

**EXCELSIOR HIGH SCHOOL  
DEPARTMENT OF MODERN LANGUAGES  
UNIT PLAN  
GRADE 9 FRENCH  
THEMES: MA ROUTINE SCOLAIRE/ MA ROUTINE QUOTIDIENNE  
DURATION: SIX WEEKS**

**INTRODUCTION**

At the end of this period students will be able to understand the structure of the education system in Jamaica and France. They should be able to communicate thoroughly about their school and daily lives.

**Specific Objectives**

- **Give their name, age and nationality**
- **Describe themselves.**
- **State someone else's name, age and nationality.**
- **Give the name of their school.**
- **Describe the physical plant.**
- **Give the time at which the school day begins/ends.**
- **Say what subjects they do.**
- **Say what clubs/sports they participate in.**
- **Say what they do in a particular class.**
- **Say who they spend most of the school day/have lunch with.**
- **Identify direct object pronouns.**
- **State who is doing a particular activity using *direct object pronouns*.**

**They should be able to answer the following questions: (List not exhaustive)**

1. Quelle école fréquentes –tu?
2. Quel est le nom de votre école?
3. Comment est ton école?
4. A quelle heure commence/termine ton école?
5. Quelle matière est-ce que tu étudies?
6. Quel sport fais-tu?
7. Que faites-vous pendant la journée d'école?
8. Que faites-vous dans ta classe de ...?
9. Avec qui parles –tu?
10. Avec qui dejuenes-tu?
11. Qui le fait?
12. Qui va le faire?

## B

### Specific objectives:

- Say what they do in the mornings to prepare for school.
- Describe their actions outside of school.
- Say what they do on a typical weekend.
- Say what chores they have to do at home.
- Give the time at which these activities take place.

### They should be able to answer the following questions:

1. Comment prepares-tu pour l'école?- How do you prepare yourself for school?
2. Que fais-tu avant de partir pour l'école?- What do you do before going to school?
3. Que fais-tu après l'école?- What do you do after leaving school?
4. Qu'est-ce que tu fais pendant le weekend?- What do you do on weekends?
5. Qu'est-ce que tu fais dans ta maison pour aider?- What do you do to help at home?
6. A quelle heure...?- At what time do you...?

## C

### Specific objectives:

- Describe their actions at a specific moment.

### They should be able to answer the following in a variety of situations:

1. Que fais-tu?

## GENERAL GRAMMAR OBJECTIVES:

### At the end of this six week period students should be competent in the following areas:

1. Conjugation of regular verbs.
2. Conjugation of irregular verbs **faire, avoir, aller, etre.**
3. Identification of and correct usage of direct object pronouns.

## CULTURE OBJECTIVES

### At the end of the six week period students should be aware of:

1. The basic structure of the school system in France
2. TOM and DOM

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## Content: Objective A

All other regular verbs will be used as the need arises. Students are familiar with verb conjugation so this is mainly for vocabulary building and the strengthening of their ability to perform certain communicative functions

Students will be encouraged to use irregular verbs such as *avoir, boire, etre, pouvoir* and *faire* to talk about what subjects they *do*, what subjects they *have* at a particular time, when they *leave* etc.

### Example of irregular verbs

**Pouvoir- to be able to**

**Je peux**

**Tu peux**

**Il, elle, on peut**

**Nous pouvons**

**Vous pouvez**

**Ils, elles peuvent**

Students will be assessed to see if they have retained some basic concepts from grades 7 & 8 such as:

- Stating name, age nationality.
- Doing same for others
- Giving description of self
- Describing others

Structure and Content	Assessment	Teaching Strategies	Resources
Comment es tu? Je m'appelle.. Je suis Aimable, belle, grande etc Quelle est votre nationalite?	Oral Speech Written Activities	Group Discussions	Video Clips
Quelle école fréquentes –tu? Quel est le nom de votre école? Comment est ton école? A quelle heure commence/termine ton école? Quelle matière est-ce	Reading Comprehensions Writing activities  Worksheets Dialogues	Questioning  Cooperative grouping	Passages

que tu etudies? Quel sport fais-tu? Que faites-vous pendant la journée d'école? Que faites-vous dans ta classe de ...? Avec qui parles -tu? Avec qui dejuenes-tu?  Qui le fait? Qui va le faire?  Les Verbes Réguliers et irréguliers  Qu'est-ce que tu fais pendant le weekend?	Oral Presentations Writing Activities Listening activities Role play      Picture Association  Sentence Completion Fill in the blanks Composition	Discussion Games      Games	Videoclips      Pictures
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### Content to be covered

The structure À quelle heure – students will use this structure to tell at what time their school begins and ends as well as at what time they do other things.

Students will learn regular and irregular verbs to state activities that they do (PRESENT TENSE)

### Example:

#### Discuter – to chat

Je discute  
 Tu dicutes  
 Il, elle, on discute  
 Nous discutons  
 vous discutez  
 ils, ells discutent

#### Faire – to do or to make

Je fais  
 Tu fais  
 il, elle, on fait  
 nous faisons  
 vous faites  
 ils, ells font

## Object Pronouns –

(Le, La, L' and Les)

Elle fait la lessive

Elle la fait

## Activities

### Listening Comprehension.

Students will be required to listen to Christie speak about her school life, then answer questions that follow:

Bonjour je m'appelle Christie Mirpouri. Je viens de la France. J'ai quinze ans. Je vais au lycée Normand. Il y a environ 700 élèves dans mon lycée. Les cours commencent à huit heures et finissent à trois heures. Il y a club de danse, club de gymnastique et club français. Je vais au club de gym parce que j'aime participer et gagner. Pendant la journée de classe, je fais la biologie, l'histoire, l'anglais et l'informatique. À midi, je dîne au café avec mes amis Sylvie et Luc.

1. What is the name of the author's school?
2. At what time do the classes begin?
3. In which club does she participate?
4. With whom does she have lunch?
5. Name any Three subject that she does.

b. Students will write a dialogue between two friends that attend different schools. They will give details of the time school starts/ends, the extra curricula activities, classes etc.

c. See the attached hand out. Students will write what they do and the time.

Resources:

Encore Tricolore Book 1

**French First Year**

Chaque matin:

