

Unit Plan

Allez, viens ! Holt French 2
Chapitre 7: Première étape, Deuxième étape, Troisième étape

Première étape :

Objectives :

1. The students will be able to tell what kinds of aches and pains they have.
2. The students will be able to identify and name their body parts in French.
3. The students will be able to ask each other what kinds of aches and pains they have.

Content Standards :

1.1, 1.2, 1.3, 5.1

Procedure:

1. The students will watch the video that introduces the chapter. We will discuss the video as a class.
2. On page 186 there is a dialogue that the students are going to read aloud and we will talk about what they are going to start learning about in this chapter.
3. The teacher will introduce the vocabulary on page 189 that deals with asking questions about aches and pains.
4. The students will repeat the phrases in English and French.
5. Then the students will look at the blue vocabulary box on page 189 and repeat those expressions in French and English.
6. The students will do a listening activity in which they have to match the person with the correct complaint.
7. Next, the teacher will put up a transparency of a man with many aches. The students will label his body parts on the transparency.
8. The teacher will present the grammar structure or “j’ai mal, tu as mal, etc.”

9. The students will be given a fictional character and they can create a person with many aches and pains.
10. They will present their person to the class, talking about the person's aches and pains in French.
11. The students will get into pairs and work on a dialogue on page 191.

Deuxième étape

Objectives:

1. Students will become familiar with different ways to say "Happy Valentine's Day" in French and create their own personal Valentine's Day greeting using the target language.
2. Students will translate several idiomatic expressions and find their English equivalents.
3. Students will be able to identify the vocabulary words for the seven exercises.
4. Students will be able to pronounce the new vocabulary terms.
5. Students will be able to conjugate the verb "devoir" and use it in a complete sentence.

Content Standards:

INTASC #3, #5

Foreign Language Content: 1.1, 1.2, 1.3, 4.1, 4.2

Procedure:

1. Pass out worksheet of Valentine's Day sayings, put a copy of worksheet on overhead, and go over the translations with the students.
2. Get out supplies to make valentines, using the French sayings. This activity will take approximately 15-20 minutes.
3. When students are finished with their valentines, the teacher will ask for volunteers to share their valentines.

4. In order to review the parts of the body from last week's lesson, the teacher will read a description of a monster. The student will draw the monster, based on the description that the teacher gives. Then the teacher will draw the monster, and the students will compare their drawing with the teacher's drawing. The teacher will collect these drawings for a bulletin board.
5. Next, we will go over the bolded vocabulary words in the box on page 195. There are seven different expressions describing different exercises. We will go over those by saying them and students will repeat. They will look at the pictures to gain the meaning.
6. Students will match the expressions with pictures. The pictures will be on the board and there will be two teams.
7. The students are going to complete number 11 on the worksheet that the teacher will hand out. They will need to tell which part of the body benefits from the given exercise. The teacher will walk around the room helping students when they need it.
8. The class will share their responses to the worksheet.
9. The verb "devoir" is introduced in this chapter. The teacher will go through the different conjugations and the meaning.
10. The students will practice using "devoir" in sentences, using number 14 on the worksheet.
11. Next, we will look at the expressions of how often the students do activities. There are six different expressions that they are given in the book. The students will say them and repeat them, and use these expressions in sentences.
12. Next, to get started, they will look at the box on page 196 that has the choices of who, which exercise and how often. The students will work with a partner and orally complete this exercise together. Then they will share some of their responses with the class.
13. To review the vocabulary again, we will play charades and the students will act out the different exercises that are on page 195.
14. We will talk about idiomatic expressions. I will ask the

