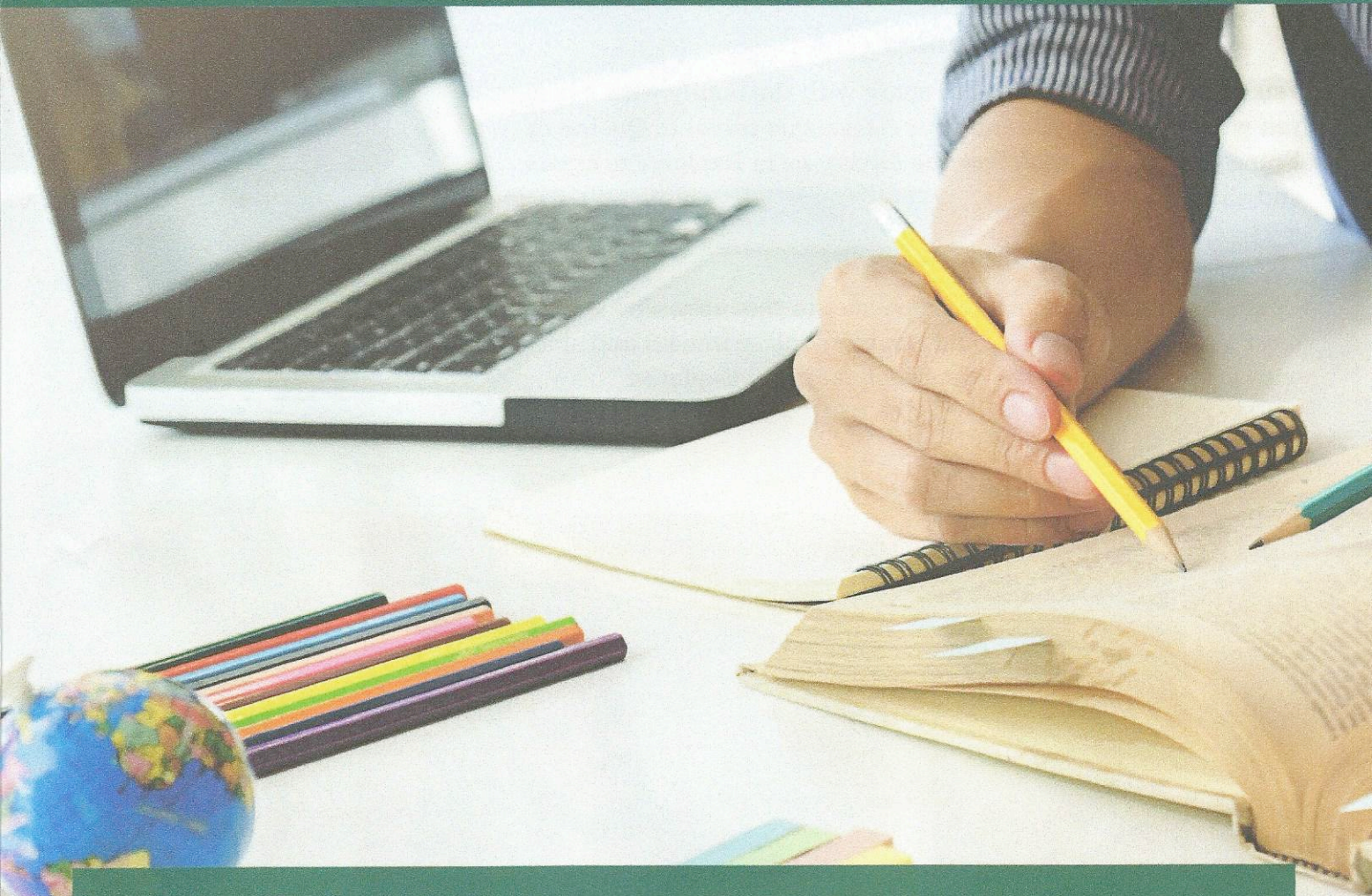


UNITÉ 2

À l'école



Objectifs de l'unité

Exchange information about your life at school, including people, places, schedules, and student activities.

Interpret images, videos, and schedules to gain insights into what school life is like in a Francophone country.

Present information about your own life at school.

Investigate elements of school life and aspects of time in Francophone cultures.

Questions essentielles

How is student life at my school similar to and/or different from student life in a Francophone country?

How do courses and schedules reflect the educational values of a community?

What places, people, and activities define student life?



When you meet young people who speak French, you will want to talk about your life at school. In this unit, Hamid will share his school experiences in Algeria through his video blogs. Learning about schools and education in other cultures will help you understand how to make students new to your community feel comfortable in your school.

Rencontre interculturelle 90

Meet Hamid through his video blog. As you **watch** and **listen**, you will learn about schools and the education system throughout the Francophone world.

Communiquons 94

Comment dit-on? 1: Les fournitures scolaires 94

Learn to **talk about school supplies** in your backpack, **compare** prices, and indicate ownership.

Découvrons 1: Identifying People or Things 102

Learn how to **express number and gender** by using the expression *il y a*.

J'avance 1 Formative Assessment 104

Assess your progress. **Recognize and respond to questions** relating to school supplies.

Comment dit-on? 2: Les matières 106

Learn to **exchange information** about your class schedule and courses and **describe** your classes.

Découvrons 2: Telling Time 112

Learn how to **tell official time**.

J'avance 2 Formative Assessment 116

Assess your progress. **Understand and exchange information** about the time spent in classes and your opinions about them.

Comment dit-on? 3: Qu'est-ce qu'on fait à l'école 118

Learn to **describe people, locations, and activities** related to school life.

Découvrons 3: Expressing Daily School Activities 126

Learn how to **express your daily school activities** and those of people around you.

J'avance 3 Formative Assessment 132

Assess your progress. **Identify** school activities in a video blog, then **read and respond** to an email with information about your school experiences.

Synthèse de grammaire et vocabulaire 134

Learn to **express gender and number** (*les articles indéfinis*), **tell time** using the 24-hour clock and **express daily school activities** (*verbes en -er*).

J'y arrive 138

Interact with a student in Algeria to learn more about schools in Algeria. **Identify names of classes** on a schedule and their locations, then **exchange information** about your school, class schedule, and activities in an online chat. Finally **present your school day** to a Francophone student in Algeria.

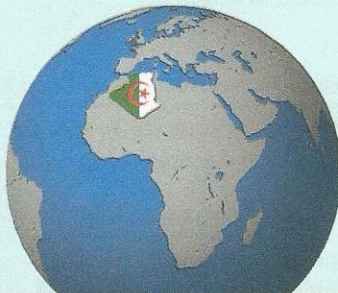


Nom: Hamid

Langues parlées: arabe, français, allemand, anglais, japonais

Origine: Alger, Algérie

L'Algérie et le continent africain



Le nord de l'Afrique et la mer Méditerranée

Rencontre interculturelle

L'Algérie

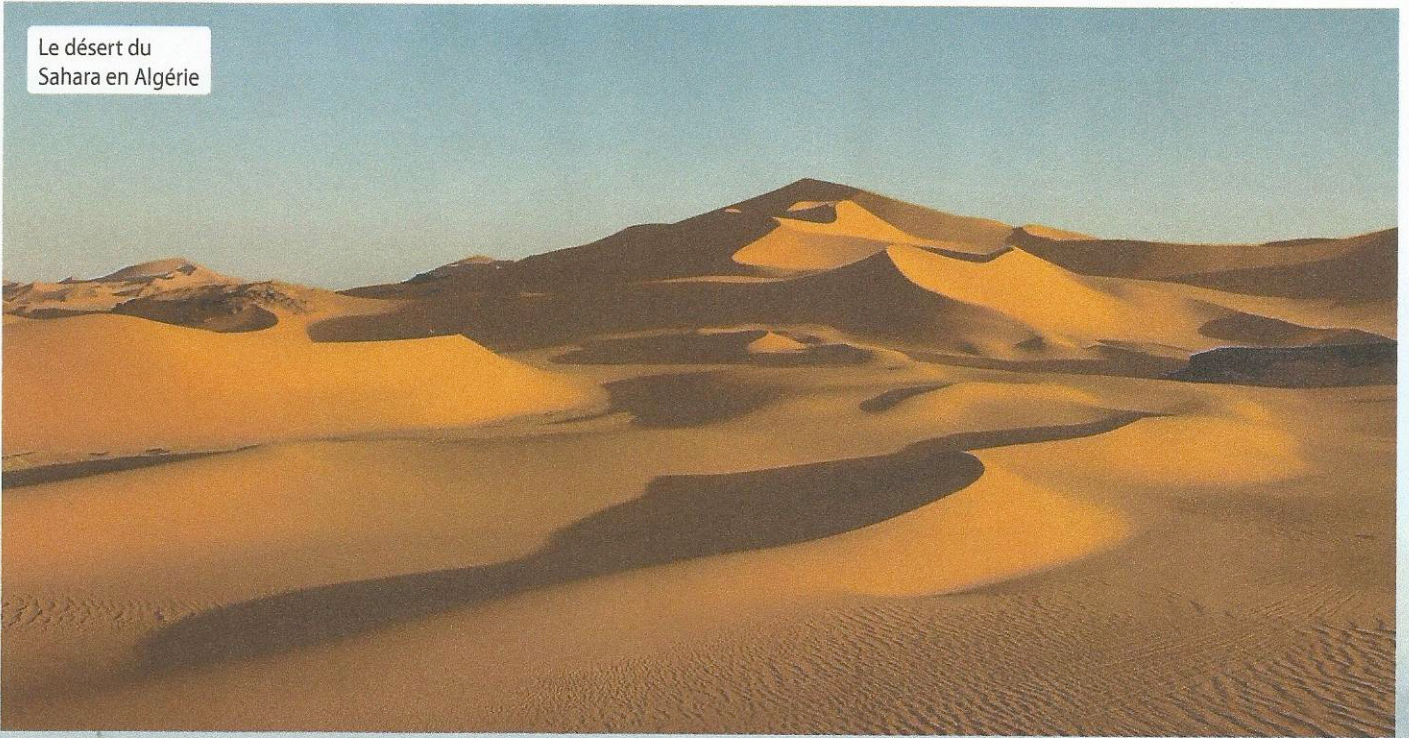
L'Algérie est un pays d'Afrique du Nord bordé par la mer Méditerranée. Après une période de colonisation française, l'Algérie proclame son indépendance en 1962. C'est le plus grand pays du continent africain.

Les langues officielles de l'Algérie sont l'arabe et le berbère. Le français est une langue importante en Algérie pour l'éducation et le commerce. La majorité de la population algérienne parle ou comprend le français.



Alger, la capitale algérienne

Le désert du Sahara en Algérie





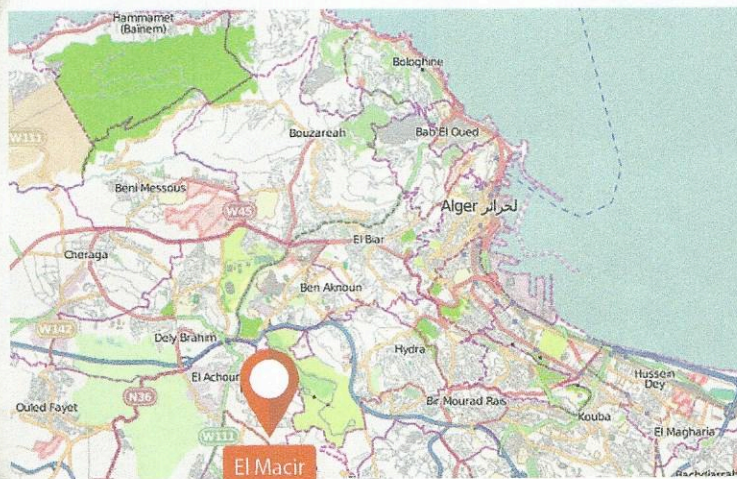
Je m'appelle Hamid.

Je passe en deuxième année secondaire, classe scientifique.

J'aime jouer aux jeux vidéo et jouer du piano.

J'étudie la biologie.

Hamid est élève au lycée El Macir à Alger, la capitale de l'Algérie. Il est en deuxième année secondaire. C'est un élève sérieux. Il aime les sciences. Hamid aime aussi la musique. Il joue du piano.



© OpenStreetMap contributors, www.openstreetmap.org/copyright, pinpoint added.

Activité 1

Bonjour, Hamid!

  **Étape 1: Préparez**

Look at the photo of Hamid and what is in his speech bubbles. What information do you think he has included in his video blog? Can you tell what his interests are for school and extracurricular activities? Write your responses in Explorer.

Alger, Algérie

Étape 2: Écoutez

Listen to Hamid's video blog recording and place check marks (✓) next to the keywords that appear in the picture captions.

écoutez	✓
je m'appelle	
secondaire	
classe scientifique	
biologie	
jouer aux jeux vidéo	
jouer du piano	

Étape 3: Résumez

Listen and watch again. In Explorer, write a few sentences about what Hamid is telling us about himself. Include words or sentences from the picture captions and also additional information that you understand and find interesting.

Étape 4: Comparez

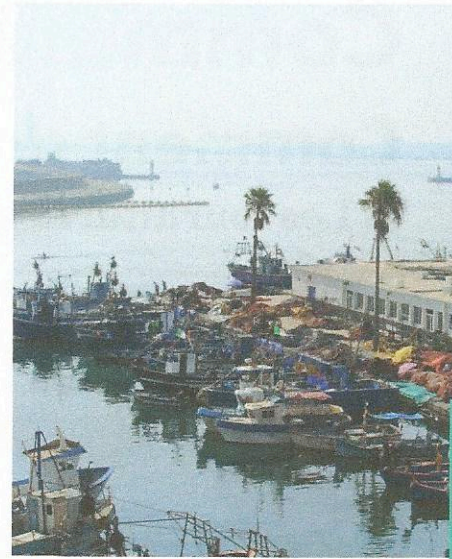
How is Hamid similar to you and how is he different from you? Share your comparisons in class and write a few sentences describing these similarities and differences in Explorer.

Modèle

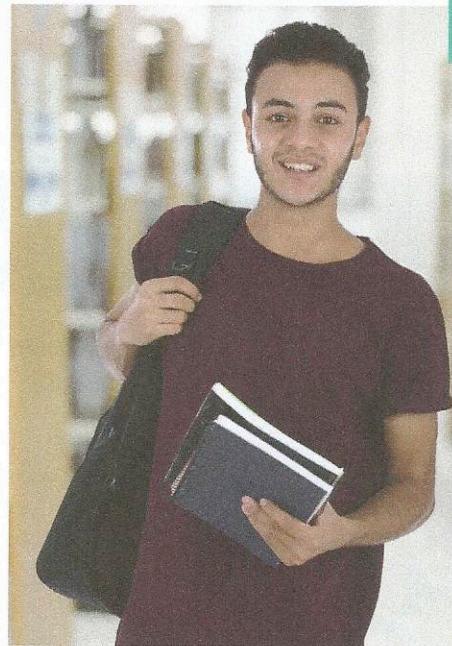
Je suis comme Hamid. J'aime la biologie aussi.

Réflexion interculturelle

What subjects do you study at school? What are your favorite extracurricular activities? Do you have academic goals for the future? How is Hamid similar to and/or different from you? Answer the questions in the discussion forum in Explorer.



Le port d'Alger, en Algérie



Mon progrès interculturel

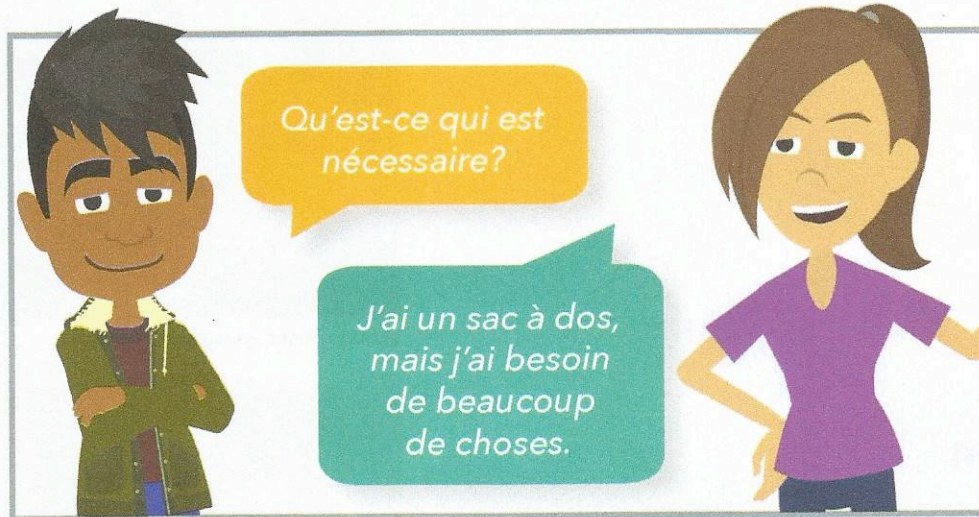
I can identify some similarities and differences between a Francophone teen and myself related to school life.



Communiquons

Comment dit-on? 1

Les fournitures scolaires



Un billet (bill) de 1.000 dinars. Le dinar est la monnaie d'Algérie.

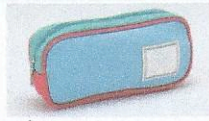
Les fournitures scolaires à acheter



feuilles de papier
(paquet de 100)
145DZD

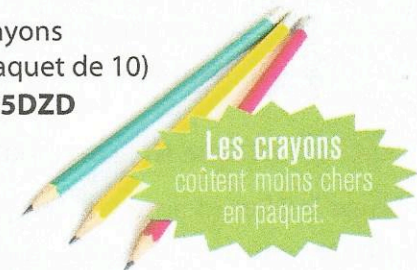


stylos
(paquet de 6)
225DZD



trousse
1.050DZD

crayons
(paquet de 10)
265DZD



Le sac à dos coûte mille deux cent cinquante dinars.



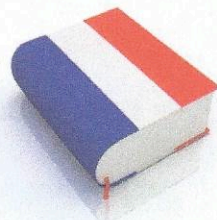
sac à dos
1.250DZD

classeur
260DZD



livres
1.750 - 6.000DZD

dictionnaire
anglais-français
775DZD



Les cahiers sont parfaits pour le cours d'anglais.



cahiers
(8 x 100 feuilles)
720DZD



ciseaux
775DZD

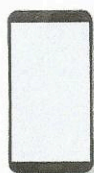


agenda scolaire
535DZD

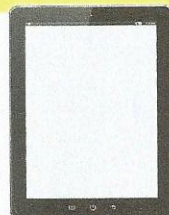
calculatrice
860DZD



La technologie à l'école.



portable
52.000DZD



tablette
56.000 DZD



ordinateur
84.000DZD

Activité 2

Qu'est-ce qu'il y a dans ton sac à dos?

First, read the list of school supplies in the chart below. Then, as you watch the video blogs, indicate which items Marianne, Ariane, and Noah have in their backpacks.

	Marianne	Ariane	Noah
livre			
manuel scolaire			
cahier			
calculatrice			
dictionnaire			
tablette			
trousse			
crayon			
ciseaux			
stylo			

Prononciation

Word Stress in French

In words that have more than one syllable, one of the syllables gets more emphasis than others when pronounced. In the English word "geometry," notice that the second syllable "om" gets emphasized when it's pronounced. In French, its cognate **géométrie** has word stress on the last syllable, "**-trie**." Whereas English word stress is quite variable, French word stress tends to fall on the last syllable. This can be a handy tip when making a guess at how to pronounce a cognate in French.

Exemples en anglais et en français (the stressed syllable is underlined):

- envelope* **enveloppe**
- portable* **portable**
- calculator* **calculatrice**
- apartment* **appartement**
- carrot* **carotte**

Mon progrès communicatif

I can understand when someone names school supplies.

Comment dit-on?

Les numéros de 30 à 69

In **Unité préliminaire**, you learned numbers up to 31 to be able to talk about dates and calendars. The pattern continues as you count from 30–69.

- 30 trente
- 31 trente et un
- 32 trente-deux
- 33 trente-trois
- ...
- 40 quarante
- 44 quarante-quatre
- 50 cinquante
- 57 cinquante-sept
- 60 soixante
- 69 soixante-neuf

On peut aussi dire

In your *salle de classe*, you or your teacher might also use or need to talk about the following objects.

un bureau
a desk, an office

une chaise
a chair

un feutre
a marker

un tableau
a whiteboard, chalkboard

un taille-crayon
a pencil sharpener

Activité 3

Qu'est-ce qui est nécessaire?

 Étape 1: Écrivez

Complete the *Tableau à deux colonnes* (T-chart) with items you already have in your backpack, then use the *liste de fournitures scolaires* to identify items you need if you were a student at *Lycée Pélégri* in Algiers.


 Lycée Pélégri

Liste de fournitures scolaires

- | | |
|---|--|
| <input type="checkbox"/> 3 stylos | <input type="checkbox"/> calculatrice |
| <input type="checkbox"/> 4 cahiers | <input type="checkbox"/> agenda scolaire |
| <input type="checkbox"/> feuilles de papier | <input type="checkbox"/> livre |
| <input type="checkbox"/> ordinateur | <input type="checkbox"/> dictionnaire français-anglais |

j'ai...

j'ai besoin de/d'...

 Étape 2: Demandez et répondez

Now ask your *partenaire* if he or she has any of the items that you need, using the *Modèle* to guide you. Note any items that your *partenaire* has in your list.

Modèle

Élève A: As-tu _____ ?

Élève B: Oui, j'ai _____.

Non, je n'ai pas de/d' _____.

Étape 3: Présentez

Summarize the information in your chart and share with a small group. Be sure to share an item you have, ask for an item you need and indicate something that your *partenaire* has or does not have. Be sure to use *il* if your *partenaire* is male and *elle* if your *partenaire* is female.

Modèle

J'ai _____.

J'ai besoin de/d' _____.

Il/Elle a _____.

Il/Elle n'a pas de/d' _____.

Activité 4

🗣️ Qu'est-ce qui coûte plus cher?

Work with a *partenaire* to compare prices of school supplies in Algeria. Ask and answer questions using the ad in *Comment dit-on?* 1.

Modèle

Qu'est-ce qui coûte plus cher: des stylos ou des crayons?

des crayons

1. un ordinateur/une tablette
2. un sac à dos/des ciseaux
3. un agenda scolaire/une calculatrice
4. une trousse/des feuilles de papier

Expressions utiles

There are several expressions which can help you talk about school supplies.

Il y a...

There is/are...

J'ai beaucoup de/d'...

I have a lot of...

Je n'ai pas beaucoup de/d'...

I don't have a lot of...

J'ai besoin de/d'...

I need...

Je n'ai pas besoin de/d'...

I don't need...

 **Mon progrès
communicatif**

I can respond to questions relating to school supplies.



Mon progrès communicatif

I can write a list of school supplies.



Activité 5

Qu'est-ce qu'on utilise à l'école?

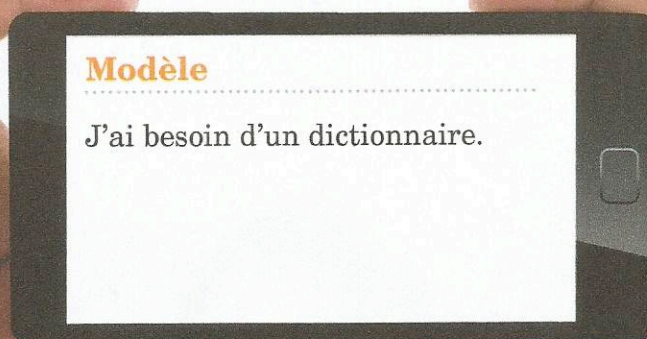
Étape 1: Préparez

A new student who speaks French needs to get school supplies. Write shopping lists for the items needed in four of your classes. Indicate the quantity of each item needed, as done in the model in the first column.

le cours de français	le cours d'art	le cours de mathématiques	le cours de sciences
un dictionnaire			

Étape 2: Écrivez

The new French speaking student for whom you made the list of school supplies in *Étape 1* has remembered that his parents are out shopping and that they could purchase the necessary school items. One problem exists - your friend's cell phone is at home. Using your cell phone, write a text message for your friend advising his parents what to purchase based on the items in the chart in *Étape 1*.



Zoom culture

Pratique culturelle: Le système scolaire algérien

Connexions

What grade levels make up the different schools in your community? How are students grouped together? How is your performance assessed in your classes? How do you discover or check your current grades in each class?

In Algeria, there are three types of schools and students generally start school at the age of 6 in Grade 1. At the end of **école secondaire-collège**, students are required to take the **Brevet d'Enseignement Moyen (BEM)**. In **école secondaire-lycée**, students prepare for the **Baccalauréat** exam and must choose to specialize in one of three areas (**lettres, sciences, technologie**).

Le système scolaire algérien

âge	école	années	
6–11 ans	école primaire	5 ans au total	
11–15 ans	école secondaire - collège	4 ans au total	
15–18 ans	école secondaire - lycée	3 ans au total	Première (1 ^{re}) année Deuxième (2 ^e) année Troisième (3 ^e) année

The grades that students receive in an Algerian school use the same system as France, but it is quite different from grades in the U.S. The range of grades goes from 1–20 instead of 1–100. Algerian grades that are 13 and higher are generally considered in the “A” range, while grades below 8 are what we would consider unsatisfactory or failing. The chart below shows how the two grading systems compare.

L'Algérie	Les États-Unis	
20–13 (très bien)	A	4
12 (bien)	B+	3
11 (assez bien)	B	3
10 (passable)	C	2
9–8 (médiocre)	D	1
7–0 (faible, très faible, nul)	F	0

In some Francophone countries, it is common for teachers to share student grades in front of the whole class when returning assignments. The grade might also include some feedback and a class ranking. In Algeria, it is common for students to carry a **cahier de correspondance** in which teachers can share grades and comments with the student and his or her parents. Major exam scores, like the **brevet** and **baccalauréat** are often printed in the newspaper and online for everyone to see.

Réflexion

1. What benefits and/or disadvantages do you notice about the Algerian system?
2. Research another Francophone country's school system and compare it with what you now know about Algeria and the system in your community.

Oran, Algérie

Mon progrès interculturel

I can identify some information about grade levels in a Francophone country and how students' grades are recorded.



Détail grammatical

La possession avec de

The expression *definite article + noun + de + person* is one way to indicate possession:

L'ordinateur de Paul est moderne.



Paul's computer is modern.

Les crayons d'Aurélié sont dans le sac à dos.

Aurélié's pencils are in the backpack.

Note how in French the object possessed comes first, followed by **de** (or **d'** if it precedes a vowel) and then the owner. French does not have a possessive structure like 's in English.

Réflexion interculturelle

  What are the academic practices or traditions associated with being promoted to the next grade level and/or school in your community? What cultural values are expressed in those celebrations or traditions? Are a student's grades considered private or public? How are grades shared and discussed in your family and in your community?

Answer the questions in the discussion forum in Explorer.

Activité 6

De qui est...?

In groups of four, contribute two items per person from your backpacks to a pile, without looking at who contributed each item. Then, take turns guessing the owner of each item, following the model.

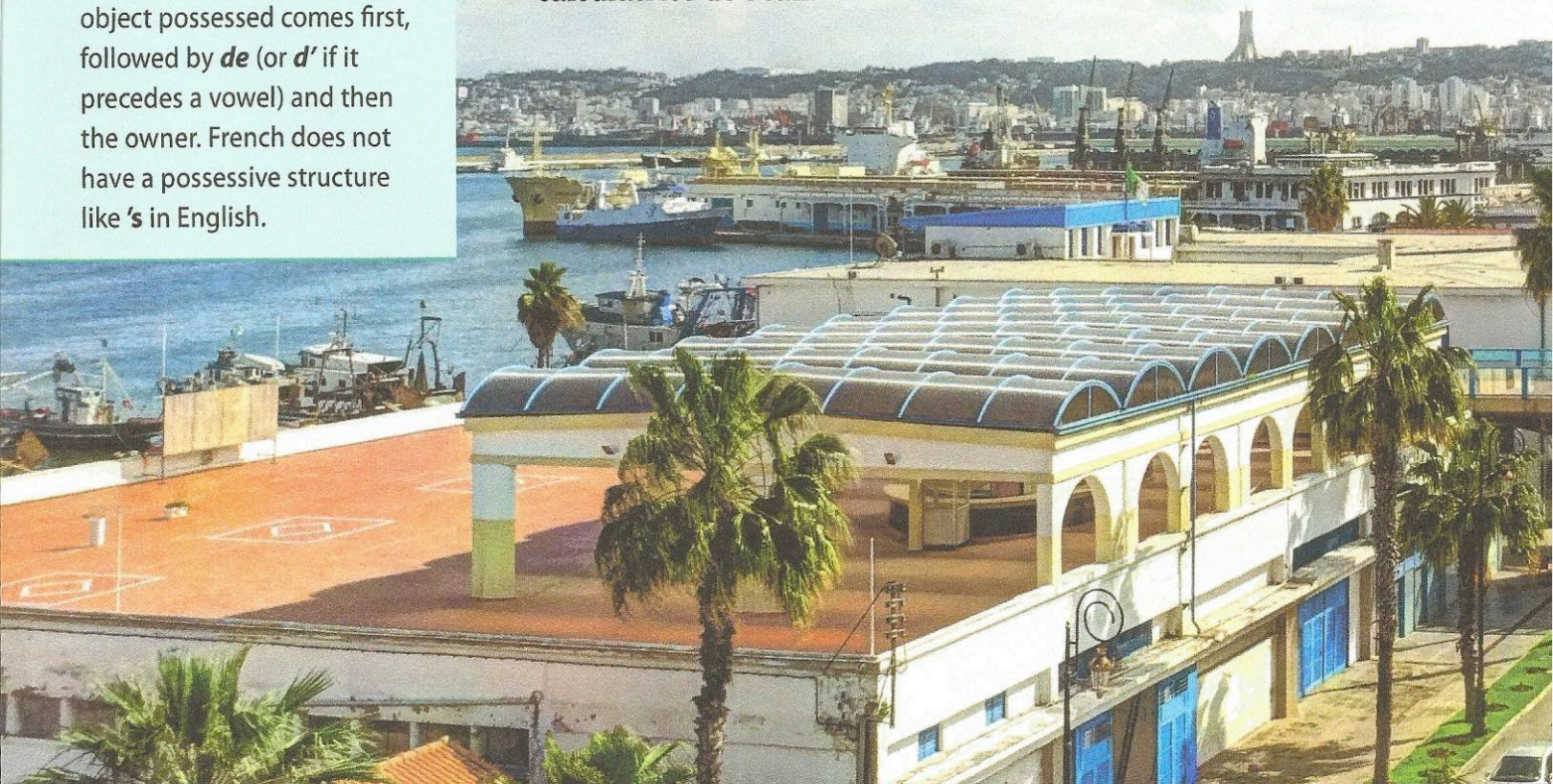
Modèle

Élève A: C'est le stylo de Paul?

Élève B: Oui, c'est le stylo de Paul./Non, c'est le stylo de Sylvie.

Élève C: C'est la calculatrice de Christine?

Élève D: Oui, c'est la calculatrice de Christine./Non, c'est la calculatrice de Jean.



Activité 7

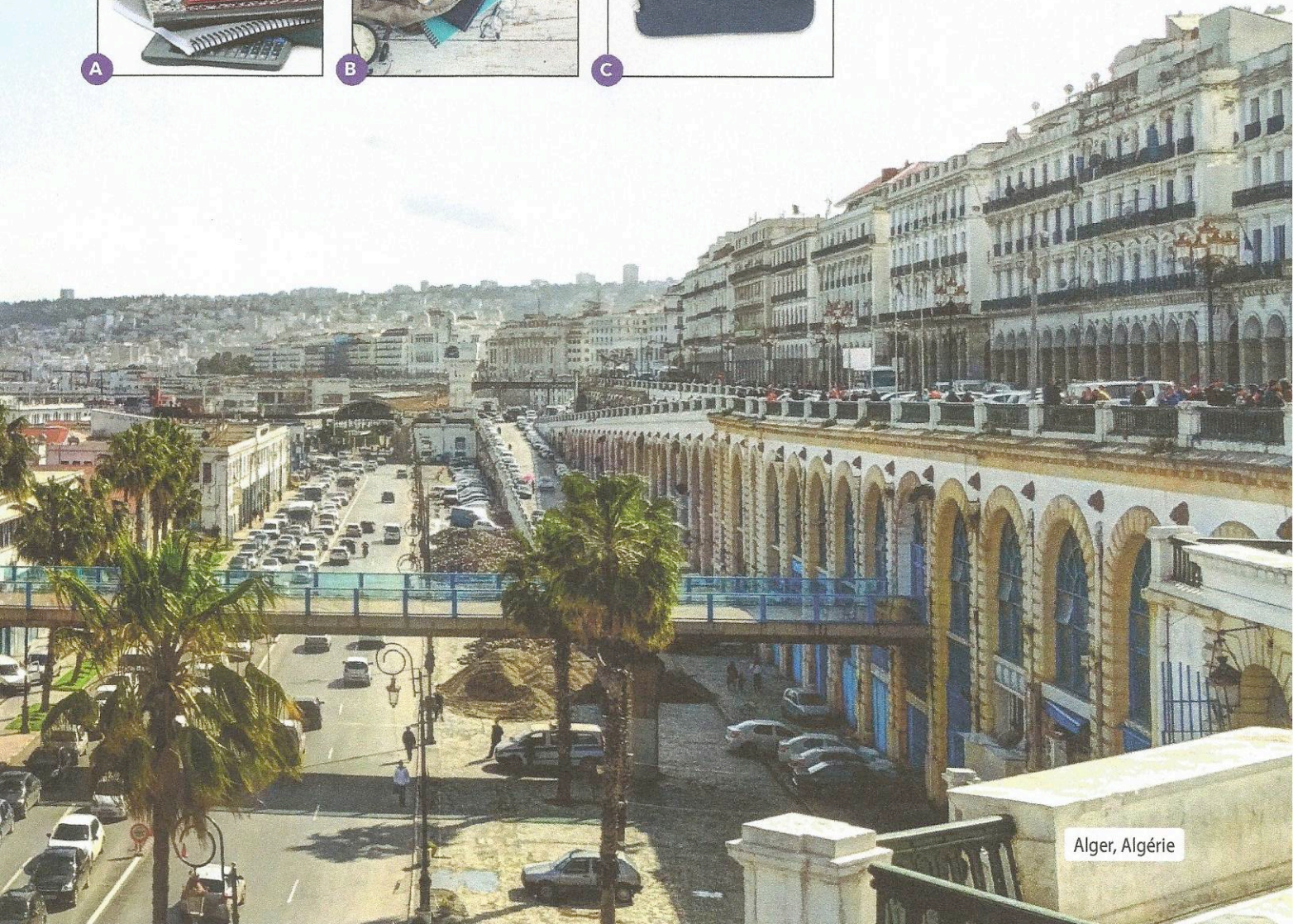
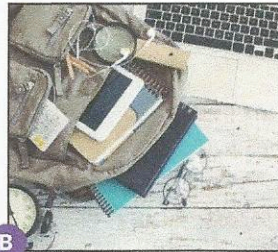
Le sac de qui?

Lina, Omar, and Khaled have each lost something. Read their descriptions of the lost items and match each of the images to the correct owner.

Lina: *J'ai perdu (I lost) mon ordi et ma tablette! C'est un grand problème. Dans mon sac, il y a aussi une calculatrice et des cahiers.*

Omar: *Il y a des cahiers et un livre dans le sac que j'ai perdu. Il y a aussi des crayons et une calculatrice. J'ai perdu mon sac dans le bus.*

Khaled: *Il n'y a pas de livres. Mais, il y a des stylos et une calculatrice dans ma trousse bleue.*



Alger, Algérie

Découvrons 1

Identifying People or Things



1

un stylo rouge



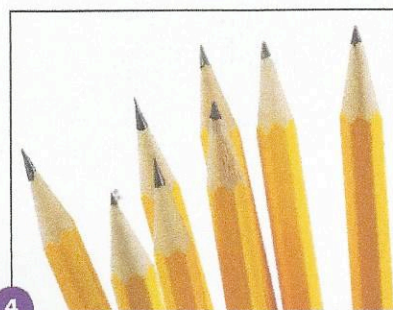
2

une calculatrice moderne



3

un sac à dos français



4

des crayons jaunes



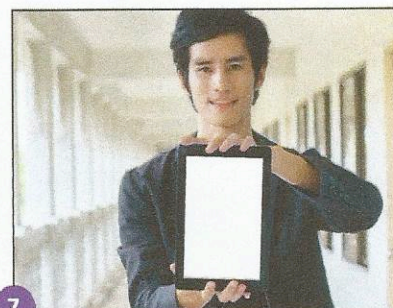
5

un grand cahier



6



des professeurs aimables



7

une tablette américaine

Découvertes

  In *Découvrons 1*, look at the first word in the caption of each of the above images. What do you observe about the different forms? They all correspond to the English words “a,” “an” or “some” (*un, une, des*) and are referred to as indefinite articles. Can you figure out the pattern of when to use each one? Discuss the examples with your classmates and teachers, view the *Découvrons 1* resources for this unit in your Explorer course, and check the *Synthèse de grammaire* at the end of the unit.



