

Name _____

Unité 1: L'identité

LESSON TITLE	Points Possible	Points Earned	Separate Grade
1.1 MARIANNE ET FRANÇOIS	7		
Activité 1	5		
Activité 2	2		
2.1 COMMENT DIT-ON QUI SUIS-JE?	14		
Quizlet	1		
Duolingo	1		
Activité 1	3		
Activité 2	2		
Activité 3	2		
Activité 4	2		
Activité 5	3		
2.2 DÉCOUVRONS LE VERB ÊTRE	7		
Activité 1	2		
Activité 2	5		
2.3 J'AVANCE 1: LES IDENTITÉS			
3.1 COMMENT DIT ON MES ACTIVITÉS PRÉFÉRÉES	17		
Quizlet	1		
Duolingo	1		
Activité 1	1		
Activité 2	1		
Activité 3	7		
Activité 4	4		
Activité 5	2		

Unité 1: L'identité

LESSON TITLE	Points Possible	Points Earned	Separate Grade
3.2 DÉCOUVRONS LE VERBE AIMER	13		
Activité 1	10		
Activité 2	3		
3.3 J'AVANCE 2			
4.1 COMMENT DIT-ON POSER LES QUESTIONS	25		
Quizlet	1		
Duolingo	1		
Activité 1	3		
Activité 2	4		
Activité 3	1		
Activité 4	2		
Activité 5	8		
Activité 6	5		
Activité 7	1		
4.2 DÉCOUVRONS POSER LES QUESTIONS	13		
Activité 1	4		
Activité 2	2		
Activité 3	1		
Activité 4	3		
Activité 5	3		
4.3 J'AVANCE 3			
5.1 J'Y ARRIVE			
NOTEBOOK IN ORDER	3		
TOTAL			

Unité 1: L'identité

There are many sides to our identity. We may be students, athletes, artists, and volunteers. In this unit, you will learn to talk with French speakers about who you are and start to develop another aspect of your identity: bilingual communicator connecting across cultures.

Warm-up

What kind of information would you share with someone when meeting them for the first time?



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1.1 Rencontre interculturelle: Marianne et François

Meet Marianne and François through their video blogs: As you **watch** and **listen**, you will learn about their identities and their countries of origin.

Essential Question

- What are cultural similarities and differences between myself and others in Francophone community?

Learning Goal

- I can identify some similarities and differences between Francophone young people and myself.



Amiens, France



Montréal, Canada

Activité I Les pays francophone

Étape 1 Le Québec

UNDERLINE words you recognize from the previous unit and **CIRCLE** words that you recognize as **cognates**.

La France commence à explorer l'Atlantique en 1534. Les colonies s'appellent la Nouvelle-France. Aujourd'hui, une grande partie de l'ancienne Nouvelle-France s'appelle le Québec.

Samuel de Champlain fonde la ville de Québec en 1608: La ville de Québec est la plus ancienne ville francophone en Amérique du Nord.

Étape 1 Le Québec

Write a summary of the paragraph you just read in English.

1.1 Rencontre interculturelle: Marianne et François

Activité 1 Les pays francophone

Write a one sentence summary of the caption beneath each image in English.



La province de Québec partage une frontière avec quatre états américains: le Maine, le New Hampshire, le New York et le Vermont



«Je me souviens» signifie "I remember" en anglais. Les Québécois considèrent leur relation culturelle et linguistique avec la France très importante.

Étape 2 Le France

UNDERLINE words you recognize from the previous unit and **CIRCLE** words that you recognize as **cognates**.

La France est un pays européen entouré à l'ouest par l'océan Atlantique et au sud par la mer Méditerranée. Elle partage ses frontières avec l'Espagne, Monaco, l'Italie, la Suisse, le Luxembourg, l'Allemagne, l'Andorre, et la Belgique.

La France a aussi des territoires dans l'océan Indien (la Réunion et Mayotte), dans les Caraïbes (la Guadeloupe et la Martinique) et en Amérique du Sud (la Guyane).

La France est une destination touristique importante.

1.1 Rencontre interculturelle: Marianne et François

Activité 2 Marianne et François

Preview information about our French teenagers, then use the YouTube videos in Google Classroom to learn more about them.



Je m'appelle Marianne.

Je suis du Québec.

Je suis athlète.

J'aime le soccer.



Marianne est du Montréal, au Canada.

Le Québec est près des états américains du Maine, du New Hampshire, du Vermont, et du New York.



Je m'appelle François.

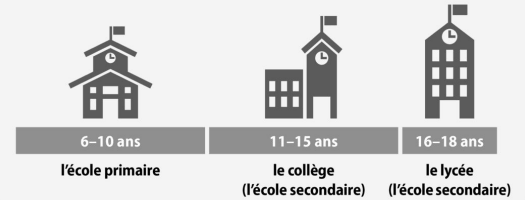
Je suis un élève.

J'ai 15 ans.

J'habite à Amiens au nord de Paris.

J'étudie l'anglais et l'espagnol.

Le système scolaire en France



François est un élève au collège (middle school) en France.



Amiens est une ville au nord de la France, près de Paris.

Listen to the blogs and mark any words or phrases that you hear.

François dit

français

parler

J'habite

sports

Marianne dit

France

je viens

anglais

anniversaire

Can you find the missing information?

Name François

Marianne

Birthday 26

août

2.1 Comment dit-on qui suis-je?

Are you an artist? An athlete? A student?
Learn to ask and answer questions to share information about your identity with French speakers.

Essential Question

- Who am I? How does what I do define who I am?

Learning Goal

- I can ask and answer simple questions about identity.
- I can understand words relating to identity to describe myself and others.
- I can identify some famous French speakers, their professions, and their contributions.

Key Terms

- Masculine & Feminine Nouns



Vocabulaire

Review vocabulary from this lesson and complete the Quizlet assignment by the posted due date.

Qui suis-je?			
américain/américaine	American	un créateur de mode/ une créatrice de mode	fashion designer
un/une artiste	artist	un danseur/une danseuse	dancer
un/une athlète	athlete	un/une cycliste	cyclist
bilingue	bilingual	un explorateur/une explorateur	explorer
un chanteur/ une chanteuse	singer	un inventeur/une inventrice	inventor
un/une élève	student	un/une photographe	photographer
un musicien/une musicienne	musician	un/une poète	poet
sérieux/sérieuse	serious	un/une scientifique	scientist
un acteur/une actrice	actor	un/une bénévole	volunteer
un blogueur/ une blogueuse	blogger		

2.1 Comment dit-on qui suis-je?

Activité 1 Stratégies: Interpretive Listening

Étape 1 Regardez



When listening to French, relax! You won't understand everything. Your goal for now is to understand a few familiar words and phrases as you listen. With practice, you will understand more. Watch the video linked in Google Classroom.

Pay attention. Don't panic.

- Avoid distractions.
- Don't talk to friends in the hallway.
- Focus.

Note the words you understand.

While the girl speaks, can you tell me any information she shares?

Observe visual cues.

What visual cues is François using?

Étape 2 Pratiquez

You will be asked to listen to words you know. Let's focus on days and months.

lundi	<input type="text"/>	vendredi	<input type="text"/>	dimanche	<input type="text"/>	mercredi	<input type="text"/>
mardi	<input type="text"/>	samedi	<input type="text"/>	juin	<input type="text"/>	jeudi	<input type="text"/>

2.1 Comment dit-on qui suis-je?

Activité 2 Détail grammatical: Les noms masculins/féminins Étape 1 Notes on Gender

Gender is used in two ways in French.
There is **speaker** and **grammatical gender**.

Speaker Gender

There are nouns and adjectives that change spelling based on the gender that the speaker identifies with.

If the speaker identifies as female...

Je suis américaine.
I am an American.

If the speaker identifies as male...

Je suis américain.
I am an American.

Grammatical Gender

There are parts of speech and adjectives that change spelling based on the gender that is assigned to the noun.

La table **le croissant**
Le and **la** both mean **the**, but we change the word based on the gender of the noun

Some nouns change their endings based on their gender.

Masculin

- -eux
- -eur
- -if

Féminin

- -rice
- -ive
- -e
- -euse

Étape 2 Pratiquez

Sort the word list into masculine and feminine endings. I've done one for you.

musicien	musicienne	joueur	joueuse
chanteur	chanteuse	respectueux	respectueuse
sérieux	sérieuse	sportif	sportive
actif	active	amusant	amusante
américain	américaine	audacieux	audacieuse

Masculin

musicien

Féminin

musicienne

2.1 Comment dit-on qui suis-je?

Activité 3 Qui suis-je?

Étape 1 Vocabulaire

Je suis bilingue.
J'aime parler français et anglais.



A

Je suis élève.
J'aime étudier.



B

Je suis musicien.
J'aime jouer de la musique.



C

Je suis athlète et je suis sportif.
J'aime jouer au hockey.



D

Je suis sérieux.
J'aime travailler et écouter.

Je suis sérieuse.
J'aime travailler et écouter aussi.



E

Je suis chanteuse.
J'aime chanter et écouter de la musique.



F

Je suis artiste.
J'aime dessiner et peindre.



H

Je suis américain.
J'aime habiter aux États-Unis.

Je suis américaine.
J'aime voyager en Californie.



G

Each of the photos above states an identity and an activity that someone likes to do that describes that identity. In the audio file, you will hear a speaker state an activity they like. Write the letter of the box with the identity that best describes the activity.



Based on these images, what do the following phrases mean?

Je suis _____

J'aime _____

1	2	3
<input type="text"/>	<input type="text"/>	<input type="text"/>
4	5	6
<input type="text"/>	<input type="text"/>	<input type="text"/>
7	8	
<input type="text"/>	<input type="text"/>	

2.1 Comment dit-on qui suis-je?

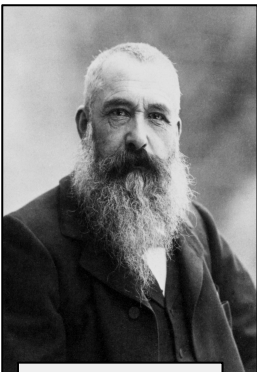
Activité 4 Les identités des personnes célèbres

Choose one word from each box to describe the person in the image. You may use Google to learn more about each celebrity. Choose the word that best matches the gender of the person as well.

acteur/actrice
artiste
chanteur/chanteuse
créateur/créatrice de mode

présidente/président
général/générale
scientifique
athlète

canadien/canadienne
québécois/québécoise
français/française
francophone



Claude Monet



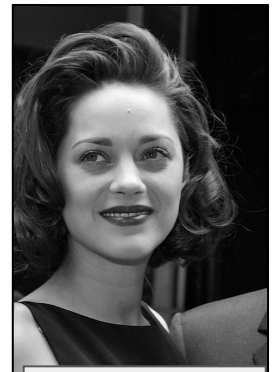
Bradley Cooper



Christian Dior



Avril Lavigne



Marion Cotillard



Zinedine Zidane



Louis Pasteur



Napoléon



Celine Dion



Coco Chanel

2.1 Comment dit-on qui suis-je?

Activité 5 Justin Trudeau, un Canadien à plusieurs identités

Étape 1 Connexions

How do politicians in your community share their identities?

Étape 2 Biographie



Justin Trudeau is the 23rd Prime Minister of Canada. However, before becoming a politician, he was a math and French teacher. He is bilingual, having grown up in a family that brought together the English and French influences throughout Canada. In his politics, he is a strong advocate of education and programs for young people, as well as the environment. The son of a former Prime Minister, Trudeau now has three children of his own.



Watch the two videos linked in the Google Classroom post. Why did Justin Trudeau get criticized for speaking French?

Étape 3 Réflexion

Why would it be important for a politician to be bilingual?

2.2 Découvrons le verbe être

Learn how to express your identity and ask about the identity of your classmates.

Essential Question

- How do I exchange information about my identity and that of others?

Learning Goal

- I can ask and answer simple questions about identity.
- I can write some simple sentences.



Notes: Le verbe être et les sujets pronom

This is an **infinitive**. An **infinitive** is the verb before we change it to agree with the subject.

We have infinitives in English. They are two words and begin with "to"

Être (to be)

Singular			Plural		
je	suis	I am	nous	sommes	We are
tu	es	You are	vous	êtes	You are
il	est	He is	ils	sont	They are
elle	est	She is	elles	sont	They are
on	est	It is			
iel	est	They are			


The **subject** of a sentence is the person or thing who is performing the action (verb). This can be a person's name, a place or a thing. A **subject pronoun** is a word that can take the place of the subject in a sentence to avoid repetition.

