French 1: Personal and Family Life

4. THEMES AND TOPICS

4.14

TOPIC
Greetings and Introductions

Progress Indicators: Students are able to:

Communication

Person-to-Person Communication
• Use appropriate forms of address to peers and adults when making introductions.
• Use appropriate gestures and expressions of greeting and leave-taking.
• Ask and respond to simple questions about someone else’s identity and well-being.

Listening and Reading for Understanding
• Differentiate between informal and formal exchanges.
• Comprehend phrases related to a person’s state of well-being.

Oral and Written Presentation
• Demonstrate attention to accuracy of register in introducing self and expressing greetings.
• Present rehearsed and spontaneous greetings and introductions.

Cultures

Cultural Perspectives, Practices, and Products
• Recognize and distinguish between various culturally-authentic gestures and levels of formality of greeting and leave-taking.
• Demonstrate understanding of hand-shaking, body language, and greetings, including those used in telephone, computer, and letter-writing situations.

Connections, Comparisons, and Communities

Making Connections Through Language
• Discuss the use of morning and evening greetings.

Cultural and Linguistic Comparisons
• Contrast customs of greeting and leave-taking between the United States and francophone countries.
• Contrast the use of formal address in French and English.

Communication Across Communities
• Recognize the importance of greetings in French-speaking countries.

Related Vocabulary and Linguistic Elements
• Tu/vous
• Formal and informal expressions
Cultural Information

- Distinction between formal and informal address
- Appropriate gestures of greeting and leave-taking
- Concept of personal space

Activities/Assessments

- Role-play an introductory scenario with students assuming randomly-selected identities of famous individuals from French-speaking countries.
- Perform activities where students differentiate between greeting and leave-taking and between questions and responses.
- Perform activities to determine a person's state of well-being.
- Write an original introductory scenario.
- Introduce self to the teacher or another French-speaking adult in the school.
- Suggest as many expressions as possible for saying “hello,” goodbye,” and “how are you” in English and identify the level of formality of each expression.
Progress Indicators: Students are able to:

Communication

Person-to-Person Communication
• Use a variety of adjectives to ask and answer questions about the physical appearance of people and objects.
• Ask and answer questions about a description, mood, or emotional state.

Listening and Reading for Understanding
• Comprehend spoken and written descriptions of physical appearance, personality traits, and emotions.

Oral and Written Presentation
• Describe physical and personality attributes using a variety of appropriate adjectives.
• Present descriptions, both rehearsed and spontaneous, of people and/or objects.

Cultures

Cultural Perspectives, Practices, and Products
• Discuss cultural generalizations and stereotyping based on physical appearance.
• Discuss characteristics of famous people from francophone countries.

Connections, Comparisons, and Communities

Making Connections Through Language
• Identify well-known francophone people studied in other disciplines.
• Identify well-known francophone Americans.

Cultural and Linguistic Comparisons
• Identify adjectives that are cognates and those that are false cognates.
• Compare adjective placement and agreement in English and French.

Communication Across Communities
• Describe well-known people in francophone countries.

Related Vocabulary and Linguistic Elements
• Descriptive adjectives
• Avoir with eye and hair color
• Agreement and placement of adjectives
• Present tense of the verb être
• Subject pronouns
• Question and answer formation
Cultural Information

• Gestures, customs, and nonverbal communication for expressing feelings and different levels of intimacy in francophone countries (e.g., walking arm-in-arm)

Activities/Assessments

• Describe famous people.
• Draw a person based on a classmate’s description.
• Create a mini album of family or friends with illustrated descriptions.
• Find magazine pictures, photos, or drawings of people or objects and use them to describe the people or objects to a small group.
• Carry out a matching activity with adjective opposites.
• Create true and false statements about celebrities and direct classmates to respond to them.
• Compare two different people.
• Write a structured poem (e.g., haiku, acrostic) with descriptive adjectives.
• Create a poster about self, a family member, or a pet and describe him or her with descriptive adjectives.
• Play games such as What’s My Line? and Twenty Questions.
• Locate adjectives in print and TV advertisements from French-speaking countries.
• Identify adjectives to describe different occupations.
• Write personal ads.
Progress Indicators: Students are able to:

Communication

Person-to-Person Communication
• Ask and answer questions pertaining to family members and relationships, including pets.

Listening and Reading for Understanding
• Identify family members and relationships based on spoken and written descriptions.

