

Nom _____

Classe _____ Date _____

Unité 1. Faisons connaissance

LEÇON 1 Bonjour!

Projet 1 Les drapeaux internationaux

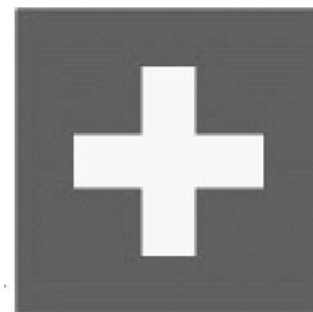
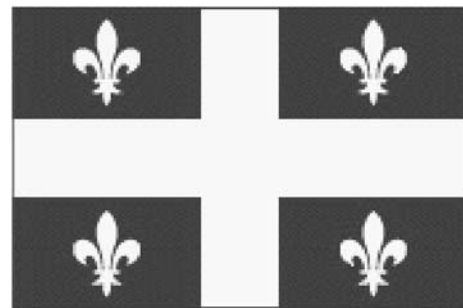
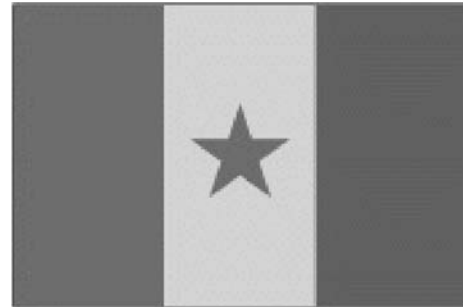
Working in a group of three or four, prepare small flags to represent Francophone nations which will be assigned by your teacher or whose names you will draw from a hat. Follow the teacher's suggestions for size and materials.

Materials: tracing paper and/or colored construction paper, colored pens, straws, glue or tape

Preparation:

- Find the members of your group.
- Determine which flags you will make.
- Research the format and colors of the flag in your textbook, in the library, or on the Internet.
- Make flags by coloring pieces of tracing paper (approx 3" x 2"), then attach them to straws.
- Larger flags can be cut from construction paper that can be fastened together to represent the flag.
- Be sure you know which flags represent which nations. Learn two or three facts about each nation.
- Display your flags and quiz your classmates.

Pacing suggestion: following completion of Leçon 1B



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Projet 2 Un pays francophone

Working with a partner, create a poster with facts about a Francophone country which will be assigned by your teacher or whose name you will draw from a hat. Do your research on the Internet or in the library. On your poster you will want to include:

- a map showing where your country is located
- a map of the country
- its flag
- its name
- its capital
- its population
- its size
- its largest cities
- its principal products
- its type of government
- its main tourist attractions



Materials: Internet and / or library access, colored pens, a poster board, scissors, glue or tape, photos or pictures from travel magazines

Preparation:

- Find a partner.
- Determine which country you will research.
- One of you may research the country in the library or media center, while the other searches the Internet.
- Gather the necessary information, take notes or make photocopies of information you will need.
- Clip out illustrations from travel magazines or from photocopies.
- Prepare your poster: Write brief captions in English under your illustrations. Add your text.
- Display your poster in the classroom.
- Present your country to the class in French.

Pacing suggestion: following completion of **Leçon 1C**

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B L E U

Learning Scenarios

Scénario 1 Je m'appelle . . .

Circulating through the classroom, introduce yourself in French to six of your classmates and ask their names. Takes notes and look up the French versions of those names. The next class, introduce your six classmates in French to others.

Scénario 2 Une réservation

Work with a partner and take turns pretending you are making reservations at a hotel or restaurant. Spell your last name while your partner writes it down.

S	M	I	T	H															

Scénario 1

	Targeted Standards	Teacher's Reflections
	1.1 Interpersonal Communication	
	2.1 Practices of Culture	
	4.2 Cultural Comparisons	
	5.2 Lifelong Learning	

Scénario 2

	Targeted Standards	Teacher's Reflections
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	2.1 Practices of Culture	
	5.2 Lifelong Learning	

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Scénario 3 Rencontres

Work with a partner. Together role-play a situation in which you meet a friend. Greet your friend, ask how s/he is and take leave. Demonstrate your role-plays before the class.

