

C'est à toi! 1- Unité 1

Nom \_\_\_\_\_ Classe \_\_\_\_\_

Guiding question(s):

Can-do statements- Complete the table as you progress through the unit.

√	I Can...	Evidence
√	Use the appropriate mode of address in greeting and saying goodbye	
	Ask about someone's health (Ask how someone is)	
	Respond to greetings and questions about your health	
	Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0-100 in context	
	Ask how to spell something	
	Perform songs, recitations, skits using the target language	
	Demonstrate appropriate social etiquette from the target culture	
	Illustrate and explain, using visuals and/or props, the importance of customs of target countries drawn from daily life, celebrations and traditions	

le mois de \_\_\_\_\_

dimanche	lundi	mardi	mercredi	jeudi	vendredi	samedi

le mois de \_\_\_\_\_

dimanche	lundi	mardi	mercredi	jeudi	vendredi	samedi

Staple Study Island Score sheet here

Assignment	Grade	Assignment	Grade
1A activities		SI- 1A	
1A bell work / closure		SI- 1B	
1B activities		Quiz 1A	
1B bell work / closure		Quiz 1B	
Internet Activities		Unit 1 Listening Comprehension Test	

Comments:

Conduct demerits:

0-2 = E 3-5 = S 6-8 = N more than 8 = U

Cheating- automatic U and a grade of 0.

### 1A-1 Leçon 1A Overview - Textbook pages 2-3

Vocabulary- consult the dictionary in the back of the book if necessary.

**1A-2 Aperçus culturels-** Create a graphic organizer of the information presented on page 4

What's on the unit test?

- You will have to record yourself reading *Un garçon et une fille*.

Save your audio file with the following name convention:

Last name, First name – Un garçon et une fille

example: Smith, Pierre – Un garçon et une fille

- There will be a listening section with questions.

**1A-3 Overview:** Activité 2- Textbook page 5

1.

2.

3.

4.

**1A-4 Overview:** Activité 3- Textbook page 5

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_

**1A-5 Overview:** Activité 4- Textbook page 5

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_

**E-Portfolio Topics:**

CAUTION: Always keep a backup copy of your E-Portfolio file. If you lose your original file and you do not have a backup copy, you will have to reconstruct the entire file. This should be a standard practice when creating electronic files.

Vocabulary and Grammar

- Revision de fonctions
- Type all vocabulary and make one recording

Comparison of cultures

- Create a Venn diagram that compares and contrasts how American students and French students greet people. Alternatively, you may make a video demonstrating the differences.

Reading Practice

- *Un garçon et une fille* - type the passage and record yourself reading the passage.
- Highlight speaking mistakes
- Make a final recording in which you correct your mistakes.

Things, people, and places to see in the French-speaking world

- Who is Nicolas Sarkozy?
- Make sure that you cite your sources. Use APA format [www.citationmachine.net](http://www.citationmachine.net)

Just for fun (optional)

- Sing the alphabet song in French, including the ending.
- Write your own song / music video using the vocabulary in this unit.

**1A-6 Overview:** What's in a name? Create a graphic organizer of the information presented on page 7

\*\*\*\*\*End of Overview 1A\*\*\*\*\*

**Leçon 1A in-class activities**

- |                                 |                                    |
|---------------------------------|------------------------------------|
| ___ Wagon wheel introductions   | ___ Listening Activity 1           |
| ___ Class room expressions      | ___ Bell work / Closure Activities |
| ___ Textbook Activities 1, 5, 6 | ___ Communicative Activities       |
| ___ DVD activities              | ___ Quiz 1A                        |

**Homework**

- \_\_\_ Study Island 1A    \_\_\_ E-Portfolio    \_\_\_ Study Log (Parent signatures required)

