



Wethersfield Public Schools

WHS-SDMS Curriculum: French I

Grade(s)	7-12		
Unit Title and Purpose	Unité 1: Enchanté! (Nice to Meet You!) AP Theme: Personal and Public Identities		
Timeframe	Middle School: 8 weeks High School: 4 weeks		
Vision of the Graduate			
Communicator: Students communicate at the novice level in French to introduce themselves and others.			
Unit Priority Standards			
ACTFL World-Readiness Standards For Learning Languages: Communication. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. NCSSFL-ACTFL Proficiency Benchmarks: ● Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. ● Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. ● Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.			
Unit Supporting Standards			
ACTFL World-Readiness Standards For Learning Languages: Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.			
Essential Questions			
How do I introduce myself and others? What is France like? How do traditions like Toussaint reflect and celebrate the cultural values and heritage of a community?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Ask and answer questions about people’s names, ages, how they are doing, and where they are from in culturally appropriate ways. 2. Identify and use numbers in simple ways. 3. Say the alphabet and spell simple words or names. 4. Introduce people to an audience in a culturally appropriate way. 5. Describe France and its diversity of people and places.		● French alphabet ● Numbers 1-20 ● Cognates ● Formal and informal register ● France regions ● Super 7 high-frequency verbs (1st and 3rd person) ● Toussaint ● Greetings customs in Francophone countries	
Student Learning Tasks & Resources		Suggested Teacher Materials & Resources	
● Turn and talk - ask neighbors their names, where they’re from, age, etc.		● TPR/charades ● Mad minute	



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| <ul style="list-style-type: none">● Students spell words to one another.● Role playing - greet a doctor, a friend, parents and/or others.● Students listen to conversations between old friends and new acquaintances and interpret basic facts.● Students read short introductory paragraphs and write down pertinent information.● Students introduce a partner to the group, listing details about their name, age, how they are doing, and where they're from.● Students create a short biography, writing basic information about themselves. | <ul style="list-style-type: none">● Tic-tac-toe● Cloze listening activities● Flashcards● Gap activity● Authentic listening● "Find someone who" activity● Student to student interviews● YouTube videos for listening comprehension tasks● Audio Lingua resources |
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Grade(s)	7-12		
Unit Title and Purpose	Unité 2: Qui Suis-Je? (Who Am I?) AP Theme: Personal and Public Identities		
Timeframe	Middle School: 8 weeks High School: 4 weeks		
Vision of the Graduate			
Communicator: Students communicate at the novice level in French to describe themselves and others.			
Collaborator: Students collaborate with peers to co-construct knowledge, exchange ideas, and solve problems related to self-description and cultural understanding.			
Unit Priority Standards			
ACTFL World-Readiness Standards For Learning Languages: Communication. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.			
NCSSFL-ACTFL Proficiency Benchmarks:			
Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.			
Unit Supporting Standards			
ACTFL World-Readiness Standards For Learning Languages: Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.			
Essential Questions			
How do I describe myself and others?			
How do I tell the date and time in French?			
How does the French language connect and influence diverse cultures across the globe?			
How do traditions like Chandeleur reflect and celebrate the cultural values and heritage of a community?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Introduce oneself in French, providing basic personal information (age, physical traits, personality) using high frequency verbs (<i>refer to Super 7</i>). 2. Participate in simple conversations where they introduce themselves, exchange greetings, ask and answer questions about personal information, and discuss familiar topics. 3. Understand and interpret the date and time when written or spoken.		- Adjectives to describe people - Colors - Days of the week - Months - Seasons - Numbers 30-69 - Subject pronouns - Negation with “ne/n” and “pas” - Être	



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4. Give the date and time. 5. Identify and describe different places where French is spoken in the world.	• Adjective and verb agreement • French DOM/TOMs • Chandeleur • Review: numbers 0-20; super 7 high frequency verbs
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Turn and talk - ask neighbors their names, where they're from, age, what they are like, etc. • Students listen to people describing themselves and others and identify basic facts, draw what they hear, and/or answer comprehension questions. • Students read short introductory paragraphs and write down or draw pertinent information or answer comprehension questions. • Students create a short biography, writing basic information about themselves or someone else. • Students identify similarities and differences about themselves and others in French via dialogues, reading passages, and/or audio resources. • Students create short presentations about themselves or others using relevant vocabulary. • Students research a place in the Francophone world to present to the class. • Students explain which Francophone places they prefer and why. • Memory - match subject pronouns with conjugations of Être • Self-correct work - students correct adjective-agreement errors in writing • Guessing game - students describe a well-known person or character and other students guess who is being described • Cloze listening activities • "Find someone who" activity concerning self-descriptions • Student to student interviews	• TPR/charades • Mad minute • Tic-tac-toe - subject pronouns • Pictionary • Flashcards • Tu peux book • Être song • Audio Lingua resources