	SINGULAR		PLURAL	
FIRST PERSON	je	i	nous	we
SECOND PERSON	tu	you	vous	you
THIRD PERSON	il elle iel	he; it she; it they; it	ils Elles iels	they they they

- **tu** is used for singular "you" as well as informal.
- **vous** is used for plural "you" as well as formal.
- **iels** is used for singular "they are" for nonbinary. Unofficial, but commonly used.
- **ils** is used for plural masculine and mixed groups, while **elles** is only for plural feminine groups.

2.2 Découvrons le verbe être

Activité 1 Découvrons le verbe être

 Listen to Océane and Félix. Use a checkmark to indicate if the person is bilingual, an athlete, or an artist and an x to indicate if they are not. If you are not sure, write a question mark.

nom	bilingue	athlète	artiste
Félix 			
Océane 			
Malek 			

Fill in the second table with the forms of **être**.

To talk about...	être	
FIRST PERSON The speaker - him or himself	je	
SECOND PERSON The person spoken to	tu	
THIRD PERSON Another person you are talking about	il elle iel	

Activité 2 Pratiquez

Étape 1 Subject pronouns

Subject pronouns are words that replace the subject in a sentence: *I, you, he, she, they*.

Write in the missing subject that agrees with the verb.

_____ êtes à la maison.	_____ est timide.
_____ sont tristes.	_____ suis fatigué.
_____ sommes à l'école.	_____ es une bonne amie.

2.2 Découvrons le verbe être

Activité 2 Pratiquez

Étape 2 Agreement in Gender & Number

Subject pronouns should also agree with the rest of the sentence in **gender** (masculine/feminine) or **number** (plural/singular).

Write a logical subject to complete each sentence.

_____ est jolie.
_____ es un bon élève.
_____ sommes petits.

je	ils	vous
tu	nous	elle

Conjugate (change) the verb être to complete the sentence. Make sure the subject agrees with the verb.

Mme Moreau	_____	blonde.
Je	_____	nerveux.
Mes amis (My friends)	_____	énergiques.
Nous	_____	créatifs.
Charlène et Fleur	_____	jeunes.

suis	est	sont
es	sommes	êtes

Étape 3 Choose the correct verb

Look at each sentence, then choose the correct verb from the choices. Write the verb in the blank.

Je	_____	un peu timide.
Vous	_____	au café!
Elles	_____	créatives
Tu	_____	bavarde.
On	_____	dans la salle de classe.

est	suis	es	sommes
êtes	sont	est	sommes
êtes	est	sommes	sont
es	est	sont	êtes
sommes	sont	est	es

2.2 Découvrons le verbe être

Activité 2 Pratiquez

Étape 3 Creating Negative Sentences

To form negative sentences in French, we use two words - **ne** and **pas**. We put **ne** before the verb and **pas** after it. Before a vowel, we change **ne** to **n'**

Je suis fatigué. → Je **ne** suis **pas** fatigué
Vous êtes nerveux → Vous **n'**êtes **pas** nerveux.

Using the example, rewrite the sentences in the negative.

Je suis triste.

Nous sommes énergiques.

Tu es grand.

Elle est jeune.

Activité 3 Le son /r/



The French **r** is pronounced in the throat, as opposed to the English **r**, which is pronounced in the front of the mouth. You can practice making this sound by gargling with water. Notice that you can gargle while making a sound with your voice and also by simply blowing air through your throat.

This is true with the French **r** as well, depending on the word. Your mouth must be open to pronounce the French **r**. The exact shape of your mouth depends upon which sounds are before or after the **r** in the particular word. Look at the following words and listen to François pronounce them. Also notice the shape of his mouth while he says them.

répétez

croissant

généreux

créateur

français

bonjour

courageuse

Activité 4 Qui suis-je?

Using the subject pronoun in parentheses, create sentences using your vocabulary list. (She is a student, I am a dancer, etc.) below using the verb **être**.

(je)

(il)

(elles)

2.3 J'avance 1: Les identités

Ask and answer questions about your identity and that of others.

Essential Question

- How do I exchange information about my identity and that of others?

Learning Goal

- I can ask and answer simple questions about identity.
- I can understand words relating to identity to describe myself and others.



Activité 1 Le verbe être

Using the verb chart in your Notebook for the verb être, complete the sentences below. Match the pronoun with the correct version of the verb.

suis	est	sont
es	sommes	êtes

Nous _____ grandes.

Elles _____ heureuses.

Vous _____ gentils.

Mes cousins _____ intelligents.

Isabelle _____ chez elle.

Write a logical subject to complete each sentence.

_____ suis chez moi.

_____ sont responsables.

_____ êtes fortes.

je	ils	vous
----	-----	------

tu	nous	elle
----	------	------

Rewrite the sentences to make them negative.

Elles sont timides.

Vous êtes à l'école.

On est au cinéma.

Ils sont sportifs.

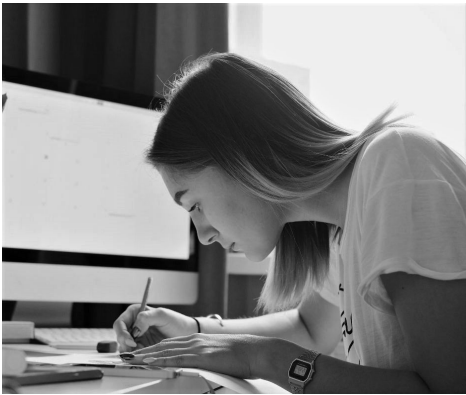
2.3 J'avance 1: Les identités

Activité 2 Écrivez

Using the pictures, create a sentence that best describes the person using the verb **être**. Pay attention to the number of people and their gender representation.









3.1 Comment dit-on mes activités préférées?

Learn to ask about and express some preferences by saying what you like and do not like to do.

Essential Question

- Who am I? How does what I do define who I am?

Learning Goal

- I can understand some words and phrases relating to activity preferences.



Vocabulaire

Review vocabulary from this lesson and complete the Quizlet assignment by the posted due date.

