

# FRENCH 4

## UNIT 1 Review

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>25 days</b>	Interpersonal Communication, Presentational Communication, Comparisons, Interpretative Communications, Cultures, Connections	<p>How do you describe past events?</p> <p>How do you talk about things you used to do when you were younger?</p> <p>How do you ask people to help you?</p> <p>How do you describe what you do for others?</p> <p>How do you talk about your weekly activities?</p> <p>What do I know about the French-speaking world?</p> <p>How can we interpret stories written in French?</p> <p>How can we</p>	<p>Students will know...</p> <p>how to describe people using new adjectives of personality</p> <p>how to use structures which require an infinitive (<i>etre en train de, venir de</i>)</p> <p>how to discuss weekend activities</p> <p>how to describe events using the <i>passe compose</i> with both <i>etre</i> and <i>avoir</i> as auxiliary verbs</p> <p>how to discuss food preferences using the partitive article</p> <p>how to ask questions about leisure activities</p>	<p>Students should be able to...</p> <p>Describe people, real and ideal</p> <p>Describe what they are going to do, what they have just done, and what they are busy doing</p> <p>Discuss leisure activities and their weekend activities</p> <p>Use new irregular and regular verbs in writing and speaking</p> <p>Discuss preferences in food and cuisines</p> <p>Ask and answer questions using topics and structures listed above</p>	<p>Audio – listening comprehension</p> <p>Cultural readings – Reprise section(text)</p> <p>Speaking activities from textbook</p> <p>Writing – workbook, worksheets</p> <p>Journal writing</p> <p>Teacher-made materials</p> <p>Speaking activities from other sources</p> <p>Games for review – dice games with verbs, memory and small group bingo for vocabulary</p>	<p>New adjectives of personality</p> <p>Leisure activities</p> <p>New verbs and imperfect stems</p> <p>New vocabulary from readings, stories, videos and songs</p>	<p>12.1.S4.B</p> <p>12.1.S4.C</p> <p>12.1.S4.D</p> <p>12.3.S4.B</p> <p>12.3.S4.C</p> <p>12.5.S4.C</p>

		<p>understand conversation in French spoken by native speakers?</p> <p>How can we interpret lyrics of French popular songs?</p>	<p>how to use expressions of time with <i>depuis</i> and <i>il y a</i></p> <p>how to use the <i>imparfait</i> in description of events</p> <p>when to employ the the <i>passe compose</i> and the <i>imparfait</i> in describing events (two past tenses)</p> <p>how to use these past tenses in the same sentence</p> <p>how to ask and answer questions using both past tenses learned</p> <p>cultural information about other French-speaking countries</p> <p>how to use object pronouns</p> <p>when to use direct and indirect object pronouns</p> <p>how to ask and answer questions using object pronouns</p> <p>how to read and comprehend a story/fairy tale at a higher level</p>	<p>Describe scenes and events using the <i>passe compose</i> and the <i>imparfait</i></p> <p>Employ the <i>passe compose</i> and the <i>imparfait</i> in the same sentence</p> <p>Ask and answer questions using the two past tenses studied</p> <p>comprehend videos with modern conversation</p> <p>read and comprehend stories/fairy tales written in French</p> <p>comprehend French song lyrics</p> <p>prepare conversations to be presented with a partner</p> <p>write journal entries on assigned topics or with assigned structures</p>	<p>Videos with current conversation</p> <p>Songs</p> <p>Fairy tales and/or stories</p> <p><i>Les Trois Bagues</i> – story</p>		
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			how to comprehend modern conversation in videos , songs				
<b>Unit 1 Review and Assessment</b>							
<b>UNIT 2 Physical Description and Daily Routine</b>							
<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Lessons/ Suggested Resources</b>	<b>Vocabulary</b>	<b>Standards/ Eligible Content</b>
<b>25 days</b>	Interpersonal Communication, Presentational Communication, Comparisons, Interpretative Communications , Cultures, Connections	<p>What do the French people call “le Look” and why is it important to them?</p> <p>How have different artists expressed the concept of beauty?</p> <p>What constitutes a daily routine for a variety of French people?</p> <p>How do you describe what one does for him/herself?</p> <p>How does one express feelings and changes of mood?</p> <p>How do you</p>	<p>Students will know...</p> <p>How to describe a person’s appearance, including size, hair style, shape of face, etc.</p> <p>Many new adjectives, in all forms of agreement</p> <p>How some adjectives can have different meanings depending on their placement before and after the noun they modify</p> <p>How adverbs are formed from adjectives</p> <p>Many new adverbs and adverbial expressions</p>	<p>Students should be able to...</p> <p>Describe appearance of self and others using many new terms</p> <p>Form masculine, feminine and plural forms of adjectives</p> <p>Form adverbs from adjectives</p> <p>Say and write commands using reflexive verbs</p> <p>Use reflexive verbs in past tenses in speech and writing</p> <p>Use new reflexive verbs in speech and writing to express feelings</p>	<p>Audio –Unit 1 listening comprehension</p> <p>Cultural readings – artists and artistic movements</p> <p>Speaking activities from textbook Unit 1</p> <p>Writing – workbook, worksheets</p> <p>Journal writing</p> <p>Teacher-made materials, including for work with adjectives and adverbs</p> <p>Videos –Unit 1</p>	<p>Physical description and general appearance</p> <p>Expressions of beauty</p> <p>Reflexive verbs for daily routine and new reflexive verbs</p> <p>Personal care items</p> <p>New adjectives</p> <p>Adjectives with more than one meaning, depending on placement</p> <p>Adverbs and adverbial expressions</p>	<p>12.1.S4.B</p> <p>12.1.S4.C</p> <p>12.1.S4.D</p> <p>12.3.S4.A</p> <p>12.3.S4.B</p> <p>12.3.S4.C</p> <p>12.5.S4.C</p>

