

Kolbe Academy Home School

HIGH SCHOOL FRENCH 1

Bien dit!

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COURSE TITLE: French 1

COURSE TEXTS & RESOURCES:

- ❖ DeMado, John, et al. *Bien dit!* Houghton Mifflin Harcourt Publishing, 2018. (print or digital)
- ❖ Workbook: *Cahier de Vocabulaire et de Grammaire* (digital): through Student Online Access
- ❖ Workbook Answer Key: through Parent/Instructor Online Access
- ❖ Student Online Access: provided with *Bien dit! 1* textbook purchase, or may purchased separately through the Kolbe Bookstore
Provides access to:
 - Digital Text
 - Audio files
 - Video files
 - Auto-graded textbook exercises
 - Workbook exercises
 - Kolbe Academy's *French 1 Online Resources User's Manual*
- ❖ Parent/Instructor Online Access: registration instructions sent by e-mail upon course enrollment.
Provides access to:
 - PDF copy of Instructor's Text Book (includes answers for textbook exercises)
 - Answer Keys for Workbook Exercises
 - Kolbe Academy's *French 1 Online Resources User's Manual*
- ❖ *French 1 Online Resources User's Manual*: provided with Student Online Access and Parent/Instructor Online Access.

RECOMMENDED MATERIALS/RESOURCES:

- ❖ Note cards for making vocabulary flash cards
- ❖ French-English dictionary
- ❖ quizlet.com: allows the student to create digital flashcards and access other activities to aid in memorization of vocabulary
- ❖ vocaroo.com: allows the student to create audio recordings which can be saved and downloaded
- ❖ conjugueamos.com: allows the student to access activities for memorizing vocabulary and verb conjugations as well as access review activities and games

COURSE OBJECTIVES:

- ❖ Learn and use the grammar and structures presented as listed in the Scope and Sequence
- ❖ Express personal meaning on a variety of predictable, familiar topics related to daily activities and personal environment in discrete sentences and strings of sentences
- ❖ Ask and answer questions on the topics listed in Scope and Sequence

SCOPE AND SEQUENCE OF COVERED MATERIAL:

- ❖ **Chapter 1 - Vocabulary:** Greetings; Introductions; Saying where one is from; Asking about age; Numbers 0 to 30; Classroom objects and expressions; Exchanging email addresses. **Grammar:** French alphabet; Subjects and verbs; Subject pronouns; Indefinite articles; Plural nouns; Present tense of the verb *avoir*; Negation.
- ❖ **Chapter 2 - Vocabulary:** Likes and dislikes; Agreeing and Disagreeing; Leisure Activities. **Grammar:** Definite articles; Present tense of *-er* verbs; irregular plurals; contractions with *à*; Conjunctions; asking questions with *Est-ce que*.
- ❖ **Chapter 3 - Vocabulary:** Physical descriptions; Personality traits; Describing people; Asking for and giving opinions; Family and pets. **Grammar:** Present tense of the verb *être*; Adjective Agreement; Irregular adjectives; Possessive adjectives; Contractions with *de*; *C'est* vs. *Il/Elle est*.
- ❖ **Chapter 4 - Vocabulary:** School subjects; Days of the Week; Telling time; School supplies; Colors; Numbers 31-201; Asking and giving opinions about school; Expressing need. **Grammar:** Present tense of *-re* verbs; Present tense of *-ger* and *-cer* verbs; *Le* with days of the week; Present tense of verbs *préférer* and *acheter* (accent changing verbs); Adjectives as nouns; Agreement with numbers.
- ❖ **Chapter 5 - Vocabulary:** Sports and activities; Seasons; Months of the year; Asking about interests; Places in town; Weather; Invitations; Making plans. **Grammar:** Present tense of the verb *faire*; Question words; Adverbs: using *Aller* in the futur proche; using *Venir* in the passé recent; idioms with *avoir*.
- ❖ **Chapter 6 - Vocabulary:** Breakfast foods and drinks; Place settings; Offering food; Café foods; giving opinions about food. **Grammar:** Partitive articles; Present tense of *-ir* verbs; Present tense of the verb *vouloir*; Present tense of the verb *Prendre*; Imperative tense; Present tense of the verb *boire*.
- ❖ **Chapter 7 - Vocabulary:** Clothing and accessories; Asking for help in a store; Sports equipment, leather goods, and jewelry; Numbers 1,000-1,000,000. **Grammar:** Demonstrative adjectives; Interrogative adjectives; Present tense of the verb *mettre*; The *passé composé* of *-er* verbs and irregular verbs; Adverbs with the *passé composé*.
- ❖ **Chapter 8 - Vocabulary:** Chores; Asking for and giving permission; House and furniture; Describing a house. **Grammar:** Present tense of the verbs *pouvoir* and *devoir*; The *passé composé* of *-ir* and *-re* verbs; Negative expressions; The present tense of the verbs *dormir*, *sortir*, and *partir*; The *passé composé* of the verb *être*; *-yer* verbs.

