



Eastern Ontario Catholic Curriculum Cooperative

Working Together for Catholic Education

This Course Profile is designed to help teachers implement the Grade 9 Locally Developed Introductory French Course. These materials were created by writing partnerships of the four English Catholic school boards of Eastern Ontario through the coordination of the Eastern Ontario Catholic Curriculum Cooperative (EOCCC). The development of these resources was funded by the member school boards. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Individual school boards must apply to the Ministry of Education through the Locally Developed Courses Application in order to obtain permission to grant credits for this Locally Developed Introductory French Course.

Acknowledgements

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Eastern Ontario Catholic District School Board
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Course Overview

Introductory French, Gr. 9, Locally Developed

Identifying Information

Course Title: Introductory French

Grade Level: 9

Course Type: Open

Ministry Course Code: FSL 13

Policy Document: N.A.

Publication Date: 2002

Credit Value: 1

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Development Date: June 2002

Rationale

“The study of French is an important part of the secondary school curriculum. French is not only one of Canada’s two official languages, but is also widely used around the world.

Through learning a second language, students can strengthen their (English) language skills and enhance their critical and creative thinking skills abilities; they also tend to become more tolerant and respectful of other cultures. In addition, the ability to communicate in (French) provides students with a distinct advantage in a number of careers, both in Canada and internationally.” *The Ontario Curriculum Grades 9 and 10, French As a Second Language – Core, Extended, and Immersion French, 1999, Page 2.*

Acquiring functional knowledge of French can help students overcome their marginalization and develop a sense of ownership and participation in Ontario’s society.

Students who require Introductory French instruction may include:

- Students with special needs who have been exempted from French as a Second Language instruction throughout elementary school in order to benefit from remedial instruction in other subjects,
- Students with special needs whose learning disability has prevented them from acquiring sufficient basic knowledge of French to allow them to be integrated successfully in a compulsory Gr.9 Applied or Academic Core French course,
- Students with special needs whose Individual Education Plan pathway indicates that they would benefit from basic, functional knowledge of French in view of their integration in the workplace,
- Students with special needs whose likely workplace destination would require a basic, functional knowledge of French, e.g., maintenance, restaurants, etc.

The vocabulary, themes and teaching techniques must be adapted to the learner with special needs, in an environment more conducive to successful learning. Furthermore, research shows that second language instruction enhances the mastery of first language skills for all students.

Course Description This course builds on students’ previous education and language knowledge to introduce French. Students will develop the ability to use oral and written French for daily needs, acquire basic conversation skills and vocabulary, and use simple sentence patterns orally and in writing. The thematic approach will focus on work applications and fundamental social skills.

How This Course Supports the Ontario Catholic School Graduate Expectations

As a Catholic faith community, we acknowledge and affirm the uniqueness of each person and the diversity of cultures. The study of French is a step towards becoming an effective communicator in both of Canada's official languages, improving the student's understanding of self and society. This study promotes individual growth, responsible citizenship and respect for the Catholic teachings of peace, justice, solidarity, and compassion.

Course Notes

When planning and implementing this course, teachers should take into consideration activities and approaches that provide students with fundamental communication skills in French and an understanding of the nature of the language and its culture. Please note that activities and strategies used throughout the units of this course are designed to enable students to develop a usable command of the French language that can be expanded through further study or through contact with French-speaking people. Care has been taken to cluster the expectations to create meaningful and relevant activities. The mastery of these expectations will be demonstrated by students' successful completion of the culminating tasks.

Special Considerations

Because of the specificity of the clientele that this course intends to serve, teachers are reminded to establish routines and provide structure in their classroom management. Here are some examples:

- decide on the divisions in the notebook and advise students accordingly,
- remind students to write the date in French before any written work is started, give a title to all work and indicate to students which section of the notebook it belongs,
- *Verbes, vocabulaire* and Learning Log sections are essential for student reference during personal work,
- a portfolio is encouraged, to store correction code sheet, compositions, dialogues and other written work,
- create your own composition correction code, appropriate to the level of the students

Unit Titles (Time and Sequence)

Unit 1	L'école	27.5 hours
Unit 2	La communauté	27.5hours
Unit 3	Les carrières	27.5 hours
Unit 4	Les média	27.5 hours

Course Expectations

By the end of this course, students will:

Code	Expectation
OV1	participate in oral learning tasks and engage in social interaction in the classroom;
OV2	listen and respond to short structured spoken texts;
OV3	participate in dialogues about familiar topics;
OV4	obtain key information from media works;
OV5	identify and use basic vocabulary, grammar and language conventions.
OS1	give and respond to straightforward directions and instructions;
OS2	ask simple questions;

OS3	participate in conversations by responding to specific questions, using short phrases;
OS4	use basic conversational vocabulary about the school and community environment (e.g., frequently used verbs; family members, clothing and colors, foods, weather, sports, places in the community, means of transportation, work, tools, currency);
OS5	view, listen to and read media works to obtain information and to complete assigned tasks (e.g., weather forecast on television, sports scores on the radio or the newspaper, data from the internet);
OS6	recognize and use visual and verbal cues, gestures and facial expressions to bridge gaps in communication;
OS7	make simple revisions to oral language in form and content (e.g., correct use of gender, pronunciation);
OS8	use subject-predicate word order, simple verb tenses, negatives, questions, plurals and simple pronouns;
OS9	express feelings in a variety of contexts (e.g., likes and dislikes).
RV1	read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of French, with teacher guidance;
RV2	identify and understand language conventions used in their reading materials;
RV3	find specific information in straightforward reference materials, with teacher guidance;
RV4	obtain key information from media works;
RS1	read aloud familiar material, using correct pronunciation and intonation;
RS2	read and respond briefly to written materials (e.g., fill-in the blanks, circle correct answers);
RS3	extract information from signs, advertisements, notices, timetables and maps relating to the school and community environment;
RS4	identify the main idea and a few supporting details;
RS5	express personal preferences or reactions to a simple text;
RS6	use dictionaries to clarify word meanings (e.g., bilingual, pictorial);
RS7	decipher new words, using phonics and simple sound patterns as aids;
WV1	write in a variety of forms, with teacher guidance;
WV2	write sentences and questions that contain learned vocabulary and familiar language structures;
WV3	use simple sentence patterns and key conventions of standard French to write about classroom and community topics;
WS1	create an invitation or a poster for an event, giving date, place, time, and other relevant details;
WS2	write short texts and messages (e.g., "for sale" sign) choosing the vocabulary to suit the purpose;
WS3	write short dialogues about a specific topic or activity;
WS4	use simple verb tenses, plurals, pronouns, nouns, adjectives and prepositions, with teacher guidance;
WS5	confirm spellings, using bilingual and pictorial dictionaries and classroom charts;
WS6	incorporate newly acquired vocabulary into their written work;

WS7	use some notebook conventions and formats appropriate for other subject areas (e.g., headings, titles, dates);
WS8	write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., pamphlets, booklets).

Language Structures

LS1	common and proper nouns (e.g. <i>gender, capitalization, plural</i>)
LS2	personal pronouns (e.g. <i>subject, le, la, les, lui, leur</i>)
LS3	substitute personal pronouns to replace nouns (e.g. <i>Philippe marche. Il marche vite.</i>)
LS4	present tense of regular «er» verbs
LS5	present of high frequency «ir» and irregular verbs (e.g. <i>faire, dire, aller, finir</i>)
LS6	present tense of reflexive verbs related to daily routines (e.g. <i>se lever, s'habiller</i>)
LS7	passé composé of regular verbs
LS8a	affirmative clause;
LS8b	negative clause;
LS8c	interrogative clause;
LS9	expression of future tense using <i>aller</i> followed by an infinitive (e.g. <i>Je vais partir à huit heures.</i>)
LS10	singular and plural, feminine and masculine of regular adjectives
LS11	position and agreement of the adjective
LS12	high frequency adverbs (e.g. <i>bien, mal, vite</i>)
LS13	interrogative (e.g. <i>où, quand, comment, pourquoi</i>) followed by <i>est-ce que</i>
LS14	negative (e.g. <i>ne...pas</i>) with simple verbs
LS15	conjunctions <i>et, mais, ou.</i>

Unit Overviews

Unit 1: Unit 1: L'école formidable

Time: 27.5 hours

Unit Description

In this unit students become familiar with the French vocabulary for greeting others, the school environment and basic school routines. Through experiential learning and real life situations, students review or are introduced to basic French language structures such as identifying common and proper nouns, substituting personal pronouns to replace nouns, the present tense of regular “er” verbs, affirmative clauses, and high frequency adverbs. In the culminating task students review the material through a creative project, with both an oral and written component. Throughout the unit, Catholic values of respect and sensitivity to others are stressed.

Unit Synopsis

Activity # Title/Name	Time (hrs)	Learning Expectations - Overall - Specific - CGEs	Assessment Category	Tasks (succinct description of student activity)
1.1 Salut!	4	OV1, 3, 5, WV3 OS1, 2, 4, 6, 7 RS2, 6, 8, WS3, 4, 6, 7 LS1, 8a, 11 CGE 2a, 3c, 3e, 3f, 5a, 7b, 7f	Knowledge/ Understanding, Thinking/Inquiry Communication Application	-Learning log -Short writing assignments modeled on teacher or textbook –samples -Short oral presentations - <i>Permis d'apprendre</i> (Appendix 1.3) -test
1.2 La salle de classe	6	OV1, 3, 5 RV2, 3 WV1, 3 OS1, 2, 4, 6, 7 RS2, 3, 6, 8, 9 WS3, 4, 6, 7 LS1, 12 CGE: 2a, 3c, 3e, 3f, 5a, 7b, 7f	Knowledge/ Understanding, Thinking/Inquiry Communication Application	-Learning log -Short writing assignments modeled on teacher or textbook –samples -Short oral presentations -Test
1.3 J'explore mon école	6	OV1, 3, 5 RV2, 3 WV1, 3 OS1, 2, 4, 6, 7 RS2, 3, 6, 8, 9 WS3, 4, 6, 7 LS1, 4, 8a, 12, 13 CGE: 3c, 4b, 4f, 5a, 5e, 7j	Knowledge/ Understanding, Thinking/Inquiry Communication Application	-Learning log -Short writing assignments modeled on teacher or textbook –samples -Short oral presentations -Treasure hunt -Test
1.4 La cafétéria	5	OV1,3, 5 RV2 WV1, 3 OS1, 2, 4, 6, 7 RS2, 3, 6, 8 WS3, 4, 6, 7	Knowledge/ Understanding, Thinking/Inquiry Communication Application	-Learning log -Short writing assignments modeled on teacher or textbook –samples -Short oral

		LS1, 4, 8a, 13, 14 CGE: 2a, 3e, 4b, 4f, 5a, 5e		presentations -Listening activity -Menu -Test
1.5 Tâche finale	6.5	OV1, 5 RV3 WV1, 3 OS4, 7 RS3, 6, 8 WS3, 4, 6, 7 LS1, 3, 4, 8a, 12, 15 CGE: 2c, 4b, 4c, 5a, 5e	Knowledge/ Understanding, Thinking/Inquiry Communication Application	-Brochure -Video

Unit 2: La communauté

Time: 27 hours

Unit Description

Integrating faith with life, students become familiar with the vocabulary of life in the community and explore what constitutes the role of family and neighborhood. Students examine various seasonal activities. Students review previously taught language structures and learn the present tense of high frequency ‘ir’ regular and irregular verbs (e.g. *aller, venir, faire, avoir, être, ...*) and reflexive verbs relating to daily routines. (e.g. *se lever, s’habiller...*). They also learn the simple negative clause, interrogative words, (e.g. *où, quand, comment, pourquoi*, followed by *est-ce que*) and the personal pronouns subject of the verb. As the culminating task, through the various activities in the three strands, students develop vocabulary and gather information in order to prepare and present an activity day promoting community life.

Unit Synopsis

Activity # Title/Name	Time (hrs)	Learning Expectations - Overall - Specific - CGEs	Assessment Category	Tasks (succinct description of student activity)
2.1 Je partage	8	OV1,3,5 WV3 OS1,2,6 RS2,6,7,9 WS5	Knowledge & Understanding	Read and extract information of a paragraph
2.2 Je rencontre	10	OV1,3,5 RV2 WV3 OS4,6,7,8 RS2,3,6,7,9 WS4,5,6,7	Knowledge / Understanding Communication	Create of a map indicating the local services .
2.3 Je m’implique	9	OV1,3,5 RV2,3,4 WV1,2,3 OS1,2,4,9 RS2,3,6,7,9 WS1,3,4,5,6,7,8	Knowledge / Understanding Communication Application	Prepare an activity day

Unit 3: Les carrières

Time: 27 hours

Unit Description

Students become familiar with the vocabulary that enhances skills in order to become autonomous and participate in the world of work and service to make a meaningful contribution to society. Through the various activities in the three strands, students discover their strengths and abilities, develop an awareness of trades and professions as well as the importance of participation in social surroundings. Students review previously taught language structures and learn the personal pronouns object of the verb (e.g. *le, la, les, lui, leur*), the expressions of future tense using *aller*, followed by the infinitive (e.g. *je vais partir à 8 heures*) and high frequency adverbs, (e.g. *bien, mal, vite*). As the culminating task, students research a trade of interest, prepare and present a poster .

Unit Synopsis

Activity # Title/Name	Time (hrs)	Learning Expectations - Overall - Specific - CGEs	Assessment Category	Tasks (succinct description of student activity)
3.1 Devenir autonome	12	OV1,3,5 RV4 WV2,3 OS1,2,3,4,6,7,8,9 RS1,2,3,5,6,7 WS4,5,6,7	Knowledge / Understanding Communication	Explain and present an advertised position.
3.2 S'orienter	8	OV1,2,3,5 RV1,4 WV1,2,3 OS1,2,3,4,6,7,8,9 RS1,2,3,5,6,7 WS4,5,6,7,8	Knowledge / Understanding Critical thinking Communication Application	Create a poster advertising a position
3.3 Faire une différence	7	OV1,2,3,5 RV1,4 WV1,2,3 OS1,2,3,6,7,8,9 RS1,2,5,6, WS3,4,5,6,7,8	Knowledge / Understanding Communication Application	Prepare a letter to the editor of the local newspaper

Unit 4 : Les média

Time:: 27.5 heures

Unit description

In this unit, students become familiar with the world of media and explore articles, interviews and the newspaper. Through the practice provided by various oral, written and reading activities, students prepare a dialogue, write a short article and create as a final task a class newspaper. The students review various grammar structures and learn the interrogative clause and the conjunctions “et, mais, ou”. The student will therefore be shown how and expected to understand and use materials

effectively. Group work will nurture flexibility and adaptability as well as reinforce the importance of cooperation.

Unit Synopsis

Activity # Title/Name	Time (hrs)	Expectations - Overall - Specific - CGEs	Assessment Category	Tasks (succinct description of student activity)
1.1	6	OV1, 3, 5, RV1 WV1, 2 OS1, 2, 3, 6, 7, 8, 9 RS2 WS3, 4, 5, 6, 7 CGE 2b, 2d, 4b, 5a	K / U T / I C A	- Various oral exercises and creation of dialogue - Review of various grammar notions
1.2	5.5	OV1, 2, 3, 5 RV1, 4 WV1, 2, 3 OS1, 2, 3, 5, 6, 7, 8, 9 RS1, 2, 4, 5, 6, 7 WS2, 4, 5, 6, 7, 8 CGE 2b, 2d, 4b, 4f, 5e	K / U T / I C A	- Read an interview - Understand a written text
1.3	9	OV1, 4, 5 RV1, 4 WV1, 2 OS1, 2, 3, 6, 7, 8 RS1, 2, 4, 5, 6, 7 WS4, 5, 6, 7, 8 CGE 2b, 2d, 4b, 4f, 5e	K / U T / I C A	- Manipulation of newspaper and practice of pertinent vocabulary - Creation of an article
1.4	7	OV1, 5 WV1, 2, 3 OS1, 2, 6, 7, 8 RS6 WS4, 5, 6, 8 CGE 2b, 2d, 4b, 4f, 5a, 5e	K / U T / I C A	- Writing of a class newspaper - Unit test

Teaching/Learning Strategies and Accommodations

Some teachers will choose to include regular journal entries (Learning Log) as a means of reinforcement of sentence and language structures.

Teaching/Learning Strategies	Accommodations
Instructional strategies include the following: Teacher	Accommodation strategies include the following: <ul style="list-style-type: none"> • Allow more time to complete tasks

<ul style="list-style-type: none"> • Co-operative learning activities • Formal and informal presentation of notions and concepts • Brainstorming <p>Students:</p> <ul style="list-style-type: none"> • Answering questionnaires • Applying the writing process • Expressing opinions • Following instructions • Giving oral presentations on specific topics • Interviews • Extracting information from verbal cues and various media • Reading authentic texts • Researching from a variety of sources • Preparing presentation materials • Communicating with experts in a field/topic • Working individually and in groups • Reading and writing in a variety of genres • Role playing 	<ul style="list-style-type: none"> • Highlight, summarize and clarify major points • Allow point form notes instead of sentences and paragraphs • Substitute presentation in visual or oral format instead of written • Work in pairs • Allow student to present to teacher only • Provide a pre-test • Give students more leeway for lateral thinking, wherever possible • Adjust expectations according to level of students who have I.E.P.s • Provide special materials and resources eg. Exemplars, modeling, taped texts, etc. • Plan a different/supplementary activity so as to meet the individual needs of a student for enrichment or otherwise • Provide access to a computer • Encourage drafts and suggest ways to improve drafts • Practice oral work with student to correct pronunciation
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Evaluation of Student Achievement

Diagnostic, formative, and summative assessment strategies provide students with opportunities to demonstrate the full range of their learning in the three strands. Methods, strategies and tools allow teachers and students to collect information on the students' level of achievement of expectations in the four categories. The following is a suggested outline of methods, strategies, and tools used in the assessment, evaluation, and reporting process. It is understood that practices will vary from classroom to classroom. It is important to maintain a balance and a variety of teaching and learning strategies that are appropriate to the subject in general and to the content of each unit. Learning skills, effort, punctuality, and recorded absences are reported separately and are not considered in the determination of the percentage grade.