Scénario 4 Tu es de quelle nationalité?

Secretly choose a name and nationality from among those you have learned. Practice saying that you are that nationality. Then, circulating in the classroom, try and find out others' nationalities by asking yes/no questions. (Ex. **Tu es canadienne?**) Write down the given names and nationalities of the classmates you have met in this activity. You can follow up this activity by introducing a couple of your classmates to others.

Scénario 3

	Targeted Standards	Teacher's Reflections
	1.1 Interpersonal Communication	
	1.3 Presentational Communication	
	2.1 Practices of Culture	
	4.2 Cultural Comparisons	

Scénario 4

	Targeted Standards	Teacher's Reflections
	1.1 Interpersonal Communication	
	3.2 Acquiring Information	
	5.1 School and Community	
	5.2 Lifelong Learning	

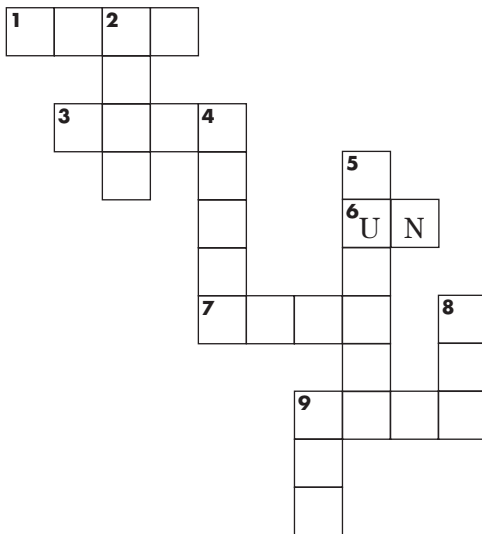
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Change-of-Pace Activities

Activité 1 Mots-croisés: Les nombres de 1 à 10

Complete the grid by spelling out numbers from 1 to 10. *HINT:* You may want to begin with the longest word.



ACROSS

1. 5
3. 8
6. 1
7. 7
9. 2

DOWN

2. 9
4. 3
5. 4
8. 6
9. 10

Activité 2 L'alphabet

The goal of this activity is to see how quickly and clearly you can recite the alphabet in French. Appoint a timekeeper to record each student's time and a judge to follow along on page 17 to be sure that each letter is pronounced. Everyone will get a turn and all should remain quiet while other students perform.

Activité 3 Oh là là! Ces accents!

Work with a partner and take turns spelling the names of people on pages 15–17 in your textbook. Include accent marks. The accent is said after the letter. Ex. *é = e – accent aigu.*

Activité 4 Des pays francophones

The class will be divided into two or more teams. The teacher will spell the names of different Francophone countries. As soon as you know which country name is being spelled, call it out. The team with the most correct answers within the appointed time wins.

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Activité 5 Mots-cachés: Les pays francophones

Work with a partner. Take turns looking for the names of Francophone countries listed below the grid. Depending on the time allowed for this activity, the first pair having found ten, twenty, or all of the country names wins.