Activité 8

Masculin ou féminin?

🎧 Étape 1: Écoutez

Listen to your teacher say the following school supplies with the corresponding indefinite articles. Write down the number of the photo in *Découvrons 1* that corresponds to what you hear.

A. _____ B. _____ C. _____ D. _____ E. _____ F. _____

🎧 Étape 2: Ré-écoutez

Listen to these words again, paying special attention to the indefinite articles preceding the nouns. Show that you and a partner understand the gender and number of the word by saying it with its indefinite article and pointing to the image: *un* for masculine, *une* for feminine, and *des* for plural. Reminder: The article *des* is the plural for both masculine and feminine.



Activité 9

✍️ 🌐 Les fournitures scolaires

You receive a message from our video blogger Hamid, about what he needs for school each day, but there are some words missing. Use logic to determine the missing words.

Bonjour!


J'ai besoin de/d' _____ (1) calculatrice pour le cours de mathématiques. J'ai (*I have*) _____ (2) grand cahier orange pour le cours d'histoire et je préfère écrire avec _____ (3) stylo bleu. Il y a aussi _____ (4) livres pour le cours de biologie. J'aime utiliser _____ (5) tablette pour le cours de français. Pour le cours d'art, j'ai _____ (6) crayons et _____ (7) ciseaux. Et toi, qu'est-ce que tu utilises à l'école?

Hamid



Mon progrès communicatif

I can understand when someone names school supplies.



J'avance 1

Dans mon sac à dos

Étape 1: Regardez

Listen to Hamid as he describes what is in his backpack. Using the checklist, check off (✓) the items that Hamid tells us are in his backpack.

Étape 2: Demandez et répondez

You accidentally forgot your backpack on the bus and are asking friends and classmates for at least two items you need to function in your classes today. Record your conversation in Explorer.



Sofia	Your friend greets you as you walk into school.
vous	Greet your friend Sofia and tell her you need a pencil.
Sofia	She doesn't have a pencil, but she offers you a pen.
vous	Respond to her offer and thank her.
Karim	You see your other friend. He greets you and ask how you are doing.
vous	Greet Karim and respond to his question. Tell him another school supply you need.
Karim	He has what you are looking for and gives it to you.
vous	Thank him and say goodbye.

 **Étape 3: Décrivez**

You still cannot find your backpack that you left on the bus. You must file a report with the office so that if it is found, it can be returned to you. Be sure to include at least four items in your lost backpack.

 **Mon progrès communicatif**

I can respond to questions relating to school supplies.

Nom:

E-mail:

Description de ce qui est perdu (*lost*):

All of the materials for *J'avance 1* can be found in Explorer.



Comment dit-on? 2

Les matières

Horaire	Matière	Salle
8h15-9h55	Physique	30
9h55-10h15	Récré	cour/préau
10h15-11h05	Mathématiques	33
11h05-11h55	LV: Espagnol	15
11h55-13h00	Déjeuner	restaurant scolaire
13h00-14h40	SVT	34
14h40-15h30	Informatique	37
15h30-16h20	EPS	gymnase

Horaire	Matière	Salle
8h15-9h55	LV: Anglais	23
9h55-10h15	Récré	15
10h15-11h05	Français	
11h05-11h55	Sciences sociales: Histoire-géo	27
11h55-13h00	Déjeuner	11
13h00-14h40	Littérature	10
14h40-15h30	Musique	
15h30-16h20	EPS	gymnase

J'ai le cours de SVT à 13h00 dans la salle de classe 34. J'aime le cours de SVT parce qu'il est **fascinant et facile**. Et toi?

À 15h30 j'ai éducation physique et sportive.

Pas moi, je n'aime pas le cours de SVT parce qu'il est **difficile**.

Moi aussi, j'ai EPS à 15h30. Super!

Activité 10

   **Classer les activités**

Which classes offered at your school fit into these categories? Write as many as you can in the first row (*dans mon école*). In the second row, add as many other possibilities as you can. Use the vocabulary from the student schedules in the *Détail linguistique* sidebar or use the *Stratégies* sidebar on the next page.

	sciences sociales	langues	sciences	arts
dans mon école				
dans d'autres écoles				


Activité 11

 **Que fais-tu en cours?**

Look at the two schedules on the smart phones. Listen to your teacher describe activities that take place in the students' classes and say the name of the class and where it takes place. Consider the word bank below while you are listening.

animaux chanter numéros continents ordinateur
 paragraphes parler planète calculs écrire
 élèves amis





Mon progrès communicatif

I can understand some basic activities and objects related to specific classes.



Détail linguistique

Les abréviations

Students in Francophone countries use these common abbreviations.

- éducation
- physique/sportive → EPS
- géographie → géo
- laboratoire → labo
- langue vivante → LV
- mathématiques → maths
- professeur → prof
- sciences de la vie et de la terre → SVT



Activité 12

Les cours de Hamid

  **Étape 1: Écoutez**

Watch Hamid's video blog and listen carefully as he talks about his classes. Check off (✓) the classes that he currently has from the list in Explorer.

Hamid, il a le cours de/d':

- | | |
|--|--|
| <input type="checkbox"/> physique | <input type="checkbox"/> sports |
| <input type="checkbox"/> histoire-géo | <input type="checkbox"/> éducation islamique |
| <input type="checkbox"/> latin | <input type="checkbox"/> orchestre |
| <input type="checkbox"/> mathématiques | <input type="checkbox"/> arabe |
| <input type="checkbox"/> SVT | <input type="checkbox"/> biologie |
| <input type="checkbox"/> sciences naturelles | <input type="checkbox"/> français |
| <input type="checkbox"/> anglais | <input type="checkbox"/> littérature |
| <input type="checkbox"/> informatique | <input type="checkbox"/> espagnol |

  **Étape 2: Réécoutez**

Watch Hamid's video blog once again, this time focusing on how many hours a week he has each class. Make a list of his classes (from your selections in *Étape 1*) and next to each, write the number of hours he has that class each week. Record your answers in Explorer. Check your answers with a *partenaire* and watch the video again if there are any discrepancies.

cours de Hamid	nombre d'heures
Modèle mathématiques	6 heures

Stratégies

  **Recognizing Cognates**

Learning to recognize cognates will help expand your vocabulary.

les mathématiques → *mathematics*

la musique → *music*

les sciences → *science*

l'algèbre

l'arabe

les arts visuels

la biologie

la chorale

le latin

l'orchestre

la psychologie

le sport (EPS = l'éducation physique et sportive)


Mon progrès communicatif

I can understand the names of classes and how many hours per week they meet.

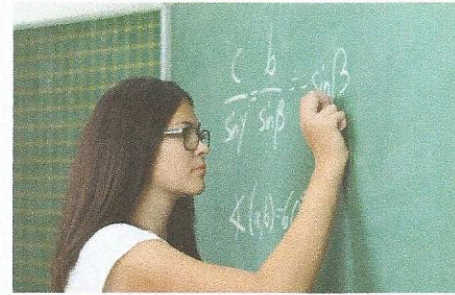


Activité 13

Quels cours est-ce que tu aimes?

  **Étape 1: Choisissez et écrivez**

Choose four classes you are currently taking and rank them according to how you feel about them.



- +

← je n'aime pas ——— j'aime un peu ——— j'aime beaucoup ——— j'adore →



Modèle

les mathématiques

l'histoire

la musique

le français

  **Étape 2: Expliquez**

Give reasons justifying how you ranked two of your classes.

Modèle

J'aime le cours d'anglais parce qu'il est génial.

   **Étape 3: Écrivez**

You are the mentor of a new student who has arrived at your school. She is going to see the counselor in a few minutes to register for classes. You are writing a couple of suggestions for classes she should take on a sticky note to give to her.

- Write whether you like a certain class and why so that she can make good course choices.
- Use different classes than you mentioned in *Étape 2*.

On peut aussi dire
Décrivons nos cours

Here are some other adjectives that can be used to describe classes:

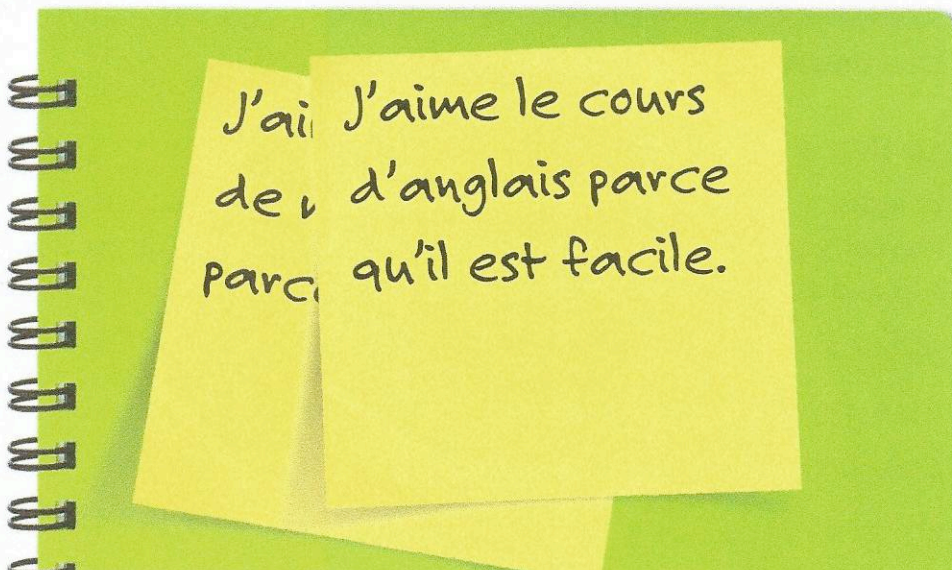
amusant *funny*

fatigant *tiring*

génial *awesome*

inspirant *inspirational*

intéressant *interesting*





Mon progrès interculturel

I can identify what Francophone students do in their free time at school, where they go, and why.



Détail grammatical

Les articles définis

Quels cours aimes-tu?

J'aime l'anglais.

J'aime la littérature.

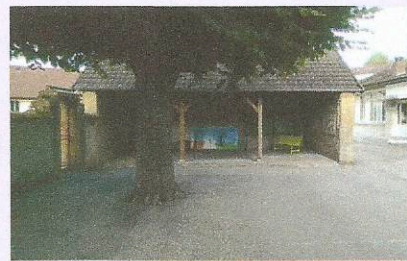
J'aime le français.

J'aime les maths.

Notice how, in these examples, class subjects are preceded by either *l'*, *le*, *la* or *les*. These four words all mean "the" and are called definite articles. *Le* is used before a masculine singular noun, *la* before a feminine singular noun, *l'* before a singular noun (either masculine or feminine) beginning with either an "h" or a vowel, and *les* before any plural noun. In French, there is almost always an article (either definite or indefinite) before a noun.

Zoom culture

Pratique culturelle: La récré



© Jean Gabillon, 2017.



Connexion

1. What do you think of when you hear the word "recess"?
2. Where do you typically have recess?
3. How much time do you have daily for recess?
4. Is your recess sometimes affected by weather? If so, what happens to your recess, say for example when it rains?

In France, *la récré* (or *récréation*) is a mandatory part of the school day. In elementary school, students are granted two 20 minute breaks during which time students are free to play outside. Activities such as jump rope, soccer, hop scotch and basketball are very popular during these early years. In middle and high schools, the mandated time is 15 minutes twice a day, during which students may still play individual or group games, but many use the time to socialize with friends. Each school has an outdoor play area called *la cour* where students have *la récré*. Traditionally, schools also have *un préau*, which is a covered area within *la cour* where students can gather when it is raining or snowing.



Réflexion

1. How do these recess times (times when students do not have class) compare to the amount of recess time you have at your school?
2. Do you have an area similar to the *préau* at your school? If so, how does it compare to the French *préau*?

Activité 14

Les cours et les préférences

🗣️ Étape 1: Parlez


In order to get to know what classes another *élève* in your class is currently taking, ask your *partenaire* which classes he or she has. Ask and answer three questions each.

Modèle

Élève A: Tu as le cours de maths?

Élève B: Oui, j'ai le cours de maths.

Prononciation

 **Hard and Soft G Sounds**

The letter “g” in French can be pronounced in two ways. The hard “g” sound occurs in the English words “go” and “game.” The soft “g” sound occurs in the word “massage” and is the same sound as the “s” in the word “Asia.”

Before “a,” “o,” “u,” a “g” in French will be a hard “g.” This can occur at the beginning of a word or later in the word.

Exemples:

- | | |
|--------------|----------|
| regarder | bilingue |
| organiser | langue |
| gouvernement | |

Before “e,” “i,” or “y,” a “g” in French will be a soft “g.” This can also occur at the beginning of a word or later in the word.

Exemples:

- | | |
|---------|----------|
| géo | origine |
| Algérie | biologie |
| âge | gymnase |

Expressions utiles

Giving reasons why and when

Use **parce que/qu’** (*because*) to give a reason or explanation:

J’aime le cours de français parce qu’il est marrant (*fun*).

Je n’aime pas le cours de géo parce qu’il est épuisant (*exhausting*).

pendant la semaine

pendant le week-end

J’aime faire mes devoirs pendant la semaine.

Je n’aime pas faire mes devoirs pendant le week-end.


 **Étape 2: Expliquez**

Then ask a follow-up question about whether he or she likes that class and why.




Élève A: Est-ce que tu aimes le cours d’histoire? Pourquoi?

Élève B: J’aime le cours d’histoire parce qu’il est fascinant.



 **Mon progrès communicatif**

I can ask and answer questions about my class preferences.

Découvrons 2

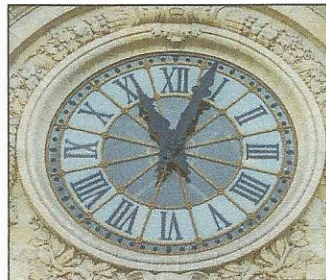
Telling Time



(Tanger, Maroc)
Il est sept heures
trente-six.
07h36



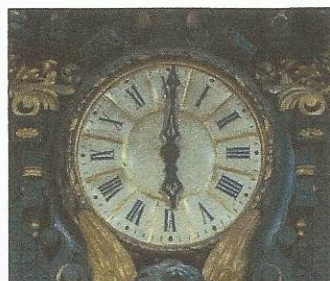
(République
Centrafricaine)
Il est dix
heures douze.
10h12



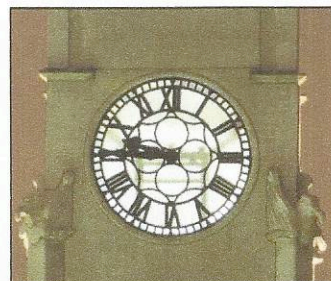
(Paris, France)
Il est onze
heures quatre.
11h04



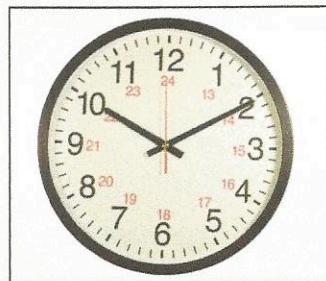
(Genève, Suisse)
Il est quinze
heures vingt.
15h20



(Besançon, France)
Il est dix-huit
heures.
18h00



(Montréal, Canada)
Il est vingt et une
heures quarante-cinq.
21h45





Il est vingt-deux
heures dix.
22h10



Il est vingt-trois
heures cinquante-neuf.
23h59

Découvertes

  See *Découvrons 2* and figure out the time of day each image represents. What do you observe about the different forms? While the first three may be more recognizable, the remaining five will pose more of a challenge. This system avoids using the AM/PM system that you are accustomed to using. A hint: Think of time in terms of a 24-hour day to figure out this system. Discuss these new time notations with classmates and your teacher and use the *Découvrons 2* resources found in Explorer as well as the *Synthèse de grammaire* section at the end of this unit.



Activité 15

Quelle heure est-il?

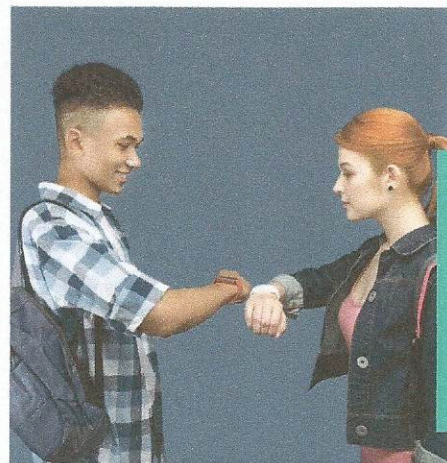
🔍🕒 Étape 1: Observez et calculez

Discuss the following questions with a partner.

1. What differences do you see about how the digital times are written and how you usually write them?
2. What is the mathematical equation you do to express the time as it is shown here?

📝🕒🌐 Étape 2: Réfléchissez

What could be the advantages or disadvantages of expressing time as it is here in these photos? Write your answers in the discussion forum in Explorer.



Activité 16

Mon emploi du temps

📝🗺️🌐 Étape 1: Notez

A new student is going to shadow you until lunch time to learn about your school. Write down your typical morning schedule and share with this student. Include classes and locations. Record your answers in Explorer.

	cours	où		cours	où
7h30	<i>l'histoire</i>	<i>salle 32</i>	10h00		
8h00			10h30		
8h00			11h00		
8h30			11h30		
9h00			12h00		
9h30			12h30		


**Mon progrès
communicatif**

I can exchange information
about my school schedule.




Étape 2: Demandez et répondez

Work with a *partenaire* to ask and answer questions about your schedules. Use a variety of question expressions including *où*, *à quelle heure*, and *quel cours*.

Modèle

Élève A: Quel cours as-tu à 11h00?

Élève B: J'ai le cours de géo à 11h00.

Activité 17
À quelle heure commencent et se terminent les cours?


Étape 1: Observez et écrivez

Paul is a high school student in Plouzané, France. Look at his school schedule and say what time each class begins and ends. Alternate with a partner.

Modèle

Lundi, l'anglais commence à 10h10 et se termine à 11h05.

Mardi, l'espagnol commence à 14h55 et se termine à 15h50.

	lundi	mardi	mercredi	jeudi	vendredi
8h00-8h55	Histoire-géo (13)	Latin (26)	Arts plastiques	Histoire-géo (13)	SVT (15)
9h00-9h55	Français (7)	Maths (3)		Maths (3)	Espagnol (34)
10h10-11h05	Anglais (32)	EPS	Technologie (T2)	EPS	Technologie (T2)
11h10-12h05	SVT (15)				Maths (3)
Pause					
12h55-13h50					Latin (26)
13h55-14h50	Français (7)	Français (7)			Histoire-géo (13)
14h55-15h50	Espagnol (34)	Espagnol (34)	SVT (15)		Français (7)
16h05-17h00	Maths (3)	Anglais (32)			Anglais (32)



  **Étape 2: Écrivez**


Using the **Modèle** from **Étape 1**, write down four classes you have and what time each one begins and ends. Remember to use the 24-hour clock to express times in the afternoon. Record your answers in your Explorer course.

Cours 1:




Cours 2:

Cours 3:

Cours 4:

 **Mon progrès communicatif**

I can provide information about my school schedule using the 24-hour clock.


   **Étape 3: Réfléchissez**

What similarities and differences do you notice between Paul's schedule and yours? Write your responses in the discussion forum in Explorer.




Modèle

Je suis comme Paul parce que j'étudie les maths.

Je suis différent(e) de Paul parce que je n'étudie pas le latin.

 **Mon progrès interculturel**

I can identify some simple similarities and differences between my schedule and one of a Francophone student.



J'avance 2

Nos emplois du temps


À CHAQUE CLASSE SON EMPLOI DU TEMPS

	6 ^e	5 ^e	4 ^e	3 ^e
Français	4h30	4h30	4h30	4h
Mathématiques	4h30	3h30	3h30	3h30
Histoire - géographie Enseignement moral et civique	3h	3h	3h	3h30
Langue vivante 1	4h	3h	3h	3h
Langue vivante 2	-	2h30	2h30	2h30
Sciences de la vie et de la Terre		1h30	1h30	1h30
Sciences physiques	4h	1h30	1h30	1h30
Technologie		1h30	1h30	1h30
Éducation physique et sportive	4h	3h	3h	3h
Arts plastiques	1h	1h	1h	1h
Éducation musicale	1h	1h	1h	1h




© Ministère de l'Éducation Nationale (2017), "À chaque classe son emploi du temps", Retrieved from <http://www.education.gouv.fr/cid80/les-horaires-par-cycle-au-college.html>.

  **Étape 1: Lisez et identifiez**

Read the infographic and identify two similarities and differences between the time expectations for each class in France and in your school. Note your findings in the *représentation schématique* in Explorer.


 **Mon progrès interculturel**

I can identify some simple similarities and differences between my school's schedule and that of a Francophone student.






 **Étape 2: Expliquez**

Now write four sentences to express the time spent in your classes over the course of a week. Use start and end times as well as days of the week to talk about four different classes.


 **Étape 3: Demandez**

Your classmates may not feel the same way about class subjects as you do. So in order to learn which classes one of your classmates enjoys and why, you will ask him or her about four of your core classes. Record your findings in the chart in Explorer and remember that all of the materials for *J'avance 2* can be found in Explorer.

 **Mon progrès communicatif**

I can provide information about my school schedule using the 24-hour clock.



 **Mon progrès communicatif**

I can ask and answer questions about my class preferences.




Institut National Supérieur de Musique

Comment dit-on? 3

🌍 Qu'est-ce qu'on fait à l'école?

Les activités des élèves



1 faire les devoirs



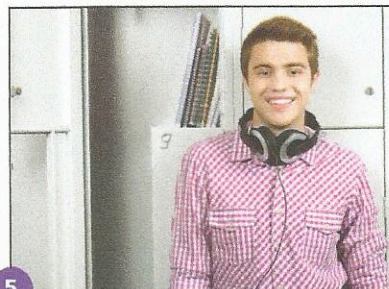
2 étudier dans un lycée bilingue



3 faire attention dans la salle de classe



4 déjeuner à la cantine



5 organiser le casier



6 utiliser un ordinateur à la médiathèque



7 discuter avec des amis dans la cour



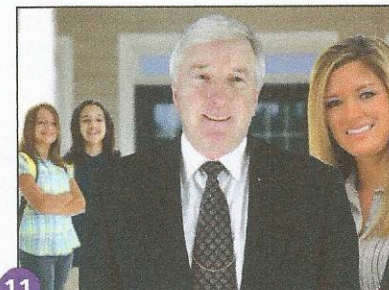
Les activités des professeurs



9 enseigner le français au collège



10 aider un(e) élève



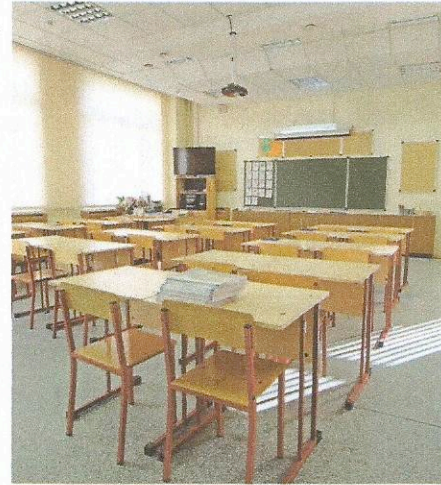
11 parler avec le/la principal(e)

Activité 18

  **Ce que nous aimons faire à l'école**

Listen to each statement as students describe activities they do at school, and write the number of the corresponding picture from *Comment dit-on?* 3.