Assessment Strategies	On-going Assessment and Evaluation 70%	Final Evaluation 30%
<p>Performance assessment:</p> <ul style="list-style-type: none"> • Research project • Conferencing • Writing folder • Brainstorming activities • Creation and presentation of product 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Tests • Quizzes • Presentations • Discussions • Reading 	<p>Formal Examination and Culminating Task</p> <p>Suggestions for the development of the final assessment:</p>

<ul style="list-style-type: none"> • Summary of reading • Comments and opinions on read and/or discussed issues • Letter writing <p>Other assessment tools:</p> <ul style="list-style-type: none"> • Anecdotal comments • Correction codes • Informal/formal observation • Rubric • Marking scheme • Rating scale • Checklist • Probe questions • Oral feedback • Paper pencil tests • Tracking sheets • Self and peer assessment 	<p>Comprehension</p> <p>Thinking/Inquiry</p> <ul style="list-style-type: none"> • Presentations • Projects • Assignments • Expressing opinions • Comments <p>Communication</p> <ul style="list-style-type: none"> • Presentations • Projects • Assignments • Summaries <p>Application</p> <ul style="list-style-type: none"> • Presentations • Projects • Assignments 	<ul style="list-style-type: none"> • Oral presentations and discussions • Expressing opinions/ comments on events, social issues etc. • Reading comprehension and analysis • Short writing assignment
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Resource List

The following resources are suggested to support teaching and learning in all units.

Hessler, Martine, Goyette, Diane, Francine Brière-Côté, Francine, *Olé*, Guide du Maître, Editions du Phare Inc. 1993 ; 363 pages, ISBN 2-921084-38-4

Hessler, Martine, Goyette, Diane, Francine Brière-Côté, Francine, *Olé*, Manuel B, Editions du Phare Inc. 1993 ; 223 pages, ISBN 2-921084-39-2

Joli, Maria, Hardy, Marguerite, *Intermède, accueil et francisation*, secondaire, Manuel de l'élève, Editions FM , 1990 ; 94 pages ; ISBN 2-89047-259-0

Joli, Maria, Hardy, Marguerite, *Intermède, accueil et francisation*, secondaire, Cahier d'activités, Editions FM , 1990 ; 94 pages ; ISBN 2-89047-260-4

Coffman Crocker, Mary E., *French Vocabulary*, Schaum's Outlines Second Edition, McGraw-Hill, 1998; 396 pages, ISBN 0-07-013886-9

McConnell, G. Robert and Giroux Collins, Rosemarie, *D'Accord 2*, Addison-Wesley Publishers Limited, 1988 ; ISBN 0-201-43940-9

Beaudoin, Clément, Calvé, Pierre, *autographe 1*, Centre Educatif et Culturel inc., Montréal, 1983, 95 pages, ISBN 2-7617-0195-X

Brown, Marguerite, *Tête à Tête, Book 1*, Dominie Press Limitd, 1985; ISBN 0-88751-023-X

Agro-De Rosa, Laura, Coulbeck, Art and Faulds, Marcelle, *Autour de Nous*, Addison Wesley, 208 pages, ISBN 0-201-70634-2

McConnell, G. Robert and Giroux Collins, Rosemarie, *D'accord 1*, Addison-Wesley Publishers Limited, 1988

Ullmann, Rebecca, Dyer, Raymond, Goodman, Sylvia and Leclipteux, Linda, *Tous ensemble! Décollage*, D.C. Heath Canada Limited 1992, ISBN 0-669-95367-9

Anderson Debbie et al, *On y va!*, Don Mills, Pearson Education, 2001, 176 pages. ISBN 0-201-69786-6

Annexes

- Annexe 1.1 Rubric for Oral Presentation
- Annexe 1.2 Rubric for Written Task
- Annexe 1.3 Permis d'apprendre
- Annexe 4.1a Le vocabulaire
- Annexe 4.1b Les dialogues
- Annexe 4.1c C'est à ton tour!
- Annexe 4.1d Qu'est-ce que tu en penses?
- Annexe 4.1e La question...comment la poser?
- Annexe 4.1f Le futur proche
- Annexe 4.1g Une conversation
- Annexe 4.2a Le vocabulaire
- Annexe 4.2b La télévision: une distraction!
- Annexe 4.2c Un bulletin de nouvelles
- Annexe 4.2d Comprenez-vous le texte?
- Annexe 4.2e Les verbes
- Annexe 4.3a Le vocabulaire
- Annexe 4.3b Le journal: des questions orales
- Annexe 4.3c Encore des manchettes!!
- Annexe 4.3d Quatre petites histoires
- Annexe 4.3e Quatre petites histoires: le hockey
- Annexe 4.3f Quatre petites histoires: un événement spécial
- Annexe 4.3g Un petit projet noté: un article illustré
- Annexe 4.4a La tâche finale: un journal de classe

Web Sites

- Agence Presse - list of francophone media links - <http://www.wash.afp.com>
- Agent Intelligent - Refine Your Searches in French - <http://www.searchprocess.com/>
- Site for Learning the Internet in French - Le Signet - <http://w3.olf.gouv.qc.ca/banque/>
- L'Express de Toronto - Excellent aperçu des services, des organisations et des activités francophones couverts par L'Express dans la grande région torontoise et au-delà - <http://www.1express.com/liens.html>
- La Presse - <http://lapresse.com>
- Le Droit - <http://www.ledroit.com>
- Office de la Langue Française - <http://www.olf.gouv.qc.ca/>
- Radio Canada Francomania - <http://radio-canada.ca/francomania/>
- Ressources en direct sur le patrimoine franco-ontarien <http://www.franco.ca/ontario/index>
- Université de Calgary – www.ucalgary.ca/repisit

OSS Considerations

Although it has a one credit value, this course does not satisfy Ministry requirements towards the Ontario Secondary School Diploma. However, we highly recommend that in order for students to be granted a substitution for their compulsory FSL, they first complete this course successfully. For some

students, this course will constitute an excellent preparation to the Gr. 9 Core French, which does satisfy Ministry requirements.

Unit 1: L'école formidable

Time: 27.5 hours

Unit Description

In this unit students become familiar with the French vocabulary for greeting others, the school environment and basic school routines. Through experiential learning and real life situations, students review or are introduced to basic French language structures such as identifying common and proper nouns, substituting personal pronouns to replace nouns, the present tense of regular “er” verbs, affirmative clauses, and high frequency adverbs. In the culminating task students review the material through a creative project, with both an oral and written component. Throughout the unit, Catholic values of respect and sensitivity to others are stressed.

Unit Synopsis

Activity # Title/Name	Time (hrs)	Learning Expectations - Overall - Specific - CGEs	Assessment Category	Tasks
1.1 Salut!	4	OV1, 3, 5, WV3 OS1, 2, 4, 6, 7 RS2, 6, 8, WS3, 4, 6, 7 CGE 4f, 5a	Knowledge/ Understanding, Thinking/Inquiry Communication Application	-Learning log -Short writing assignments modeled on teacher or textbook –samples -Short oral presentations - <i>Permis d'apprendre</i> (Annexe 1.3) -test
1.2 La salle de classe	6	OV1, 3, 5 RV2, 3 WV1, 3 OS1, 2, 4, 6, 7 RS2, 3, 6, 8, 9 WS3, 4, 6, 7 CGE: 4f, 5a	Knowledge/ Understanding, Thinking/Inquiry Communication Application	-Learning log -Short writing assignments modeled on teacher or textbook –samples -Short oral presentations -Test
1.3 J'explore mon école	6	OV1, 3, 5 RV2, 3 WV1, 3 OS1, 2, 4, 6, 7 RS2, 3, 6, 8, 9 WS3, 4, 6, 7 CGE: 4f, 5a	Knowledge/ Understanding, Thinking/Inquiry Communication Application	-Learning log -Short writing assignments modeled on teacher or textbook –samples -Short oral presentations -Treasure hunt -Test
1.4 La cafétéria	5	OV1,3, 5 RV2 WV1, 3 OS1, 2, 4, 6, 7 RS2, 3, 6, 8 WS3, 4, 6, 7 CGE: 4f, 5a	Knowledge/ Understanding, Thinking/Inquiry Communication Application	-Learning log -Short writing assignments modeled on teacher or textbook –samples -Short oral presentations -Listening activity -Menu -Test

1.5 Tâche finale	6.5	OV1, 5 RV3 WV1, 3 OS4, 7 RS3, 6, 8 WS3, 4, 6, 7 CGE: 4c, 4f, 5a	Knowledge/ Understanding, Thinking/Inquiry Communication Application	-Brochure -Video
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Language Structures

	* <i>L'astérisque indique une introduction à l'oral</i> <i>Le caractère gras indique une structure enseignée formellement</i>
LS1	common and proper nouns (e.g. <i>gender, capitalization, plural</i>)
LS3	substitute personal pronouns to replace nouns (e.g. <i>Philippe marche. Il marche vite.</i>)
LS4	present tense of regular «er» verbs
LS8a LS10*	affirmative clause; singular and plural, feminine and masculine of regular adjectives
LS12 LS13* LS14* LS15*	high frequency adverbs (e.g. <i>bien, mal, vite</i>) interrogative (e.g. <i>où, quand, comment, pourquoi</i>) followed by <i>est-ce que</i> negative (e.g. <i>ne...pas</i>) with simple verbs conjunctions <i>et, mais, ou</i>

Activity 1.1: Salut!

Time: 4 hrs.

Description

In this activity students become familiar with French vocabulary used for greeting, describing physical characteristics, numbers, and colors. Simple dialogues will model appropriate greetings. Simple questions such as “Comment t’appelles-tu?” or “Quel âge as-tu?” will elicit basic personal information. Students will demonstrate their Catholic values by working effectively as interdependent team members.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations:

OV1	participate in oral learning tasks and engage in social interaction in the classroom;
OV 3	participate in dialogues about familiar topics;
OV 5	identify and use basic vocabulary, grammar and language conventions.
WV3	use simple sentence patterns and key conventions of standard French to write about classroom and community topics;

Specific Expectations

OS1	give and respond to straightforward directions and instructions;
OS2	ask simple questions;
OS4	use basic conversational vocabulary about the school and community environment (e.g., frequently used verbs; family members, clothing and

OS6	colors, foods, weather, sports, places in the community, means of transportation, work, tools, currency);
OS7	recognize and use visual and verbal cues, gestures and facial expressions to bridge gaps in communication;
OS7	make simple revisions to oral language in form and content (e.g., correct use of gender, pronunciation);
RS2	read and respond briefly to written materials (e.g., fill-in the blanks, circle correct answers);
RS6	use dictionaries to clarify word meanings (e.g., bilingual, pictorial);
RS8	use punctuation and capitalization to determine meaning (e.g., recognize proper nouns);
WS3	write short dialogues about a specific topic or activity;
WS4	use simple verb tenses, plurals, pronouns, nouns, adjectives and prepositions, with teacher guidance;
WS6	incorporate newly acquired vocabulary into their written work;
WS7	use some notebook conventions and formats appropriate for other subject areas (e.g., headings, titles, dates);

Ontario Catholic School Graduate Expectations

- CGE 4f: applies effective communication, decision-making, problem-solving, time and resource management skills;
5a: works effectively as an interdependent team member.

Prior Knowledge & Skills

N/A

Planning Notes

- Prepare overheads showing lists of numbers, colors, physical characteristics, phrases used for greeting friends or strangers
- Prepare dialogue or role-play models or use a textbook
- Prepare cloze exercises based on dialogues...
- Prepare cards for the “Où est 40” game
- Prepare a class supply of *Permis d'apprendre*

Teaching/Learning Strategies

- Using a large poster or overhead, the teacher introduces or reviews the alphabet and numbers to 100 in French by modeling the sounds first and having the students repeat and imitate. This can be followed by an activity “*Faire la queue*” where students line up quickly when the teacher asks questions such as: *Quelle est la première lettre de ton nom?* Students line up in alphabetical order according to the first letter of their name. The teacher goes down the line having each student say the first letter of his/her name in French. This can be repeated with the first letter of their last name, street name, for numbers you can use house/apartment numbers, birth month, birth date, etc. If you provide the response in writing on the board, students could respond using a full sentence. (This activity works well as an ice breaker for students to get to know each other.)
- To practice numbers students can play *Où est 40?*

On a set of index cards, write the following series of numbers. One side of the card is written in red the other in blue.

To play the game, distribute the cards. Have all the students place their cards on the desk with the blue side facing up. Ask the question *Où est 40?* The person with the card, says *voici 40* then flips the card over to the red and asks “*Où est 53?*”. The game continues this way until it works its way back to 40.

Bleu/rouge	bleu/rouge	bleu/rouge	bleu/rouge
40-53	53-64	64-45	45-52

52-66	66-44	44-55	55-62
62-50	50-68	68-51	51-49
49-67	67-41	41-57	57-63
63-46	46-59	59-47	47-60
60-56	56-48	48-65	65-43
43-61	61-58	58-42	42-54
54-69	69-40		

- Using a large poster or overhead, the teacher introduces the phrases for getting to know one another. *Bonjour!*
 - *Je m'appelle _____*
 - *Comment t'appelles-tu?*
 - *Je m'appelle _____.*
 - The teacher can differentiate between *nom* and *prénom* at this point.
 - The teacher can question several students in this fashion and then go on to presenting students using the third person for example: *Il s'appelle James Smith. Elle s'appelle Hanh Nguyen.*
 - In groups of 3 or 4 students follow the teachers model for introducing classmates using the pronouns *je, il* and *elle*.
- The teacher also introduces
 - *Q. Comment ça va?*
 - *R. Ça va bien. ↑ Ça va mal. ↓ Ça va comme ci comme ça. ↕*
 - Students practice this line of questioning in groups of 3 or 4.
- At this point, the teacher introduces students to a learning log. He/she explains that this is where students are expected to keep a list of their vocabulary. The teacher also reviews or introduces the use of a French/English dictionary.
- The teacher introduces or reviews colors. From a list of colors in French students write the English translation using a dictionary.
- Students use the colors to write their physical description. The teacher introduces the following phrases:
 - *J'ai les cheveux (couleur).*
 - *J'ai les yeux (couleur).*
 - *Je porte une chemise (couleur).*
 - *Je porte un pantalon (couleur).*
 - *Je porte des souliers (couleur).*
 - *Je porte une jupe (couleur).*
- The teacher uses pictures from magazines or the game "I spy" to have students practice describing physical characteristics orally or in writing – this can be done in pairs. This activity can be done in reverse where a description is given and the correct picture or person must be identified.
- Using a large poster or overhead, the teacher displays a large "*permis d'apprendre*" based on him/herself. It will include the following information: (Appendix 1.3)

This can be done on construction paper or 8-½ x11 paper using a Polaroid camera for the pictures. Students will need some class time to complete their cards. They can introduce themselves to the class using their completed cards. The teacher reviews the sentence starters prior to presentations. For example: *Mon nom est... Mon prénom est...etc.* for all of the information. The cards could then be used to decorate the classroom.

Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
-Formative	-Know/Think/Com/App	-Brainstorming	-Learning log	-Student
-Formative/ Summative	-Know/Think/Com/App	-Small and large group discussions -Writing tasks	-Short writing assignments modeled on	-Student/ Teacher

-Formative/ Summative	-Com/App	-Modeling (oral and written)	teacher or textbook samples -Short oral presentations - <i>Permis</i> <i>d'apprendre</i> (Annexe 1.3)	-Student/ Teacher -Teacher
-Summative - Summative	-Know/Think/ Com/App -Know/Think/App		-test	-Teacher

Accommodations

- Provide more time to complete tasks
- Peer teaching
- Provide access or use of a computer
- Vary the length of the activities

Resources

- Class set of French-English dictionaries
- *Intermède Accueil et francisation Secondaire*, Éditions FM, Laval, Unit 1 - p. 1, 4-5, 9, 11-12, 26
- *Book 1 Tête.à.tête* Unit 1 – p.1-12
- *Autographe activités et exercices de français 1* unit 1 – p.5-11
- Flash cards and/or overheads
- I Spy ? *Qui suis-je?* memory game (played in French)
- Annexe 1.3

Activity 1.2: La salle de classe

Time: 6 hrs.