Oral and Written Presentation
• Describe family relationships.
• Describe family members and pets.

Cultures

Cultural Perspectives, Practices, and Products
• Identify characteristics of the family unit in various francophone cultures.
• Explain the importance of the family in francophone societies.

Connections, Comparisons, and Communities

Making Connections Through Language
• Compare the role of the extended family in francophone countries and in the U.S.

Cultural and Linguistic Comparisons
• Compare and contrast families in the U.S. and in francophone countries.
• Contrast ways to express possession.

Communication Across Communities
• Use print and Internet resources to access information about families in francophone countries.

Related Vocabulary and Linguistic Elements
• Pet vocabulary
• Possessive adjectives
• Possession with de
• Descriptive adjectives
• Present tense of être, avoir, and faire
• c’est..., ce sont..., voici..., voilà...
Cultural Information

- Role of family in francophone societies
- Government support of families in France
- Historical perspective of the family structure and role in society
- Role of pets in society

Activities/Assessments

- Make and present family tree or album.
- Write to pen pal or key pal to exchange information about families.
- Make home video or PowerPoint presentation featuring family members and their activities.
- Create and describe an ideal celebrity family.
- Describe a fictional TV or cartoon family.
- Describe a family celebration.
Progress Indicators: Students are able to:

Communication

Person-to-Person Communication
• Ask and respond to questions pertaining to clothing and colors.
• Ask and answer questions to elicit a description of clothing and colors.

Listening and Reading for Understanding
• Identify clothing based on spoken and written description, such as in advertisements or announcements.

Oral and Written Presentation
• Use descriptive adjectives to describe clothing.

Cultures

Cultural Perspectives, Practices, and Products
• Discuss standards and styles of dress in various francophone countries.
• Discuss the influence of climate and geography on dress in francophone countries.

Connections, Comparisons, and Communities

Making Connections Through Language
• Discuss the use of color (e.g., in clothing, art, architecture).

Cultural and Linguistic Comparisons
• Compare standards and styles of dress in francophone and American cultures.
• Identify cognates and false cognates related to clothing and colors.
• Discuss adjective placement and agreement.
• Compare ways of expressing possession (’s in English vs. de in French).

Communication Across Communities
• Identify differences in sizes and appropriateness of clothing.
• Describe clothing available on the Internet and through catalogues and/or advertisements from francophone countries.

Related Vocabulary and Linguistic Elements
• Colors and other descriptive adjectives
• Adjective agreement and placement
• Etre, avoir, porter, and acheter
• Definite and indefinite articles
• Use of the possessive de
Cultural Information

- Clothing related to climate, geography, and social occasions

Activities/Assessments

- Describe clothing from pictures.
- Create a fashion show and describe what classmates are wearing.
- Describe a student by clothing and colors of clothing and ask others to guess his or her identity.
- Identify and describe doll clothes.
- Set up a store and sell clothing.
- Use the Internet to research famous French designers.
- Use clothing catalogues to identify additional vocabulary.
- Design a clothing line using catalogues and the Internet.
- Go on a virtual shopping trip via the Internet.
- Sentence scrabble: when given a package of cards with one word on each card, put the words in the correct order to form a sentence or question.
- Using a certain budget limit, determine how to spend the money on clothing for a particular season.
- Stage a puppet show where the characters discuss clothing.
Progress Indicators: Students are able to:

Communication

Person-to-Person Communication
• Ask and answer questions about age.
• Ask and answer questions about street addresses and telephone numbers.
• Ask and answer questions about time and scheduled activities.

Listening and Reading for Understanding
• Interpret a time schedule (bus, train, class, movie listing, or TV guide).

Oral and Written Presentation
• Explain a schedule of activities.
• Present information about ages, phone numbers, addresses, and class schedules.

Cultures

Cultural Perspectives, Practices, and Products
• Discuss the way numerals are written in French.
• Demonstrate how numbers are counted on one’s hand.
• Discuss a typical day’s schedule in francophone countries (meal times, etc.).
• Discuss the metric system and the Euro.

Connections, Comparisons, and Communities

Making Connections Through Language.
• Explain the use of the metric system.
• Do simple mathematical computations in French.
• Discuss temperatures.

Cultural and Linguistic Comparisons
• Discuss the concept of time in francophone countries.
• Compare the 24-hour clock used in francophone countries to the American system of a.m. and p.m.
• Discuss the use in French of the period to indicate thousands and of the comma for decimals when writing and reading numbers.
• Discuss the use of the metric system.
• Compare French time expressions to English expressions such as quarter-past, half-past, noon, and midnight.

Communication Across Communities
• Interpret a time schedule in French.
Related Vocabulary and Linguistic Elements

- *Etre*
- *Il est* vs. *à*

Cultural Information

- Meal times
- Work hours
- Manner of counting with fingers

Activities/Assessments

- Make small clocks with pointers, call out a time, and direct other students to show it on the clocks.
- Play Bingo or math Tic-tac-toe (simple math equations).
- Team with students in the math and science departments to discuss the use of the metric system in the francophone and American scientific communities.
- Get into teams of students with number cards (0-9). Call out a number such as 21, 357, etc., and direct students with those digits to form the number in front of the room. The team with the correct formation first wins the point.
- Play the Go Fish card game.
- Use play money to purchase items from classroom *marché* or from a catalog.
- Perform information gap activities with schedules and/or tickets.
- Research train schedules in a francophone country, either on the Internet or through a travel agency.
- Use an Internet television site to give times of various television programs or movies.
- Compare local time to time abroad.
- Perform listening activities with sports scores from radio announcements or televised games.
- Use pipe cleaners to form numbers called out by a partner in French.
Progress Indicators: Students are able to:

Communication

Person-to-Person Communication
• Ask and answer questions about days of week, dates, and months.
• Ask and answer questions about birthdays and celebrations.

Listening and Reading for Understanding
• Identify dates of events and celebrations.
• Comprehend simple announcements that include dates.
• Understand written numerical information as used in newspapers, announcements, letters, brochures, etc.

Oral and Written Presentation
• Prepare and present a weekly activities calendar.
• Present important dates and celebrations.

Cultures

Cultural Perspectives, Practices, and Products
• Identify holidays and/or celebrations in francophone countries.
• Relate different products to celebrations such as weddings and holidays (e.g., la bûche de Noël).

Connections, Comparisons, and Communities

Making Connections Through Language
• Make connections with historical events that involve or relate to the United States and francophone countries (e.g., Mardi Gras).

Cultural and Linguistic Comparisons
• Recognize that the French calendar starts on Monday.
• Recognize that days of the week and months of the year are not capitalized in French.
• Recognize that the order in saying and writing dates is different in French (day, month, and then year).

Communication Across Communities
• Use community resources to identify cultural celebrations within the student’s own community.
Related Vocabulary and Linguistic Elements

- Phrases for asking and telling the date
- C’est

Cultural Information

- Saint days vs. birthdays
- Religious and national holidays

Activities / Assessments

- Using a TV guide, plan a week-long television viewing schedule, using days and times.
- Take down the date and time from recorded telephone messages.
- Make calendars and use them to tell important dates (birthdays, holidays, etc.).
- Research francophone holidays and report back to the class.
- Conduct a classroom survey and then make a chart of birthdays and saint days. Make a yearly calendar of students’ birthdays.
- Maintain a calendar of school events, including exams.
- Locate information on how holidays are celebrated in francophone countries.
- Staying within a preset budget for tickets to events, use local schedules such as for Wolftrap, the Redskins, DC United, MCI Center, and Nissan Pavilion to plan a semester schedule of activities.
**Progress Indicators:** Students are able to:

### Communication

**Person-to-Person Communication**
- Ask and answer questions related to class schedules and school subjects.
- Ask and answer questions about school supplies, furnishings, and rooms.
- Ask and answer questions related to a typical school day and routine.

### Listening and Reading for Understanding
- Understand simple instructions related to classroom commands and procedures or basic computer terminology.
- Comprehend a class schedule, locations in the school, and opinions of classes.

### Oral and Written Presentation
- Prepare and present a class schedule.
- Describe necessary materials for various classes.
- Identify in which rooms classes are held.

### Cultures

**Cultural Perspectives, Practices, and Products**
- Discuss the importance of the *bac*.
- Discuss the balance of academic demands, family commitments, and activities in the life of a student from a francophone country.
- Discuss the courses taken at various grade levels in francophone countries, including the quantity of courses and frequency of class sessions.