Date	Amount of time	Parent signature	Date	Amount of time	Parent signature

**Leçon 1A Bell work / Closure Activities**

**1A-7 Bell work / Closure:** Grammar and Vocabulary Exercises page 1 Activité 1

\_\_\_\_\_ B \_\_\_\_\_  
\_\_\_\_\_ O \_\_\_\_\_  
\_\_\_\_\_ N \_\_\_\_\_  
\_\_\_\_\_ J \_\_\_\_\_  
\_\_\_\_\_ O \_\_\_\_\_  
\_\_\_\_\_ U \_\_\_\_\_  
\_\_\_\_\_ R \_\_\_\_\_

**1A-8 Bell work / Closure:** Grammar and Vocabulary Exercises page 1 Activité 2

\_\_\_\_\_ S \_\_\_\_\_  
\_\_\_\_\_ A \_\_\_\_\_  
\_\_\_\_\_ L \_\_\_\_\_  
\_\_\_\_\_ U \_\_\_\_\_  
\_\_\_\_\_ T \_\_\_\_\_

E. \_\_\_\_\_  
\_\_\_\_\_

2 Les origines de l'anglais

[http://en.wikipedia.org/wiki/History\\_of\\_English](http://en.wikipedia.org/wiki/History_of_English)

Type in "History of the English Language" and hit the search button.

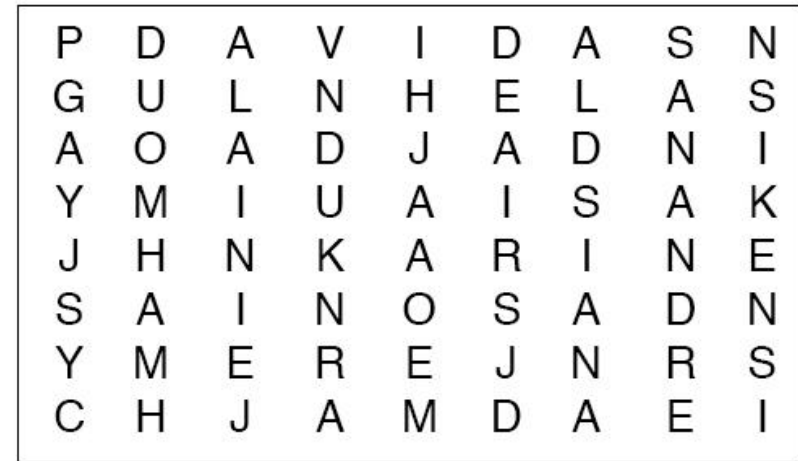
- In what year did the Norman Conquest occur? \_\_\_\_\_
- Norman kings spoke \_\_\_\_\_, which was a variety of \_\_\_\_\_.
- The Norman influence on the language led to a new language called \_\_\_\_\_.
- Anglo-Norman was the spoken language of which social class? \_\_\_\_\_
- This language lasted until the mid-to-late \_\_\_\_\_ century.
- Go back to the homepage of Wikipedia. Type in "List of English words of French origin." Approximately \_\_\_\_\_ percent of English words are of French origin.
- List five English words that actually come from French:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Scroll down to the word "aubergine." What does it mean? \_\_\_\_\_

Under the letter C, scroll down to "curfew." How do you say "curfew" in French?

Write down five English words that are still also French words.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

1A-9 Bell work / Closure: Grammar and Vocabulary Exercises page 2 Activité 3



Boys

Girls

_____	_____
_____	_____
_____	_____
_____	_____

1A-10 Bell work / Closure: Grammar and Vocabulary Exercises page 3 Activité 4

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

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

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

**1A-11 Bell work / Closure:** Grammar and Vocabulary Exercises page 3 Activité 5

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

**1A-12 Bell work / Closure:** Grammar and Vocabulary Exercises page 4 Activité 6

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_

**1A-13 Bell work / Closure:** Grammar and Vocabulary Exercises page 4 Activité 7 - Write the dialogue.

Classroom expressions

7. At the top of the page, click on "France" (in red) and scroll down and on the left click on "Institutions and Politics"; scroll down and under "The symbols of the Republic and Bastille Day," click on "Liberty, Equality, Fraternity."