A. _____ B. _____ C. _____ D. _____ E. _____ F. _____



Activité 19

   **Dans mon école, il y a...**

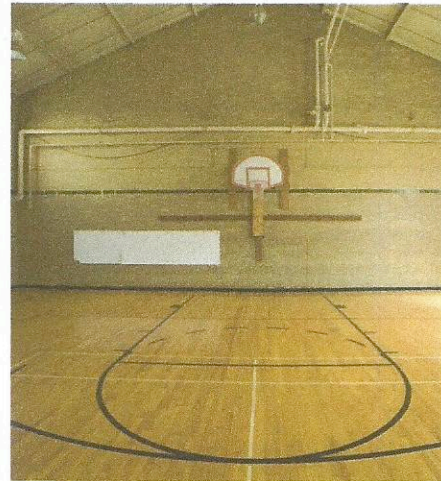
You are going to share a simple description with Hamid about the people and places at your school. How many people and places from the list below are at your school?

- Combine an indefinite article from the left with the nouns on the right to describe your school.
- Next, with a *partenaire* or in a small group compare your sentences and share them with the class.

Modèle

Dans mon école, il y a une cantine.

- | | |
|-----|--------------------|
| un | laboratoire(s) |
| une | casier(s) |
| des | salle(s) de classe |
| | gymnase(s) |
| | médiathèque(s) |
| | prof(s) |
| | cantine(s) |
| | élève(s) |
| | principal(e) |





Mon progrès communicatif

I can identify common student activities and locations at school.



Détail grammatical

L'infinitif

In French, the most basic form of verbs (action words) is **l'infinitif** (*the infinitive*), the form that usually corresponds to the English verb preceded by "to." The French infinitive is just one word, and it always ends in either **-er**, **-ir**, or **-re**.

parler to speak

finir to finish

répondre to respond/answer

You have already learned how to use the infinitive with **j'aime** to express activities you like.

Est-ce que tu aimes **jouer** au foot?

Do you like to play soccer?

J'aime **étudier** au café.

I like to study at the cafe.

Activité 20



Les endroits à l'école

You are giving a tour of your school to a new exchange student from Algeria. As you walk through the school, you describe activities that occur in each location. Match the following phrases about what students like to do at school with a list of school locations.

Modèle

Les élèves aiment déjeuner à la cantine

1. Les élèves utilisent des ordinateurs	a. à l'école bilingue	
2. Les élèves aiment parler avec des autres élèves	b. dans le casier	
3. Je dois (<i>I must</i>) étudier le français et l'espagnol	c. à la médiathèque	
4. J'organise des livres et des fournitures scolaires	d. dans la salle de classe	
5. Les élèves aiment faire attention au professeur	e. dans la cour	



Activité 21

   Qui le dit?

In journalism class, you are proofreading an entry on the school blog about people at school. Working with a *partenaire*, match the statements with the logical person.

Modèle

*Je mange avec mes amis
à la cantine.*



A

une élève



B

un professeur



C

un principal



D

une agente de sécurité

1. *J'aide mes élèves quand ils ont des difficultés.*

2. *J'étudie dans un lycée.*

3. *Je suis le chef (leader) de l'école.*

4. *Je fais attention en cours quand le professeur parle.*

5. *Je travaille pour la protection de l'école.*

6. *J'enseigne la biologie parce que j'aime les sciences.*

7. *J'étudie à la médiathèque avec mes amis.*

8. *Je parle des devoirs (homework) avec mes amis.*

9. *Je porte un uniforme pour travailler à l'école.*



Activité 22

Qu'est-ce que tu aimes faire?

Étape 1: Demandez et écrivez

You are preparing to participate in a video chat with Hamid's class in Algeria. To practice, ask at least five *élèves*, in your class, a question using the prompts below and record their answers in the *représentation schématique* (graphic organizer) in Explorer.

Modèle

Vous: Est-ce que tu aimes étudier le français?

Yasmine: Oui, j'aime étudier le français./Non, je n'aime pas étudier le français.

On peut aussi dire

avoir une interro
to take a test

participer aux clubs
to participate in clubs

travailler au bureau
to work in the office

nom	réponse
Yasmine	oui
1.	
2.	

1. parler avec des amis pendant la récré?
2. déjeuner à la cantine?
3. jouer au basket au gymnase?
4. utiliser un ordinateur à la médiathèque?
5. étudier la biologie?
6. aider les autres élèves dans ton cours?
7. participer aux clubs?
8. faire les devoirs?

Étape 2: Écrivez

In your class journal or in the Explorer discussion forum, summarize what you learned in your conversations with the *élèves* by writing at least five simple sentences that describe what each student likes or dislikes.

Modèle

Georges aime étudier le français.

Mon progrès communicatif

I can ask and answer questions about typical activities during the school day.

Mon progrès communicatif

I can identify some activities that students like to do at school.

Zoom culture

Pratique culturelle: La technologie à l'école

Connexions

What technology is available to you at your school? How do you use technology in your classes? How does technology enhance and/or distract from learning?

Many schools in Algeria specify a cell phone policy in their **règlement intérieur** (*school handbook*). Policies vary, but range from all technological devices (**ordinateur, tablette et portable**) being banned from school grounds to usage only outside of buildings or covered areas. Most schools do have some **ordinateurs** and other devices available to students in the **médiathèque**. However, in order to use these devices students are required to have teacher authorization, a specific task, and an approved research plan.



In France, the **Ministre de l'Éducation nationale** has a specific plan that was announced by former president François Hollande in 2015 to bring schools into the digital age. This plan includes a database of lessons for teachers and more technology available to students. According to this plan, all French students in grade 6 and 7 should have an individual device in 2018. There is even a hashtag: **#écolenumérique**.

Réflexion

How does technology influence perspectives at your school and at schools in Francophone countries? What impact do these perspectives of technology have on students? On teachers? On the community?



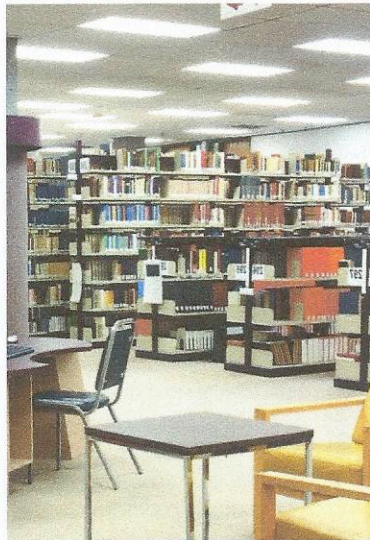
Réflexion interculturelle

  How do cultural values impact perspectives of technology in the classroom? How might future technology change the way we interact with people in our community and people in other countries? Answer the questions in the discussion forum in Explorer.



Mon progrès interculturel

I can identify practices and related perspectives regarding the use of technology in schools in Francophone countries.

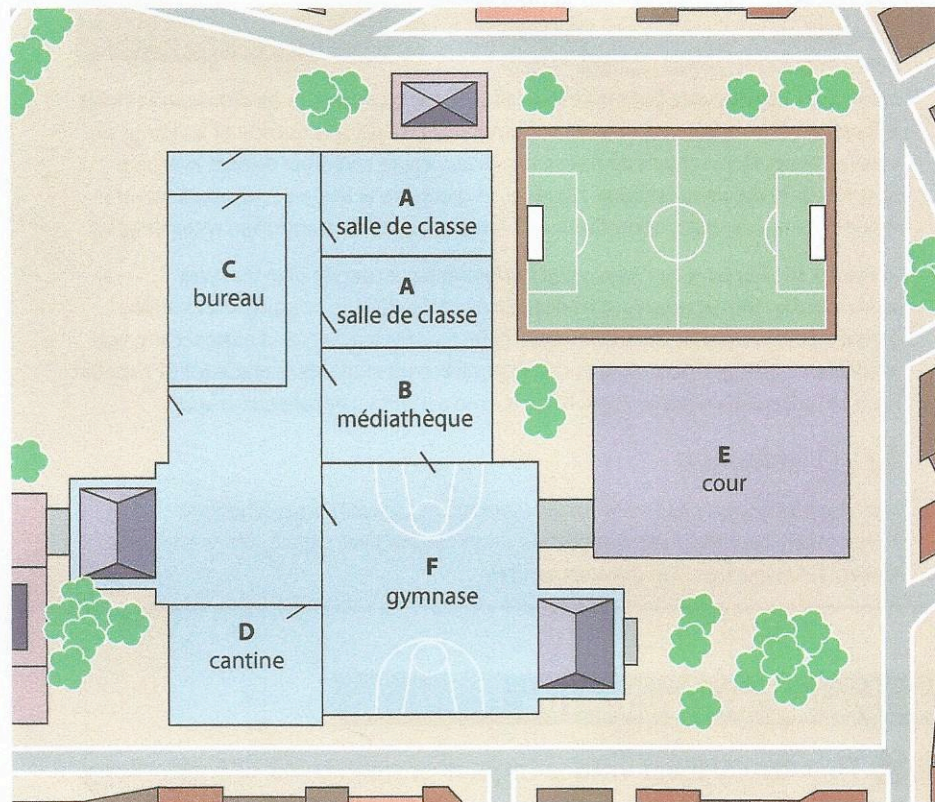





Activité 23

  Où est-ce qu'on le fait?




You are attending a new school and you need to know where to go for various activities during the school day. Listen to the statements and match them with a logical location. Some activities might be logical in multiple locations.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

 **Mon progrès communicatif**

I can identify common student activities and locations at school.



Oran, Algérie





Découvrons 3

Expressing Daily School Activities


Océane and Félix have a conversation about their daily activities that are centered around their day at school.



Découvertes

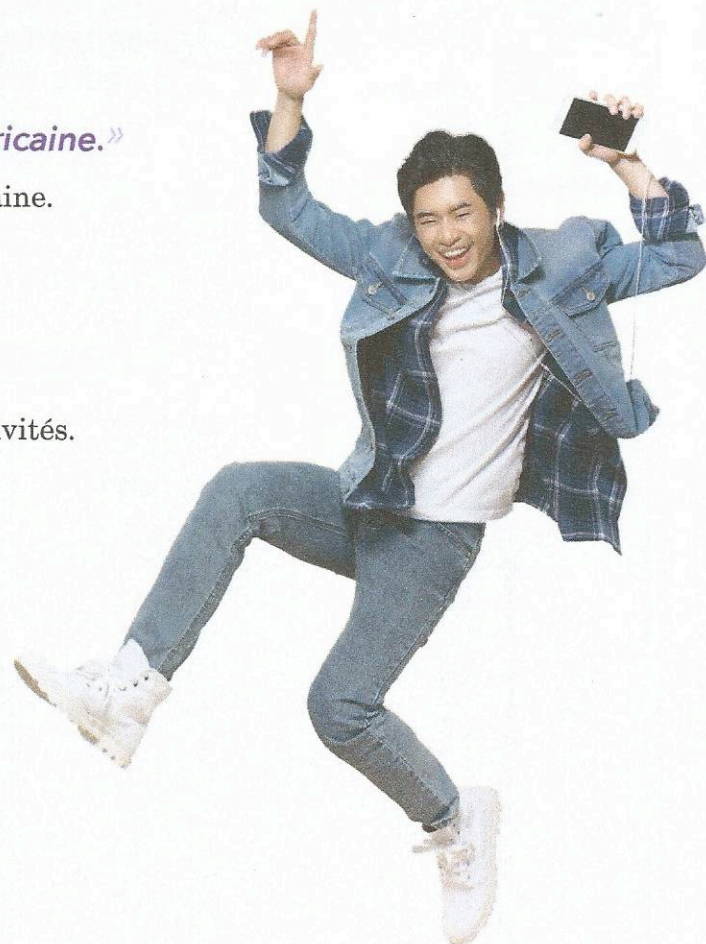
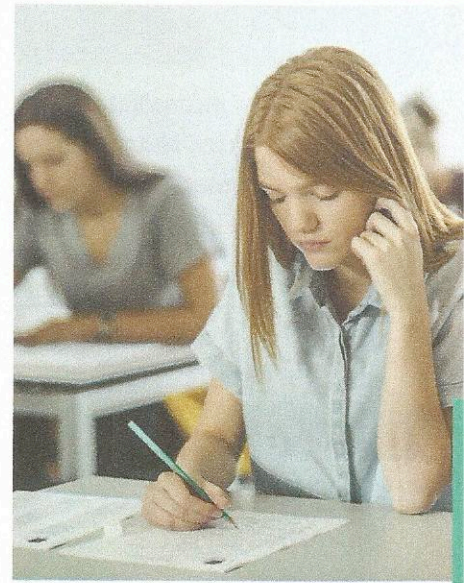
  During this conversation, notice the words in bold that specify actions (verbs). Look carefully at the endings and try to figure out from the context who is doing each action. What do you observe about the different forms? Do you notice any patterns? How many different endings do you notice? Discuss your observations with your *partenaires* and with your teacher. View the *Découvrons 3* resources in Explorer and the *Synthèse de grammaire* at the end of the unit.

