

*Public District School Board Writing Partnership*

# Course Profile

## **Core French**

Grade 9

Academic

- *for teachers by teachers*

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## Unit 1: Je m'entends bien - Relationships between me and my friends, family and teachers

**Time:** 20 hours

### Strand(s) and Expectations

#### Overall Expectations

**Oral Communication:** OCV.01, OCV.02, OCV.04, OCV.05

**Reading:** REV.01, REV.02, REV.03.

**Writing:** WRV.01, WRV.02, WRV.03.

#### Specific Expectations

**Oral Communication:** OC1.01, OC1.02, OC2.01, OC 2.02, OC 2.03, OC2.05, OC3.01, OC3.02, OC3.03.

**Reading:** RE1.01, RE1.03, RE1.02, RE2.01, RE2.02, RE2.05, RE2.07.

**Writing:** WR1.01, WR1.02, WR1.04, WR2.01, WR2.03, WR2.04.

### Unit Description

Students learn new vocabulary with language structures to discuss relationships with family, friends and teachers. Students review familiar language elements from Grades 7 and 8 to use in this new context to get to know each other and to set goals for the Grade 9 school year. Students use vocabulary and grammatical structures they have learned to write a letter to a prospective pen-pal introducing themselves and giving some details about their background. They focus on describing past events using the passé composé and goal setting using the futur proche.

### Activity Titles (Time and Sequence)

Activity 1	Introduction: Faire connaissance	150 minutes
Activity 2	Moi et les autres	150 minutes
Activity 3	L'habit ne fait pas le moine	150 minutes
Activity 4	Un poème	150 minutes
Activity 5	Le coin des opinions	150 minutes
Activity 6	Docteur Dimoitou	150 minutes
Activity 7	Je corresponds: Une lettre à un(e) correspondant(e)	300 minutes

### Prior Knowledge Required

- Position of adjectives
- Agreement of adjectives
- Present tense of regular and irregular verbs
- Regular verbs in the passé composé, futur proche
- Subject pronoun substitution
- Interrogative words: comment, où, pourquoi, quand, qui, etc.

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## Unit Planning Notes

- Choose a video that demonstrates personal characteristics and prepare brief content questions.
- Find pictures of people.
- Find a survey that deals with personality traits.
- Gather consolidation exercises on the passé composé.
- Select a poem about relationships e.g., Déjeuner du matin.
- Select a listening activity about relationships.
- Reserve video camera and VCR with monitor.
- Select sample advice columns.

## Teaching/Learning Strategies

- Brainstorming to generate vocabulary
- Reflection
- Interviewing each other to become acquainted
- Writing and presenting information about group members
- Use of e-mail
- Teacher-directed lessons
- Group discussion
- Use of French-English dictionaries
- Use of writing process: writing a letter

## Assessment and Evaluation

### Formative

- Activity 1: Observation of student participation in activities
- Activity 2: Observation of participation in the completion of pie charts  
Teacher evaluation of e-mail message
- Activity 3: Written quiz on passé composé  
Listening comprehension quiz based on information in video
- Activity 4: Teacher evaluation of learning skills and participation in activity  
Teacher evaluation of use of required elements in the poem
- Activity 5: Checklist for peer and teacher evaluation of performance on video
- Activity 6: Teacher evaluation of the letters based on the elements of the writing process  
Reading comprehension test based on advice columns

### Summative

- Activity 7: This unit contains a final task (writing a letter) that will be assessed using a rubric. The criteria in the rubric are based on the categories in the achievement chart of the Core French curriculum

## Resources

Specific references to the four current commercial resources are listed in each activity. These resources are:

- Destinations 3*. Copp Clark Pitman Ltd., distributed by Addison-Wesley. ISBN 07730-5134-1
- Entre Amis 3*. Prentice-Hall Canada Inc. ISBN 0-13-287988-3

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*Passages 3*. Addison-Wesley, ISBN 0-201-57377

*Tous Ensemble: Décollage*. D.C.Heath. Distributed by ITP Nelson. ISBN 0-669-95367-9

Web sites are listed in the activities.

## **Activity 1: Faire connaissance**

**Time:** 150 minutes

### **Description**

Individually and in pairs, students get to know themselves and their classmates better. This process includes an interview, completion of a survey, and reaction to its results.

### **Strand(s) and Expectations**

#### **Overall Expectations**

Oral Communication: OCV.01, OCV.05.

Reading: REV.02.

Writing: WRV.01.

#### **Specific Expectations**

Oral Communication: OC2.01, OC3.01.

Reading: RE1.01, RE2.01, RE2.02.

Writing: WR1.04.

### **Planning Notes**

- Prepare a “trouvez quelqu’un qui” and arranges the sentences in a bingo format, e.g., “\_\_\_\_\_ a fait la grasse matinée ce matin. \_\_\_\_\_ aime le hockey”, in the form of a bingo card with one item written in each square.
- The teacher chooses a survey for the students to complete or student creates his/her own (resources suggested).
- Learning experiences used: brainstorming, interviews, survey completion, reflection

### **Prior Knowledge Required**

- interrogatives, position and agreement of adjectives

### **Teaching/Learning Strategies**

1. Using the bingo cards as reference, the teacher guides the students in formulating questions based on the suggested sentences (e.g., Est-ce que tu as fait la grasse matinée ce matin?)
2. Students then circulate asking each other the simple questions prompted by the bingo card. The students record the names of their classmates who answer yes, trying to get five different names in a row.
3. Ask questions to confirm students' answers, using other interrogatives. (E.g., Qui a fait la grasse matinée ce matin? (Christine) Qu'est-ce que Paul aime? (le hockey).)
4. The teacher elicits questions that students might ask a newcomer and records them on the board for use in student interviews.
5. Students interview each other in pairs using the questions on the board and/or ones of their own. The partners then join another pair and present their partner to the group.
6. The teacher encourages students to share their information by asking questions such as “ Qui a une réponse intéressante? Une réponse drôle? Une réponse surprenante? etc.

7. Students complete a personality survey, previously chosen or created by the teacher. The students react to the survey results by making a T-chart. On the T-chart the students categorize what they think is true and false comparing the survey to their perception of themselves.

Vrai	Faux

8. Students record their personal thoughts from the survey in a journal.

### Assessment/Evaluation

- Observation of participation in people bingo, students' interviews, and completion of T-chart.

### Accommodations

- Provide a list of questions and starter answers to assist students in developing their interviews.
- To add challenge, students present to the class.
- To add challenge, students create and conduct their own survey.

### Resources

*Destinations 4*. Copp Clark Pitman. ISBN 0-7730-5201-1, p.12

*Destinations 4, Cahier d'Activités*. Copp Clark Pitman, ISBN0-7730-5202-X, p.6

*Passages 3 Cahier d'Activités*. Addison-Wesley, ISBN 0-201-82282-2, p. 90.

*Tous Ensemble, Décollage*. D.C. Heath now ITP Nelson, ISBN 0669-9537-9, p. 51

*Tous Ensemble, Décollage, Cahier d'Activités*. D.C. Heath now ITP Nelson, ISBN 0-669-95397-0

## Activity 2: Moi et les autres

**Time:** 225 minutes

### Description

Students learn to introduce and describe themselves to others. Using positive adjectives students communicate their attributes.

### Strand(s) and Expectations

#### Overall Expectations

Oral Communication: OCV.01, OCV.05.

Writing: WRV.02, WRV.03.

#### Specific Expectations

Oral Communication: OC2.01, OC2.03, OC3.01.

Writing: WR1.02, WR2.01.

### Planning Notes

- Prepare pies on chart paper for use in groups. Students use blank pie charts.
- Prepare spider maps: Five circles with the centres filled in: 1-Je suis, 2-Je veux être, 3-Un bon prof est, 4-Un bon ami est, 5-Une bonne famille est. Lines (spider legs) branch out from the circles for students to write on.
- The teacher chooses consolidation activities for adjectives.
- The teacher reviews acceptable use policy for e-mail and the Internet, arranges a practice lesson in the computer lab to set up e-mail addresses and teach how to use e-mail (connections with Information Technology Teacher).