SKILLS TO BE DEVELOPED:

- ❖ Confidence in the use of the French language
- ❖ Knowledge of the rules of French grammar and composition

- ❖ Ability to read, write, speak and understand the French language at the Novice High to Intermediate Low proficiency level on topics listed in Scope and Sequence in discrete sentences and strings of sentences
- ❖ Ability to ask and answer questions on topics listed in Scope and Sequence

DIPLOMA REQUIREMENTS:

Summa Cum Laude diploma candidates are required to follow the Kolbe Core course (K) as outlined in this course plan if they have chosen to use the French language to fulfill two of their four years of foreign language requirement.

Summa students must complete 4 years of foreign language during their high school course of study including Latin 1 and 2 but may choose to study *any* foreign language for the remaining two years.

Magna Cum Laude and **Standard** diploma candidates may choose to follow the Kolbe Core course (K), but are not required to do so, in which case parents may alter the course plan if they choose.

Magna students must complete 3 years of any foreign language during their high school course of study including two years in the same language.

Standard diploma students may complete either 1 year of foreign language or 2 years of visual/performing arts.

Please see below for specific course titles, semester reporting requirements and transcript designations for French 1.

KOLBE CORE (K) HIGH SCHOOL COURSES:

To receive the Kolbe Core (K) designation on the high school transcript, be sure to turn in the appropriate sample work as outlined below.

SEMESTER REPORTING REQUIREMENTS:

Designation*		K
Course Title	French 1	French 1
Semester 1	Any TWO samples of written and graded work from Semester 1.	1. Completed Examen: Chapitre 2 2. Completed Semester 1 Examen Finale
Semester 2	Any TWO samples of written and graded work from Semester 2.	1. Completed Examen: Chapitre 6 2. Completed Semester 2 Examen Finale

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

If the student wishes to have the course distinguished on the transcript with a (K) as a Kolbe Academy Core course, please be sure to send the correct exams and components each semester for verification as specified above. **If no designation on the transcript is desired, parents may alter the lesson plan and any two samples of written and graded work are acceptable to receive credit for the course each semester.**

COURSE PLAN CHAPTER OUTLINE:

Semester 1

Material Covered:

Exam Schedule:

Week 1	Chapitre 1, Vocabulaire 1/Grammaire 1	
Week 2	Chapitre 1, Vocabulaire 1/Grammaire 1	
Week 3	Chapitre 1, Vocabulaire 2/Grammaire 2	
Week 4	Chapitre 1, Vocabulaire 2/Grammaire 2	Examen: Chapitre 1
Week 5	Chapitre 2, Vocabulaire 1/Grammaire 1	
Week 6	Chapitre 2, Vocabulaire 1/Grammaire 1	
Week 7	Chapitre 2, Vocabulaire 2/Grammaire 2	
Week 8	Chapitre 2, Vocabulaire 2/Grammaire 2	Examen: Chapitre 2
Week 9	Chapitre 3, Vocabulaire 1/Grammaire 1	
Week 10	Chapitre 3, Vocabulaire 1/Grammaire 1	
Week 11	Chapitre 3, Vocabulaire 2/Grammaire 2	
Week 12	Chapitre 3, Vocabulaire 2/Grammaire 2	Examen: Chapitre 3
Week 13	Chapitre 4, Vocabulaire 1/Grammaire 1	
Week 14	Chapitre 4, Vocabulaire 1/Grammaire 1	
Week 15	Chapitre 4, Vocabulaire 2/Grammaire 2	
Week 16	Chapitre 4, Vocabulaire 2/Grammaire 2	Examen: Chapitre 4
Week 17	Review Week	
Week 18	Semester 1 Final Exam Week	Examen Finale

Semester 2

Material Covered:

Exam Schedule:

Week 1	Chapitre 5, Vocabulaire 1/Grammaire 1	
Week 2	Chapitre 5, Vocabulaire 1/Grammaire 1	
Week 3	Chapitre 5, Vocabulaire 2/Grammaire 2	
Week 4	Chapitre 5, Vocabulaire 2/Grammaire 2	Examen: Chapitre 5
Week 5	Chapitre 6, Vocabulaire 1/Grammaire 1	
Week 6	Chapitre 6, Vocabulaire 1/Grammaire 1	
Week 7	Chapitre 6, Vocabulaire 2/Grammaire 2	
Week 8	Chapitre 6, Vocabulaire 2/Grammaire 2	Examen: Chapitre 6
Week 9	Chapitre 7, Vocabulaire 1/Grammaire 1	
Week 10	Chapitre 7, Vocabulaire 1/Grammaire 1	
Week 11	Chapitre 7, Vocabulaire 2/Grammaire 2	
Week 12	Chapitre 7, Vocabulaire 2/Grammaire 2	Examen: Chapitre 7
Week 13	Chapitre 8, Vocabulaire 1/Grammaire 1	
Week 14	Chapitre 8, Vocabulaire 1/Grammaire 1	
Week 15	Chapitre 8, Vocabulaire 2/Grammaire 2	
Week 16	Chapitre 8, Vocabulaire 2/Grammaire 2	Examen: Chapitre 8
Week 17	Review Week	
Week 18	Semester 2 Final Exam Week	Examen Final

COURSE PLAN METHODOLOGY AND INSTRUCTION:

Please note that access to all digital course materials for *Bien Dit! 1* may be attained by registering for Student Online Access. Any applicable answer keys for the course assignments may be attained by registering for the Parent/Instructor Online Access. The French 1 Digital Resources User's Manual is provided with both the Student Online Access and the Parent/Instructor Online Access. It has detailed instructions for accessing and using the resources provided by the Student Online Access and the Parent/Instructor Online Access.

- ❖ **Course Plan:** The Kolbe French 1 course plan covers Chapitre 1 through Chapitre 8 of *Bien dit! 1*, 2018 edition. Chapitres 9-10 have been purposely left out of the course plan to make for a more streamlined course of study and exam schedule since the topics covered in Chapitres 9-10 will be repeated in French 2 with *Bien dit! 2*.
- ❖ **Notes grammaticales:** Occasionally "*notes grammaticales*" will be included in the assignment area of the course plan. These are meant to provide further explanation of certain concepts and/or helpful hints.
- ❖ **Written Textbook assignments:** The student may write out his/her answers to the written exercises in a notebook, and the teacher can check the answers with the *Bien dit!* digital teacher's edition textbook answer key. OR, the student may submit written textbook assignments in the student edition of the digital textbook.
- ❖ **Digital Workbook exercises:** The course plan assigns exercises from the *Cahier de Vocabulaire et de Grammaire* workbook. These assignments appear occasionally in Semester 1 and with regularity in Semester 2. The workbook is provided through the Student Online Access purchased in the bookstore, and the answer key is provided through the Parent/Instructor Online Access.
- ❖ **Oral Textbook Assignments:** The student may submit oral textbook assignments in the digital version of the student textbook, or the oral activities may be recited live for the teacher or recorded to be reviewed later by the teacher. The ad-free website <http://vocaroo.com/>, allows the student to create audio recordings which can be saved and downloaded. There are no sign-ups required and use of the site is free.
- ❖ **Audio and Video Materials:** These materials are provided through the digital text or the publisher's "Student Resources" online. The **Tele-vocab** videos, **Écoutons** activités, **Vocabulaire** audio files, **Grammavision** videos, and **Télé-roman** videos are designed so that the student can hear and see the lesson's vocabulary and grammar in context. The **Tele-vocab** videos present the vocabulary for that section of the chapter and provide a way for students to hear proper pronunciation of the words and expressions. The **Écoutons** activités provide listening comprehension exercises for the student. The scripts to these activities can be found in the introductory pages of each chapter in the teacher's edition of the text book. The **Vocabulaire** audio files provide a way for the student to hear and practice proper pronunciation. The **Grammavision** videos provide a quick grammar explanation of key points along with visual aid. For the **Télé-Roman** sections, before watching the video for the first time, the student should read the conversation in the textbook, listen to any corresponding audio tracks, and look at the pictures for clues about what they will hear and see in

the video. Only after doing these things should the student proceed to watch the video. Finally, the student should read the conversation again (and if desired, watch the video again) and complete the rest of the exercises for that section.

