

French 1

Unit Planner

Unit 1: Salut, les copains ! (20 Days)

Unit Focus

Basic formal and informal, alphabet, and classroom objects

Guiding / Essential Questions

- How can I learn about and engage with cultures from French-speaking regions around the world?
- In what ways do I greet others, inquire about their well-being, and say goodbye appropriately in French?
- How do I decide when to use formal language versus informal language?
- How is the French alphabet pronounced, and how do I spell words aloud accurately?
- What role do accents play in French pronunciation and meaning?
- How do I introduce myself and others in French?
- How can I ask for and provide information about age?
- How do I identify and discuss objects commonly found in the classroom?
- How do I understand and respond to classroom directions and instructions?
- How do I ask for clarification about spelling and spell words for others?
- How can I exchange email addresses using French conventions?
- How do subjects and verbs work together to form basic sentences?
- How are indefinite pronouns used in simple communication?
- How are nouns changed to express plurality?
- How do I correctly use the irregular verb *avoir* in context?
- How do I construct negative sentences in French?

French 1

Unit Planner

Unit 1: Salut, les copains ! (20 Days)- continued

Vocab

Vocabulaire Part 1 : Basic Conversation

- Bonjour ! Hello, good morning, good afternoon
- Bonsoir ! Good evening!
- Comment allez-vous ? How are you?
- Je vais bien, merci. I'm doing well, thank you.
- Très bien, merci. Very well, thank you.
- Et vous ? And you?
- enchanté(e)--nice to meet you
- Vous vous appelez comment ? What is your name?
- Je vous présente--I'd like to introduce you to . . .
- Au revoir ! Goodbye!
- Salut ! Hi!
- Comment ça va ? How's It going?
- Ça va ? How's it going?
- Oui, ça va et toi ? It's going well, and you?
- Ça va bien, merci. Et toi ? It's going well, thanks, and you?
- Tu t'appelles comment ? What's your name?
- Comment tu t'appelles ? What's your name?
- Tu as quel âge ? How old are you?
- Je te présente--I'd like to introduce you to . . .
- C'est un ami--He's a friend.
- C'est une amie--She's a friend.
- Bonjour !
- Bonsoir !
- A bientôt ! See you soon!
- A tout à l'heure ! See you in a bit/ really soon!
- A plus tard ! See you later!
- Très bien, merci. Very well, thank you.
- Bien, merci. Well, thank you.
- Pas mal. Not bad.
- Plus ou moins--So, so
- Je m'appelle--my name is
- Il/ Elle s'appelle--His/ Her name is
- J'ai ____ ans--I'm ____ years old
- Il/ Elle a ____ ans--He/ She is ____ years old

French 1

Unit Planner

Unit 1: Salut, les copains ! (20 Days)- continued

Vocab- continued

Vocabulaire Part 2 : To ask and tell about things in a classroom and use helpful classroom expressions

- Les objets de la salle de classe–classroom objects
- Un bureau–a teacher desk
- Une carte–a map or a card
- Un CD/ un DVD–a CD/ a DVD
- Une chaise–a chair
- Un élève–a male pupil
- Une élève–a female pupil
- Une fenêtre–a window
- Une fille–a girl
- Un garçon–a boy
- Un lecteur de CD/ DVD–a CD/ DVD player
- Un ordinateur–a computer
- Une porte–a door
- Un poster–a poster
- Un professeur–a teacher
- Un prof–a male teacher
- Une prof–a female teacher
- La salle de classe–the classroom
- Une table–a table
- Une télévision/ une télé–a television/ a TV
- Il y a–there is/ there are
- Oui, il y a–Yes, there is/ there are
- Non, il n’y a pas de–No, there is no/ there are no
- Combien de/d’--How much or how many
- Combien d’élèves il y a dans la classe ? How many students are there in the class?
- Il y en a... there is/ are ____ of them
- Il n’y en a pas–there is no/ are no
- Comment ça s’écrit,... ? How do you spell . . .?
- Comment épeler ? How do you spell?
- Ça s’écrit–It’s spelled
- Quelle est ton adresse e-mail/ mél ? What is your e-mail address? (informal)
- C’est... arobase... point... It’s . . . at . . . dot

French 1

Unit Planner

Unit 1: Salut, les copains ! (20 Days)- continued

Vocab- continued

Vocabulaire Part 2 (continued): To ask and tell about things in a classroom and use helpful

Les commandes de la salle de classe-Classroom

Commands

- Asseyez-vous ! Sit down!
- Silence ! Quiet!
- Faites attention ! Pay attention!
- Ecoutez et répétez, s'il vous plaît ! Listen and repeat, please!
- Prenez une feuille de paper ! Take out a piece of paper!
- Prenez vos cahiers ! Take out your notebooks!
- Allez au tableau ! Go to the board!
- Regardez ! Look!
- Retournez à vos places ! Go back to your seats!
- Monsieur–Mister or sir
- Madame–Missus or ma'am
- Mademoiselle–miss
- Répétez, s'il vous plaît ? Can you repeat (that), please?
- Je ne comprends pas–I don't understand
- Je ne sais pas–I don't know
- Comment dit-on... en français ? How do you say . . . in French? (translating from English to French)
- Que veut dire... en anglais ? What does . . . mean in English?

French 1

Unit Planner

Unit 1: Salut, les copains ! (20 Days)- continued

Unit Topics & Pacing

Days 1–5: Foundations of Communication

Students develop initial communication skills through greetings and introductions, asking and responding to questions about well-being, and using appropriate expressions for saying goodbye. Instruction emphasizes the distinction between formal and informal language, numbers 1–30, age, and the relationship between subjects, verbs, and subject pronouns.

Communication Modes

- **Interpersonal Communication (Speaking & Writing)**
 - Engage in basic conversations related to everyday situations
 - Ask and answer simple questions in spoken and written exchanges
 - Share personal preferences and opinions in structured interactions
 - Communicate needs, obligations, and expectations in familiar contexts
 - Participate in oral exchanges using culturally appropriate language, register, and gestures
 - Participate in written exchanges using culturally appropriate expressions, register, and style

- **Interpretive Communication (Listening & Reading)**
 - Demonstrate comprehension of culturally authentic print, digital, audio, and audiovisual texts used in everyday contexts
 - Identify key ideas, vocabulary, and supporting details in fiction and nonfiction texts as well as audio and audiovisual materials
 - Recognize cultural practices reflected in authentic texts and media

Days 6–10: Language Tools & Classroom Interaction

Students focus on pronunciation and literacy skills through the French alphabet and accent marks. Instruction expands to cultural gestures, classroom vocabulary, and commonly used instructional phrases. Grammatical concepts include expressions of existence (*there is/there are*), indefinite articles, pluralization of nouns, the verb *avoir*, and forming negative statements.

French 1

Unit Planner

Unit 1: Salut, les copains ! (20 Days)- continued

Unit Topics & Pacing

Days 11–16: Grammar Consolidation & Interpretive Practice

Instruction deepens understanding of indefinite articles, noun pluralization, the irregular verb *avoir*, and negation. Students apply these structures through interpretive reading activities and guided practice in preparation for the unit assessment.

Days 17–20: Unit Synthesis & Cultural Analysis

Students engage in a cumulative review of Unit 1 content. Instruction includes cultural enrichment through the analysis and discussion of a work of fine art, integrating language skills with interpretive and presentational practices.

French 1

Unit Planner

Unit 2: Qu'est-ce qui te plaît ? (20 Days)

Unit Focus

This unit centers on expressing personal preferences and opinions related to leisure activities. Students learn to communicate likes and dislikes, discuss how often activities occur, and describe how well activities are performed while continuing to build interpretive reading skills in French.

Guiding / Essential Questions

- How can I ask about and express likes and dislikes in French?
- In what ways do I show agreement or disagreement during a conversation?
- How do I ask and respond to questions about the frequency of activities?
- How can I describe how well someone performs an activity and inquire about preferences?
- How do I understand and interpret short written passages in French?