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- The teacher arranges an e-mail agreement with another class, board, school, or country.
  - Learning experiences used: group sharing, teacher-directed lesson, e-mail

### **Prior Knowledge Required**

- position and agreement of adjectives
- use of E-mail

### **Teaching/Learning Strategies**

1. Students use blank pie charts to fill in information about themselves  
Each group has one pie chart. Each member writes, in his/her own section of the pie, information about him/herself using teacher-guided questions about the following: number of siblings, description of themselves, possessions, preferences. One at a time, students share the information they wrote with the rest of their group. Students star the items they have in common with the other group members and circle those which are unique to them. The group introduces itself to the class. Extension: Students introduce their group in a creative oral presentation to be assessed.
2. Working individually, the students complete the teacher-prepared spider maps by writing adjectives on the lines (spider legs) to complete the sentence starter, e.g., *Je suis grand, intelligent.*
3. Ask the students to share their opinions as indicated on their spider maps. The teacher then uses the students' information to teach a lesson on irregular adjectives
4. Students complete consolidation activities on adjectives.
5. Students compose an e-mail message introducing and describing themselves to another student (within the board, school, or country as arranged by the teacher). Before sending the messages the teacher checks, prints and saves them for evaluation, and checks for appropriate use. (As an option letters can be exchanged with another class or sent via courier to another school.) Provide an opportunity for an open-ended message

### **Assessment/Evaluation**

- Observation of participation in the completion of pie charts
- Teacher evaluation of e-mail message
- Optional assessment of extension activity

### **Accommodations**

- Prepare list of adjectives, vocabulary, and questions to assist students in completing pie charts and spider maps.
- Instead of the e-mail message, students create an “acrostiche”. The first letter of each line forms their name and they choose adjectives to describe themselves according to the letters.
- Provide a model e-mail message to guide students.
- Students work in pairs or with a peer helper to complete e-mail message.
- To add challenge, the students extend their message to include questions.

### **Resources**

*Destinations 3*. Copp Clark Pitman, ISBN 0-7730-5134-1, p. 50

*Destinations 4*. Copp Clark Pitman, ISBN 0-7730-5201-1, p. 11

*Destinations 4, Cahier d'Activités*. Copp Clark Pitman, now Addison Wesley Longman, ISBN 0-7730-5202-X, p. 4-5

*Passages 3*. Addison-Wesley, ISBN 0-201-57377-6, pp. 129, 132

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*Passages 3 Cahier d'Activités.* Addison-Wesley, ISBN 0-201-82282-2, p. 94.

*Tous Ensemble, Décollage.* D.C. Heath now ITP Nelson, ISBN 0-669-9537-9 p. 60

*Tous Ensemble, Décollage, Cahier d'Activités.* D.C. Heath now ITP Nelson, ISBN 0-669-95307-0  
p. 72-74

### **Activity 3: L'habit ne fait pas le moine**

**Time:** 150 minutes

#### **Description**

Students identify and describe personal characteristics and share perceptions of themselves and others. Using the vocabulary developed in the activity, students view and respond to a video by choosing adjectives that describe the characters and providing supporting details.

#### **Strand(s) and Expectations**

##### **Overall Expectations**

Oral Communication: OCV.02.

Reading: REV.01.

Writing: WRV.01.

##### **Specific Expectations**

Oral Communication: OC1.01.

Reading: RE1.02.

Writing: WR1.04.

#### **Planning Notes**

- Gather pictures of people.
- Prepare a positive adjective list with blanks beside each adjective. (Activity 1)
- Arrange for a video/videoclip that demonstrates personal characteristics through peoples' words or actions (see Resources).
- Prepare questions for video, asking students to describe the characters' personalities and substantiate their opinion with evidence from the video.
- Choose consolidation activities in order to review the passé composé.
- Provide reading selections on the theme of relationships (see resources).
- Learning experiences used: whole class group sharing, teacher lesson

#### **Prior Learning Required**

- passé composé, adjectives

#### **Teaching/Learning Strategies**

1. Discuss social skills and acceptable behaviour with students to remind them to be sensitive to differences. Students write their names in large print at the top of the teacher-prepared adjective list (only positive adjectives) and place it on their desks. The students then circulate around to their classmates' desks signing their names on their classmates' sheets to indicate what adjective best describes their classmate. Having circulated to each desk, the students return to their desk and review their classmates' perceptions of them. They indicate which perceptions they agree or disagree with or find interesting.

