



Comment s'appelle ton frère/ta sœur ?	
Quel âge a ta sœur/ton frère ?	
As-tu des cousins ou des cousines ?	
As-tu des animaux domestiques ?	
Quel est ton animal préféré ?	

Now write a well organized paragraph telling about your **real** or **imaginary** family. Include at least 5 family members, their age, and an adjective to describe each family member. Be sure to use the correct possessive adjectives. Write in **French**. Refer to the **Rubric for Extended Presentational Written Communication** as you write.

Exemple: *Ma grand-mère a 60 ans. Elle est très gentille.*

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D. Culture – *La famille* – Read the topic under **Cultures Goal 2** on page 1. Write a paragraph about a product or practice and corresponding perspective for this topic. Write in English. Refer to the **Rubric for Scoring Culture** as you write.

Product/Practices: \_\_\_\_\_

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Perspectives: \_\_\_\_\_

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TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
<b>2. In the Neighborhood</b> <i>Dans le quartier</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information about places, activities, and means of transportation in the community.	2.2 Identify and describe typical shops, services, and places in a francophone country and how each serves the community. 2.2 Describe the physical layout of a francophone community. 2.2 Describe the use of small cars, mopeds, and public transportation such as metro in francophone communities.	Infinitive construction with <i>pour</i> Contractions with <i>à</i> and <i>de</i> Prepositions of location <i>Aller</i> <i>Aller + à + location</i> <i>-re verbs (vendre)</i>

Write in **French** the names of at least eight places commonly found in a community, using the correct word for “the”. Then, write sentences in **French** to describe their locations (next to, to the right of, etc.).

Quels sont les endroits et les bâtiments de la ville?	Où est... ?
Exemple : <i>l'école</i>	<i>C'est à côté du marché.</i>

Write in **French** the names of 5 places in the community. Then write **how** you would go to each place and **why**.

Endroit	Comment vas-tu à la/au/à l'/aux... .. ?	Pourquoi vas-tu à la/au/aux... ?
Exemple : <i>la gare</i>	<i>Je vais à la gare en métro.</i>	<i>Je vais à la gare pour prendre le train/pour voyager.</i>

Write five sentences describing activities that you and/or other people are doing now. Use the **present tense**. Then write five sentences describing different activities that you and/or other people are going to do. Use the **near future**.

**Présent**

Exemple : *Je fais du ski avec mes amis.*

**Futur proche**

*Je vais prendre le train.*

Sarah \_\_\_\_\_

\_\_\_\_\_

Jean et Pierre \_\_\_\_\_

\_\_\_\_\_

Vous \_\_\_\_\_

\_\_\_\_\_

Tu \_\_\_\_\_

\_\_\_\_\_

Nous \_\_\_\_\_

\_\_\_\_\_

Culture – *Dans le quartier* – Select one of the topics under **Cultures Goal 2** on page 3. Write a paragraph about a product or practice and corresponding perspective for this topic. Write in **English**. Refer to the **Rubric for Scoring Culture** as you write. Use a separate sheet of paper for your answers.

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
<b>3. Meals</b> <i>Les repas</i>	1.1, 1.2, and 1.3 Exchange, interpret, and present information about food preferences, food groups, and eating habits. 1.1 Recognize and use the numbers 1 – 1000 in context.	2.1 Describe eating customs in francophone countries. 2.2 Identify typical food items from francophone cultures and their origin.	Numbers 0-1000 <i>Prendre, boire, avoir faim, avoir soif, avoir envie de, avoir besoin de</i> Partitive - <i>ir</i> verbs: <i>choisir, finir (grossir, maigrir)</i> Direct object pronouns <i>Préférer, vouloir</i> Review -er verbs

Use the chart below to list in **French** five words under each of the categories. Be sure to include the word for “a” or “some”. Make sure you write in **French** the name of the category!

(meats) \_\_\_\_\_  
Exemple: *du porc*

(vegetables) \_\_\_\_\_  
*des carottes*

(fruits) \_\_\_\_\_  
*une banane/des bananes*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(drinks) \_\_\_\_\_  
*du café*

(dairy) \_\_\_\_\_  
*de la crème*

(desserts) \_\_\_\_\_  
*de la glace*

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Answer each question using the chart below. IF your teacher tells you, engage in a conversation with a classmate asking him/her the same questions and record his/her questions.

A quelle heure est-ce que tu prends le petit déjeuner/le déjeuner/le dîner?	
Qu'est-ce que tu aimes comme viande?	
Quels légumes est-ce que tu aimes?	
Qu'est-ce que tu bois avec les repas?	
Qu'est-ce que tu prends comme produits laitiers?	
Quels fruits est-ce que tu aimes?	
Qu'est-ce que tu prends comme dessert?	

Write a well organized paragraph telling about what you eat and drink for breakfast, lunch, and dinner. For each meal, indicate at least **three** food items and **one** drink. Be sure to include the word for “a” or “some” and use the verbs: *prendre* and *boire*. Write in **French**. Refer to the **Rubric for Extended Presentational Written Communication** as you write. Use a separate sheet of paper for your answers.

Exemple : *Pour le goûter, je prends un croissant et bois du jus d'orange.*

Culture –**Les repas** – Select one of the topics under **Cultures Goal 2** on page 4. Write a paragraph about a product or practice and corresponding perspective for this topic. Write in **English**. Refer to the **Rubric for Scoring Culture** as you write. Use a separate sheet of paper for your answers.