French 1

Unit Planner

Unit 2: Qu'est-ce qui te plaît ? (20 Days)- continued

Vocab

Vocabulary Part 1: to ask and tell about likes/ dislikes

- l'anglais–English
- La diffusion en direct–live-streaming
- Une bande dessinée–a comic strip/ comic book
- Chanter–to sing
- Le chocolat–chocolate
- Un crayon (de couleur)--a colored pencil
- Un dessin–a drawing
- Dessiner–to draw
- L'école–school
- Écouter–to listen to
- Écouter de la musique–to listen to music
- Les écouteurs (m.)--headphones
- Envoyer un e-mail/ un mél–to sent an email
- Étudier–to study
- Lire–to read
- Le français–French
- Les frites (f.)--French fries
- La glace–ice cream
- Un journal–a newspaper
- Un magazine–a magazine
- Manger–to eat
- Les mathématiques/ les maths (f.)–mathematics/ math
- La musique classique–classical music
- La musique moderne–modern music
- Parler anglais–to speak English
- Parler français–to speak French
- La radio–radio
- Regarder la télé–to watch TV
- Un roman–a novel
- Un SMS/ un texto–a text message
- Surfer sur Internet–to surf the Internet
- Téléphoner (à des amis)--to telephone (friends)
- Travailler–to work
- Les vacances (f.)--vacation
- La voiture de sport–sports car
- Tu aimes . . . ? Do you like . . . ?
- Qu'est-ce que tu aimes (faire) ? What do you like (to do)?
- Oui, j'adore–Yes, I love

French 1

Unit Planner

Unit 2: Qu'est-ce qui te plaît ? (20 Days)- continued

Vocab- continued

Vocabulary Part 1(continued) : to ask and tell about likes/ dislikes-

Oui, j'aime bien--Yes, I really like

- J'aime mieux/ Je préfère--I prefer
- Non, je déteste--No, I hate
- Je n'aime pas--I don't like

Vocabulaire Part 2 --To ask how often you do an activity

- Aller à la piscine--to go to the pool
- Aller au café--to go to the cafe
- Aller au cinéma/ ciné--to go to the movies
- La balle/ le ballon--the ball
- La batte--the bat
- La bibliothèque/ bibli--the library
- Le centre commercial--the mall
- Danser--to dance
- Discuter (avec des amis)--to chat with friends
- Faire du sport--to do sports
- Faire la fête/ fêter--to party
- Faire les magasins (m.)--to go shopping
- Faire un pique-nique--to have a picnic
- Jouer au base-ball--to play baseball
- Jouer au football/ foot--to play soccer
- Jouer aux cartes--to play cards
- Jouer aux échecs--to play chess
- Le lycée--high school
- La Maison des jeunes et de la culture (MJC)--youth center
- Nager--to swim
- Le parc--the park
- Le stade--the stadium
- Voir un film--to see a movie
- Tu aimes . . . régulièrement ? Do you usually like to?
- Oui, souvent--Yes, often
- De temps en temps--from time to time
- Non, rarement--No, rarely
- Non, jamais--No, never

French 1

Unit Planner

Unit 2: Qu'est-ce qui te plaît ? (20 Days)- continued

Unit Topics & Pacing

Days 1–5: Expressing Preferences and Opinions

Students learn to communicate what they like and enjoy doing using structures such as *I like*, *I like to + noun*, and *I like to + verb*. Instruction includes expressing dislikes, strong preferences, agreement and disagreement, and using definite articles. Students apply regular *-er* verbs, combine verbs within a sentence, and practice irregular plural forms.

Days 6–10: Culture, Frequency, and Descriptive Language

Students continue working with irregular plurals while exploring aspects of Francophone culture, including traditional dances. Instruction focuses on asking how often activities are done, describing how well an activity is performed, and discussing personal preferences. Language structures include contractions with *à* and the use of conjunctions to connect ideas.

Days 11–15: Question Formation, Pronunciation, and Interpretation

Students develop accuracy in forming questions using *est-ce que* and *qu'est-ce que*. Instruction includes interpretive reading practice, pronunciation of vowel sounds, reinforcement of definite articles, regular *-er* verbs, and irregular plural forms. This period also includes structured review in preparation for the unit assessment.