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2. Display numbered pictures of people. Students circulate with paper and pen writing the picture number and an adjective for each picture on their paper. Once complete, list adjectives used by students to describe each picture. State or elicit from students the common use of adjectives for each picture, thereby revealing common perceptions.
  3. Students participate in focussed viewing of a video. Comprehension can be assessed in a small quiz (e.g. who? what? where? when?)
  4. Students view a portion of the video. After one of the situations, the teacher pauses the video to discuss the characteristic demonstrated and the supporting evidence. Students write point-form notes to record key information from the video. They list adjectives that describe the character(s) and support their opinion with relevant detail. (what they do, what they say and what others say about them).
  5. Ask students how to form the passé composé as demonstrated in Strategy 4
  6. If using video resources such as "Un choix d'été" or "Haut les mains", listed in resources, the students identify vocabulary used in the video from Canada that may be different in other French speaking regions.
  7. Students complete consolidation activities on the passé composé.
  8. Students read and respond to a short novel or excerpt on the topic of relationships. (See resources suggested.) Students identify key elements and answer comprehension questions to interpret, make and support judgements in their reading.

### **Assessment/Evaluation:**

- Listening comprehension quiz based on key information from video
- Written quiz on the passé composé
- The teacher creates questions to provide opportunity for open-ended responses
- Teacher evaluation of reading activities

### **Accommodations**

- Provide script of video.
- Students use notes on adjectives from previous activities.
- Students share why they chose the adjectives they did to describe the pictures in 2.

### **Resources**

*Destinations 3 Cahier d'Activites.* Copp Clark Pitman ISBN 0-7730-5139-2, p. 23

*Paroles d'échanges 1, le choix d'été.* [video], TVOntario Publications, 350101-350104

*Pour Tout Dire, Haut les mains.*[video], Office national du film du Canada, C 0288 021

*Tous Ensemble, Décollage.* D.C. Heath now ITP Nelson. ISBN 0-669-95367-9, pp 84-85

*Tribunal des Jeunes.* Copp Clark Pitman now Addison-Wesley Longman. ISBN 0-7730-5321-2

*Un blouson dans la peau.* M. Hébert, ISBN 2-89021.0987

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## Activity 4: Un poème

**Time:** 150 minutes

### Description

Students read a poem about relationships to introduce the passé composé used with irregular past participles.

### Strand(s) and Expectations

#### Overall Expectations

Oral Communication: OCV.01.

Reading: REV.02, REV.03.

Writing: WRV.02, WRV.03.

#### Specific Expectations

Oral Communication: OC2.02, OC2.03, OC3.01.

Reading: RE2.05.

Writing: WR1.04, WR2.01.

### Planning Notes

- Select a poem about relationships to teach the passé composé of irregular verbs with avoir.
- Choose consolidation exercises on the passé composé with avoir.
- Prepare key questions about relationships to introduce the theme.
- Learning experience used: active listening, brainstorming, note-taking, teacher-directed lesson

### Prior Knowledge Required

- Position and agreement of adjectives.
- Passé composé of regular verbs with avoir.

### Teaching/Learning Strategies

1. Ask key questions related to relationships to introduce the theme.
2. Select a well known poem such as “ Déjeuner du matin” by Jacques Prévert to introduce the passé composé of irregular past participles with avoir.
3. Read the poem aloud using actions to clarify meaning.
4. Students identify all the verbs in the poem. The teacher consolidates information by teaching a mini lesson on passé composé.
5. Students present a dramatization of their interpretation of the poem
6. Students write a poem modelled after "Déjeuner du matin", or a cinquain or other example (see resources) as chosen by the teacher, using the passé composé.
7. Extension: Students write and perform a rap using the passé composé.

### Assessment/Evaluation

- Teacher evaluation of learning skills and student participation in activity (observation checklist)
- Teacher evaluation of use of required elements in the poem

### Accommodations

- Pair students to assist in writing task.
- Provide more time for some students to complete writing task.
- Provide a model of a concrete poem or a cinquain.
- To add challenge, students search for another poem or song on relationships to present to the class.

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## Resources

*Des mots pour rêver.* Éditions Pierre Tisseyre. ISBN 2-89051-403-X

*Entre amis 3.* Prentice Hall Canada Inc. ISBN 0-13-287996-4, cahier page 129

*Passages 3.* Addison Wesley ISBN 0-201-57377, page 139.