Description

In this activity, students become familiar with French vocabulary used in the classroom and basic writing conventions are introduced. Simple dialogues will model appropriate language for requesting assistance or obtaining needed tools. Using and answering question with *combine*, students will have the opportunity to work independently and with a partner.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations:

OV1	participate in oral learning tasks and engage in social interaction in the classroom;
OV3	participate in dialogues about familiar topics;
OV5	identify and use basic vocabulary, grammar and language conventions;
RV2	identify and understand language conventions used in their reading materials;
RV3	find specific information in straightforward reference materials, with teacher guidance;
WV1	write in a variety of forms, with teacher guidance;
WV3	use simple sentence patterns and key conventions of standard French to write about classroom and community topics.

Specific Expectations:

OS1	give and respond to straightforward directions and instructions;
OS2	ask simple questions;

OS4	use basic conversational vocabulary about the school and community environment (e.g., frequently used verbs; family members, clothing and colors, foods, weather, sports, places in the community, means of transportation, work, tools, currency);
OS6	recognize and use visual and verbal cues, gestures and facial expressions to bridge gaps in communication;
OS7	make simple revisions to oral language in form and content (e.g., correct use of gender, pronunciation);
RS2	read and respond briefly to written materials (e.g., fill-in the blanks, circle correct answers);
RS3	extract information from signs, advertisements, notices, timetables and maps relating to the school and community environment;
RS6	use dictionaries to clarify word meanings (e.g., bilingual, pictorial);
RS8	use punctuation and capitalization to determine meaning (e.g., recognize proper nouns);
RS9	locate key facts and information in telephone book, maps, bilingual and pictorial dictionaries and other sources of information;
WS3	write short dialogues about a specific topic or activity;
WS4	use simple verb tenses, plurals, pronouns, nouns, adjectives and prepositions, with teacher guidance;
WS6	incorporate newly acquired vocabulary into their written work;
WS7	use some notebook conventions and formats appropriate for other subject areas (e.g., headings, titles, dates);

Ontario Catholic School Graduate Expectations

- CGE** 4f: applies effective communication, decision-making, problem-solving, time and resource management skills;
5a: works effectively as an interdependent team member.

Prior Knowledge & Skills

-The ability to use a French-English dictionary

Planning Notes

- Prepare overheads showing lists of classroom supplies
- Collect advertisement for school supplies, or make your own version
- Prepare dialogue or role-play models or use a textbook
- Prepare cloze exercises based on dialogue(s).

Teaching/Learning Strategies

- Using a large poster or overhead, the teacher introduces or reviews classroom vocabulary. The teacher should pronounce the words and the corresponding determinants and students should have the opportunity to repeat them and write the list in their learning log along with the English translation. (**Key vocabulary:** *une école, une salle de classe, un tableau, une porte, un calendrier, une fenêtre, une chaise, un pupitre, une poubelle, un classeur, un casier, un globe terrestre, une carte, un crayon, une règle, une feuille mobile, un stylo, un cahier ligné, une gomme à effacer, une reliure à anneaux (binder), un crayon de couleur, un cadenas à clé, un cadenas à combinaison, un ensemble de géométrie, un dictionnaire, un livre, un sac d'école, un taille-crayon*)
- The teacher reinforces the vocabulary by playing a game of Pictionary: The teacher provides a series of cards with the new vocabulary. Students are divided into two teams. A representative from one team chooses a card and attempts to illustrate the object in a given period of time while his/her teammates guess in French what the object is. The teacher insists on the correct determinant being used. A point is scored

when a team member guesses correctly. Teams take turns picking cards and all members are encouraged to try their hand at drawing.

- Using a given list of classroom objects, students arrange them into two columns leaving a third column empty for the time being: Use the titles: *masculin and féminin* (un – une)
- The teacher introduces plural form of objects *un crayon, des crayons*. The teacher discusses the differences (adding an s for the most part) in the third column of their charts students write the plural form of the objects.
- **Oral game:** Using objects from the classroom and an empty school bag students take turns choosing an object and inserting it into the bag saying “*Dans mon sac d’école j’ai un crayon.*” He/She passes the bag along to another student who adds 1 more object or objects for example *des /deux stylos* and says “*Dans mon sac d’école j’ai un crayon et deux/des stylos*”. Keep passing the bag along and adding to it until the time is up or the student cannot remember all of the objects.
- **Oral game:** *Le crayon magique* – an ordinary pencil becomes another classroom object. The teacher or another student does an action such as brushing the blackboard and students or a team guesses what the object is supposed to be in French. A point can be allotted and the game continues.
- At this point, the teacher introduces the difference between proper and common nouns. Students compare their lists with words used in the first activity, «Names of people and places».
- The teacher reviews numbers and introduces vocabulary for money using the blackboard, a large poster or overhead. Students copy this list of key vocabulary: *dollar - dollar, cent - cent, monnaie – change, prix – price, moins cher – less expensive, plus cher – more expensive, prêter - to lend, argent de poche – spending money, Ça coûte combien, un ___? Quel est le prix de ___?, C’est combien, un ___? – how much does ___ cost? Avez-vous des ___?*.
- The teacher provides an advertisement for school supplies for each student (from a new paper or teacher made). The teacher questions students orally *i.e. Q. Ça coûte combien une règle? A. Ça coûte ___\$. Or Une règle coûte ___\$. Q. Quel est le prix de trois stylos? Q. C’est combien, un paquet de feuilles mobiles? Q. Est-ce que je peux avoir...? A. C’est trop cher.*
- With a partner, students write a dialogue between a sales clerk in a school supply store and a student. This dialogue must include at least 6 different items and their prices. Each student must have at least 3 speaking lines consisting of at least 4 words each. These dialogues will be presented to the class.

Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
-Formative	-Know/Think/Com/App	-Brainstorming	-Learning log	-Student
-Formative/ Summative	-Know/Think/Com/App	-Small and large group discussions -Writing tasks -Modeling (oral and written)	-Short writing assignments modeled on teacher or textbook samples	-Student/ Teacher
-Formative/ Summative	-Com/App		-Short oral presentations	-Student/ Teacher
- Summative	-Know/Think/App		-Test	-Teacher

Accommodations

- Provide more time to complete tasks
- Peer teaching
- Provide access or use of a computer
- Vary the length of the activities

Resources

- Class set of French-English dictionaries

- *Intermède Accueil et francisation Secondaire*, Éditions FM, Laval , Cahier Unit 2 - p. 3, 18, 22 Livre p.23-26,
- *Book 1 Tête.à.tête* Unit 1 – p.30 to 40
- *Tous ensemble! Décollage*, D.C. Heath Canada Limited 1992, p. 13 &14
- Flash cards and/or overheads

Activity 1.3: J'explore mon école

Time: 6 hrs

Description

In this activity students become familiar with French vocabulary used in the school and basic writing conventions are introduced. Simple dialogues will model appropriate language for requesting and giving directions. Students will also become familiar with vocabulary concerning time. Students will have the opportunity to work independently and with a partner.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations:

OV1	participate in oral learning tasks and engage in social interaction in the classroom;
OV3	participate in dialogues about familiar topics;
OV5	identify and use basic vocabulary, grammar and language conventions.
RV2	give and respond to straightforward directions and instructions;
RV2	identify and understand language conventions used in their reading materials;
RV3	find specific information in straightforward reference materials, with teacher guidance;
WV1	write in a variety of forms, with teacher guidance;
WV3	use simple sentence patterns and key conventions of standard French to write about classroom and community topics;

Specific Expectations:

OS1	give and respond to straightforward directions and instructions;
OS2	ask simple questions;
OS4	use basic conversational vocabulary about the school and community environment (e.g., frequently used verbs; family members, clothing and colors, foods, weather, sports, places in the community, means of transportation, work, tools, currency);
OS6	recognize and use visual and verbal cues, gestures and facial expressions to bridge gaps in communication;
OS7	make simple revisions to oral language in form and content (e.g., correct use of gender, pronunciation);
RS2	read and respond briefly to written materials (e.g., fill-in the blanks, circle correct answers);
RS3	extract information from signs, advertisements, notices, timetables and maps relating to the school and community environment;
RS6	use dictionaries to clarify word meanings (e.g., bilingual, pictorial);
RS8	use punctuation and capitalization to determine meaning

RS9	(e.g., recognize proper nouns); locate key facts and information in telephone book, maps, bilingual and pictorial dictionaries and other sources of information;
WS3	write short dialogues about a specific topic or activity;
WS4	use simple verb tenses, plurals, pronouns, nouns, adjectives and prepositions, with teacher guidance;
WS6	incorporate newly acquired vocabulary into their written work;
WS7	use some notebook conventions and formats appropriate for other subject areas (e.g., headings, titles, dates);

Ontario Catholic School Graduate Expectations

CGE 4f: applies effective communication, decision-making, problem-solving, time and resource management skills;

5a: works effectively as an interdependent team member.

Prior Knowledge & Skills

-The ability to use a French English dictionary

Planning Notes

-Class set of French English dictionaries

-Overhead with a list of rooms in the school and other pertinent vocabulary

-Class set of maps or plans of the school

-Cards for game (3)

Teaching/Learning Strategies

- Using a large poster or overhead, the teacher introduces or reviews vocabulary for a school building, school employees, and time. **Key vocabulary:**
 - **School rooms:** *salle de classe, gymnase, bureau du directeur/de la directrice, cafétéria, laboratoire de sciences, laboratoire d'ordinateurs, bibliothèque, chapelle, salle de réunions, salle des toilettes, salle de théâtre, salon du personnel, secrétariat, escalier, entrée*
 - **School subjects:** *français, chimie, physique, mathématiques, biologie, éducation physique, arts plastiques, anglais, musique, géographie, histoire, charpenterie, informatique, orientation*
 - **School employees :** *étudiant/ étudiante, enseignant de _____, directeur/directrice, directeur adjoint /directrice adjointe, conseiller(ère) en orientation, concierge, réceptionniste, bibliothécaire, secrétaire, infirmier(ière), aumônier(ière)*
 - **Other pertinent vocabulary :** *grille horaire, horloge, montre, va tout droit, tourne à gauche, à droite, local numéro, à côté de, devant, jusqu'à*
- Students copy the list in their learning log and write the English translation. They also add the names of the various teachers and other employees.
- **Game:** The teacher writes the room names and school employees' names on small cards. The cards are turned face down and students attempt to match the room to the person. As they turn the cards they must say the words in French to receive the point.
- The teacher prepares cloze exercises where either the person or the room is left out of the sentence for example: *La secrétaire travaille dans le _____.*
- The teacher introduces the present tense of common "er" verbs ex. *marcher, travailler, étudier, enseigner*, ensuring that students are familiar with their meaning and the concept of personal pronouns. Using the names of various school employees and the listed verbs students begin to write short sentences. i.e.: *La secrétaire – Elle travaille au secrétariat et elle s'appelle Mme Tremblay. L'enseignant de mathématiques – Il travaille dans la salle de classe et il s'appelle M. Charbonneau.*
- The teacher introduces time vocabulary using analog and digital clock face examples on an overhead or on the blackboard. To practice this vocabulary the students use their own timetables: the teacher orally asks individual students various questions about it. For example: *Sylvia, à quelle heure est-ce que tu vas à ton*

cours d'anglais? The teacher demonstrates how to answer such questions : *Je vais à mon cours d'anglais à dix heures trente. Marc, à quelle heure est-ce que tu vas à la cafétéria?* Students answer orally.

As a follow up students write a short sentence for each one of their courses.

- Using their timetables students also practice the days of the week. The teacher asks orally: *Quel jour est-ce que tu vas à ton cours de mathématiques? Je vais à mon cours de mathématiques le lundi et le mardi.* Students answer orally.
- Students rewrite their timetable in French. They orally present one day of their timetable. Ex. *À 8h30 je vais à mon cours de sciences dans la classe de Mme Simard. C'est dans le local 301. À 9h45 je vais.....*
- **Game: Blindfold lead in the class.** This will help students learn how to give and receive instructions in French. Students work in pairs. Partner A has a detailed map of the classroom. He/She must give instructions in French to the blindfolded partner. *Tourne à gauche. Va tout droit 4 pas. Arrête. Tourne à droite. Va tout droit 5 pas....*
- Students reproduce a map of the school it and label it in French.
- Using the map and vocabulary from this unit, students work in pairs and create a treasure hunt for other groups in the class. Each group should have a different target class or location in the school. Each "hunt" should consist of a minimum of 5 clues.

Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
-Formative	-Know/Think/Com/App	-Brainstorming	-Learning log	-Student
-Formative	-Know/Think/Com/App	-Small and large group discussions	-Short writing assignments modeled on teacher or textbook samples	-Student
-Formative/ Summative-	-Com/App	-Writing tasks	-Short oral presentations	-Student/ Teacher
Formative/ Summative	-Com/App	-Modeling (oral and written)	-Treasure hunt	-Student/ Teacher
- Summative	-Know/Think/App		-Test	Teacher

Accommodations

- Provide more time to complete tasks
- Peer teaching
- Provide access or use of a computer
- Vary the length of the activities

Resources

- Class set of French-English dictionaries
- *Intermède Accueil et francisation Secondaire*, Éditions FM, Laval QC, Cahier Unit 2 - p. 13,14, 15, 16, 17 Livre p.6, 7, 8
- *Book 1 Tête.à.tête* Unit 5
- *Tous ensemble! Décollage*, D.C. Heath Canada Limited 1992, p. 21, 22, 23
- Flash cards and or overheads

Activity 1.4: La cafétéria

Time: 5 hrs.

Description

In this activity students become familiar with French vocabulary used in a school cafeteria and basic writing conventions are introduced. Simple dialogues will model appropriate language for ordering food and requesting payment. Students will have the opportunity to work independently and with a partner.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations:

OV1	participate in oral learning tasks and engage in social interaction in the classroom;
OV3	participate in dialogues about familiar topics;
OV5	identify and use basic vocabulary, grammar and language conventions;
RV2	identify and understand language conventions used in their reading materials;
WV1	write in a variety of forms, with teacher guidance;
WV3	use simple sentence patterns and key conventions of standard French to write about classroom and community topics.

Specific Expectations:

OS1	give and respond to straightforward directions and instructions;
OS2	ask simple questions;
OS4	use basic conversational vocabulary about the school and community environment (e.g., frequently used verbs; family members, clothing and colors, foods, weather, sports, places in the community, means of transportation, work, tools, currency);
OS6	recognize and use visual and verbal cues, gestures and facial expressions to bridge gaps in communication;
OS7	make simple revisions to oral language in form and content (e.g., correct use of gender, pronunciation);
RS2	read and respond briefly to written materials (e.g., fill-in the blanks, circle correct answers);
RS3	extract information from signs, advertisements, notices, timetables and maps relating to the school and community environment;
RS6	use dictionaries to clarify word meanings (e.g., bilingual, pictorial);
RS8	use punctuation and capitalization to determine meaning (e.g., recognize proper nouns);
WS3	write short dialogues about a specific topic or activity;
WS4	use simple verb tenses, plurals, pronouns, nouns, adjectives and prepositions, with teacher guidance;
WS6	incorporate newly acquired vocabulary into their written work;
WS7	use some notebook conventions and formats appropriate for other subject areas (e.g., headings, titles, dates);

Ontario Catholic School Graduate Expectations

- CGE** 4f: applies effective communication, decision-making, problem-solving, time and resource management skills;
 5a: works effectively as an interdependent team member.

Prior Knowledge & Skills

-The ability to use a French English dictionary

Planning Notes

- Have pictures (grocery store flyers) and lists of food in French
- Tape the cafeteria dialogue
- Have a cafeteria menu or other samples if they are available

Teaching/Learning Strategies

- Using a large poster or overhead, the teacher introduces or reviews food related vocabulary and reviews vocabulary related to money. **Key vocabulary:**
 - **Les soupes:** *soupe au poulet, soupe aux légumes, crème de tomates*
 - **Les plats chauds :** *omelette, spaghetti à la viande, pizza (tomates et fromage), pizza garnie (tomates, fromage, champignons, saucisson), macaroni, lasagne, pâté chinois, pâté au poulet, hamburgers, hot dogs , pommes de terre frites*
 - **Les sandwichs :** *fromage à la crème, jambon-fromage, œufs, saumon, thon, poulet*
 - **Les salades :** *salade mixte (laitue, légumes), salade de choux, salade césar, salade grecque*
 - **Les desserts :** *yogourt, carré au chocolat, biscuit, salade de fruits, crème glacée, pouding au chocolat, pouding au riz, tarte aux pommes, tarte aux bleuets, gélatine au citron, gélatine aux fraises, fruits frais (banane, pomme, orange, poire)*
 - **Les boissons :** *jus de fruits, lait, lait au chocolat, boisson gazeuse, thé, café*
 - **Autre vocabulaire :** *cafétéria, verre, tasse, plateau, table, chaise, caisse, comptoir, ustensiles, couteau, fourchette, cuillère, sel, poivre, sauce aux tomates, bon, mauvais, aimer, manger, avoir faim, avoir soif*
- The teacher selects some of these vocabulary words and the students verify the gender using their French English dictionary
- Students add these to their learning log and write the English words
- **Game:** Use the *dans mon sac d'école* game and substitute *sur mon plateau*
- Using these food lists, practice questions with the verb *aimer*: *Est-ce que tu aimes les sandwichs au thon? Oui, j'aime les sandwichs au thon. Or Non, je n'aime pas les sandwichs au thon.* This is first teacher directed and then students question one another in pairs.
- Using the school's cafeteria menu and the general categories listed above, students survey their class and determine what their favorite foods are. They may add to the list if they feel that it would better represent the tastes of their peers. The survey and subsequent report should be conducted in French
- Students listen to a dialogue twice and answer follow up questions.
 - *Bonjour monsieur!*
 - *Bonjour! Qu'est-ce que tu veux manger aujourd'hui?*
 - *Je veux commander de la pizza.*
 - *Eh bien, quelle sorte de pizza?*
 - *De la pizza avec du fromage et de la sauce aux tomates.*
 - *Une pizza de quelle dimension? Petite, moyenne ou grande?*
 - *Une petite.*
 - *C'est très bien. Quelque chose à boire?*
 - *Un jus d'orange.*
 - *C'est tout?*
 - *Quel est le dessert du jour?*
 - *C'est la tarte aux pommes avec crème glacée.*
 - *Bon, je veux un dessert du jour s'il vous plaît.*
 - *C'est tout?*
 - *Oui merci.*
 - *Ça fait 5,50\$*
 - *Voilà 10,00\$*
 - *Et voilà votre monnaie de 4,50\$*

- *Merci.*
 - *Au revoir.*
 - A. Qui parle dans ce dialogue?
 - 2 amis
 - un parent et son enfant
 - deux inconnus
 - B. Que veut le client (la cliente) sur sa pizza?
 - C. Quelle grandeur de pizza commande-t-il (elle)?
 - D. Que veut-il (elle) boire?
 - E. Quel est le dessert du jour?
 - F. Combien coûte ce dîner?
- Working in pairs or groups of three, students create a menu for one week in the school cafeteria. They are encouraged to add to the list that has been shared with them and to include prices. These menus will be presented in class. During their presentation, students must include one exaggerated price or unusual item which the rest of the class must identify while listening.

Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
- Formative	-Know/Think/Com/App	-Brainstorming	-Learning log	-Student
-Formative/ Summative	-Know/Think/ Com/App	-Small and large group discussions	-Short writing assignments modeled on teacher or textbook samples	-Student/ Teacher
-Formative/ Summative	-Com/App	-Writing tasks	-Short oral presentations	-Student/ Teacher
- Summative	-Com	-Modeling (oral and written)	-Listening activity	-Student/ Teacher
-Formative/ Summative	-Com/App		-Menu	-Student/ Teacher
- Summative	-Know/Think/App		-Test	-Teacher

Accommodations

- Provide more time to complete tasks
- Employ peer teaching
- Provide access or use of a computer
- Vary the length of the activities

Resources

- Class set of French-English dictionaries
- *Intermède Accueil et francisation Secondaire*, Éditions FM, Laval, Cahier Unit 2 - p. 38-45 Livre p.49-55,
- *Book 1 Tête.à.tête* Uni– p.145-152
- *Tous ensemble! Décollage*, D.C. Heath Canada Limited 1992, p. 108-124, 144-147
- Flash cards and or overheads

Activity 1.5: Tâche finale

Time: 6.5 hrs.

Description

Students will use their classroom activities and notes from this unit to produce a leaflet or brochure and a commercial advertisement to promote their school. They will review basic language structures taught. Students will demonstrate Catholic values showing flexibility and adaptability and working effectively as interdependent team members.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations:

OV1	participate in oral learning tasks and engage in social interaction in the classroom;
OV5	identify and use basic vocabulary, grammar and language conventions.
RV3	find specific information in straightforward reference materials, with teacher guidance;
WV1	write in a variety of forms, with teacher guidance;
WV3	use simple sentence patterns and key conventions of standard French to write about classroom and community topics;

Specific Expectations:

OS4	use basic conversational vocabulary about the school and community environment (e.g., frequently used verbs; family members, clothing and colors, foods, weather, sports, places in the community, means of transportation, work, tools, currency);
OS7	make simple revisions to oral language in form and content (e.g., correct use of gender, pronunciation);
RS3	extract information from signs, advertisements, notices, timetables and maps relating to the school and community environment;
RS6	use dictionaries to clarify word meanings (e.g., bilingual, pictorial);
RS8	use punctuation and capitalization to determine meaning (e.g., recognize proper nouns);
WS3	write short dialogues about a specific topic or activity;
WS4	use simple verb tenses, plurals, pronouns, nouns, adjectives and prepositions, with teacher guidance;
WS6	incorporate newly acquired vocabulary into their written work;
WS7	use some notebook conventions and formats appropriate for other subject areas (e.g., headings, titles, dates);

Ontario Catholic School Graduate Expectations

- CGE** 4c: takes initiatives and demonstrates Christian leadership;
4f: applies effective communication, decision-making, problem-solving, time and resource management skills;
5a: works effectively as an interdependent team member.

Prior Knowledge & Skills

- The ability to use a French English dictionary
- This activity draws on material covered in activities 1 through 4

Planning Notes

- Access to the computer lab to write the good copy of their brochure

-A video camera

-Hall passes for students to be on an out of class activity to videotape their advertisement

Teaching/Learning Strategies

- The first part of this culminating task is to create a brochure promoting the school in French using notes and vocabulary from the previous activities. Students will complete this task in groups of 2 or 3. They must produce a plan, a timeline and an outline to allow the teacher to track their progress. Once the teacher has checked the plan, the subsequent work can be peer edited and verified by the teacher before the final draft is begun.
- The other component of the final task is to produce a promotional video of the school. Students can use some of the text from their brochures in this video. It can take the form of a dialogue or a series of brief interviews of “school employees” (other students in the group). Students should use peer editing and have the teacher verify their script prior to taping. The teacher should arrange a schedule for the students and ensure that it is acceptable for the students to tape in different parts of the school. (This activity can run in conjunction with the brochure writing to avoid having too many students out of the classroom at once and fewer video cameras will be necessary.)
- Students present and share activities.

Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
Summative	-Know/Think/ Com/App	-Brainstorming -Small and large group discussions -Interpreting prior learning	-Brochure -Video	Teacher

Accommodations

- Provide more time to complete tasks
- Employ peer teaching
- Provide access or use of a computer
- Vary the length of the activities

Resources

- Class set of French-English dictionaries
- Student notebooks
- Sample brochures from the school
- Annexe 1.1 -Oral Presentation rubric
- Annexe 1.2 -Written Task rubric

Annexe 1.1
Summative Evaluation Rubric for Oral Presentation

	Task	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	The student: -Applies knowledge of language conventions	-Applies knowledge of language conventions with limited effectiveness	-Applies knowledge of language conventions with some effectiveness	-Applies knowledge of language conventions with considerable effectiveness	-Applies knowledge of language conventions with a high degree of effectiveness
Thinking/ Inquiry	-Critical and creative thinking skills	-Uses critical and creative thinking skills with limited effectiveness	-Uses critical and creative thinking skills with moderate effectiveness	-Uses critical and creative thinking skills with considerable effectiveness	-Uses critical and creative thinking skills with a high degree of effectiveness
Communication	-Presents orally	-Presents with complete reliance on the written text	-Presents with heavy reliance on the written text	-Presents with limited reliance on the written text	-Presents with little or no reliance on the written text
	-Pronounces correctly	-Makes constant major pronunciation errors	-Makes frequent pronunciation errors	-Makes occasional pronunciation errors	-Makes few or no pronunciation errors
Application	-Includes specified language structures and vocabulary	-Includes few of the specified language structures and vocabulary	-Includes some of the specified language structures and vocabulary	-Includes most of the specified language structures and vocabulary	-Includes all or almost all of the specified language structures and vocabulary
	-Produces an original text	-Uses a model verbatim	-Uses a model making minor changes in basic vocabulary	-Creates a new text making some changes and/or additions to a model	-Creates a new text making significant changes and/or additions to a model

Annexe 1.2
Summative Evaluation Rubric for Written Task

	Task	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	The student: -Applies knowledge of language conventions	-Applies knowledge of language conventions with limited effectiveness	-Applies knowledge of language conventions with some effectiveness	-Applies knowledge of language conventions with considerable effectiveness	-Applies knowledge of language conventions with a high degree of effectiveness
Thinking/ Inquiry	-Critical and creative thinking skills	-Uses critical and creative thinking skills with limited effectiveness	-Uses critical and creative thinking skills with moderate effectiveness	-Uses critical and creative thinking skills with considerable effectiveness	-Uses critical and creative thinking skills with a high degree of effectiveness
Communication	-Uses new vocabulary to convey message	-Uses new vocabulary with limited effectiveness	-Uses new vocabulary with some effectiveness	-Uses new vocabulary with considerable effectiveness	-Uses new vocabulary with a high degree of effectiveness
Application	-Includes specified language structures and vocabulary	-Includes few of the specified language structures and vocabulary	-Includes some of the specified language structures and vocabulary	-Includes most of the specified language structures and vocabulary	-Includes all or almost all of the specified language structures and vocabulary
	-Produces an original text	-Copies from a model	-Uses a model making minor changes in basic vocabulary	-Creates a new text making some changes and/or additions to a model	-Creates a new text making significant changes and/or additions to a model

Annexe 1.3

PERMIS D'APPRENDRE

Nom: _____ Prénom : _____

Couleur des yeux : _____ Couleur des cheveux : _____

Adresse: _____
numéro rue appartement

ville province code postal

Numéro de téléphone (_ _ _) _ _ - _ _ _ _

Nom de l'école : _____

Date de naissance: _ _ _ _ _ _ _ _ _
Année mois jour

Photo

Unit 2: La communauté

Time: 27 hours

Unit Description

Integrating faith with life, students become familiar with the vocabulary of life in the community and explore what constitutes the role of family and neighborhood. Students examine various seasonal activities. Students review previously taught language structures and learn the present tense of high frequency 'ir' regular and irregular verbs (e.g. *aller, venir, faire, avoir, être, ...*) and reflexive verbs relating to daily routines. (e.g. *se lever, s'habiller...*). They also learn the simple negative clause, interrogative words, (e.g. *où, quand, comment, pourquoi*, followed by *est-ce que*) and the personal pronouns subject of the verb. As the culminating task, through the various activities in the three strands, students develop vocabulary and gather information in order to prepare and present an activity day promoting community life.

Unit Synopsis

Activity # Title/Name	Time (hrs)	Learning Expectations - Overall - Specific - CGEs	Assessment Category	Tasks (succinct description of student activity)
2.1 Je partage	8	OV1,3,5 WV3 OS1,2,6 RS2,6,7,9 WS5 CGE 1.i	Knowledge & Understanding	Read and extract information of a paragraph
2.2 Je rencontre	10	OV1,3,5 RV2 WV3 OS4,6,7,8 RS2,3,6,7,9 WS4,5,6,7 CGE 3e	Knowledge / Understanding Communication	Create of a map indicating the local services
2.3 Je m'implique	9.5	OV1,3,5 RV2,3,4 WV1,2,3 OS1,2,4,9 RS2,3,6,7,9 WS1,3,4,5,6,7,8 CGE 4h, 5a	Knowledge / Understanding Communication Application	Prepare an activity day

Language Structures

	<i>*L'astérisque indique l'introduction à l'oral Le caractère gras indique une structure enseignée formellement;</i>
LS1	common and proper nouns (e.g. <i>gender, capitalization, plural</i>)
LS4	present tense of regular «er» verbs
LS5	present of high frequency «ir» and irregular verbs (e.g. <i>faire, dire, aller, finir</i>)
LS6	present tense of reflexive verbs related to daily routines (e.g. <i>se lever, s'habiller</i>)

LS8a	affirmative clause;
LS8b	negative clause;
LS10	singular and plural, feminine and masculine of regular adjectives
LS12	high frequency adverbs (e.g. <i>bien, mal, vite</i>)
LS13	interrogative (e.g. <i>où, quand, comment, pourquoi</i>) followed by <i>est-ce que</i>
LS14	negative (e.g. <i>ne...pas</i>) with simple verbs

Activity 2.1: Je partage

Time: 8 hours

Description

Students become familiar with the vocabulary of their immediate surroundings such as home, family members, relatives and friends. Integrating faith with life, students have the opportunity to work as team members in order to explore and express what constitutes their place in the family.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading

Overall Expectations

OV1	participate in oral learning tasks and engage in social interaction in the classroom;
OV3	participate in dialogues about familiar topics;
OV5	identify and use basic vocabulary, grammar and language conventions;
WV3	use simple sentence patterns and key conventions of standard French to write about classroom and community topics;

Specific Expectations

OS1	give and respond to straightforward directions and instructions;
OS2	ask simple questions;
OS6	recognize and use visual and verbal cues, gestures and facial expressions to bridge gaps in communication;
RS2	read and respond briefly to written materials (e.g., fill-in the blanks, circle correct answers);
RS6	use dictionaries to clarify word meanings (e.g., bilingual, pictorial);
RS7	decipher new words, using phonics and simple sound patterns as aids; (e.g., recognize proper nouns);
RS9	locate key facts and information in telephone book, maps, bilingual and pictorial dictionaries and other sources of information;
WS5	confirm spellings, using bilingual and pictorial dictionaries and classroom charts;

Ontario Catholic School Graduate Expectations

CGE 1i: Integrates faith with life

Prior Knowledge & Skills

- Simple sentence structures
- Basic vocabulary and expressions

Planning Notes

- Explore - the *Guide du maître, manuel - Olé*
- Prepare a practice exercise : les pronoms personnels
- Prepare a chart and a written practice exercise of conjugations of regular 'ir' verbs
- Provide French-English dictionaries
- Be sensitive to alternate family situations

Teaching/Learning Strategies

- the teacher presents a list of vocabulary of the immediate family and related members and the students participate actively in recording the list (suggestion: *French Vocabulary*, page 270)
- the teacher presents a model of the structure of a family (suggestion: *Olé, Guide du maître*, page 206- *rappel du vécu*, *manuel*, page 46) and explains the rank and relationship among them and the students listen actively to the presentation
- the teacher asks students to find pictures of their immediate family and relatives and students bring them to class
- the teacher asks each student to represent the members of their family and the students label their illustration and explain their model to their peers (suggestion: *Olé, Guide du maître*, page 206- *pratique de communication orale*)
- the teacher prepares simple sentences and questions to show the relationship among family members (suggestion: *Olé, Guide du maître*, page 206- *rappel du vécu*) and the students listen and respond to the listening and oral activities (suggestion: *Olé, Guide du maître*, page 206- *rappel du vécu*)
- the teacher presents a guessing game (suggestion: *Olé, Guide du maître*, page 207- *prolongement*) and the students practice the vocabulary by responding to the game
- the teacher presents *Les pronoms personnels sujets* (suggestion : *Olé*, pages 25,26,27, *cahier de l'élève*, pages 26-27)and the students listen and complete the prepared assignment
- the teacher explains the conjugation of 'ir' verbs using the prepared chart while the students listen actively to the instructions given and complete the prepared exercises by filling in the blanks
- the teacher asks the students to work with a classmate to write simple sentences in which they incorporate the newly acquired vocabulary and the language structure and the students complete the written assignment
- the teacher presents the vocabulary pertaining to the home (suggestion: *Olé, manuel*, pages 41-45 and *French Vocabulary*, pages 174-190) and the students record the new vocabulary and complete the exercises (suggestion: *Olé, manuel*, pages 41-45)
- the teacher presents a model of a paragraph using the new vocabulary forming simple sentences (suggestion: *Olé, cahier*, pages 144-145) and the students read and extract information of a paragraph

Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
Diagnostic	Knowledge / Understanding	Brainstorming	Observation	Teacher
Formative		Teacher directed presentation		

Accommodations

- provide special materials and resources: e.g. exemplars, modeling, tapes, text etc.