		<p>describe what a person looks like?</p> <p>How do you explain what you do to make yourself look good?</p> <p>What is Impressionism?</p>	<p>How to use reflexive verbs to describe personal grooming and daily routine</p> <p>How to use reflexive verbs in the imperative and with past tenses</p> <p>How to describe how self and others feel physically and emotionally</p> <p>how to describe the artistic movement- Impressionism</p>	<p>comprehend videos with conversation</p> <p>comprehend written stories</p> <p>comprehend song lyrics</p> <p>prepare conversations to be presented with a partner</p> <p>write journal entries on assigned topics or with assigned structures</p> <p>discuss Impressionism and look at pictures of Impressionist works</p> <p>create and present a family with a group, including detailed descriptions of appearance and personality, along with a backstory for each person</p>	<p><i>Impressionism</i></p> <p>Video-drama <i>Bonjour, M Pasquier</i> (reflexive verbs)</p> <p>Teacher-made materials for <i>Une Famille Interessante</i> (group creative activity)</p> <p>Speaking activities from other sources</p> <p>Games for review – dice games with verbs, memory and small group bingo for vocabulary</p> <p>Videos with current conversation</p> <p>Songs</p> <p>Fairy tales and/or stories</p> <p><i>Conte pour Enfants de moins de Trois Ans</i> by IONESCO– story</p>	<p>Idiomatic expressions which use parts of the body</p> <p>Expressions to describe how one feels physically and emotionally</p> <p>Idiomatic expressions with reflexive verbs</p>	
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## UNIT 2 Review and Assessment

