite, vous changerez de groupe. (You have one minute to guess. then you will change groups.)

Il y a quelques règles de jeu: Vous ne pouvez pas utiliser le mot qui est indiqué sur la carte, vous ne pouvez pas utiliser les noms de marque et de produit comme iPhone, Android, etc. (These are the rules of the game: You cannot use the word that is on the card, you cannot use brand names and the product like iPhone, Android, etc.)

4. Have students continue practicing.

WRAP-UP

Ask the following question(s) to finish the activity:

- *À quoi ressemble l'avenir de la technologie pour vous?* (What does the future of technology look like to you?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about technology I use on a daily basis.
- I can ask about and identify familiar things from a story.
- I can brainstorm a resolution to a problem, such as running out of gas, with a partner.
- I can access information about technology and cars in the target culture.

CULTURAL RESOURCES

[Gallery of French Technological Advancements](#)

[France's Greatest inventions](#)

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 French Level 3, Activity 09: Ma voiture de rêve / My Dream Car (Face-to-Face)



Description: In this activity, students will practice describing their dream car and proposing solutions for problems related to driving.

Semantic Topics: cars, driving, in the car, voitures, conduire, dans la voiture, le conditionnel, the conditional tense

Products: Cars

Practices: Driving, choosing a vehicle

Perspectives: Cars are far more rare in France than in the United States, and when people *do* have a car, it tends to be far smaller than what we are used to seeing on US highways.

NCSSFL-ACTFL World-Readiness Standards

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 2.1: Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- CONN 2.1: Access authentic materials prepared in the target language by or for native speakers.

NCSSFL-ACTFL Can-Do Statements

- I can describe my dream car.
- I can brainstorm a resolution to a problem, such as getting a flat tire.
- I can share information about technology and cars in the target culture.

Materials Needed:

- [Google Slide Presentation](#)
- [Kahoot](#)
- iPads



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=64#h5p-41>

WARM-UP

1. Begin the activity by opening the Google presentation and introducing the Can-Do statements.

2. To get students to think about vocabulary relating to cars, review with Kahoot!
3. For extra practice, go through the slides asking students what they would need in certain situations:

De quoi avez-vous besoin ?

1. slide 6: *Vous allez en ville pour faire des courses.* (un parking)
2. slide 7: *Vous êtes sur l'autoroute et vous avez un pneu crevé.* (une roue de secours)
3. slide 8: *Vous avez 18 ans et vous voulez conduire.* (un permis de conduire)
4. slide 9: *Vous conduisez et il commence à pleuvoir.* (les essuie-glaces)
5. slide 10: *Vous conduisez et il fait très sombre.* (les phares)

MAIN ACTIVITY

1. Using the iPads provided students will choose one of the three major French auto manufacturers (Citroën, Peugeot, Renault) and visit their website.
2. Using the next 10 minutes, the students will build their own car using the website's functionality.
3. Chat with the students while they are building their car. Ask them car-related questions!
4. Once everyone has built the "car of their dreams" students will share which options they chose as well as the justification for selecting the vehicle type that they did.
 - Citroen: <https://www.citroen.fr/accueil.html>
 - Renault: <https://www.renault.fr/>
 - Peugeot: <https://www.peugeot.fr/accueil.html>

"Choisissez une de ces marques de voiture. Allez au site-web et créez votre voiture de rêve! Après, nous allons les partager."

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quels sont quelques problèmes de véhicule possibles ?* (What are some possible car problems?)
- *Avez-vous jamais tombé en panne d'essence ?* (Have you ever run out of gas?)
- *Qui a déjà pris une contravention ?* (Who has ever gotten a ticket?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements

- I can describe my dream car.
- I can brainstorm a resolution to a problem, such as getting a flat tire.
- I can share information about technology and cars in the target culture (intercultural).

CULTURAL RESOURCES

[Customize the Citroen Ami in French](#)

[Discover Bugatti](#)

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 French Level 3, Activity 10: Le conditionnel / The Conditional Tense (Face-to-Face)



People vector created by stories – www.freepik.com

Description: In this activity, students will say what they would do using the conditional tense in a variety

of situations in a “choose your own adventure” style game.

Semantic Topics: conditional tense, le conditionnel, choices, les choix, situations, les situations

Products: Decisions

Practices: Making decisions, thinking about hypothetical situations

Perspectives: French students start making their future plans as young as before they enter high school! Thinking about hypothetical situations is very important to make such informed decisions so early.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can say what I would do in a given situation.
- I can identify hypothetical statements in written text.
- I can answer hypothetical questions.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=65#h5p-42>

WARM-UP

1. Begin by introducing the Can-Dos for the activity.
2. Review what the Conditional tense is and how it is formed.

3. Ask the students the following questions, and have them find the conditional. Then, ask them to respond to the first and last questions.

- *Si je pouvais, je visiterais le Louvre aujourd'hui. Est-ce que vous aimeriez le visiter aussi ?* (If I could, I would visit the Louvre today. Would you like to visit this museum too?)
- *J'aurais pas voulu voler la Joconde—c'est illégale, et je voudrais tout simplement voir le tableau !* (I wouldn't have wanted to steal the Mona Lisa— it's illegal, and I would simply like to see the painting!)
- *Vous seriez inspecteur si vous aviez l'opportunité ?* (Would you be a detective if you had the opportunity?)

MAIN ACTIVITY

1. Go over the context for the mystery.

Les nouvelles sortent vite ! Tout le monde sait maintenant et tout le monde est en train de paniquer...La police de Paris vous a contacté pour que vous puissiez résoudre le cas ! (The news came out quickly! Everyone knows now and everyone is panicking...The Paris police have contacted you to help solve the case!)

2. Read each slide, being careful not to give the conjugations of the verbs away in the conditional.

Lisez chaque diapo, étant conscient de ne pas utiliser le conditionnel pour décrire les choix : c'est pour les étudiants à faire!

3. Before the students choose what they would like to do by putting the given verb into the conditional tense, give them the opportunity to find the verb that is already conjugated in the conditional in the text that you just read.

Avant qu'ils choisissent ce qu'ils veulent faire en mettant le verbe au conditionnel, donnez à vos étudiants l'opportunité de chercher le verbe conjugué au conditionnel qui est déjà sur le diapo dans le texte que vous venez de lire.

4. Allow the students to choose an option by putting the prompted word into the conditional tense, and click on the hyperlink that corresponds to the option.

Laissez les étudiants choisir une option en mettant le verbe donné au conditionnel. Puis, cliquez sur le lien qui correspond à l'option choisie.

5. Repeat steps 3 and 4 until the end of the slide deck.

Répétez les 3eme et 4eme étapes jusqu'à la fin d'activité.

WRAP-UP

1. Choose an art heist from francophone history to share:

1. [Vol à Montréal](#)
 2. [La vraie histoire du vol de la Joconde](#)
 3. [Tableaux impressionnistes volés](#)
2. Ask students if they have any questions.

Avez-vous des questions ?

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can say what I would do in a given situation.
- I can identify hypothetical statements in written text.
- I can answer hypothetical questions.

How to Remix a Pathways Project Activity

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- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student’s needs)

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Please consider sharing your remixed activity with us by emailing the activity link to Pathwaysproject@boisestate.edu so that Pathways continues to grow!

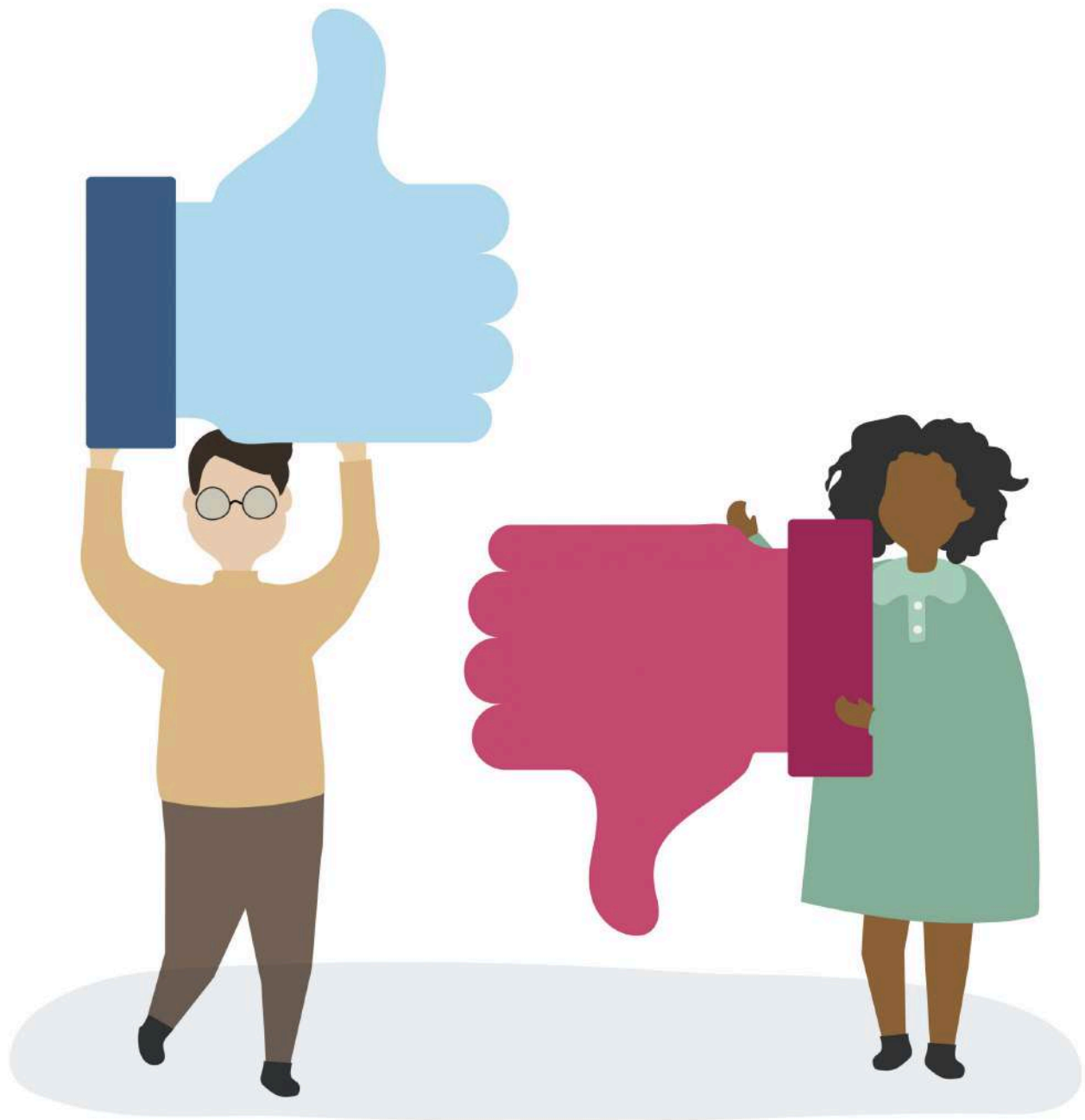
If this is your first time remixing an activity, check out our one minute tutorial below:



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=65#oembed-1>

😊 *French Level 3, Activity 11: Les expressions / Expressions (Face-to-Face)*



School vector created by rawpixel.com – www.freepik.com

Description: In this activity, students will brainstorm useful expressions for agreeing with, disagreeing

with, and uncertainty about situations. Students will then practice using these expressions in conversation.

Semantic Topics: expressions, disagreement, agreeing, idioms, useful phrases, idiome, désaccord, accord, phrases utiles, exprimer un opinion, express an opinion

Products: Opinions

Practices: Expressing opinions and feelings

Perspectives: Much of the time, French citizens tend to “understate” opinions! Instead of great or amazing, something will be called “not bad.”

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of French and their native language.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.1: Observe formal and informal forms of language.
- COMP 1.2: Identify patterns and explain discrepancies the sounds and the writing system in the target language.
- COMP 1.3: Compare and analyze idiomatic expressions in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can exchange opinions about important topics.
- I can react appropriately when faced with disagreement.
- I can understand cultural differences in how to express disagreement.

Materials Needed:

- [Useful Expression Cards](#)
- [Statement Cards](#)
- [Google Slide Presentation](#)

Would you like to make changes to the materials? Access the template(s) below:

- [Useful Expression Cards](#) (Canva Template, free account required)
- [Statement Cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=66#h5p-43>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Using the conditional, have the students respond to the following questions:
 - *Comment serait le monde sans écoles ?* (What would the world be like without schools?)
 - *Comment serait le monde sans télévision ?* (What would the world be like without TV?)
 - *Comment serait le monde sans ordinateurs ?* (What would the world be like without computers?)
 - *Comment serait le monde sans voitures ?* (What would the world be like without cars?)
 - *Comment serait le monde sans téléphones portables ?* (What would the world be like without cell phones?)
 - *Comment serait le monde sans avions ?* (What would the world be like without airplanes?)

MAIN ACTIVITY

1. Brainstorm (on the whiteboard) with students useful expressions for agreeing with, disagreeing with, and uncertainty about situations. (Use the *expressions utiles sheet* if they have trouble coming up with phrases.)

Faites une séance de remue-méninges avec les étudiants afin de trouver des expressions pour dire si vous êtes en accord, en désaccord, ou mitigé à propos d'une situation. Utilisez la feuille d'expressions utiles si les étudiants ont de la difficulté à trouver des expressions.

2. Students will practice using expressions to say whether they agree, disagree or are unsure of something.

Les étudiants pratiqueront l'utilisation d'expression pour dire s'ils sont en accord, en désaccord, ou incertain de quelque chose.

3. Use the statement cards, one at a time, and have students answer using the "expressions utiles" or their own phrases to agree/disagree.

Utilisez les cartes contenant des énoncés, chacun son tour, un étudiant devra répondre en utilisant une des "expressions utiles" ou leur propre phrase afin de dire s'il est d'accord ou non.

4. Make sure they expand their answer, saying why or why not. Each card should have at least 2 minutes of talking among the group, and any further discussion on a given card is great!

Assurez qu'ils développent leur réponse en disant pourquoi. Le groupe devrait discuter durant au moins 2 minutes pour chaque carte.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Qu'avez-vous fait pour Halloween ?* (What have you done for Halloween?)
- *Vous vous êtes déguisés en quoi/qui ?* (What did you wear/dress up as?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can exchange opinions about important topics.
- I can react appropriately when faced with disagreement.
- I can understand cultural differences in how to express disagreement.

CULTURAL RESOURCES



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=66#oembed-2>

French Level 3, Activity 12: Faire les courses / Running Errands (Face-to-Face)



People vector created by pikisuperstar – www.freepik.com

Description: In this activity, students will practice talking about what they have to do and the errands they

have to complete throughout the day. Students will also practice describe their schedule when completing errands.

Semantic Topics: errands, schedule, shopping, to do, plans, faire, programme, courses, faire les courses, tâches, les prépositions, prepositions

Products: Errands, tasks, shopping trips

Practices: Running errands, completing a to-do list

Perspectives: The French tend to run more errands than the average American, opting in some cases to go to specialized stores, such as the bakery, the butcher, and the open-air produce market instead of going to a supermarket that caters to all food categories.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.
- Standard 2.1: Students demonstrate an understanding of the relationship between the

practices and perspectives of the cultures of the francophone world.

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through French.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.3: Function appropriately in diverse contexts within the target culture.
- CONN 1.1: Compare and contrast information acquired from other content areas.

NCSSFL-ACTFL Can-Do Statements:

- I can identify where to go for certain errands.
- I can exchange information about errands I have to do.
- I can discuss my to-do list and the activities I am required to complete.

Materials Needed:

- [Google Slide Presentation](#)
- [To-do List](#)

Would you like to make changes to the materials?

Access the template(s) below:

- [To-do Lists](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=67#h5p-44>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Using the presentation, go through slides 5-17 and ask the students where they have to go to complete the activity listed.

For example, slide 6

You: *"Où devez-vous aller pour poster une lettre?"* ("Where should you go to send a letter?")

Student: *"Je dois aller à un bureau de poste."* ("I should go to the Post Office.")

****Make sure that the students are using a complete sentence.**

3. What you say to the students: *"Je vais vous montrer une image d'une activité. Il faut déterminer où vous devez aller pour faire l'activité. Utilisez les phrases complètes. Par exemple, (show slide 6), où devez-vous aller pour poster une lettre?"* ("I am going to show you an image of an activity. Determine where you should go to do this activity. Make sure to use complete sentences. For example (show slide 6), where should you go to send a letter?")

4. Give students a few moments to respond. If they don't get it, demonstrate the correct way to respond: *"Je dois aller à un bureau de poste."* ("I should go to the Post Office.")

5. Continue for the rest of the slides.

***Note:** The correct answers are on the slides. Just click once and it will show up.

MAIN ACTIVITY

1. Give each student a to-do list.

Voici une liste de choses à faire. Ce sont des choses que vous devez compléter aujourd'hui. (Here is a list of things to do. These are some things you should complete today.)

2. Tell them they are going to be explaining the group the errands that they have to do today.

Vous allez expliquer aux autres membres de groupes ce que vous devez faire. Mais, ne dites pas simplement chaque activité. Il est important d'élaborer. Expliquez pourquoi vous faites ces choses. Avec qui ? Pour qui ? Etc. De plus, utilisez des expressions comme d'abord, puis, après. (You are going to explain to the other members of the group what you should do. But, don't simply say each activity. It's important to elaborate. Explain why you did those things. With who? For whom? Etc. Moreover, use expressions like *first, then, after.*)

3. Before giving them a few minutes to prepare theirs, demonstrate a correct response using the example on slide 18.

Je vais donner un exemple. Voici ma liste de tâches. D'abord je dois acheter des croissants à la boulangerie Gastons. Je vais les donner à mes amis plus tard. Puis, je dois déposer de l'argent à la banque. Je travaille au WLRC et j'ai reçu ma paie hier. Après, je vais prendre un café avec mon ami, Maxime, chez Starbucks. On fait un rendez-vous chaque semaine pour parler des nouvelles. (I am going to give an example. Here is my list of tasks. First, I should buy some croissants at Gastons Bakery. I am going to give them to my friends later. Then, I should make a deposit at the bank. I work at the WLRC and I received my paycheck yesterday. After, I am going to grab a coffee with my friend, Maxime, at Starbucks. We meet up each week to talk about the news.)

4. Give the students 2-3 minutes to prepare.

Prenez 2 à 3 minutes pour préparer.

5. Have each student share their responses.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quelle est votre liste des choses à faire ce week-end ?* (What is your to-do list for this weekend?)
- *Aimez-vous faire des courses ? Pourquoi? Pourquoi pas ?* (Do you like to go grocery shopping? Why? Why not?)
- *Faites-vous les courses tout(e) seul(e) ou avec quelqu'un d'autre ?* (Do you grocery shop alone or with someone else?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify where to go for certain errands.
- I can exchange information about errands I have to do.
- I can discuss my to-do list and the activities I am required to complete.

CULTURAL RESOURCES

[A list of French grocery stores](#)

[Tips to shop for groceries in France](#)

[Specialty stores in France](#)

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=67#oembed-1>

French Level 3, Activity 13: Les directions / Directions (Face-to-Face)



Tree vector created by pch.vector – www.freepik.com

Description: In this activity, students will practice describing their “ideal” French plaza. Students will also

take a quiz relating to directions and will practice giving directions to each other.

Semantic Topics: plaza, city, directions, map, buildings, villes, carte, bâtiment, place, les prépositions, prepositions, donner des indications, give directions, l'imperatif, the imperative tense

Products: Buildings

Practices: Mapping a city center, visiting public spaces

Perspectives: In many Francophone countries, the buildings are very old! Much of the time, in the city center, there is a distinct mix of old and new buildings. The French especially value architecture, and have a distinct taste for plazas and downtowns that incorporate these ancient structures.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the francophone world.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 2.1: Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- COMP 2.3: Compare and contrast authentic materials from the target culture with the learner's culture.

NCSSFL-ACTFL Can-Do Statements:

- I can ask for directions from one place to another.
- I can give directions to someone else.
- I can name one famous plaza in a French speaking country.

Materials Needed:

- [Plaza Cards](#)
- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=68#h5p-45>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity and opening the Google Slide Presentation.
2. *Pour cette activité je vais vous mettre en groupe de deux (A, B, C, D). Avec votre partenaire, discutez les directions à suivre pour aller d'un endroit à un autre. Puis, vous allez les partager avec le reste du groupe.* (In partners, give students 5 minutes to practice giving directions from one point in Boise to another. Assign each partnership as group A, B, C or D. Have them share aloud their directions with the group after.)

- Groupe A: De Zoo Boise à Freak Alley
- Groupe B: De Morrison Center à Pioneer Cemetery
- Groupe C: De Flying M Coffeehouse à Julia Davis Park
- Groupe D: De Knitting Factory à Saint Luke's Boise

MAIN ACTIVITY

1. Students will choose one of the cards with pictures of a public plaza from the French speaking world. **They can work in partners if they want, but each student must have one plaza for themselves.

Vous allez choisir l'une des cartes avec une image d'un place publique du monde francophone.

2. Students should discuss what they notice about the plaza. Encourage them to elaborate on as much as they can.

Discutez avec le groupe ce que vous remarquez sur la place. Développez autant que possible.

3. Then, they should compare the plaza to that of Boise. Is there a plaza like that in Boise? Is the plaza from the French speaking country bigger? Smaller? Busier?

Puis, comparez la place sur votre carte à la place de Boise. Est-ce que les deux sont similaires ? Différentes ? Comment ?

Really encourage students to use the vocabulary!

– une avenue, un bâtiment, un boulevard, une statue, une fontaine, un banc, un chemin, une rue, un coin, au bout de, au coin de, autour de, jusqu'à, près de, tout droit

WRAP-UP

Ask the following question(s) to finish the activity:

- *Voulez-vous visiter une de ces places ? Laquelle ?* (Do you want to visit one of these places? Which one?)
- *Quelle est votre place préférée à Boise ?* (What is your favorite place in Boise?)

- *Quelle est votre place préférée en générale ?* (What is your favorite place in general?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can ask for directions from one place to another.
- I can give directions to someone else.
- I can name one famous plaza in a French speaking country.

CULTURAL RESOURCES

[Explore Nancy, France's Plaza](#)

[Place des Vosges in Paris](#)

[Place de Verdun, Aix en Provence](#)

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- Suggest how to implement the activity in the classroom
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👤 French Level 3, Activity 14: Jeopardy Review Game (Face-to-Face)



People vector created by pch.vector – www.freepik.com

Description: In this activity, students will review various concepts that have been covered throughout the year such as conditional tense, reflexive verbs, comparative/superlative, etc.