### Connections, Comparisons, and Communities

**Making Connections Through Language**
- Compare names of courses in English with the names in French.

**Cultural and Linguistic Comparisons**
- Compare American and francophone education systems.
- Compare a typical school day in the U.S. with ones in francophone countries.
- Compare grading scales in American and francophone schools.
- Compare the types of school supplies typically used by francophone students and American students.
- Identify cognates and false cognates related to classes and school supplies.

**Communication Across Communities**
- Interpret a school schedule of a student from a francophone country.
Related Vocabulary and Linguistic Elements

- Vocabulary related to school schedules, rooms of the school, and classroom objects
- Time vocabulary
- Question formation and interrogative expressions
- Use of definite articles with class subjects
- Adverbs of frequency

Cultural Information

- School day
- Education systems
- Numerical grading scale versus letter grades

Activities/Assessments

- Write school schedules in French.
- Write and present dialogues that ask and respond to questions about school schedules.
- Look at school objects on a table and then, with the items covered up, recall what was on the table.
- Share information about school with pen pals or key pals.
- Use the Internet to research and present information about education in francophone countries.
- Create an ideal school schedule.
- Write a report card for self or a teacher, using the grading scale and format used in a francophone country.
- Participate in a scavenger hunt within the classroom for various classroom objects.
- Survey classmates about their classes and teachers.
- Play Concentration and focus on school vocabulary.
Progress Indicators: Students are able to:

Communication

Person-to-Person Communication
• Ask and answer questions related to interests and leisure activities, including likes and dislikes.

Listening and Reading for Understanding
• Comprehend simple, culturally-authentic announcements and advertisements related to leisure activities.
• Identify activities being described.
• Determine whether a person likes or dislikes a particular activity.

Oral and Written Presentation
• Tell the degree to which a person likes or dislikes various activities.
• Tell when and how frequently a person participates in various activities.
• Tell what leisure activities a person does or does not do.

Cultures

Cultural Perspectives, Practices, and Products
• Identify popular sports and leisure activities in francophone countries.
• Discuss where young people meet during leisure time.
• Discuss the role of leisure activities in a young person’s daily life.
• Identify and discuss prominent individuals involved in sports and the arts in francophone countries.
• Discuss the impact of geographic locations on popular leisure activities.

Connections, Comparisons, and Communities

Making Connections Through Language
• Compare the sports studied and played in physical education (P.E.) class in the U.S. with sports played in francophone countries.

Cultural and Linguistic Comparisons
• Compare extracurricular activities in American and francophone schools.
• Compare typical customs of socializing among young people.
• Contrast the use of various verbs and prepositions with sports and activities in English and French.
• Identify cognates and false cognates for interests and activities.

Communication Across Communities
• Describe sports and leisure activities in francophone countries.
Related Vocabulary and Linguistic Elements

- Present tense verb conjugations
- Use of *faire* and *jouer*
- Adverbs of frequency
- Prepositions and contractions
- Vocabulary for expressing likes and dislikes
- Negation
- Question formation

Cultural Information

- Information on professional sporting and cultural events, including well-known athletes and celebrities
- School and vacation schedules
- Community versus school-sponsored clubs and activities
- Venues where young people socialize during leisure time

Activities / Assessments

- Create a *Moi* collage.
- Create a diary or schedule of a week’s leisure activities.
- Interpret a student's schedule of leisure activities.
- Research popular music of a francophone country.
- Exchange information on leisure activities with a pen pal or key pal.
- Play Charades, focusing on leisure activities.
- Create accurate sentences by arranging the necessary linguistic components written on cards.
- Conduct a class survey or interview about favorite leisure activities.
- Write and present dialogues asking and responding to questions about extracurricular activities.
- Use the Internet to research and present about leisure activities in francophone countries.
- Present a TV news sports report.
- Role-play an interview between a journalist and an athlete or celebrity.
- Use the Internet to find sports schedules and scores in francophone countries.
- Prepare a written or oral project on a francophone athlete.
- Make a collage, poster or PowerPoint presentation depicting sports activities in different seasons.
- Discuss movies and television in francophone countries.
Progress Indicators: Students are able to:

Communication

Person-to-Person Communication
• Ask and answer questions about weather and seasons.
• Ask and respond to questions about activities and weather during different seasons.

Listening and Reading for Understanding
• Identify weather and seasons based on spoken and written descriptions.
• Identify weather and seasons as represented by symbols (e.g., picture of sun labeled *il fait chaud*).

