



Center for

EUROPEAN STUDIES

at the University of Florida

Language Teacher Summer Institute

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Unité 1 *Comment je passe l'été* (How I spend the summer)

Leçon A *Les fêtes* (Holidays)

Our text book, *T'es branché?* (Are you current?) is aligned to an online platform known as Clever/Passport, through EMC Publishing.

Each summer we have found that the publishing company makes vast changes in the platform, so as I work with it for this project, I do not have access to the exercises themselves, just the names of the exercises and their locations in the textbook. When posting exercises for assignment, I would allow for three tries per exercise, and the due date would be August 15th, with classes beginning August 3rd. My classes will all be conducted by distance learning.

This lesson will be the introductory lesson to the Level II textbook, after several months of remote classes. During those months, making up the fourth marking period, instruction of new material was not permitted, and students were able to recuperate and makeup work from the third marking period. These students will be new to me, and will be in grades 10 -12. It is estimated that out of the ten units in the level I textbook, perhaps 4 were covered before the students left in March.

This lesson provides the opportunity to review the months of the year, to express dates, and to name major holidays in three countries. Students will hear questions in various formats, notably *Est-ce que* and *Qu'est-ce que*. Use of the regular present tense, some negation, and some possessive adjectives are also featured.

All pages of each lesson of the textbook will be sent to the students online. In addition, pages of ancillary materials will be sent, some of which will be assigned work and some of which will be optional. All powerpoint presentations will be sent to the students. Our district uses **Teams** to conduct classes and share materials. In addition, some information is shared by student email.

The following schema indicates the basic content of Leçon A. In the Textbook, Student Edition, this covers pages 1-21. An additional page, 64, provides an alphabetical vocabulary list of all three lessons, A B C, of Unit 1.

Level II, Unité I, Leçon A

T'es branché? Level 2

Vocabulaire	Fonctions	Culture	Structure	Stratégies
Unité 1 Comment je passe l'été				
<i>Essential question: What do young people do in the summer in other cultures?</i>				
<ul style="list-style-type: none">Holidays in France, Québec, and the United States	<ul style="list-style-type: none">Ask someone if they celebrate a particular holidayAsk when something takes place and respond	<ul style="list-style-type: none">Québec City400th anniversary of the founding of Québec <p>La Francophonie (Les fêtes):</p> <ul style="list-style-type: none">Celebrations in Québec and FranceNative Singer Samlan <p>Produits:</p> <p>Le cirque du soleil</p>	<ul style="list-style-type: none">Present tense of regular verbs ending in -er, -ir, and -reNegationPossessive adjectivesForming questionsDates	

Objectives:

The student will be able to

- ask and tell when something takes place
- talk about the city of Québec, its 400th anniversary and some francophone holidays
- use regular verbs, possessive adjectives, and negation; ask questions and tell dates.

The following plan presents material and information for instruction:

Each section 1- 7 appears in a separate powerpoint presentation. An asterisk indicates that a recording is available for all or part of the section, to provide a format for the activities and to accompany each slide for listening and speaking reinforcement. Thus, except for assigned activities that have an expiration date, all the material will be available for revisiting and review.

In online instruction, when the class is present in Teams, throughout the session there will be teacher-student interaction, often in the form of questions that may be directed to individuals or to the class and any or all students may respond.

Students will be asked to have mics muted until a question is directed to a specific person. Usually, when questions are asked, it will be indicated that in answering, no one may use the same answer as the previous person. (practice/ anticipate exercises 2 & 3, p 6)

Example: T: Quelle est ta fête préférée? (*What is your favorite holiday?*)