France's motto appeared during the \_\_\_\_\_.

8. Today the motto appears on \_\_\_\_\_ and \_\_\_\_\_.

9. On the left scroll down again to "The symbols of the Republic and Bastille Day" and click on "The French Flag."

The tricolor flag flies over all \_\_\_\_\_ buildings.

10. At the top of the page, click on "France" (in red) and on the left, under "Economy," click on "Overview of the French Economy." Scroll down through the article and click on "Key figures of the French Economy." Name three industries important to France's economy.

- A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

11. Scroll down to "Industry." Name two important agricultural products.

- A. \_\_\_\_\_  
B. \_\_\_\_\_

12. Name two major automotive companies.

- A. \_\_\_\_\_  
B. \_\_\_\_\_

INTERNET ACTIVITY 2 – UNITÉ 1



- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_

2. Scroll down to “A very varied topography.” France’s high mountains are especially found in the central \_\_\_\_\_ and \_\_\_\_\_.

3. France has a total of \_\_\_\_\_ major rivers. They are:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

4. Scroll down to “Distant Lands.” France’s four overseas Departments are:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

5. Where is the volcano named “la Fournaise”?

\_\_\_\_\_

6. At the top of the page, click on “France” (in red) and on the left scroll down to “Education and Science” and click on “School System.” Still on the left under “School System,” click on “Institution on the Move.” In the article, scroll down to and click on “The largest item in the state budget.”

In 2007, France spent \_\_\_\_\_ percent of its budget on education.

**1A-14 In-class:** Activité 1- textbook page 5

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_

**1A-15 In-class:** Activité 5- textbook page 8- complete as directed

**1A-16 In-class:** Activité 6- textbook page 8- complete as directed

**1A-17 In-class:** Listening Activity 1

1. A B C      2. A B C      3. A B C      4. A B C

**1A-18 In-class:** DVD Activity- Watch Episode 1 with subtitles. Take notes below.

**1B-1 Leçon 1B Overview** - Textbook pages 9-10

Vocabulary- Consult the dictionary in the back of the book if necessary.

**1B-2 Overview** - Textbook pages Aperçus culturels- Create a graphic organizer of the information presented on page 11

Évaluation visuelle- complete as directed. DO NOT write the dialogues.

**Extra credit opportunity**- Complete the workbook pages for Unité 1. You will find the pages in the Internet Resources section of the online book. Your answers must be typed and all of your work checked and corrected. Attach to this booklet. Poor-quality work will not receive extra credit.

Accessing the online resources:

Go to: [www.emcp.com](http://www.emcp.com) , make sure the EMC Publishing image is selected and then click **Visit Site**

On the next page, click the **Internet Resources** tab at the top of the page

On the next page: World Languages > French > C'est à toi! Level 1 (2<sup>nd</sup> Edition)

The password for the online textbook is: **ywpxnjy**

## Unité 1



1 La France et les Français INTERNET ACTIVITY 1 – UNITÉ 1

<http://diplomatie.gouv.fr>

1. On the left, click on “France.” Then under “Geography” on the left, click on “General Points.” Still on the left, click on “Natural Environment.” What are the six major countries bordering France?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

5

*Vrai ou faux?* If each sentence is true according to what happened in the video, mark an "X" under *Vrai*. If not, mark an "X" under *Faux*.

Vrai	Faux	
		1. Aurélie's mom speaks to Jacqueline on the phone.
		2. Julien introduces Leïla to Aurélie.
		3. The teacher's name is Meunier.
		4. Sabrina is late for class.
		5. The teacher spells Leïla's last name correctly.
		6. After class, students say "Bye" in English.