Days 16–20: Assessment, Review, and Cultural Analysis

Students complete the unit assessment and engage in a cumulative review of Units 1 and 2. Cultural learning is reinforced through the analysis and discussion of a work of fine art, with a focus on geographic and cultural themes related to Quebec.

French 1

Unit Planner

Unit 3: Comment est ta famille ? (20 Days)

Unit Focus

Family and Personal Descriptions

This unit focuses on describing people and family relationships while developing students' ability to communicate about physical traits, personality, and personal background. Students explore how language reflects identity and culture while building accuracy in descriptive language and sentence structure.

Guiding / Essential Questions

- How can I describe people, including their appearance and personality traits?
- How do I talk about my family and family relationships in French?
- How do adjectives change to match gender and number?
- How is the verb *être* used to describe people and characteristics?
- How and why were coats of arms used historically?
- How do possessive adjectives function in French?
- When should I use *il/elle est* versus *c'est*?
- How can I read, understand, and interpret a poem in French?
- How do I analyze and discuss a work of art from the Francophone world?

French 1

Unit Planner

Unit 3: Comment est ta famille ? (20 Days)- continued

Vocab

Vocabulaire Part 1: to ask about and describe people

- âgé(e)--aged, elderly
- beau/ belle--handsome/ beautiful
- blanc/ blanche--white
- bleu(e)--blue
- blond(e)--blond
- bon/ bonne--good
- La bouche--mouth
- brun(e)--brown
- Châtain--light brown
- court(e)--short
- long/ longue--long
- créatif/ créative--creative
- fort(e)--strong
- généreux/ généreuse--generous
- génial(e)--awesome/ great
- gentil/ gentille--kind
- Il/ Elle a les cheveux _____-He/ She has _____ hair.
- Il/ Elle a les yeux _____-He/ She has _____ eyes.
- intelligent(e)--intelligent
- Jeune--young
- vieux/ vieille--old
- marrant(e)--funny
- Marron--brown
- méchant(e)--mean
- sympathique/ sympa--nice
- Mince--thin
- gros(se)--fat
- Le nez--nose
- noir(e)--black
- nouveau/ nouvelle--new
- Les oreilles (f.)--ears
- paresseux/ paresseuse--lazy
- pénible--tiresome/ difficult
- petit(e)--small/ short
- grand(e)--big or tall
- roux/ rousse--red-headed
- sérieux/ sérieuse--serious
- sportif/ sportive--athletic

French 1

Unit Planner

Unit 3: Comment est ta famille ? (20 Days)- continued

Vocab- continued

Vocabulaire Part 1 (continued) : to ask about and describe people

- La tête–head
- Timide–timid or shy
- vert(e)--green
- Comment est/ sont . . .?--What is/ are like?
- Il/Elle est . . . He/ She is . . .
- Il/ Elle est comment ? What is he/ she like?
- Il/ Elle est très . . . He/ She is very . . .
- Ils/ Elles sont assez . . . They are rather/ quite . . .
- Il/ Elle n'est ni . . . ni He/ She is neither . . . nor . . .

Vocabulaire Part 2: to identify family members

- Le beau-père–stepfather or father-in-law
- La belle-mère–stepmother or mother-in-law
- Le chat–cat
- Le chien–dog
- Le cousin/ la cousine–cousin
- Le demi-frère–half-brother
- La demi-soeur–half-sister
- divorcé(e)--divorced
- Un enfant/ une enfant–a child/ a female child
- La famille–family
- La femme–wife or woman
- La fille–daughter or girl
- Le fils–son
- La grand-mère–grandmother
- Le grand-père–grandfather
- Les grands-parents (m.)--grandparents
- Le mari–husband
- La mère–mother
- Ma mère–my mother
- Le neveu–nephew
- La nièce–niece
- L'oncle–uncle
- Les parents (m.)--parents
- Le père–father
- La petite-fille–granddaughter
- Le petit-fils–grandson
- Les petits-enfants (m.)--grandchildren
- La soeur–sister

French 1

Unit Planner

Unit 3: Comment est ta famille ? (20 Days)- continued

Vocab- continued

Vocabulaire Part 2: to identify family members

- La tante–aunt
- Voici–Here is/ are
- Voilà–There is/ are
- Ça, c'est/ ce sont–This is/ These are
- Qui c'est, ça ? Who is that?
- Qui est-ce ? Who is that?