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Grade(s)	7-12		
Unit Title and Purpose	Unité 3: Mon Temps Libre (My Free Time) AP Theme: Contemporary Life		
Timeframe	Middle School: 8 weeks High School: 4 weeks		
Vision of the Graduate			
Communication: Students communicate at the novice level in French about the weather and what they do in their free time.			
Unit Priority Standards			
ACTFL World-Readiness Standards For Learning Languages: Communication. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. NCSSFL-ACTFL Proficiency Benchmarks: - Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. - Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. - Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.			
Unit Supporting Standards			
ACTFL World-Readiness Standards For Learning Languages: Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.			
Essential Questions			
What do people like to do in their free time and why? How can I talk about my personal preferences?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Explain what one likes to do, when they like to do each activity, and why. 2. Agree and disagree when discussing preferences with someone else. 3. Make plans to do an activity with a friend. 4. Conjugate ER, IR, and RE verbs.		- ER verbs - IR verbs - RE verbs - The verb “aimer” (to like) - Adjectives to express opinions - Making plans - Agreeing and disagreeing expressions - Weather expressions - Review: seasons; months; negation with “ne/n” and “pas”; super 7 high frequency verbs	
Student Learning Tasks & Resources		Suggested Teacher Materials & Resources	



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| <ul style="list-style-type: none">• Turn and talk - ask/tell one another what they like to do.• Role playing - negotiate weekend or afterschool plans.• Students listen to conversations between friends making plans and identify basic facts.• Students read short passages and write down pertinent information, draw, or answer comprehension questions.• Students compare and contrast activities in the United States with Francophone cultures.• Students convert temperatures from Fahrenheit to Celsius (and vice versa).• Present the weather and identify the weather in a weather forecast (audio or visual).• "Find someone who" activity• Student to student interviews | <ul style="list-style-type: none">• TPR/charades• Mad minute - ER IR RE• Tic-tac-toe - RE verbs, IR verbs• Go-fish with activity pictures• Venn Diagram to compare USA free time activities with other francophone cultures• Weather website• RE Verbs practice• IR verb song• Verb chart graphic organizer• Cloze listening activities• Âne Trotro movie talk• Quel temps fait-il aujourd'hui?• Weather gap activities• Flashcards• YouTube videos for listening comprehension tasks• Audio Lingua resources |
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Grade(s)	7-12		
Unit Title and Purpose	Unité 4: La Vie Scolaire (School Life) AP Theme: Contemporary Life		
Timeframe	Middle School: 8 weeks High School: 4 weeks		
Vision of the Graduate			
Communication: Students communicate at the novice level in French about school life to describe and give opinions about their schedules, classes, and teachers.			
Unit Priority Standards			
ACTFL World-Readiness Standards For Learning Languages: Communication. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. NCSSFL-ACTFL Proficiency Benchmarks: ● Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. ● Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. ● Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.			
Unit Supporting Standards			
ACTFL World-Readiness Standards For Learning Languages: Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.			
Essential Questions			
What items do people need for school? What do people do during the school day? What aspects of the French school system would you like to see in your own school, and why?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Exchange information about the school day with a classmate. 2. Explain which classes and teachers they have and when they have them. 3. Communicate which materials they have and need for class. 4. Explain whether they enjoy their classes and justify why. 5. Ask about and give the cost of common school supplies they need for class.		● School subjects ● Adjectives (to express opinions and describe classes/teachers) ● Avoir ● Aller ● The near future (le futur proche) ● Numbers 70-1000+ ● French school system facts and schedules ● Review: Articles; school supplies; time expressions; adjective agreement; numbers 0-69; regular verbs; super 7 high frequency verbs ●	



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Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Identify pictures of classroom items and symbols that represent classes and school supplies • Turn and talk - ask another student about their classes (what classes they have, when they have them, if they like them and why) • Students listen to people describing their classes and/or schedules and identify basic facts, draw what they hear, or answer comprehension questions. • Students read short passages and write down or draw pertinent information or answer comprehension questions. • Students identify similarities and differences about American and Francophone schools via reading passages, videos or audio. • Gap activity with student schedules and/or school supplies and their costs • "Find someone who" activity concerning class preferences • Cloze listening activities • Scavenger hunt for classroom objects	• TPR/charades • Mad minute • Tic-tac-toe - school • Pictionary • Numbers gap activity • Time bingo • Simon Je veux pas aller à l'école Movie Talk • Bulletins de notes • Les fournitures scolaires et avoir jeu de l'oie • School supply advertisements or websites • Flashcards • YouTube videos for listening comprehension tasks • Audio Lingua resources