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
<b>1. Clothing</b> <i>Les vêtements</i>	1.1 Describe basic clothing and colors in context of weather and activities. 1.2 Recognize basic spoken/written descriptions of clothing with prices. 1.3 Describe clothing items for specific activities or weather conditions.	2.1 Explain the influence of cultural practices on fashion choices. 2.2 Identify famous fashion designers from francophone countries.	Review : - <i>er</i> verbs - adjective agreement & placement - <i>avoir, être</i> - negation - possession with use of <i>de</i> - numbers 0-1000 - singular possessive adjectives, add <i>notre, nos, votre, vos, leur, leurs</i>

Answer each of the following questions in complete sentences. Be sure to include at least four items of clothing in each answer.

Qu'est-ce que tu portes quand tu fais du sport? \_\_\_\_\_

Qu'est-ce que tu portes quand tu es à la plage? \_\_\_\_\_

Qu'est-ce que tu portes quand il neige? \_\_\_\_\_

Qu'est-ce que tu portes quand il pleut? \_\_\_\_\_

List five items of clothing and five adjectives, using the chart below. Use the last column to describe each item of clothing and indicate its price. Be sure to use numbers 0–1000 and possessive adjectives.

Vêtement	Adjectif	Phrase
Exemples: <i>Un pull</i> <i>Des pulls</i>	Bleu/e	<i>J'ai un pull bleu. Mon pull coûte 120 euros.</i>
		<i>J'ai deux pulls bleus. Mes pulls coûtent 240 euros.</i>
		Tu
		Elle
		Nous
		Vous
		Ils

Write a well organized paragraph describing a complete outfit that you or someone else wears for a specific occasion. Be sure to include descriptions of each item of clothing or accessory. Write in **French**. Refer to the **Rubric for Extended Presentational Written Communication** as you write. **Use a separate sheet of paper for your answers.**

Exemple : *Quand mon amie va au restaurant élégant, elle porte une jupe courte avec un joli pull blanc.*

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
2. Travel <i>Les voyages</i>	1.1 Ask and answer questions about travel plans and destinations. 1.2 Interpret schedules and tickets of different means of transportation. 1.3 Present information about future travel plans.	2.1 Identify and discuss vacation practices in a francophone country. 2.2 Describe the reasons for using trains, the <i>TGV</i> , and small cars for travel in francophone countries.	Near future ( <i>aller</i> + infinitive) <i>Sortir, partir, and dormir</i> Review: - question formation

Use the chart below to answer the questions. IF your teacher tells you, engage in a conversation with a classmate about his/her travel plans using the same questions.

Qu'est-ce que tu vas faire pendant les vacances ? (3 activités)	
Où est-ce que tu vas aller ?	
Quand est-ce que tu vas voyager ?	
Avec qui est-ce que tu vas voyager ?	
Comment est-ce que tu vas voyager ?	
Combien de temps est-ce que tu vas passer en vacances ?	
Quelles activités est-ce que tu vas faire en vacances ?	
Où est-ce que tu vas dormir ?	

Write an organized paragraph about your future travel plans. Be sure to include your destination and time, what you will take with you, and what you will do before and during the trip. Use the near future tense. Write in **French**. Refer to the **Rubric for Extended Presentational Written Communication** as you write. Use a separate sheet of paper for your answers.

Culture – *Les voyages* – Select one of the topics under **Cultures Goal 2.** Write a paragraph about a product or practice and corresponding perspective for this topic. Write in **English**. Refer to the **Rubric for Scoring Culture** as you write.

Product/Practices: \_\_\_\_\_

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Perspectives: \_\_\_\_\_

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### Command of Language

Read the following paragraph. Then choose the word that best completes each sentence, according to the context.

*Aujourd'hui, je \_\_\_\_\_ en ville à pied pour faire du shopping. Mes amis et moi \_\_\_\_\_ de nouveaux vêtements pour l'école. Je \_\_\_\_\_ acheter une chemise \_\_\_\_\_ et un pantalon bleu. Ensuite nous allons \_\_\_\_\_ café.*

1. Aujourd'hui, je \_\_\_\_\_ en ville à pied pour faire du shopping.  
A. vont                      B. allez                      C. vais                      D. vas
2. Mes amis et moi \_\_\_\_\_ de nouveaux vêtements pour l'école.  
A. choisissons              B. choisit                      C. choisissez              D. choisit
3. Je \_\_\_\_\_ acheter...  
A. veux                      B. voulons                      C. veut                      D. vouloir
4. ...une chemise \_\_\_\_\_ et un pantalon bleu.  
A. noir                      B. noirs                      C. noires                      D. noire
5. Ensuite nous allons \_\_\_\_\_ café.  
A. à la                      B. au                      C. aux                      D. à l'

*Au restaurant, je \_\_\_\_\_ du coca parce que je préfère \_\_\_\_\_ boissons sucrées. Mes parents \_\_\_\_\_ du thon. Je \_\_\_\_\_ aime aussi. Comme dessert, nous \_\_\_\_\_ du gâteau. Je l'adore !*

6. Au restaurant, je \_\_\_\_\_ du coca...  
A. boire                      B. bois                      C. boit                      D. boivent
7. ...je préfère \_\_\_\_\_ boissons sucrées.  
A. du                      B. le                      C. les                      D. des
8. Mes parents \_\_\_\_\_ du thon.  
A. prends                      B. prenons                      C. prend                      D. prennent
9. Je \_\_\_\_\_ aime aussi.  
A. le                      B. la                      C. l'                      D. les
10. Comme dessert, nous \_\_\_\_\_ du gâteau. Je l'adore !  
A. mangeons              B. mangez                      C. manges                      D. mangent