French 1

Unit Planner

Unit 3: Comment est ta famille ? (20 Days)- continued

Topic Pacing

Days 1–5: Family and Descriptive Language

Students begin the unit by learning to describe family members and people using adjectives. Instruction focuses on adjective agreement, irregular adjectives, and expressing opinions. Students engage in interpersonal communication through speaking and writing while exchanging information about everyday life and personal preferences. Interpretive skills are developed through identifying key words and details in authentic fiction and nonfiction texts, as well as audio and audiovisual materials. Students also practice presentational communication by describing people, objects, and simple situations using words, phrases, and short sentences.

Days 6–10: Description, Possession, and Cultural Context

Students deepen their use of descriptive language by working with the verb *être*, adjective agreement, and irregular adjectives. Cultural learning is integrated through comparisons of French and American meals and exploration of city coats of arms. Instruction includes discussing family members and pets using possessive adjectives, asking questions about others' families, and using contractions with *de*. Students also refine their understanding of *c'est* versus *il/elle est* in descriptive contexts. Interpersonal, interpretive, and presentational communication skills continue to be developed through speaking, listening, reading, and writing activities.

Days 11–16: Interpretation, Pronunciation, and Assessment

Students practice distinguishing between *c'est* and *il/elle est* while applying descriptive language to family-related topics. Instruction includes reading and interpreting a poem, refining pronunciation of additional vowel sounds, and reviewing key grammatical structures. This phase concludes with structured review activities and the unit assessment.

Days 17–20: Cumulative Review and Cultural Analysis

Students engage in a cumulative review of Units 1–3, reinforcing language structures and vocabulary across units. Cultural connections are emphasized through a fine art study, during which students analyze a painting and express opinions using learned language.

French 1

Unit Planner

Unit 4: Mon année scolaire (20 Days)

Unit Focus

School Life and Academic Routines

This unit focuses on communicating about school life, including class schedules, subjects, opinions about classes, and daily academic routines. Students develop the ability to discuss what they need, ask about requirements, and navigate school-related situations using appropriate language structures.

Guiding / Essential Questions

- How can I talk about my school and my classes in French?
- How do I describe when my classes take place?
- How can I ask for and share opinions about school subjects?
- How do regular *-er* verbs function in everyday communication?
- How do verbs ending in *-ger* and *-cer* change in the present tense?
- How is the article *le* used with days of the week?
- How do I ask others what they need and explain what I need?
- How can I inquire about and purchase items in a school-related context?

French 1

Unit Planner

Unit 4: Mon année scolaire (20 Days) - continued

Vocab

Vocabulaire Part 1: To ask and tell about classes

- L'allemand (m.)--German
- Les arts (m.) plastiques--art class
- Aujourd'hui--today
- La biologie--biology
- La chimie--chemistry
- Les devoirs--homework
- L'examen (m.)--test
- L'éducation (f.) musique--music class
- l'EPS/ l'éducation (f.) physique et sportive--P.E./ physical education
- L'espagnol (m.)--Spanish
- La géographie--geographie
- L'histoire (f.)--history
- L'informatique (f.)--computer science
- Le jour--day
- Maintenant--now
- Les mathématiques/ les maths (f.)--mathematics/ math
- Les matières (f.)--school subjects
- La physique--physics
- La récréation/ la récré--recess/ break time
- La semaine--week
- La sortie--dismissal
- Le week-end--weekend
- L'après-midi (m.)--in the afternoon
- Demain--tomorrow
- Le matin--in the morning
- Le soir--in the evening
- Il est... heure(s)--It is . . . o'clock
- A quelle heure tu as... ? At what time do you have . . . ?
- Quand est-ce que tu as... ? When do you have . . . ?
- Quelle heure est-il ? What time is it?
- Quel jour est-ce que tu as... ? What day do you have . . . ?
- Tu as quel cours... ? What class do you have?
- J'ai... lundi--I have . . . on Monday
- J'ai... le lundi, le jeudi et le samedi--I have . . . on Mondays, Thursdays, and Saturdays.
- J'ai... à... I have . . . at . . .)