- ❖ **“On Rappe!”:** The digital video resources for *Bien dit! 1* include a resource called “On Rappe!” These videos review the vocabulary and grammar points for the particular unit in an entertaining way. These videos are provided in the publisher’s “Student Resources” online. They are not accessed through the digital text. **Please note that while there is nothing contrary to the Catholic Faith presented in these videos, the music is modern (“rap” style) so the parent(s) may want to review them before deciding whether or not to use the “On Rappe!” videos for their student.**
- ❖ **Lecture et écriture:** Near the end of each chapter there is a section entitled “Lecture et écriture” (reading and writing). This section offers short reading selections accompanied by an audio file for listening to a French speaker read the selection. This section is not assigned every chapter. The audio files are provided through the digital text or the publisher’s “Student Resources” online.
- ❖ **Culture:** An important part of learning any foreign language is studying the cultures that speak the language as well. Within each chapter of the book there is a brief culture lesson. These lessons introduce different aspects of cultures from French speaking countries around the world and tend to focus on the theme of the chapter. Occasionally, an accompanying culture video will be assigned. The culture video files are provided through the digital text and in the publisher’s “Student Resources” online. In addition, there is a brief list of cultural traditions based on the Catholic liturgical calendar at the end of this course plan just before the exams. This is an optional resource which can be used in addition to the culture lessons provided by the textbook.
- ❖ **Prépare-toi pour l’examen:** At the end of every chapter of the textbook is a section entitled “Prépare-toi pour l’examen.” Activities from this section will be assigned before each exam. These can be used as a self-check before an exam. In the digital textbook, there are also additional “Chapter self-tests” which can be accessed by clicking on the “Online Assessment” icon in the upper righthand corner or through the “Student Resources” online. These quizzes are self-graded. Performance on the self-checks and book activities in this section of the chapter should alert the student to whether more practice and/or drills are required in order to grasp a given concept.
- ❖ **Révisions cumulatives:** At the end of every chapter there is a section entitled “Révisions cumulatives.” This section challenges the student to use the skills acquired from the previous chapter in different modalities: listening, speaking, reading, and writing. As the student progresses through the textbook, these sections build on themselves. For instance, after chapter 1, the section only uses skills from chapter 1, but after chapter 2, this section draws from both chapters 1 and 2, etc. Activities from this section will be assigned at the end of each chapter in order to help prepare for the chapter exam. The answers to these activities are found in the teacher’s edition. Additionally, there is a short, digital assessment linked to this section in the digital textbook. By clicking on the “Online Assessment” icon, a student can take a short, cumulative, self-graded test online. PDF copies of the tests may also be found in the publisher’s “Student Resources” online.

- ❖ **Memorization of Terms:** Memorization is key to learning any language. A diligent student should keep flash cards and devote fifteen to twenty minutes **daily** simply to memorization. Emphasis should be placed on verbal, written and aural repetition and memorization, as these are the primary ways to learn a language. Repetition does not equal drudgery. In the book, and in individual classes, repetition can take the form of games, contests, etc. This is especially helpful for younger students. A wonderful online tool that can help with this is the web site Quizlet.com. Quizlet is a free web site that allows the user to create digital flashcards and a variety of other memorization tools (matching, quizzes, simple video games) with any list of words (can be vocab terms but also verb conjugations). Both the teacher and the student can use this tool for memorization and keeping a record of terms as the vocabulary builds on itself.
- ❖ **Extra Practice and Review of Lessons:** For extra practice and review of each lesson, the student is highly encouraged to make use of the many additional resources available on the publisher's website accessed through Student Online Access. Of special note is the "@HomeTutor" link, which provides leveled reinforcement for each unit's vocabulary and grammar sections. Another great option is the web site *conjuguemos.com*. This site contains many different types of activities for memorizing vocabulary and verb conjugations as well as review activities and games. There is even a section dedicated to the material presented in *Bien dit!* 1. The teacher/student can search by text book and find a wealth of review material.
- ❖ **Conversation practice:** Since French is a modern spoken language, students should be given as much opportunity to converse in French with others as possible so that they can practice using the concepts presented in this course. While it is good practice to converse with native speakers, if this is not possible, find other current or previous French students who are at or above the students' level with whom to speak for a dedicated time every week (half an hour minimum is recommended). This may also be done over the phone if a face-to-face meeting is not possible. It is also useful to begin listening to French online and to view YouTube videos to become familiar with the sound of the French Language. **(Note: Parents should absolutely preview each video and/or radio broadcast beforehand to make sure it is appropriate for their students)**