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Grade(s)	7-12		
Unit Title and Purpose	Unité 5: Chez Moi (At My House) AP Theme: Family and Communities / Contemporary Life		
Timeframe	Middle School: 8 weeks High School: 4 weeks		
Vision of the Graduate			
Communication: Students communicate at the novice level in French to describe their families and homes.			
Unit Priority Standards			
ACTFL World-Readiness Standards For Learning Languages: Communication. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. NCSSFL-ACTFL Proficiency Benchmarks: ● Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. ● Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. ● Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.			
Unit Supporting Standards			
ACTFL World-Readiness Standards For Learning Languages: Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.			
Essential Questions			
What are families and homes like? How do our homes reflect our cultural perspectives? Why is Paris the most visited city in the world?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Understand and interpret descriptions of families when reading or listening. 2. Ask and answer questions about family members, including what they are like, what they look like, and what they like to do. 3. Describe their homes and what they do there. 4. Explain the differences between Francophone and American homes. 5. SRecognize, identify, and describe various Parisian points of interest.		● Family vocabulary ● House/home vocabulary ● Prepositions of place ● Adjectives and descriptions (hair/eye color) ● BAGS adjectives ● Possessive adjectives ● Characteristics of French homes ● Paris ● Review: Avoir; activities, adjectives; super 7 high frequency verbs	
Student Learning Tasks & Resources		Suggested Teacher Materials & Resources	
● Turn and talk - ask/tell about their home or family.		● TPR/charades ● Mad minute ● Authentic family listening	



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| <ul style="list-style-type: none">• Listen to conversations about people's families and homes; write or draw what they understand. and/or answer comprehension questions.• Read short passages and write down pertinent information or answer comprehension questions.• Create and label a family tree.• Draw and label a home.• Analyze ads for homes.• Compare and contrast homes in the USA with Francophone cultures.• Read passages or watch videos about Paris and its monuments and identify which places they are most interested in and justify why. | <ul style="list-style-type: none">• Tic-tac-toe• Resources for home comparisons• Venn Diagram to compare USA homes with other francophone cultures• Âne TroTro movie talk• Maison and adjectives running dictation• Describe the homes to a partner• Immobilier-France website• duProprio website• Currency Converter• Paris videos• Possessive adjective board game• Cherchons un domicile activity• Flashcards• "Find someone who" activity• Student to student interviews• YouTube videos for listening comprehension tasks• Audio Lingua resources |
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Grade(s)	7-12		
Unit Title and Purpose	Unité 6: À Table! (Dinner is Served!) AP Themes: Families and Communities / Contemporary Life		
Timeframe	Middle School: 8 weeks High School: 4 weeks		
Vision of the Graduate			
Communication: Students communicate at the novice level in French about food, meals, and food shopping to describe their meals and exchange opinions about different foods.			
Unit Priority Standards			
ACTFL World-Readiness Standards For Learning Languages: Communication. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. NCSSFL-ACTFL Proficiency Benchmarks: ● Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. ● Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. ● Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.			
Unit Supporting Standards			
ACTFL World-Readiness Standards For Learning Languages: Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.			
Essential Questions			
How do cultural values influence the way we purchase and consume food? What foods do people eat and why?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Understand and exchange information on food preferences and eating habits. 2. Identify and describe some typical French foods, drinks, and dishes. 3. Identify types of French stores or markets where one buys food. 4. Recognize similarities and differences in what, when, and how we eat in the US and in Francophone countries.		● Foods ● Grocery stores ● Prendre ● Le futur proche (near future) ● “À” contractions ● “De” in negative sentences ● Adjectives to describe food ● Review: Articles; aller; expressions to express opinions; super 7 high frequency verbs	
Student Learning Tasks & Resources		Suggested Teacher Materials & Resources	
● Turn and talk - Students ask/tell about their meals and/or food preferences ● Students listen to conversations about people’s meals and/or food preferences; they write or draw		● TPR/charades ● Mad minute - prendre ● Tic-tac-toe ● Food Go-Fish	



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what they understand and/or answer comprehension questions.