## UNIT 3 Chores and Activities

Estimated Unit Time Frames	Big Ideas	Essential questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>22 days</b>	Interpersonal Communication, Presentational Communication, Comparisons, Interpretative Communications, Cultures, Connections	<p>How do you discuss chores and household activities?</p> <p>How do you ask others to help and to refuse if you cannot be of service to them?</p> <p>How do you describe the shape, weight, dimensions, and construction of an object?</p> <p>How do you express opinions about situations and events?</p> <p>What is it that the French call “bricolage”?</p> <p>What kinds of creative activities do the French engage in at home?</p> <p>What type of job might a French teen do for spending money?</p>	<p>Students will know...</p> <p>How to describe chores in an around the house</p> <p>How to ask for help around the house, give and refuse assistance</p> <p>How to form the subjunctive of regular and irregular verbs</p> <p>How to use the subjunctive to express necessity</p> <p>How and when to use the subjunctive to express a wish</p> <p>The cultural significance of Asterix and Joan of Arc</p>	<p>Students should be able to...</p> <p>Create dialogs to discuss chores and who will do what</p> <p>Discuss jobs which they do and would like to do for spending money</p> <p>Discuss tasks which it is necessary to do and obligations using the subjunctive</p> <p>Form the subjunctive of both regular and irregular verbs, and verbs using two stems with the subjunctive</p> <p>Ask for assistance, give assistance and make excuses when asked</p> <p>Write and perform skits using vocabulary and structures of the lesson</p> <p>Give their opinions</p>	<p>Audio –Unit 2 listening comprehension</p> <p>Culture readings on the big moments in French history up to 1453</p> <p>Readings on Joan of Arc and the legend of Roland</p> <p>Speaking activities from textbook Unit 2</p> <p>Writing – workbook, worksheets</p> <p>Journal writing</p> <p>Teacher-made materials, including for work with adjectives and adverbs</p> <p>Videos – Unit 2</p> <p><i>Asterix et sa bande</i> (culture)</p> <p><i>Nicholas a du</i></p>	<p>Household chores</p> <p>Tools used for household tasks</p> <p>Common signage for things not allowed</p> <p>Expressions used to thank someone and to respond to thanks</p> <p>Expressions to ask for help, accept help, and refuse to help</p> <p>Expressions of opinion which require the subjunctive</p> <p>Subjunctive forms of irregular verbs ETRE, AVOIR, ALLER, and FAIRE</p> <p>Expressions of desire and will</p>	<p>12.1.S4.B</p> <p>12.1.S4.C</p> <p>12.1.S4.D</p> <p>12.3.S4.A</p> <p>12.3.S4.B</p> <p>12.3.S4.C</p> <p>12.5.S4.C</p>

		Who is <i>Asterix</i> , <i>Roland</i> and <i>Jeanne d' Arc</i> ?		<p>of the importance of a variety of things which affect their lives</p> <p>State their desires and will, using expressions which require the subjunctive</p> <p>Students express their desires and wishes for others, demands of others</p> <p>Students will describe objects, using form, dimensions, material, consistency, weight</p> <p>write journal entries on assigned topics or with assigned structures</p> <p>comprehend videos with modern conversation</p> <p>comprehend written stories/fairy tales in French</p> <p>comprehend French song lyrics</p>	<p><i>travail</i> ( teens doing household tasks)</p> <p>Skits discussing chores</p> <p>Speaking activities from other sources</p> <p>Games for review – dice games with verbs, memory and small group bingo for vocabulary</p> <p>Videos with current conversation</p> <p>Songs</p> <p>Fairy tales and/or stories</p> <p><i>La Couverture – (fable de Moyen Age) a story from the Middle Ages</i></p>	Vocabulary to describe the shape, dimensions, and materials of objects	
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### Unit 3 Review and Assessment