Semantic Topics: review, jeopardy, le conditionnel, le comparatif et le superlatif, les verbes réfléchis, j'ai mal..., le passé composé, revue

Materials Needed:

- [Jeopardy game](#)
- iPad or Computer

Would you like to make changes to the materials? Access the template below:

- [Jeopardy Game](#) (Create a new password on the right side)

MAIN ACTIVITY



***Note:** If you'd like to customize this Jeopardy game, click "Edit." Once you've clicked edit, you will see an option that says, "If this isn't your template (or you forgot the password) then you can clone this template and edit the clone. Create a password for your clone below."

1. Log onto the computer (and projector) or an iPad, and click on the Jeopardy link above.

Connectez-vous à l'ordinateur (et au projecteur) ou à un iPad et cliquez sur le lien Jeopardy ci-dessus.

2. Have the students split into two teams.

Demandez aux étudiants de former deux équipes.

3. Play the Jeopardy review game.

Jouez au jeu.

WRAP-UP

Ask the students if there are concepts they need clarification on or if they have any questions.

- *Est-ce qu'il y a des concepts que vous ne comprenez pas ?*
- *Avez-vous des questions ?*

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- Contribute additional activity suggestions
- Integrate authentic materials such as videos, infographics, photos, etc.
- Suggest how to implement the activity in the classroom
- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

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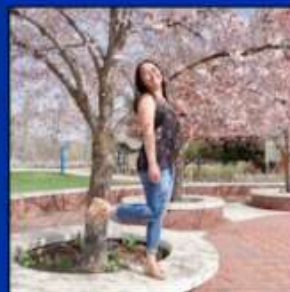
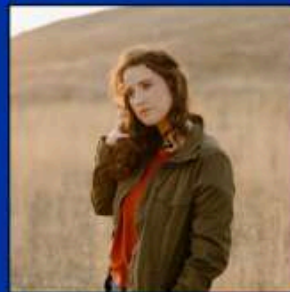
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FRENCH LEVEL 3, ACTIVITIES FOR ONLINE INSTRUCTION



Photos of past and present Pathways Project student team members

French Level 3, Activity 01: L'été / Summer (Online)



People vector created by freepik - www.freepik.com

Description: In this activity, students will converse with their classmates about what they did this summer.

Semantic Topics: summer, conversations, introductions, discussions, l'été, passé composé, l'imparfait, past tense, the imperfect tense

Products: Introductions

Practices: Introducing yourself, small talk, sharing interests

Perspectives: Like much of the world, France places emphasis on the value of friendship and first impressions.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.

- I can be the first to start a conversation.
- I can ask for information, details, and explanations during a conversation.
- I can bring a conversation to a close.
- I can give some information about activities I did. (Past tense!)

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=440#h5p-36>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Using available internet accessible devices (smartphone, laptop, tablet), find an image of something important that happened this summer (news, movie, games, etc.)
3. Describe this event as concisely as possible.

MAIN ACTIVITY

1. Partner-up the students by putting them in breakout rooms.

Je vais vous mettre en équipe de deux en utilisant les Breakout rooms.

2. Choose one of the questions and discuss with each other for 2-3 minutes.

Choisissez une question et discutez entre vous durant 2-3 minutes.

3. Once the timer has expired, one of the two partners will rotate and sit with another person.

Lorsque le temps est écoulé, un des coéquipiers ira s'asseoir avec une autre personne.

4. With your new partner, answer the next question from the list below.

Avec votre nouveau partenaire, veuillez répondre à la prochaine question de la liste ci-dessous.

Questions: (Copy-paste these into the Chat)

1. *Qu'est-ce que tu as fait cet été ?* (What did you do this summer?)
2. *Quelle a été ton activité favorite durant l'été ?* (What was your favorite activity of the summer?)
3. *Est-ce que tu as vécu quelque chose de drôle ou d'extraordinaire cet été ?* (Did anything funny/out of the ordinary happen to you this summer?)
4. *Avec qui as-tu passé la majorité de ton été ?* (Who did you spend the most of your summer with?)
5. *Quelle a été la partie que tu as le moins aimée durant l'été ?* (What was your least favorite part of the summer?)
6. *De quoi as-tu hâte pour le présent semestre ?* (What are you looking forward to this semester?)
7. *Est-ce que tu as voyagé cet été ?* (Did you travel anywhere this summer?)
8. *Quelle était ta partie favorite de l'été ?* (What is your favorite part of summer?)
9. *As-tu pris des cours d'été ?* (Did you take any summer classes?)
10. *Quel type d'exercice as-tu fait durant l'été ?* (What kind of (if any) exercise did you do this summer?)
11. *Comment as-tu pratiqué ton français ?* (How did you keep up on your French?)

WRAP-UP

Ask the following question(s) to finish the activity:

- **Désirez-vous partager une autre histoire survenue durant votre été ?** (Any other summer stories you want to share?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"

- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
- I can be the first to start a conversation.
- I can ask for information, details, and explanations during a conversation.
- I can bring a conversation to a close.
- I can give some information about activities I did. (Past tense!)

CULTURAL RESOURCES

[Summer Festivals in France](#)

[Some of France's Favorite Summer Activities](#)

[France in August](#)

How to Remix a Pathways Project Activity

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- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

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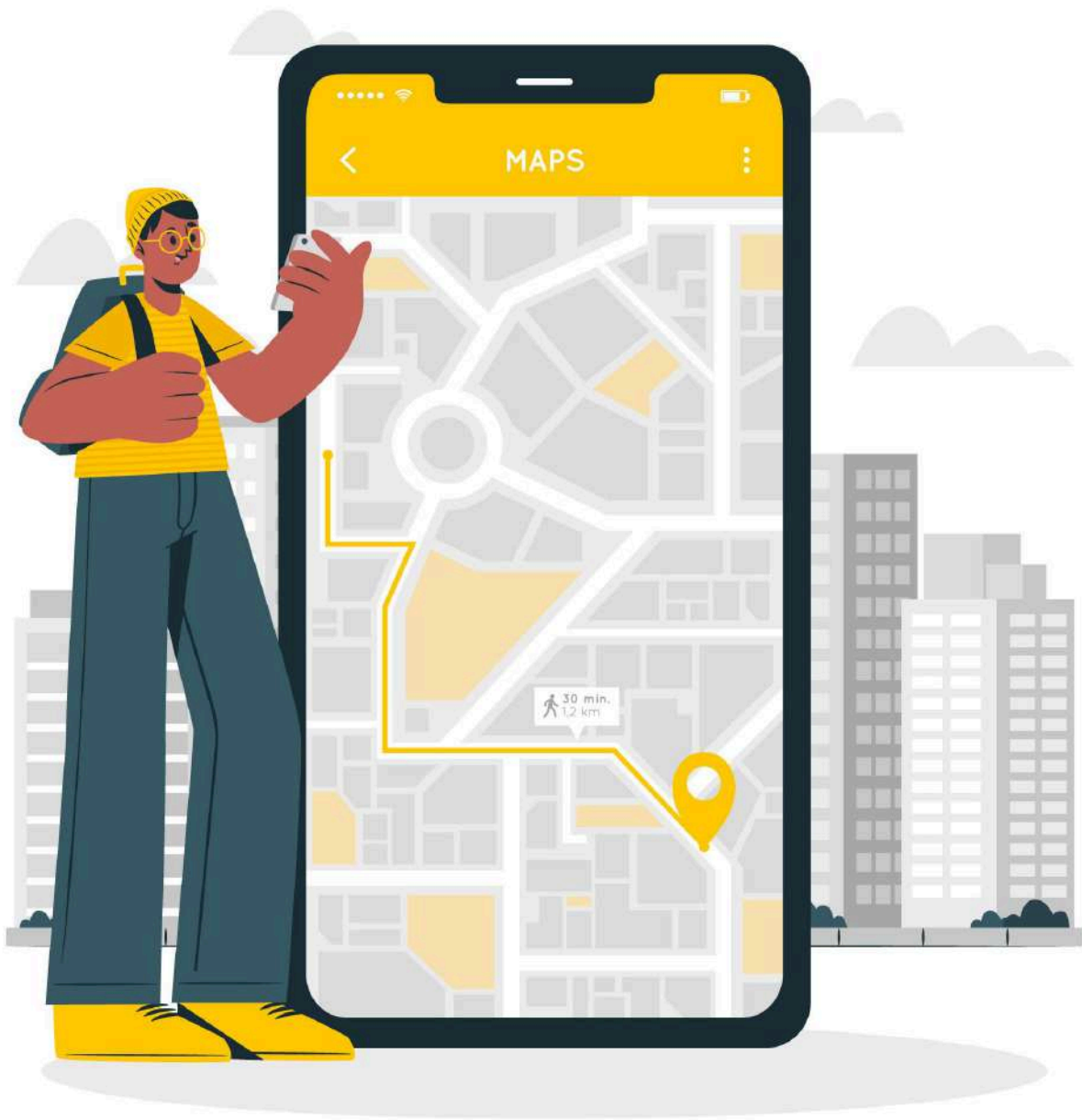
If this is your first time remixing an activity, check out our [one minute tutorial](#) below:



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=440#oembed-1>

 French Level 3, Activity 02: Donner et recevoir des directions / Giving and Receiving Directions (Online)



City vector created by stories – www.freepik.com

Description: In this activity, students will discuss giving and receiving directions, as well as talk about

events within a community.

Semantic Topics: directions, cities, communities, campus, villes, indications, ordres, orders, l'impératif, imperative tense

Products: Directions

Practices: Giving directions, helping someone find a place

Perspectives: Sometimes, it's hard to stop someone for directions in the big cities, because people are often on their way to or from work! Always begin by saying "bonjour!" and asking if someone has the time to help.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CONN 2.1: Access authentic materials prepared in the target language by or for native speakers.

NCSSFL-ACTFL Can-Do statements:

- I can have a simple conversation on a number of everyday topics.
- I can plan and discuss events in the community.
- I can give directions to someone.

Materials Needed:

- [Boise State Map](#) (or a map of your choosing)
- Internet accessible device

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Go through the following news story with the students and have them discuss their responses.

Passez en revue la nouvelle suivante avec les élèves et demandez-leur de discuter de leurs réponses.

La Cour fédérale du Canada accorde réparation à deux francophones pour des violations répétées de leurs droits linguistiques par Air Canada, et ordonne au transporteur aérien de leur payer un total de 21 000 \$. (The Federal Court of Canada granted compensation to two francophones for repeated violations of their language rights by Air Canada, and ordered the air carrier to pay them a total of \$21,000.)

- <https://www.lapresse.ca/actualites/201908/29/01-5239155-air-canada-condamnee-a-payer-21-000-a-deux-passagers-francophones.php>

Jugement de la Cour fédérale: (Federal court judgement:)

- https://decisions.fct-cf.gc.ca/fc_cf/decisions/fr/420747/1/document.do

Le respect de la langue française est un problème récurrent au Canada et il fait souvent partie des débats en chambre parlementaire. Voici une discussion qui date de 2016. (Respect for the French language is a recurring problem in Canada, and it is often part of parliamentary debates. This is a discussion from 2016.)

Discussion Questions:

1. *Avez-vous entendu parler de cette nouvelle ?* (Have you heard of this news?)
2. *Qu'est-ce que vous avez compris de cette vidéo ?* (What did you understand from this video?)
3. *Que pensez-vous de cette décision ?* (What do you think of this decision?)



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=449#oembed-2>

MAIN ACTIVITY

In this activity students will have to find locations on a Boise State map (or a map of your choosing) as well as give directions between specified places on the map using polite phrases.

Durant cette activité, les étudiants devront localiser certains endroits sur la carte du campus de Boise State et donner, de manière polie, des indications entre des endroits spécifiques.

1. First, have students take turns picking two locations at random from the location cards.

Tout d'abord, les étudiants devront choisir, chacun leur tour, deux endroits sur la carte.

2. They must then ask their partner to direct them from one location to the other.

Ils devront ensuite demander à leur coéquipier de leur donner des indications pour se rendre d'un endroit à l'autre.

Some helpful question phrases include:

- *Vous pouvez me dire où se trouve...*
- *Où se trouve...*

- *Dans quelle direction est...*
- *Pardon___, s'il vous plaît*

Some helpful response phrases:

- *Vous quittez...*
- *Prenez le...*
- *Continuez tout droit*
- *Tournez à gauche (ou droit)*

WRAP-UP

Ask the following question(s) to finish the activity:

- *Avez-vous déjà été perdu dans un autre pays ? Où ? Quand ? Que s'est-il passé ?* (Have you ever been lost in another country? Where? When? What happened?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do statements:

- I can have a simple conversation on a number of everyday topics.
- I can plan and discuss events in the community.
- I can give directions to someone.

CULTURAL RESOURCES



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=449#oembed-3>

🏆 French Level 3, Activity 03: Devoir et Vouloir / "To Have To" and "To Want" (Online)



School vector created by pch.vector – www.freepik.com

Description: In this activity, students will practice how to say they have to do something as well as how to

say they want to do something.

Semantic Topics: superlatif, comparatif, descriptions, true or false, devoir, vouloir, vrai ou faux

Products: Superlatives

Practices: Sorting things by what's best

Perspectives: Like in many western countries, lots of emphasis is put on being at the top, especially in sports. In France, one of the most observed sports is "football" (soccer), where many people will rank their team as the country's *best*.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of

topics.

- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can share why I think something is true or false and explain why.
- I can talk about things I have to do.
- I can talk about things I want to do.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=457#h5p-46>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Students will play a game of True or False with myths (Begins on slide 5).

Pour la première activité, les élèves jouent à un jeu de vrai ou faux avec des mythes...

MAIN ACTIVITY

Devoir et Vouloir

1. Students will look at images (for example, the beach) and say what they have to do for the activity and what they want to do. It will be helpful to start students out with an example!

Les élèves examineront des images (par exemple, la plage) et disent ce qu'ils doivent faire pour l'activité et ce qu'ils veulent faire. Il sera utile de donner un exemple aux élèves !

For example: I have to wear sunscreen, but I want to go swimming.

Par exemple: Je dois porter de la crème solaire, mais je veux aller nager.

*Note: Images begin on slide 14.

2. Continue this until all the images have been shown.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Comparez deux cours que vous suivez ce semestre.* (Compare 2 classes that you're taking this semester.)
- *Comparez votre domicile présent à votre domicile d'enfance.* (Compare your current home to your childhood home.)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can share why I think something is true or false and explain why.
- I can talk about things I have to do.
- I can talk about things I want to do.

CULTURAL RESOURCES

<https://footballdatabase.com/ranking/france/1>

<https://interestingfootball.com/french-soccer-teams-biggest-and-most-successful-clubs-in-france-best/>

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🍌 French Level 3, Activity 04: Les aliments / Foods (Online)



Food vector created by pch.vector – www.freepik.com

Description: In this activity, students will practice describing different recipes and listing ingredients.

Semantic Topics: food, recipes, drawing, aliments, nourriture, recette, dessiner, les préférences, preferences

Products: Food

Practices: Cooking, listing off necessary ingredients, following a recipe

Perspectives: French cuisine often makes use of the five mother sauces : Béchamel, Sauce Tomate, Espagnole, Velouté, and Hollandaise. Fresh vegetables and meat products are also seen as necessities for good cooking!

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can identify different foods.
- I can list ingredients that make up a recipe.
- I can use drawing and clues to help my peers guess a word.
- I can ask questions to a peer to help me guess a word.

Materials Needed:

- [Google Slide Presentation](#)
- Website: <https://scribble-io.co/>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=467#h5p-47>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Students will look at different pictures of meals.

Les élèves examineront quelques images différentes des repas.

3. They should try to guess all of the ingredients.

Ils devraient essayer de deviner tous les ingrédients.

4. Read the answers down below and help the students if they need it.

Lisez les réponses ci-dessous et aidez les élèves s'ils en ont besoin.

Aliments et ingrédients ↓

- **Slide 1: Avocado Toast**

- Pain
- Avocat
- Un œuf (frit?)
- Sel et Poivre

- **Slide 2: Salade**

- Laitue
- Tomates
- Fromage
- Crevette
- Croûtons

- **Slide 3: Crêpes**

- Les œufs
- Lait
- Burre
- Farine
- Sucre blanc
- Sel
- Fraises
- Bananes
- Nutella
- Crème fouettée

MAIN ACTIVITY

Students will play a drawing game on the website: <https://scribble-io.co/>

Les élèves joueront à un jeu de dessin sur ce site Web : ↑

1. Pick a student to go first the game.

Choisissez un(e) élève de commencer le jeu.

2. They will be assigned a word to draw.

Il/elle va recevoir un mot pour dessiner.

3. The rest of the group will try to guess the word.

Le reste du groupe va essayer de deviner le mot.

4. Once the word is guessed, switch drawers.

Une fois le mot est deviné, changez le dessinateur/dessinatrice.

5. Continue this until the end of the activity.

Continuez ces étapes jusqu'à la fin de l'activité.

Instructor Instructions:

1. Create a private room
2. Choose how many rounds you would like to play (3-5)
3. Choose the amount of time students get to draw and guess (1-2 Minutes)
4. Language: French
5. Copy and paste in custom words (separated by comma)
6. Check the box to use custom words exclusively
7. Put the invite link into the Zoom chat
8. *Students get 1 hint per round*

Custom words:

une carte, un couteau, une fourchette, un bol, la confiture, une tarte, une poire, une tomate, une fraise, l'ail, un escargot, un champignon, une salade, un steak, un oeuf, un oignon, des petits pois, une laitue, un poulet, la mayonnaise, un yaourt, une pomme de terre

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quels sont vos 3 aliments préférés ?* (What are your 3 favorite foods?)
- *Avez-vous un restaurant préféré à Boise ?* (Do you have a favorite restaurant in Boise?)

- *Qu'est-ce qu'un aliment que vous détestez ?* (What is one food that you hate?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify different foods.
- I can list ingredients that make up a recipe.
- I can use drawing and clues to help my peers guess a word.
- I can ask questions to a peer to help me guess a word.

CULTURAL RESOURCES



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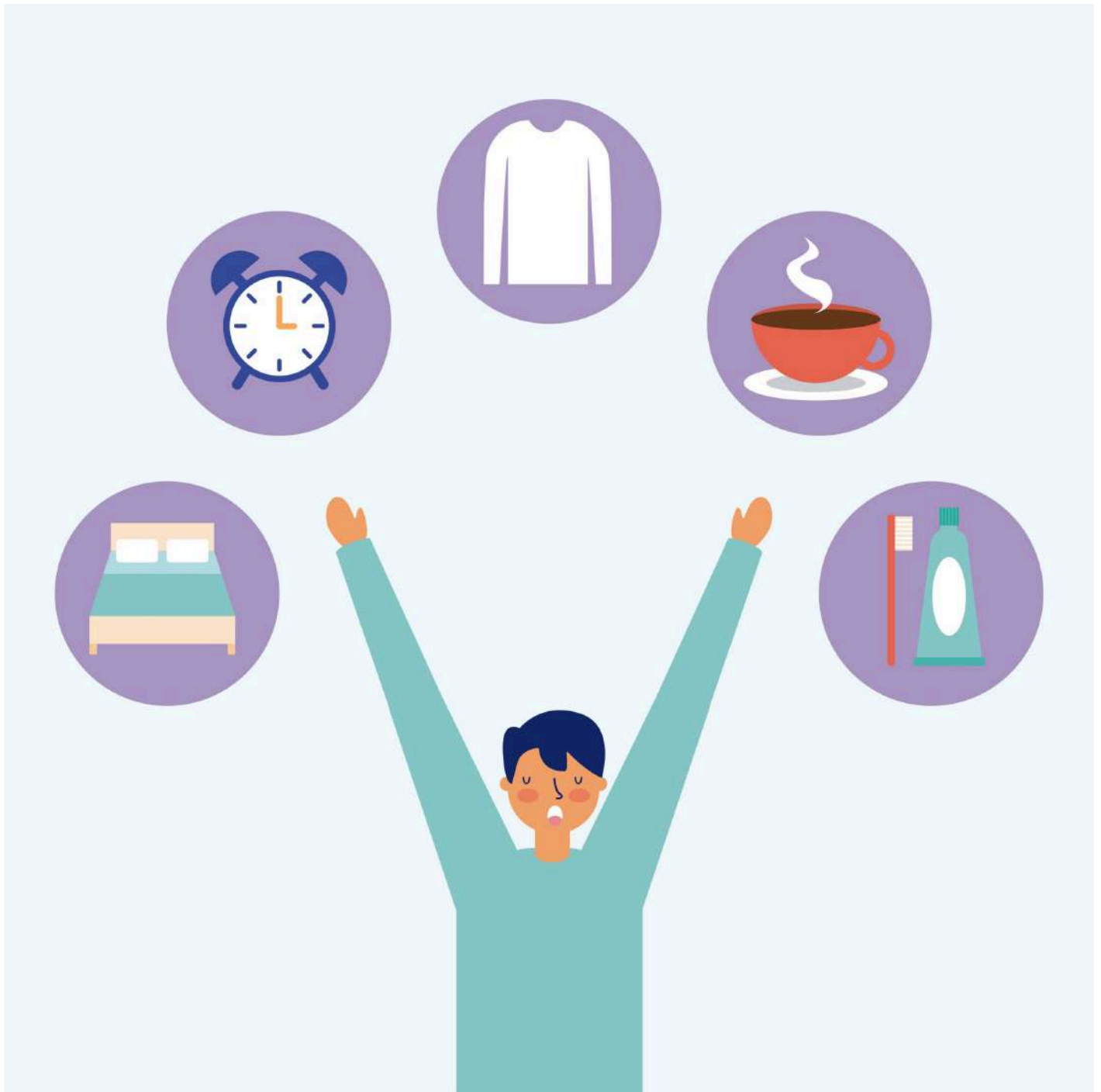
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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=467#oembed-2>

◇*French Level 3, Activity 05: Les verbes réflexifs /
Reflexive Verbs (Online)*



Food vector created by gstudioimagen – www.freepik.com

Description: In this activity, students will practice talking about their daily routines and hygiene. Students

will practice asking and answering questions.

Semantic Topics: hygiene, questions, schedules, routine, routine quotidienne, programme, hygiène, verbes réflexifs, reflexive verbs

Products: Toiletries

Practices: Getting ready, using hygiene products

Perspectives: Usually, most products that one uses in one's routine are available, both high end and lower end, at the drugstore! You can locate a drugstore in France by searching for the large, green plus sign outside of the buildings!

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my morning and night routines.
- I can talk about sports, activities, and things I do for fun.
- I can discuss personal hygiene.

Materials Needed:

- [Google Slide Presentation](#)
- [Sheet of Questions](#) (Image sur Google Slide)
- [Color Dice](#)
- [Number Dice](#)

Would you like to make changes to the materials? Access the template(s) below:

- [Sheet of Questions](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=470#h5p-48>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Go to slide 4 on the Google slides presentation. There should be several pictures of people/things related to daily routines.

Allez à la 3ème diapo de la présentation Google. Il devrait y avoir diverses photos de personnes/choses se rapportant à la routine quotidienne.