*Réflexions.* D.C. Heath Canada Ltd. now ITP Nelson. ISBN 0-669-95368-7, page 40.

*Rencontres.* Copp Clark Pitman Ltd. now Addison Wesley. ISBN 0-669-95063-7, page 40.

*Repères, troisième dossier, histoires de Coeur.* CEC Inc. ISBN 2-7617-0299-9

*Tous Ensemble, Décollage.* D.C. Heath Canada LTD. now ITP Nelson. ISBN 0-669-95367-9, page 99

## Activity 5: Le coin des opinions

**Time:** 150 minutes

### Description

Students prepare and give an oral performance using a “Speaker's Corner” (le coin des opinions) format expressing their opinions about relationships.

### Strand(s) and Expectations

#### Overall Expectations

Oral Communication: OCV.02, OCV.03, OCV.05.

Writing: WRV.01, WRV.02, WRV.03.

#### Specific Expectations

Oral Communication: OC2.03, OC2.05.

Writing: WR2.01, WR1.04.

### Planning Notes

- Prepare key questions on the following topics: les copains, les filles et les garçons, la famille, l'école et les profs, mon/mes héros.
- Book video recording equipment and provide videotapes for recording.
- Select a listening activity about relationships.
- Learning experiences used: group work

### Prior Knowledge Required

- Position and agreement of adjectives
- Knowledge of futur proche
- Vocabulary pertaining to relationships

### Teaching/Learning Strategies

1. The teacher starts a discussion about the following topics: les copains, les filles et les garçons, la famille, l'école et les profs, mon/mes héros. The teacher presents controversial statements encouraging the students to respond with their opinions.
2. Students complete the listening activity about relationships that would generate differences of opinion. Students listen several times to complete task.
3. The teacher introduces “Speaker's Corner” (Le coin des opinions). Students prepare a monologue stating an opinion on a topic dealing with relationships. The students write five sentences on one of the topics “les copains, les filles et les garçons, la famille, l'école et les profs, mon/mes héros” and perform them on video with expression. All the topics should be represented. These monologues are videotaped outside the classroom and are shown to the class later.

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4. Extension: Students prepare a dialogue. Two friends discuss a situation, one has a problem and seeks advice from his/her friend. They must find a solution: “J’ai un problème, Je ne suis pas un bébé, mes parents ne voient pas que je suis un adolescent... Tu vas dire..., tu vas proposer...”

### **Assessment/Evaluation**

- Checklist of the performance on video
- Peer and/or teacher evaluation of the performance on video

### **Accommodations**

- Pair students to assist with task.
- Provide model to guide the monologue in “ le coin des opinions”.
- Give more time to complete task (writing and videotaping ).
- To add challenge, the students respond in writing to one of the opinions given on tape, offering solutions if presented with a problem.

### **Resources**

*Avec Brio*. Prentice Hall Ginn Canada, ISBN 0-13-5692458 p. 13

*D’accord 2*. Addison-Wesley Publishers, ISBN 0-201-43940-9, p. 52

*Entre amis 3*. Prentice- Hall Canada Inc. now Addison Wesley, ISBN 0-13-287996-4, cahier p. 66.

*Tous Ensemble, Décollage*. ITP Nelson, ISBN 0-669-95367-9, pp. 72,73.

### **Reading Resources**

*Tous Ensemble, Réflexions* volume 1. D.C. Heath now ITP Nelson, ISBN 0-669-95368-7, pp. 31-2, 36-7

*Jeunesse Mag*. Copp Clark Pitman LTD ISBN 0-7730-5322-0, pp. 20,21.

## **Activity 6: Docteur Dimoitou**

**Time:** 150 minutes

### **Description**

Students write a short letter based on an advice column they have read. In this letter they describe the problem and request a solution. They then read letters from other students and provide possible solutions.

### **Strand(s) and Expectations**

#### **Overall Expectations**

Oral Communication: OCV.04.

Reading: REV.01.

Writing: WRV.01, WRV.03.

#### **Specific Expectations**

Oral Communication: OC2.04, OC3.02.

Reading: RE1.01, RE2.01, RE2.07.