Oral and Written Presentation
• Describe a variety of weather conditions and seasons.

Cultures

Cultural Perspectives, Practices, and Products
• Discuss the influence of weather on lifestyles and activities in francophone countries.
• Identify varying climates in different geographic locations in francophone countries.

Connections, Comparisons, and Communities

Making Connections Through Language
• Describe the use of metric system in giving temperatures.

Cultural and Linguistic Comparisons
• Identify the different seasons in various francophone countries.
• Identify cognates and false cognates related to weather and seasons.

Communication Across Communities
• Interpret a French language weather report.

Related Vocabulary and Linguistic Elements
• Seasonal activity vocabulary
• Use of verb *faire* with weather expressions
• Prepositions *en* and *au* with seasons
• *avoir chaud/froid*
Cultural Information

• Typical weather in francophone countries
• Use of the metric system (Celsius vs. Fahrenheit)

Activities / Assessments

• Describe pictures showing different weather scenes.
• Choose a francophone country and report on the climate and weather patterns.
• Ask and answer questions about the weather and seasons.
• Collect weather data from an Internet site in a francophone country and prepare a weather report.
• Role-play being a TV weather forecaster and describe the day's weather and the upcoming forecast.
• Write a postcard to a friend describing the weather in a francophone country.
• Write about the weather and personal activities in the different seasons.
• Perform an activity converting Celsius temperatures to Fahrenheit.
French 1: Community Life

**Progress Indicators:** Students are able to:

**Communication**

*Person-to-Person Communication*
- Ask and answer questions about a city.
- Ask about and give directions to a site within a city or town.
- Ask and answer questions regarding transportation modes in a city.
- Ask and answer questions about when and where activities and/or celebrations take place.

*Listening and Reading for Understanding*
- Identify locations on a map.
- Identify locations where activities take place.
- Find a location based on verbal directions.

*Oral and Written Presentation*
- Describe a day’s activities, including locations.
- Give directions to a city location or activity.

**Cultures**

*Cultural Perspectives, Practices, and Products*
- Discuss unique features of francophone cities.
- Discuss cities in various francophone countries.

**Connections, Comparisons, and Communities**

*Making Connections Through Language*
- Identify geographic locations and/or features of francophone countries and cities.

*Cultural and Linguistic Comparisons*
- Compare use of mass transit in francophone countries and the United States.
- Identify cognates and false cognates related to locations in a city, transportation, and directions.

*Communication Across Communities*
- Identify special events and celebrations in francophone cities (e.g., Carnaval, Mardi Gras, Bastille Day, etc.).
Related Vocabulary and Linguistic Elements

- Geography vocabulary
- Prepositions with places
- Question formation and interrogative expressions
- Present tense of aller
- Commands
- Vocabulary for giving directions

Cultural Information

- City design
- Information about cities in francophone countries
- Use of public transportation, bicycles or walking to arrive at destinations
- Use of the 24-hour clock and transportation schedules
- Celebrations in francophone cities

Activities/Assessments

- Investigate modes of public transportation in francophone cities, including the subway, on the Internet.
- Write a letter or e-mail a pen pal and discuss city life and modes of transportation.
- Create an itinerary for a visit to a city in a francophone country or city.
- Create a travel brochure or poster of a francophone city.
- Create and label a map of francophone countries.
- Contact the tourist office in a francophone city and plan a two-day itinerary for a trip to that city. Included should be an illustrated postcard describing the city to a friend.
- Using appropriate software or the Internet, take a virtual tour of a francophone city.
- Create a map of own community and label specific locations in French.
- Write a dialog with a partner discussing activities in a francophone city.
- Present a video describing various modes of transportation in the Washington, D.C. area or another city.
- Present a skit about getting around town.
- Form pairs in which each person has a copy of an identical map of a francophone city with buildings and streets identified. On one of the maps, student A draws a route from one point to another. He then dictates commands to student B, verbally directing him to draw the route on his blank map. The partners then compare maps to see if the commands were followed accurately. The partners then reverse roles.
- Use a francophone city map taken from the Internet to explore giving directions, reading map locations, and using different modes of transportation.
Progress Indicators: Students are able to:

Communication

Person-to-Person Communication
• Ask and answer questions about stores and types of merchandise.
• Discuss shopping experiences.
• Ask for or give the description of an item being purchased.
• Ask and answer questions regarding where items can be purchased and how much they cost.