3. Have the students take turns describing one of the people/things without telling the rest of the group". They can use colors, body parts, and especially reflexive verbs like "*se brosser les cheveux*" or "*se laver les mains*."

Demandez aux étudiants, chacun leur tour, de décrire la personne ou la chose, sans le dire au reste du groupe. Ils peuvent utiliser des couleurs, des parties du corps, et particulièrement, des verbes pronominaux comme "se brosser les cheveux" ou "se laver les mains."

4. Encourage students to conjugate the verbs depending on the person they're describing. The rest of the group has to try and guess which person/thing they are describing.

Encouragez les étudiant à conjuguer les verbes selon la personne qu'il décrit. Le reste du groupe doit essayer de deviner quelle personne ou chose l'étudiant décrit.

Example: "*Je vois quelqu'un qui se maquille devant un miroir.*" ("I see someone putting on makeup in front of a mirror.")

MAIN ACTIVITY

1. Using the image with questions, the instructor will roll the online die with colors and they will also roll the die with numbers (re-roll the die if they receive a 6) for each student.

En utilisant l'image de questions, l'instructeur devra lancer le dé de couleur en ligne ainsi que le dé (relancer si le dé indique 6).

2. Depending on the color and number rolled, they will read the question that corresponds with that color and number.

Selon la couleur et le chiffre, l'étudiant devra lire et répondre à la question qui correspond.

For example, if they roll a blue and a 4 then they would read and answer the questions, "*Est-ce que tu t'amuses bien? Tu t'es bien amusé hier?*" ("Are you having fun? Did you have a lot of fun yesterday?")

As an instructor, if you want you can have other students in the group respond too.

En tant qu'un instructeur, vous pouvez demander aux autres étudiants du groupe de répondre également.

3. Roll the virtual dice for the next student to roll and answer another question.

Lancez les dés pour le prochain étudiant afin de continuer le jeu.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Comprenez-vous les verbes réfléchissants ?* (Do you understand reflective verbs?)
- *Avez-vous des plans pour ce weekend ?* (Do you have plans for this weekend?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my morning and night routines.
- I can talk about sports, activities, and things I do for fun.
- I can discuss personal hygiene.

CULTURAL RESOURCES



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 *French Level 3, Activity 06: Maladie / Illnesses
(Online)*



Medical vector created by freepik – www.freepik.com

Description: In this activity, students will practice providing remedies for illnesses. Students will also

practice discussing home remedies they used growing up.

Semantic Topics: illness, sickness, remedy, doctor, medicine, cold, flu, maladie, médecin, médicament, rhume, grippe, avoir mal à..., exprimer une maladie, explain sickness

Products: Pharmacies

Practices: Going to the pharmacy, getting a prescription

Perspectives: In France, it's very common to visit a pharmacy in lieu of a doctor for illnesses and other minor medical issues. They are able to prescribe medications and suggest treatments for their patrons. The importance of pharmacies in France is more prominent than in the United States.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my health.
- I can provide remedies for illnesses.
- In my own and other cultures, I can explain how to behave appropriately when visiting the doctor.

Materials Needed:

- [Laminated people cards](#)
- [Google Slide Presentation](#)

Would you like to make changes to the materials?

Access the template(s) below:

- [Laminated people cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=522#h5p-49>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Ask students what kind of home remedies they believed in growing up. What were they? Do you think they work?
 - *Savez-vous ce qu'est un remède de grand-mère ?* (Do you know what a grandmother's remedy is?)
 - *En connaissez-vous ?* (Do you know of any?)
 - *Pensez-vous qu'ils marchent ?* (Do you think they work?)

MAIN ACTIVITY

Identifying Illnesses

1. Screenshare the laminated people cards with the class.
2. Take turns going around and using the "Je" form to describe one of the people on the cards (but don't say the name of the person).

En cercle, à tour de rôle, les étudiants devront décrire à la première personne "je", une des personnes identifiées sur les cartes. (Ne dites pas le nom de la personne).

3. The rest of the group has to guess who the person is AND say what they need/should do to get better.

Le reste du groupe doit deviner qui est cette personne et dire ce qu'elle doit ou devrait faire afin de se sentir mieux.

For example: if you say "J'ai mal à la gorge..." then the rest of the group has to guess who you are by identifying the correct person. In this case, the correct answer would be "Tu es Juliette. Elle a mal à la gorge et elle a besoin de boire du thé."

Si tu dis "J'ai mal à la gorge...", le reste du groupe devra deviner qui tu es et identifier correctement la personne. Dans cette situation, la réponse serait: "Tu es Juliette. Elle a mal à la gorge et elle a besoin de boire du thé."

4. The person who gets the answer correct gets to keep the card. Whoever has the most "person cards" at the end wins.

La personne qui donne la bonne réponse, garde la carte. À la fin, la personne qui a le plus de cartes, gagne.

Answers

- Pierre: se casser le bras
- Marie: se casser la jambe
- Juliette: avoir mal à la gorge
- Claire: avoir mal à l'estomac
- Léa: avoir la grippe / un rhume
- Florian: être déprimé
- Antoine: se fouler la cheville
- Marc: avoir mal aux dents
- Louise: être enceinte
- Sophie: avoir sommeil / être fatigué
- Alice: être brûlé par le soleil
- Hugo: avoir la gueule de bois

Extra Activity

1. If there is extra time left, have the students get in partners and practice being the doctor and the patient.

S'il reste du temps, demandez aux étudiants de se mettre en équipe de 2 et de pratiquer les rôles du médecin et du patient.

2. The patient should think of a certain sickness (but not tell the doctor).

Le patient doit choisir une maladie (mais il ne doit pas la dire au médecin).

3. The doctor must ask certain questions like:

Le médecin doit poser des questions :

- *Qu'est-ce que vous avez ?* (What have you got?)
- *Qu'est-ce qui ne va pas ?* (What's the matter?)
- *Vous avez bonne / mauvaise mine.* (You look good / You don't look so good.)
- *Où avez-tu mal ?* (Where does it hurt?)
- *Quels sont vos symptômes ?* (What are your symptoms?)
- *Vous êtes malade depuis quand ?* (How long have you been feeling sick?)
- *C'est grave. / Ce n'est pas grave.* (This is serious. / This is not serious.)
- *Je vous fais une ordonnance pour...* (I put in a prescription for you for...)

4. Have the patient respond to the questions until the doctor can figure out what the patient has. The patient can use expressions like:

Le patient devra répondre aux questions jusqu'à ce que le médecin trouve quelle est la maladie du patient.

Le patient peut utiliser les expressions suivantes :

- *Je ne me sens pas bien tout.* (I'm not feeling well.)
- *J'ai mal...* (It hurts...)
- *Je fais une dépression* (I'm having a breakdown)
- *Je me sens très bien* (I'm feeling really well)
- *Je suis ici pour un check-up* (I'm here for a check-up)

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quelles sont les expressions que vous vous souvenez de cette activité ?* (What are the expressions that you remember from this activity?)
- *Avez-vous été malade cette année ? De quelle(s) maladie(s) ?* (Have you been sick this year? With what illness(es)?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my health.
- I can provide remedies for illnesses.
- In my own and other cultures, I can explain how to behave appropriately when visiting the doctor.

CULTURAL RESOURCES

[Pharmacies in France vs. in the US](#)

[What to do if you get sick in France](#)

[Chicken Noodle Soup Recipe in French](#)

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French Level 3, Activity 07: Passé composé et l'imparfait / The Past Tense (Online)



School vector created by pch.vector – www.freepik.com

Description: In this activity, students will practice asking and answering questions about what they have

done in the past. Students will also practice discussing how they did activities in the past couple of days and the past couple of years.

Semantic Topics: past, weekend, years, time, childhood, history, week-end, temps, enfance, histoire, passé, année, l'imparfait, le passé composé, the imperfect, the past tense

Products : Childhood memories

Practices: Reminiscing about the past, remembering

Perspectives: Cartoons are very different in France! In addition to many of the big names that Americans might be familiar with from their childhoods, Francophones often have a soft spot for Astérix and Obélix, or for Tintin! As with most cultures, the French value their childhood memories.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements:

- I can explain what I did over the weekend.
- I can talk about what I did when I was younger.
- I can relate my experiences to those of other French speakers.

Materials Needed:

- [L'imparfait Cards](#)
- [Google Slide Presentation](#)

Would you like to make changes to the materials? Access the template(s) below:

- [L'imparfait Cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=474#h5p-50>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Ask the students the various questions listed below. Make sure that they are correctly using passé composé (or l'imparfait).

- Slide 5: *Qu'est-ce que tu as fait le weekend dernier ?* (What did you do last weekend?)
- Slide 6: *Qu'est-ce que tu as fait pendant les vacances d'hiver ?* (What did you do over winter break?)
- Slide 7: *Qu'est-ce que tu as mangé hier soir ?* (What did you eat yesterday evening?)
- Slide 8: *Qu'est-ce que tu as fait pour Halloween l'année dernière ?* (What did you do for Halloween last year?)

MAIN ACTIVITY

1. Students will practice asking and answering questions in l'imparfait. There will be three stacks of cards, purple, orange and green. Purple will be used for (Quand tu avais 5 ans...), green will be used for (Quand tu avais 13 ans...) and orange will be used for (Quand tu avais 16 ans...).

Maintenant, on va pratiquer l'imparfait en posant et répondant à des questions ! (Now, we're going to practice past imperfect by posing and responding to questions!) *Il y a des cartes de 3 couleurs différentes: le violet pour les questions de 5 ans, le vert pour 13 ans, et l'orange pour 16 ans.*

***Note:** At the end, there are blank cards, if you would like to make your own and/or ask questions about a different age.

2. Students will go in a circle choosing a card from the corresponding set. They must complete the question by adding on the part from the card.

Vous allez choisir une carte par personne à tour de rôle, et posez la question sur la carte pour les autres étudiants. Par exemple : si tu choisis une carte qui dit '(aller) à l'école,' tu peux poser la question 'Quand tu avais 5 ans, est-ce que tu allais à l'école ?'

3. After the student asks the question, go around having the rest of the group answer the question. Check to make sure the students are correctly using l'imparfait in the "je" form when they answer the question.

Chaque personne va répondre à la question avec une phrase complète.

Par exemple : 'Quand j'avais 5 ans, j'assistais à l'école.'

4. Have the next student choose the next card and ask the question. Continue doing this with the rest of the cards.

5. When the purple stack is finished, start using the green cards. When the green stack is finished, use the orange cards.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quelle était votre activité préférée quand vous étiez jeune ?* (What was your favorite activity when you were younger?)
- *Quel était votre aliment préféré quand vous étiez jeune ?* (What was your favorite food when you were younger?)
- *Quel était votre film préféré quand vous étiez jeune ?*
 - (What was your favorite film when you were younger?)
- *Quel était votre livre préféré quand vous étiez jeune ?* (What was your favorite book when you were younger?)
- *Qui était votre chanteur/chanteuse préféré(e) quand vous étiez jeune ?* (Who was your favorite singer when you were younger?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can explain what I did over the weekend.
- I can talk about what I did when I was younger.
- I can relate my experiences to those of other French speakers.

CULTURAL RESOURCES

Time permitting, watch this clip of Astérix le Gaulois, a famous French cartoon that has been very

influential to Francophone culture for many years and across many different childhoods, spanning the last few generations!



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French Level 3, Activity 08: La technologie / Technology (Online)



Infographic vector created by pch.vector – www.freepik.com

Description: In this activity, students will practice speculating about the past and present in regards to

events that have happened. They will also discuss the environment and technology.

Semantic Topics: technology, environment, creating stories, cars, technologie, l'environnement, voitures, créer des histoires, le passé, le présent, the past, the present

Products: Les TIC (technologie de l'information et de la communication)/ la technologie

Practices: Research and Technological advancement

Perspectives: Statistically, France is one of the most technologically advanced companies in Europe! With many well-known contenders in the technological sector, France values technological advancement and research.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about technology I use on a daily basis.
- I can ask about and identify familiar things from a story.
- I can brainstorm a resolution to a problem, such as running out of gas, with a partner.
- I can access information about technology and cars in the target culture.

Materials Needed:

- [Activity Cards](#)
- [Google Slide Presentation](#)

Would you like to make changes to the materials?

Access the template(s) below:

- [Activity Cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=533#h5p-51>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Put students in pairs and answer a few questions to begin a conversation on topics related to the main activity:

Demandez aux étudiants de se mettre en équipe de deux et de répondre à quelques questions afin d'entamer une discussion sur le sujet de l'activité principale.

Maintenant, avec un(e) partenaire, vous allez répondre à quelques questions:

- *Que dois-tu faire pour entretenir ta voiture ?* (What should you do to maintain your car?)
- *À quelle fréquence dois-tu le faire ?* (How often should you do this?)
- *Dans la réalité, à quelle fréquence le fais-tu ? (Exemples: changement d'huile, rotation des pneus, etc.)* (Realistically, how often will you do this? (Examples: oil changes, tire rotations, etc.))

MAIN ACTIVITY

1. Divide the students into two groups. One group will be the “describers” and the other group will be the “guessers”. ***Note:** Only the “Describers” should use the Canva link.

Tout d'abord, vous allez former deux groupes. Le premier groupe devra décrire quelque chose et le second groupe devra deviner ce qu'est le mot.

2. The “describers” will take turns looking at the Canva cards and will work together to describe the word without saying what it actually is to the “guessers”.

Les membres du premier groupe devront choisir les cartes Canva, et ensemble, ils devront décrire le mot sans le nommer.

3. Process

Par exemple, si vous pigez la carte avec le mot WiFi, vous pouvez dire: “Vous en avez besoin pour accéder à l'Internet dans la maison. Lorsque vous allez au Starbucks, vous pouvez également vous connecter à cette invention.” (For example, if you pick the card with the word “WiFi”, you can say: “You need this to access the internet at home. When you go to Starbucks, you can also connect to this invention.”)

Vous aurez une minute pour deviner. Ensuite, vous changerez de groupe. (You have one minute to guess. then you will change groups.)

Il y a quelques règles de jeu: Vous ne pouvez pas utiliser le mot qui est indiqué sur la carte, vous ne pouvez pas utiliser les noms de marque et de produit comme iPhone, Android, etc. (These are the rules of the game: You cannot use the word that is on the card, you cannot use brand names and the product like iPhone, Android, etc.)

4. Have students continue practicing.

WRAP-UP

Ask the following question(s) to finish the activity:

- *À quoi ressemble l'avenir de la technologie pour vous?* (What does the future of technology look like to you?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about technology I use on a daily basis.
- I can ask about and identify familiar things from a story.
- I can brainstorm a resolution to a problem, such as running out of gas, with a partner.
- I can access information about technology and cars in the target culture.

CULTURAL RESOURCES

[Gallery of French Technological Advancements](#)

[France's Greatest inventions](#)

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 French Level 3, Activity 09: Ma voiture de rêve / My Dream Car (Online)



Description: In this activity, students will practice describing their dream car and proposing solutions for problems related to driving.

Semantic Topics: cars, vehicles, driving, vocabulary, voitures, conduire, dans la voiture, le conditionnel, the conditional tense

Products: Cars, brands of cars

Practices: Driving, choosing a vehicle

Perspectives: Cars are far more rare in France than in the United States, and when people *do* have a car, it tends to be far smaller than what we are used to seeing on US highways.

NCSSFL-ACTFL World-Readiness Standards

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 2.1: Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- CONN 2.1: Access authentic materials prepared in the target language by or for native speakers.

NCSSFL-ACTFL Can-Do Statements

- I can describe my dream car.
- I can brainstorm a resolution to a problem, such as getting a flat tire.
- I can share information about technology and cars in the target culture.

Materials Needed:

- [Google Slide Presentation](#)
- [Kahoot](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=541#h5p-52>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. To get students to think about vocabulary relating to cars, review with Kahoot!
3. For extra practice, go through the slides asking students what they would need in certain situations.

De quoi avez-vous besoin ?

1. slide 6: *Vous allez en ville pour faire des courses.* (un parking)
2. slide 7: *Vous êtes sur l'autoroute et vous avez un pneu crevé.* (une roue de secours)
3. slide 8: *Vous avez 18 ans et vous voulez conduire.* (un permis de conduire)
4. slide 9: *Vous conduisez et il commence à pleuvoir.* (les essuie-glaces)
5. slide 10: *Vous conduisez et il fait très sombre.* (les phares)

MAIN ACTIVITY

1. Have students choose one of the three major French auto manufacturers (Citroën, Peugeot, Renault) and visit their website.
2. Using the next 10 minutes, the students will build their own car using the website's functionality.
3. Chat with the students while they are building their car. Ask them car-related questions!
4. Once everyone has built the "car of their dreams" students will share which options they chose as well as the justification for selecting the vehicle type that they did.
 - Citroen: <https://www.citroen.fr/accueil.html>
 - Renault: <https://www.renault.fr/>
 - Peugeot: <https://www.peugeot.fr/accueil.html>

Choisissez une de ces marques de voiture. Allez au site-web et créez votre voiture de rêve! Après, nous allons les partager.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quels sont quelques problèmes de véhicule possibles ?* (What are some possible car problems?)
- *Avez-vous jamais tombé en panne d'essence ?* (Have you ever run out of gas?)
- *Qui a déjà pris une contravention ?* (Who has ever gotten a ticket?)
- *Savez-vous changer un pneu crevé ?* (Do you know how to change a flat tire?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements

- I can describe my dream car.
- I can brainstorm a resolution to a problem, such as getting a flat tire.
- I can share information about technology and cars in the target culture.

CULTURAL RESOURCES

[Customize the Citroen Ami in French](#)

[Discover Bugatti](#)

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 French Level 3, Activity 10: Le conditionnel / The Conditional Tense (Online)



People vector created by stories – www.freepik.com

Description: In this activity, students will practice using the conditional tense. Students will talk about

their dreams and desires on a variety of topics.

Semantic Topics: dreams, plans, conditional tense, rêves, programmes, le conditionnel

Products: Future plans

Practices: Making future plans, thinking about the future, dreams and aspirations

Perspectives: French students start making their future plans as young as before they enter high school! In order to choose the right high school, they must have some kind of idea of what they want to do for a career.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can express my dreams or desires.
- I can describe my emotional state.
- I can give advice to others to be happier.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=543#h5p-53>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Review with students what the conditional tense is and what it looks like in practice.
3. Ask students:

- *Quels sont vos plans pour l'avenir?* (What are your plans for the future?)
- *Où voulez-vous aller dans le futur?* (Where do you want to go in the future?)

MAIN ACTIVITY

1. Students are going to practice with the conditional tense.
2. Below are some proposed "Si ___ puis ___" statements that students should respond to using the conditional tense.
3. Take turns going around the circle responding to the statements.

Les étudiants doivent pratiquer le conditionnel. Vous trouverez ci-dessous des exemples de phrases conditionnelles que les étudiants devront pratiquer. Chacun leur tour, ils devront répondre à une phrase.

Make sure the students explain why they chose the answer that they did and not simply say "Si j'étais une saison, je serais l'automne."

- *Si j'étais millionnaire, je (conditionnel)...*
- *Si j'étais une saison, je serais....*
- *Si je pouvais voyager n'importe où, j'irais...*
- *Si je pouvais habiter n'importe où, j'habiterais...*
- *Si je tombais amoureux/amoureuse de mon meilleure ami(e), je (conditionnel)...*
- *Si j'avais mon emploi de rêve, je serais...*
- *Si je pouvais manger n'importe quoi sans grossir, je...*
- *Si j'avais une superpuissance, je choiserais...*
- *Si je voyais mon ex-conjoint au café, je (conditionnel)...*
- *Si je pouvais jouer parfaitement d'un instrument, je jouerais...*

4. Now that you have finished these, have the students make up their own for the group to respond to.

Lorsqu'on a terminé, demandez aux étudiants de composer une phrase et de demander au groupe d'y répondre.

- Si ___ je ___...

WRAP-UP

If you have extra time, play the Halloween in Québec [video](#).

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can express my dreams or desires.
- I can describe my emotional state.
- I can give advice to others to be happier.

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- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student’s needs)

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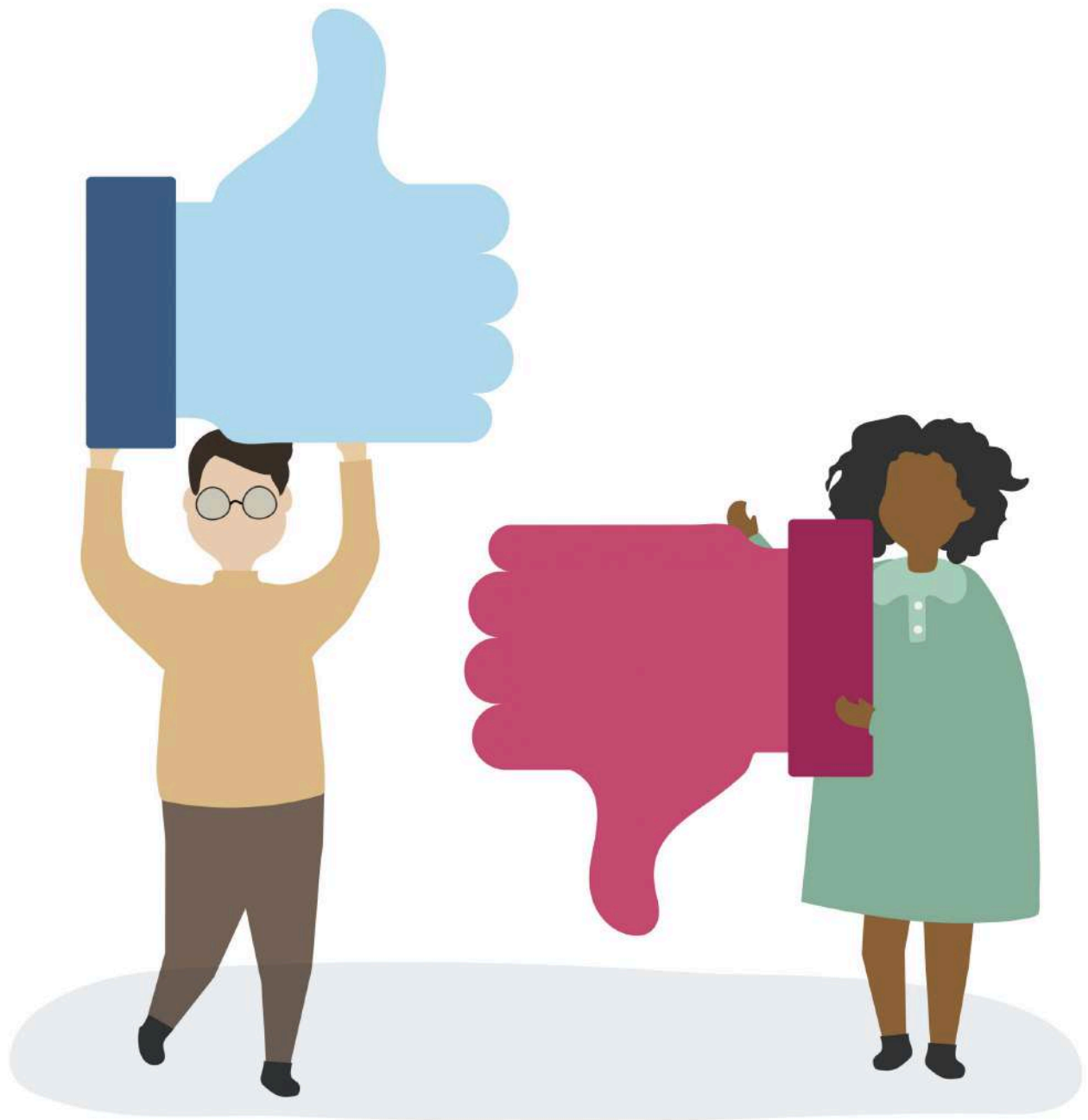
If this is your first time remixing an activity, check out our [one minute tutorial](#) below:



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=543#oembed-1>

😊 *French Level 3, Activity 11: Les expressions / Expressions (Online)*



School vector created by rawpixel.com – www.freepik.com

Description: In this activity, students will discuss different topics and practice using expressions to

disagree or agree with statements.