- Read short passages and write down pertinent information or answer comprehension questions.
- Create and/or label meals.
- Compare and contrast meals in the USA with Francophone cultures.
- Analyze idiomatic expressions relating to foods.
- Exchange opinions about food and meals.
- Guess the food activity - students describe a food and others guess which food it is in French
- "Find someone who" activity
- Student to student interviews

- Venn Diagram to compare USA meals and habits with other francophone cultures
- Carrefour website
- Auchan website
- Flashcards
- YouTube videos for listening comprehension tasks
- Audio-Lingua resources



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Grade(s)	7-12		
Unit Title and Purpose	Unité 7: Nous sommes en pleine forme! (We're in great shape!) AP Theme: Personal and Public Identities / Beliefs and Values		
Timeframe	Middle School: 8 weeks High School: 4 weeks		
Vision of the Graduate			
Communication: Students communicate at the novice level in French about maintaining a healthy lifestyle to express ways to make healthy choices in diet, exercise and sleep.			
Unit Priority Standards			
ACTFL World-Readiness Standards For Learning Languages: Communication. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. NCSSFL-ACTFL Proficiency Benchmarks: ● Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. ● Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. ● Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.			
Unit Supporting Standards			
ACTFL World-Readiness Standards For Learning Languages: Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.			
Essential Questions			
What are people’s routines around the world? How do people maintain a healthy lifestyle that contributes to their physical, mental, and social well-being throughout their lives?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Discuss one’s daily routines. 2. Tell how one feels and describe one’s symptoms. 3. Identify parts of the body. 4. Give and react to advice about healthy habits.		● Reflexive verbs ● Ordinal words ● Illnesses ● Healthy habits ● Body parts ● Devoir ● Giving, accepting, rejecting advice ● Emotions and feelings ● Avoir expressions ● Review: possessive adjectives, food, ER verb conjugations	



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Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
● Turn and talk - students are given a health related scenario to discuss with their partner; students ask and tell when they do certain activities. ● Listen to conversations about people's daily routines and fill in a schedule, draw, or answer comprehension questions. ● Students listen to conversations about how people are feeling and/or conversations between a doctor and patient; they write or draw what they understand and/or answer comprehension questions. ● Read short passages about health and routines and write down pertinent information or answer comprehension questions. ● Create and/or label body parts. ● Compare and contrast lifestyles and routines in the USA with Francophone cultures. ● Look at pictures of people that are ill. Describe what is wrong with them and offer them advice. ● Read about or listen to athletes from Francophone countries talk about their lifestyles. ● Students discuss or write about the idea of healthy living and eating across Francophone cultures and the United States. ● Information Gap Activities: Students have different information about body parts and need to communicate with a partner to complete missing information. ● "Find someone who" activity ● Student to student interviews	● TPR ● Mad minute - vocabulary translation recall or verb conjugation ● Tic-tac-toe ● Websites, podcasts, YouTube videos where athletes from various Francophone cultures talk about their lifestyles ● Venn Diagram to compare the idea of healthy living and eating across Francophone cultures and the United States. ● Food pyramids from various Francophone cultures and the United States. ● Time and reflexives jeu de l'oie ● Flashcards ● YouTube videos for listening comprehension tasks ● Audio Lingua resources



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Grade(s)	7-12		
Unit Title and Purpose	Unité 8: Mon look (My Style) AP Theme: Beauty and Aesthetics		
Timeframe	Middle School: 8 weeks High School:		
Vision of the Graduate			
Communication: Students communicate at the novice level in French to describe and exchange opinions on different outfits.			
Unit Priority Standards			
ACTFL World-Readiness Standards For Learning Languages: Communication. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. NCSSFL-ACTFL Proficiency Benchmarks:			
● Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. ● Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. ● Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.			
Unit Supporting Standards			
ACTFL World-Readiness Standards For Learning Languages: Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.			
Essential Questions			
What do people like to wear and why? What is it like to shop for clothing in other countries?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Have a conversation with a salesperson about a type of clothing, its size, and price. 2. Describe different types of clothing and give one’s opinion on it. 3. Identify different places to shop in France. 4. Identify and talk about French currency.		● Euros ● Clothing and shoe sizes ● Faire ● Clothing vocabulary ● Adjectives for clothing ● Opinions for clothing ● Demonstrative adjectives ● Vocabulary for conversing with a salesperson ● Review: possessive adjectives; adjective agreement; colors; super 7 high frequency verbs	



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Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
● Turn and talk - ask/tell about students are wearing; give opinions about one another's outfits ● Students listen to conversations about people's outfits and/or opinions about clothing; they write or draw what they understand and/or answer comprehension questions. ● Read short passages and write down pertinent information or answer comprehension questions. ● Create and/or label outfits. ● Compare and contrast clothing and clothing stores in the USA with Francophone cultures. ● Look at pictures of people's outfits. Describe what they are wearing and comment on them.	● TPR ● Guess who - students describe what another student is wearing for others to guess who they are talking about ● Mad minute - vocabulary translation recall or verb conjugation ● Tic-tac-toe ● Venn Diagram to compare USA clothes/stores with other francophone cultures ● Jennyfer website ● Galeries Lafayette website ● La Redoute website ● Jules website ● Flashcards ● "Find someone who" activity ● Student to student interviews ● YouTube videos for listening comprehension tasks ● Audio Lingua resources