Mes activités préférées		Réactions	
aller au café/cinéma	to go to the cafe/movies	C'est intéressant!	That's interesting!
danser	To dance	C'est super!	That's great!
dessiner	To draw	Moi aussi!	Me too!
écouter de la musique	To listen to music	Moi non plus!	Me neither!
étudier	To study	Très bien!	Very good!
jouer au sport	To play sports		
jouer de la musique	To play music		
lire	To read		
manger	To eat		
passer du temps avec des amis	To hang out with friends		
surfer sur internet	To use the internet		

3.1 Comment dit-on mes activités préférées?

Activité 1 Vocabulaire

Choose the activity that best describes the picture. Use your quizlet for any words you're not sure of.

regarder une série/un film

aller au café/cinéma

danser

manger

étudier

lire

surfer sur internet

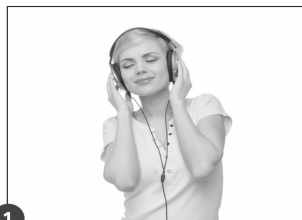
passer du temps avec des amis

dessiner

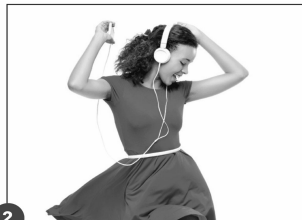
jouer de la musique

écouter de la musique

jouer



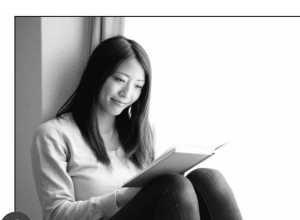
1



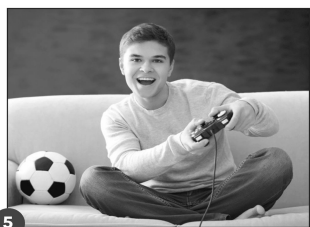
2



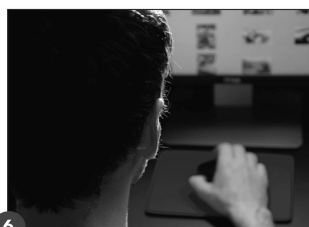
3



4



5



6



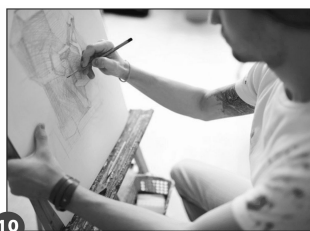
7



8



9



10



11



12

3.1 Comment dit-on mes activités préférées?

Activité 2 Écoutez et écrivez



Listen to the speakers share their favorite activity and select the correct identity by circling it.

1	inventeur	musicienne	5	poète	élève
2	photographe	bénévole	6	athlète	musicien
3	blogueur	végétarien	7	artiste	explorateur
4	cycliste	danseuse			

Each statement below is divided into two parts: statement of an identity and a favorite hobby or activity. Does that activity match the identity? If it does, write “logique” in the space beneath the statement. If it does not match, rewrite the statement.

1 Je suis artiste; j'aime dessiner.

2 J'aime surfer sur internet; je suis musicien.

3 Je suis une élève; j'aime étudier le français.

4 J'aime danser; je suis photographe.

5 J'aime manger des hamburgers; je suis végétarien.

3.1 Comment dit-on mes activités préférées?

Activité 3 Qu'est que j'aime?



Using the dictionary linked in the Google Classroom post for this lesson, translate each of these verbs. Use the image to help you find the right word.

chanter _____

danser _____

dessiner _____

discuter _____

dormir _____

écouter _____

étudier _____

habiter _____

jouer _____

lire _____

manger _____

parler _____

peindre _____

travailler _____

voyager _____



Using your translations, choose the best verb to complete each sentence.

1 Je suis le capitaine de l'équipe de foot du Paris Saint-Germain. J'aime _____ au foot.

2 Je suis la chanteuse célèbre québécoise Céline Dion. Je suis bilingue: J'aime _____ en française et en anglaise.

3 Je suis un élève au Collège LaSalle à Montréal. J'aime _____ la biologie.

4 Je suis bénévole à l'UNICEF. J'aime _____ dans ma communauté.

5 J'aime Roméo et Juliet. J'aime _____ les pièces de Shakespeare.

6 Je suis sociable. J'aime _____ avec des amis.

3.1 Comment dit-on mes activités préférées?

Activité 4 Les activités préférées des français

This is an example of how someone would ask someone else what they like. There are two possible answers.

Q: Est-ce que tu aimes lire?

A1: Oui, j'aime lire.

A2: Non, je n'aime pas lire.

Which answer is negative? How do you know?

This infographic shows the most popular hobbies in France.

Ask a partner or someone at home whether he or she likes or dislikes the activities listed. Write down two of the questions you asked using the model above.

Les 10 principaux loisirs des Français



1. Surfer sur Internet



2. Regarder la télévision



3. Voir des amis, la famille



4. Écouter la musique



5. Aller au cinéma



6. Jouer aux sports



7. Cuisiner



8. Faire des activités culturelles



9. Lire



10. Faire du shopping

Once your partner has identified which activities they like, find one that you have in common and one you do not and write two sentence using the structure below.

Je suis comme [partner] parce que j'aime....

I am like...

because I like...

I am not like...

Je ne suis pas comme [partner]

parce que je n'aime pas....

because I don't like...

3.1 Comment dit-on mes activités préférées?

Activité 5 Les Jeunes Francophone

Étape 1 Lisez

Read about four Francophone teenagers.

Bonjour! Je m'appelle Sophie, j'ai 16 ans et j'habite à la Martinique. Je suis artiste et j'aime dessiner et peindre. Je suis élève mais je n'aime pas étudier.

Salut, je suis Marc et je suis de Belgique. J'ai 13 ans et j'aime voyager. Je n'aime pas travailler et je n'aime pas lire.

Bonjour! Je m'appelle Marianne. J'ai 15 ans et j'habite à Montréal au Canada. Je suis élève. J'aime voyager. Je parle anglais, espagnol, italien, et français.

Bonjour! Je m'appelle Marianne. J'ai 15 ans et j'habite à Montréal au Canada. Je suis élève. J'aime voyager. Je parle anglais, espagnol, italien, et français.

Étape 2 Écrivez

Make a list of facts about each teenager.

--	--	--	--

Étape 3 Comparez

Create comparisons between the teenagers. What do they have in common? What differences do they have?

Marianne est comme Sophie parce qu'elle est un élève.

STEP ONE: Choose the teens you are comparing.
[name] est comme [name] parce qu'

STEP TWO: What is their similarity?
il est/elle est.... Il/Elle aime....