## UNIT 4 Nature and Environment

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>15 days</b>	Interpersonal Communication, Presentational Communication, Comparisons, Interpretative Communications, Cultures, Connections	<p>Why do French people feel close to their roots?</p> <p>How do we discuss vacation activities in detail?</p> <p>How do we tell people how to take precautions and avoid danger?</p> <p>How do we describe weather conditions and natural phenomenon?</p> <p>How do French people feel about the environment?</p> <p>How do we interpret literary accounts of past events?</p> <p>How do we narrate sequence of past events?</p> <p>Who was Jacques Cousteau?</p>	<p>Students will know...</p> <p>How to narrate In the past using sequence of events with the <i>imparfait</i> and <i>passe compose</i></p> <p>How to describe weather events in detail and natural phenomenon</p> <p>How to interpret the <i>passe simple</i> (a new past tense) in readings</p>	<p>Students should be able to...</p> <p>Narrate in the past</p> <p>Comprehend stories written using the <i>passe simple</i></p> <p>Discuss major weather events</p> <p>Prepare and present conversations discussing weather and vacations</p> <p>Prepare and present conversations discussing possible vacation activities in various places</p> <p>write journal entries on assigned topics</p> <p>comprehend videos with modern conversation</p> <p>comprehend written stories/fairy tales in French</p> <p>comprehend French song lyrics</p>	<p>Audio –Unit 3 listening comprehension</p> <p>Readings on nature, the environment, ecology, the sun, camping, Jean-Yves Cousteau</p> <p>Culture readings on the big moments in French history from 1453 – 1715 and French chateaux</p> <p>Speaking activities from textbook Unit 3</p> <p>Writing – workbook, worksheets</p> <p>Journal writing</p> <p>Teacher-made materials</p> <p>Videos – Unit 3 <i>Les châteaux de la Loire</i> (culture)</p> <p><i>Un accident</i></p>	<p>Vocabulary for discussing various dangers in a variety of vacation locations –at the sea, in the mountains, in the country</p> <p>Vocabulary for weather events and natural phenomenon in detail</p> <p>Vocabulary for discussing the environment and ecology</p> <p><i>Passe simple</i> forms of verbs</p>	<p>12.1.S4.B</p> <p>12.1.S4.C</p> <p>12.1.S4.D</p> <p>12.3.S4.A</p> <p>12.3.S4.B</p> <p>12.3.S4.C</p> <p>12.5.S4.C</p>

					(video on outdoor activities)  Student-designed skits using new vocabulary and structures  Speaking activities from other sources  Games for review – dice games with verbs, memory and small group bingo for vocabulary  Videos with current conversation  Songs sung by current French artists  French fable- <i>Le Corbeau et le Renard</i>  <i>King</i> by Sempe and Goscinny – story with le Petit Nicholas		
UNIT 4 Review and Assessment							



## UNIT 5 - Poetry and Stories

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>30 days</b>	Interpersonal Communication, Presentational Communication, Comparisons, Interpretative Communications , Cultures, Connections	<p>How do we read and interpret stories and a novel written in French?</p> <p>How do we understand French poetry?</p> <p>What is the role of poetry in French culture?</p>	<p>Students will know ...</p> <p>How to read some classic French poems</p> <p>How to read French at a higher level in a novel and stories</p> <p>New vocabulary from reading</p> <p>How to apply their knowledge of structures to interpret written French</p> <p>How to discuss what they have read</p> <p>How to comprehend the French in a tale with which they are familiar</p>	<p>Students should be able to...</p> <p>Interpret poetry by famous French poets</p> <p>Read and comprehend stories in French</p> <p>Read a short novel</p> <p>Discuss poems</p> <p>Answer written and oral questions about the stories and novel</p> <p>Learn new vocabulary form readings</p> <p>write journal entries on assigned topics or with assigned structures</p>	<p>SUGGESTED POEMS –</p> <p>Jacques Prevert – <i>Soyez Polis Grasse Matinee Pour Faire un portrait d'un oiseau</i></p> <p>Paul Verlaine - <i>La Bonne Chanson Chanson d'Automne</i></p> <p>Eluard- <i>Bonne Justice</i></p> <p>SUGGESTED WORKS</p> <p><i>Aventure a Paris,</i> a short novel</p> <p>5 stories from <i>Reading for Meaning</i></p> <p>Teacher made materials to accompany poems, novel and stories</p> <p>Fairy tale – <i>La</i></p>	<p>New vocabulary</p> <p>-</p> <p>From poems</p> <p>From stories</p> <p>From novel</p>	<p>12.1.S4.B</p> <p>12.1.S4.D</p> <p>12.3.S4.A</p> <p>12.3.S4.B</p> <p>12.3.S4.C</p> <p>12.3.S4.D</p> <p>12.5.S4.C</p>