Semantic Topics: expressions, disagreement, agreeing, idioms, useful phrases, idiome, désaccord, accord, phrases utiles, exprimer un opinion, express an opinion

Products: Opinions

Practices: Expressing opinions and feelings

Perspectives: Much of the time, French citizens tend to “understate” opinions! Instead of great or amazing, something will be called “not bad.”

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of French and their native language.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share

information, reactions, feelings, and opinions.

- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.1: Observe formal and informal forms of language.
- COMP 1.2: Identify patterns and explain discrepancies the sounds and the writing system in the target language.
- COMP 1.3: Compare and analyze idiomatic expressions in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can exchange opinions about important topics.
- I can react appropriately when faced with disagreement.
- I can understand cultural differences in how to express disagreement.

Materials Needed:

- [Google Slide Presentation](#)
- [Expressions utiles](#)
- [Statement cards](#)

Would you like to make changes to the materials?

Access the template(s) below:

- [Expressions utiles](#) (Canva Template, free account required)
- [Statement cards](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=547#h5p-54>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.
2. Using the conditional, have the students respond to the following questions:
 - *Comment serait le monde sans écoles ?* (What would the world be like without schools?)
 - *Comment serait le monde sans télévision ?* (What would the world be like without TV?)
 - *Comment serait le monde sans ordinateurs ?* (What would the world be like without computers?)
 - *Comment serait le monde sans voitures ?* (What would the world be like without cars?)
 - *Comment serait le monde sans téléphones portables ?* (What would the world be like without cell phones?)
 - *Comment serait le monde sans avions ?* (What would the world be like without airplanes?)

MAIN ACTIVITY

1. Brainstorm (in the message board) with students useful expressions for agreeing with, disagreeing with, and uncertainty about situations. Use the expressions utiles sheet if they have trouble coming up with phrases.

Faites une séance de remue-méninges avec les étudiants afin de trouver des expressions pour dire si vous êtes en accord, en désaccord, ou mitigé à propos d'une situation. Utilisez la feuille d'expressions utiles si les étudiants ont de la difficulté à trouver des expressions.

2. Students will practice using expressions to say whether they agree, disagree or are unsure of something.

Les étudiants pratiqueront l'utilisation d'expression pour dire s'ils sont en accord, en désaccord, ou incertain de quelque chose.

3. Read the statements on the slideshow (from the statement cards), one at a time, and have students answer using the "expressions utiles" or their own phrases to agree/disagree.

Lisez chaque énoncé sur la présentation, chacun son tour, un étudiant devra répondre en utilisant une des "expressions utiles" ou leur propre phrase afin de dire s'il est d'accord ou non.

4. Make sure they expand their answer, saying why or why not. Each statement should have at least 2 minutes of talking among the group, and any further discussion on a given card is great!

Assurez qu'ils développent leur réponse en disant pourquoi. Le groupe devrait discuter durant au moins 2 minutes pour chaque énoncé.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Qu'avez-vous fait pour Halloween ?* (What did you do for Halloween?)
- *Vous vous êtes déguisés en quoi/qui ?* (What did you wear/who did you dress up as?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can exchange opinions about important topics.
- I can react appropriately when faced with disagreement.
- I can understand cultural differences in how to express disagreement.

CULTURAL RESOURCES



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=547#oembed-2>

French Level 3, Activity 12: Faire les courses / Running Errands (Online)



People vector created by pikisuperstar – www.freepik.com

Description: In this activity, students will practice talking about what they have to do and the errands they

have to complete throughout the day. Students will also practice describe their schedule when completing errands.

Semantic Topics: errands, schedule, to do, plans, faire, programme, courses, faire les courses, tâches, les prépositions, prepositions

Products: Errands, tasks

Practices: Running errands, completing a to-do list

Perspectives: The French tend to run more errands than the average American, opting in some cases to go to specialized stores, such as the bakery, the butcher, and the open-air produce market instead of going to a supermarket that caters to all food categories.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.
- Standard 2.1: Students demonstrate an understanding of the relationship between the

practices and perspectives of the cultures of the francophone world.

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through French.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.3: Function appropriately in diverse contexts within the target culture.
- CONN 1.1: Compare and contrast information acquired from other content areas.

NCSSFL-ACTFL Can-Do Statements:

- I can identify where to go for certain errands.
- I can exchange information about errands I have to do.
- I can discuss my to-do list and the activities I am required to complete.

Materials Needed"

- [Google Slide Presentation](#)
- [To-do Lists](#)

Would you like to make changes to the materials?

Access the template(s) below:

- [To-do Lists](#) (Canva Template, free account required)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=550#h5p-55>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Using the presentation, go through slides 5-17 and ask the students where they have to go to complete the activity listed.

For example, slide 6

You: *"Où devez-vous aller pour poster une lettre?"* ("Where should you go to send a letter?")

Student: *"Je dois aller à un bureau de poste."* ("I should go to the Post Office.")

****Make sure that the students are using a complete sentence.**

3. What you say to the students: *"Je vais vous montrer une image d'une activité. Il faut déterminer où vous devez aller pour faire l'activité. Utilisez les phrases complètes. Par exemple, (show slide 6), où devez-vous aller pour poster une lettre?"* ("I am going to show you an image of an activity. Determine where you should go to do this activity. Make sure to use complete sentences. For example (show slide 6), where should you go to send a letter?")

4. Give students a few moments to respond. If they don't get it, demonstrate the correct way to respond: *"Je dois aller à un bureau de poste."* ("I should go to the Post Office.")

5. Continue for the rest of the slides.

***Note:** The correct answers are on the slides. Just click once and it will show up.

MAIN ACTIVITY

1. Email each student a to-do list in advance!

Voici une liste de choses à faire. Ce sont des choses que vous devez compléter aujourd'hui. (Here is a list of things to do. These are some things you should complete today.)

2. Tell them they are going to be explaining the group the errands that they have to do today.

Vous allez expliquer aux autres membres de groupes ce que vous devez faire. Mais, ne dites pas simplement chaque activité. Il est important d'élaborer. Expliquez pourquoi vous faites ces choses. Avec qui ? Pour qui ? Etc. De plus, utilisez des expressions comme d'abord, puis, après. (You are going to explain to the other members of the group what you should do. But, don't simply say each activity. It's important to elaborate. Explain why you did those things. With who? For whom? Etc. Moreover, use expressions like *first, then, after.*)

3. Before giving them a few minutes to prepare theirs, demonstrate a correct response using the example on slide 16.

Je vais donner une exemple. Voici ma liste de tâches. D'abord je dois acheter des croissants à la boulangerie Gastons. Je vais les donner à mes amis plus tard. Puis, je dois déposer de l'argent à la banque. Je travaille au WLRC et j'ai reçu ma paie hier. Après, je vais prendre un café avec mon ami, Maxime, chez Starbucks. On fait un rendez-vous chaque semaine pour parler des nouvelles. (I am going to give an example. Here is my list of tasks. First, I should buy some croissants at Gastons Bakery. I am going to give them to my friends later. Then, I should make a deposit at the bank. I work at the WLRC and I received my paycheck yesterday. After, I am going to grab a coffee with my friend, Maxime, at Starbucks. We meet up each week to talk about the news.)

4. Give the students 2-3 minutes to prepare.

Prenez 2 à 3 minutes pour préparer.

5. Encourage students to ask questions after students have shared.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quelle est votre liste des choses à faire ce week-end ?* (What is your to-do list for this weekend?)
- *Vous aimez faire des courses ? Pourquoi? Pourquoi pas ?* (Do you like to go grocery shopping? Why? Why not?)
- *Vous faites les courses tout(e) seul(e) ou avec quelqu'un d'autre ?* (Do you go grocery shopping alone or with someone else?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify where to go for certain errands.

- I can exchange information about errands I have to do.
- I can discuss my to-do list and the activities I am required to complete.

CULTURAL RESOURCES

[A list of French grocery stores](#)

[Tips to shop for groceries in France](#)

[Specialty stores in France](#)

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French Level 3, Activity 13: Les directions / Directions (Online)



Tree vector created by pch.vector – www.freepik.com

Description: In this activity, students will practice giving directions and observing public plazas from

French speaking countries.

Semantic Topics: directions, public places, plazas, buildings, villes, carte, bâtiment, place, publique, L'impératif, Imperative Tense, les prépositions, prepositions, donner des indications, give directions

Products: Buildings

Practices: Mapping a city center, visiting public spaces

Perspectives: In many Francophone countries, the buildings are very old! Much of the time, in the city center, there is a distinct mix of old and new buildings. The French especially value architecture, and have a distinct taste for plazas and downtowns that incorporate these ancient structures.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.

- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the francophone world.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 2.1: Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- COMP 2.3: Compare and contrast authentic materials from the target culture with the learner's culture.

NCSSFL-ACTFL Can-Do Statements:

- I can ask for directions from one place to another.
- I can give directions to someone else.
- I can name one famous plaza in a French speaking country.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=554#h5p-56>

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

2. Then, in partners, give students 5 minutes to practice giving directions from one point in Boise to another. Assign each partnership as groupe A, B, C or D. Have them share aloud their directions with the group after.
 1. Groupe A: De Zoo Boise à Freak Alley
 2. Groupe B: De Morrison Center à Pioneer Cemetery
 3. Groupe C: De Flying M Coffeehouse à Julia Davis Park
 4. Groupe D: De Knitting Factory à Saint Luke's Boise

Pour cette activité je vais vous mettre en groupe de deux (A, B, C, D). Avec votre partenaire, discutez les directions à suivre pour aller d'un endroit à un autre. Puis, vous allez les partager avec le reste du groupe.

MAIN ACTIVITY

1. Students will look at pictures of the public plazas from the French speaking world on the slideshow.

Je vais vous montre quelques images des places publiques du monde francophone.

2. Students should discuss what they notice about each plaza. Is there a statue? A fountain? Benches? People? Shops? Etc. Encourage them to elaborate on as much as they can.

Discutez avec le groupe ce que vous remarquez sur la place. Développez autant que possible.

3. Then, they should compare the plaza to that of Boise. Is there a plaza like that in Boise? Is the plaza from the French speaking country bigger? Smaller? Busier?

Puis, comparez la place dans la photo à la place de Boise. Est-ce que les deux sont similaires ? Différentes ? Comment ?

4. Repeat these steps for each image.

Really encourage students to use the vocabulary!

– une avenue, un bâtiment, un boulevard, une statue, une fontaine, un banc, un chemin, une rue, un coin, au bout de, au coin de, autour de, jusqu'à, près de, tout droit

WRAP-UP

Ask the following question(s) to finish the activity:

- *Voulez-vous visiter une de ces places ? Laquelle ?* (Do you want to visit one of these places? Which one?)
- *Quelle est votre place préférée à Boise ?* (What is your favorite place in Boise?)
- *Quelle est votre place préférée en générale ?* (What is your favorite place in general?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence with cards.
- Encourage students to be honest in their self evaluation
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can ask for directions from one place to another.
- I can give directions to someone else.
- I can name one famous plaza in a French speaking country.

CULTURAL RESOURCES

[Explore Nancy, France's Plaza](#)

[Place des Vosges in Paris](#)

[Place de Verdun, Aix en Provence](#)

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👤 French Level 3, Activity 14: Jeopardy Review Game (Online)



People vector created by pch.vector – www.freepik.com

Description: In this activity, students will play a game of Jeopardy to review what they've learned this semester.

Semantic Topics: review, jeopardy, le conditionnel, le comparatif et le superlatif, les verbes réfléchis, j'ai mal..., le passé composé, revue

Materials Needed:

- [Jeopardy game](#)

Would you like to make changes to the materials? Access the template below:

- [Jeopardy Game](#) (Create a new password on the right side)

MAIN ACTIVITY



***Note:** If you'd like to customize this Jeopardy game, click "Edit." Once you've clicked edit, you will see an option that says, "If this isn't your template (or you forgot the password) then you can clone this template and edit the clone. Create a password for your clone below."

1. Click on the Jeopardy link above.

Cliquez sur le lien Jeopardy ci-dessus.

2. Have the students split into two teams.

Demandez aux étudiants de former deux équipes.

3. Play the Jeopardy review game.

Jouez au jeu.

WRAP-UP

Ask the students if there are concepts they need clarification on or if they have any questions.

- *Est-ce qu'il y a des concepts que vous ne comprenez pas ?*
- *Avez-vous des questions ?*

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- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

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FRENCH LEVEL 4, ACTIVITIES FOR FACE-TO-FACE INSTRUCTION

Des locations de vacances / Vacation Rentals by Kylene Butler



Activity by Kylene Butler

Description: In this activity, students will read an article about factors to consider when renting a vacation property. Then, they will compare lists with a partner or in a small group to come to a consensus on the five most important factors. Students will work together to find a vacation rental in a francophone area that incorporates their considerations and will present their choice to the class. As a possible extension on this activity, students can choose an accommodation and write a mock review of the accommodation.

Semantic Topics: Real estate, travel, vacation, l'immobilier, le voyage, les vacances.

World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2: Students understand and interpret written and spoken French on a variety of topics
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can understand the features of listings on a real estate rental website.
- I can explain my preferences when choosing a vacation rental.

3 P's (Products, Practices, Perspectives):

- Products: Property rentals, blogs
- Practices: When vacationing, it is common to look for a short-term vacation rental property for the trip. Proximity to cities or beaches is typically more important than amenities.
- Perspectives: The French will also rely on customer reviews of those who have stayed at the property previously to make informed decisions.

Materials Needed:

- [Google Slides Presentation](#)
- [Listicle from m-habitat.fr \("10 conseils pour bien choisir sa location de vacances"\)](#)
 - [10 conseils pour bien choisir sa location de vacances](#) by m-habitat is included under fair use as described in the [CBPFUOER](#).
- [Interpretive Activity Ranking Worksheet](#)
- [10 conseils pour bien choisir sa location de vacances_V2NB1Rp](#) (PDF VERSION)

WARM-UP

1. Begin the activity by opening the Google Slides presentation and reviewing the Can-do statements.

2. Introduce the topic (des locations de vacances). Ask students to recall and share with a partner their favorite trip or a trip that they would like to take. *Considérez un voyage que vous avez fait ou que vous voudriez faire. Où est-ce que vous êtes resté.e? Dans un hôtel, un appartement, ou une maison privée?*

MAIN ACTIVITY

Part 1: Interpretive

1. Ask students to read [this listicle from m-habitat.fr](#). Students will rank the 10 factors to consider when renting a vacation property in order of importance to them. Instructors and students can [use this worksheet](#).

Part 2: Interpersonal

1. Group students in pairs or in groups of three. Students will have 4 minutes to come to a consensus on their top 5 most important considerations when reserving a vacation rental.
2. With their pairs or groups, students will find a rental in a francophone country/region that incorporates their 5 most important considerations. Students can use websites such as seloger.fr or AirBnB to find their rentals.
3. Students create a shared document that includes their 5 most important considerations and the link to the rental they select.

Part 3: Presentational

1. Students will present their rentals to the class. During the presentations, the students in the audience will try to figure out which considerations were important to the group. They will confirm their guesses with the presenting group.

WRAP-UP

1. Ask the students the following question: *Quelle était votre location de vacances préférée et pourquoi?*

END OF ACTIVITY:

- Students will review the Can-do statements and will evaluate their performance.
- As an extension of this activity or homework assignment, students could imagine that they have rented one of the properties presented in class and write a mock review of the property.

NCSSFL-ACTFL Can-Do Statements:

- I can understand the features of listings on a real estate rental website.
- I can explain my preferences when choosing a vacation rental.

CULTURAL RESOURCES

- [Listicle from m-habitat.fr \("10 conseils pour bien choisir sa location de vacances"\)](#)
- [AirBnB](#)
- [Seloger.fr](#)
- [abritel.fr](#)



Advertising / La publicité by Kylene Butler



Activity by Kylene Butler

Description: In this activity, students will examine advertisements in French. They will also collaborate to develop an advertising campaign to sell prom tickets at their school. This activity will target all three modes of communication.

3 P's (Products, Practices, Perspectives):

- Products: Advertisements, posts from influencers
- Practices: Much like in the United States, the French will use advertisements to make purchasing decisions.
- Perspectives: French advertisements typically target themes like love and humor. Teenagers

typically encounter advertisements through social media.

Semantic Topics: Advertising, publicity, communication, la publicité, la communication.

World-Readiness Standards:

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in French.
- **Standard 1.2:** Students understand and interpret written and spoken French on a variety of topics
- **Standard 1.3:** Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can understand product information in an advertisement.
- I can select a product that interests me from an advertisement.
- I can participate in conversations to compare and contrast advertisements.
- I can create a persuasive advertisement that encourages others to purchase a product.

Materials Needed:

- [Google Slides Presentation](#)

- [e-marketing.fr website](#)
 - [Quelles sont les 4 publicités françaises les plus efficaces et créatives?](#) By Floriane Salgues is included under fair use as described in the [CBPFUOER](#).
- [Campaign Images Worksheet](#)
 - Croustillant depuis 1952 by KFC is included under fair use as described in the [CBPFUOER](#)
 - Disneyland Paris by Disneyland is included under fair use as described in the [CBPFUOER](#)
 - Le goût de la perfection by Ferrero Rocher is included under fair use as described in the [CBPFUOER](#).
- [Suggested Rubric for Ad Campaign](#)

WARM UP

1. Begin the activity by opening the Google Slides presentation and reviewing the Can-do statements.
2. Introduce the topic (la publicité). Show the warm up slide from the Google Slides presentation where students will see three francophone advertisements. They will have 2 minutes to list keywords that they associate with each advertisement. If time permits, students can also rank them based on their preference.

MAIN ACTIVITY

Interpersonal

1. Divide students into three groups. Ask students to view the [e-marketing.fr website](#), which shows three successful marketing campaigns in French and assign one campaign to each group. Students should discuss the following questions: Est-ce que vous seriez persuadé.e par cette campagne publicitaire? Si oui, pourquoi? Si non, pourquoi pas?
2. After 4 minutes, students should form new groups, with one member representing each campaign. Students will have [a picture representing each campaign](#). Each group will describe the campaign that they read without naming the product. Students will try to match the campaign with the description.

Possible Extension: Presentational

1. Students can work in small groups to create a campaign to help the school sell prom tickets or yearbooks (or another product important to their school). Students should revisit their ad campaigns from the interpersonal activity and create a list of things that made them particularly effective. They can use websites like [Canva](#) or [Google Drawings](#) to create their campaigns.

WRAP UP

1. Ask the students the following question: Quelles sont les caractéristiques d'une bonne campagne publicitaire?

CULTURAL NOTES:

- [e-marketing.fr website](http://e-marketing.fr)
- [La réclame website](http://La%20r%C3%A9clame.com)
- [Tahiti Infos website](http://Tahiti%20Infos.com)
- [Caractère Conseil website](http://Caract%C3%A8re%20Conseil.com)

End of activity:

1. Students will review the Can-do statements and will evaluate their performance.

NCSSFL-ACTFL Can-Do Statements:

- I can understand product information in an advertisement.
- I can select a product that interests me from an advertisement.
- I can participate in conversations to compare and contrast advertisements.
- I can create a persuasive advertisement that encourages others to purchase a product.

💡 *Les inventions et innovations / Inventions and innovations by Kylene Butler*



Activity by Kylene Butler

Description: In this activity, students will read an article and create a visual representation of the differences between inventions and innovations. Then, they will choose between two emails to write: one to propose a solution to a global problem and the other to ask questions of a student inventor.

3 P's (Products, Practices, Perspectives):

- Products: Inventions, innovations
- Practices: Part of interacting with new technologies involves understanding existing technologies. Considering improvements to existing technologies promotes innovative thinking.

- Perspectives: There are many important inventions and innovations that originated in Francophone countries.

Semantic Topics: Science, technology, inventions, innovations, global challenges, la science, la technologie, les inventions, les innovations, les défis mondiaux

World-Readiness Standards:

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken French on a variety of topics
- **Standard 1.3:** Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics.
- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through French.

NCSSFL-ACTFL Can-Do Statements:

- I can understand the differences and similarities between inventions and innovations.
- I can exchange emails proposing technological solutions to problems or inquiring about new technologies.

Materials Needed:

- [Google Slides Presentation](#)
- [Blog post from Hubspot \("Quelle est la différence entre invention et innovation ?"\)](#)
 - [Quelle est la différence entre invention et innovation?](#) By Clara Landecy is included under fair use as described in the [CBPFUOER](#).
- [Email Option 1](#)
 - [LES OBJECTIFS](#) by The Global Goals is included under fair use as described in the [CBPFUOER](#).
 - [Composition du Gouvernement](#) is included under fair use as described in the [CBPFUOER](#).
 - [Les meilleures formules de politesse pour les lettres de motivation et les mails](#) by l'Etudiant is included under fair use as described in the [CBPFUOER](#).
- [Email Option 2](#)
 - [Concours Lepine](#) is included under fair use as described in the [CBPFUOER](#).
- [Rubric for Email](#)
- [Email Expressions](#)
- [Transition Words](#)
- [Pictures of French Inventions](#)
 - [Les inventions françaises](#) by Macarena del Barrio is included under fair use as described in the [CBPFUOER](#).

WARM UP

1. Begin the activity by opening the Google Slides presentation and reviewing the Can-do statements.
2. Introduce the topic (les inventions et innovations) and show the [picture of French inventions](#) on the Google Slide to the class. Ask students to name the invention that they use the most in their daily lives. Quelle invention utilisez-vous le plus? They can compare their answers with their partners and elaborate on why or how often they use it. They will have 2 minutes to decide which partner's invention to present to the large group. The teacher will keep a tally so that the class can vote on which invention is the most used.