French 1

Unit Planner

Unit 4: Mon année scolaire (20 Days) - continued

Vocab- continued

Vocabulaire Part 2: To tell what you need

- Des baskets (f.)--tennis shoes
- Un cahier--a notebook, like a spiral
- Une calculatrice--a calculator
- Un classeur--a 3-ring binder
- Un crayon--a pencil
- Un crayon de couleur--a colored pencil
- Un dictionnaire--a dictionary
- Une feuille (f.) de papier--a piece of paper
- Un papier--a paper
- Une gomme--an eraser (for pencil marks)
- Un livre--a book
- Un mobile--a cell phone or laptop
- Une règle--a ruler
- Un sac à dos--a backpack
- Un short--a (pair of) shorts
- Un taille-crayon--a pencil sharpener
- Une trousse--a pencil bag/ case
- De quoi tu as besoin ? What do you need?
- désolé(e)--sorry
- J'ai besoin de--I need
- Il me faut--I need
- Qu'est ce qu'il te faut pour... ? What do you need for . . . ?
- Tiens/ Voilà--Here
- Tu as... à me prêter ? Do you have . . . to lend me?
- Tu pourrais me prêter... ? Could you lend me . . . ?

To ask about and buy something

- Je cherche... I'm looking for . . .
- ... , c'est combien ? . . . is how much?
- C'est... It's
- Combien coûte... ? How much does . . . cost?
- C'est... euros. It's . . . Euros.
- De quelle couleur ? What color?
- A votre service/ Je vous en prie--You're welcome (formal)

French 1

Unit Planner

Unit 4: Mon année scolaire (20 Days) - continued

Topic Pacing

Days 1–5: School Subjects and Schedules

Students learn to talk about school, classes, and daily schedules. Instruction focuses on asking about classes, expressing opinions, and describing when classes take place. Students use regular *-er* verbs as well as verbs ending in *-ger* and *-cer* in the present tense. The use of *le* with days of the week is introduced. Through speaking and writing, students exchange information about school life, share opinions, and describe familiar situations using simple sentences and phrases.

Days 6–10: Needs, Preferences, and Cultural Context

Students explore Francophone cultural perspectives while expanding their ability to express needs and preferences. Instruction includes asking others what they need, explaining personal needs, and completing simple transactions such as asking about and purchasing items. Students practice using verbs such as *préférer* and *acheter* and continue developing interpersonal, interpretive, and presentational communication skills through culturally authentic materials.

Days 11–16: Language Development and Review

Students strengthen agreement with numbers and continue building listening, reading, and writing skills. Instruction emphasizes comprehension strategies, identifying key details in texts and audio sources, and inferring meaning from context. Students refine their ability to express opinions, make requests, and describe people and situations using connected language. This phase includes structured review of unit content in preparation for assessment.

Days 17–20: Assessment and Cultural Analysis

Students complete the Unit 4 assessment and engage in a cumulative review of Units 1–4. Cultural understanding is reinforced through analysis and discussion of a Francophone work of art, during which students express interpretations and personal responses using learned language structures.

French 1

Unit Planner

Unit 5: Le temps libre and Review (20 days)

Unit Focus

Leisure Activities and Personal Time

In this unit, students communicate about how they spend their free time, including interests, activities, and plans. They learn to discuss when and how often activities take place, extend and respond to invitations, and talk about future plans and recent events. This unit also serves as a cumulative review of key language structures and communication skills introduced throughout the semester.

Guiding / Essential Questions

- How can I ask about and share my interests in French?
- How do I explain when I do certain activities?
- How can I talk about how often I or others participate in activities?
- How do I invite someone to do something and respond politely to invitations?
- How can I discuss plans I would like to make?
- How do I describe what I do or create in my free time?
- How can I use question words to gather information?
- How do adverbs help me express frequency?
- How is the verb *aller* used to talk about the near future?
- How is the verb *venir* used to talk about recent past events?
- How do I correctly use common idiomatic expressions with *avoir*?