T	G	U	Y	A	N	E	S	L	A	R	F	S	R	T	S
G	U	N	I	C	I	T	C	H	A	D	R	B	E	H	A
E	Y	I	S	O	A	L	U	I	C	F	A	A	P	O	I
U	O	G	E	T	S	G	F	R	A	N	C	E	U	M	N
Q	U	E	B	E	C	H	N	L	M	O	U	D	B	R	T
I	S	R	C	D	O	S	E	N	E	G	A	L	L	E	P
N	C	V	N	I	N	U	U	T	R	E	L	M	I	A	I
I	L	A	M	V	G	I	U	Y	O	E	G	A	Q	G	E
T	E	S	T	O	O	S	E	M	U	N	E	U	U	B	R
R	B	E	N	I	N	S	P	J	N	I	R	I	E	R	R
A	E	T	D	R	G	E	U	B	U	U	I	T	C	I	E
M	L	U	X	E	M	B	O	U	R	G	E	A	E	T	E
V	E	N	I	L	M	O	L	R	N	A	B	N	N	A	T
O	E	I	T	I	A	H	E	K	O	B	E	I	T	G	M
C	G	S	O	B	R	B	D	I	I	O	L	E	R	M	I
A	I	I	G	A	O	U	A	N	N	N	G	I	A	A	Q
N	R	E	O	N	C	R	U	A	U	I	I	D	F	N	U
O	U	A	F	G	T	H	G	F	E	L	Q	N	R	T	E
M	A	D	A	G	A	S	C	A	R	O	U	U	I	E	L
T	N	E	A	B	H	H	J	S	V	R	E	R	C	I	O
R	D	J	R	E	I	I	O	O	U	E	A	U	A	V	N
O	A	E	U	O	T	O	A	I	T	U	O	B	I	J	D
L	O	U	I	S	I	A	N	E	A	F	N	A	N	H	U
S	D	B	N	T	E	G	D	O	B	M	A	C	E	S	M

Algérie

Belgique

Bénin

Burkina Faso

Burundi

Cambodge

Cameroun

Congo

Côte d'Ivoire

Djibouti

France

Gabon

Guadeloupe

Guinée

Guyane

Haïti

Laos

Liban

Louisiane

Luxembourg

Madagascar

Mali

Maroc

Martinique

Mauritanie

Monaco

Niger

Québec

République

Centrafricaine

Réunion

Ruanda

Saint-Pierre et Miquelon

Sénégal

Suisse

Tahiti

Tchad

Togo

Tunisie

Vietnam

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Activité 6 Oui ou non?

On two pieces of paper, draw the words OUI and NON in big letters. As the teacher reads statements about the various nationalities of people, hold up your response card. Whenever the correct response is NON, your teacher may follow up by asking you what is the person's right nationality.

Activité 7 C'est/Ce n'est pas un lieu touristique français!

Determine whether each of the following is a French or U.S. landmark. Try to think of additional landmarks and tourist attractions from either country to add to the list. You can follow up this activity by looking up on the Internet the French landmarks you did not know.

l'arc de Triomphe	le rocher de Plymouth
le pont Golden Gate	la tour Eiffel
l'arc de Saint-Louis	Notre-Dame
le mont Rushmore	le pont du Gard

Activité 8 Un jeu de dés

Work with a partner. Get a pair of dice from the teacher. Take turns rolling the dice and calling out the number you have rolled. Your partner will jot down the number you have rolled. The person with the highest total after five turns wins.

Activité 9 Et toi? Tu es d'où?

Secretly choose a Francophone country and make sure you know the name of its capital city. Form a circle in the room with the rest of the class. Holding a soft foam ball, say, for example, **Je suis de Berne en Suisse.** Tossing the ball to another student, ask **Et toi, tu es de Berne aussi?** The student who catches the ball might answer **Non, je ne suis pas de Berne. Je suis de Dakar au Sénégal.** Each student who needs help to answer their question is eliminated. The game ends at the end of an appointed time or when there are only two students left. Refer to a map if necessary.

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Activité 10 Mots-croisés: Les nombres de 20 à 60

Complete the grid by spelling out numbers from 20 to 60. *HINT:* You may want to begin with the longest word. Also, you do not need to include hyphens that normally appear in the numbers.

ACROSS

- 1. 29
- 3. 33
- 5. 44
- 7. 56
- 11. 60
- 14. 26
- 17. 59

DOWN

- 1. 22
- 2. 57
- 4. 38
- 5. 47
- 6. 25
- 8. 36
- 9. 43
- 10. 55
- 12. 31
- 13. 27
- 15. 37
- 16. 23