- allow extra time for completion of work
- work with peers

Resources

- Coffman Crocker, Mary E., *French Vocabulary*, Schaum’s Outlines Second Edition, McGraw-Hill, 1998; 396 pages, ISBN 0-07-013886-9
- Hessler, Martine, Goyette, Diane, Francine Brière-Côté, Francine, *Olé*, Guide du Maître, Editions du Phare Inc. 1993 ; 363 pages, ISBN 2-921084-38-4
- Hessler, Martine, Goyette, Diane, Francine Brière-Côté, Francine, *Olé*, Manuel B, Editions du Phare Inc. 1993 ; 223 pages, ISBN 2-921084-39-2

Activity 2.2: Je rencontre

Time: 10 hours

Description

Through the study of new vocabulary and expressions, students gather information to explore the physical qualities of the neighborhood. As reflective and creative thinkers, students interpret their findings in order to use available services in the community. Students summarize their findings through the creation of a map indicating the local services.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading

Overall Expectations

OV1	participate in oral learning tasks and engage in social interaction in the classroom;
OV3	participate in dialogues about familiar topics;
OV5	identify and use basic vocabulary, grammar and language conventions.
RV2	identify and understand language conventions used in their reading materials;
WV3	use simple sentence patterns and key conventions of standard French to write about classroom and community topics;

Specific Expectations

OS4	use basic conversational vocabulary about the school and community environment (e.g., frequently used verbs; family members, clothing and colors, foods, weather, sports, places in the community, means of transportation, work, tools, currency);
OS6	recognize and use visual and verbal cues, gestures and facial expressions to bridge gaps in communication;
OS7	make simple revisions to oral language in form and content (e.g., correct use of gender, pronunciation);
OS8	use subject-predicate word order, simple verb tenses, negatives, questions, plurals and simple pronouns;
RS2	read and respond briefly to written materials (e.g., fill-in the blanks, circle correct answers);
RS3	extract information from signs, advertisements, notices, timetables and maps relating to the school and community environment;
RS6	use dictionaries to clarify word meanings (e.g., bilingual, pictorial);
RS7	decipher new words, using phonics and simple sound patterns as aids;

RS9	(e.g., recognize proper nouns); locate key facts and information in telephone book, maps, bilingual and pictorial dictionaries and other sources of information.
WS4	use simple verb tenses, plurals, pronouns, nouns, adjectives and prepositions, with teacher guidance; confirm spellings, using bilingual and pictorial dictionaries and classroom charts; incorporate newly acquired vocabulary into their written work; use some notebook conventions and formats appropriate for other subject areas (e.g., headings, titles, dates);
WS5	
WS6	
WS7	

Ontario Catholic School Graduate Expectations

CGE 3e: Adopts a holistic approach to life by integrating learning from various subject areas and experience

Prior Knowledge & Skills

- Simple sentence structures
- Basic vocabulary and expressions

Planning Notes

- Gather information of local community services including maps
- Prepare a chart of the conjugations of irregular verbs
- Prepare a model of a bingo game
- Provide dictionaries

Teaching/Learning Strategies

- the teacher presents a list of the interrogative words followed by *est-ce que* (suggestion: *Intermède, manuel*, pages 58-59, *Olé, cahier*, page 37) and the students listen actively, record suggested notes and complete exercises (suggestion : *Intermède, cahier*, pages 46-49)
- the teacher presents the sentence structures used while asking and giving directions and information (suggestion: *French Vocabulary*, pages 42-43) and the students record and complete assignments
- the teacher presents the vocabulary pertaining to the neighborhood, the village or the town (suggestion: *Olé, cahier*, pages 35-40; *Intermède, manuel*, pages 77-79) and explains the role of the students in their environment and the students listen and participate actively
- the teacher assigns written exercises (suggestion: *Olé, cahier*, pages 35-40 and *Intermède, manuel*, pages 80-83) and the students practice by completing exercises
- the teacher asks the students to prepare an itinerary of the path taken from their home to the school and the students share and compare their work (suggestion: *Intermède, manuel*, page 84)
- the teacher prepares a chart and presents the irregular verbs used commonly in oral language (e.g. *avoir, être, aller, venir, faire, offrir, ouvrir*) and the students record the conjugations (suggestion: *Olé, cahier*, page 35-36) and use them in simple sentences
- the teacher presents and explains a game of Bingo and the students replicate the game using the irregular verbs
- the teacher forms groups of students and the students practice the irregular verbs by playing the prepared Bingo game
- the teacher presents the present tense of reflexive verbs related to daily routines (suggestion: *D'accord 2*, pages 162- 170) and the students apply the structures in the required assignments
- the teacher presents the vocabulary of basic transportation and road signs (suggestion: *French Vocabulary*, pages 36-41; *D'Accord 2*, pages 94-97; *Intermède, manuel*, pages 80-83) and the students prepare and present a map of their neighbourhood

Assessment & Evaluation of Student Achievement

Type	Category	Methods and	Tools	User
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		Strategies		
Diagnostic	Knowledge / Understanding	Brainstorming Teacher directed presentation Small and large group	Observation	Teacher
Formative	Knowledge / Understanding Communication	discussions Student presentations	Observation	Teacher and student

Accommodations

- provide special materials and resources: e.g. exemplars, modeling, tapes, text etc.
- allow extra time for completion of work
- work with peers

Resources

- Coffman Crocker, Mary E., *French Vocabulary*, Schaum's Outlines Second Edition, McGraw-Hill, 1998; 396 pages, ISBN 0-07-013886-9
- Hessler, Martine, Goyette, Diane, Francine Brière-Côté, Francine, *Olé*, Guide du Maître, Editions du Phare Inc. 1993 ; 363 pages, ISBN 2-921084-38-4
- Hessler, Martine, Goyette, Diane, Francine Brière-Côté, Francine, *Olé*, Manuel B, Editions du Phare Inc. 1993 ; 223 pages, ISBN 2-921084-39-2
- Joli, Maria, Hardy, Marguerite, *Intermède, accueil et francisation*, secondaire, Editions FM , 1990 ; 94 pages ; ISBN 2-89047-259-0
- McConnell, G. Robert and Giroux Collins, Rosemarie, *D'Accord 2*, Addison-Wesley Publishers Limited, 1988 ; ISBN 0-201-43940-9

Activity 2.3: Je m'implique

Time: 9 hours

Description

Students learn about the weather and the seasons. They examine different activities appropriate to the season and offered within the community. For a final task students prepare an activity day using the vocabulary and the sentence structures studied and learned. Students discover and recognize the positive effects of such activities offered in their community.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OV1	participate in oral learning tasks and engage in social interaction in the classroom;
OV3	participate in dialogues about familiar topics;
OV5	identify and use basic vocabulary, grammar and language conventions.
RV2	identify and understand language conventions used in their reading materials;
RV3	find specific information in straightforward reference materials, with teacher guidance;
RV4	obtain key information from media works;
WV1	write in a variety of forms, with teacher guidance;
WV2	write sentences and questions that contain learned vocabulary and familiar language structures;
WV3	use simple sentence patterns and key conventions of standard French to write about classroom and community topics;

Specific Expectations

OS1	give and respond to straightforward directions and instructions;
OS2	ask simple questions;
OS4	use basic conversational vocabulary about the school and community environment (e.g., frequently used verbs; family members, clothing and colors, foods, weather, sports, places in the community, means of transportation, work, tools, currency);
OS9	express feelings in a variety of contexts (e.g., likes and dislikes).
RS2	read and respond briefly to written materials (e.g., fill-in the blanks, circle correct answers);
RS3	extract information from signs, advertisements, notices, timetables and maps relating to the school and community environment;
RS6	use dictionaries to clarify word meanings (e.g., bilingual, pictorial);
RS7	decipher new words, using phonics and simple sound patterns as aids; (e.g., recognize proper nouns);
RS9	locate key facts and information in telephone book, maps, bilingual and pictorial dictionaries and other sources of information.
WS1	create an invitation or a poster for an event, giving date, place, time, and other relevant details;
WS3	write short dialogues about a specific topic or activity;
WS4	use simple verb tenses, plurals, pronouns, nouns, adjectives and prepositions, with teacher guidance;
WS5	confirm spellings, using bilingual and pictorial dictionaries and classroom

WS6	charts; incorporate newly acquired vocabulary into their written work; use some notebook conventions and formats appropriate for other subject areas (e.g., headings, titles, dates); write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., pamphlets, booklets).
WS7	
WS8	

Ontario Catholic School Graduate Expectations

CGE 4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle

CGE 5a: Works effectively as an interdependent team member

Prior Knowledge & Skills

- Simple sentence structures
- Basic vocabulary and expressions

Planning Notes

- Gather illustrations representing the seasons and related activities
- Prepares a rubric and checklist to be used in the final task
- Provide dictionaries

Teaching/Learning Strategies

- the teacher presents a list of vocabulary of temperature and seasons (suggestion: *French Vocabulary*, page 224; *Olé, cahier*, page 30-34) and the students listen actively, record suggested notes and complete exercises
- the teacher presents a dialogue (suggestion: *Tête-à-Tête*, pages 14-27) and students read and extract information by completing assignments
- the teacher reviews the present tense and presents the verbs *perdre*, *dormir* and the students incorporate the present tense of regular and irregular verbs using the new vocabulary in simple sentences (suggestion : *Olé, cahier*, pages 32-33)
- the teacher initiates a brainstorming session (e.g. using visual illustrations) incorporating the vocabulary of the seasonal changes and related activities and adds unknown vocabulary and expressions and the students participate actively and record information
- the teacher presents the negative clause used with simple sentences (suggestion: *D'accord 2*, pages 54, 70-71) and the students take notes and apply the structure by completing the exercises
- the teacher asks the students to participate in a group activity and the students express their likes and dislikes of seasonal changes and activities (suggestion: *Intermède, manuel* pages 72-75)
- the teacher presents the vocabulary of safety on the road (suggestion: *Olé, le club des super prudents, cahier*, pages 111-115) and students listen, participate and practice as they complete the exercises
- the teacher presents the vocabulary of seasonal physical activities:
 1. gymnastics (suggestion: *Intermède, manuel*, pages 62-67, *cahier*, pages 50-55; *French Vocabulary*, page 213)
 2. hockey (suggestion : *Intermède, manuel*, pages 66-71, 88-91, *cahier*, pages 57-59; *French Vocabulary*, pages 207)
 3. others (e.g. soccer, basketball, baseball) (suggestion : *Olé, cahier*, pages 117-119; *French Vocabulary*, pages 204,205,208)
 4. preferences (suggestion: *Intermède, manuel*, pages 72-76, *cahier*, pages 60-61
 and the students complete given assignments
- the teacher assigns a written task (suggestion: *Intermède, manuel*, pages 88-90) as a summative evaluation and the students prepare and present the task

Assessment & Evaluation of Student Achievement

Type	Category	Methods and	Tools	User
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		Strategies		
Formative	Knowledge / Understanding	Brainstorming Small and large group discussions	Observation	Teacher
Summative	Knowledge / Understanding Communication Application	Student presentations	Checklist Rubric	Teacher

Accommodations

- provide special materials and resources: e.g. exemplars, modeling, tapes, text etc.
- allow extra time for completion of work
- work with peers
- access and use of computer

Resources

- Brown, Margarite, *Tête à Tête, Book 1*, Dominic Press Limitd, 1985; ISBN 0-88751-023-X
- Coffman Crocker, Mary E., *French Vocabulary*, Schaum's Outlines Second Edition, McGraw-Hill, 1998; 396 pages, ISBN 0-07-013886-9
- Hessler, Martine, Goyette, Diane, Francine Brière-Côté, Francine, *Olé, Guide du Maître*, Editions du Phare Inc. 1993 ; 363 pages, ISBN 2-921084-38-4
- Hessler, Martine, Goyette, Diane, Francine Brière-Côté, Francine, *Olé, Manuel B*, Editions du Phare Inc. 1993 ; 223 pages, ISBN 2-921084-39-2
- Joli, Maria, Hardy, Marguerite, *Intermède, accueil et francisation*, secondaire, Editions FM , 1990 ; 94 pages ; ISBN 2-89047-259-0
- McConnell, G. Robert and Giroux Collins, Rosemarie, *D'Accord 2*, Addison-Wesley Publishers Limited, 1988 ; ISBN 0-201-43940-9

Unit 3: Les carrières

Time: 27 hours

Unit Description

Students become familiar with the vocabulary that enhances skills in order to become autonomous and participate in the world of work and service to make a meaningful contribution to society. Through the various activities in the three strands, students discover their strengths and abilities, develop an awareness of trades and professions as well as the importance of participation in social surroundings. Students review previously taught language structures and learn the personal pronouns object of the verb (e.g. *le, la, les, lui, leur*), the expressions of future tense using *aller*, followed by the infinitive (e.g. *je vais partir à 8 heures*) and high frequency adverbs, (e.g. *bien, mal, vite*). As the culminating task, students research a trade of interest, prepare and present a poster.

Unit Synopsis

Activity # Title/Name	Time (hrs)	Learning Expectations - Overall - Specific - CGEs	Assessment Category	Tasks (succinct description of student activity)
3.1 Devenir autonome	12	OV1,3,5 RV4 WV2,3 OS1,2,3,4,6,7,8,9 RS1,2,3,5,6,7 WS4,5,6,7 CGE 4g	Knowledge / Understanding Communication	Explain and present an advertised position.
3.2 S'orienter	8	OV1,2,3,5 RV1,4 WV1,2,3 OS1,2,3,4,6,7,8,9 RS1,2,3,5,6,7 WS4,5,6,7,8 CGE 5b	Knowledge / Understanding Critical thinking Communication Application	Create a poster advertising a position
3.3 Faire une différence	7.5	OV1,2,3,5 RV1,4 WV1,2,3 OS1,2,3,6,7,8,9 RS1,2,5,6, WS3,4,5,6,7,8 CGE 4d	Knowledge / Understanding Communication Application	Prepare a letter to the editor of the local newspaper

Language Structures

*	<i>*L'astérisque indique l'introduction à l'oral</i>
—	<i>— Le souligné indique une structure enseignée formellement;</i>
LS1	common and proper nouns (e.g. <i>gender, capitalization, plural</i>)
LS2	personal pronouns (e.g. <i>subject, le, la, les, lui, leur</i>)
LS4	present tense of regular «er» verbs present of high frequency «ir» and irregular verbs (e.g. <i>faire, dire, aller, finir</i>)
LS5	present tense of reflexive verbs related to daily routines (e.g. <i>se lever,</i>

LS6	<i>s'habiller</i> affirmative clause;
LS8a	negative clause;
LS8b	expression of future tense using <i>aller</i> followed by an infinitive (e.g. <i>Je vais partir à huit heures.</i>)
LS9	singular and plural, feminine and masculine of regular adjectives
LS10	position and agreement of the adjective
LS11	high frequency adverbs (e.g. <i>bien, mal, vite</i>)
LS12	interrogative (e.g. <i>où, quand, comment, pourquoi</i>) followed by <i>est-ce que</i>
LS13	negative (e.g. <i>ne...pas</i>) with simple verbs
LS14	conjunctions <i>et, mais, ou</i> .
LS15*	

Activity 3.1: Devenir autonome

Time: 12 hours

Description

Students become familiar with the vocabulary of part-time employment, (e.g. job availability, telephone ethics, currency, curriculum vitae etc.). Students have the opportunity to explore the world of work as they explain and present an advertised position.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OV1	participate in oral learning tasks and engage in social interaction in the classroom;
OV3	participate in dialogues about familiar topics;
OV5	identify and use basic vocabulary, grammar and language conventions.
RV4	obtain key information from media works;
WV2	write sentences and questions that contain learned vocabulary and familiar language structures;
WV3	use simple sentence patterns and key conventions of standard French to write about classroom and community topics;

Specific Expectations

OS1	give and respond to straightforward directions and instructions;
OS2	ask simple questions;
OS3	participate in conversations by responding to specific questions, using

OS4	short phrases; use basic conversational vocabulary about the school and community environment (e.g., frequently used verbs; family members, clothing and colors, foods, weather, sports, places in the community, means of transportation, work, tools, currency);
OS6	recognize and use visual and verbal cues, gestures and facial expressions to bridge gaps in communication;
OS7	make simple revisions to oral language in form and content (e.g., correct use of gender, pronunciation);
OS8	use subject-predicate word order, simple verb tenses, negatives, questions, plurals and simple pronouns;
OS9	express feelings in a variety of contexts (e.g., likes and dislikes).
RS1 RS2	read aloud familiar material, using correct pronunciation and intonation; read and respond briefly to written materials (e.g., fill-in the blanks, circle correct answers);
RS5 RS6 RS7	express personal preferences or reactions to a simple text; use dictionaries to clarify word meanings (e.g., bilingual, pictorial); decipher new words, using phonics and simple sound patterns as aids;
WS4 WS5 WS6 WS7	use simple verb tenses, plurals, pronouns, nouns, adjectives and prepositions, with teacher guidance; confirm spellings, using bilingual and pictorial dictionaries and classroom charts; incorporate newly acquired vocabulary into their written work; use some notebook conventions and formats appropriate for other subject areas (e.g., headings, titles, dates);

Ontario Catholic School Graduate Expectations

CGE 4g: Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities

Prior Knowledge & Skills

- Simple sentence structures
- Basic vocabulary and expressions
- Interrogative words followed by *est-ce que*

Planning Notes

- Provide a sample of a position for part-time employment
- Plan access to the computer

Teaching/Learning Strategies

- the teacher presents a list of vocabulary and expressions of telephone ethics (suggestion: *French Vocabulary*, pages 76, 84-85) and the students listen actively, record suggested notes and complete exercises
- the teacher presents a dialogue (suggestion: *Tête-à-Tête*, pages 7-12) and students read and extract information by completing assignments
- the teacher groups the students and the students use the previous model to create and present a short telephone conversation
- the teacher presents a personal identification sheet, pay and benefits (suggestion: *Intermède, manuel*, pages 14-16, *cahier*, pages 11-12; *French Vocabulary*, pages 242-244, 246; *Tête-à-Tête*, page 77-90) and the students complete their personal identification sheet

- the teacher initiates a brainstorming activity pertaining to part-time employment within the community and the students participate in making a list of potential part-time jobs (suggestion: *D'accord 1*, page 112-114)
- the teacher presents the new vocabulary and expressions of part-time jobs that refer to fast-food: (suggestion: *Tête-à-Tête*, pages 146-148 ; *French Vocabulary* , pages 94-97; *Olé, cahier*, pages 89-92 ; *Intermède, manuel*, pages 49-50, *cahier*, pages 38-45 ; *D'Accord 1*, pages 56-60) and the students take notes, read, participate and complete the exercises
- the teacher presents *L'adjectif qualificatif – l'accord et la place* (suggestion : *Olé* , *manuel* page 128-148, *Intermède, manuel* pages-51-52) and chooses specific exercises (suggestion: *Intermède* , *cahier*, page 42) and the students record notes and complete assignments
- the teacher present the new vocabulary and expressions of part-time jobs that refer to boutiques & department stores: (*D'Accord 1*, pages 110-116 ; *D'Accord 2*, pages 4-9 ; *Olé, cahier*, pages 46-50 ; *Tête-à-Tête*, pages 68-78, 136-144) and the students take notes, read, participate and complete the exercises
- the teacher asks the students to find in the newspaper or on the internet a part-time job advertisement and the students explain and present the advertised position

Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
Diagnostic	Knowledge / Understanding	Teacher directed presentations	Observation	Teacher
Formative	Communication	Small group directed activities	Observation	Teacher

Accommodations

- provide special materials and resources: e.g. exemplars, modeling, tapes, text etc.
- allow extra time for completion of work
- work with peers
- access and use of computer

Resources

- Brown, Margarite, *Tête à Tête, Book 1*, Dominie Press Limitd, 1985; ISBN 0-88751-023-X
- Coffman Crocker, Mary E., *French Vocabulary*, Schaum's Outlines Second Edition, McGraw-Hill, 1998; 396 pages, ISBN 0-07-013886-9
- Hessler, Martine, Goyette, Diane, Francine Brière-Côté, Francine, *Olé*, Guide du Maître, Editions du Phare Inc. 1993 ; 363 pages, ISBN 2-921084-38-4
- Hessler, Martine, Goyette, Diane, Francine Brière-Côté, Francine, *Olé*, Manuel B, Editions du Phare Inc. 1993 ; 223 pages, ISBN 2-921084-39-2
- Joli, Maria, Hardy, Marguerite, *Intermède, accueil et francisation*, secondaire, Editions FM , 1990 ; 94 pages ; ISBN 2-89047-259-0
- McConnell, G. Robert and Giroux Collins, Rosemarie, *D'Accord 2*, Addison-Wesley Publishers Limited, 1988 ; ISBN 0-201-43940-9

Activity 3.2: S'orienter

Time: 8 hours

Description

Through the study of new vocabulary and short texts, students gather information to explore the trades and professions of the wider world. Students read, reflect and think critically in order to understand the skills required to pursue a career. Students summarize their findings through the creation and presentation of a job description .