STEP THREE: Create full comparison. Look at example for help.

STEP FOUR: Write one sentence using that structure in Steps 1-3

3.2 Découvrons le verbe aimer

Learn how to express your preferences and find out about those of your classmates.

Essential Question

- How do I exchange information about my identity and that of others?

Learning Goal

- I can write simple sentences about myself and activities that I like and I don't like.



Activité 1 Le verbe aimer

This is an **infinitive**. An **infinitive** is the verb before we change it to agree with the subject.

We have infinitives in English. They are two words and begin with “to”

aimer (to like, to love)

Singular			Plural		
j'	aime	<i>I like</i>	nous	aimons	<i>We like</i>
tu	aimes	<i>You like</i>	vous	aimez	<i>You like</i>
il	aime	<i>He like</i>	ils	aiment	<i>They like</i>
elle	aime	<i>She like</i>	elles	aiment	<i>They like</i>
on	aime	<i>It like</i>			
iel	aime	<i>They like</i>			

- **Je** becomes **J'** when the verb starts with a vowel. We drop the e and add an apostrophe.
- **Tu** is used for singular “you” as well as informal.
- **Vous** is used for plural “you” as well as formal.
- **iels** is used for singular “they are” for nonbinary.
- **Ils** is used for plural masculine and mixed groups, while **elles** is only for plural feminine groups.

* **iels** is not has not been officially adopted by the Académie française but has been printed in several dictionaries and is used frequently.

3.2 Découvrons le verbe aimer

Étape 1 Subject-Verb Agreement

Choose the correct form of the verb **aimer** to complete each sentence.

Mme Moreau	_____	lire.			
Mes amis (My friends)	_____	manger.	aime	aimes	aimons
Nous	_____	jouer au sport.	aimez	aiment	

Étape 2 Le negative

Rewrite each sentence to make it negative.

Il aime écouter de la musique.

J'aime étudier.

Activité 2 Découvertes aimer

Étape 1 Préparez

Before you watch the video, answer the following questions.

Circle the sentence in which the girl expresses what she likes to play.

Je suis sportive.

J'aime jouer au volley.

Which two words express the idea, "I like"?

Look at the dialogue and **circle** the words Océane uses to get Félix to say what sport he likes to play. Remember they are speaking **directly** to one another.

Océane: Est-ce que tu aimes jouer au tennis?
Félix: Non, je n'aime pas jouer au tennis.
Océane: Est-ce que tu aimes jouer au basket?
Félix: Oui, j'aime beaucoup jouer au basket!

Étape 2 Regardez et répondez



Watch the video linked in today's lesson, then answer the questions.

If you want to ask someone what sports he or she likes to play, how do you start the question?

How would you ask Lionel Messi if he likes to play soccer?

3.2 Découvrons le verbe aimer

Activité 2 Découvertes aimer

Étape 3 Écrivez

Write a list of questions asking if someone likes each sport in the box below.

baseball tennis volley foot golf lacrosse
football américain basket

1

2

3

4

5

6

7

8

Activité 3 Les sports

Étape 1 Connexions

What are some popular sports in our region? Which, if any, are played around the world?

Étape 2 Les sports



Le handball is one of the most popular sports in France (with soccer, rugby, tennis, and cycling). This sport, which originated in Germany, is played in teams of seven, either indoor or outdoors, though for competitions, it is generally inside. Equally popular for girls and boys, le handball is played using only the players' hands, as its name implies. France's national women's and men's handball teams both earned silver medals in the 2016 Summer Olympics.



Watch the videos linked in the Google Classroom post. Are any of these sports similar to the ones you listed above?

3.2 Découvrons le verbe aimer

Prononciation le son /e/



One of the most common sounds that you will encounter in French is the sound equivalent to to the English combination “ay” as in the words “day” and “say” but stopping the word before arriving at the point where the “y” is pronounced, making the sound shorter. Let’s take a look at a variety of French words with a combination of letters and accents that produce that sound.

The first example is the letter e with the accent aigu = é. Words that feature this accented “e” include the following:

café enchanté fiancée matinée élève

A second example of French spelling that produces that same sound are words that end in the letters -ez. There are a number of classroom commands with which you are familiar that end in this combination that include the following:

écoutez parlez répétez regardez

There is a third group of words that also produce the same sound. The majority of French verbs end in the letters **er** in their most basic form, which is called the infinitive. Here is a small list of some of those verbs:

parler	danser	téléphoner	voyager	discuter
To speak	To dance	To phone	To travel	To discuss

Words that end in -et also have that similar sound:

ballet juillet et

We don’t want to forget some of the months that we have learned that would include the following:

janvier février

3.2 Découvrons le verbe aimer

Activité 4 Lisez et choisissez

Based on the sentences, choose the best form of the verb **aimer**.

- 1 Je suis chanteuse et [--?--] chanter. (je) _____
- 2 Je ne suis pas sportif et [--?--] jouer au volley. (je/ne...pas) _____
- 3 [--?--] écrire parce que je suis poète. (je) _____
- 4 Est-ce que [--?--] passer du temps avec des amis. (tu) _____
- 5 J'aime écouter de la musique mais [--?--] jouer de la musique. (je/ne...pas) _____
- 6 J'habite en France et [--?--] voyager en Europe parce que je suis courageux. (je) _____

Activité 5 Répondez de vos préférences

Read each question and write your answer in a full sentence using **Oui, j'aime...** or **Non, je n'aime pas...**

- 1 Est-ce que tu aimes jouer aux jeux vidéo?
.....

- 2 Est-ce que tu aimes travailler?
.....

- 3 Est-ce que tu aimes aller au café?
.....

- 4 Est-ce que tu aimes jouer de la musique jazz?
.....

- 5 Est-ce que tu aimes passer du temps avec des amis?
.....

- 6 Est-ce que tu aimes regarder une série sur internet?
.....

3.2 Découvrons

Activité 6 Un message à Sophie

Read the email from Sophie below and respond to it, making sure that you answer her questions. Use the steps to help you.

Bonjour mon ami(e),

Je m'appelle Sophie et je suis de Martinique. J'aime jouer au foot, surfer sur internet et dessiner. Je n'aime pas beaucoup danser. Est-ce que tu aimes étudier? J'aime lire mais je n'aime pas étudier. Est-ce que tu aimes lire? Je suis sportive, sérieuse et bilingue. Est-ce que tu aimes parler français?