MAIN ACTIVITY

Interpretive/Presentational

1. Ask students to read [this blog post from Hubspot](#) about the differences between inventions (les inventions) and innovations (les innovations).
2. Ask students to create a visual representation ([Venn diagram](#), illustration, etc.) of the similarities and differences between these two concepts. Some suggestions for online tools to support this are [Canva.com](#) and [Google Drawings](#).

Presentationnal

Students can choose between the following two follow-up activities. They should incorporate the characteristics of inventions or innovations that they noted in their visuals.

1. Explore this website (<https://www.globalgoals.org/fr/>) and imagine an invention or innovation that could solve this problem. Write an email to the appropriate French minister (<https://www.gouvernement.fr/composition-du-gouvernement>) suggesting that they follow your advice to help solve the problem.
2. Read through the recent entries to this student invention competition (<https://www.concours-lepine.com/>). Write an email to the inventor and ask questions about their invention.

Note to instructor: if you haven't already, you'll want to review how to write an email in French. There are many websites that can help guide your students to practice this skill.

WRAP UP

Ask students the following question: Est-ce que vous pensez pouvoir inventer quelque chose un jour?

CULTURAL NOTES:

- <http://bestinventionsidea.blogspot.com/2017/02/les-inventions-francaises.html?sref=pi>
- <https://blog.hubspot.fr/marketing/invention-innovation-difference>
- <https://www.globalgoals.org/fr/>
- <https://www.gouvernement.fr/composition-du-gouvernement>
- <https://www.concours-lepine.com/>
- https://www.letudiant.fr/jobsstages/lettres-de-motivation_1/les-meilleures-formules-de-politesse-pour-les-lettres-de-motivation-et-les-mails.html

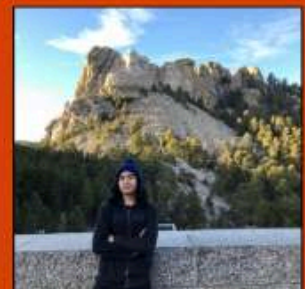
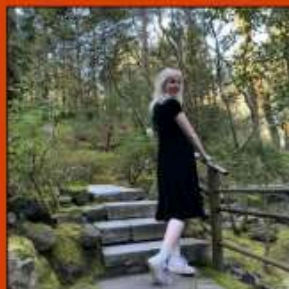
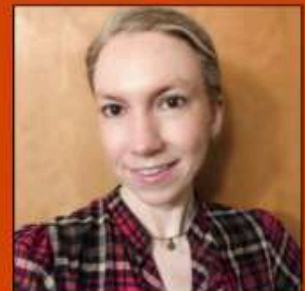
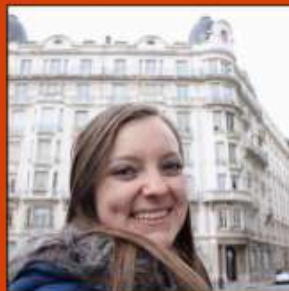
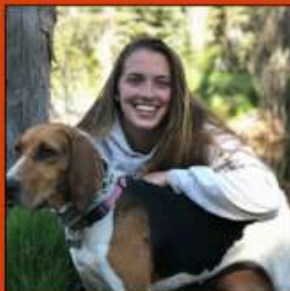
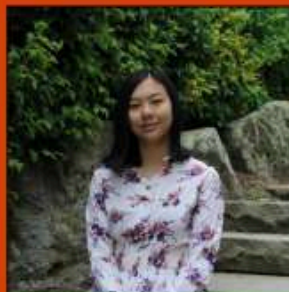
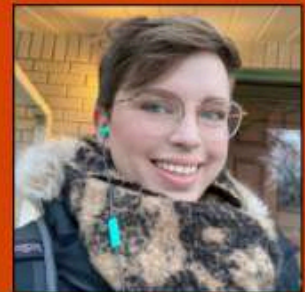
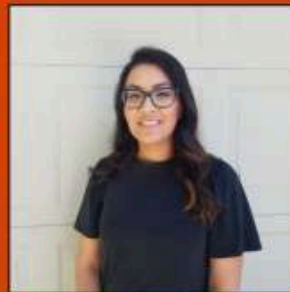
End of activity:

- Students will review the Can-do statements and will evaluate their performance.

NCSSFL-ACTFL Can-Do Statements:

- I can understand the differences and similarities between inventions and innovations.
- I can exchange emails proposing technological solutions to problems or inquiring about new technologies.

FRENCH LEVEL 4, ACTIVITIES FOR ONLINE INSTRUCTION



Photos of past and present Pathways Project student team members

 *French Level 4, Activity 01: L'avenir et les métiers /
The Future and Jobs (Online)*



People vector created by pch.vector – www.freepik.com

Description: In this activity students will practice discussing their work and giving relevant advice in the context of the workplace.

Semantic Topics: work environment, colleagues, preferences, les métiers, collègue, l'environnement du travail, le futur et l'avenir, the future tense, le passé, the past tense

Products: Career

Practices: Going to work, interacting in the workplace

Perspectives: In France, work must be kept separate from other aspects of life : this means that it's illegal to email after work hours for companies with more than fifty employees per French law. This highlights the importance of work/life balance in France!

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.1: Observe formal and informal forms of language.

NCSSFL-ACTFL Can-Do Statements

- I can describe where I work and what I do.
- I can give relevant advice to someone in a job setting.
- I can exchange opinions about jobs that I think will be popular in the future.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=71#h5p-57>

WARM-UP

1. Have the students give short introductions (name, major, why they're learning French).
 - *On va commencer avec les introductions. Dites votre nom, matière principale et les raisons pour lesquelles vous étudiez le français.*
2. Begin the activity by opening the Google presentation and introducing the Can-Do statements.
3. Begin by discussing the jobs that students have currently or would like to have in the future.
 - *Où est-ce que vous travaillez ? Qu'est-ce que vous y faites ?* (Where do you work? What do you do?)
 - *Quel travail souhaitez-vous faire dans le futur ?* (What job do you want to have in the future?)

MAIN ACTIVITY

(Slide 5)

For small groups : (4 or less)

1. Before starting the activity, explain to the students each slide will have a different situation that they will have to work through with a partner. Read the rules with the students :

- *Au travail, Personne A voit quelque chose d'étrange et il/elle ne sait pas quoi faire. Décrivez ce qui s'est passé.* (While at work, Person A sees some strange situations and doesn't know how to react. Describe what happened.)
- *Personne B doit donner des conseils à Personne A.* (Person B must give Person A advice about what to do.)
- *Changez le rôle chaque diapo.* (Switch off who is Person A and Person B each slide (4 slides in total.)

2. Assign students partners and roles.

Je vais vous mettre en groupe de deux.

3. Have them take turns describing the situation and then giving advice.

Discutez chaque situation avec votre partenaire. N'oubliez pas de changer vos rôles chaque diapo.

For large groups : (5 or more)

1. Before starting the activity, explain to the students each slide will have a different situation that they will have to work through with a partner. Read the rules with the students :

- *Au travail, Personne A voit quelque chose d'étrange et il/elle ne sait pas quoi faire. Décrivez ce qui s'est passé.* (While at work, Person A sees some strange situations and doesn't know how to react. Describe what happened.)
- *Personne B doit donner des conseils à Personne A.* (Person B must give Person A advice about what to do.)
- *Changez le rôle chaque diapo.* (Switch off who is Person A and Person B each slide (4 slides in total.)

2. Have students discuss the situation in breakout rooms.

Je vais vous mettre dans les Breakout Rooms. Discutez avec votre partenaire la situation.

3. Remember to copy-paste the situation in the chat before sending students to breakout rooms.

4. Return to the main room and have Person A share the advice that Person B gave them.

Personne A va partager avec le groupe le conseil de Personne B.

5. Move on to the next situation, have them switch roles and repeat steps 2-3.

Situations:

Situation 1 : (Slide 6)

- *Vous décidez de couvrir le quart de travail d'un collègue, mais le moment venu, vous ne le voulez pas. Vous voulez dire à votre partenaire que vous ne voulez plus le faire.* (You decide to cover a colleague's shift, but when the time comes, you don't want to. You want to tell your partner that you don't want to do it anymore.)
- *Comment pouvez-vous gérer cette situation?* (How can you manage this situation)

Situation 2 : (Slide 7)

- *Vous regardez votre collègue prendre l'argent du pourboire.* (You watch your colleague take money from the tip jar.)
- *Que feriez-vous?* (What would you do?)

Situation 3 : (Slide 8)

- *Vous faites une erreur qui va coûter cher à votre entreprise. Votre patron sait que quelqu'un l'a fait, mais elle ne sait pas qui. Si vous ne le dites à personne, personne ne saura que c'était vous.* (You make a mistake that is going to cost your business. Your boss knows someone did it, but she doesn't know who. If you don't tell anyone, no one will know it was you.)
- *Que devez-vous faire?* (What should you do?)

Situation 4 : (Slide 9)

- *Lors d'un entretien, le patron vous demande quelles sont vos références. Que pensez-vous que vos références vont lui dire ?* (During an interview, the manager asks you who your references are. What do you think your references are going to tell him?)
- *Malheureusement, votre dernier patron ne vous aimait pas. Que lui diriez-vous ?* (Unfortunately, your last boss didn't like you. What would you say to him?)

WRAP-UP

Ask the following question(s) to finish the activity:

- *À votre avis, quels emplois seront populaires quand vous aurez obtenu votre diplôme ? Pourquoi ?* (In your opinion, which jobs will be popular when you graduate? Why?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements

- I can describe where I work and what I do.
- I can give relevant advice to someone in a job setting.
- I can exchange opinions about jobs that I think will be popular in the future.

CULTURAL RESOURCES

[Campus France's Job Search Guide](#)

[How to write a French CV](#)

[France's Pôle d'Emploi](#)

How to Remix a Pathways Project Activity

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- Integrate authentic materials such as videos, infographics, photos, etc.
- Suggest how to implement the activity in the classroom

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=71#oembed-1>

French Level 4, Activity 02: L'environnement de travail / The Work Environment (Online)



Computer vector created by pch.vector – www.freepik.com

Description: In this activity students will practice discussing their ideal work environment, including preferred types of colleagues and work preferences. They will also practice explaining past and future work experiences.

Semantic Topics: work, workplace, job, situations, travail, métier, l'environnement du travail, jeu télévisé, Jeopardy, les préférences, preferences, le passé, the past tense, le conditionnel, the conditional tense

Products: The workplace, jobs, co-workers

Practices: Interacting with co-workers, interacting in a work environment

Perspectives: There tends to be more formality in the French workplace! In general, co-workers are more likely to keep their personal lives more private than in American offices, and they tend to place a high level of importance on work and personal life separation.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.1: Observe formal and informal forms of language.

NCSSFL-ACTFL Can-Do Statements

- I can describe what my ideal work environment looks like.
- I can discuss my past work experiences.
- I can describe the qualities I look for in a coworker.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=72#h5p-58>

WARM-UP

1. Begin the activity by opening the Google presentation and introducing the Can-Do statements.

MAIN ACTIVITY

Jeu télévisé : Jeopardy

Aujourd'hui, on va jouer à un jeu de Jeopardy. À tour de rôle, vous allez choisir une catégorie et un nombre. Vous devez répondre à la question en phrase complète pour obtenir les points. La personne qui a le plus de points va gagner. (Today, we are going to play Jeopardy. Taking turns, you are going to choose a category and a number. You must respond to the question in a complete sentence to receive points. The person who has the most points wins.)

1. Have each student pick a category and a point value.
 - Clicking the number will take you to the slide with the corresponding question.
 - To return to the game board, click on the house in the bottom right corner.

2. Play until all questions are answered.

- If there isn't enough time, play until each student has at least 100 pts.
- If there's time left over, have students ask each other questions.
 - They can ask the questions from the game (found below) OR they can come up with original questions that would fall under one of the Jeopardy categories..
 - Copy-paste the Jeopardy questions into the chat.

Les questions

Vos collègues de travail

1. *Avec quel type de personne préférez-vous travailler ?* (10 pts.)
2. *Nommez une qualité importante que tout le monde devrait avoir dans un milieu de travail.* (20 pts.)
3. *Parlez-nous de votre pire collègue de travail.* (30 pts.)
4. *Voudriez-vous que vos collègues soient vos amis en dehors du travail ? Pourquoi ?* (40 pts.)

Votre job de rêve

1. *Aimeriez-vous avoir un emploi où vous devriez déménager chaque année ?* (10 pts.)
2. *Aimeriez-vous voyager souvent, parfois ou jamais pour votre travail ?* (20 pts.)
3. *Souhaitez-vous travailler dans un pays étranger ? Quel(s) pays ?* (30 pts.)
4. *Quelles qualifications et/ou expériences devriez-vous avoir pour votre job de rêve ?* (40 pts.)

Votre premier travail

1. *Quel a été votre premier travail ?* (10 pts.)
2. *Décrivez votre premier patron.* (20 pts.)
3. *Quel était la longueur de votre pire journée de travail ?* (30 pts.)
4. *Parlez-nous de votre pire/meilleure expérience d'emploi passée.* (40 pts.)

Vos préférences

1. *Quelles sont les choses qui vous aident à être le plus productif ?* (10 pts.)
2. *Aimez-vous mieux travailler avec un ordinateur ou du papier ? Pourquoi ?* (20 pts.)
3. *Quelle période de la journée êtes-vous le plus productif ?* (30 pts.)
4. *Préférez-vous le travail d'équipe ou le travail individuel ? Pourquoi ?* (40 pts.)

L'environnement de travail

1. *Préféreriez-vous travailler au bureau ou à la maison ?* (10 pts.)
2. *Aimeriez-vous travailler dans un environnement formel ou informel ? Pourquoi ?* (20 pts.)
3. *Préféreriez-vous travailler pour une entreprise où les règles sont strictes et définies ou pour une entreprise où*

vous pourriez avoir une totale liberté créative ? (30 pts.)

4. *Décrivez votre environnement de travail idéal.* (40 pts.)

WRAP-UP

Ask the following questions to finish the activity:

- *Est-ce que vous trouvez que nous avons assez de congés payés aux États-Unis ?* (Do you think we have enough paid days off in the United States?)
- *Quel moyen de transport préférez-vous pour aller au travail ?* (Which mode of transportation do you prefer to take to work?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements

- I can describe what my ideal work environment looks like.
- I can discuss my past work experiences.
- I can describe the qualities I look for in a coworker.

CULTURAL RESOURCES

[Comparison between the US and France's work cultures](#)

[Newbie's guide to French work culture](#)

[France's work-life balance](#)

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=72#oembed-1>

🌍 French Level 4, Activity 03: Sauvons la planète / Save the Planet (Online)



People vector created by pch.vector – www.freepik.com

Description: In this activity students will practice discussing environmental issues and their own

ecological footprint. They will also practice sharing ways in which they can reduce their environmental impact.

Semantic Topics: environment, ecological footprint, environmental impact, l'environnement, empreinte écologique, l'impact sur l'environnement, le conditionnel, the conditional tense

Products: Environmental activism

Practices: Learning one's ecological footprint

Perspectives: The value of nature, understanding current ecological issues and suggesting things we can do as individuals and a society to help create a more sustainable future

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.
- Standard 3.1: Students reinforce and further their knowledge of other disciplines through French.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements

- I can discuss various environmental issues that are relevant today.
- I can discuss the effects of these environmental issues.
- I can discuss methods of conservation.

Materials Needed:

- [Google Slide Presentation](#)
- [Ecological Footprint Calculator](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=73#h5p-59>

WARM-UP

1. Begin the activity by opening the Google presentation and introducing the Can-Do statements.
2. Introduce the topic (la nature) and ask the students to answer this question :
 - *D'après vous, quel problème écologique est le plus pressant ? Pourquoi ?* (What environmental issue do you think is the most important? Why?)

MAIN ACTIVITY

For small groups : (4 or less)

1. Have the students go to this link ([Ecological Footprint Calculator](#)) and take the test. (*try to limit this part of the activity to no more than 5-7 mins.)

*Utilisez ce lien pour accéder le "Ecological Footprint Calculator" et prenez le test. *N'oubliez pas de changer la langue au français !*

- Copy-paste the link into the chat.
 - Remind them to change the language of the test from English to French before starting.
 - This function can be found on the upper right hand corner of the site.
2. Once they're finished, have them ask each other questions about their results.
- Maintenant, vous allez partager vos résultats avec le groupe. Je vais choisir une personne de commencer la discussion. Cette personne doit choisir quelqu'un de répondre à une question (les questions sont dans le chat). Puis, la personne qui a répondu, va choisir une autre personne, demandez une question, etc. N'oubliez pas d'utiliser des phrases complètes.*

Questions to ask your partner: (Copy-paste these in the chat!!)

- *Combien de planètes nous faudrait-il si tout le monde vivait comme vous ?* (How many planets would we need if everyone lived like you?)
- *Quelle est la taille de votre empreinte écologique ? Votre empreinte carbone ?* (What is the size of your ecological footprint ? Your carbon footprint?)
- *Comment pouvez-vous réduire votre empreinte écologique et/ou votre empreinte carbone ?* (What are some ways you could reduce your ecological and/or carbon footprint?)

For large groups : (5 or more)

1. Have the students go to this link ([Ecological Footprint Calculator](#)) and take the test. (*try to limit this part of the activity to no more than 5-7 mins.)

*Utilisez ce lien pour accéder le "Ecological Footprint Calculator" et prenez le test. *N'oubliez pas de changer la langue au français !*

- Copy-paste the link into the chat.
 - Remind them to change the language of the test from English to French before starting.
- This function can be found on the upper right hand corner of the site.

2. Once they're finished, pair them off and have them ask each other questions about their results in breakout rooms.

Maintenant, je vais vous mettre dans les Breakout Rooms. Discutez avec votre partenaire vos résultats en demandant ces trois questions.

Questions to ask your partner: (Copy-paste these in the chat!!)

- *Combien de planètes nous faudrait-il si tout le monde vivait comme vous ?* (How many planets would we need if everyone lived like you?)
- *Quelle est la taille de votre empreinte écologique ? Votre empreinte carbone ?* (What is the size of your ecological footprint ? Your carbon footprint?)
- *Comment pouvez-vous réduire votre empreinte écologique et/ou votre empreinte carbone ?* (What are some ways you could reduce your ecological and/or carbon footprint?)

3. Return to the main room and have each person share at least 2 of their partner's answers.

Vous devez partager avec le reste du groupe au moins 2 des réponses de votre partenaire.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Est-ce que les résultats de votre calculatrice d'empreinte écologique vous ont surpris ?* (Did your results from the Ecological Footprint Calculator surprise you?)
- *Est-ce qu'ils (vos résultats) vous ont inspiré de changer un élément de votre vie ?* (Have they (the results) inspired you to change an element of your life?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements

- I can discuss various environmental issues that are relevant today.
- I can discuss the effects of these environmental issues.
- I can discuss methods of conservation.

CULTURAL RESOURCES

[How Recycling Works in France](#)

[New Law Against Disposable Packaging](#)

[Solar Panel Recycling in France](#)

How to Remix a Pathways Project Activity

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- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

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Please consider sharing your remixed activity with us by emailing the activity link to Pathwaysproject@boisestate.edu so that Pathways continues to grow!

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=73#oembed-1>

🌍 *French Level 4, Activity 03: Sauvons la planète / Save the Planet (Face to Face) Remix by Andrea Blythe*



Remix by Andrea Blythe
Sage International School

Description

In this activity students will practice discussing environmental issues and their own ecological footprint. They will also practice sharing ways in which they can reduce their environmental impact.

Semantic Topics

Environment, ecological footprint, environmental impact, l'environnement, empreinte écologique, l'impact sur l'environnement, le conditionnel, the conditional tense

Products

Environmental activism

Practices

Learning one's ecological footprint

Perspectives

The value of nature, understanding current ecological issues and suggesting things we can do as individuals and a society to help create a more sustainable future

NCSSFL-ACTFL World-Readiness Standards

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.
- Standard 3.1: Students reinforce and further their knowledge of other disciplines through French.

Idaho State Content Standards

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements

- I can discuss various environmental issues that are relevant today.
- I can discuss the effects of these environmental issues.
- I can discuss methods of conservation.
- I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are written.
- In my own and other cultures I can compare practices related to everyday life and personal interests or studies.

Materials Needed:

- Main Activity: [Google Presentation](#)
- Main Activity: [Ecological Footprint Calculator](#)
- Main Activity: [Supplemental Vocabulary Resource](#) for Ecological Footprint Calculator
- [Extension Article](#) (wrap-up): Zero Dechets
[Zéro déchet : les 5 règles pour bien commencer](#) by Vincent Wallon from Radio Canada is included under fair use as described in the [CBPFUOER](#).
- [Infographie](#): Zero Dechets
- [Graphic Organizer](#)

[Zéro_déchet_les_5_règles_pour_bien_commencer__Radio-Canada.ca_bu4VRb3 \(PDF VERSION\)](#)

INTERPRETIVE ACTIVITY

Pre Article:

The original revised Pathways activity serves as the pre-pre-activity (determining your eco footprint) to engage students in the concept of “zéro-déchets”. Then, students look at the images of the infographic without any words to see if they can produce the 5 verbs/ “règles”; They fill in their [graphic organizer](#) with the 5 règles

- [“Protégeons la planète”](#) Blythe’s Revised Google presentation
- [Infographie: zero-dechet: les 5 règles:](#)
 1. quels sont les 5 règles? See if students can identify the 5 verbs (which are the 5 règles: refuser, réduire, réutiliser, recycler, composter) based on the graphic alone, using this [graphic organizer](#)

While reading article:

- [Article](#) is cut into 5 separate sections (one for each rule) and placed at different table groups around the room.
- Students have 3 minutes to work in small groups to read the portion of the article and continue to complete [the graphic organizer](#) with proposed solutions for how to implement the “zero dechet” rule

Post Article:

- Students individually highlight with one color habits that they already do, and with another color highlight 1-3 new habits that they would like to start doing.
- Students complete the last section of [the graphic organizer](#) by writing one-sentence to raise awareness about how to live “zéro-déchets”.
 - depending on level of the class, this sentence can be written in the imperative form, using a variation of the verbe “devoir” (must) or create a sentence using the subjunctive (which is what my class did).

INTERPERSONAL ACTIVITY

Warm Up:

1. Begin the activity by opening the Google presentation and introducing the Can-Do statements.
2. Introduce the topic (la nature) and ask the students to answer this question :
 - *D’après vous, quel problème écologique est le plus pressant ? Pourquoi?* (What environmental issue do you think is the most important? Why?)

Main Activity:**For small groups (4 or less)**

1. Have the students go to this link ([Ecological Footprint Calculator](#)) and take the test. (*try to limit this part of the activity to no more than 5-7 mins.)

*Utilisez ce lien pour accéder le "Ecological Footprint Calculator" et prenez le test. *N'oubliez pas de changer la langue au français !*

- Copy-paste the link into the chat.
 - Remind them to change the language of the test from English to French before starting.
- This function can be found on the upper right hand corner of the site.