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OV1	participate in oral learning tasks and engage in social interaction in the classroom;
OV2	listen and respond to short structured spoken texts;
OV3	participate in dialogues about familiar topics;
OV5	identify and use basic vocabulary, grammar and language conventions.
RV1	read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of French, with teacher guidance;
RV4	obtain key information from media works;
WV1	write in a variety of forms, with teacher guidance;
WV2	write sentences and questions that contain learned vocabulary and familiar language structures;
WV3	use simple sentence patterns and key conventions of standard French to write about classroom and community topics;

Specific Expectations

OS1	participate in oral learning tasks and engage in social interaction in the classroom;
OS2	listen and respond to short structured spoken texts;
OS3	participate in dialogues about familiar topics;
OS4	use basic conversational vocabulary about the school and community environment (e.g., frequently used verbs; family members, clothing and colors, foods, weather, sports, places in the community, means of transportation, work, tools, currency);
OS6	recognize and use visual and verbal cues, gestures and facial expressions to bridge gaps in communication;
OS7	make simple revisions to oral language in form and content (e.g., correct use of gender, pronunciation);
OS8	use subject-predicate word order, simple verb tenses, negatives, questions, plurals and simple pronouns;
OS9	express feelings in a variety of contexts (e.g., likes and dislikes).
RS1	read aloud familiar material, using correct pronunciation and intonation;
RS2	read and respond briefly to written materials (e.g., fill-in the blanks, circle correct answers);
RS3	extract information from signs, advertisements, notices, timetables and maps relating to the school and community environment;
RS5	express personal preferences or reactions to a simple text;
RS6	use dictionaries to clarify word meanings (e.g., bilingual, pictorial);
RS7	decipher new words, using phonics and simple sound patterns as aids;
WS4	use simple verb tenses, plurals, pronouns, nouns, adjectives and prepositions, with teacher guidance;
WS5	confirm spellings, using bilingual and pictorial dictionaries and classroom

WS6	charts; incorporate newly acquired vocabulary into their written work; use some notebook conventions and formats appropriate for other subject areas (e.g., headings, titles, dates); write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., pamphlets, booklets).
WS7	
WS8	

Ontario Catholic School Graduate Expectations

CGE 5b: Thinks critically about the meaning and purpose of work

Prior Knowledge & Skills

- Simple sentence structures
- Basic vocabulary and expressions
- Interrogative words followed by *est-ce que*
- Conjugation of regular, irregular verbs
- Negative clause

Planning Notes

- Provide newspapers and dictionaries
- Prepare and provide a rubric for the final task

Teaching/Learning Strategies

- the teacher presents a list of jobs and professions (suggestion: *French Vocabulary*, pages 238-240) and the students listen actively and record the list
- the teacher assigns oral and written assignments (suggestion: *French Vocabulary*, pages 240-241) and the students complete the exercises
- the teacher groups the students and presents the game of trades and professions (suggestion: *Olé , cahier*, pages 84-86) and the students participate actively in the oral and written activities
- the teacher presents the structure *aller/pouvoir/vouloir/savoir +infinitive* and students record the conjugation (suggestion: *Tête-à-Tête*, pages 14-27; *Olé, cahier*, pages 190-191 ; *D'Accord 1* , pages 115) and the students record the information and complete the exercises
- the teacher initiates a brainstorming activity using the acquired vocabulary of adjectives and nouns to create a list of skills required to pursue a future career and the students listen and participate actively using the dictionary in order to create the list
- the teacher asks the students to create a poster advertising a position and the students use a model taken from the local newspaper to complete the assignment
- the teacher corrects the first draft of the assignment giving feedback and the students complete and present the final draft

Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
Formative	Knowledge / Understanding	Brainstorming Small and large group discussions	Observation	Teacher
Formative	Knowledge / Understanding Critical thinking Communication Application	Student Presentaitons	Evaluation	

Accommodations

- provide special materials and resources: e.g. exemplars, modeling, tapes, text etc.
- allow extra time for completion of work
- work with peers
- access and use of computer

Resources

- Brown, Margerite, *Tête à Tête, Book 1*, Dominic Press Limitd, 1985; ISBN 0-88751-023-X
- Coffman Crocker, Mary E., *French Vocabulary*, Schaum's Outlines Second Edition, McGraw-Hill, 1998; 396 pages, ISBN 0-07-013886-9
- Hessler, Martine, Goyette, Diane, Francine Brière-Côté, Francine, *Olé*, Guide du Maître, Editions du Phare Inc. 1993 ; 363 pages, ISBN 2-921084-38-4
- Hessler, Martine, Goyette, Diane, Francine Brière-Côté, Francine, *Olé*, Manuel B, Editions du Phare Inc. 1993 ; 223 pages, ISBN 2-921084-39-2
- Joli, Maria, Hardy, Marguerite, *Intermède, accueil et francisation*, secondaire, Editions FM , 1990 ; 94 pages ; ISBN 2-89047-259-0
- McConnell, G. Robert and Giroux Collins, Rosemarie, *D'Accord 2*, Addison-Wesley Publishers Limited, 1988 ; ISBN 0-201-43940-9

Activity 3.3: Faire une différence

Time: 7 hours

Description

Through various media, students examine and evaluate ways to enhance the environment. They research and read about the needs and future care of our planet. Students exchange ideas, prepare and present a short dialogue using the appropriate vocabulary and sentence structure. Students discover and recognize the positive influence and impact of their input and actions upon the world.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OV1	participate in oral learning tasks and engage in social interaction in the classroom;
OV2	listen and respond to short structured spoken texts;
OV3	participate in dialogues about familiar topics;
OV5	identify and use basic vocabulary, grammar and language conventions.
RV1	read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of French, with teacher guidance;
RV4	obtain key information from media works;
WV1	write in a variety of forms, with teacher guidance;
WV2	write sentences and questions that contain learned vocabulary and familiar language structures;
WV3	use simple sentence patterns and key conventions of standard French to write about classroom and community topics;

Specific Expectations

OS1 OS2 OS3 OS6 OS7 OS8 OS9	give and respond to straightforward directions and instructions; ask simple questions; participate in conversations by responding to specific questions, using short phrases; recognize and use visual and verbal cues, gestures and facial expressions to bridge gaps in communication; make simple revisions to oral language in form and content (e.g., correct use of gender, pronunciation); use subject-predicate word order, simple verb tenses, negatives, questions, plurals and simple pronouns; express feelings in a variety of contexts (e.g., likes and dislikes).
RS1 RS2 RS5 RS6 RS7	read aloud familiar material, using correct pronunciation and intonation; read and respond briefly to written materials (e.g., fill-in the blanks, circle correct answers); express personal preferences or reactions to a simple text; use dictionaries to clarify word meanings (e.g., bilingual, pictorial); decipher new words, using phonics and simple sound patterns as aids;
WS3 WS4 WS5 WS6 WS7 WS8	write short dialogues about a specific topic or activity; use simple verb tenses, plurals, pronouns, nouns, adjectives and prepositions, with teacher guidance; confirm spellings, using bilingual and pictorial dictionaries and classroom charts; incorporate newly acquired vocabulary into their written work; use some notebook conventions and formats appropriate for other subject areas (e.g., headings, titles, dates); write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., pamphlets, booklets).

Ontario Catholic School Graduate Expectations

- CGE 4D: Responds to, manages and constructively influences change in a discerning manner

Prior Knowledge & Skills

- Simple sentence structures
- Basic vocabulary and expressions
- Interrogative words followed by *est-ce que*
- Conjugation of regular, irregular verbs
- Negative clause

Planning Notes

- Provide newspapers and dictionaries
- Prepare and provide a checklist and a rubric for the final task
- Provide a sample letter
- Provide the name and address of the editor of the local newspaper

Teaching/Learning Strategies

- the teacher presents *les pronoms personnels objets, le, l, a les, l', lui, leur* (suggestion: *Autour de nous, manuel*, pp. 50, 51, 82,83 et *Autour de nous, cahier*, pp.191, 192)and the students listen actively and complete the required assignments
- the teacher presents basic vocabulary pertaining to the environment and the students add to this list by using the dictionary

- the teacher presents short texts (suggestion: *Olé, cahier*, pages 93-106) and the students read and recognize the previous language structure and vocabulary
- the teacher presents the high frequency adverbs, (e.g. *bien, mal, vite*) (suggestion: *D'accord 1*, page 46, 171) and the students listen, take notes and apply the structures in simple sentences
- the teacher presents the final task and asks the students to prepare a letter (suggestion: *Olé, cahier*, page 21) to the editor of the local newspaper about an environmental concern and the students research, prepare a first draft and peer edit the assignment
- the teacher evaluates the final task and the students submit and present their assignment for a summative evaluation

Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
Formative	Knowledge / Understanding	Brainstorming Small and large group discussions	Observation	Teacher
Summative	Knowledge / Understanding Communication Application	Student presentations	Checklist Rubric	Teacher

Accommodations

- provide special materials and resources: e.g. exemplars, modeling, tapes, text etc.
- allow extra time for completion of work
- work with peers
- access and use of computer

Resources

- Agro-De Rosa, Laura, Coulbeck, Art and Faulds, Marcelle, *Autour de Nous*, Addison Wesley, 208 pages, ISBN 0-201-70634-2
- Brown, Margarite, *Tête à Tête, Book 1*, Dominic Press Limitd, 1985; ISBN 0-88751-023-X
- Coffman Crocker, Mary E., *French Vocabulary*, Schaum's Outlines Second Edition, McGraw-Hill, 1998; 396 pages, ISBN 0-07-013886-9
- Hessler, Martine, Goyette, Diane, Francine Brière-Côté, Francine, *Olé*, Guide du Maître, Editions du Phare Inc. 1993 ; 363 pages, ISBN 2-921084-38-4
- Hessler, Martine, Goyette, Diane, Francine Brière-Côté, Francine, *Olé*, Manuel B, Editions du Phare Inc. 1993 ; 223 pages, ISBN 2-921084-39-2
- McConnell, G. Robert and Giroux Collins, Rosemarie, *D'Accord 2*, Addison-Wesley Publishers Limited, 1988 ; ISBN 0-201-43940-9

Unit 4 : Les médias

Time:: 27.5 heures

Unit description

In this unit, students become familiar with the world of media and explore articles, interviews and the newspaper. Through the practice provided by various oral, written and reading activities, students prepare a dialogue, write a short article and create as a final task a class newspaper. The students review various grammar

structures and learn the interrogative clause and the conjunctions “et, mais, ou”. The student will therefore be shown how and expected to understand and use materials effectively. Group work will nurture flexibility and adaptability as well as reinforce the importance of cooperation.

Unit Synopsis

Activity # Title/Name	Time (hrs)	Expectations - Overall - Specific - CGEs	Assessment Category	Tasks (succinct description of student activity)
1.1	6	OV1, 3, 5, RV1 WV1, 2 OS1, 2, 3, 6, 7, 8, 9 RS2 WS3, 4, 5, 6, 7 CGE 2b, 2d, 4b, 5a	K / U T / I C A	- Various oral exercises and creation of dialogue - Review of various grammar notions
1.2	5.5	OV1, 2, 3, 5 RV1, 4 WV1, 2, 3 OS1, 2, 3, 5, 6, 7, 8, 9 RS1, 2, 4, 5, 6, 7 WS2, 4, 5, 6, 7, 8 CGE 2b, 2d, 4b, 4f, 5e	K / U T / I C A	- Read an interview - Understand a written text
1.3	9	OV1, 4, 5 RV1, 4 WV1, 2 OS1, 2, 3, 6, 7, 8 RS1, 2, 4, 5, 6, 7 WS4, 5, 6, 7, 8 CGE 2b, 2d, 4b, 4f, 5e	K / U T / I C A	- Manipulation of newspaper and practice of pertinent vocabulary - Creation of an article
1.4	7	OV1, 5 WV1, 2, 3 OS1, 2, 6, 7, 8 RS6 WS4, 5, 6, 8 CGE 2b, 2d, 4b, 4f, 5a, 5e	K / U T / I C A	- Writing of a class newspaper - Unit test

Language Structures

*	<i>*L'astérisque indique l'introduction à l'oral</i>
—	<i>Le souligné gras indique une structure enseignée formellement;</i>
LS1	common and proper nouns (e.g. <i>gender, capitalization, plural</i>)
LS2	personal pronouns (e.g. <i>subject, le, la, les, lui, leur</i>)
LS4	present tense of regular «er» verbs
LS5	present of high frequency «ir» and irregular verbs (e.g. <i>faire, dire, aller, finir</i>)

LS6	present tense of reflexive verbs related to daily routines (e.g. <i>se lever, s'habiller</i>)
LS8a	affirmative clause;
LS8b	negative clause;
LS8c	interrogative clause;
LS9	expression of future tense using <i>aller</i> followed by an infinitive (e.g. <i>Je vais partir à huit heures.</i>)
LS10	singular and plural, feminine and masculine of regular adjectives
LS11	position and agreement of the adjective
LS12	high frequency adverbs (e.g. <i>bien, mal, vite</i>)
LS13	interrogative (e.g. <i>où, quand, comment, pourquoi</i>) followed by <i>est-ce que</i>
LS14	negative (e.g. <i>ne...pas</i>) with simple verbs
LS15	conjunctions <i>et, mais, ou.</i>

Activity 4.1: Les médias, c'est quoi?

Time : 6 hours

Description

In this activity, students become familiar with vocabulary relating to media, and practice answering and asking questions. The inversion form of the question is introduced and practiced orally and in written form. To end the activity, students are asked to create a short dialogue pertaining to preferred choices in some form of media. As learners of a second language, the students are encouraged to present information and ideas clearly and with sensitivity to others.

Strands and Learning Expectations

Strands: Oral communication, Reading, Writing

Overall Expectations

OV1	participate in oral learning tasks and engage in social interaction in the classroom;
OV3	participate in dialogues about familiar topics;
OV5	identify and use basic vocabulary, grammar and language conventions;
RV1	read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of French, with teacher guidance;
WV1	write in a variety of forms, with teacher guidance;
WV2	write sentences and questions that contain learned vocabulary and familiar language structures.

Specific Expectations

OS1	give and respond to straightforward directions and instructions;
OS2	ask simple questions;
OS3	participate in conversations by responding to specific question, using short phrases;
OS6	recognize and use visual and verbal cues, gestures and facial expressions to bridge gaps in communication;
OS7	make simple revisions to oral language in form and content
OS8	use subject-predicate word order, simple verb tenses, negatives, questions, plurals and simple pronouns;
OS9	express feelings in a variety of contexts;
RS2	read and respond briefly to written materials
WS3	write short dialogues about a specific topic or activity;
WS4	use simple verb tenses, plurals, pronouns, nouns, adjectives and prepositions, with teacher guidance;
WS5	confirm spellings, using bilingual and pictorial dictionaries and classroom charts;
WS6	incorporate newly acquired vocabulary into their written work;
WS7	use some notebook conventions and formats appropriate for other subject areas;

Ontario Catholic School Graduate Expectations

CGE2b – reads, understands and uses written materials effectively;

CGE2d –writes and speaks fluently one or both of Canada’s official languages;

CGE4b –demonstrates flexibility and adaptability;

CGE5a –works effectively as an interdependent team member.

Prior Knowledge and Skills

- All expectations worked on in previous units are important for the better understanding and use of exercises in this unit.