**Évaluation**

Évaluation culturelle

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

Évaluation orale- complete as directed

Évaluation écrite- complete as directed

**1B-3 Overview** Activité 2- textbook page 11

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_

**1B-4 Overview** Activité 3- textbook page 12

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_

**1B-5 Overview** Activité 4- textbook page 12

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_

**Leçon 1B in-class activities**

\_\_\_ Machine à écrire

\_\_\_ Listening Activities 2A, 2B

\_\_\_ Class room expressions

\_\_\_ Bell work / Closure Activities

\_\_\_ Textbook Activities 1, 5, 6

\_\_\_ Communicative Activities

\_\_\_ DVD activities

\_\_\_ Quiz 1B

\_\_\_ Unit Review

**Homework**

\_\_\_ Study Island 1B \_\_\_ E-Portfolio \_\_\_ Study Log (Parent signatures required)

Date	Amount of time	Parent signature	Date	Amount of time	Parent signature

**Leçon 1B Bell work / Closure Activities**

**1B-6 Bell work / Closure:** Grammar and Vocabulary Exercises page 5 Activité 8

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

**1B-7 Bell work / Closure:** Grammar and Vocabulary Exercises page 5 Activité 9

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

**4**

*Bonjour!* When people met or parted, they sometimes gave each other kisses on the cheeks. Can you remember who did what? For each of the following situations, mark an "X" in the appropriate box.

Situation	Kiss	No kiss
1. Aurélie says <i>Bonjour, Madame</i> to a neighbor she meets on the street.		
2. Julien and Aurélie meet in the school courtyard.		
3. Aurélie says <i>Au revoir</i> to her mom as she leaves for school.		
4. Aurélie and Leïla meet each other for the first time.		
5. Leïla is introduced to Julien by Aurélie.		

**2**

*Un, deux, trois...* Many numbers are said during the video. As you hear each number, circle it on the chart.

0			
1	6	11	16
2	7	12	17
3	8	13	18
4	9	14	19
5	10	15	20

**3**

*En anglais, s'il vous plaît.* Many French words are spelled the same or nearly the same as English words. Often these words are similar in meaning as well. Here are some words you heard in the video. Write their English equivalents. Then go one step further. Name the person(s) in the video who said each word.

1. présente = \_\_\_\_\_
2. allô = \_\_\_\_\_
3. zéro = \_\_\_\_\_
4. maman = \_\_\_\_\_
5. non = \_\_\_\_\_

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

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

**1B-8 Bell work / Closure:** Grammar and Vocabulary Exercises page 6 Activité 10

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

5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

**1B-9 Bell work / Closure:** Grammar and Vocabulary Exercises page 6 Activité 11

S	E	I	Z	E	D
E	Z	N	O	I	Q
T	R	E	X	R	G
G	O	U	E	X	T
N	T	F	D	Q	I
I	A	C	I	N	Q
V	U	O	F	R	S
S	Q	S	E	P	T

1. 16

2. 11

3. 7

4. 14

5. 20

6. 5

7. 10

8. 9

**1B-10 Bell work / Closure:** Grammar and Vocabulary Exercises page 7 Activité 12

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

**1B-11 Bell work / Closure:** Grammar and Vocabulary Exercises page 7 Activité 13

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

**1B-12 Bell work / Closure:** Grammar and Vocabulary Exercises page 8 Activité 14

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

**1B-13 Bell work / Closure:** Grammar and Vocabulary Exercises page 8 Activité 15 - Write the dialogue.

Classroom expressions

**1B-14 In-class:** Activité 1- textbook page 11

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_

**1B-15 In-class:** Activité 5- textbook page 13- complete as directed

**1B-16 In-class:** Activité 6- textbook page 14- complete as directed



**1B-17 In-class:** Listening Activity 2A

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_

**1B-18 In-class:** Listening Activity 2B

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_

**1B-19 In-class:** DVD Activity- Watch Episode 1 without subtitles. Complete Activities 2-5