2. Once they're finished, have them ask each other questions about their results.

Maintenant, vous allez partager vos résultats avec le groupe. Je vais choisir une personne de commencer la discussion. Cette personne doit choisir quelqu'un de répondre à une question (les questions sont dans le chat). Puis, la personne qui a répondu, va choisir une autre personne, demandez une question, etc. N'oubliez pas d'utiliser des phrases complètes.

Questions to ask your partner: (Copy-paste these in the chat!!)

- *Combien de planètes nous faudrait-il si tout le monde vivait comme vous?* (How many planets would we need if everyone lived like you?)
- *Quelle est la taille de votre empreinte écologique? Votre empreinte carbone?* (What is the size of your ecological footprint ? Your carbon footprint?)
- *Comment pouvez-vous réduire votre empreinte écologique et/ou votre empreinte carbone?* (What are some ways you could reduce your ecological and/or carbon footprint?)

For large groups (5 or more)

1. Have the students go to this link ([Ecological Footprint Calculator](#)) and take the test. (*try to limit this part of the activity to no more than 5-7 mins.)

*Utilisez ce lien pour accéder le "Ecological Footprint Calculator" et prenez le test. *N'oubliez pas de changer la langue au français!*

- Copy-paste the link into the chat.
 - Remind them to change the language of the test from English to French before starting.
- This function can be found on the upper right hand corner of the site.

2. Once they're finished, pair them off and have them ask each other questions about their results in breakout rooms.

Maintenant, je vais vous mettre dans les Breakout Rooms. Discutez avec votre partenaire vos résultats en demandant ces trois questions.

Questions to ask your partner: (Copy-paste these in the chat!!)

- *Combien de planètes nous faudrait-il si tout le monde vivait comme vous?* (How many planets would we need if everyone lived like you?)
- *Quelle est la taille de votre empreinte écologique? Votre empreinte carbone?* (What is the size of your ecological footprint ? Your carbon footprint?)
- *Comment pouvez-vous réduire votre empreinte écologique et/ou votre empreinte carbone?* (What are some ways you could reduce your ecological and/or carbon footprint?)

3. Return to the main room and have each person share at least 2 of their partner's answers.

Vous devez partager avec le reste du groupe au moins 2 des réponses de votre partenaire.

Wrap Up:

Ask the following question(s) to finish the activity:

- *Est-ce que les résultats de votre calculatrice d'empreinte écologique vous ont surpris ?* (Did your results from the Ecological Footprint Calculator surprise you?)
- *Est-ce qu'ils (vos résultats) vous ont inspiré de changer un élément de votre vie ?* (Have they (the results) inspired you to change an element of your life?)

Cultural Resources

[How Recycling Works in France](#)

[New Law Against Disposable Packaging](#)

[Solar Panel Recycling in France](#)

END OF ACTIVITY

- Read Can-Do statements once more and have students evaluate their confidence.
(Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can discuss various environmental issues that are relevant today.
- I can discuss the effects of these environmental issues.
- I can discuss methods of conservation.

French Level 4, Activity 04: En plein air (Protégez la faune) / Outdoors (Protect the Fauna) (Online)



Tree vector created by pch.vector – www.freepik.com

Description: In this activity students will practice proposing new laws to protect wildlife and defending

these laws by explaining its pros and cons. They will also practice asking elaborating questions.

Semantic Topics: outdoors, nature, protecting nature, wildlife, en plein air, protégez la nature, la faune et flore, les questions complexes, complex questions

Products: Outdoors

Practices: Protecting the environment, being ecologically conscious.

Perspectives: France places a high level of importance on environmental concerns, and their government is leading advocate for environmental laws.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.
- Standard 3.1: Students reinforce and further their knowledge of other disciplines through French.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements

- I can exchange information on my favorite animal and its habitat.
- I can propose ideas for laws that could protect wildlife.
- I can discuss the pros and cons of a proposed law.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=74#h5p-60>

WARM-UP

1. Begin the activity by opening the Google presentation and introducing the Can-Do statements.

2. For the warm up activity ask students what their favorite animal is and why.

- *Quel est votre animal préféré ? Pourquoi ?*

3. Then have students describe this animal's habitat. Is this animal endangered? If yes, why?

- *Décrivez le climat de l'habitat de votre animal préféré. Cet animal est-il une espèce menacée ? Si oui, pourquoi?*

MAIN ACTIVITY

In this activity you will put the students in pairs, and have one student propose a new law to protect the wildlife and the other student play the role of an environmental protection committee member who evaluates the pros/cons of said law. After 10 minutes, the roles will switch.

Dans cette activité, vous aurez un partenaire. Partenaire 1 va proposer une nouvelle loi pour protéger la faune et Partenaire 2 va jouer le rôle d'un membre du comité de protection de l'environnement qui évalue les avantages/inconvénients la loi. Après 10 minutes, les rôles changeront.

For small groups : (4 or less)

1. Put students into pairs. Have Partner 1 propose a new environmental law to protect the wildlife and Partner 2 play the role of an environmental protection committee member.

2. Remind the students that the committee member's job is to ask elaborating questions: *N'oubliez pas de demander des questions si vous êtes un membre du comité de protection de l'environnement !*

- *Pourquoi cette loi est-elle importante ?* (Why is this law important?)
- *Quels sont les avantages de cette loi ?* (What are the benefits of this law?)
- *Est-ce qu'il y a des inconvénients ?* (Are there any cons?)

3. After ~10 minutes, have Partner 1 and Partner 2 switch roles.

For large groups : (5 or more)

1. Put students into pairs.

2. Before sending them to breakout rooms, explain the rules of the activity.

Partenaire 1 va proposer une nouvelle loi pour protéger la faune et Partenaire 2 va jouer le rôle d'un membre du comité de protection de l'environnement qui évalue les avantages/inconvénients la loi. Après 10 minutes, les rôles changeront.

(Partner 1 will propose a new environmental to protect the wildlife law and Partner 2 will play the role of an environmental protection committee member)

3. Remind the students that the committee member's job is to ask elaborating questions: *N'oubliez pas de demander des questions si vous êtes un membre du comité de protection de l'environnement !*

- *Pourquoi cette loi est-elle importante ?* (Why is this law important?)
- *Quels sont les avantages de cette loi ?* (What are the benefits of this law?)
- *Est-ce qu'il y a des inconvénients ?* (Are there any cons?)

*Copy-paste these questions in the chat if necessary.

4. After 10 minutes, have the students switch roles.

*You can have them return to the main room and give them new partners if you'd like, but this is not required.

5. Once each student has played both roles, have them return to the main room and share one of the laws that they discussed with their partner.

Vous devez partager l'une des lois que vous avez discuter avec votre partenaire.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Que pouvons-nous faire pour protéger la faune locale ?* (What can we do to protect the local wildlife?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements

- I can exchange information on my favorite animal and its habitat.
- I can propose ideas for laws that could protect wildlife.
- I can discuss the pros and cons of a proposed law.

CULTURAL RESOURCES

[France's conservation efforts](#)

[Which species conservationists are looking to protect in France](#)

[France's endangered animals](#)

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 French Level 4, Activity 05: Les pays francophones du monde / Francophone Countries of the World (Online)



Question vector created by freepik – www.freepik.com

Description: In this activity students will practice giving descriptions and answering guiding questions

in order to lead their partner to a specific response. They will also learn about different francophone countries around the world.

Semantic Topics: french, countries, francophone, français, les pays, les questions, questions

Products: Travel

Practices: Cultural awareness

Perspectives: In Europe especially, many citizens travel across the EU frequently! As such, it is seen as very important to have a good level of cultural awareness and be open minded for many French people.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the francophone world.
- Standard 4.2: Students demonstrate an understanding of the concept of culture through comparisons of francophone cultures and their own.

Idaho State Content Standards:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.
- COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.
- CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- CLTR 1.3: Function appropriately in diverse contexts within the target culture.
- COMP 1.1: Observe formal and informal forms of language.

NCSSFL-ACTFL Can-Do Statements

- I can talk about past vacations I've taken and why they were enjoyable.
- I can ask for and provide descriptions of different francophones countries.
- I can talk about countries I'd like to visit and the reasons why.

Materials Needed:

- [Google Slide Presentation](#)
- [List of Countries Document](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=75#h5p-61>

WARM-UP

1. Begin the activity by opening the Google presentation and introducing the Can-Do statements.

2. For the warm up activity ask students these questions:

- *Avez-vous souvent l'occasion de voyager ?* (Do you often have the opportunity to travel?)
- *Quel est le meilleur voyage que vous avez jamais fait ?* (What is the best vacation you have ever taken?)

*Encourage students to elaborate on their answers.

MAIN ACTIVITY

In this activity students will be playing a game of “Guess Who” with francophone countries from around the world. This can be done in breakout rooms, or in the main room as a whole group.

Dans cette activité, nous allons jouer à un jeu de “Guess Who” avec les pays francophones.

**Before starting, run through the example on slide 6.

Avant de commencer, nous allons revoir un exemple.

Example: Slide 6

- Partner 1 will say the description: *Je suis un pays en Europe. Ma capitale s'appelle Paris et la Tour d'Eiffel se trouve ici. Qui suis-je ?* (I am a country in Europe. My capital's name is Paris and the Eiffel Tower is found here. Who am I?)
- If Partner 2 is unsure, they will ask elaborating questions: (slide 7) *(Si partenaire 2 n'est pas certain(e), il/ elle doit demander des questions. Par exemple...)*
 - Partner 2: *Le drapeau de votre pays utilise quelles couleurs ?* (What colors are on your country's flag?)
 - Partner 1: *Mon drapeau est bleu, rouge et blanc. Qui suis-je ?* (My flag is blue, red and white. Who am I?)
 - Partner 2: *Je ne sais pas. Est-ce que votre pays a d'autres langues officielles ? Lesquelles ?* (I don't know. Does your country have other official languages? Which ones?)
 - Partner 1: *Le français est la seule langue officielle.* (French is the only official language.)
 - Partner 2: *Es-tu la France ?* (Are you France?)
 - Partner 1: *Oui ! Tu as raison !* (Yes! You are right!)
- Click on the outline of the map to see the correct answer.
- Click on the star in the bottom left corner to return to the table of contents to pick another country.

Don't forget to switch roles!

***Notes about the Google Slide:**

- Click any outline on the Table of Contents slide to be taken to that country's "Who Am I" slide (Slide 6).
- Click the country's outline to reveal the answer.
- Click the star in the bottom right corner of the answer slide to return to the Table of Contents.
- Click the arrow on the bottom right of the "Who am I" slide if you're ready to move on to the Wrap up.

If you want to use Breakout Rooms:

1. Pair up all of the students and explain the activity to them.
2. With their partners, they will be playing a game of "Guess Who" with francophone countries.
3. One partner will start by picking a country from the list below and sharing its general description.
 - Copy-paste this document's [link](#) into the chat. Make sure to specify that only 1 partner can have the doc open at a time. *****Seulement 1 partenaire peut avoir le document ouvert à la fois !!***
4. The other partner will try and guess which country was chosen. If they don't know just from the description, they must ask their partner elaborating questions.

Si partenaire 2 n'est pas certain(e), il/elle doit demander des questions. Par exemple...

Some examples of possible questions are... (Copy-paste these questions into the chat:)

- ***Le drapeau de votre pays utilise quelles couleurs ?*** (What colors does this country's flag have?)
- ***Est-ce que votre pays a d'autres langues officielles ? Lesquelles ?*** (Does this country have other official languages? What are they?)
- ***Quels sont les pays voisins de votre pays ?*** (What are some of this country's neighboring countries?)

5. Once both partners have guessed each other's countries, have them return to the main room and share which country their partner chose, and one thing they learned about said country.

Maintenant, vous devez partager avec le reste du groupe, le pays que votre partenaire a choisi ET une chose que vous avez apprise sur ce pays.

Try to keep time in breakout room limited to 10 minutes per pair

6. If there's time, have the students pick a new country and send them to breakout rooms with different partners.

If you want to stay in the Main Room/Large group:

1. Choose a student to start off the activity. Have them pick a country from the list below and share its basic description with the group. Go to the corresponding slide.

Je vais choisir une personne de commencer l'activité. Il/elle va choisir un pays et le reste du groupe doit deviner ce pays.

- If that student needs answers to the elaborating questions, send them the [List of Countries Document](#) via the chat.

2. Have the rest of the group try and guess which country was chosen. If they don't know just from the description, they must ask elaborating questions.

Si vous n'êtes pas certain(e), vous devez demander des questions. Par exemple...

Some examples of possible questions are... (Copy-paste these questions into the chat:)

- *Le drapeau de votre pays utilise quelles couleurs ?* (What colors does this country's flag have?)
- *Est-ce que votre pays a d'autres langues officielles ? Lesquelles ?* (Does this country have other official languages? What are they?)
- *Quels sont les pays voisins de votre pays ?* (What are some of this country's neighboring countries?)

3.. Continue these steps until at least everyone has had a turn to describe a country. If there's time, have them pick another country from the list that hasn't been chosen yet.

List of Countries:

- **Belgium (La Belgique) – Slide 10**

1. *Je suis un pays en Europe, ma capitale s'appelle Bruxelles et je me compose de 3 communautés. Qui suis-je ?*
2. *Les couleurs du drapeau : le noir, le jaune, le rouge*
3. *Les pays voisins : la France, l'Allemagne, le Luxembourg, les Pays-Bas*
4. *Les langues officielles : le français, l'allemand, le néerlandais (Dutch)*

- **Luxembourg (Le Luxembourg) – Slide 11**

1. *Je suis un petit pays européen. Ma capitale est l'une des capitales de l'Union européenne et le Cour de justice de l'Union européenne se trouve ici. Qui suis-je ?*

2. *Les couleurs du drapeau : le bleu clair, le blanc, le rouge*
3. *Les pays voisins : la France, l'Allemagne, le Belgique*
4. *Les langues officielles : le français, l'allemand, le luxembourgeois (Luxembourgish)*

• **Switzerland (La Suisse) – Slide 12**

1. *Je suis un pays européen. J'ai beaucoup de montagnes, en particulier les Alpes. Qui suis-je ?*
2. *Les couleurs du drapeau : le blanc, le rouge*
3. *Les pays voisins : la France, l'Allemagne, l'Italie, l'Autriche, le Liechtenstein*
4. *Les langues officielles : le français, l'allemand, le romanche (Romansh), l'italien*

• **Ivory Coast (La Côte d'Ivoire) – slide 13**

1. *Je suis un pays africain qui se trouve à l'ouest d'Afrique. Le cacao est mon export principale. Qui suis-je ?*
2. *Les couleurs du drapeau : le blanc, le vert, l'orange*
3. *Les pays voisins : le Mali, le Burkina Faso, le Ghana, le Libéria, la Guinée*
4. *Les langues officielles : le français*

• **Senegal (Le Sénégal) – Slide 14**

1. *Je suis un pays africain, ma capitale est Dakar et mon drapeau a une étoile verte au milieu. Qui suis-je ?*
2. *Les couleurs du drapeau : le vert, le jaune, le rouge*
3. *Les pays voisins : le Mali, la Guinée, la Guinée-Bissau, la Mauritanie*
4. *Les langues officielles : le français*

• **Cameroon (Le Cameroun) – Slide 15**

1. *Je suis un pays africain et je suis aussi grande que l'Espagne. Mon drapeau a une étoile jaune au milieu. Qui suis-je ?*
2. *Les couleurs du drapeau : le vert, le jaune, le rouge*
3. *Les pays voisins : le Nigeria, le Tchad, la République centrafricaine, la République du Congo, le Gabon, la Guinée équatoriale*
4. *Les langues officielles : le français, l'anglais*

• **Canada (Le Canada) – Slide 16**

1. *Je suis un grand pays qui se trouve en Amérique du Nord. J'ai dix provinces et trois territoires. Qui suis-je ?*
2. *Les couleurs du drapeau : le blanc, le rouge*
3. *Les pays voisins : les Etats-Unis*
4. *Les langues officielles : le français, l'anglais*

• **Haiti (L'Haïti) – Slide 17**

1. *Je suis une île et ma capitale s'appelle Port-au-Prince. Je suis souvent associé aux tremblements de terre. Qui*

suis-je ?

2. *Les couleurs du drapeau : le bleu, le rouge*
3. *Les pays voisins : la République dominicaine*
4. *Les langues officielles : le français, le créole haïtien*

• **Benin (Le Bénin) – Slide 18**

1. *Je suis un pays africain et ma capitale s'appelle Porto-Novo. J'étais une colonie française jusqu'à 1960 (mille neuf cent soixante). Qui suis-je ?*
2. *Les couleurs du drapeau : le vert, le jaune, le rouge*
3. *Les pays voisins : le Burkina Faso, le Nigeria, le Togo*
4. *Les langues officielles : le français*

WRAP-UP

Ask the following question(s) to finish the activity:

- *Si vous pouviez visiter n'importe quel pays du monde, où iriez-vous et pourquoi ?* (If you could visit any country in the world, where would you go and why?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements

- I can talk about past vacations I've taken and why they were enjoyable.
- I can ask for and provide descriptions of different francophones countries.
- I can talk about countries I'd like to visit and the reasons why.

Sources for country descriptions:

- https://www.belgium.be/sites/default/files/belgium_at_a_glance_fr_lowres.pdf
- <https://www.britannica.com/place/Luxembourg/Demographic-trends>
- <https://www.about.ch/welcome.html>

- <https://www.britannica.com/place/Cote-d'Ivoire/Settlement-patterns#ref55127>
- <https://www.nationsonline.org/oneworld/senegal.htm>
- <https://www.nationsonline.org/oneworld/cameroon.htm>
- <https://www.canada.ca/fr/immigration-refugies-citoyennete/organisation/publications-guides/decouvrir-canada/lisez-ligne/regions-canada.html>

CULTURAL RESOURCES

[A fun list of Francophone countries and videos to accompany each one!](#)

[Map of Francophone countries](#)

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=75#oembed-1>

🤪 *French Level 4, Activity 06: Bingo Review (Online)*



Abstract vector created by katemangostar – www.freepik.com

Description: In this activity students will be reviewing various grammar structures and practice

synthesizing original phrases in French by playing a game of Bingo.

Semantic Topics: bingo, review, french, grammar, phrases, revue, grammaire, le français

Materials Needed:

- [Bingo](#)
- [Google Slide Presentation](#) (optional use)
- [Fill-in the Blanks](#) (optional use)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=587#h5p-62>

MAIN ACTIVITY

Aujourd'hui nous allons jouer à un jeu de Bingo pour réviser quelques concepts de grammaire.

- Rules for students found on slide 3 (*Les règles*)
 - *L'annonceur/annonceuse de numéros au Bingo va annoncer la lettre et le numéro correspondant.* (The Bingo numbers announcer is going to call the letter and the corresponding number.)
 - *Si vous avez cette case, vous devrez créer une phrase ou question qui utilise un point de grammaire spécifique avant que vous pouvez la marquer.* (If you have this box, you must create a phrase or question that uses the specific grammar point before you can mark.)

- *Laliste des lettres et leurs points de grammaire se trouve sur la diapo suivante (slide 4).* (The list of letters and their grammar points can be found on the next slide.)
- *Choisissez un(e) camarade de classe qui va répondre à votre question.* (Choose a classmate to respond to your question.)
- *La première personne à obtenir 5 cases en rang, gagnera.* (The first person to get a row of 5 boxes, wins.)

Bingo Review Game

1. Use this [link](#) to access the virtual bingo game.
2. Click on “individual links” to access a list of links for different bingo cards.

 **Invite Players**

 **Print All**

 **Call Game**

 **More Cards**

 **Help**



Play virtual bingo free

Share the Virtual Link below with up to 30 friends. They can play virtual bingo on any device or print out their bingo card.

Virtual Link: <https://mfbc.us/m/n2uuen>

Everyone who follows this link will get one of 30 random bingo cards. It's possible that two players will get the same bingo card.

If you want to make sure everyone gets a different bingo card you can send out these **individual links**.

If you have more than 30 players **choose a paid option**. Each player will get a link to their own unique bingo card that they cannot change, and we provide a tool to quickly send out individual links by email.

For more information check out our **Virtual Bingo Guide**.

1. Send each student a different link via the chat. *This ensures each student has a different bingo card.
2. Once each student has a card, click “Call Game” to start.

➡ **Invite Players**

🖨️ **Print All**

📢 **Call Game**

➕ **More Cards**

❓ **Help**

F202 Lab 6 (ONLINE) - Bingo Review

B	I	N	G	O
14	30	41	53	74
4	28	35	57	68
10	23	FREE SPACE	46	75
8	16	43	48	70
12	27	39	56	66

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Play virtual bingo free

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For more information check out our **Virtual Bingo Guide**.

3. Click "Start game" to receive the first call.

+ show tips

Choose a call sequence

Call Sequence 1 ▾

Next Call



Verify a bingo card

Bingo Card ID: 001

At Call: 1

View Card

Call 1: **O-69**

B	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
I	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
N	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
G	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
O	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75

- For example, if the first call is O-69, you will say **"O-69"** over Zoom.
- If a student has this number, they will then have to create an original question before being able to mark off that space.
 - *NOTE: Each letter corresponds with a specific grammar structure.
- For example, O corresponds with the "Si imparfait + conditionnel" grammar structure, so the students' questions should be in this format.
 - "Que ferais-tu si tu gagnais 500 \$?"** (What would you do if you won \$500?)
- Then have them pick another student to answer.
 - Example:
 - Student 1 : **"Que ferais-tu si tu gagnais 500 \$?"**
 - Student 2 : **"Si je gagnais 500 \$, je ferais..."**
 - *NOTE: If the students are struggling to create their own phrases/questions, use this [link](#) and have them fill in the blank of the phrase that corresponds to the call number.

- For example, if the call is O-69, the student will complete question #69:
S'il (jouer) à des jeux vidéos, il ne (faire) pas ses devoirs.
 Here they have to conjugate the verbs in parentheses according to the "Si imparfait + conditionnel" grammar structure.
 So their answer should look like this:
S'il jouait à des jeux vidéos, il ne ferait pas ses devoirs.

5. Send this link via chat.

6. Play until someone gets Bingo, or until the lab is over.

7. If you want to extend the time of the activity, play a Blackout version of Bingo, where the entire card needs to be filled.

Encourage students to ask original questions instead of repeating the same questions that have already been said

Essayez de créer des questions originales !

List of Letters and Their Grammar Structures: (slide 4)

- **B : Les pronoms interrogatifs**

- Lequel
- Laquelle
- Lesquels
- Lesquelles

- **I : Les pronoms relatifs**

- Qui
- Que
- Dont
- Où

- **N : Les pronoms démonstratifs**

- Celui
- Celle
- Ceux
- Celles

- **G : Les verbes réflexifs**

- **O : Si imparfait + conditionnel**

WRAP-UP

Ask the following questions to finish the activity:

- *Avez-vous des questions ?* (Do you have any questions?)