Planning Notes

The planning notes in this activity apply to all activities in this last unit.

- Store French newspapers, such as L'Express de Toronto or La Presse de Montréal, to prepare for activity 3;
- Prepare and hand out a booklet of simple written games and word searches to be used by the students when they have finished work before others;
- Prepare classroom charts relating to plural and feminine of adjectives, the present and *futur proche* tenses of verbs in the 1st, 2nd and 3rd groups of verbs, and frequently used expressions in the classroom;
- Encourage the use of dictionaries (bilingual as well as pictorial) in order to develop independence and self-confidence;

Teaching / Learning Strategies

- The teacher brainstorms on media, writes ideas in French on the board and the students participate in this oral activity.
- The teacher either writes vocabulary on the board distributes a vocabulary sheet (Annexe 4.1a) to the students. The students repeat the words after the teacher and practice it with a partner.
- The teacher chooses 2 verbs from the vocabulary list and asks the students to conjugate these 2 verbs in the affirmative and negative forms. The students conjugate these verbs in their verb section and the work is corrected on the board.
- The teacher explains the inversion form asking a question (*On y va*, p.86 and 87) and writes out one of the 2 verbs conjugated in the interrogative form. The students copy this verb and conjugate the next one on their own. It is then corrected by writing it out on the board.
- The teacher distributes Annexe 4.1b and reads the dialogues with the students. The students then practice the dialogues in pairs.
- The teacher asks a few pairs of students to read a dialogue out loud. The students stay at their seat and read a dialogue to the class.
- The teacher encourages the students to express themselves by asking questions pertaining to their tastes in media. (Annexe 4.1c) The students participate in this oral exercise as a class.
- The teacher distributes Annexe 4.1d, an oral exercise where students practice a longer dialogue and engage in word substitution.
- The teacher reviews the *futur proche* and the students conjugate 2 verbs in the affirmative and negative forms. The students write out the verbs in the verb section and ensures that the teacher corrects the work.
- The teacher distributes Annexe 4.1f, a written exercise on the futur proche. The student completes the exercise and asks clarifications if necessary.
- The teacher reviews the question with *Est-ce que* and the inversion with a written exercise (Annexe 4.1e). The students participate and complete the exercise. The work is corrected in class.
- The teacher announces an oral project where the students will create a dialogue, have their work edited in class by the teacher and practice it with a partner.
- The teacher listens to each dialogue and evaluates the work.
- This work is to be done by each student individually.

Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
Diagnostic	K / U	Brainstorming	Observation	Teacher
Formative	K / U A T / I C	Questions and answers	Feedback	Student & teacher

Summative	K / U A C	Performance task: dialogues	Feedback Conferencing	Student & teacher Student & teacher
	K / U A	Pencil and paper	Feedback	Student & teacher
	K / U T / I C A	Performance task: dialogue	rubric	Student & teacher

Accommodations

- Encourage the students to ask for clarifications.
- Teach the students to use context clues when reading while maintaining grade level.
- Encourage drafts and suggest ways to improve drafts.
- Encourage the students to practice oral work with the teacher to correct pronunciation.

Resources

Anderson Debbie et al, *On y va!*, Don Mills, Pearson Education, 2001, 176 pages. ISBN 0-201-69786-6

Annexe 4.1a Le vocabulaire

Annexe 4.1b Les dialogues

Annexe 4.1c C'est à ton tour!

Annexe 4.1d Qu'est-ce que tu en penses?

Annexe 4.1e La question...comment la poser?

Annexe 4.1f Le futur proche

Annexe 4.1g Une conversation

Activity 4.2 : À la télévision!

Time : 5.5 hours

Description

In this activity, the students learn to express their likes and dislikes regarding television. By studying a fictitious newscast, they practice vocabulary and some expressions to be reused in the creation of a poster related to an event in the newscast. As we are responsible to mirror compassionate and generous behaviors, the newscast centers on a school fundraiser for the Cancer Society and the enthusiasm of students in helping others.

Strands and Learning Expectations

Strands: Oral Communication, reading, Writing.

Overall Expectations

OV1	participate in oral learning tasks and engage in social interaction in the classroom;
OV2	listen and respond to short structured spoken texts;
OV3	participate in dialogues about familiar topics;
OV5	identify and use basic vocabulary, grammar and language conventions.
RV1	read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of French, with teacher guidance;
RV4	obtain key information from media works;
WV1	write in a variety of forms, with teacher guidance;
WV2	write sentences and questions that contain learned vocabulary and familiar language structures;
WV3	use simple sentence patterns and key conventions of standard

Specific Expectations

OS1	give and respond to straightforward directions and instructions;
OS2	ask simple questions;
OS3	participate in conversations by responding to specific questions, using short phrases;
OS5	view, listen to and read media works to obtain information and to complete assigned tasks (e.g., weather forecast on television, sports scores on the radio or the newspaper, data from the internet);
OS6	recognize and use visual and verbal cues, gestures and facial expressions to bridge gaps in communication;
OS7	make simple revisions to oral language in form and content (e.g., correct use of gender, pronunciation);
OS8	use subject-predicate word order, simple verb tenses, negatives, questions, plurals and simple pronouns;
OS9	express feelings in a variety of contexts (e.g., likes and dislikes).
RS1	read aloud familiar material, using correct pronunciation and intonation;
RS2	read and respond briefly to written materials (e.g., fill-in the blanks, circle correct answers);
RS4	identify the main idea and a few supporting details;
RS5	express personal preferences or reactions to a simple text;
RS6	use dictionaries to clarify word meanings (e.g., bilingual, pictorial);
RS7	decipher new words, using phonics and simple sound patterns as aids;
WS2	write short texts and messages (e.g., “for sale” sign) choosing the vocabulary to suit the purpose;
WS4	use simple verb tenses, plurals, pronouns, nouns, adjectives and prepositions, with teacher guidance;
WS5	confirm spellings, using bilingual and pictorial dictionaries and classroom charts;
WS6	incorporate newly acquired vocabulary into their written work;
WS7	use some notebook conventions and formats appropriate for other subject areas (e.g., headings, titles, dates);
WS8	write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., pamphlets, booklets).

Ontario Catholic School Graduate Expectation

CGE2b – reads, understands and uses written materials effectively

CGE2d – writes and speaks fluently one or both of Canada’s official languages

CGE4b – demonstrates flexibility and adaptability

CGE4f – applies effective communication, decision-making, problem-solving, time and resource management skills

CGE5e – respects the rights, responsibilities and contributions of self and others.

Planning Notes

Please refer to the notes from Activity 1.

- In order to ensure confident use of verbs and vocabulary, students should practice the vocabulary and conjugate 2 verbs (+ - ?) in the present tense and *futur proche* every day. This can be done at home as homework or at the beginning of class as an intro exercise.

Teaching / Learning Strategies

- The teacher introduces the subject by asking questions on television preferences, habits, and dislikes (Annexe 4.2b). The students participate in the discussion.
- The teacher distributes a vocabulary sheet and practices the pronunciation with the students. (Annexe 4.2a) The students practice the vocabulary first with the teacher and then with a partner.
- The teacher introduces the students to the various types of programs on television . (*d'accord 2* p. 66)
- The teacher hands out a transcript of a fictitious newscast and reads it . (Annexe 4.2c) The students repeat and read the text. The reading is repeated, this time, the teacher assigns roles to various students.
- The teacher ensures the text is understood by asking oral comprehension questions. The students respond and ask for clarifications.
- The teacher distributes a series of exercises (Annexe 4.2d):
- The first exercise is to be completed with a partner and then corrected, again to ensure comprehension.
- The second exercise is to be answered by each student. The answers are then written on the board and corrected as a composition exercise. The students are encouraged to find the mistakes and suggest corrections.
- The third exercise is an oral set of questions where the teacher asks questions and the students answer to practice the vocabulary previously taught.
- The teacher distributes a review exercise (Annexe 4.2e) on verbs. The students complete the exercise which is corrected in class.
- The teacher announces a small project to be completed by each student individually. The students create the poster as directed on the assignment sheet. (Annexe 4.2f)

Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
Formative	K / U C A	Questions and answers	Feedback	Teacher & student
	K / U A	Pencil and paper	Feedback	Teacher & student
Summative	K / U T / I C A	Performance task: poster	Rubric	Teacher

Accommodations

- Encourage the students to ask for clarification.
- Provide direct instruction for areas of reading needs.
- Reduce assignment expectations.
- Encourage drafts and suggest ways to improve drafts.

Resources

Anderson Debbie, et al, *On y va !*, Don Mills, Pearson Education, 2001, 176 pages. ISBN 0-201-69786-6
Mc Connell, Robert, *d'accord 2*, Don Mills, Addison-Wesley Publishers Ltd, 1988, 204 pages. ISBN 0-201-43940-9

Annexe 4.2a Le vocabulaire

Annexe 4.2b La télévision: une distraction !

Annexe 4.2c Un bulletin de nouvelles

Annexe 4.2d Comprenez-vous le texte ?

Annexe 4.2e Les verbes

Activity 4.3 : C'est dans le journal.

Time : 9 hours

Description

In this activity, the students are introduced to the newspaper, its basic vocabulary and how to read a short article. Question words and expressions are reviewed and practiced as well as answering the questions. The students are asked to practice their skills by creating a short article, illustrating it and composing an appropriate caption.

Standards & Learning Expectations

Strands: Oral Communication, reading, Writing.

Overall Expectations

OV1	participate in oral learning tasks and engage in social interaction in the classroom;
OV4	obtain key information from media works;
OV5	identify and use basic vocabulary, grammar and language conventions.
RV1	read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of French, with teacher guidance;
RV4	obtain key information from media works;
WV1	write in a variety of forms, with teacher guidance;
WV2	write sentences and questions that contain learned vocabulary and familiar language structures;

Specific Expectations

OS1	give and respond to straightforward directions and instructions;
OS2	ask simple questions;
OS3	participate in conversations by responding to specific questions, using short phrases;
OS5	view, listen to and read media works to obtain information and to complete assigned tasks (e.g., weather forecast on television, sports scores on the radio or the newspaper, data from the internet);
OS6	recognize and use visual and verbal cues, gestures and facial expressions to bridge gaps in communication;
OS7	make simple revisions to oral language in form and content (e.g., correct use of gender, pronunciation);
OS8	use subject-predicate word order, simple verb tenses, negatives, questions, plurals and simple pronouns;
OS9	express feelings in a variety of contexts (e.g., likes and dislikes).
RS1	read aloud familiar material, using correct pronunciation and intonation;

RS2	read and respond briefly to written materials (e.g., fill-in the blanks, circle correct answers);
RS4	identify the main idea and a few supporting details;
RS5	express personal preferences or reactions to a simple text;
RS6	use dictionaries to clarify word meanings (e.g., bilingual, pictorial);
RS7	decipher new words, using phonics and simple sound patterns as aids;
WS2	write short texts and messages (e.g., “for sale” sign) choosing the vocabulary to suit the purpose;
WS4	use simple verb tenses, plurals, pronouns, nouns, adjectives and prepositions, with teacher guidance;
WS5	confirm spellings, using bilingual and pictorial dictionaries and classroom charts;
WS6	incorporate newly acquired vocabulary into their written work;
WS7	use some notebook conventions and formats appropriate for other subject areas (e.g., headings, titles, dates);
WS8	write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., pamphlets, booklets).

Ontario Catholic School Graduate Expectations

CGE2b – reads, understands and uses written materials effectively;

CGE2d – writes and speaks fluently one or both of Canada’s official languages;

CGE4b – demonstrates flexibility and adaptability;

CGE4f – applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE5e – respects the rights, responsibilities and contributions of self and others.

Planning Notes

N/A

Teaching / Learning Strategies

- The teacher introduces the topic again by asking questions concerning newspaper reading habits (Annexe 4.3b). The students respond to the questions.
- The teacher distributes a vocabulary sheet (Annexe 4.3a) and practices the words and verbs as in previous activities.
- The teacher distributes French newspapers to small groups of students and writes the following 5 categories on the board: *les sports*, *les mots croisés/ les bandes dessinées*, *intérêt général*, *les petites annonces (annonces classées)*, *les films*. The students find 2 articles relating to each category, paste them on clearly titled sheets of paper. The students hand in their work for formative assessment.
- The teacher distributes 4 stories (Annexe 4.3d).
- The teacher and the students read the stories, study the vocabulary, and read the stories a second time.
- The teacher ensures understanding by asking oral comprehension questions. The students answer the questions and ask for clarifications if necessary.
- The teacher reviews the gender and number of adjectives and distributes an exercise to practice the use of adjectives in captions. (Annexe 4.3c) The students complete the exercise and ask for clarifications if necessary.
- The teacher rereads the first story with the students and distributes an exercise sheet (Annexe 4.3e)
- Using a completed version of the exercise on transparency, the teacher instructs the students on how to proceed with the exercise and shows the answer for self-correction of the exercise.
- The teacher asks the students to create a caption for the hockey player’s picture. The students write these on the board. The class suggests corrections.
- In pairs, the students proceed with the same exercise for the other stories (Annexe 4.3f).
- The work is corrected in class.

- The teacher presents the activity project and distributes the assignment sheet. (Annexe 4.3g). The students hand in the completed assignment for evaluation.

Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
Formative	K / U A C	Questions and answers	Feedback	Teacher & student
	K / U A C	Pencil & paper: exercises	Feedback	Teacher & student
Summative	K / U A C	Pencil & paper: article with picture and caption	rubric	teacher

Accommodations

- Work with the student on a chosen model (one of the four stories) in order to better understand the structure of the text.
- Encourage drafts and suggest ways to improve the drafts.
- Provide frequent opportunities for feedback on the student’s draft writing.
- Negotiate the required length and appropriate deadlines for written assignments.

Resources

Agro-DeRosa Laura et al., *Autour de nous*, Don Mills, Pearson Education, 2000, 208 pages. ISBN 0-201-71147-8

McConnell Robert, *d'accord 2*, Don Mills, Addison-Wesley Publishers Ltd, 1988, 204 pages. ISBN 0-201-43940-9

Annexe 4.3a Le vocabulaire

Annexe 4.3b Le journal: des questions orales

Annexe 4.3c Encore des manchettes!!

Annexe 4.3d Quatre petites histoires

Annexe 4.3e Quatre petites histoires: le hockey

Annexe 4.3f Quatre petites histoires: un événement spécial

Annexe 4.3g Un petit projet noté: un article illustré

Activity 4.4 : Un projet de classe...c'est pour nous!

Time : 7 hours

Description

In this final activity, the students create a class newspaper, applying what has been taught in the previous activity. Each student writes a short article as outlined in the project assignment sheet, and in collaboration with others writing on the same theme, create their section. This is a culminating activity and is evaluated using a rubric. When this activity is completed, or while the students are correcting their revised work, a unit test can be given.

Strands & Learning Expectations

Strands Oral Communication, Reading, Writing

Overall Expectations

OV1	participate in oral learning tasks and engage in social interaction in the classroom;
OV5	identify and use basic vocabulary, grammar and language conventions.
WV1	write in a variety of forms, with teacher guidance;
WV2	write sentences and questions that contain learned vocabulary and familiar language structures;
WV3	use simple sentence patterns and key conventions of standard French to write about classroom and community topics;

Specific expectations

OS1	give and respond to straightforward directions and instructions;
OS2	ask simple questions;
OS6	recognize and use visual and verbal cues, gestures and facial expressions to bridge gaps in communication;
OS7	make simple revisions to oral language in form and content (e.g., correct use of gender, pronunciation);
OS8	use subject-predicate word order, simple verb tenses, negatives, questions, plurals and simple pronouns;
RS6	use dictionaries to clarify word meanings (e.g., bilingual, pictorial);
WS4	use simple verb tenses, plurals, pronouns, nouns, adjectives and prepositions, with teacher guidance;
WS5	confirm spellings, using bilingual and pictorial dictionaries and classroom charts;
WS6	incorporate newly acquired vocabulary into their written work;
WS8	write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., pamphlets, booklets).

Ontario Catholic School Graduate Expectations

CGE2b –reads, understands and uses written materials effectively;

CGE2d –writes and speaks fluently in one or both of Canada's official languages

CGE4b – demonstrates flexibility and adaptability;

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE5a – works effectively as an interdependent team member;

CGE5e –respects the rights, responsibilities and contributions of others.

Planning Notes

- In this activity, students are working at their own pace and as they are creating their own part of the newspaper they need sufficient time to create and require constant feedback to improve their work.
- Computer lab time will need to be reserved for final version of work.
- Use of a camera would enhance the final result.
- Having various magazines to cut and paste may be helpful to some students.

Teaching / Learning Strategies

- The teacher announces the summative project (Annexe 4.4a) and the unit test. The students read the instructions with the teacher and ask for clarifications if necessary.
- The teacher proofreads the written work. The students correct the article, complete and hand in the assignment.
- the teacher informs the students of the content of the test. The students ask for clarifications and verify the completeness of notebook.
- The teacher distributes the test and the students write the test.

Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
Summative	K / U T / I C A	Performance task	Rubric	Teacher
	K / U T / I C A	Pencil and paper: test	Rubric	Teacher

Accommodations

- Encourage the student to ask for clarification.
- Provide oral discussion prior to writing.
- Provide time to work with student on models of writing.
- Provide the opportunity for a shorter writing assignment.
- Provide frequent opportunities for feedback on the student's written work.
- Allow additional time for submission of assignment.

