

# Qu'est-ce Que C'est? Foreign Phrases!

**Grade Level or Special Area:** 8<sup>th</sup> Grade Language Arts

**Written by:** Donna Seekamp, Aurora Academy Charter School, Aurora, CO

**Length of Unit:** Six lessons (approximately eight days; one day = 55 minutes)

## I. ABSTRACT

The incorporation of foreign phrases into 8<sup>th</sup> grade language arts skills enhances students' learning on several planes. Equipped with understanding of these phrases, students improve reading comprehension by enriching contextual decipherment. The inclusion of foreign phrases in writing projects will add depth to young writers' developing style. Foreign phrase usage expands communication savoir-faire in an increasingly global society. The inclusion of foreign phrases in students' reading and writing will soon be a fait accompli!

## II. OVERVIEW

### A. Concept Objectives

1. Develop an awareness of word recognition skills including context clues and word origins for increased comprehension. (modified from the Colorado Reading and Writing Standard 8.1.D)
2. Understand that using a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning enhances communicative clarity. (modified from the CRWS 8.2.D)
3. Appreciate the purpose, perspective, and historical and cultural influences of a speaker, author, or director. (modified from the CRWS 8.4.D)

### B. Content from the *Core Knowledge Sequence*

1. Foreign Phrases Commonly Used in English, *Core Knowledge Sequence*, p. 185
  - a. au revoir
  - b. avant-garde
  - c. bête noire
  - d. c'est la vie
  - e. carte blanche
  - f. cause célèbre
  - g. coup de grace
  - h. coup d'état
  - i. déjà vu
  - j. enfant terrible
  - k. fait accompli
  - l. faux pas
  - m. Madame
  - n. Mademoiselle
  - o. Monsieur
  - p. Merci
  - q. pièce de résistance
  - r. raison d'être
  - s. savoir-faire
  - t. tête-à-tête

### C. Skill Objectives

1. Students will identify French phrases used in English and apply the knowledge by completing fill-in-the-blanks for guided practice. (CRWS 8.1.D)

2. Students will incorporate vivid and precise language of foreign phrases into writing paragraphs with a purpose. (CRWS 8.2.D) (Adapted from Colorado Assessment Frameworks 8.2.E)
3. Students will analyze foreign phrase usage success by self-assessment and peer editing in a formative assessment checklist. (CRWS 8.2.D)
4. Students will choose and create their own assignments to show the complexity of author perspective and cultural influence on recorded language. (CRWS 8.4.D)
5. Students will recognize and demonstrate vivid and precise language appropriate to audience in presentations based on foreign phrase mini-projects. (adapted from Colorado Assessment Frameworks 8.2.E)
6. Students will demonstrate mastery of foreign phrases used in English with a final test. (CRWS 8.1.D) (CRWS 8.2.D)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *Je Ne Sais What? A Guide to 'de rigueur' FrenGLISH for Readers, Writers, and Speakers*, Winokur, J.
  2. *Morris Dictionary of Word and Phrase Origins*, Morris, W. and M. Morris
- B. For Students
  1. Language Arts: Sayings and Phrases, *Core Knowledge Sequence*, 5<sup>th</sup> grade, p. 111
  2. English: Sayings and Phrases, *Core Knowledge Sequence*, 6<sup>th</sup> grade, p. 136
  3. English: Foreign Phrases Used in English, *Core Knowledge Sequence*, 7<sup>th</sup> grade, p. 161

### IV. RESOURCES

None needed for this unit

### V. LESSONS

#### **Lesson One: Finding Foreign Phrase Origins (approximately one 55 minute class period)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Develop an awareness of word recognition skills including context clues and word origins for increased comprehension.
  2. Lesson Content
    - a. Foreign Phrases Commonly Used in English
  3. Skill Objective(s)
    - a. Students will identify French phrases used in English and apply the knowledge by completing fill-in-the-blanks for guided practice.
- B. *Materials*
  1. Appendix A: Look at These Words, pages 1 and 2, transparencies
  2. Appendix B: Teacher Background Notes, one teacher copy
  3. Appendix C: Foreign Phrases: List One, page 1, paper copies for all students
  4. Appendix C: Foreign Phrases: List One Guided Practice, page 2, transparency
  5. Appendix C: Foreign Phrases: List One, Guided Practice KEY, page 3
  6. Paper and pens/pencils for all students
- C. *Key Vocabulary*
  1. The *vanguard* is the leading most position in a trend or movement.
  2. *Discretionary* means something, often money, is available for use as needed, according to one's judgment.

3. A *controversy* is a dispute, often public, between two sides holding opposing views.
4. *Literal* means the exact meaning of words, to define word for word.
5. A meaning suggested or associated with a word is a *connotation*.
6. The direct meaning of a word, or dictionary definition, is the *denotation*.

D. *Procedures/Activities*

1. Do not tell students the name or subject of the unit! Set the stage by engaging students' curiosity; display a list of French words used in English and see if students can figure out the common link uniting the words.
2. Display the transparency of Appendix A: Look at These Words, page 1, on the overhead projector and ask students to guess what the words have in common. Some of the students may realize the French origin of the list.
3. After some discussion and revelation, put up Appendix A: Look at These Words, page 2.
4. If students have not declared the correct response, tell them the words are from French, having entered the English language at varying periods of history.
5. The timeline headings for the word list show the time periods the words entered the English language from French. Remind students that this list is a mere sampling of the many words that came to English through French.
6. Share information from Appendix B: Teacher Background Notes, with students. A brief history lesson will explain a lot about why French words are no longer pouring into English as they once did.
7. Discuss the viewpoint that many French people have to keep English influence out of French today. (See suggestions in Appendix B: Teacher Background Notes.)
8. Tell students the objectives for this unit: we will focus on a small group of foreign phrases commonly used in English. (There are twenty in all.)
9. The goal will be to better understand foreign phrases with the help of context clues and decoding skills, remembering that the more foreign phrases learned, the easier recognition will become.
10. Pass out Appendix C: Foreign Phrases: List One, to all students. Ask students to bring this list to all classes for this unit.
11. Read the phrases and practice pronouncing them with students. Some of the definitions include verbiage that may be challenging to students. Review the meaning of the "Key Vocabulary" words from this lesson in an effort to better equip students for understanding the phrases.
12. When discussing the phrase, *c'est la vie*, review with students the following sayings/phrases from past studies:
  - a. From the 5<sup>th</sup> grade study of "Sayings and Phrases," introduce the phrase "What will be will be." (*Core Knowledge Sequence*, p. 111) Ask students how this phrase compares to "*c'est la vie*."
  - b. From the 6<sup>th</sup> grade study of "Sayings and Phrases," discuss the phrase, "The best laid plans of mice and men oft go awry," (*Core Knowledge Sequence*, p. 136) This phrase originates with a Robert Burns poem called, "To a Mouse." Have students discuss similarities in meanings with these phrases and "*c'est la vie*."
  - c. In both cases, the meanings of the sayings are very similar in their philosophy towards life. Lead students to the realization that even though cultures may differ, there are many similarities between peoples of the world.