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French Level 4, Activity 07: L'énergie nucléaire en France / Nuclear Energy in France (Online)



Infographic vector created by vectorjuice – www.freepik.com

Description: In this activity, students will learn more about nuclear energy use in France and practice

sharing their opinions using the subjunctive tense.

Semantic Topics: nuclear energy, energy, environment, opinions, subjunctive, l'énergie nucléaire, l'environnement, subjonctif

Products: Nuclear energy

Practices: Using nuclear energy sources

Perspectives: In France, it is seen as a positive for the environment to use nuclear based energy. 70% of France's electricity is produced by nuclear generators!

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the francophone world.
- Standard 3.1: Students reinforce and further their knowledge of other disciplines through French.

Idaho State Content Standards:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.
- COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.
- CLTR 2: Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.
- CLTR 2.1: Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.

NCSSFL-ACTFL Can-Do Statements

- I can discuss renewable and non-renewable energy sources.
- I can share my opinion on nuclear energy.
- I can propose alternative renewable energy sources to replace nuclear energy.

Materials Needed:

- [Google Slide Presentation](#)
- [Prompting Phrases](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=77#h5p-63>

WARM-UP

1. Begin the activity by opening the Google presentation and introducing the Can-Do statements.

2. Ask the students these questions:

- *Connaissez-vous des sources d'énergies renouvelables ? Donnez-nous quelques exemples.* (Do you know any renewable energy sources? Give some examples.)
- *Connaissez-vous des sources d'énergies non-renouvelables ? Donnez-nous quelques exemples.* (Do you know any non-renewable energy sources? Give some examples.)

MAIN ACTIVITY

Le débat

1. Split the students into teams and assign them a debate question. *If the class is small, you can have 1 student per team.

Aujourd'hui nous allons faire un débat. Je vais vous donner un(e) partenaire et une question. Pour chaque question, il y aura 2 équipes.

2. Here are the 3 questions:

- *À votre avis, l'énergie nucléaire est-elle bonne ou mauvaise ?* (In your opinion, is nuclear energy good or bad?)
 - *Equipe 1 – L'énergie nucléaire est bonne.*
 - *Equipe 2 – L'énergie nucléaire est mauvaise.*
- *Quel type d'énergie renouvelable choisiriez-vous pour remplacer l'énergie nucléaire en France ? Pourquoi ?* (What type of renewable energy would you choose to replace nuclear energy in France? Why?)

*Example for the 2 different teams:

- *Equipe 1: énergie éolienne* (Wind energy)
- *Equipe 2: énergie solaire* (Solar energy)
- *D'après vous, les Etats-Unis devraient-ils augmenter leur production d'énergie nucléaire ?* (In your opinion, should the US increase their production of nuclear energy?)
 - *Equipe 1 – Les Etats-Unis devraient augmenter leur production d'énergie nucléaire.*
 - *Equipe 2 – Les Etats-Unis ne devraient pas augmenter leur production d'énergie nucléaire.*

*NOTE: Remind the students to try and formulate their responses using the subjunctive.

Essayez d'utiliser le subjonctif en créant vos réponses !

3. Here is a document with prompting phrases that use the subjunctive: [Prompting Phrases](#).

4. Send this document to the students using the chat.

5. Share **Slide 7** with the students before starting the debates. On this slide is background information that they can use to create their arguments.

Voilà quelques informations de base que vous pouvez utiliser pour créer vos arguments.

- If necessary, students can use their phones to research information or make up their own statistics. *(Si nécessaire, vous pouvez utiliser votre portable pour rechercher plus d'information.)*

6. Give each student/team 4-5 mins to make their initial argument. Then switch to the other student/team.

Chaque équipe aura 4-5 minutes pour présenter leur premier argument.

7. Then give each side 2-3 minutes to form a rebuttal in response to the opposing teams argument.

Puis, vous aurez 2-3 minutes pour formuler votre réfutation (counter-argument).

- If the group has 2 or more students, you can send them to breakout rooms to discuss their rebuttal arguments.

8. Finally, have them present their rebuttal arguments in 4-5 mins.

Enfin, chaque équipe aura 4-5 minutes pour présenter votre réfutation.

9. Repeat steps 2-4 until all groups have gotten to debate.

Répétez ces étapes jusqu'à ce que toutes les équipes aient eu l'opportunité de faire leurs débats.

*Encourage students who aren't debating to actively listen until it is their turn.

Si vous ne débattiez pas, écoutez activement jusqu'à votre tour.

- Sources:
 - [Le nucléaire en France](#)
 - [U.S. nuclear industry](#)

WRAP-UP

Ask the following question(s) to finish the activity:

- *Existe-t-il des exemples de sources d'énergie renouvelables dans votre état d'origine?* (Are there examples of

renewable energy sources in your home state?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements

- I can discuss renewable and non-renewable energy sources.
- I can share my opinion on nuclear energy.
- I can propose alternative renewable energy sources to replace nuclear energy.

CULTURAL RESOURCES

[France's nuclear energy policy](#)

[France 24 discusses nuclear energy in France](#)



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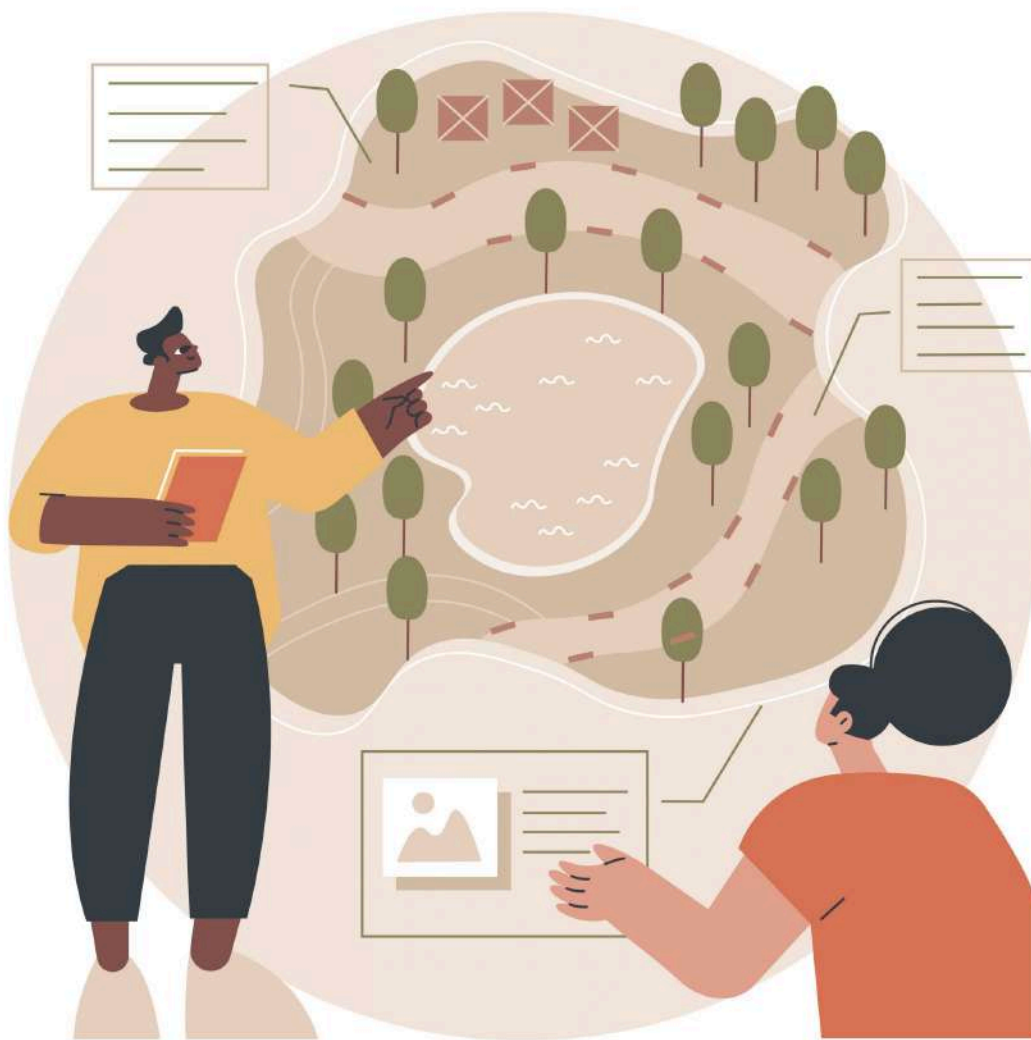
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 *French Level 4, Activity 08: Les parcs nationaux /
National Parks (Online)*



Abstract vector created by vectorjuice – www.freepik.com

Description: In this activity students will practice presenting a French national park of their choice. They

will also practice sharing their personal experiences and opinions with national parks.

Semantic Topics: parks, national parks, environment, nature, french, parcs, parcs nationaux, l'environnement, français, les prépositions, prepositions, les adjectifs, adjectives

Products: Parks, National Parks

Practices: Visiting natural wonders and outdoor recreational areas

Perspectives: France is protective of its national parks, of which there are many! France also has many different climates, so it is easy to find a variety of natural sites to visit.

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Presentational Communication – Students present information, concepts, and ideas in French to an audience of listeners or readers.
- Standard 3.2: Acquiring Information – Students acquire information and recognize the distinctive viewpoints that are only available through francophone cultures.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CONN 2.1: Access authentic materials prepared in the target language by or for native speakers.
- CONN 2.2: Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers.

NCSSFL-ACTFL Can-Do Statements

- I can share my past experiences with national parks.
- I can share my opinions about different national parks.
- I can present information in French about national parks.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=78#h5p-64>

WARM-UP

1. Begin the activity by opening the Google presentation and introducing the Can-Do statements.
2. Ask the students these questions:

- *Connaissez-vous des parcs nationaux protégés aux Etats-Unis ? En avez-vous visité ?* (Do you know of any

protected national parks in the US? Have you visited any?)

- *Quels sont les avantages des parcs nationaux ?* (What are the benefits of national parks?)

MAIN ACTIVITY

Les parcs nationaux de France

- Notes about the Google Slide:
 - Use the Table of Contents (**slide 6**) to navigate to each national park.
 - Click the **name** of the park to be taken to the corresponding slide.
 - Click the **cloud** in the upper left corner to return to the Table of Contents.

1. In this activity, students will play the role of a tour guide (une guide touristique) for a national park of their choice.

Aujourd'hui, vous êtes des guides touristiques.

2. Share this link with the students via the chat and have them pick 1 national park to read about: (This should take no more than 5 minutes.)

Vous devrez choisir un parc national français de ce lien : [Les parcs nationaux de France](#)

- *NOTE: Make sure each student has picked a different park. NO REPEATS.

C'est essential que tout le monde choisisse un parc différent. On ne veut pas que l'on choisisse le même parc que quelqu'un d'autre !

3. Have them consider these questions as they prepare their mini presentations: (share these via the chat)

Puis, répondez aux questions suivantes pour préparer un mini-exposé :

- *Quand ce parc national a-t-il été créé ?* (When was this national park created?)
- *Où est-ce que c'est situé ?* (Where is it located?)
- *Quelle est la taille de ce parc national ?* (How large is this national park?)
- *Partagez avec nous 2 autres faits intéressants sur votre parc national.* (Share 2 additional interesting facts about your national park.)

4. Once they're finished reading, have them present what they learned about their national park to the rest of the group.

Enfin, présentez-nous sur votre parc national.

- Use the Table of Contents (**slide 6**) to navigate to the slide that corresponds with the student's selected national park.
 - Click the **cloud** in the upper left corner to return to the Table of Contents.
- Encourage the students to ask questions about each other's national parks.

N'oubliez pas de demander des questions a votre présentateur/présentatrice !!

Examples of questions:

- *Souhaitez-vous visiter ce parc national ?* (Would you like to visit this national park?)
- *Pourquoi avez-vous choisi ce parc national ?* (Why did you pick this national park?)

WRAP-UP

Ask the following question(s) to finish the activity:

- *Avez-vous un parc national favori ? Si oui, lequel ?* (Do you have a favorite national park? If yes, which one?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements

- I can share my past experiences with national parks.
- I can share my opinions about different national parks.
- I can present information in French about national parks.

CULTURAL RESOURCES

[Official French Listing for their National Parks](#)

[Description and Map of All French National Parks](#)



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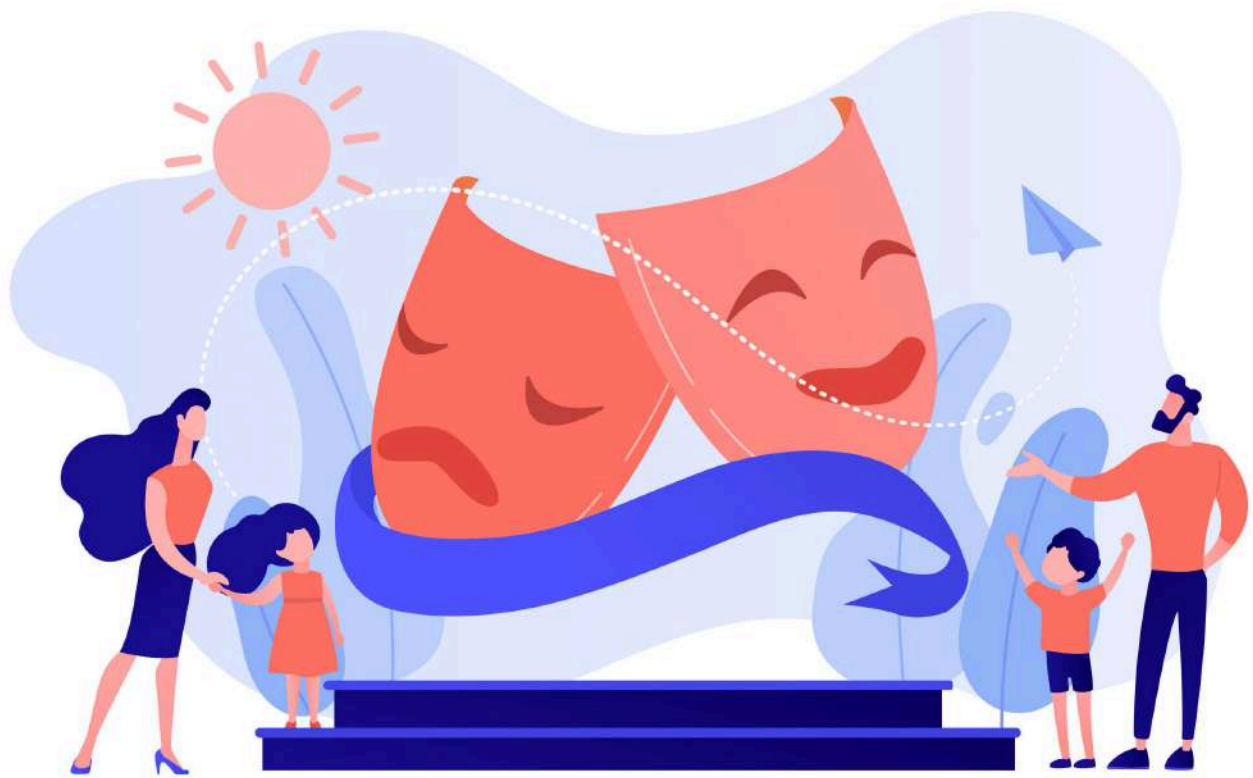
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 French Level 4, Activity 09: *Après le spectacle / After the Show* (Online)



People vector created by vectorjuice – www.freepik.com

Description: In this activity students will practice describing what happened during a performance to their friend. They will also practice sharing their opinions about different types of performances.

Semantic Topics: performances, concert, theater, plays, conversation, spectacle, théâtre, le passé, the past tense

Products: Show, A performance

Practices: Going to see a play or musical, watching theatre

Perspectives: Theatre has long been a beloved art form in France, stretching all the way back to the most famous French playwright, Molière, who is often compared to Shakespeare.

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Presentational Communication – Students present information, concepts, and ideas in French to an audience of listeners or readers.
- Standard 3.1: Making Connections – Students reinforce and further their knowledge of other disciplines through French.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- COMP 1.1: Observe formal and informal forms of language.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about different types of performances.
- I can describe a performance to a friend.
- I can share my opinion about a performance.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=79#h5p-65>

WARM-UP

1. Begin the activity by opening the Google presentation and introducing the Can-Do statements.
2. Ask the students these questions:

- *Avez-vous déjà vu un spectacle ? De quel type de spectacle s'agissait-il ?* (Have you ever seen a performance? What type of performance was it?)
- *Quel est votre type de spectacle préféré ?* (What is your favorite type of performance?)

MAIN ACTIVITY

1. First, explain to the students that they will be having a discussion with a friend about a recent performance they've just seen.

Aujourd'hui vous allez décrire un spectacle à votre ami(e). Partenaire A va décrire le spectacle. Partenaire B va être l'ami(e) ; vous devez poser des questions (diapo 7).

2. Their friend wants to know what happened during the performance and whether or not their friend enjoyed it.

Il/elle veut savoir ce qui s'est passé pendant le spectacle et votre opinion (si vous l'avez aimé ou non et pourquoi).

Here are some questions that could be asked:

- *De quel type de spectacle s'agissait-il ?* (What type of performance was it?)
- *Qu'est-ce qui s'est passé au début du spectacle ? À la fin ?* (What happened at the beginning of the performance? At the end?)
- *Aimiez-vous le spectacle ?* (Did you like the performance?)
- *Quelle était votre partie favorite ? Pourquoi ?* (What was your favorite part? Why?)
- *Recommanderiez-vous que j'aille regarder ce spectacle ?* (Would you recommend that I watch this performance?)

3. If you want to use breakout rooms:

1. Pair up the students and send them to breakout rooms.
2. Have each student pick a scenario (there are 5 to choose from).
 - *Vous pouvez choisir parmi 5 scénarios différents (diapo 6).*
3. Make sure to share the guiding questions with them through the chat.
4. After about 7-10 minutes, have the partners switch roles.
 - *Après 7-10 minutes, vous allez changer vos rôles.*
5. Upon return, have them share their partner's opinion.

4. If you want to stay in the main room:

1. Assign each student a scenario and have them describe the performance to the entire group.

2. Then have them describe their opinion about the spectacle.
3. Encourage the other students to ask them questions.

◦ *N'oubliez pas de demander des questions a votre présentateur/présentatrice !!*

Exemple:

- Partenaire A : *Salut !*
- Partenaire B : *Salut ! Vous avez vu un spectacle hier soir, n'est-ce pas ?*
- A : *Oui.*
- B : *De quel type de spectacle s'agissait-il ?*
- A : *C'était un concert classique.*
- B : *J'aime bien la musique classique ! Qu'est-ce qui s'est passé au début du spectacle ? À la fin ?*
- A : *Au début... A la fin du spectacle...*
- B : *Aimiez-vous le spectacle ? Quelle était votre partie favorite ? Pourquoi ?*
- A : *Oui, je l'ai aimé parce que.... Ma partie favorite était... / Non, je ne l'ai pas aimé parce que...*
- B : *Alors, recommanderiez-vous que j'aille regarder ce spectacle ?*
- A : *Oui... parce que/ Non... parce que*
- B : *Merci, à bientôt !*
- A : *Ciao !*

Scenarios:

1. Une pièce de théâtre
 - Genre: une tragédie
2. Une pièce de théâtre
 - Genre : une comédie
3. Un opéra
4. Un concert
 - Genre de musique : classique
5. Un récital de danse
 - Forme de danse : le ballet

WRAP-UP

Ask the following question(s) to finish the activity:

- *Avez-vous déjà regardé une pièce de théâtre ?* (Have you ever watched a play?)
- *Avez-vous déjà assisté à un concert ?* (Have you ever attended a concert?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements

- I can talk about different types of performances.
- I can describe a performance to a friend.
- I can share my opinion about a performance.

CULTURAL RESOURCES

[A History of French Theatre](#)

[Explore the Opéra National de Paris](#)

How to Remix a Pathways Project Activity

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- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

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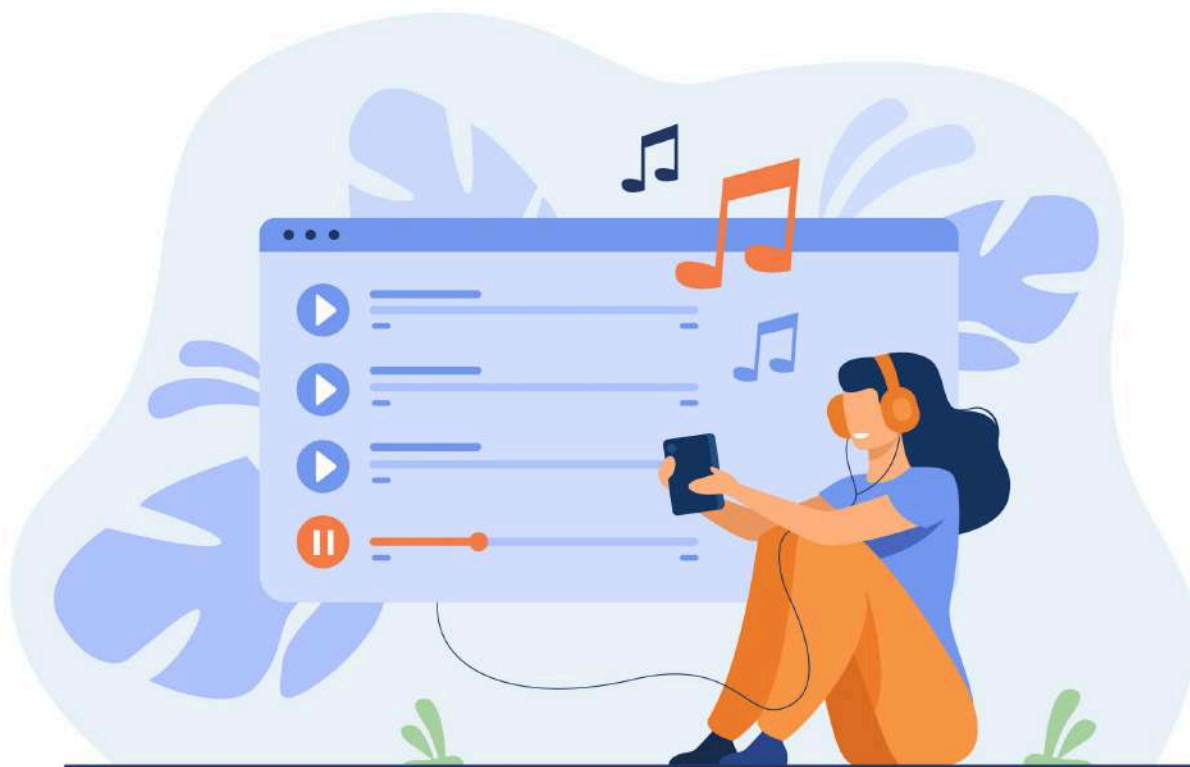
If this is your first time remixing an activity, check out our [one minute tutorial](#) below:



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=79#oembed-1>

🎵 French Level 4, Activity 10: La musique française / French Music (Online)



Music vector created by pch.vector – www.freepik.com

Description: In this activity students will practice their listening comprehension skills by listening to

popular French music. They will also practice sharing their opinions regarding music and describing the general message of a song.