Writing: WR1.01, WR3.01, WR2.03, WR2.04.

### **Planning Notes**

- The teacher selects sample advice columns and prepares comprehension questions.
- Prepare introductory activity. (Appendix C - cut problems and solutions into strips to distribute to students)
- Learning experience used: use of French-English dictionary, process writing

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### **Prior Knowledge Required**

- Passé composé of regular and irregular verbs with avoir
- Position and agreement of adjectives

### **Teaching/Learning Strategies**

1. Distribute the problem to half the class and solutions to the other half (Appendix C). Students circulate to find their matching problem or solution. The pair reads the problem and solution aloud to the class to verify.
2. Students read selected advice columns and answer oral comprehension questions.
3. Using the writing process, students write a letter describing a problem.
4. Students sign their letter using an adjective that expresses their feelings (confus, fâchée, triste...).
5. The teacher collects the letters and redistributes them randomly. Each student writes a response to the letter received providing a possible solution.
6. Extension activities: Students present the letters orally in the form of a counsellor/student interview, hot-line etc. The students prepare a dialogue. Two friends discuss a situation, one has a problem and seeks advice from his/her friend. They must find a solution: “j'ai un problème, je ne suis pas un bébé, mes parents ne voient pas que je suis un adolescent. Tu vas dire..., tu vas proposer...”

### **Assessment/Evaluation**

- Evaluate the letters based on elements of process writing.
- Prepare a reading comprehension quiz based on advice columns.

### **Accommodations**

- Students follow a teacher-prepared model to assist in letter writing.
- To add challenge, use only the problems (Appendix C) and ask students to provide solutions spontaneously

### **Resources**

*Entre amis*, Prentice Hall Canada Inc. ISBN 0-13-288010-5, feuilles SVII-57,SVII-64

#### Reading Resources

*Jeunesse Mag.* Copp Clark Pitman LTD now Addison-Wesley Longman ISBN 0-7730-5322-0, p. 3.

*Passages 3.* Addison-Wesley Longman, ISBN 0-201-57377-6, p. 139

### **Activity 7: Je corresponds!**

**Time:** 225 minutes

#### **Description**

Students describe themselves in a letter to a pen pal in order to form a new relationship. Students include descriptions of themselves, activities they have done and plans they have for the future.

#### **Strand(s) and Expectations**

##### **Overall Expectations**

Writing: WRV.01, WRV.02, WRV.03.

##### **Specific Expectations**

Writing: WR1.02.

Reading: RE2.05.

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## Planning Notes

- Prepare copies of model letter (Appendix A)
- Learning experiences used: writing process (generate ideas, choose a topic, develop a plan, write first draft, review and revise, edit and proof read, and produce a final copy, see *The Ontario Curriculum, FSL Grades 4-8*, p. 10) and Reflection Activities
- Cross-Curricular Connections: English, Annual Education Plan

## Prior Learning Required

- Position and agreement of adjectives
- Verbs in the présent, passé composé, and futur proche

## Teaching/Learning Activities

1. Ask personal questions of students to introduce pen pal writing, e.g., Avez-vous des correspondants? Recevez-vous des lettres? de qui? d'où?
2. Share the model of a pen pal letter. (Appendix A)
3. Students read the teacher-prepared model out loud.
4. The teacher gives the required content for the letter, asking pairs of students to identify the required content in the teacher-prepared model. Students give personal examples as they identify (i.e., When identifying goals in the letter, students share some of their own goals.).
5. The teacher discusses the evaluation rubric with the students. (Appendix B)
6. Students gather and use information from previous activities (survey from Activity 1, and completed spider maps in Activity 2) to use in their letter.
7. Students use the writing process to create their letter.
8. Extension Activity: Students e-mail the letters to key pals and continue to correspond throughout the year. Students send letters to students in another school or board and continue correspondence. Students who have corresponded within the same region may wish to meet with their partners.

## Assessment/Evaluation

- Evaluation rubric (Appendix B)

## Accommodations

- Provide starter sentences to assist students.