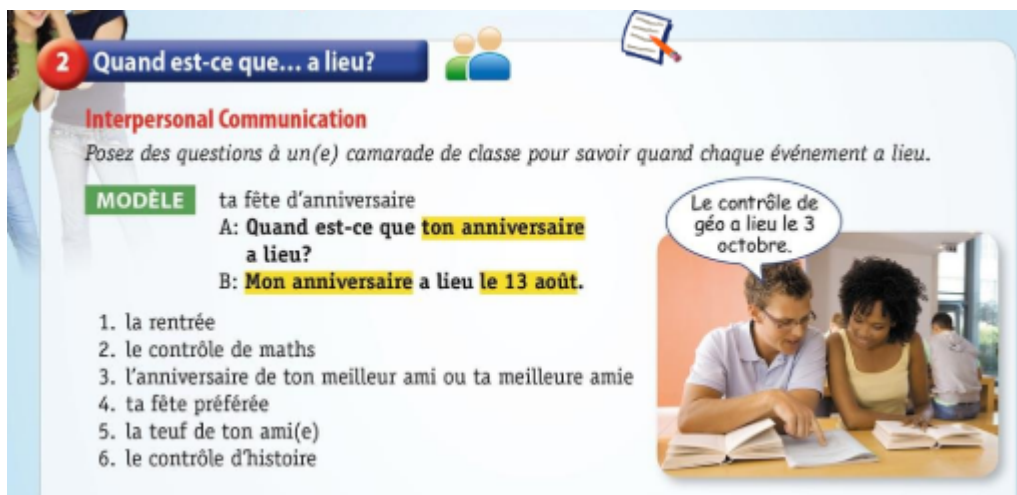
Je préfère Noël. / Ma fête préférée est Noël. / J'aime Noël.

T: **Pourquoi** est-ce que tu préfères Noël? / préfères-tu

Je préfère Noël **parce que** (c'est une célébration en famille / je reçois beaucoup de cadeaux / j'aime offrir les cadeaux à ma famille / j'aime visiter mes grands-parents.) Étude de vocabulaire: offrir / recevoir

The following exercises offer guided practice, with the first few items highly scripted for students to follow the model, and the last item blank for the student to provide the entire response.

Practice for exercise 2, page 6 of the TB, (part 3a ppt) Quand est-ce que ... a lieu? will provide practice with the expression "avoir lieu" [to take place.] (These questions are recorded and accessible online in the textbook platform.) The purpose of the practice is to familiarize the students with the questions and allow them to rehearse the use of the vocabulary of the lesson prior to being assigned to record their answers. Interrogative expressions *Quand*, *Est-ce que*, and *Qu'est-ce que* are used extensively in the first year curriculum.



2 Quand est-ce que... a lieu?

Interpersonal Communication

Posez des questions à un(e) camarade de classe pour savoir quand chaque événement a lieu.

MODÈLE ta fête d'anniversaire
A: **Quand est-ce que ton anniversaire a lieu?**
B: **Mon anniversaire a lieu le 13 août.**

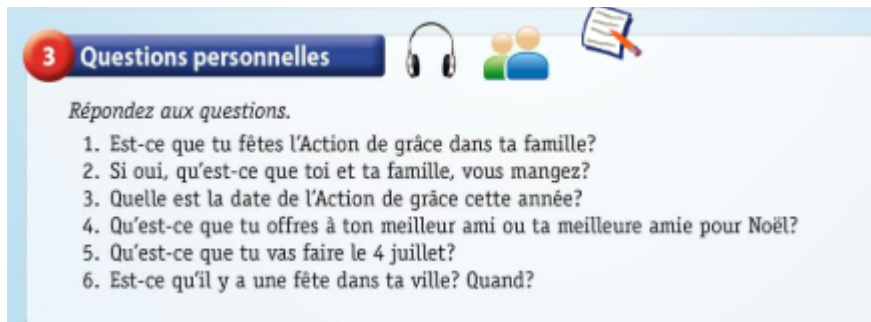
1. la rentrée
2. le contrôle de maths
3. l'anniversaire de ton meilleur ami ou ta meilleure amie
4. ta fête préférée
5. la teuf de ton ami(e)
6. le contrôle d'histoire

Le contrôle de géo a lieu le 3 octobre.

la rentrée

- A. Quand est-ce que la rentrée a lieu? (le 3 août) When does the return to school take place?
- B. La rentrée a lieu le 3 août. The return to school takes place on August 3.

Thus, practice for exercise 3, page 6 of the TB, (Part 3b ppt) Questions personnelles will be provided after mastery of exercise 2. (These questions are recorded and accessible online in the textbook platform and will be assigned later.) The purpose of the practice is to familiarize the students with the questions and allow them to rehearse the use of the vocabulary and structure of the lesson prior to being assigned to record their responses.