					<i>Belle et la Bete</i>  Video – Disney <i>La Belle et la Bete</i> (in French)		
<b>UNIT 5 Review and Assessment</b>							
<b>UNIT 6 Shopping and Services</b>							
<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Lessons/ Suggested Resources</b>	<b>Vocabulary</b>	<b>Standards/ Eligible Content</b>
<b>42 days</b>	Interpersonal Communication, Presentational Communication, Comparisons, Interpretative Communications, Cultures, Connections	<p>How do we read and interpret written French?</p> <p>How do you purchase items in specialty shops in France?</p> <p>How do you obtain a variety of services (items repaired and cleaned, haircuts, mailing things) in France?</p> <p>How do we ask questions using several pronouns?</p> <p>How do we discuss indefinite quantities of things?</p>	<p>Students will know ...</p> <p>How to shop or receive services at a the post office, a pharmacy, and at stores which sell paper supplies, cleaning and household supplies, photography supplies</p> <p>How to use several object pronouns in the same sentence in the proper order</p> <p>How to express indefinite quantities of things</p> <p>How to request a haircut or style using French</p>	<p>Students should be able to...</p> <p>Create and present conversations at specialty shops or departments requesting supplies and services</p> <p>Speak and write using multiple object pronouns in the same sentence</p> <p>Use indefinite expressions of quantity</p> <p>Ask for various kinds of service at a hair salon</p> <p>Speak and write using the</p>	<p>Audio –Unit 4 listening comprehension</p> <p>Culture readings on the history of the French <i>chanson</i>, music of young people and French music in the US</p> <p>Speaking activities from textbook Unit 4</p> <p>Writing – workbook, worksheets</p> <p>Journal writing</p> <p>Teacher-made materials, including the</p>	<p>Vocabulary needed for shopping – at the post office, a pharmacy, a <i>papeterie</i>, small shops</p> <p>Vocabulary for items and the quantities used at these types of places</p> <p>Basic household supplies and cleaning materials</p> <p>Indefinite expressions of quantities</p> <p>Vocabulary for hair styles, cuts,</p>	<p>12.1.S4.B</p> <p>12.1.S4.C</p> <p>12.1.S4.D</p> <p>12.3.S4.A</p> <p>12.3.S4.B</p> <p>12.3.S4.C</p> <p>12.3.S4.D</p> <p>12.5.S4.C</p>

		What are some popular slang expressions used by the French?	How to use the construction <i>faire</i> with an infinitive  Popular slang expressions to use when speaking	construction <i>faire</i> with an infinitive  Read and comprehend a story in French  Use slang expressions in conversations  Write and present conversations using slang expressions  write journal entries on assigned topics or with assigned structures  comprehend videos with modern conversation  comprehend French song lyrics	mini-unit on slang  Short video about <i>La Fete de la Musique</i>  Unit video featuring shopping/errands for a variety of services  Skits requesting basic services  Speaking activities from other sources  Games for review – dice games with verbs, memory and small group bingo for vocabulary  Videos with current conversation  Songs – popular French music  Story – <i>Une histoire de cheveux</i>	and expressions used at the hair salon  Vocabulary for photography , dry cleaning and shoe repair services  Popular slang expressions  New vocabulary from stories	
UNIT 6 Review and Assessment							