Activité 24

 **Moi aussi!**

Read the following sentences from the conversation between Océane and Félix and choose a response that is true for you.

1. **«Mon prof d'anglais enseigne la culture anglaise.»**
 - a. Oui, mon prof d'anglais enseigne aussi la culture anglaise.
 - b. Non, mon prof d'anglais enseigne la culture et la littérature américaine.
2. **«Nous participons beaucoup en cours.»**
 - a. Oui, nous participons beaucoup en cours.
 - b. Non, nous ne participons pas beaucoup en cours.
3. **«Je déjeune à midi.»**
 - a. Oui, je déjeune à midi.
 - b. Non, je ne déjeune pas à midi.
4. **«Tu aimes la cuisine à l'école?»**
 - a. Oui, j'aime la cuisine à l'école.
 - b. Non, je préfère la cuisine au restaurant.
5. **«Ils (mes amis) écoutent de la musique américaine.»**
 - a. Mes amis écoutent aussi de la musique américaine.
 - b. Mes amis écoutent de la musique française.
6. **«Je rentre chez moi après l'école.»**
 - a. Oui, je rentre chez moi après l'école.
 - b. Non, je rentre chez moi après le sport et les activités.
7. **«Je regarde la télévision.»**
 - a. Oui, je regarde la télévision.
 - b. Non, j'aime lire un bon livre.
8. **«Je commence mes devoirs à 17h.»**
 - a. Oui, je commence mes devoirs à 17h.
 - b. Moi, je commence mes devoirs après le dîner.



Rappel

Remember to incorporate verbs like **danser, chanter, manger, dessiner, regarder** from previous units as you complete tasks.

Détail grammatical

Les pronoms sujets et les verbes en -er

You have seen numerous instances of **je** and **tu** with conjugated verbs and the endings of **-e** and **-es**. Take note of the other pronouns and the verb endings.

je (I) parle	nous (we) parlons
tu (you) parles	vous (you) parlez
il/elle (he/she/it) parle	ils/elles (they) parlent

Note: This chart shows the present tense of the French verb **parler**. **Je parle** can have several meanings in English – I speak, I am speaking, and I do speak.

Activité 25

Un jour typique




Étape 1: Lisez et répondez

You have received an email from Hamid asking you questions about your typical day at school. Read the message and answer the questions, following the **Modèle**, to show your understanding of his typical day at school.

A: eceleve@waypd.com

De: hamid@zmail.dz

Objet: tes cours?

Bonjour!

Ça va? Tu commences les cours quand? Mon cours de biologie commence à 8h30. Dimanche matin, j'ai aussi l'anglais et l'arabe. J'aide mon ami, Karim, en arabe. Tu étudies quelles langues? Je déjeune à la cantine à 12h30. Où déjeunes-tu? J'aime le cours de maths parce qu'il est intéressant. Quels cours aimes-tu? Je termine les cours à 16h30. À quelle heure termines-tu les cours? Après, je joue du piano et j'étudie à la maison. Je ne fais pas de sport mais je fais mes devoirs.

À plus,
Hamid

Modèle

Hamid étudie l'histoire le dimanche?

Non, il n'étudie pas l'histoire le dimanche.

1. Est-ce que Hamid joue au foot?
2. À quelle heure est-ce qu'il commence les cours le dimanche?
3. Où est-ce qu'il étudie?
4. Est-ce qu'il aide ses amis en cours?
5. Quelles langues est-ce qu'il étudie?
6. Où est-ce qu'il déjeune? À quelle heure?

  **Étape 2: Écrivez**

Respond to Hamid's email to tell him about your typical school day. Be sure to answer his questions and add any other important or interesting information about your school day. Use the present tense *je* form of verbs that end in *-er* that you have learned and other expressions from this unit.

Cher Hamid,
Ça va bien. Et toi? Mon cours de...

  **Étape 3: Comparez**

Compare your typical school day to that of Hamid. With a *partenaire* take turns sharing similarities and differences.

Modèle

Je suis comme Hamid parce que...

Je ne suis pas comme Hamid parce que...


Activité 26

  **Qui le fait?**


On a typical day at school, the following activities are taking place. Use a subject pronoun to express who is doing each action by following the model. Then number the statements in chronological order from morning to evening.

H; elle; nous; vous; ils; la prof, elle

- | | |
|--|---|
| Modèle: 1. _____ <i>Il</i> _____ utilise un ordinateur à 10h30. | 2 |
| 2. _____ déjeunons à 13h. | |
| 3. _____ étudie à la médiathèque avec une amie après les cours. | |
| 4. _____ parlent avec la prof de science après le déjeuner. | |
| 5. _____ enseigne le français dans la salle 53 à 9h. | |
| 6. _____ discutez avec des amis dans la cour après le cours de français? | |

 **Mon progrès communicatif**

I can respond to an email from a Francophone student about typical activities during the school day.



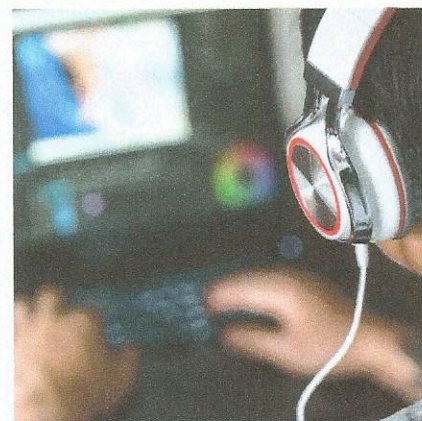

Activité 27

Un blog: Bienvenue à notre école

Étape 1: Écrivez

Your school will be hosting a student exchange group from Algeria. Your class has created a blog to establish communication between your school and the school in Algeria. Your first task is to write a blog post to describe what people in your school do, and where.

Write six logical sentences using one element from each column in the chart below. Be sure that the subject in column 1 matches the verb form in column 2, and then pick the appropriate location from column 3.



1	2	3
Nous	écoutes de la musique	dans le gymnase.
Les élèves	déjeune avec des amis	dans la salle de classe de Madame Smith.
Je (J')	jouons au basket	à la médiathèque.
Vous	étudient l'anglais	dans la cantine.
Tu (Océane)	utilisez un ordinateur	dans la salle de sciences.
Il (le prof)	enseigne la biologie	dans la cour.

Étape 2: Préparez

You are going to make a video blog entry describing a typical day at school. To prepare for your blog, write some notes about your classes, times, and extracurricular activities.

- Use the verbs listed below and look up others that you may need.
- In addition to describing what you normally do, you can also mention what classmates and teachers do as well.
- Pay special attention to the verb endings that accompany the pronouns that indicate who does each action.

aider, danser, chanter, étudier, parler, participer, discuter, travailler, déjeuner, jouer, enseigner, regarder, organiser



  **Étape 3: Filmez**

Record your video blog in Explorer. Don't forget to practice before you film so that you are comfortable.

Activité 28

Une interview pour le blog

  **Étape 1: Préparez**

Your teacher has asked you to add more content to your class blog for the students in Algeria by interviewing a classmate and asking questions about his or her typical school day.

Prepare your interview questions with a *partenaire* or small group by writing at least six questions for a classmate. Be sure to include yes/no questions (conjugated verb + *tu*) and information questions (question words like *où, pourquoi, à quelle heure,* etc.+ *tu* + conjugated verb).

Modèle

Utilises-tu un ordinateur dans la médiathèque?
À quelle heure as-tu le cours d'histoire?

  **Étape 2: Demandez et répondez**

Ask and answer your questions from *Étape 1* with a different *partenaire*. Then your *partenaire* will ask you six questions about your school day. Record your conversation live in Explorer.

   **Étape 3: Résumez**

Summarize what you learned about your classmate and his or her typical school day by writing three summary sentences to be shared in the class blog with the students in Algeria.


Modèle

Il/Elle étudie les maths et les sciences.


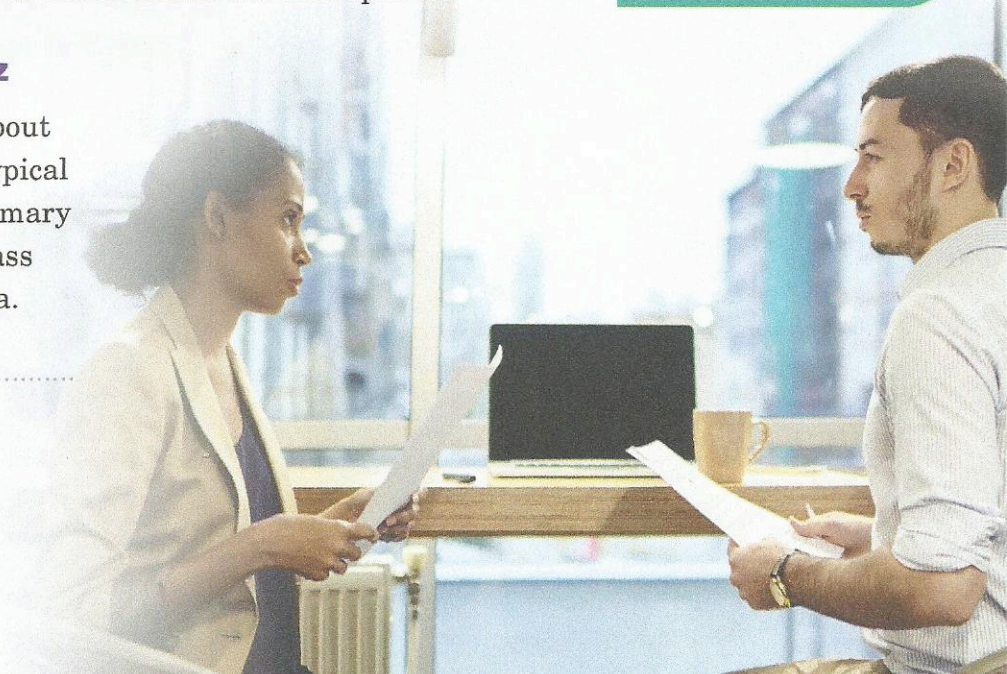
 **Mon progrès communicatif**

I can create a video blog about my daily activities at school.



 **Mon progrès communicatif**

I can ask and answer questions about typical activities during the school day.



Mon progrès
communicatif

I can identify common
student activities and
locations at school.