French 1

Unit Planner

Unit 5: Le temps libre and Review (20 days)- continued

Vocab

Vocabulaire Part 1: to ask and tell about interests

- Faire du ski—to ski
- Faire du patin à glace—to ice skate
- Faire du vélo—to bike
- Faire du jogging—to jog/ run
- Faire de la photo—to do photography
- Faire de la vidéo amateur—to take videos
- Faire du surf—to surf
- Faire du skate(-board)--to skateboard
- Faire du roller—to go rollerskating/ rollerblading
- Faire de l'athlétisme—to do track and field
- Faire de l'aérobic—to do aerobics
- Faire du théâtre—to act in plays
- Jouer au basket(ball)--to play basketball
- Jouer au base-ball—to play baseball
- Jouer au volley—to play volleyball
- Jouer au hockey—to play hockey
- Jouer au tennis—to play tennis
- Jouer du piano—to play piano
- Jouer de la batterie—to play drums
- Jouer de la guitare—to play guitar
- L'appareil photo (numérique) (m.)--(digital) camera
- La raquette—racket
- Les skis (m.)—skis
- Le casque—helmet
- La saison—season
- Est-ce que tu fais du sport ? Do you play sports?
- Non, je ne fais pas de sport. No, I don't play sports.
- Est-ce que tu joues . . . ? Do you play . . . ?
- Non, je ne joue pas au basket. No, I don't play basketball.
- Qu'est-ce que tu fais comme sport ? What sport(s) do you play?
- Je joue au hockey. I play hockey.
- Qu'est-ce que tu fais pour t'amuser ? What do you do for fun?
- Je fais du skate. I skateboard.
- Qu'est-ce que tu fais samedi ? What are you doing (this) Saturday?
- Je ne fais rien. I'm not doing anything.

French 1

Unit Planner

Unit 5: Le temps libre and Review (20 days)- continued

Vocab- continued

Vocabulaire Part 2: to invite, to extend, accept, and refuse an invitation

- Les mois—the months
- janvier—January
- février—February
- mars—March
- avril—April
- mai—May
- juin—June
- juillet—July
- août—August
- septembre—September
- octobre—October
- novembre—November
- décembre—December
- Les saisons—the seasons
- L'hiver—winter
- Le printemps—spring
- L'été—summer
- l'automne—Autumn, fall
- Quand ? When?
- Quand est-ce que tu fais du jogging ? When do you go jogging?
- Je fais—I do/ make
- Je fais du jogging en automne et au printemps. I go jogging in the fall and spring.
- En quelle saison tu fais du jogging ? In what season do you go jogging?
- Tu fais du basket pendant quels mois ? You play basketball in what months?
- Je fais du basket en juin et en juillet. I play basketball in June and July.
- Question words—
- Qu'est-ce que—What?
- Quoi ? What?
- Quand—When?
- Comment—How?
- Où—Where?
- Qui—Who?
- Avec qui—With whom?
- Pourquoi—Why?
- Sérieusement—seriously
- Bien—well
- Mal—badly
- Tu vas où ? Where are you going?