## Resources

*Avec Brio*. Prentice Hall Ginn Canada, ISBN 0-13-5692458 p. 13

International Youth Service. (Pen Pals)

*Passages 3*. Addison Wesley Longman, ISBN 0-201-57377-6 pp. 132-133

*Tous Ensemble, Décollage*. D.C. Heath now ITP Nelson, ISBN 0-669-95367-9

## Reading Resources

*Jeunesse Mag*. Copp Clark Pitman now Addison Wesley Longman, ISBN 0-77305322-0

## Appendices

Appendix A - Model pen-pal letter

Appendix B - Evaluation rubric

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## Appendix A

### Model Pen Pal Letter

**Cher ami,**

Je m'appelle Josée. Je suis née à North Bay et j'ai grandi à Mississauga. Samedi dernier j'ai fait de la natation et j'ai vu un bon film. Qu'est-ce que tu as fait?

Je vais à l'école secondaire et je veux participer à beaucoup d'activités. Je suis sportive et j'aime jouer au hockey. Aimes-tu des sports? J'aime aller au cinéma et aux concerts avec mes amis. Je suis sympa et gentille, mais je peux être jalouse. D'habitude je suis coopérative avec ma famille mais je peux être impatiente avec mon petit frère. Je suis sérieuse à l'école mais parfois paresseuse en classe. Et toi?

Cette année j'ai plusieurs buts. Je vais être plus compréhensive avec mes amis. Je vais être tolérante chez moi, surtout avec mon petit frère! À l'école je vais être travailleuse: je vais participer en classe, je vais faire mes devoirs, et je vais étudier pour les tests parce que je veux une bonne note. Quels buts as-tu pour cette année?

Ton amie,  
Josée

## Appendix B

### Evaluation Rubric

#### UNIT 1: Je Corresponds

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding <ul style="list-style-type: none"> <li>• use of required elements: adjectives, questions, présent, passé composé, futur proche</li> </ul>	- uses few of the required elements with many errors	- uses some of the required elements with frequent errors	- uses many of the required elements with occasional errors	- uses many of the required elements with few to no errors
Thinking/Inquiry <ul style="list-style-type: none"> <li>• creative thinking skills</li> </ul>	- copies from the model	- uses the model and makes minor changes to it	- makes some changes and additions to the model	- makes significant changes and additions to the model
Communication <ul style="list-style-type: none"> <li>• clarity</li> <li>• accuracy</li> </ul>	- communicates information with limited clarity - uses language structures and vocabulary with limited accuracy	- communicates information with moderate clarity - uses language structures and vocabulary with some accuracy	- communicates information with considerable clarity - uses language structures and vocabulary with considerable accuracy	- communicates information with a high degree of clarity - uses language structures and vocabulary with a high degree of accuracy
Application <ul style="list-style-type: none"> <li>• writing process</li> </ul>	- uses a few of the stages of the writing process with limited effectiveness to produce a final copy	- uses some of the stages of the writing process with moderate effectiveness to produce a final copy	- uses all the stages of the writing process with considerable effectiveness to produce a final copy	- uses all the stages of the writing process with a high degree of effectiveness to produce a final draft

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## Appendix C

### List of Problems and Solutions

#### Les problèmes

J'ai eu besoin d'argent.

Mon frère est difficile.

Ma soeur a pris mon chandail préféré.

J'ai eu 40% à mon test de sciences.

J'ai perdu mon argent.

Ma soeur est toujours au téléphone.

Je n'ai pas la permission de sortir le soir.

Mon chien a mangé mes devoirs.

Je suis rentré trop tard à la maison.

Mes amis n'ont pas compris mes opinions.

J'ai eu une dispute avec ma meilleure amie.

J'ai oublié de faire mes devoirs.

J'ai cassé la cassette de mon grand frère.

Je ne veux pas sortir avec ce garçon.

#### Les solutions

Je vais garder des enfants.

Je dois parler à mes parents.

Je vais cacher le chandail.

Je dois étudier.

Je vais téléphoner à la police.

Mes parents doivent parler à ma soeur.

Je vais rentrer de bonne heure la prochaine fois.

Je dois mettre mes devoirs dans mon sac.

Je vais acheter une montre.

Je vais essayer d'expliquer mon point de vue.

Je vais parler avec elle.

Je vais donner des excuses au prof.

Je vais acheter une autre.

Je vais dire que je suis malade.