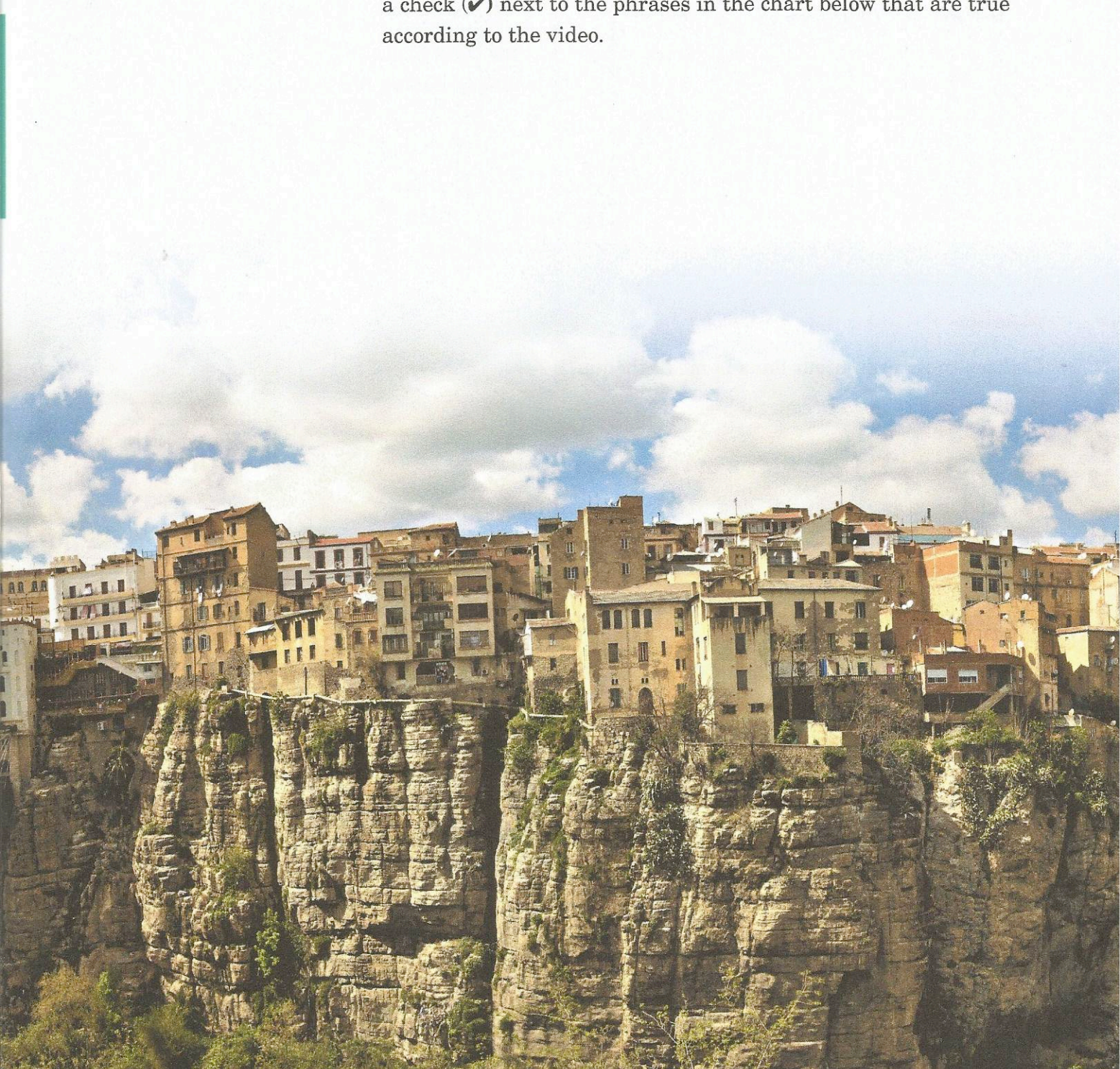


J'avance 3

Mes activités à l'école

Étape 1: Regardez

You will hear Océane describe the things that she does at school from her video post that appears on her blog, an online personal journal where she shares her thoughts and experiences. Place a check (✓) next to the phrases in the chart below that are true according to the video.



   **Étape 2: Lisez et écrivez**

You received an email from Océane asking you about your school experience. Read her email and then write a response in Explorer, and remember that all of the materials for *J'avance 3* can be found in Explorer.

 **Mon progrès communicatif**

I can respond to an email from a Francophone student about typical activities during the school day.



Constantine, Algeria

Synthèse de grammaire

1. Expressing number and gender: *les articles indéfinis*

In French, the indefinite article (similar to *a/an* or *some* in English) has three basic forms, **un**, **une**, and **des**, depending on the gender (masculine or feminine) and number (singular or plural) of the noun.

un crayon (masc. sing.)	a pencil	des crayons (masc. pl.)	(some) pencils
une calculatrice (fem. sing.)	a calculator	des calculatrices (fem. pl.)	(some) calculators

After a negative expression, the indefinite article will become **de/d'**.

Il y a **un** ordinateur dans mon sac à dos.

Il n'y a pas **d'**ordinateurs dans mon sac à dos.

J'ai **des** crayons dans ma trousse.

Je n'ai pas **de** crayons dans ma trousse.

Les articles définis et la possession avec de

The definite article (similar to *the* in English) has three basic forms, **le**, **la**, and **les**, depending on the gender and number of the noun.

le crayon	the pencil	les crayons	the pencils
la calculatrice	the calculator	les calculatrices	the calculators

The definite article sometimes is not translated into English when it refers to something in general.

J'aime **la** biologie.

I like biology.

Nous aimons **les** chansons françaises.

We like French songs.

Definite articles can be used with the preposition **de** to show possession. The formula for showing possession is to use a *definite article + noun + de/d' + name*.

La calculatrice de Paul est moderne.

Paul's calculator is modern.

2. Telling Time: *l'heure*

In French, one can ask about the time in several ways:

Quelle heure est-il? or Il est quelle heure? *What time is it?*
Tu as l'heure? or Est-ce que tu as l'heure? *Do you have the time?*

The *il* is an impersonal “it,” as in Il is 10:00.

Il est 10h11. (Il est dix heures onze.) *It is ten eleven AM.*

Il est 13h21. (Il est treize heures vingt et une.) *It is one twenty-one PM.*

Il est 23h58. (Il est vingt-trois heures cinquante-huit.) *It is eleven fifty-eight PM.*

3. Expressing daily school activities: *les verbes en -er*

The basic form of the verb (action word) in French is the infinitive, which can end in *-er*, *-ir*, and *-re* (e.g., *parler*, *finir*, *répondre*).

To talk about customary actions and general facts, we use a form of the verb called the present tense. For infinitives that end in *-er*, look at the endings for each of our subject pronouns for the of the verb *chanter*:

je chante	nous chantons
tu chantes	vous chantez
il/elle/on chante	ils/elles chantent

Je **parle** anglais avec ma famille. *I speak English with my family.*

Nous n'**étudions** pas le latin. *We do not study Latin.*

Note that in these two sentences, there is not a separate French word that corresponds to the English *do* or *is*.

On is a more generic pronoun used to refer to people in general, such as in the sentence, “One speaks French in France”/***On parle français en France.***

Vocabulaire

Comment dit-on? 1: I can say what I have and need for school.

Les fournitures scolaires

l'agenda (m.) scolaire	<i>school planner</i>
le cahier	<i>notebook</i>
la calculatrice	<i>calculator</i>
les ciseaux (m.pl.)	<i>scissors</i>
le classeur	<i>binder</i>
le crayon	<i>pencil</i>
le dictionnaire	<i>dictionary</i>
la feuille de papier	<i>sheet of paper</i>
le livre	<i>book</i>
l'ordinateur (m.)	<i>computer</i>
le portable	<i>cell phone</i>
le sac à dos	<i>backpack</i>
le stylo	<i>pen</i>
la tablette	<i>tablet</i>
la trousse	<i>pencil case</i>

School supplies

Les numéros de 30 à 69

trente	<i>thirty</i>
quarante	<i>forty</i>
quarante-quatre	<i>forty-four</i>
cinquante	<i>fifty</i>
cinquante-sept	<i>fifty-seven</i>
soixante	<i>sixty</i>
soixante-neuf	<i>sixty-nine</i>

The numbers from 30 to 69

Comment dit-on? 2: I can exchange information about classes and schedules and talk about my school.

Expressions utiles

parce que/qu'	<i>because</i>
pendant la semaine	<i>during the week</i>
pendant le week-end	<i>during the weekend</i>

L'heure

À quelle heure?	<i>At what time?</i>
Quelle heure est-il?	<i>What time is it?</i>
Le cours commence à...	<i>The class begins at...</i>
Le cours se termine à...	<i>The class ends at...</i>

Time

Stratégies: Cognates

l'algèbre (f.)	<i>algebra</i>
l'arabe (m.)	<i>Arabic</i>
les arts (m. pl.) visuels	<i>visual arts</i>
la biologie	<i>biology</i>
la chorale	<i>chorus</i>
le latin	<i>Latin</i>
l'orchestre (m.)	<i>orchestra</i>
la psychologie	<i>psychology</i>
les sciences (f.pl.) sociales	<i>social studies</i>
le sport [EPS = l'éducation (f.) physique et sportive]	<i>physical education</i>

Les matières

l'anglais (m.)
 le cours
 le déjeuner
 l'éducation (f.) physique et sportive (EPS)
 l'espagnol (m.)
 le français
 la physique
 la géographie
 l'histoire (f.)
 l'informatique (f.)
 les langues (f.pl.) vivantes
 la littérature
 les mathématiques (f.pl.) (les maths)
 la musique
 la récréation (la récré)
 les sciences (f. pl.) de la vie et de la terre (SVT)
 les sciences (f. pl.) sociales

difficile

facile

fascinant/fascinante

School subjects

English
 class, course
 lunch
 physical education
 Spanish
 French
 physics
 geography
 history
 technology
 modern languages
 literature
 math
 music
 recess/break
 life and earth science
 social studies

difficult

easy

fascinating

Comment dit-on? 3: I can talk about people, places, and activities at school.**Les activités**

aider	to help
déjeuner	to eat lunch
discuter	to discuss
enseigner	to teach
étudier	to study
faire attention	to pay attention
organiser	to organize
parler	to speak
travailler en équipe	to work in teams
utiliser	to use

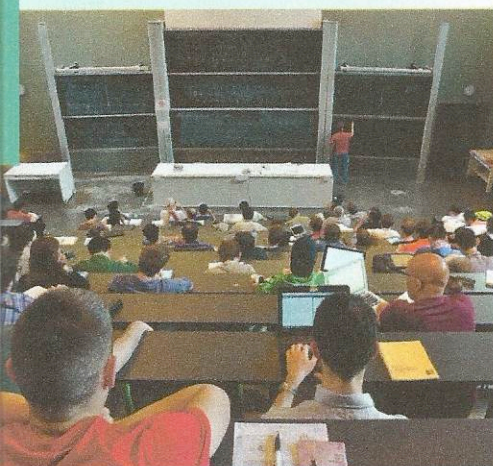
Activities**Les lieux et deux personnes de l'école**

le/la prof	teacher
le/la principal(e)	principal
la cantine	cafeteria
le casier	locker
le collège	middle school
la cour	courtyard
l'école (f.)	school
le gymnase	gymnasium
le lycée	high school
la médiathèque	library, media center
la salle de classe	classroom

People and places



Une école au Burkina Faso



Une école à Paris, en France

J'y arrive

Questions essentielles

- How is student life at my school similar to and/or different from student life in a Francophone country?
- How do courses and schedules reflect the educational values of a community?
- What places, people and activities define student life?

Un échange virtuel

Your teacher has set up an e-pal exchange with Hamid's class in Algeria. You are paired with one of his classmates, Sofia. Your goal is to gather information about her school building, class schedule, and activities in order to learn more about schools in Algeria and compare what you learn to your own school experience. Before you begin, refer to the *J'y arrive* rubric in Explorer to familiarize yourself with the evaluation criteria.

Interpretive Assessment

Les cours de Sofia

Sofia has shared her class schedule with you so that you can compare her schedule and her school with yours.

Étape 1: Associez

Complete the *représentation schématique* (graphic organizer) in Explorer with the classes and possible activities that take place in each location. Be sure to include at least one class and one activity for each location.

Étape 2: Comparez

Using the information from Sofia's schedule and *Étape 1*, write one similarity and one difference between class schedules in Algeria and in your community.

Interpersonal Assessment

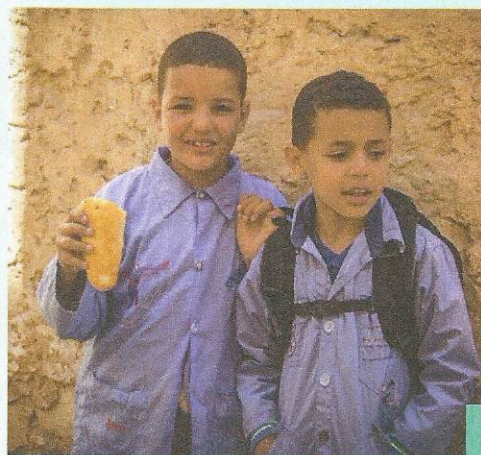
Un tchat avec Sofia

Sofia wants to learn more about your school and schedule. You are able to schedule a time to chat online to exchange information about your school preferences. Respond to her questions and ask her any appropriate questions in the chat in Explorer.

Presentational Assessment

Un jour à l'école

Sofia wants to know more about your school, classes, and activities. Create either a video visit or a visual presentation about your school day to share with her. Follow the directions in Explorer to create and share your video.



Des élèves en Algérie