ASSIGNMENTS:

Each week the weekly course plan lesson should be read carefully. Each lesson begins with the information covered in the *Bien Dit!* 1 textbook. The textbook audio and video exercises can be found by logging into the publisher's website through Student Online Access and navigating to the desired ebook page, then clicking on the icon for the exercise or activity. For writing or speaking exercises, students may write or record their answers in the online textbook by clicking on the "Q" icon next to the desired activity. Students may also submit written textbook exercises on paper to their parent or instructor.

EXAMS

The course plan includes chapter exams and answer keys for chapters 1-8 as well as semester exams and answer keys. Brief review materials for the chapter and semester exams are also provided. Please see the table of contents to locate the review materials, exams and answer keys.

ABBREVIATIONS:

- ❖ **TEXT** = *Bien dit!* 1 textbook
- ❖ **Act.** = Activités in the textbook
- ❖ **WB** = exercises in the digital workbook (*Cahier de Vocabulaire et de Grammaire*).
- ❖ **AUDIO** = anything assigned under this label means that the student will use audio files attained through the Student Online Access purchased from the Kolbe Academy bookstore. Some audio files directly correspond with activities in the book, and some are supplemental audio files that will be assigned from time to time. Those which correspond with the textbook activities will be listed by activity number. Those that are not attached to a specific activity, will be listed by the file name.

For example:

AUDIOOr**AUDIO**

Act. 1

V1: To ask how someone is

- ❖ **VIDEO** = Anything assigned under this label means that the student will use video files found at the publisher's website for *Bien dit!* 1. The Student Online Access in the Kolbe Academy bookstore provides access to these video files.
- ❖ **V (#)**: Audio files for listening to vocabulary being pronounced by native French speakers. These are found at the publisher's website for *Bien dit!* 1. The Student Online Access in the Kolbe Academy bookstore provides access to these video files.

◆◆◆ FIRST SEMESTER ◆◆◆

KOLBE ACADEMY WELCOME WEEK

- ✓ Read through the Kolbe Academy **Syllabus** and the **Course Plan Methodology** for French 1.
- ✓ Read through the introductory pages of the *Bien dit! 1* textbook and familiarize yourself with the book's organization. Take note also of the ancillary pages at the back of the textbook.
- ✓ Become familiar with the Kolbe Academy *Bien dit! 1* online edition course resource materials by viewing the "French 1 Digital Resources User's Manual" provided with the Student Online Access and the Parent/Instructor Online Access.
- ✓ Use your Student Online Access sign in information to find the digital edition of *Bien dit! 1* online at <http://my.hrw.com/> and practice finding and playing the audio and video icons.
- ✓ Look ahead in the Kolbe course plan to the coming weeks and make sure you understand what each assignment is and how to find each assignment.
- ✓ Plan how you will approach memorization, such as making and using flashcards, websites, etc.
- ✓ Become familiar with the vocabulary you will be using in the first chapter before you begin. It is found on page 35. Make a list and begin flash cards, etc., to start memorizing.


 Notes

WEEK 1**Chapitre 1, Salut, les copains!**

This week's learning objectives are to:

- ✓ Learn and use various ways to greet someone and say goodbye in French
- ✓ Ask how someone is doing and describe how you are feeling as well
- ✓ State your age and ask someone else their age
- ✓ Learn and practice numbers 1-30
- ✓ Memorize vocabulary related to topics above
- ✓ Discover where French is spoken throughout the world
- ✓ Learn about l'Île de France

À Paris!**TEXT**

Read pp. 4-8
Do Act. 1, 3, and 6 on pp. 7-8

Make flashcards of terms on p. 35 in the section entitled
"Résumé: Vocabulaire 1." Review flashcards on a daily basis.

AUDIO

Do Act. 2 on p. 7
Do Act. 5 on p. 8
V1 - To greet someone and say
goodbye
V1 - To ask how someone is

VIDEO

On rappe! – Salut!