13. Similarly, when explaining the meaning of the French phrase, “*coup de grace*,” remind students of the saying, “Touché!” (*Core Knowledge Sequence*, p. 136.) This is literally a hit in fencing, or figuratively, a successful criticism or effective point in an argument. Ask students to explain similarities of these expressions. (They both have developed connotations aside from the physical combat realm to mean verbal sparring.)
14. The last phrase on the list is “*enfant terrible*.” Have students compare this phrase with the Latin phrase from the seventh grade curriculum: *persona non grata*, (*Core Knowledge Sequence*, p. 161), meaning a person who is not wanted or welcomed. Ask how these phrases mean the same thing and how they differ. (Both phrases moved from a literal translation to a figurative meaning, indicating a disagreeable person. The Latin term, *persona non grata*, has the added nuance of representing a shunned diplomat in a political sense.)
15. Discuss the need to decipher words from context on occasion. Good readers help themselves decode unfamiliar words in this way.
16. Talk over with students how using these foreign phrases can enhance and enrich our reading, writing, and communication.
17. Remind students to bring the handout, Appendix C: Foreign Phrases, List One, to every class for this unit.
18. Let students know that there will be a quiz on Appendix C: Foreign Phrases, List One, in two days, Lesson Three.
19. **Differentiation:** For students with **special needs**, this lesson can be modified to accommodate various learning difficulties.
20. Copies of transparencies, notes, etc., can be photocopied to paper for students needing to spend more time looking over information.
21. Extra time can be given for phrase review with a partner.
22. The guided practice activity, in Assessment/Evaluation, can be modified to fewer questions, or done with a partner.
23. **Gifted/Talented** alterations can be made, as well. Students can be challenged to research and include additional French foreign phrases commonly used in English in this study. Many such phrases are available in the books listed in the bibliography.
24. Place the Appendix C: Foreign Phrases, List One Guided Practice, page 2, transparency on the overhead projector. Have students jot down the correct answers, using their copy of the foreign phrase definitions. Use the Appendix C: Foreign Phrases, List One Guided Practice KEY, page 3, to help students check their work. Ask for a “thumbs up” check of those who got the right answers, as an initial assessment. Have students study the phrases for tomorrow.

E. *Assessment/Evaluation*

1. Exercise with Appendix C on the overhead

**Lesson Two: Reading for Foreign Phrases (approximately two 55 minute class periods)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand that using a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning enhances communicative clarity.
2. Lesson Content
  - a. Foreign Phrases Commonly Used in English

3. Skill Objective(s)
    - a. Students will incorporate vivid and precise language of foreign phrases into writing paragraphs with a purpose.
- B. *Materials*
1. Appendix C: Foreign Phrases: List One, students bring their copies
  2. Appendix D: English and Foreign Phrases Reading Review, page 1, transparency
  3. Appendix D: Foreign Phrases Reading Review, page 2, paper copies for all students
  4. Appendix D: Foreign Phrases Reading Review, page 3, transparency
  5. Appendix E: Foreign Phrases: List Two, paper copies for all students
  6. Appendix F: Foreign Phrases Reading Review: Your Turn! paper copies for all students
  7. Paper and pens/pencils for all students
- C. *Key Vocabulary*
1. The part of text that surrounds a word determines the word's meaning; it is *contextual*.
  2. A *figurative* meaning of a word or phrase indicates symbolism and may contain figures of speech.
- D. *Procedures/Activities*
1. Review Appendix C: Foreign Phrases, List One, from yesterday. Tell students there will be a quiz tomorrow on this list. Discuss with students, again, how important it is for good writing to use precise, vivid vocabulary. Foreign phrases will enhance their writing!
  2. Place the transparency of Appendix D: English and Foreign Phrases Reading Review, page 1, on the overhead projector. Have students read this over. Discuss the unimaginative language used to fill in the blanks.
  3. Pass out Appendix D: Foreign Phrases Reading Review, page 2, to all students. Have them follow the directions and fill out the paragraph with foreign phrases from List One.
  4. Have students read their finished papers aloud.
  5. Display the transparency of Appendix D: Foreign Phrases Reading Review, page 3, for students to check their work. Have students make corrections and pass their papers in.
  6. Pass out Appendix E: Foreign Phrases List Two, to all students. Pronounce the phrases and clarify definitions for this list.
  7. When discussing the phrase, *tête-à-tête*, remind students of the seventh grade term, *sub rosa*, (*Core Knowledge Sequence*, p. 161) meaning designed to be secret, private, or confidential. *Tête-à-tête* means a private conversation between two people and dates back to the 17<sup>th</sup> century.
  8. Discuss the meaning of the three vocabulary words. Explain that these words: contextual, literal, and figurative are used to describe characteristics of some of the foreign phrases.
  9. Share with students that many of the foreign phrases that we use today have evolved from centuries ago. They enrich our language today and connect us to the past from whence they came.
  10. Writing assignment: have students write a paragraph, modeling the one about the art museum, but using Appendix E: Foreign Phrases: List Two. Suggest that they read over the phrases and definitions to get an idea of a story, article, or letter before they begin. They should leave blanks for the phrases and make a KEY of answers for their paragraphs.
  11. These writing assignments will be traded and filled out by classmates.

12. Credit will be given for creating “Fill in the Blank” assignments and for completing one in class.
  13. Pass out Appendix F: Foreign Phrases Reading Review: Your Turn! to all students. After having modeled the assignment about the art museum, students will understand the expectation they are facing with this assignment.
  14. Read over the directions and the checklist with students. They will self-assess and tomorrow, after the quiz, a classmate will do a peer review of the paragraphs after filling in the blanks.
  15. Remind students there will be a quiz during Lesson Three on Appendix C: Foreign Phrases: List One.
  16. **Differentiation:** Students with **special needs** may require more time to complete the Appendix F: Foreign Phrases Reading Review: Your Turn! Another possibility is to encourage partnering or alter the assignment from a paragraph to a few sentences, including one foreign phrase each.
  17. **Gifted/Talented alterations:** students should include their extra phrases (researched in the first lesson), in all phases of this unit. Their modeled paragraph should have French foreign phrases that they have researched as well as the lists provided.
  18. The extra French foreign phrases can be introduced to the class and may be used on the quizzes as extra credit consideration.
- E. *Assessment/Evaluation*
1. Students earn up to ten points for completing a paragraph using the words from Appendix E: Foreign Phrases: List Two, one point for every foreign phrase used.
  2. This assignment is a formative assessment to monitor progress as students become familiar with the foreign phrases.

**Lesson Three: Writing with Foreign Phrases (approximately one 55 minute class period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand that using a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning enhances communicative clarity.
  2. Lesson Content
    - a. Foreign Phrases Commonly Used in English
  3. Skill Objective(s)
    - a. Students will analyze foreign phrase usage success by self-assessment and peer editing in a formative assessment checklist.
- B. *Materials*
1. Appendix C: Foreign Phrases: List One, students bring their copies
  2. Appendix E: Foreign Phrases: List Two, students bring their copies
  3. Students bring their paragraphs, modeled after Appendix D: Foreign Phrases Reading Review
  4. Appendix F: Foreign Phrases Reading Review: Your Turn!, students bring their copies
  5. Appendix G: Foreign Phrases Quiz: List One, page 1, paper copies for all students
  6. Appendix G: Foreign Phrases Quiz: List One, page 2, the KEY to the quiz, transparency and paper copy for the teacher
  7. Paper and pens/pencils for all students
- C. *Key Vocabulary*
1. Foreign Phrases Commonly Used in English, *Core Knowledge Sequence*

D. *Procedures/Activities*

1. Today, students will begin class by taking a quiz on the first list of phrases.
2. Tell students there will be a quiz on Appendix E: Foreign Phrases: List Two, tomorrow.
3. Pass out copies of Appendix G: Foreign Phrases Quiz: List One, page 1, to all students.
4. Students should work alone and turn papers in when they are finished.
5. When everyone is done with the quiz, put the transparency of Appendix G: Foreign Phrases Quiz: List One, page 2, the KEY, on the overhead.
6. Students can recall and re-teach themselves meanings that may have been confusing by going over the correct answers. Discuss the meanings once again.
8. Have students trade their paragraphs as assigned in Appendix F: Foreign Phrases Reading Review: Your Turn! These should be accompanied with their copy of Appendix F: Foreign Phrases Reading Review: Your Turn!
9. Each student will be working on a unique paragraph. When finished, the students should fill out the checklist in the “My Classmate’s Paragraph Peer Editing” column of Appendix F: Foreign Phrases Reading Review: Your Turn!
10. When complete, the paragraphs and accompanying copy of the checklist should be returned to the author of the paragraphs.
11. Give students the opportunity to read some of the paragraphs aloud. This reinforces the learning and offers an oral reading opportunity.
12. All papers should be turned in for credit.
13. Remind students that there will be a quiz on Appendix E: Foreign Phrases: List Two, tomorrow.
14. **Differentiation:** Depending on the needs of the students, customize the assignment as needed: the quiz may be reduced to five items. Cross out five phrases on the left and five corresponding answers on the right. While the class is taking the quiz, a student with **special needs** may explain the meaning of some of the phrases to you orally rather than taking the paper and pencil assessment.
15. Some students may need extra time or a buddy to assist in filling out a classmate’s rendition of Appendix F: Foreign Phrases Reading Review: Your Turn!
16. **Gifted/Talented alterations:** Students who have elected to research and include other French foreign phrases in their paragraphs will need to define the phrases in the context of their paragraphs, when sharing with classmates.

E. *Assessment/Evaluation*

1. A quiz, worth 20 points, is an assessment used to monitor progress.
2. Students earn ten points for completing a classmate’s “Fill in the Blank” assignment. This assignment is a formative assessment and monitors progress for students learning to incorporate precise vocabulary into their writing while providing an opportunity for independent individual practice.

**Lesson Four: Create Your Own Foreign Phrase Assignment! (approximately two 55 minute class periods)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Appreciate the purpose, perspective, and historical and cultural influences of a speaker, author, or director.
2. Lesson Content
  - a. Foreign Phrases Commonly Used in English

3. Skill Objective(s)
  - a. Students will choose and create their own assignments to show the complexity of author perspective and cultural influence on recorded language.
- B. *Materials*
  1. Appendix C: Foreign Phrases: List One, students bring their copies
  2. Appendix E: Foreign Phrases: List Two, students bring their copies
  3. Appendix H: Foreign Phrases Quiz: List Two, page 1, copies for all students
  4. Appendix H: Foreign Phrases Quiz: List Two, page 2, the KEY to the quiz, transparency and teacher copy
  5. Appendix I: Choose Your Own Assignment, page 1, copies for all students
  6. Appendix I: Choose Your Own Assignment Rubric, page 2, copies for all students
  7. Paper and pens/pencils for all students
- C. *Key Vocabulary*
  1. Foreign Phrases Commonly Used in English, *Core Knowledge Sequence*
- D. *Procedures/Activities*
  1. Today, students will begin by taking a quiz on the second list of phrases.
  2. Pass out copies of Appendix H: Foreign Phrases Quiz: List Two, page 1, to all students.
  3. Students should work alone and turn papers in when they are finished.
  4. When everyone is done with the quiz, put the transparency of Appendix H: Foreign Phrases Quiz: List Two, page 2, the KEY, on the overhead.
  5. As with yesterday's quiz, students can recall and re-teach themselves meanings that may have been confusing by going over the correct answers. Discuss the meanings once again.
  6. Discuss with students how a reader learns about an author by the perspective he or she uses, the style of writing, and the vocabulary used.
  7. Discuss the possibility of including foreign phrases in future writing assignments.
  8. Tell students they will have a choice over a small project celebrating the use of foreign phrases. They will have *carte blanche* over which assignment they choose. Hand out Appendix I: Choose Your Own Assignment, page 1. Read it over with the students and ask for questions.
  9. Hand out Appendix I: Choose Your Own Assignment Rubric, page 2.
  10. Discuss the rubric and expectations for this assignment. Students are expected to follow appropriate writing guidelines for organization and style.
  11. Choices within this assignment allow for varying abilities and learning styles.
  12. Allow class time to work on this mini-project. Let students know that this will be due tomorrow, so they can work on it for homework, as well.
  13. Remind students to bring their foreign phrase lists and both Appendix I: Choose Your Own Assignment, page 1, and the rubric, page 2 for tomorrow.
  14. **Differentiation:** Students with special needs may have a customized assignment. Depending on the strengths and weaknesses of students, determine the most productive activity.
  15. Some students may want to create a poster of the French foreign phrases to display. Writing the phrases will further familiarize students with the new words and will reinforce learning.
  16. The comic strip activity may be the most attractive choice for students who have trouble writing.