Resources

Annexe 4.4a La tâche finale: un journal de classe

Annexe 4.1a

Le vocabulaire

la radio
la télé
la revue
la publicité
l'information
une émission
le journal
le film
un article
les nouvelles

organiser
écouter
regarder
aimer
aller
finir
choisir
réfléchir
être
avoir
faire
lire

intéressant
ennuyant
stupide
intelligent
comique
triste
bon
mauvais
court
long
énergique
fatigué
favori
préféré

et
ou
très
pas
mais
quand
où
pourquoi

Annexe 4.1b

Les dialogues

Pratiquez les dialogues.

I - Tu vas aller au cinéma demain ?

Non merci. Je ne vais pas au cinéma.

Mais pourquoi ?

Je n'aime pas les films!

aller à la danse
la musique rock

regarder la joute de hockey
les sports à la télé

écouter l'émission à la radio
la radio

lire le journal
le journal

acheter une revue
les revues

II - C'est un film intéressant, n'est-ce pas ?

Non! Je déteste les films.

Tu n'aimes rien!!

Ce n'est pas vrai! J'aime les dessins animés!

un documentaire extraordinaire
les sports

une entrevue excellente
les jeux

une bonne joute de hockey
le badminton

une comédie sensass
concert rock

une émission intelligente
les comédies

Annexe 4.1c

C'est à votre tour...!

Exercice oral

- ❑ Répondez aux questions par des phrases complètes.
- ❑ Quel est votre programme de télé favori? Pourquoi?
- ❑ Avez-vous un groupe de musique favori? Comment s'appelle-t-il?
- ❑ Aimez-vous écouter la radio? Quel poste?
- ❑ Qui est votre acteur / actrice favori(favorite) ? Pourquoi?
- ❑ Lisez-vous les revues et les journaux ? Pourquoi ?
- ❑ Combien d'heures de télé regardez-vous par semaine ?
- ❑ Allez-vous écouter la radio ou la télé ce soir ?

B. Posez les mêmes questions ou une autre question à votre professeur ou un(e) étudiant (e) de la classe. Utilisez les mots-questions de votre feuille de vocabulaire.

Annexe 4.1d

Qu'est-ce que tu en penses?

Exercice oral

Deux ami(e)s parlent...

- Eh bien, d'habitude, quelles émissions de télé regardes-tu?
- Moi? J'adore la science fiction.
- C'est tout?
- Mais non, j'aime aussi les dessins animés.
- Et regardes-tu les documentaires?
- Non! Ils sont ennuyants et longs.

Avec un partenaire, composez une autre conversation. Utilisez le vocabulaire donné.

Le documentaire – the documentary

La radio – the radio

Le journal – the newspaper

La science fiction – science fiction

La bande dessinée – the comic strip

Le dessin animé – the cartoon

Le mot caché – the word search

Le film d'aventure – the adventure movie

Le film romantique – the romantic movie

Le film d'horreur – the horror movie

Ennuyant – boring

Intéressant – interesting

Long – long

Court – short

formidable – amazing

Terrifiant – scary

Comique – funny

Annexe 4.1e

La question...comment la poser?

Voici deux façons de poser une question:

- Est-ce que + une phrase affirmative
- L'inversion

Nous regardons la télé Est-ce que nous regardons la télé ?

Regardons-nous la télé ?

Il parle français Est-ce qu'il parle français ?

Parle-t-il français ?

Elles finissent le travail Est-ce qu'elles finissent le travail?
Finissent-elles le travail ?

Je choisis le hockey. Est-ce que je choisis le hockey?

Je est à l'inversion avec **être** Suis-je malade?

avoir Ai-je trop de travail?

pouvoir Puis-je aller à mon casier?

Posez une question. Utilisez les 2 façons quand c'est possible.

- Vous regardez une émission intéressante.
- Ils vont aller au festival de films.
- Nous aimons les comédies à la télé.
- Tu finis ton travail trop vite!
- Je réfléchis au projet de M. Latendresse.
- Vous écoutez trop de musique le soir.
- Je suis énergique aujourd'hui.
- Demain, elles vont aller au magasin.
- Tu es à l'école pour la levée de fonds.

10. Aujourd'hui, nous faisons nos devoirs.

Annexe 4.1f

Le futur proche

Mettez les verbes soulignés au futur proche.

- Il fait partie d'une équipe de hockey.
- Nous aimons écouter un film d'aventure.
- Tu regardes trop de télé.
- Elles pensent que nous allons au musée.
- Vous finissez de lire cette revue?
- J'écoute la radio tous les jours.
- Jules choisit les émissions de sports.
- Quand est-ce que Pierre LaTuque arrête de jouer au hockey?
- D'habitude nous lisons les revues de mode.
- J'aime tous les films!

Annexe 4.1g

Une conversation

Travail oral noté

- Répondez aux questions pour former un dialogue.
 - Présentez ton travail au professeur.
 - Faites les corrections.
- II. Apprenez les réponses par coeur.

Ton ami(e) - Tu vas regarder la télé ce soir?

Toi - _____

Ton ami(e) - Alors, qu'est-ce tu vas regarder?

Toi - _____

Ton ami(e) - Pourquoi est-ce que tu la regardes?

Toi - _____

Ton ami(e) - Eh bien, demain, je vais aller voir un film d'horreur! Es-tu intéressé?

Toi - _____

Ton ami(e) - Bon! Au revoir!

Annexe 4.2a

Le vocabulaire

(utilisez le *d'accord* 2 p. 66 Le monde de la télévision)

la levée de fonds
la soirée
la piste
une entrevue
une affiche
un bulletin de nouvelle

tout
fier
clair
ensoleillé
frais
beau

apporter
gagner
souhaiter
ramasser
expliquer
s'amuser
savoir
attendre
faire partie

devant
volontiers
d'une manière ou d'une autre
ou
je vous en prie
et maintenant
leur mieux
bonne nuit
à demain
il faut faire

Annexe 4.2b

La télévision : une distraction !

Voici des questions à poser aux étudiantes / ts. C'est un exercice oral.

1. Combien d'heures de télé regardez-vous à chaque jour ?
 2. Quelles émissions regardez-vous ?
 3. Quelles sont vos émissions favorites? Pourquoi ?
 4. Est-ce que vous regardez trop de télévision ou pas assez ?
- Regardez-vous plus d'émissions sérieuses ou plus de films ?

Annexe 4.2c

Un bulletin de nouvelles

Annonceur (Jules Limportant) - Mesdames et messieurs! Je vous souhaite la bienvenue à l'émission "C'est ici les nouvelles". Nous allons à l'école St John. Notre reporter Lucie Labelle **attend** le directeur Paul Latendresse... Lucie, vous êtes là ?

Lucie Labelle - Oui, Jules. Je suis **devant** l'école et ...voilà le directeur! Monsieur Latendresse, **pouvez-vous** nous **expliquer** ce qui va se passer à St John demain?

Le directeur Latendresse - Oui, mademoiselle **volontiers!** **Tous** les étudiants et étudiantes et les professeurs ont organisé **une levée de fonds** pour la Société canadienne du cancer.

Lucie L. - Savez-vous combien d'argent va être **amassé**

Le directeur Latendresse – Je pense que le total va être de 12,000\$!! Nous sommes tous bien contents de ce résultat formidable. C'est un travail dont les membres de l'école sont **fiers**.

Lucie L. – Est-ce que tous les étudiants vont participer ?

Le directeur Latendresse – Eh bien oui! **D'une manière ou d'une autre**, tout le monde va **faire partie** de cette levée de fonds!

Lucie L. - Comment est-ce que les étudiants vont **gagner** leur argent ?

Le directeur Latendresse – Ils vont marcher toute **la soirée** et toute la nuit autour de **la piste** ici à l'école. Pour **s'amuser**, les étudiants vont organiser un programme de musique rock et vers 23 heures, le restaurant local va **apporter** de la pizza!!

Lucie L. – Je vous remercie, monsieur Latendresse.

Le directeur Latendresse – **Je vous en prie**, mademoiselle, aurevoir!!

Lucie L. – C'est notre entrevue avec le directeur de l'école St John. À vous, Jules !

Jules – Merci, Lucie. **Et maintenant**, les sports avec Gaston Daplon.

Gaston D. – Ce soir, les Canadiens ont joué contre les Maple Leafs. Les Canadiens ont perdu 5 à 3. C'est leur 2e défaite ! L'entraîneur Guy Lefort dit que tous les joueurs font de **leur mieux**.

Jules – Merci, Gaston et voici Sylvie Larrivée au festival de films d'Ottawa ! Sylvie ?

Sylvie L. – Oui, Gaston ! Je suis à Ottawa. C'est formidable. Ce soir, je vais voir un film intelligent, comique et intéressant. Les acteurs vont être là ! Excellent!

Jules – Bravo Sylvie et maintenant, la météo avec Rock Bellevue.

Rock Bellevue – Merci, Jules. Demain, le temps va être **clair** et **ensoleillé**, un peu **frais** pour la saison, mais **beau**. Il va y avoir de la pluie pour mercredi et jeudi. C'est tout et maintenant, de retour à Jules.

Jules – Mesdames et messieurs, c'est donc notre bulletin de nouvelles, **bonne nuit** et **à demain**.

Annexe 4.2d

Comprenez-vous le texte?

I. Vrai ou faux ?

1. Le programme s'appelle "Bulletin".
 2. Lucie Labelle annonce les sports.
 3. L'école St John organise une levée de fonds.
 4. La levée de fonds est organisée pour mardi le 11 mai.
 5. Le restaurant local va apporter 2 pizzas.
 6. Le festival de films est à Toronto.
 7. Sylvie présente la météo.
 8. Mardi va être clair et ensoleillé.
 9. Il va faire mauvais mercredi et jeudi.
- Jules finit le bulletin de nouvelles.

III. Les questions

Répondez par des phrases complètes.

1. Qui est l'annonceur du bulletin de nouvelles ?
2. Comment est-ce que les élèves gagnent leur argent ?
3. Quand est-ce que l'école St John organise sa levée de fonds ?
4. Décrivez le film que Sylvie va voir.
5. Pour quels jours Rock Bellevue annonce-t-il la météo ?

III. C'est personnel !

Répondez oralement.

1. D'habitude, combien d'heures par jour regardez-vous la télé ?
2. Quelle est votre émission favorite ? Pourquoi ?
3. Préférez-vous les films à la télé ou les films au cinéma ? Pourquoi ?
4. Qu'est-ce que vous allez regarder à la télé ce soir ?

Exercice de verbes : travail écrit

I. Choisissez le verbe logique pour compléter chaque phrase.

1. Je ne (fais / écoute) pas les bulletins de nouvelles.
2. Nous (lisons / finissons) bien le projet.
3. Mes amis (vont choisir / vont organiser) une levée de fonds pour la Société du cancer.
4. À 11 h 30, le restaurant (apporte / écoute) les pizzas.
5. Je (fais / choisis) un bon film italien.
6. Pierre et Sylvie (pensent / sont) que les nouvelles sont importantes.
7. Vous (avez / êtes) à Ottawa pour le festival de films.
8. (réfléchis / regardes) –tu au problème de ton ami Jules ?
9. Le directeur (parle / choisit) à Julie.
10. Sylvie et Julie (regardent / écoutent) –elles les réponses aux questions ?

□ Mettez le verbe à la personne demandée au présent.

M. Latendresse (aimer) _____ le travail des étudiants.

Jules Linportant et Gaston Daplon (être) _____ des journalistes.

Tu (penser) _____ que l'émission est intéressante.

Marie (aimer) _____ regarder les films policiers.

Nous (choisir) _____ d'aller au match de hockey.

IV. Mettez les verbes de l'exercice à la forme négative et à la forme interrogative.

Annexe 4.3a

Vocabulaire

la manchette
la météo
la légende
la lettre
la rubrique
la joute
la rue
les petites annonces (les annonces classées)
le champ
le titre
un article
un événement
le pantalon
le quotidien

malheureux
prochain
jeune
dernier
inhabituel
occupé

jouer
travailler
se donner
marcher
se battre

parce que
maintenant
autour

cet été
toute la nuit
est tombé
a causé

Des questions à poser oralement

1. Lisez-vous le journal ?
2. Nommez des journaux de votre ville ou village.
3. Quelles sortes d'articles lisez-vous ? Pourquoi ?
4. Combien de fois par semaine lisez-vous le journal ?
5. Comment s'appelle un journal qui paraît tous les jours ?

Annexe 4.3c**Encore des manchettes !!**

Remplissez les espaces par l'adjectif qui convient dans les manchettes suivantes.

Une _____ joute à regarder.

Une levée de fonds _____ par de _____ étudiants.

Une collection _____ et _____ .

Des pompiers _____ , un fermier _____

Dernière prochain jeunes inhabituelle intéressante occupés malheureux

Placez l'adjectif dans la bonne colonne et remplissez le reste du tableau.

Masculin sing.	masculin pluriel	féminin sing.	féminin pluriel
-e	-es	-e	-es
- é	- és	- ée	- ées
- el	- els	- elle	- elles
- eux	- eux	- euse	- euses
- er	- ers	- ère	- ères
- t	- ts	- te	- tes
- n	- ns	- ne	- nes

Annexe 4.3d

Quatre petites histoires

Un grand changement

Vendredi soir **prochain**, Pierre Latuque, un joueur de **l'équipe** des Géants va **jouer** sa **dernière joute** à l'aréna de Perth. Il change de profession parce qu'il aime **travailler** avec les jeunes. Il est **maintenant** professeur d'école secondaire.

Un événement à St John

L'école St John organise une levée de fonds pour la Société canadienne du cancer. Mardi le 10 mai, les étudiants et les étudiantes vont **marcher toute la nuit autour** de la piste de l'école.

Une exposition intéressante

Cet été, le Musée des beaux-arts va présenter une collection intéressante : **les pantalons** depuis 1700. Le public aime l'histoire des choses ! Cette collection va **se donner** 272, **rue** St Joseph à Ottawa.

Quel désastre !

Les pompiers de Pointe-Ouest **se battent** maintenant contre un feu dans **le champ** du fermier Lafleur. Le barbeque du souper **est tombé et a causé** le feu. Quel désastre.

Annexe 4.3e

Quatre petites histoires : Un grand changement !

Vendredi soir prochain, Pierre Latuque, un joueur de l'équipe des Géants va jouer sa dernière joute à l'aréna de Perth. Il change de profession parce qu'il aime travailler avec les jeunes. Il est maintenant professeur d'école secondaire.

Voici les questions:

Quand ? (Quand est-ce que l'événement se passe ?)

Qui ? (De qui est-ce qu'on parle ?)

Quoi ? (Qu'est-ce qui se passe ?)

Où ? (Où est-ce que l'événement se passe ?)

Pourquoi ? (Pourquoi est-ce que l'événement se passe ?)

Illustrez l'article et ajoutez la légende suivante au bas de l'illustration :
" Pierre Latuque joue sa dernière joute "

Annexe 4.3f

Quatre petites histoires : Un événement spécial

L'école St John organise une levée de fonds pour la Société canadienne du cancer. Mardi le 10 mai, les étudiants et les étudiantes vont marcher toute la nuit autour de la piste de l'école.

Voici les questions à répondre:

Qui ? _____

Quoi ? _____

Quand ? _____

Pourquoi ? _____

Où ? _____

Une illustration

La légende : _____

Vous allez écrire un court article. Voici comment :

- Relisez l'entrevue avec le directeur Latendresse
- Répondez aux questions de l'exercice
- Remettez les réponses à votre professeur pour corrections
- Sur une autre feuille de papier, illustrez votre article.
- Ajoutez une légende sous l'illustration.
- Corrigez le travail écrit.
- Recopiez l'article sous l'illustration.
- Écrivez les phrases comme un petit article.
- Remettez le travail.

Voici les questions à répondre.

Utilisez les réponses à ces questions pour composer votre article.

Quand ? _____

Qui ? _____

Quoi ? _____

Pourquoi ? _____

Où ? _____

Puisque vous avez discuté et travaillé le thème des médias, votre tâche va être de créer un journal de classe.

❑ Choisissez 1 des trois grands titres et faites le travail demandé.

1. Les personnalités

Vous faites une courte autobiographie ou biographie et vous trouvez une photo. Composez une légende pour la photo.

Qui est-ce ?

Quand est-il /elle né(e) ?

Où habite-t-il /elle ?

Qui sont ses parents / ses frères / ses soeurs /

Quels sont ses intérêts ?

2. Les sports

Sportif ? Sportive ? Vous présentez un sport dans votre école. Vous trouvez une photo et composez une légende

Quel sport ?

Qui est l'entraîneur ?

Quand joue-t-on ?

Où joue-t-on ?

Comment joue-t-on ?

3. Les clubs de l'école

Vous présentez un club de l'école. Vous le décrivez. Trouvez une photo et composez une légende.

Quel club ?

Qu'est-ce qu'on fait /

Quand est-ce qu'on se rencontre ?

Qui fait partie du club ?

Qui est le prof-conseiller ?

❑ Remettez votre brouillon au professeur pour corrections.

❑ Corrigez le texte.

❑ Recopiez avec les autres étudiant(e)s qui travaillent au même grand titre.

❑ Ajoutez les photos avec les textes.

Remettez le travail fini que vous allez présenter aux autres.