Comment ça va?/Les nombres de 0 à 30**TEXT**

Read pp. 10-11
Do Act. 12, 13, 14, and 15 on pp. 10-11

AUDIO

Do Act. 11 on p. 10
V1 - To ask and tell how old
someone is
V1 - To introduce and respond to
an introduction

Géoculture**TEXT**

Read pp. xviii – xix (front of book)
Take note of where French is spoken around the world as well
as of French spellings for the different geographic locations.

Read pp. xxiv – 3
Take note of the various monuments, cities, and tourist attractions
located in the region of Ile de France.

VIDEO

Géoculture – L'Île de France

WEEK 2	
<p>Chapitre 1, <i>Salut, les copains!</i></p> <p>This week's learning objectives are to:</p> <ul style="list-style-type: none"> ✓ Practice and use numbers 1-30 ✓ Describe one's own age and ask another person's age ✓ Identify and use subject pronouns in French ✓ Recognize the difference between the informal <i>tu</i> and the formal <i>vous</i> ✓ Memorize vocabulary related to topics above. ✓ Learn about hand gestures used in France and compare with other cultures. 	
Les nombres et l'âge	
<p>TEXT</p> <p>Review pp. 10-11</p> <p>Do Act. 16 on p. 11: Speaking – work with a partner and/or record your answers.</p> <p>Practice counting 1-30 every day. Continue to practice counting until the numbers are very familiar.</p>	<p>AUDIO</p> <p>V1 - Les nombres de 0 à 30</p> <p>VIDEO</p> <p>Télé-vocab 1 – Watch the video, listen to the audio files, and count along with speakers.</p>
Sujets et verbes	
<p>TEXT</p> <p>Read pp. 12-15</p> <p>Do Act. 19, 21, 23, and 24 on pp. 13-15</p> <p>Continue to review flaschards of terms on p. 35 in the section entitled "Résumé: Vocabulaire 1" on a daily basis.</p> <p>Do Act. 20 on p. 13: Speaking – work with a partner and/or record your answers.</p> <p>Do Act. 25 on p. 15: Speaking – work with a partner and/or record your answers.</p>	<p>AUDIO</p> <p>Do Act. 22 on p. 15</p>
Culture appliquée	
<p>TEXT</p> <p>Read p. 16: "Les gestes"</p> <p>Read p. 17: "Comparaisons: Greetings"</p> <p>Answer questions under "Et toi?" on p. 17</p>	

WEEK 3	
<p>Chapitre 1, <i>Salut, les copains!</i></p> <p>This week's learning objectives are to:</p> <ul style="list-style-type: none"> ✓ Learn classroom vocabulary ✓ Learn and use the expression "il y a" ✓ Learn and practice classroom expressions ✓ Identify and clarify French accents ✓ Memorize vocabulary related to the topics above 	
Dans la salle de classe	
<p>TEXT</p> <p>Read pp. 18-19 Do Act. 27 on p. 19 Do Act. 28 on p. 19: Speaking – work with a partner and/or record your answers.</p> <p>Make flashcards of terms on p. 35 in the section entitled "Résumé: Vocabulaire 2." Practice saying these terms and memorizing their meanings until they are very familiar.</p>	<p>AUDIO</p> <p>Do Act. 26 on p. 19 V2 - To ask and tell about things in a classroom</p>
À l'école	
<p>TEXT</p> <p>Read pp. 20-21 Do Act. 31, 32, 33, and 34 on pp. 20-21</p> <p>Continue to review flashcards and continue to practice counting 1-30 on a daily basis.</p>	<p>AUDIO</p> <p>Do Act. 30 on p. 20 V2 - To give classroom commands and ask the teacher something</p> <p>VIDEO</p> <p>Télé-vocab 2 – Watch the video and repeat each word out loud. Repeat until words become easier to pronounce.</p>
Les accents et l'orthographe	
<p>TEXT</p> <p>Read pp. 22-23 Do Act. 36 and 38 on p. 23 Do Act. 39 on p. 23: Speaking – work with a partner (teacher). Student should describe him/herself to the partner and then ask the partner the same questions.</p> <p>WB: Vocabulaire 2 → p. 9, act. 19</p> <p>Practice using accents by making lists of words without the accents and then going back and adding accents where appropriate.</p>	<p>AUDIO</p> <p>Do Act. 37 on p. 23 V2 - To ask and say how words are spelled V2 - To exchange e-mail addresses</p>