17. Some students might benefit the most from joining a group of students with the ability to mentor. The students performing a skit or creating a vignette would provide a kinesthetic learning opportunity.
  18. **Gifted/Talented alterations:** These students should not be expected to do more work, but they should entertain a more challenging assignment. The writing of the fairy tale with foreign phrases may be the best choice for them. Students should be given choice, but the clear expectations should be understood at the outset of the assignment. All students should work at their ability level.
- E. *Assessment/Evaluation*
1. A quiz, worth 20 points, is a formative assessment used to monitor progress.
  2. Mini-project effort and time well spent are included in the Appendix I: Choose Your Own Assignment Rubric, page 2, so that students' dedication to task success will be measured in the next lesson's presentations.

**Lesson Five: Vive la Difference, or, Share Your Work! (one 55 minute class period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand that using a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning enhances communicative clarity.
  2. Lesson Content
    - a. Foreign Phrases Commonly Used in English
  3. Skill Objective(s)
    - a. Students will recognize and demonstrate vivid and precise language appropriate to audience in presentations based on foreign phrase mini-projects.
- B. *Materials*
1. Appendix C: Foreign Phrases: List One, students bring their copies
  2. Appendix E: Foreign Phrases: List Two, students bring their copies
  3. Appendix I: Choose Your Own Assignment, page 1, students bring their copies
  4. Appendix I: Choose Your Own Assignment Rubric, page 2, students bring their copies
  5. Paper and pens/pencils for all students
- C. *Key Vocabulary*
1. Foreign Phrases Commonly Used in English, *Core Knowledge Sequence*
- D. *Procedures/Activities*
1. Students will share their mini-projects today.
  2. Comic strips should be explained and displayed; vignettes, or skits performed, and scenes from fairy tales read.
  3. As students share their work, ask the class how the foreign phrases enhance the projects. (The goal is for students to see that these sophisticated phrases will augment their work in other areas of study.)
  4. Have students offer positive critiques for their classmates' effort.
  5. Tell students there will be a (50 point) test over the foreign phrases tomorrow. It will be similar to the quizzes, but will cover all the foreign phrases from both Appendix C: Foreign Phrases: List One and Appendix E: Foreign Phrases: List Two.
  6. There will be a short essay question on the test as well, asking students to reflect on the value of foreign phrases commonly used in English.

7. **Differentiation:** All students should contribute to the class as they are able to with the choice assignments. Some students may have an altered rubric, allowing for extra time needed, etc.
- E. *Assessment/Evaluation*
1. Mini-projects will be scored using Appendix I: Choose Your Own Assignment Rubric, page 2. This assessment will monitor progress.

**Lesson Six: The Final Test: A Fait Accompli! (one 55 minute class period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop an awareness of word recognition skills including context clues and word origins for increased comprehension.
    - b. Understand that using a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning enhances communicative clarity.
  2. Lesson Content
    - a. Foreign Phrases Commonly Used in English
  3. Skill Objective(s)
    - a. Students will demonstrate mastery of foreign phrases used in English with a final test.
- B. *Materials*
1. Appendix J: Foreign Phrases Matching Test, page 1, copies for all students
  2. Appendix J: Foreign Phrases Essay Test, page 2, copies for all students
  3. Appendix J: Foreign Phrases Matching Test, page 3, KEY, copy for the teacher
  4. Paper and pens/pencils for all students
- C. *Key Vocabulary*
1. Foreign Phrases Commonly Used in English
- D. *Procedures/Activities*
1. Students will work alone with no talking.
  2. Have the students clear their desks; everyone should have a pen or pencil.
  3. Distribute copies of Appendix J: Foreign Phrases Matching Test, page 1 and Appendix J: Foreign Phrases Essay Test, page 2, to all students.
  4. Allow them all the time they need in the class period to finish the test.
  5. **Differentiation:** Students with special needs should have a modified test. It may be shortened to eliminate some of the twenty foreign phrases, it may have the essay eliminated, or it may be an oral assessment with the teacher while the class tests (or after school). Choose ten phrases and ask the student to explain (quietly) to you what the phrases mean. In rare circumstances, students may be excused from taking the pencil/paper test, but an alternative assessment should be put in place. Students with special needs may need to be excused from some challenges, but we let them down is we excuse them from learning.
  6. **Gifted/Talented:** Students who researched other French foreign phrases may include them in the essay portion of their test.
- E. *Assessment/Evaluation*
1. Grade the final test, 50 points, as a summative assessment.

**VI. CULMINATING ACTIVITY**

- A. This activity can be easily performed after the test is finished or the next day. Arrange students into groups of three or four students. Invite the groups to engage in some quiet conversation of their choice. There is one stipulation: every time a group member speaks, he or she must include a French foreign phrase, appropriately used, in his/her segment of

conversation. One student from each group will be the monitor and will not speak. The monitor's job is to make sure that foreign phrases are included. The student who slips and forgets to include a phrase will take the monitor role and stop speaking. If there are no slips, students will take turns assuming the monitor position. This activity provides independent individual practice for all students and a chance for auditory learning.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Look at These Words, pages 1 and 2, transparencies (Lesson One)
- B. Appendix B: Teacher Background Notes, (Lesson One)
- C. Appendix C: Foreign Phrases: List One, page 1, (Lesson One)
- D. Appendix C: Foreign Phrases: List One with Guided Practice page 2, (Lesson One)
- E. Appendix C: Foreign Phrases: List One with Guided Practice KEY, page 3, (Lesson One)
- F. Appendix D: English and Foreign Phrases Reading Review, page 1, (Lesson Two)
- G. Appendix D: Foreign Phrases Reading Review, page 2, (Lesson Two)
- H. Appendix D: Foreign Phrases Reading Review, page 3, KEY, (Lesson Two)
- I. Appendix E: Foreign Phrases: List Two, (Lesson Two)
- J. Appendix F: Foreign Phrases Reading Review, Your Turn! (Lesson Two)
- K. Appendix G: Foreign Phrases Quiz: List One, page 1, (Lesson Three)
- L. Appendix G: Foreign Phrases Quiz: List One, page 2, KEY (Lesson Three)
- M. Appendix H: Foreign Phrases Quiz: List Two, page 1, (Lesson Four)
- N. Appendix H: Foreign Phrases Quiz: List Two, page 2, KEY, (Lesson Four)
- O. Appendix I: Choose our Own Assignment, page 1, (Lesson Four)
- P. Appendix I: Choose our Own Assignment, page 2, RUBRIC, (Lesson Four)
- Q. Appendix J: Foreign Phrases Matching Test, page 1, (Lesson Six)
- R. Appendix J: Foreign Phrases Essay Test, page 2, (Lesson Six)
- S. Appendix J: Foreign Phrases Matching Test, page 3, KEY, (Lesson Six)

## VIII. BIBLIOGRAPHY

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## Look at These Words

Look at the following sample list of words. What do all these words have in common?