À plus,
Sophie

What kind of information does Sophie share about herself?

Underline any statement that begins with "J'aime..."

Étape 1 Identifiez

Make a list of the questions that you need to answer.

Étape 2 Écrivez

Write your response.

3.3 J'avance 2: Mes activités

Introduce yourself and talk about you like and don't like to do.

Essential Question

- How do I exchange information about my identity and that of others?

Learning Goal

- I can write simple sentences about myself and activities that I like and I don't like.



Activité 1 Le verbe aimer

Using the verb chart in your Notebook for the verb être, complete the sentences below. Match the pronoun with the correct version of the verb.

aime	aimons	aiment
aimes	aimez	

Nous	_____	lire.
Elles	_____	dormir.
Vous	_____	parler.
Mes cousins	_____	voyager.
Isabelle	_____	peindre.

Write a logical subject to complete each sentence.

_____	aime danser.
_____	aiment cuisiner.
_____	aimes jouer.

je	ils	vous
tu	nous	elle

Rewrite the sentences to make them negative.

Elles aiment discuter.	_____
Vous aimez jouer.	_____
Il aime manger.	_____
J'aime étudier.	_____

3.3 J'avance

Activité 2 Écrivez

Using the pictures, create a sentence that best describes the activity the people like to play. You must use **aimer**. Pay attention to the number of people and their gender representation.









4.1 Comment dit-on poser les questions?

Learn to exchange additional information about age, origin, personal interests, and which languages you speak.

Essential Question

- How do I exchange information about my identity and that of others?

Learning Goal

- I can ask and answer questions to get to know another person.



Vocabulaire

Review vocabulary from this lesson and complete the Quizlet assignment by the posted due date.

Mots interrogatifs		Questions	
Comment?	How?	C'est quand ton anniversaire?	When is your birthday?
Où?, D'où?	Where? Where From?	Comment ça va?	How are you?
Pourquoi?	Why?	Comment t'appelles-tu?	What's your name?
Quand?	When?	D'où viens-tu?	Where are you from?
Que, Qu'	What?	Est-ce que tu es élève?	Are you a student?
Quel(le)?	Which? What?	Pourquoi est-ce que tu étudies le français?	Why do you study French?
Qui?	Who?	Qu'est-ce que tu aimes étudier?	What do you like to study?
Expressions Utiles		Quel âge as-tu?	How old are you?
Très bien!	Very good!	Quelle est la date?	What is the date?
C'est super!	That's great!	Qui est ton professeur?	Who is your professor?
C'est intéressant	That's interesting!		
Moi aussi!	Me too!		
Moi non plus!	Me neither!		

4.1 Comment dit-on poser les questions?

Activité 1 Vocabulaire

In the two images below, identify at least THREE (3) questions that you have used before to share information about yourself.





Translate the questions and answers from this image, then circle the phrases that mean **WHAT**, **WHY**, and **BECAUSE** if you can find them.

Qu'est ce que tu aimes étudier?

J'aime étudier le français et la culture francophone.

Pourquoi est-ce que tu étudies le français?

Parce que j'aime voyager au Canada.

4.1 Comment dit-on poser les questions?

Activité 2 Inversion et intonation



Watch the video in Google Classroom to answer the questions below.

Time Stamps to Help
→ Chart :16
→ Pattern #1 1:24
→ Pattern #2 2:19

question words		example of a question
English	French	
why		
who		
how		
where		
what		

Label the definitions with the pattern described in the video.

a way to phrase a question without changing the order of the words.	Invert the subject and the verb


Using inversion how would we change this statement into a question?

Tu aimes jouer au foot. _____

Write a question of your own to ask either Marianne or François about what they like to do. Use either strategy.

4.1 Comment dit-on poser les questions?

Activité 3 Écoutez

 Listen to the audio file linked in Google Classroom and mark the questions that you hear.

- | | |
|---|-------------------------------------|
| _____ Comment t'appelles-tu? | _____ C'est quand ton anniversaire? |
| _____ Pourquoi est-ce que tu étudies le français? | _____ Qui est ton professeur? |
| _____ Qu'est-ce que tu aimes étudier? | _____ Est-ce que tu es élève? |
| _____ D'où viens-tu? | _____ Comment ça va? |
| _____ Quel âge as-tu? | |
-

Activité 4 Questions et réponses


For each section, read the question. Then find the answer that best completes the question, and write the letter on the blank line provided.

- | | |
|---------------------------------------|---|
| _____ Comment t'appelles-tu? | A Oui, je suis élève au lycée Montaigne. |
| _____ D'où viens-tu? | B J'aime étudier la science. |
| _____ Est-ce que tu es élève? | C Je m'appelle Camille. |
| _____ Qu'est-ce que tu aimes étudier? | D C'est le 23 novembre. |
| _____ Quelle est la date? | E Je suis de Montréal. |
-

- | | |
|---|---|
| _____ Comment ça va? | A Parce que j'aime la culture francophone. |
| _____ C'est quand ton anniversaire? | B Ça va comme ci comme ça. |
| _____ Quel âge as-tu? | C C'est le 17 juillet. |
| _____ Pourquoi est-ce que tu étudies le français? | D Madame Simard est mon professeur. |
| _____ Qui est ton professeur? | E J'ai 14 ans. |

4.1 Comment dit-on poser les questions?

Activité 5 Réponses possible

 Listen to the audio file linked in Google Classroom. A speaker is going to ask a question. Circle the logical answer to that question.

1	Je m'appelle Zoë.	C'est le premier avril.	Je suis artiste
2	Ça va mal.	Oui, j'adore jouer au hockey.	Je suis de Québec.
3	Je suis de Montréal.	Je suis musicien.	Monsieur Boucher
4	C'est le 8 février.	Je suis poète.	J'ai 17 ans.
5	Je suis du Canada.	Je suis élève.	Ça va très bien!
6	J'aime la musique.	J'aime jouer au football.	Je suis blogueur.
7	C'est le 30 janvier.	Je m'appelle Georges.	Je parle français et anglais.
8	Monsieur Tremblay.	J'ai 16 ans.	J'aime lire.

Activité 6 Entretien

Choose five questions from your Quizlet for this lesson. Write down the questions, then interview a classmate and write down their answers. You need at least **FIVE (5)** questions.