Semantic Topics: music, songs, listening, french, francophone, musique, chansons, français, les préférences, preferences, exprimer un opinion, express an opinion

Products: Music

Practices: Listening to music, signing along

Perspectives: The French Chanson is a uniquely French genre of music, and is still popular today! Artists like Edith Piaf and Charles Aznavour popularized the style, which remains in pop culture today in movies and TV series.

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 1.3: Presentational Communication – Students present information, concepts, and ideas in French to an audience of listeners or readers.
- Standard 5.1: School and Community – Students use French both within and beyond the school

setting.

- Standard 5.2: Lifelong Learning – Students show evidence of becoming lifelong learners by using French for personal enjoyment and enrichment.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CONN 2.1: Access authentic materials prepared in the target language by or for native speakers.
- CONN 2.2: Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers
- COMT 2.1: Interpret materials and/or use media from the language and culture for enjoyment.

NCSSFL-ACTFL Can-Do Statements:

- I can listen to and understand the majority of a French song.
- I can describe the general message of a French song.
- I can share my preferences regarding French music.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=80#h5p-66>

WARM-UP

1. Begin the activity by opening the Google presentation and introducing the Can-Do statements.
2. Ask the students these questions:
 - *Quel est votre genre de musique préféré ?* (What is your favorite genre of music?)
 - *Écoutez-vous de la musique française ? Si oui, avez-vous un(e) chanteur/chanteuse favori(te) ?* (Do you listen to music in French? If yes, do you have a favorite singer?)

MAIN ACTIVITY

1. Have the students pick a song to listen to from the Table of Contents (**slide 4**):

Choisissez une chanson (Choose a song)

1. Barbara Pravi : Voilà – gagnante Eurovision France (2021) (00:35-00:50)



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=80#oembed-1>

2. M. Pokora – Tombé (Clip officiel) (00:41-01:15)



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=80#oembed-2>

3. Amir – On verra bien (Clip officiel) (00:37-00:55)



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=80#oembed-3>

4. Bigflo & Oli, Petit Biscuit – Demain (Bigflo & Oli X Petit Biscuit (00:53-01:40)



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=80#oembed-4>

5. Stromae – Papaoutai (Clip Officiel) (00:47-01:20)



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=80#oembed-5>

6. VITAA & SLIMANE – Pas beaux (Clip officiel) (00:26-00:57)



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=80#oembed-6>

*If necessary, replay the video. If you have limited time, you can skip to the chorus (timestamps in parentheses)

2. Click on the title of the song to be taken to the corresponding slide. Each song has its own slide with its music video.

3. After each video, go to the next slide and ask the students to answer the reflection questions. (There is a *Questions de réflexion* slide after every song slide)

Maintenant, vous devez répondre aux questions de réflexion :

1. *Avez-vous aimé la chanson ? Expliquez pourquoi.* (Did you like this song ? Why or why not?)
2. *Quel est le message général de la chanson ?* (What is the general message of the song?)
3. *Pensez-vous que la vidéo correspond au message de la chanson ? Expliquez pourquoi.* (Do you think the video matches the message of the song? Why or why not?)
4. *Voulez-vous écouter plus de chansons de cet artiste ? Expliquez pourquoi.* (Would you listen to more songs by this artist? Why or why not?)

4. Click on the music note in the upper right hand corner to return to the Table of Contents.

5. Have the students choose another song and repeat as time allows.

6. Click on the triangle in the upper right hand corner of the Table of Contents slide when you're ready to move on to the Wrap-Up.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quelle était votre chanson favorite de cette activité ?* (What was your favorite song from this activity?)
- Share this link with the students at the end of the activity as a resource they can use to practice their listening comprehension outside of class:
 - <https://fr.lyricstraining.com/fr>

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements

- I can listen to and understand the majority of a French song.
- I can describe the general message of a French song.
- I can share my preferences regarding French music.

CULTURAL RESOURCES

[Test your French knowledge by filling in the blanks as you listen!](#)

[A list of the most influential French songs of all time](#)

[Music's top charts in France](#)

[Genres of Music in France](#)

How to Remix a Pathways Project Activity

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=80#oembed-7>

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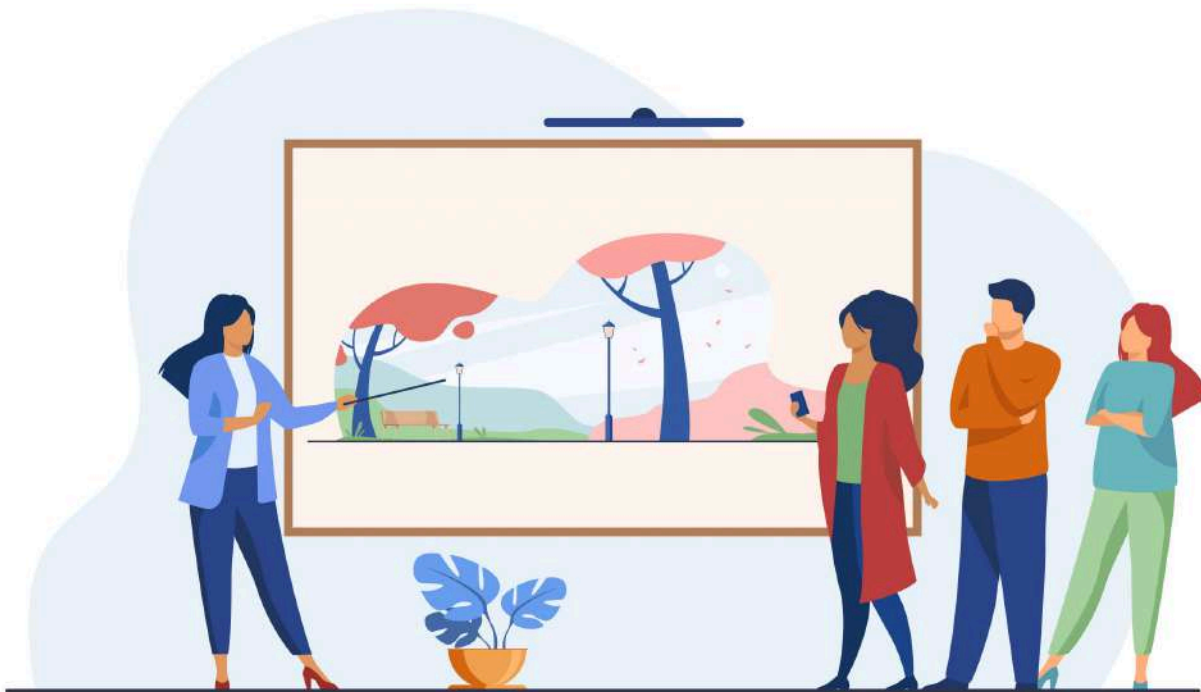
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One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=80#oembed-8>

French Level 4, Activity 11: Le musée d'art / The Art Museum (Online)



Gallery visitors looking at artwork. Museum guide telling about picture flat vector illustration. Art gallery, culture, exhibition concept for banner, website design or landing web page

Description: In this activity students will practice how to share their interpretations on artwork. They will also discuss different forms of art and practice describing various pieces of art.

Semantic Topics: art, museums, artwork, culture, french, musée, français, œuvre, les préférences, exprimer un opinion, preferences, express an opinion

Products: Artwork

Practices: Visiting an art museum, talking about artwork

Perspectives: France has always been famous for its artists and museums. Impressionism, one of the most famous styles of artwork to study, was born in France. The French therefore place a high importance on art and artists!

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through francophone cultures.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 2.1: Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- CLTR 2.2: Describe the connections of products from the target culture with the practices and perspectives of the culture.
- CONN 2.1: Access authentic materials prepared in the target language by or for native speakers.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about different types of art forms.
- I can describe a piece of art.
- I can share my interpretations of a piece of art with someone else.

Materials Needed:

- [Google Slide Presentation](#)
- [Vocab d'art](#) (optional use)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=81#h5p-67>

WARM-UP

1. Begin the activity by opening the Google presentation and introducing the Can-Do statements.

2. Ask the students these questions:

- *Pouvez-vous nommer certaines formes d'art ? (sculpture, peinture, danse, cirque)* (Can you name some art forms?)
- *Est-ce qu'il y a des artistes parmi nous ? Si oui, quel type d'art pratiquez-vous ? Sinon, quel type d'art aimeriez-vous essayer ?* (Are there any artists among us? If yes, what type of art do you practice? If not, what type of art would you like to try?)

MAIN ACTIVITY

Aujourd'hui on va discuter l'art.

1. Go through the Google slide (slides 6-15) and show the students the artwork on each slide.

Il y a une œuvre d'art sur chaque diapo.

2. Have the students describe the piece by answering these questions:

Pour chaque œuvre, on doit répondre aux questions de réflexion.

- *Quel type d'art est cette œuvre ?* (What type of art is this work?)
- *Cette œuvre s'agit de quoi ? (Les couleurs, la composition, la matière, etc)* (What are some of the elements of this artwork? (Colors, composition, etc.))
- *D'après vous, quel est le thème/message de cette œuvre ?* (In your opinion, what is the theme/message of this piece of artwork?)
- *Que pensez-vous de cette œuvre ? Vous l'aimez ou non ? Expliquez votre réponse.* (What do you think of this artwork? Do you like it or dislike it? Explain.)

3. Do this for each slide.

On va répéter ces étapes pour chaque œuvre.

4. There are 5 pieces of art in total.

- Les Coquelicots – Claude Monet (slide 6)
- La Petite Danseuse de quatorze ans – Edgar Degas (slide 8)
- Le pain et les œufs – Paul Cézanne (slide 10)
- Boulevard Montmartre, printemps – Camille Pissarro (slide 12)

- Femme au chat – Pierre-Auguste Renoir (slide 14)

5. There is a “Questions de réflexion” slide after every artwork slide.

*Share [this document](#) via the chat with the students to provide them with some art specific vocab they can use when forming their responses.

Voila un lien avec quelques vocabulaire d'art : [Vocab d'art](#)

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quelles étaient vos œuvres d'art préférés de cette activité ? Pourquoi ont-ils attiré votre attention ?* (What were your favorite works of art from this activity? Why did they come to your attention?)
- *Avez-vous un artiste préféré ?* (Do you have a favorite artist?)

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about different types of art forms.
- I can describe a piece of art.
- I can share my interpretations of a piece of art with someone else.

CULTURAL RESOURCES

[Virtually Explore the Musée d'Orsay in Paris](#)

[Virtually Explore the Musée des Beaux Arts de Lyon](#)

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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=81#oembed-1>

French Level 4, Activity 12: Pictionary Review (Online)



School vector created by pch.vector – www.freepik.com

Description: In this activity students will review vocabulary related to the performing arts and theater by playing a game of Pictionary.

Semantic Topics: pictionary, review, performing arts, theater, revue, théâtre, arts du spectacle

Products: Theater pieces, performances

Practices: Supporting the performing arts, attending musical theater performances, orchestra concerts, ballets, etc.

Perspectives: How are the performing arts valued in French culture?

Materials Needed:

- [Word Bank](#)
- White Boards (via Zoom)
- Random Number Generator (search on Google)

MAIN ACTIVITY

Important Notes:

- Make sure that you have screen sharing enabled for all participants. In order to play Pictionary, all students need to be able to share their own Whiteboard through Zoom.
- Try not to repeat vocab words. If the number generator generates a number that's already been done, try again until you get an unused number.
 - It might be helpful to highlight numbers that have already been done on the Word Bank document. Just make sure to undo any modifications once you've finished the activity.

Aujourd'hui, nous allons réviser le vocabulaire du théâtre en jouant Pictionary.

1. Pull up a random number generator. This can be found simply by googling "Random Number Generator"

- Set the max. to 40

2. Choose a student to start the game of Pictionary, and use the random number generator to assign them a number between 1 and 40.

- This number corresponds to a vocabulary term from the [Word Bank](#) document.
- Send this vocab word to the student directly via the chat. *Make sure that you send it to only them and not everyone*

Quand c'est votre tour, vous allez choisir un nombre entre 1 et 40. Selon ce nombre, je vais vous envoyer un mot dans le chat.

3. Once they have their word, they will then share their screen and select "Whiteboard"

Partagez votre écran et choisissez "Whiteboard."

4. From there, they will choose "Draw" from the taskbar and begin drawing their vocab word.

Puis, vous allez choisir "Draw" de la barre des tâches et commencer à dessiner votre mot.

5. The other students will try and guess the word based on the drawing.

Les autres doivent essayer de deviner le mot selon le dessin.

6. If they're having a hard time figuring it out, encourage them to ask their classmate questions.

S'il est difficile de deviner le mot, demandez des questions à votre camarade de classe. Voilà quelques exemples :

- Examples of questions:
 - *Ce mot, est-ce qu'il est masculin ou féminin ?* (Is the word masculine or feminine?)
 - *Ce mot, est-ce qu'il est un nom ou un verbe ?* (Is the word a noun or a verb?)

7. Repeat these steps until all the vocab words have been guessed or until time runs out.

Nous allons répéter ces étapes jusqu'à la fin de l'activité.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Avez-vous des questions ?* (Have any questions?)

CULTURAL RESOURCES

<https://www.whatparis.com/theater-historyparis.html>

http://www.discoverfrance.net/France/Theatre/DF_theatre.shtml

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- Contribute additional activity suggestions
- Integrate authentic materials such as videos, infographics, photos, etc.
- Suggest how to implement the activity in the classroom
- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

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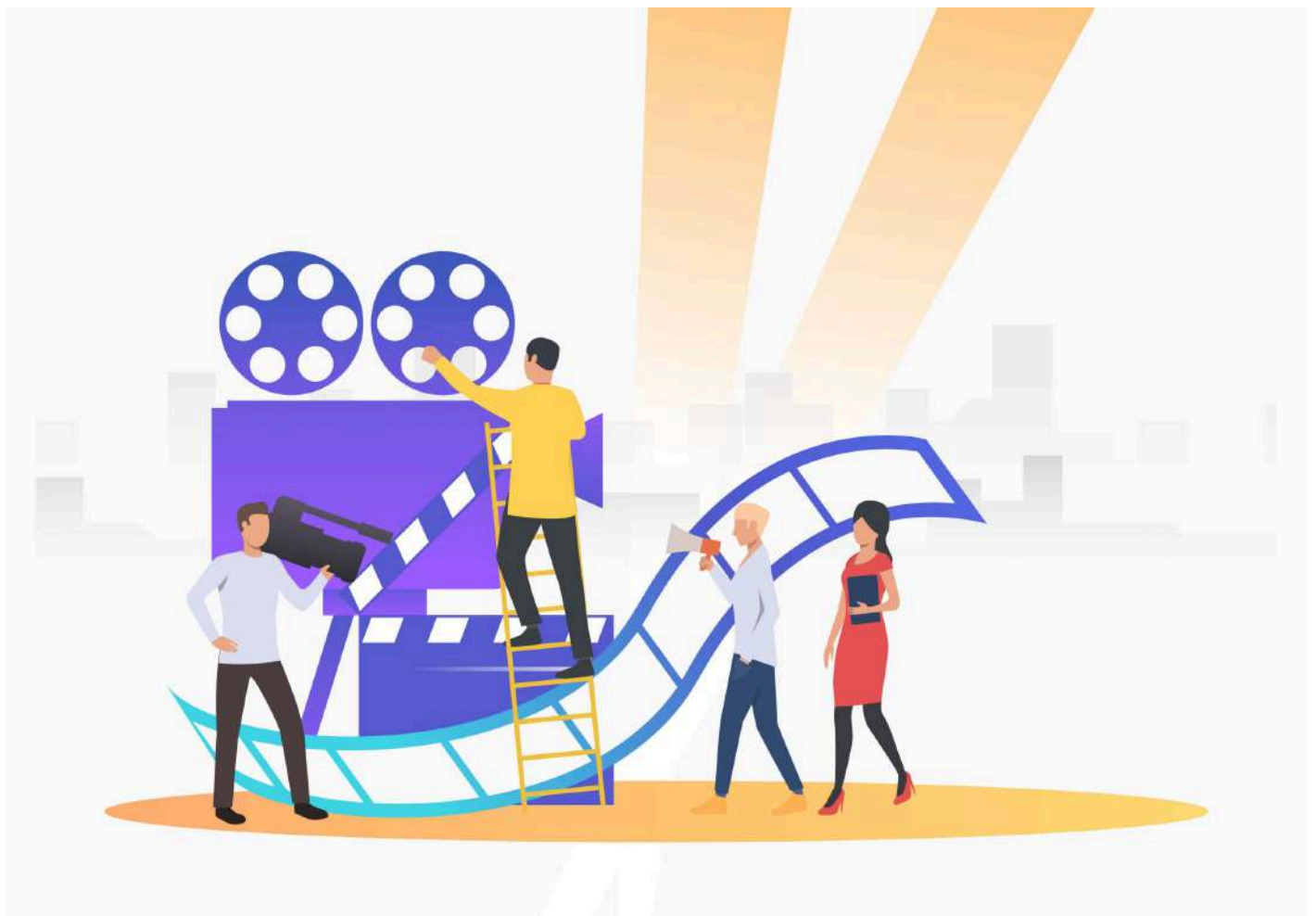
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One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=82#oembed-1>

French Level 4, Activity 13: Un pitch de film / A Film Pitch (Online)



Business vector created by katemangostar – www.freepik.com

Description: In this activity students will practice talking about French films, and then practice pitching an original film idea of their own.

Semantic Topics: french films, movies, film ideas, french, films, français, créer une histoire, create a story

Products: Movies, Films

Practices: Watching movies

Perspectives: Directors tend to be more famous than actors in France, and films are usually described first with the director and secondly with the main characters and actors. They are seen as artists!

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1: Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written French on a variety of topics.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through francophone cultures.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

Idaho State Content Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 2.1: Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- CLTR 2.2: Describe the connections of products from the target culture with the practices and perspectives of the culture.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about French films.
- I can describe an original film idea in French.
- I can share my ideas and opinions with my peers.

Materials Needed:

- [Google Slide Presentation](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=84#h5p-68>

WARM-UP

1. Begin the activity by opening the Google presentation and introducing the Can-Do statements.
2. Ask the students these questions:

- *Quel est votre genre de film préféré ?* (What is your favorite genre of movie?)
- *Avez-vous déjà regardé un film français? Lequel/lesquels ?* (Have you ever seen a French film? If so, which one(s)?)

MAIN ACTIVITY

1. Have the students start by watching these two movie trailers (bande-annonce de film):

Vous allez regarder 2 bande-annonce de film.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=84#oembed-1>



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<https://boisestate.pressbooks.pub/pathwaysfrench/?p=84#oembed-2>

2. Here are a few reflection questions for them to think about while watching:

Pensez à ces question en regardant les bandes-annonces

- *Quelle est l'intrigue générale du film ?* (What is the general plot of the film?)
- *Quels éléments rendent ce film intéressant ?* (What elements make this film seem interesting?)
- *Voudriez-vous regarder ce film ?* (Would you watch this film?)

3. After watching, students are going to create an original film idea of their own. *This can be done with partners via breakout rooms or individually.

*Maintenant, vous allez créer une **idée** pour un nouveau film avec un(e) partenaire ou individuellement.*

Questions to think about: (slide 8)

Pensez à ces questions quand vous formulez votre idée :

- **Quel genre de film est-il ?** (What genre of film is it?)
- *Qui sont les personnages principaux ?* (Who are the main characters?)
- *Qu'est-ce qui se passe pendant le film ?* (What happens during the film?)
- *Pourquoi quelqu'un devrait-il regarder ce film ?* (Why should someone watch this film?)

4. After about 7-10 minutes, have the students present their film ideas to the rest of the group. *Encourage them to treat this as a type of film pitch.

Puis, vous allez la partager avec la classe.

WRAP-UP

Ask the following question(s) to finish the activity:

- *Quelle est votre idée de film **préférée** de cette activité ? Expliquez pourquoi.* (What's your favorite film idea from this activity? Why?)

END OF ACTIVITY:

- Can-Do statement check-in... "Where are we?"
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about French films.
- I can describe an original film idea in French.
- I can share my ideas and opinions with my peers.

CULTURAL RESOURCES

[Best French Films of All Time](#)

[The Highest Grossing Films in France](#)

[French Films to watch on Netflix](#)

How to Remix a Pathways Project Activity

Feeling creative? The Pathways Project needs your help in remixing activities for the K-12 classroom.

Try taking an activity to the next level by:

- Add new content (something you've created or another OER source)
- Contribute additional activity suggestions
- Integrate authentic materials such as videos, infographics, photos, etc.
- Suggest how to implement the activity in the classroom
- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

We want to make it easy to share back with the larger Pathways Project Community! Simply, click this [link](#) to remix this activity.

Please consider sharing your remixed activity with us by emailing the activity link to Pathwaysproject@boisestate.edu so that Pathways continues to grow!

If this is your first time remixing an activity, check out our [one minute tutorial](#) below:



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👤 French Level 4, Activity 14: Jeopardy Review Game (Online)



People vector created by pch.vector – www.freepik.com

Description: In this activity, students will review French vocabulary and grammar structures that they've learned throughout the semester.

Semantic Topics: jeopardy, review, french, grammar, revue, grammaire, français

Materials Needed:

- [Google Slide Presentation](#) (optional use)
- [Jeopardy Game](#)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysfrench/?p=83#h5p-69>

WARM-UP

1. Ask the students these questions:

- *Comment ça va ?* (How are you?)
- *Comment comptez-vous poursuivre vos études de français pendant l'été ?* (How do you plan to continue your French studies over the summer?)
- *Avez-vous des projets pour l'été ?* (Do you have plans for the summer?)

MAIN ACTIVITY



***Note:** If you'd like to customize this Jeopardy game, click "Edit." Once you've clicked edit, you will see an option that says, "If this isn't your template (or you forgot the password) then you can clone this template and edit the clone. Create a password for your clone below."

Aujourd'hui nous allons jouer à Jeopardy pour revoir ce que vous avez appris pendant le semestre.

Jeopardy Review Game

1. Use this link to access the Jeopardy Game: <https://jeopardylabs.com/play/rvision-franais-202-3>
2. Share your screen and have the students play to review. *You can split the students into teams or have them play individually.
 - Jeopardy Editing URL: <https://jeopardylabs.com/edit2/28965540>

WRAP-UP

Ask the following question(s) to finish the activity:

- *Avez-vous des questions ?* (Do you have any questions?)

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