- |      |            |             |
|------|------------|-------------|
| I.   | _____      | Cliché      |
|      | Ballad     | Clientele   |
|      | Bon voyage | Comedienne  |
| II.  | _____      | Crochet     |
|      | Armoire    | Debutante   |
|      | Promenade  | Éclair      |
|      | Rendezvous | Expertise   |
|      | Valet      | Figurine    |
| III. | _____      | Filet       |
|      | Honorable  | Fine        |
|      | Bizarre    | Flair       |
|      | Blond      | Fondue      |
|      | Critique   | Format      |
|      | Vogue      | Impair      |
| IV.  | _____      | Impasse     |
|      | Avalanche  | Lingerie    |
|      | Chandelier | Marionette  |
|      | Chaperon   | Matinee     |
|      | Charade    | Motif       |
|      | Debris     | Musicale    |
|      | Encore     | Personnel   |
|      | En route   | Physique    |
|      | Plateau    | Prestige    |
|      | Ricochet   | Restaurant  |
|      | Solitaire  | Resume      |
|      | Souvenir   | Soufflé     |
| V.   | _____      | Vignette    |
|      | Allure     | Vinaigrette |
|      | Au gratin  | VI. _____   |
|      | Bonbon     | Apache      |
|      | Café       | Attitude    |
|      | Cassette   | Boutique    |
|      | Chef       | Camouflage  |
|      |            | Corsage     |
|      |            | Decoupage   |
|      |            | Engagement  |

## Look at These Words

The time periods shown below indicate when these words came to be incorporated into English from French.

### I. Medieval Times

Ballad  
Bon voyage

### II. 16th Century

Armoire  
Promenade  
Rendezvous  
Valet

### III. 17th Century

Honorable  
Bizarre  
Blond  
Critique  
Vogue

### IV. 18th Century

Avalanche  
Chandelier  
Chaperon  
Charade  
Debris  
Encore  
En route  
Plateau  
Ricochet  
Solitaire  
Souvenir

### V. 19th Century

Allure  
Au gratin  
Bonbon  
Café  
Cassette  
Chef  
Cliché

Clientele  
Comedienne  
Crochet  
Debutante  
Éclair  
Expertise  
Figurine  
Filet  
Fine  
Flair  
Fondue  
Format  
Impair  
Impasse  
Lingerie  
Marionette  
Matinee  
Motif  
Musicale  
Personnel  
Physique  
Prestige  
Restaurant  
Resume  
Soufflé  
Vignette  
Vinaigrette

### VI. 20th Century

Apache  
Attitude  
Boutique  
Camouflage  
Corsage  
Decoupage  
Engagement

Adapted from *A Dictionary of Foreign Words and Phrases in Current English*, Bliss, A., 1966, pp. 369-376

## Appendix B

# Teacher Background Notes

The French language has had a tremendous influence on the English language since the time of the Norman Conquest in 1066. As time went by, French was used in all the courts of Europe for official business. French was the chief language of international diplomacy and culture for centuries.

In the 19<sup>th</sup> century, Great Britain's empire grew and dominated the world. In addition, the United States became a world political and economic power. These factors affected international communications. English became the predominant important language throughout the world.

By the end of World War I in 1918, the influence of French had declined worldwide. The Treaty of Versailles, ending the Great War, was written in French and English.

Even though the world dominance of French has declined, the lasting influence of this romance language on English is almost indescribable. Politics, the military, diplomacy, art, fashion, and culinary terms are derived from French.

Today, French purists try to protect their language from the English invasion of new terms. They refer to this as "cultural imperialism." Antagonism towards the building of EuroDisney near Paris is an example of the French people's efforts to retain what they believe to be a purity of culture. Some examples of English words infiltrating French include:

le weekend	jeep (they spell it jipe)	drugstore
le fast food	le walkman	barbecue
jumbo jet	football	software
le air bag	gadget	hardware

Some additional words to share with students to show the pervasive influence of French in English include the following:

amateur	fiancé	questionnaire
bouquet	filet mignon	rappel
boulevard	mannequin	renaissance
carrousel	massage	rotisserie
chauffeur	mayonnaise	silhouette
cologne	memoir	suede
deluxe	parfait	surveillance
depot	praline	

Information in teacher background notes adapted from:

Winokur, J., *Je Ne Sais What? A Guide to 'de Rigueur' Frenglish for Readers, Writers, and Speakers*, 0-525-93703-X and Morris, W. and M., *Morris Dictionary of Word and Phrase Origins*, 0-06-015862-X

## Foreign Phrases: List One

1. **au revoir:** This means good-bye, or until we meet again.
2. **avant-garde:** This means literally, “before the guard,” indicating the leading part of an army. Today, this phrase indicates leaders in political or intellectual fields. It also indicates an advanced aesthetic movement.
3. **bête noire:** This means a person or thing especially dreaded and avoided, a stumbling block.
4. **c’est la vie:** This means, that’s life, or that’s the way things happen.
5. **carte blanche:** This means blanket permission to do as one thinks best. In the U.S. today, a variation on this phrase is “blank check.” The literal translation of “white card,” in history, would have been white card that included a person in authority’s signature. The bearer of the card could fill in the desired instructions above the name.
6. **cause célèbre:** This means an issue or incident causing widespread controversy and debate. The word “cause” indicates a legal case in French. This term was widely used after the 1894 conviction of Alfred Dreyfus, a soldier in France, for espionage.
7. **coup de grâce:** This means finishing blow, but literally, “blow of mercy.” In medieval times, after a prisoner was tortured, it was merciful to administer to finishing blow.
8. **coup d’état:** This means “stroke of the state,” or an overthrow of government. The term was first used when Cardinal Richelieu (1585-1642) usurped power from Louis XIII in France.
9. **déjà vu:** This means “already seen,” the sense of having experienced something before.
10. **enfant terrible:** The literal translation is “terrible child.” This is an impetuous, embarrassing person. “Les Enfants Terribles” was the title of a series of prints by French Engraver Silpice-Guillaume Gavarni, 1804-1866.

Definitions adapted from:

Winokur, J., *Je Ne Sais What? A Guide to ‘de Rigueur’ Frenghish for Readers, Writers, and Speakers*, 0-525-93703-X and Morris, W. and M., *Morris Dictionary of Word and Phrase Origins*, 0-06-015862-X, URL available: [http://en.wikipedia.org/wiki/Cause\\_célèbre](http://en.wikipedia.org/wiki/Cause_célèbre)

## Foreign Phrases: List One with Guided Practice

Choose French foreign phrases from your “List One” to fill in the blanks in the following sentences. The English meaning of the appropriate phrase has been included.

1. At the end of the war, the two soldiers shook hands and said [good-bye]  
\_\_\_\_\_.
2. I thought about my cousins this morning, so when I saw them at the movies, it was  
[coincidental] \_\_\_\_\_.
3. Every Friday, we have a spelling test which has become my [most dreaded activity]  
\_\_\_\_\_.
4. They were watching the wrestling match on television and saw one participant give the  
other [a decisive finishing blow] \_\_\_\_\_.
5. For the fall festival celebration, the class was given [full discretionary power]  
\_\_\_\_\_ over the spending on decorations.
6. When the Tiananmen Square Massacre occurred, some people thought there would be a  
[revolution] \_\_\_\_\_ in the Chinese government.
7. When the teacher saw the low test scores, she said we would review the difficult material  
again and [that’s the way life goes sometimes] \_\_\_\_\_.
8. The dictator of the U.S.S.R. pounded his shoe on the table at the United Nations  
Assembly and was considered an [awfully rude person] \_\_\_\_\_  
by the other members.
9. The paintings look like trash, but in art, they’re considered [experimental]  
\_\_\_\_\_.
10. The espionage case became a [famous legal controversy] \_\_\_\_\_.

**Foreign Phrases: List One with Guided Practice  
KEY**

1. Au revoir
2. déjà vu
3. bête noir
4. coup de grace
5. carte blanche
6. coup d'état
7. c'est la vie
8. enfant terrible
9. avant garde
10. cause célèbre

## English and Foreign Phrases Reading Review

(This page has English connotations filled in. Read this; then, replace the English with the correct French foreign phrase on your blank copy.)

Fill in the blanks with the appropriate foreign phrase listed below.

carte blanche	c'est la vie	avant-garde	au revoir
déjà vu	coup de grace	coup d'état	bête noire
cause célèbre	enfant terrible		

That's the way it goes, I told them after my spending portfolio was reviewed. In my new position at the art museum, I had been given complete freedom over the purchasing budget. The new paintings I had acquired were from some artists on the "Left Bank" of Paris, and were considered new and exciting.

I had a feeling of "here we go again", though, when the museum curator called to say our exhibition had been dealt a blow. I knew this would happen! Another museum had discovered some unknown Renoir paintings in the dungeon of an old castle in Russia. This discovery became a big deal! The courts must decide who owns the artwork. The paintings must have been down there since the Bolshevik Revolution in 1917!

The discovery of these masterpieces has become my problem. I almost threw a tantrum and became the museum's crankiest employee over this! Our exhibit won't seem nearly so exciting with this news. The curator said our display would appeal to art lovers in a different way; however, and we should just comment, "See you later!" to the competition, or, "Until we meet again!"

## Foreign Phrases Reading Review

Fill in the blanks with the appropriate foreign phrase listed below.

carte blanche	c'est la vie	avant-garde	au revoir
déjà vu	coup de grâce	coup d'état	bête noire
cause célèbre	enfant terrible		

\_\_\_\_\_ I told them after my spending portfolio was reviewed. In my new position at the art museum, I had been given \_\_\_\_\_ over the purchasing budget. The new paintings I had acquired were from some artists on the “Left Bank” of Paris, and were considered \_\_\_\_\_.

I had a feeling of \_\_\_\_\_, though, when the museum curator called to say our exhibition had been dealt a \_\_\_\_\_. I knew this would happen! Another museum had discovered some unknown Renoir paintings in the dungeon of an old castle in Russia. This discovery became a \_\_\_\_\_! The courts must decide who owns the artwork. The paintings must have been down there since the Bolshevik \_\_\_\_\_ in 1917!

The discovery of these masterpieces has become my \_\_\_\_\_. I almost threw a tantrum and became the museum’s \_\_\_\_\_ over this! Our exhibit won’t seem nearly so exciting with this news. The curator said our display would appeal to art lovers in a different way; however, and we should just comment, \_\_\_\_\_ to the competition, or, “Until we meet again!”

## Foreign Phrases Reading Review KEY

Fill in the blanks with the appropriate foreign phrase listed below.

carte blanche	c'est la vie	avant-garde	au revoir
déjà vu	coup de grâce	coup d'état	bête noire
cause célèbre	enfant terrible		

"C'est la vie!" I told them after my spending portfolio was reviewed. In my new position at the art museum, I had been given carte blanche over the purchasing budget. The new paintings I had acquired were from some artists on the "Left Bank" of Paris, and were considered avant-garde.

I had a feeling of déjà vu, though, when the museum curator called to say our exhibition had been dealt a coup de grâce. I knew this would happen! Another museum had discovered some unknown Renoir paintings in the dungeon of an old castle in Russia. This discovery became a cause célèbre! The courts must decide who owns the artwork. The paintings must have been down there since the Bolshevik coup d'état in 1917!

The discovery of these masterpieces has become my bête noire. I almost threw a tantrum and became the museum's enfant terrible over this! Our exhibit won't seem nearly so exciting with this news. The curator said our display would appeal to art lovers in a different way; however, and we should just comment, "Au revoir!" to the competition, or, "Until we meet again!"

## Appendix E

### Foreign Phrases: List Two

11. **fait accompli:** This is an accomplished fact, something that is irreversible.
12. **faux pas:** Literally, this is a “false step,” but is used to mean a social blunder or a breach of etiquette.
13. **Madame:** This appellation is used to indicate a married woman, comparable to “Mrs.” in English. Madame would be abbreviated as “Mme in French, with no period after the abbreviation. More than one would be “les madames,” without pronouncing the ‘s’ and abbreviated as “Mmes.”
14. **Mademoiselle:** This means a young, unmarried woman, comparable to “miss” in English. The correct abbreviation would be mlle, with no period following the abbreviation. More than one would be “les mademoiselles,” without pronouncing the ‘s’ and abbreviated as “Mlles.”
15. **Monsieur:** This is comparable to “Mr.” in English. It would be abbreviated as “m” with no period following the abbreviation. More than one monsieur would be “les messieurs.”
16. **Merci;** This means thank you.
17. **pièce de résistance:** This may be the principal part of a meal or a showcase item.
18. **raison d’être:** Literally, this means “reason for being.”
19. **savoir-faire:** This is the ability to say or do the right thing in any situation, polished sureness in society.
20. **tête-à-tête:** This means “head to head,” but figuratively means a private conversation between two people.