French 1

Unit Planner

Unit 5: Le temps libre and Review (20 days)- continued

Vocab- continued

Vocabulaire Part 2: to invite, to extend, accept, and refuse an invitation

- Je vais . . . I'm going
- Au théâtre—to the theater (to see a live play)
- Au cinéma/ au ciné—to the movies/ cinema
- Au centre commercial—to the mall
- À l'opéra—to the opera house
- Au musée—to the museum
- À la patinoire—to the ice rink
- Au lac—to the lake
- À la montagne—to the mountains
- À la mer—to the seaside
- À la plage—to the beach
- À la campagne—to the countryside
- Au café—to the cafe
- Au club (de tennis, de foot)--to the (tennis) club, to the (soccer) club
- Au zoo—to the zoo
- Quel temps fait-il ?
- Il fait beau. It's nice out.
- Il fait du soleil. It's sunny.
- Il fait mauvais. It's bad weather out.
- Il fait chaud. It's hot out.
- Il fait froid. It's cold out.
- Il pleut. It's raining.
- Il neige. It's snowing.
- Il y a du vent. It's windy.
- Il y a des nuages. It's cloudy.
- To extend an invitation–
- On fait . . . ? Shall we . . . ?
- D'accord ! Okay/ agreed!
- Bonne idée ! Good idea!
- Pourquoi pas ? Why not?
- On fait du jogging ? Shall we go jogging?
- Si tu veux. If you want. (informal)
- Si vous voulez. If you want. (formal)
- On va . . . ? Shall we go . . . ?
- On va au lac ? Shall we go to the lake?
- Tu as envie de . . . ? Do you feel like . . . ?
- Non, ça ne me dit rien. No, I don't feel like it.
- Tu viens . . . ? You want to come . . . ?

French 1

Unit Planner

Unit 5: Le temps libre and Review (20 days)- continued

Vocab- continued

Vocabulaire Part 2: to invite, to extend, accept, and refuse an invitation.

- Désolé(e), je n'ai pas le temps. Sorry, I don't have time.
- To make plans–
- Qu'est-ce que tu veux faire ? What do you want to do?
- Tu vas faire quoi . . . ? What are you going to do . . . ?
- Qu'est-ce que tu vas faire s'il . . . ? What are you going to do if . . . ?
- Avec qui est-ce que tu joues ? With whom do you play?
- Où ça ? Where?
- Où est-ce qu'on se retrouve ? Where are we going to meet?
- On pourrait aller au café. We could go to the cafe.
- Tu vas faire quoi vendredi ? What are you going to do Friday?
- Pas grandes choses. Nothing much.
- Rien de spécial. Nothing special.
- Vendredi, j'ai trop de choses à faire. Friday, I have too much to do.
- Je suis très occupé(e). I'm very busy.
- Les Verbes–verbs
- Aller–to go
- Aller + infinitif–going to do
- Venir–to come
- Venir de + infinitif–to have just come from doing something
- Avoir–to have
- Avoir besoin de–to be in need of
- Avoir envie de–to feel like (doing something)
- Avoir faim–to be hungry
- Avoir soif–to be thirsty
- Avoir chaud–to feel hot
- Avoir froid–to feel cold
- Avoir sommeil–to feel sleepy

French 1

Unit Planner

Unit 5: Le temps libre and Review (20 days)- continued

Topic Pacing

Days 1–5: Interests, Activities, and Cultural Context

Students explore leisure activities and personal interests while learning about Western France through history, food, architecture, sports, and seasonal traditions. Instruction focuses on sports and activities vocabulary, seasons and months of the year, and the verb *faire*. Students learn to ask about and share interests, use question words effectively, and explain when someone participates in an activity. Through speaking and writing, students exchange opinions, respond to everyday questions, and begin developing simple plans in interpersonal communication.

Days 6–10: Invitations, Plans, and Time Frames

Students expand their ability to talk about leisure and cultural activities while learning to extend, accept, and politely refuse invitations. Instruction includes making and responding to plans, discussing weather and seasons, and practicing culturally relevant activities such as *la pétanque*. Students learn to use *aller* to express the near future and *venir* to describe recent past events. The verb *avoir* is reinforced through common idiomatic expressions, and pronunciation instruction focuses on nasal sounds. Students continue developing interpersonal, interpretive, and presentational communication skills.

Days 11–16: Language Review and Skill Development

Students deepen their understanding of idiomatic expressions with *avoir* while strengthening reading, writing, listening, and speaking skills. Instruction includes review of key verbs, vocabulary, and structures from the unit. Students prepare for the unit assessment through guided practice and performance-based activities, including an optional after-school clubs interview task that allows them to apply language in a real-world context.

Days 17–20: Review, Assessment, and Cultural Connection

Students complete the Unit 5 assessment and engage in a comprehensive review of Units 1–5. The semester concludes with a cultural and interdisciplinary connection through fine art analysis. Students study *Sur la plage à Trouville* by Claude Monet, discussing the artwork and expressing opinions using language learned throughout the semester.