## UNIT 7 - Film Study

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>21 days</b>	Interpersonal Communication, Presentational Communication, Comparisons, Interpretative Communications, Cultures, Connections	<p>What do we learn about French culture From the study of <i>Jean de Florette</i> and <i>Manon</i>?</p> <p>How does the climate influence life in Provence?</p> <p>What are some aspects of French character traits which are in evidence in the main characters - Jean, Papet, and Ugolin?</p> <p>Why is water so important in Provence?</p> <p>What are the cultural and historical influences that have shaped Provence?</p> <p>What role did loyalty to the group vs loyalty to individuals play in the films <i>Jean</i> and <i>Manon</i>?</p>	<p>Students will know...</p> <p>New vocabulary from the films</p> <p>Some of the history and culture of Provence</p> <p>The importance of the French film industry</p> <p>That the French equivalent of an Oscar for films is <i>le Cesar</i></p> <p>The significance of the character Asterix</p>	<p>Students should be able to...</p> <p>Watch and comprehend the films in French</p> <p>Answer questions about the events of the films in French</p> <p>Discuss issues which arise in the films</p> <p>Master new vocabulary</p> <p>Answer essay questions about the films</p> <p>write journal entries on assigned topics or with assigned structures</p>	<p>Films -</p> <p><i>Jean de Florette</i></p> <p><i>Manon de la Source</i></p> <p><i>Asterix le Gaulois</i></p> <p>Teacher-made materials for study of the films</p>	New vocabulary from the films	<p>12.1.S4.A</p> <p>12.1.S4.B</p> <p>12.1.S4.C</p> <p>12.1.S4.D</p> <p>12.3.S4.A</p> <p>12.3.S4.B</p> <p>12.3.S4.C</p> <p>12.3.S4.D</p> <p>12.5.S4.C</p>

		<p>What role did personal responsibility play in the outcomes of the stories?</p> <p>What is the significance of the character Asterix in French culture?</p>					
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## UNIT 7 Review and Assessment

## UNIT 8 - Bon Voyage!

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>20 days</b>	Interpersonal Communication, Presentational Communication, Comparisons, Interpretative Communications , Cultures, Connections	<p>How do we read and interpret written French?</p> <p>Why is the train the most popular means of transportation in France?</p> <p>What has the Eurotunnel done for transportation between the UK and France?</p> <p>Where do young French people go when they travel abroad?</p> <p>How do you make</p>	<p>Students will know ...</p> <p>How to make travel arrangements in French</p> <p>How to handle passport and control and customs in a French speaking country</p> <p>How to travel by train and plane around France and Europe</p> <p>What countries are connected by the Eurotunnel</p> <p>How to form the</p>	<p>Students will...</p> <p>Create and present conversations discussing places they would like to visit</p> <p>Create conversations making travel arrangements and purchasing tickets for transportation</p> <p>Create and present role-plays of scenes at passport control and customs</p> <p>Speak and write using common</p>	<p>Audio –Unit 5 listening comprehension</p> <p>Culture readings on the history of the</p> <p>Speaking activities from textbook Unit 5</p> <p>Writing – workbook, worksheets</p> <p>Journal writing</p> <p>Teacher-made materials</p> <p>Videos – Unit 5</p>	<p>Vocabulary needed for travel – making plans, purchasing tickets for travel, going through passport control and customs</p> <p>Verb forms in the future tense</p> <p>Verb forms in the conditional</p> <p>New vocabulary from stories and readings</p>	<p>12.1.S4.B</p> <p>12.1.S4.C</p> <p>12.1.S4.D</p> <p>12.3.S4.A</p> <p>12.3.S4.B</p> <p>12.3.S4.C</p> <p>12.3.S4.D</p> <p>12.5.S4.C</p>

		<p>travel plans and buy tickets in French?</p> <p>How do you negotiate passport control and customs In French?</p> <p>What vocabulary do you need to know in order to travel by train and plane?</p> <p>How do you discuss future plans and events?</p> <p>How do you describe what you would do under certain circumstances?</p>	<p>future tense in French</p> <p>How to describe what will happen in the future</p> <p>How to use the future tense with <i>SI</i> and <i>QUAND</i> clauses</p> <p>How to form and use the conditional of regular and irregular verbs</p>	<p>negative expressions in the present and past tense</p> <p>Speak and write using the future tense</p> <p>Speak and write using the conditional</p> <p>Read and comprehend a story in French</p> <p>write journal entries on assigned topics or with assigned structures</p> <p>comprehend videos with modern conversation, songs</p>	<p><i>Nicholas fait un voyage</i></p> <p><i>La Marseillaise</i> (culture)</p> <p>Speaking activities from other sources</p> <p>Games for review – dice games with verbs, memory and small group bingo for vocabulary</p> <p>Videos with current conversation</p> <p>Songs – popular French music</p> <p>Stories and fairy tales</p>		
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