Definitions adapted from:

Winokur, J., *Je Ne Sais What? A Guide to ‘de Rigueur’ Frenglish for Readers, Writers, and Speakers*, 0-525-93703-X and Morris, W. and M., *Morris Dictionary of Word and Phrase Origins*, 0-06-015862-X, *Wikipedia, Free Encyclopedia*, available at URL: <http://en.wikipedia.org>

**Appendix F**

## Foreign Phrases Reading Review: Your Turn!

Name: \_\_\_\_\_

Name of classmate doing peer review: \_\_\_\_\_

Re-read the “Foreign Phrases Reading Review,” about the art museum. Using your “Foreign Phrases: List Two” handout, create your own paragraph including the phrases from the second list.

Make up a scenario that allows you to use as many phrases as possible. It can be a newspaper article, a letter, a story, etc. Include a title for your paragraph and practice good writing organization. Leave blanks for classmates to fill in the appropriate phrase. Don’t forget to make a “KEY” for scoring your “student’s” progress. Be creative!

You will fill out the checklist, below, evaluating your success with your paragraph and that of your classmate.

### Paragraph Checklist

<b>Category</b>	<b>My paragraph: Self-assessment</b>	<b>My classmate’s paragraph: Peer Review</b>	<b>My student’s paragraph: Teacher Review</b>
1. Title included			
2. Uses all phrases, 10-20			
3. Contextual clues given within paragraph to help with “fill in the blanks”			
4. Reveals understanding of foreign phrase meanings			
5. Content: Paragraph makes sense			
6. Organization: Follows writing model			
7. Introductory sentence			
8. Body with supporting statements			
9. Concluding sentence			
10. KEY available to check for accuracy			
This paragraph exemplifies precise, vivid language because.....			

**Foreign Phrases Quiz**  
**List One**  
(20 Points)

Name: \_\_\_\_\_

Match the correct definition on the right with the phrase on the left. Write the letter in the space provided. (2 pts. each)

- |                           |  |
|---------------------------|--|
| 1. _____ déjà vu          | A. 'Terrible child,' impetuous, embarrassing person                      |
| 2. _____ coup d'état      | B. That's life!  |
| 3. _____ coup de grâce    | C. A controversial issue that generates public debate; a celebrated case |
| 4. _____ cause célèbre    | D. Something new and different, experimental                             |
| 5. _____ carte blanche    | E. A decisive finishing blow   |
| 6. _____ c'est la vie     | F. Something overly familiar, literally, already seen                    |
| 7. _____ bête noire       | G. Full discretionary power  |
| 8. _____ avant-garde      | H. Goodbye, until we meet again  |
| 9. _____ au revoir        | I. A person or thing especially dreaded                                  |
| 10. _____ enfant terrible | J. Overthrow of a government by a group                                  |

## Foreign Phrases Quiz

### List One

### KEY

(20 Points)

Name: \_\_\_\_\_

Match the correct definition on the right with the phrase on the left. Write the letter in the space provided. (2 points each)

- |                           |  |
|---------------------------|--|
| 1. __F__ déjà vu          | A. "Terrible child," impetuous, embarrassing person                      |
| 2. __J__ coup d'état      | B. That's life!  |
| 3. __E__ coup de grâce    | C. A controversial issue that generates public debate; a celebrated case |
| 4. __C__ cause célèbre    | D. Something new and different, experimental                             |
| 5. __G__ carte blanche    | E. A decisive finishing blow   |
| 6. __B__ c'est la vie     | F. Something overly familiar, literally, already seen                    |
| 7. __I__ bête noire       | G. Full discretionary power  |
| 8. __D__ avant-garde      | H. Goodbye, until we meet again  |
| 9. __H__ au revoir        | I. A person or thing especially dreaded                                  |
| 10. __A__ enfant terrible | J. Overthrow of a government by a group                                  |

**Foreign Phrases Quiz**  
**List Two**  
(20 Points)

Name: \_\_\_\_\_

Match the correct definition on the right with the phrase on the left. Write the letter in the space provided. (2 points each)

- |                              |   |
|------------------------------|---|
| 1. _____ tête-à-tête         | A. principal part of a meal or a showcase item  |
| 2. _____ raison d'être       | B. mrs.   |
| 3. _____ merci               | C. literally, a "false step," but is used to mean a social blunder or breach in etiquette                 |
| 4. _____ mademoiselle        | D. an accomplished fact   |
| 5. _____ faux pas            | E. literally, this means, "reason for being"  |
| 6. _____ savoir-faire        | F. the ability to say or do the right thing in any situation, polished sureness in society                |
| 7. _____ pièce de résistance | G. miss   |
| 8. _____ monsieur            | H. literally, this means "head to head," but figuratively means a private conversation between two people |
| 9. _____ madame              | I. mr.  |
| 10. _____ fait accompli      | J. thank you  |

## Foreign Phrases Quiz

### List Two

### KEY

(20 Points)

Name: \_\_\_\_\_

Match the correct definition on the right with the phrase on the left. Write the letter in the space provided. (2 pts. each)

- |                               |   |
|-------------------------------|---|
| 11. __H__ tête-à-tête         | A. principal part of a meal or a showcase item  |
| 12. __E__ raison d'être       | B. mrs.   |
| 13. __J__ merci               | C. literally, a "false step," but is used to mean a social blunder or breach in etiquette                 |
| 14. __G__ mademoiselle        | D. an accomplished fact   |
| 15. __C__ faux pas            | E. literally, this means, "reason for being"  |
| 16. __F__ savoir-faire        | F. the ability to say or do the right thing in any situation, polished sureness in society                |
| 17. __A__ pièce de résistance | G. miss   |
| 18. __I__ monsieur            | H. literally, this means "head to head," but figuratively means a private conversation between two people |
| 19. __B__ madame              | I. mr.  |
| 20. __D__ fait accompli       | J. thank you  |

## Choose Your Own Assignment

(25 Points)

Read over the following assignments. Choose one (1) assignment to complete. You may work alone or with a partner. If you choose to work with a partner, you will each be graded on your participation and or individual accomplishment. This assignment will be graded using the accompanying rubric.