- students to make a list of some in English. We will share our responses and then discuss why we have these expressions, and how they add to a language.
15. I will introduce several expressions in French and ask the students to try to match them with their English translation.
 16. To review body parts and exercises, the teacher will lead a game of “Simon Dit.” (“Simon Says”)
 17. On page 196, the students will look at box 21. I will ask them to write a sentence for each picture. We will share our sentences.
 18. I will present the grammar construction using “en,” which is explained on page 196. I will give the students a series of questions and they will need to answer them with “yes” or “no,” and use the construction with “en.”
 19. We will go over the worksheet, and I will answer any questions.
 20. On page 197, we will talk about the expressions for giving, accepting, and rejecting advice. The students will read the sentences and find the English equivalents.
 21. The students will do number 24 on page 197. They will need to use the word “devoir” in each sentence.
 22. The students will get in pairs. The first student will write a complaint on a piece of paper, and then the second student will write a reply. Then the first person will either accept or reject the advice. They will create a dialogue on paper.
 23. We will listen to the dialogue for box 23 on page 197.
 24. On page 198, we will look at the box on the top of the page. The students will repeat the expressions.
 25. The students will look at number 27 on page 198, and come up with short dialogues for each picture and present them to the class.
 26. We will look at the vocabulary for encouraging a teen and then the students will get in two groups and write a cheer of at

least six lines for their favorite team. We will also present these to the class.

Assessment:

- I will ask each student which type of exercise they prefer and which one is their least favorite.
- The students will be given 2 pictures of athletes and they must write a sentence for each which tells how many times a week they exercise and what they do to keep in shape for their sport.
- The students will present some of the dialogues they have created through the section of the chapter.

Troisième étape:

Objectives:

1. The students will be able to conjugate the verb “se nourrir” and use it in a sentence correctly.
2. The students will be able to use expressions for a healthy lifestyle.
3. The students will be able to use expressions for what people should and should not do to stay healthy.
4. The students will be able to create a brochure for healthy living in French.

Content Standards:

INTASC # 1, 3, 4

Foreign Language Content Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 5.1

Procedure

1. We will start our discussion of healthy foods by telling the students by telling the students that they have a friend who is unhealthy. They will have to write four sentences of giving advice to the friend on how they can be healthier.
2. I will ask the students to look at page 200, and complete box 30. We will not discuss this beforehand.

3. We will talk about the vocabulary words. I will ask students to guess what they think the meanings of the words are.
4. We will talk about ordering water in France.
5. The students will do box 19 on the worksheet. I will ask two students to be volunteers to act this out and the students will answer the questions below. We will do this for both sets of boxes.
6. I will introduce the verb “se nourrir.” The students will complete the workbook page that has them practice “se nourrir.”
7. Review the present tense of the verb devoir. Have a student put the magnets in the correct order.
8. Next we need to review the grammar in the phrases using “en”. We went over this really quickly in class, however it needs more emphasis. I will explain how to form the structure when replace a “de” clause with “en”. Then I will put 4 sentences on the board and as for volunteers to work through them.
9. Next we will talk about how to put these sentences into the negative. I will ask students to come up and transform the sentences into a negative response.
10. Then, the students will do some guided individual practice. The exercise is on page 208, #5. I will ask students to put the sentences on the board and we will correct them as a class. I will also make sure to go over the negative responses also.
11. Next, I will give the students a page from the workbook that has 2 dialogues on it. I will ask two students to read through the first one. We will go through and discuss with it is saying and I will highlight any grammar points. We will do the same thing with the second dialogue box.
12. I will ask the students to write a letter to someone who is really out of shape. They will give them advice and use the grammar points discussed today in class. I will ask for a few volunteers to share their letter with the class, and we will talk about their letters and ask the students questions about their classmate’s letter.
13. I will give the students a page from the workbook that has a survey on it. We will go over what the questions mean and then they will begin the activity. I will ask them to get up and move

around the room and ask each other these 9 questions. They will need to talk to each person in the class at least once.

14. Next, to review everything that we have covered this week, the class will make a pamphlet or menu as a guide to a healthy lifestyle. The pamphlet or menus will have a section on exercise, what people should do, encouragement and what they should and should not eat.

Assessment:

- The students will turn in their brochures and they will be graded.
- The students will present the letters that they wrote about the person who has an unhealthy life style.
- Next, I will do a dictation with the students. They will take out a piece of paper and follow my instructions. The dictation will incorporate the vocabulary and grammar of the deuxième and troisième étapes. The students will trade papers and correct the dictation of a classmate.