Listening and Reading for Understanding
• Identify items for sale in an advertisement.
• Identify locations where specific items can be purchased.

Oral and Written Presentation
• Describe an item for sale in a store.
• Tell about the purchase or sale of an item.

Cultures

Cultural Perspectives, Practices, and Products
• Discuss products unique to francophone countries.
• Discuss the differences in shopping customs between the U.S. and francophone countries.
• Discuss the importance of the marché in francophone countries.

Connections, Comparisons, and Communities

Making Connections Through Language
• Convert foreign currency to U.S. dollars.
• Compare merchandise prices in the U.S. to those in francophone countries.

Cultural and Linguistic Comparisons
• Compare the custom of bargaining in francophone countries and in the U.S.
• Demonstrate the use of vous vs. tu and the importance of using vous while shopping in francophone countries.
• Identify cognates and false cognates related to shopping.

Communication Across Communities
• Identify merchandise available on the Internet, through catalogs, and/or in advertisements from francophone countries.
Related Vocabulary and Linguistic Elements

- Types of stores
- Adjective agreement and placement
- Definite and indefinite articles
- Vous vs. tu
- Numbers
- Question formation and interrogative expressions
- Courtesy expression je voudrais
- Direct and indirect object pronouns

Cultural Information

- Concept of the marché and specialty shops in francophone countries and communities
- Information about typical products from francophone countries
- Concept of bargaining in francophone countries
- Currency in francophone countries

Activities/Assessments

- Given an imaginary budget, use the Internet to go on a virtual shopping spree at merchandise sites from francophone countries.
- Role-play a shopping experience.
- Create a catalog for a store of one’s choice.
- Use phrases of comparison to describe merchandise.
- Plan a shopping day at the mall.
- Use the Internet to find products unique to francophone countries.
- Write a letter to a relative describing a gift for a birthday, holiday, or special occasion.
Progress Indicators: Students are able to:

Communication

Person-to-Person Communication
- Ask and answer questions about food.
- Ask and answer questions about a meal or restaurant experience.
- Order or take an order for a meal at a restaurant or café.
- Ask and answer questions regarding items on a menu.

Listening and Reading for Understanding
- Identify grocery and food items in an advertisement, menu, recipe, etc.
- Identify locations where specific foods can be purchased.
- Comprehend written and oral information about items in a market.

Oral and Written Presentation
- Describe a meal in a café or restaurant.
- Present descriptions and opinions about food.

Cultures

Cultural Perspectives, Practices, and Products
- Discuss the cuisines and eating customs of francophone countries.
- Discuss shopping for food in francophone countries.
- Identify food served at celebrations in francophone countries (croque-en-bouche at weddings, la bûche at Christmas, etc.).
- Discuss typical mealtime schedules.

Connections, Comparisons, and Communities

Making Connections Through Language
- Discuss the influence of French cuisine in the United States.

Cultural and Linguistic Comparisons
- Discuss the differences between French and American cuisine.
- Compare the role of food in celebrations in the U.S. and francophone countries.
- Identify French foods commonly found in the U.S.

Communication Across Communities
- Demonstrate understanding of recipes and/or menus on the Internet from francophone countries or local restaurants serving food from francophone cultures.
Related Vocabulary and Linguistic Elements

- Vocabulary related to shopping for food
- Expressions for ordering a meal
- Present tense of prendre, manger, and vouloir
- Courtesy expressions such as je voudrais and s'il vous plaît
- Familiar and formal commands

Cultural Information

- Concept of the marché for purchasing food in francophone countries and communities
- Information about typical food products from francophone countries
- Typical meals and eating habits in francophone countries
- Foods related to celebrations in francophone countries

Activities / Assessments

- Given a budget, choose what food items to buy for a specific meal or event.
- Role-play a shopping experience in a grocery store.
- Design a menu for a special occasion or celebration.
- Present and demonstrate a simple recipe.
- Role-play a restaurant experience.
- Investigate French cuisine and recipes via the Internet.
- Visit a French restaurant and order a regional specialty.
- Watch a television program or prepare a video on the preparation of French dishes.
- Create and present a commercial or advertisement in French about a food product or a restaurant.
- Investigate holiday foods on the Internet and plan a cultural activity for the class.