

## Jr. High/Middle School Course Description

French 1A/1B (Novice low)

Two year course equivalent to High School French 1

Prerequisite: None

Students learn to exchange information in simple terms about topics relating to themselves, their family, and their leisure activities in French. They will be introduced to the culture of French-speaking countries and regions. The emphasis is on vocabulary development and elementary grammatical structures. The main goal of this course is to progress toward authentic communication at a basic level.

FRENCH 1A/B TEACHING HINTS  
TEXT: ALLEZ, VIENS

**It is imperative that the class be taught exclusively in French for at least the first two months or more. It sends an important message to the students that they need to buckle down and make an effort.** Ideally, all classes need to continue being taught predominately in French. In reality, we realize that sometimes a grammatical explanation or cultural presentation will be executed in English. If the students really need to be reminded of something, some teachers hand notes to students as they walk in the door or make hand-outs to prevent the speaking of English in class. The Panorama Culturel sections of the text are in English and can be assigned as homework.

**The general rule of thumb is to spend no more than six weeks per chapter.** The concepts in the text are introduced, then reviewed in later chapters. It is, therefore, not necessary that each concept be mastered right away.

The length of time spent on each “étape” can vary as the amount of information in each is not uniform. In addition, the “étapes” in each chapter do not have to be taught in the order presented.

There is a plethora of ancillary material. Do not try to use all the materials. It is important to pick and choose the items that suit individual teaching styles.

When testing, you need to test to what is actually taught. Therefore, the ready-made tests may not always be appropriate. Many teachers cut and paste from the HRW tests and create their own sections as needed. The HRW test-generator can also be a helpful tool.

Be sure to look at the HRW tests prior to teaching a chapter as the tests have been known to ask the students to do more than what the chapter presents or the test doesn't cover what is in the chapter.

The video that accompanies the text is an invaluable resource that uses the concepts and vocabulary in context. It is culturally rich and includes a variety of accents from different francophone countries. Some teachers use the video to introduce lessons while others use it to review lessons. The video should be shown in short sections instead of all at once. It also needs to be seen and heard more than once for the students to maximize their learning.

Reading is important. Teachers should not feel tied to the readings from the textbook if they find passages of greater interest to the students. An excellent time to present fairy tales or nursery rhymes is the week of the High School Graduation Qualifying Exam.

Many teachers do not issue the textbook for the first 10 days or more. Written French tends to interfere with correct pronunciation.

Specific hints for individual chapters

*Preliminary chapter:*

Make sure students realize the extensive usage of French in the world.  
Link this chapter with Chapter 1 and allow six weeks for both.

## FRENCH 1A/B TEACHING HINTS

TEXT: ALLEZ, VIENS

### *Chapter 1:*

Make a CD or cassette tape of the alphabet and the numbers from 1-20 for the students who filter into your class during the first 10 days. It will assist them in catching up to the rest of the class.

Introduce a list of common –er verbs and have students practice conjugating them.

(See suggested list.)

Verb conjugation practice can be found on **conjuguemos.com**

### *Chapter 2:*

Continue –er verb practice

Practice simple math equations.

Use whiteboards or paper plate clocks.

Many teachers teach the “et quart,” “et demie,” and “moins le quart” expressions right away instead of waiting for the time review in chapter 6.

### *Chapter 3:*

Continue –er verb practice

Try the shopping internet search on the **gohrw.com** website.

### *Chapter 4:*

After “est-ce que” questions, introduce questions with inversion.

### *Paris unit:*

Be sure the students are familiar with the principal Paris monuments. This unit could take up to a week to present.

### *Chapter 5:*

### *Chapter 6:*

This chapter teaches “vouloir” so it might be a good time to introduce “pouvoir” also.

### *Chapter 7:*

Feel free to take eight weeks on this chapter as there are several major concepts to teach.

Introduce basic nationalities and professions as needed.

Possessive adjectives are not re-introduced in later chapters. Therefore, the teacher needs to reintroduce it prior to the final exam, and again in French II.

### *Chapter 8:*

This is the perfect time to share African food, culture, songs, stories, etc.

### *Chapter 9:*

If the year is running out and you are feeling pressed for time, forego teaching the phone conversation. Focus primarily on teaching –re verb conjugations and introducing the passé compose.

Introduce more –re verbs than the book presents. (See suggested list.)

Students should also be exposed to direct and indirect object pronouns.

### *Chapter 10:*

Be sure to complete this chapter as French 2 Lesson 1 starts out with the assumption that the students know the material up to this point.

Introduce more –ir verbs than the book presents. (See suggested list.)

### *Extra time:*

Introduce phone conversations from chapter 9.

Practice more passé compose.

# FRENCH 1A---JR. HIGH/MIDDLE SCHOOL LEVEL

TEXT: ALLEZ, VIENS CHAPTERS 1-5+

ANCHORAGE SCHOOL DISTRICT

CHAPTER	SKILL TO LEARN	CHAPTER	VOCABULARY TO KNOW
Prelim.	Introduce yourself	2	School subjects, grades
Prelim.	Alphabet	2	Days of the week
Prelim.	Accents	2	Parts of the day (today, afternoon, etc)
Prelim.	Spell words/accents	2	-er verbs
Prelim.	Numbers 1-20	3	Classroom items
1	Greetings and goodbyes	3	Colors
1	Ask how s.o. is/Tell how you are	4	Seasons
1	Ask s.o.'s name/age. Give yours	4	Weather
1	Express likes and dislikes	4	Months of the year
1	Liking things/Liking activities.	4	Faire expressions/activities
1	Know subject pronouns (je, tu....)	4	Adverbs of frequency
1	Conjugate -er verbs	-	Conjunctions (and, but, because, etc.)
1	Definite articles: le, la, les, l'	5	Foods/Drinks
1	Pronoun usage (Paul/le livre =il, etc.)	6, 12	Places/Buildings
2	Si/Oui		
2	Telling time		
2	Understand 24-hour time		<b>SUPPLEMENTARY LESSONS</b>
2	Avoir		Declamation preparation
2	Give opinions		---poems
2	Numbers 1-60		---cultural trivia
3	Indefinite articles: Un, une, des, pas de		---dialogue/situation cards
3	Demonstrative articles: Ce, cet, cette, ces		---sit-comms
3	Numbers 1-1000+		Holidays
3	Il me faut		---La Rentrée
3	Adjective agreement with colors		---La Toussaint
4	Est-ce que		---Le Jour de Grace
-	Recognize inversion, know formulaic phrases		---Noël
4	On		---Valentine's Day
4	Negation		---Mardi Gras
4	Faire		---Poisson d'Avril
4	Faire du/Jouer au		---Pacques
4	Contractions with "de"		Francophone Countries, French Regions, Paris, Québec
5	Prendre		Avoir expressions (j'ai chaud, j'ai faim, etc)
5	Commands		Songs
6	Mardi/le mardi		
6	Aller + places		

# **FRENCH 1A---JR. HIGH/MIDDLE SCHOOL LEVEL**

TEXT: ALLEZ, VIENS CHAPTERS 1-5+  
ANCHORAGE SCHOOL DISTRICT

**What the students should know and be able to do by the end of the 1<sup>st</sup> year**

## Introductions

Greet adults and friends and ask how they are.

State name, age, and birthday. Ask about someone else.

Talk about school schedule.

## Likes and dislikes

Give basic opinions.

State several items you like and several you don't like.

State several activities you like and several you don't like.

## Foods

Name at least fifteen foods.

Name at least seven drinks.

Order a variety of foods and drinks in a restaurant setting.

## Community

Name at least ten places in the neighborhood or community.

## Survival topics

Get people to restate things differently, more slowly, simply.

Tell time (including 24-hour clock).

Describe the weather.

State classroom needs.

Spell words aloud (with accent).

Accept and decline invitations.

# FRENCH 1B---JR. HIGH/MIDDLE SCHOOL LEVEL

TEXT: ALLEZ, VIENS CHAPTERS 6-10

ANCHORAGE SCHOOL DISTRICT

CHAPTER	SKILL TO LEARN	CHAPTER	VOCABULARY TO KNOW
6	Mardi/le mardi (review)	6, 12	Places (review)
6	Aller + places (review)	7	Family
6	Contractions with "à"	-	Basic professions/nationalities
6	Aller + infinitive	7	Chores
6	Vouloir	8	Quantities
8	Pouvoir	9	-re verbs
6	Interrogative expressions	9	Telephone conversation
7	Possession with "de"	10	-ir verbs
7	Possessive adjectives	10	Clothing
7	Etre	Handout	Basic -er, -ir, -re verbs
7	Adjective agreement, including nationalities		
8	Partitive articles		SUPPLEMENTARY LESSONS
8	"de" with expressions of quantity	12	Modes of transportation
8	Recognize the pronoun "en"		Animals
9	-re verbs		Body parts
9	Passé compose with avoir		Avoir expressions (avoir mal, avoir l'air de, etc.)
10	Mettre/porter		Table setting and etiquette
10	-ir verbs		Holidays (more in-depth)
10	Recognize object pronouns (le, la, les, lui, leur)		Introduction to Impressionism
			Fairy tales
			Pledge of Allegiance
	SUPPLEMENTARY LESSONS		Tongue Twisters
	Ne...ni...ni		Songs
	Adverb placement in passé composé		
	Inversion with present tense and passé composé		

# FRENCH 1B---JR. HIGH/MIDDLE SCHOOL LEVEL

TEXT: ALLEZ, VIENS CHAPTERS 6-10

ANCHORAGE SCHOOL DISTRICT

**What the students should know and be able to do by the end of the 2<sup>nd</sup> year**

## Introductions

Tell where you go to school, your grade, tell where you live, address, your phone number. Ask about your friends.

Describe yourself: what you look like, your personality, state your nationality.

Describe someone else.

Talk about your daily routine. (Where you go and what you do, does not include reflexive verbs)

## Likes and dislikes

State your favorite foods and those you do not like.

State your favorite activities, hobbies, sports, pets, possessions and those you do not like.

Ask a classmate what he/she likes.

Describe your favorite activities in school and after school (time, place, with whom, when, etc.)

## Family

Name ten family members

Give the names and ages of family members and state their relationship to you. Ask about your friend's family.

Describe each family member's likes and dislikes and favorite activities. Ask about your friend's family.

Describe physical and personality traits of yourself and others including pets. Ask someone else this information.

Talk about the chores each of your family members does.

## Community

Name at least ten places in the neighborhood or community.

Talk about where you are going to go and what you are going to do there.

## Foods

Name at least fifteen foods.

Name at least seven drinks.

Order a variety of foods and drinks in a restaurant related to specific meals (breakfast, lunch, dinner, snack, party.)

Buy basic food items at a market. Ask about prices and quantity.

## Clothes

Name at least 10 articles of clothing.

Describe what you wear—including different colors, different seasonal clothes and the weather.

Comment about an item of clothing that a classmate is wearing. Ask how much it costs

## Survival topics

Issue a simple invitation. Make a reservation or an appointment.

Accept an invitation.

Refuse an invitation and make an excuse.

Tell what you are going to do tomorrow.