1. **Make a comic strip** that explains or highlights at least five (5) foreign phrases. Someone reading the comic strip should be able to understand the phrases within the context of the comic. Make the comic strip relevant to our study.
2. **Direct and perform a vignette**, or very short skit, using at least ten (10) foreign phrases. Someone watching this two (2) to three (3) minute performance should be able to understand the phrases you incorporate with the context of the skit.
3. **Rewrite a scene from a well-known fairy tale** incorporating foreign phrases into the story. Follow the plot of the story; don't change it except for the inclusion of the foreign phrases. Read the example below for inspiration.

One day, while *Madame* Bear, *Monsieur* Bear, and Baby Bear were on a walk, an *enfant terrible* approached their home. Goldilocks must have thought she had *carte blanche*; she tried to open the door to the bears' home, and it was a *fait accompli* in no time! This was a terrible *faux pas*! Since it was against the law, the incident may have become a *cause célèbre*. Without so much as a "*merci*," she ate their porridge and looked around with the *savoir-faire* of an experienced burglar.....

4. **Develop and share with the class a commercial, or advertisement**, using at least five (5) foreign phrases in the ad. This should last approximately one minute and will be inserted during assignment sharing as "a word from our sponsor." Someone watching your commercial should be able to understand the meaning of the phrases from the context. Make the commercial relevant to our study.
5. **Design and create a deck of twenty (20) foreign phrase flashcards**. The phrase should be on one side and the meaning should be on the other side. Be prepared to quiz the class orally on their knowledge of the meaning of all twenty foreign phrases.

## Choose Your Own Assignment Rubric

Name: \_\_\_\_\_

Assignment chosen: \_\_\_\_\_

Category	Needs more work	Some effort; incomplete	Meets requirements	Exceeds expectations	Score
<b>Effort (10 points)</b>	Off task much of the time  (4-5 points)	Lack of focus interrupted work effort occasionally  (6-7 points)	Used time wisely; complete assignment  (8-9 points)	Time well spent beyond assignment guidelines  (10 points)	
<b>Content (5 points)</b>	A few phrases are included  (2 points)	Most of the required phrases are included  (3 points)	Includes requisite foreign phrases  (4 points)	Includes more than required number of phrases  (5 points)	
<b>Clarity (5 points)</b>	Lack of understanding by presenter shows  (2 points)	Some phrases are defined  (3 points)	Explains the meaning of requisite foreign phrases as assigned  (4 points)	Clearly explains the meaning of all included foreign phrases  (5 points)	
<b>Presentation (5 points)</b>	Ambiguous information; assignment leaves students confused  (2 points)	Promising beginning; needs more work to bring students to understanding  (3 points)	Students are somewhat more clear on meaning of the foreign phrases shared  (4 points)	Students get a clear picture of the meaning of the foreign phrases shared  (5 points)	
<b>TOTAL POINTS</b>					

Appendix J, page 1  
**Foreign Phrases Matching Test**  
(50 Points)

NAME: \_\_\_\_\_

Write the letter of the correct definition in the space provided next to the phrases on the left.

- |                               |  |
|-------------------------------|--|
| 1. _____ au revoir            | A. an accomplished fact, presumably irreversible   |
| 2. _____ avant-garde          | B. a decisive finishing blow   |
| 3. _____ bête noire           | C. the ability to say or do the right thing in any situation, polished sureness in society |
| 4. _____ c'est la vie         | D. thank you   |
| 5. _____ carte blanche        | E. overthrow of a government by a group  |
| 6. _____ cause célèbre        | F. mrs.  |
| 7. _____ coup de grâce        | G. the principal part of the meal, a showpiece item  |
| 8. _____ coup d'état          | H. private conversation between two people   |
| 9. _____ déjà vu              | I. miss  |
| 10. _____ enfant terrible     | J. a very controversial issue that generates fervent public debate                         |
| 11. _____ fait accompli       | K. goodbye, until we see each other again  |
| 12. _____ faux pas            | L. a person or thing especially dreaded and avoided  |
| 13. _____ madame              | M. one whose remarks or actions cause embarrassment, or someone strikingly unconventional  |
| 14. _____ mademoiselle        | N. mr.   |
| 15. _____ monsieur            | O. reason for being  |
| 16. _____ merci               | P. something overly familiar   |
| 17. _____ pièce de résistance | Q. full discretionary power  |
| 18. _____ raison d'être       | R. that's life, that's how things happen   |
| 19. _____ savoir-faire        | S. a social blunder  |
| 20. _____ tête-à-tête         | T. A group developing new or experimental concepts, a vanguard                             |



Appendix J, page 3

## Foreign Phrases Matching Test: KEY

Write the letter of the correct definition in the space provided next to the phrases on the left.

- |                                      |  |
|--------------------------------------|--|
| 1. <u>  K  </u> au revoir            | A. an accomplished fact, presumably irreversible   |
| 2. <u>  T  </u> avant-garde          | B. a decisive finishing blow   |
| 3. <u>  L  </u> bête noire           | C. the ability to say or do the right thing in any situation, polished sureness in society |
| 4. <u>  R  </u> c'est la vie         | D. thank you   |
| 5. <u>  Q  </u> carte blanche        | E. overthrow of a government by a group  |
| 6. <u>  J  </u> cause célèbre        | F. mrs.  |
| 7. <u>  B  </u> coup de grâce        | G. the principal part of the meal, a showpiece item  |
| 8. <u>  E  </u> coup d'état          | H. private conversation between two people   |
| 9. <u>  P  </u> déjà vu              | I. miss  |
| 10. <u> M  </u> enfant terrible      | J. a very controversial issue that generates fervent public debate                         |
| 11. <u>  A  </u> fait accompli       | K. goodbye, until we see each other again  |
| 12. <u>  S  </u> faux pas            | L. a person or thing especially dreaded and avoided  |
| 13. <u>  F  </u> madame              | M. one whose remarks or actions cause embarrassment, or someone strikingly unconventional  |
| 14. <u>  I  </u> mademoiselle        | N. mr.   |
| 15. <u>  N  </u> monsieur            | O. reason for being  |
| 16. <u>  D  </u> merci               | P. something overly familiar   |
| 17. <u>  G  </u> pièce de résistance | Q. full discretionary power  |
| 18. <u>  O  </u> raison d'être       | R. that's life, that's how things happen   |
| 19. <u>  C  </u> savoir-faire        | S. a social blunder  |
| 20. <u>  H  </u> tête-à-tête         | T. A group developing new or experimental concepts, a vanguard                             |