3 Questions personnelles

Répondez aux questions.

1. Est-ce que tu fêtes l'Action de grâce dans ta famille?
2. Si oui, qu'est-ce que toi et ta famille, vous mangez?
3. Quelle est la date de l'Action de grâce cette année?
4. Qu'est-ce que tu offres à ton meilleur ami ou ta meilleure amie pour Noël?
5. Qu'est-ce que tu vas faire le 4 juillet?
6. Est-ce qu'il y a une fête dans ta ville? Quand?

As these students have missed the opportunity to practice for five months, recall will prove difficult. Thus, in offering the practice, possible appropriate responses will also be provided. Vocabulary of the lesson, holidays, is entirely new, but extensive study of months and dates is offered throughout the first year curriculum, beginning first semester.

The next section of the lesson is *Rencontres culturelles* on page 7, a cultural section offering a dialogue between two friends, about St. John's Day in Quebec City. The conversation is recorded and offered as an online resource

A powerpoint introduction (part 4a, 4b, & 4c ppts) breaks up the dialogue into three parts, to offer more manageable segments, giving practice on vocabulary in context.

Contents of Lesson Plan

Power Point Presentations

1. Part 1 Introduction
2. * Part 2 Vocabulaire actif écouter et répéter pages 4-5 TB
3. * Part 3 Page 6 TB *trois exercices* The first slides give practice with some expressions
 - Format: online listening
 - 1. *C'est quand cette fête?*

1-7 A description is given for a holiday, including a date. Student will choose the letter A-H that corresponds to each description. This exercise is assigned and done online with Passport.

- Interpersonal Communication online listening (part 3a ppt)
 - 2. *Quand est-ce que . . . a lieu?*
 - use of “avoir lieu” [to take place]

A model is given of a conversation between two students. Student A asks when an event takes place and student B responds using “a lieu” with a date. This exercise is assigned and done online with Passport.

This exercise will be done and submitted on Flipgrid after interactive practice during class time.

- Interpersonal Communication online listening (part 3b ppt)
 - 3. *Questions personnelles*
 - Répondez aux questions*

This exercise is assigned and done online with Passport. They are used for formative assessment.

(notez: It is the questions of section 2 & 3 that students will have heard in our interactive sessions of Q & A.)

4. *Part 4a 4b 4c *Rencontres culturelles La Saint-Jean à Québec*

Conversation between two friends, Nicolas who lives in France and his friend Robert who lives in Quebec City. Divided into three parts, with vocabulary study and cloze activities.

Each section aligns to part of the conversation. Then, at the end, the entire conversation is presented for listening, followed by an exercise with blanks to fill in, with a word bank at the top.

Cultural events and persons mentioned as supplementary information in ppt:

Les Plaines d'Abraham

British domination of Canada after defeat of French

Samian, chanteur en français et en algonquin

In the power point presentations there are included / embedded references to Samian, including a rap song in French, and an explanation of indigenous languages of North America related to the same language family as Algonquin. This will be of interest to some of my students, as there are Native Americans in my classes. My school does offer classes in Diné (Navajo,) though most of our Native American population speak other languages.

5. Part 5 *Structure de la langue* Grammar (Review)

Although this is review, it is important to remember that these students have not had any study of French since March, other than recuperative work. Classes did not meet online, but work was assigned for recovery and improvement of grades.

This section has no online recorded material. The powerpoint presentation is used to guide the review. The three main conjugations of the regular present tense are presented, together with some practice exercises designed to help students recall and use verbs in context. There is practice of negation, with sentences changed from affirmative to negative and with questions requiring a negative answer.

6. After some of the sections on powerpoint are studied in Team online class meetings, some workbook exercises are offered for writing practice. Each of these exercises will be reviewed together in Team meetings.

7. Summative assessment. An online version of the lesson quiz will be taken. Prior to the quiz there will be a quiz description and practice presented and gone over together in a Teams class session online.

Please note: I am reiterating that the audio files are not accessible to persons who are not authorized to use the online resources that accompany this textbook. Thus, I can only list them, and not offer them as part of this project.

Students will have access to the audio and video files that are part of the ancillary materials for this textbook series.

Roberta B. Laguna