QUESTION		RÉPONSES
1		
2		
3		
4		
5		

4.1 Comment dit-on poser les questions?

Activité 7 Inversion et intonation

Rewrite the following statements as questions using the **inversion** method.

Elle joue au football.

Vous regardez la télé.

Ils font du sport.

Tu es élève.

Nous aimons lire.

Tu aime manger.

Rewrite the following statements as questions using the **intonation** method.

Tu aimes chanter.

Il aime jouer au basket.

Nous aimons dormir.

Vous êtes en classe.

Nous aimons lire.

Tu aime manger.

4.2 Découvrons les questions

Learn how to ask and answer questions in different ways to get to know someone.



Essential Question

- How do I exchange information about my identity and that of others?

Learning Goal

- I can identify other languages spoken in my community and what they represent to me.

Activité I Est-ce que



Watch the video in Google Classroom to answer the questions below.

Time Stamps to Help

- Chart 1:05
- Questions 1:40 & 2:31
- Sentences 3:34

Under the statement section, translate each statement in the meaning column. Then using **est-ce que**, turn each statement into a question and translate the question.

statement		question	
meaning	statement	question	meaning
	Tu parles français.		
	Tu aimes écouter de la musique.		
	Tu as quinze ans.		

What are two question words we put in front of **est-ce que**?

Pourquoi questions are answered with

4.2 Découvrons

Activité 1 Est-ce que



Watch the video in Google Classroom to answer the questions below. In the video, they will give you four questions. Write down the number of the answer in the box provided.

Parce que j'aime beaucoup Montréal.

Oui, j'aime regarder des films avec mes amis.

Elle étudie le français parce qu'elle aime visiter Paris.

Il joue très bien!!

Activité 2 Pratiquez est-ce que et inversion

Rewrite the following statements as questions using the **inversion** method.

Elle joue au football.

Vous regardez la télé.

Ils font du sport.

Tu es élève.

Nous aimons lire.

Tu aime manger.

Rewrite the following questions using "**est-ce que**"

Aimes-tu discuter?

Aimes-tu dormir?

Aimons-nous aller au cinéma?

Aimez-vous parler l'allemand?

Joues-tu de la musique?

4.2 Découvrons

Activité 3 L'identité linguistique du Québec

Étape 1 Connexions

What do you already know about the history of Quebec? Did you think French was always the official language of Quebec?

Étape 2 L'histoire

In 1608 when Samuel de Champlain founded the city of Quebec, the explorers brought not only supplies, but their language and culture to the New World. The languages, however, began to evolve as explorers used maritime expression in daily life (**embarquer/débarquer de la voiture**). The French colonists also interacted with native populations, including the Algonquin and Mohawk peoples, who introduced new words like **caribou** (deer;elk) and **toboggan** (sled, luge).

When France ceded the vast majority of its North American territory to Great Britain in 1763, there was a major linguistic and cultural transition as now these people were no longer French, but British. As tensions heated up between the British and American colonists, the fate of French culture in Québec took center stage.

France and Britain had a rivalry that extended back hundreds of years, and, after their loss Seven Years War (French & Indian War in the U.S., 1756-63), the French were eager to get back at the British. They jumped at the chance during the Revolutionary War, offering financial and military support to the colonists. France was the first country to recognize the United States.

There were decades of discrimination and fighting to maintain the French language and culture. Finally, in 1977, La Charte de la langue française was passed into law, which decreed French as Quebec's only official language. This law, commonly known as Bill 101, gives Francophone the right to communicate in French at work. However, it created tensions between French speakers and speakers of other languages.

Étape 3 Réflexion

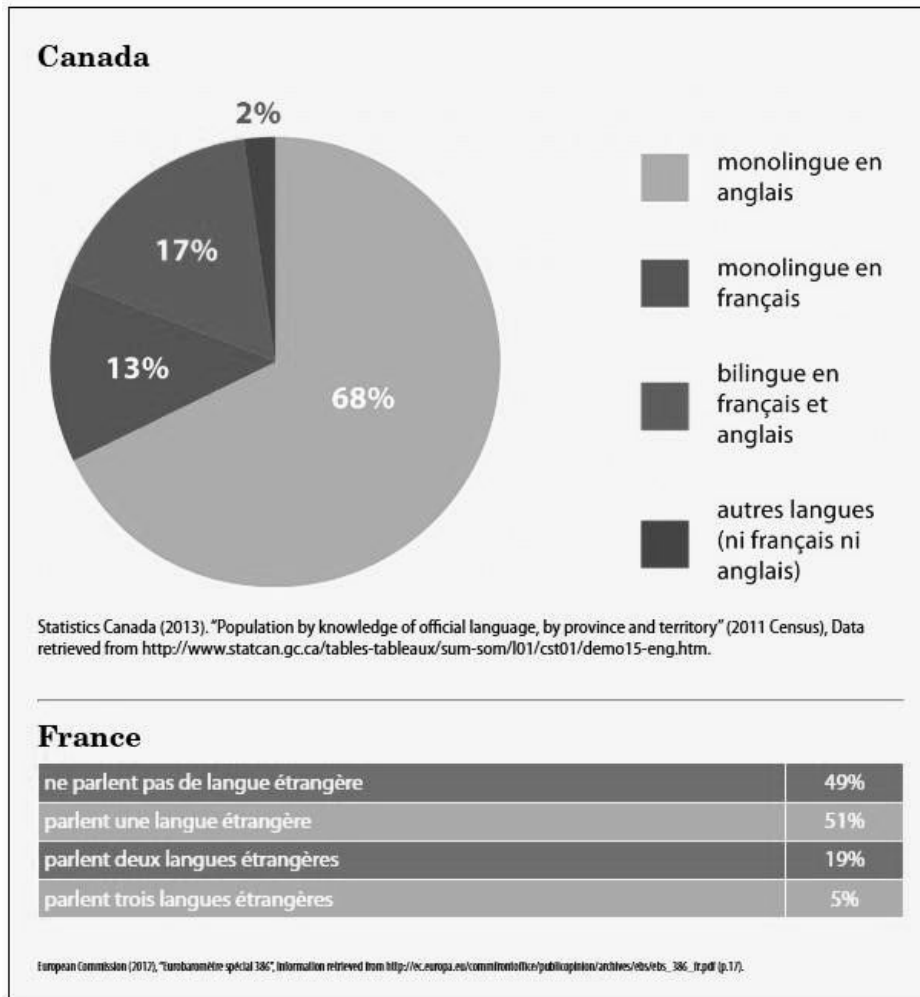


Watch the video linked specifically for this question as young people from Quebec speak about the language diversity they've experienced. What are some benefits they talk about? What are some disadvantages?

How might this conversation be relevant in American education? Do these students have anything in common with you, your family, your classmates, or anyone else you know?

4.2 Découvrons

Activité 4 Les langues et l'identité



Look at the charts and decide whether the states are **true** (vrai) or **false** (faux). If they are true, write true in the box. If they are false, correct them.



There is a color version of this chart in the Google Classroom post if you have any trouble with the questions.

51% des Français parlent deux langues.

25% des Canadiens sont bilingues en français et anglais.

Il y a plus de (more) Canadiens bilingues que de Français bilingues.

Plus de Canadiens parlent anglais que français.

6% des Français parlent trois langues étrangères.

4.2 Découvrons

Activité 5 Quelle langue est-ce que tu parles?

You use the verb “parler” to talk about the languages you speak.

je	parle	nous	parlons
tu	parles	vous	parlez
il/elle/iel	parle	ils/elles	parlent

- allemand
- anglais
- arabe
- chinois
- créole
- italien
- ourdou
- français
- portugais
- bengali
- Langues des signes

If your language is missing, check the Dictionary linked in the post for a French translation.

Create a sentence that describes the languages that you speak and one that you do not speak, using first person.

Ask your partner what languages do they speak. Then using the third person, write two sentences about one language they speak and one they do not.

Using “we”, combine the answers from above to describe the languages you speak and those who you do not.

Reminder

To form negative sentences in French, we use two words - **ne** and **pas**. We put **ne** before the verb and **pas** after it. Before a vowel, we change **ne** to **n'**

Reminder

First person pronouns – I
Second person pronouns - you
Third person pronouns - he, she, they (singular)

4.2 Découvrons

Activité 6 Langues dans votre communauté

Each question below should be answered in English with complete sentences. Each question will require at least 2-3 sentences, if not more.

Which languages have you heard in the media or spoken in your home, school, or community? In what context do you hear or see each language?

How many different languages do you think are spoken in your region? Which ones do you think are the most spoken?

Using the list of resources linked in the post, verify or correct your answer above. What did you get right and what did you get wrong?

4.3 J'avance: Le nouvel élève

Understand what you hear about others to identify preferences.

Essential Question

- How do I exchange information about my identity and that of others?

Learning Goal

- I can ask and answer questions to get to know another person.



Activité 1 Des questions logique

In this lesson, you learned three patterns for creating questions in French. Label two of the patterns below.

a way to phrase a question without changing the order of the words.	Invert the subject and the verb

Rewrite the following statements as questions using the **inversion** method.

Tu aimes dormir.

Tu aimes discuter.

Tu aimes jouer de la musique.

Rewrite the following statements as questions using “**est-ce que**”

Tu aimes chanter.

Elle aime aller au café.

Il aime jouer au basket.

4.3 J'avance: Le nouvel élève

Activité 2 Écoutez et écrivez



You will hear a dialogue between a newly arrived Francophone exchange student and his bilingual school counselor at the high school he will attend. Look at the table below and fill in the spaces. If the information is not shared, leave the box blank.

	nom	origine	âge	anniversaire	sports
l'élève					
Le conseiller					

Activité 3 Comparez et écrivez

How is the student in the dialogue similar to and/or different from you and other students at your school? Identify at least **two** (2) ways you are similar to or different from the student. Check your notes & the Google Classroom post for hints to structure your response.

Activité 4 Comparez et écrivez

Create a question that would match each image.



5.1 J'y arrive: Un échange scolaire

Show how well you communicate with young people from a Francophone culture. First, watch two students introduce themselves in their video blogs. Then, respond to one of them with a simple email.



Essential Question

- How do I exchange information about my identity and that of others?
- What are cultural similarities and differences between myself and others in a Francophone community?

Learning Goal

- I can write simple sentences about myself and activities that I like and I don't like.
- I can ask and answer questions to get to know another person.

Activité I Regardez aux Marianne et François

Using the videos linked in the Google Classroom post, mark any words that you hear François or Marianne say.

François dit

nom	<input type="checkbox"/>	parler	<input type="checkbox"/>
ans	<input type="checkbox"/>	j'habite	<input type="checkbox"/>
élève	<input type="checkbox"/>	sports	<input type="checkbox"/>
français	<input type="checkbox"/>	jouer	<input type="checkbox"/>

Marianne dit

maison	<input type="checkbox"/>	je viens	<input type="checkbox"/>
télévision	<input type="checkbox"/>	anglais	<input type="checkbox"/>
je suis	<input type="checkbox"/>	anniversaire	<input type="checkbox"/>
France	<input type="checkbox"/>	je m'appelle	<input type="checkbox"/>

Complete the table with information about each teenager.

Name	François	
Birthday	26	<input type="text"/>
City	Amiens	
Country	<input type="text"/>	
Languages Spoken	<input type="text"/>	

Name	Marianne	
Birthday	<input type="text"/>	août
City	Montréal	
Country	<input type="text"/>	
Languages Spoken	<input type="text"/>	

5.1 J'y arrive: Un échange scolaire

Activité 2 Identifiez les personnes

Read the list of characteristics below, then watch Marianne and François's video blogs again, identifying which characteristics apply to François and/or Marianne with a **checkmark**. In some cases you'll need to use context clues. The student might not have said the exact words.

J'aime voyager.

Je suis français.

J'aime jouer au foot avec mes amis.

Je suis du Canada.

J'aime faire du skate.

J'aime parler espagnol.

Je ne suis pas musicien.

J'aime regarder la télé.

J'ai quinze ans.

François	Marianne

Activité 3 Écrivez

You have been chosen to be a student ambassador for one of the students when the group comes to your school to visit as part of a school-to-school exchange. Choose either François or Marianne, and write an email to the student below and include the information listed. Your answer, obviously, should be in French.

Dear

- Greet the student.
- Ask how they are.
- Write your name and age.
- State where you are from
- State two likes.
- Ask the student what they like?
- Compare something they like or dislike.
- Thank them for the video blog.
- Say goodbye.