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## Unit 2: Une vedette est née: créer un télé-spectacle

**Time:** 23.5 hours

### Strand(s) and Expectations

#### Overall Expectations

**Oral Communication:** OCV.01, OCV.02, OCV.03, OCV.04, OCV.05.

**Reading:** REV.01, REV.02.

**Writing:** WRV.01, WRV.02, WRV.03.

#### Specific Expectations

**Oral Communication:** OC1.01, OC1.02, OC1.01, OC1.02,  
OC2.01, OC2.02, OC2.01, OC2.02, OC2.03,  
OC2.04, OC2.05, OC3.01, OC3.04, OC3.05

**Reading:** RE1.01, RE1.02, RE1.05.

RE2.02, RE2.04, RE2.05, RE2.07

**Writing:** WR1.01, WR1.02, WR1.03,

WR1.04, WR2.01, WR2.03, WR2.04.

### Unit Description

Students view and respond to various video selections. Students identify aspects of television programs that interest them and express personal opinions about their selections. Students practise oral communication skills and identify the elements required in their preparation that lead to a final oral performance (producing their own television show). Groups prepare a section focussing on a specific genre of television show (newscast, music video, weather report, talk show, etc.) and all elements are combined in a whole class production.

### Activity Titles (Time and Sequence)

Activity 1	Télé-sondage	300 minutes
Activity 2	Le journal intime	110 minutes
Activity 3	La biographie d'une vedette	250 minutes
Activity 4	A mon avis	150 minutes
Activity 5	Ce soir à ne pas manquer!	225 minutes
Activity 6	Bulletin spécial	150 minutes
Activity 7	Les télé-spectacles	225 minutes

### Prior Knowledge Required

- Position and agreement of adjectives
- Present tense of regular and irregular verbs
- Regular and some irregular verbs with avoir in the passé composé
- Subject pronoun substitution
- Position of object pronouns
- Interrogative words: comment, où, pourquoi, quand, qui, etc.
- Location and use of resources for research
- Numbers 1 - 100, telling time

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## Unit Planning Notes

- Organize writing folders.
- Make dictionaries available.
- Create a journal writing evaluation rubric or adapt writing rubric from Unit 1.
- Prepare a lesson on, or review, the writing process.
- Ensure student access to computers.
- Preview Internet resources to be used.
- Select video segments and prepare a listening activity.

## Teaching/Learning Strategies

- Co-operative learning strategies: 3-way interview, think/pair/share, co-operative script writing
- Writing process
- Using the Internet
- Dictionary skills
- Role play
- Teacher-student conferencing

## Assessment and Evaluation Techniques

### Formative

- Activity 1: Observation checklist of co-operative group skills, rubric for oral presentations, self- and peer-evaluation of co-operative skills and task completion, teacher evaluation of the accuracy of vocabulary and language structures and variety of interrogative sentences on the survey
- Activity 2: Rubric to evaluate writing (adapted from Unit 1)
- Activity 3: Quiz on passé composé with être, teacher evaluation of Internet worksheet for completeness, peer evaluation of oral presentation of star using criteria chosen in consultation with students, teacher evaluation of the biography summary to assess use and accuracy of the passé composé and the organization of the biography summary, teacher evaluation of the final copy of the biography that students write independently using a writing rubric
- Activity 4: Quiz on the superlative forms of adjectives
- Activity 5: Oral presentation rubric for the TV clip, quiz on direct object pronouns
- Activity 6: Teacher/student conferencing for the draft of the news flash, observation checklist of co-operative group skills, oral presentation and writing rubrics, peer evaluation of the news flash presentation

### Summative

- Activity 7: This unit contains a final student performance (creation and presentation of a 3-5 minute television show) that is assessed using a rubric developed by teacher and students. Some of the criteria may include:
- use of required grammatical elements,
  - use of video equipment,
  - inclusion of titles and credits,
  - task completion in specific production role,
  - accuracy and effectiveness of language.

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Assessment also includes:

- two teacher/student conferences using a teacher-made checklist or anecdotal notes, an oral communication rubric for the final presentation (see Unit 5),
- teacher evaluation of the journal entries.

## Resources

Specific references to the four current commercial resources are listed in each activity.

These resources are:

*Destinations 3*. Copp Clark Pitman Ltd., distributed by Addison-Wesley. ISBN 07730-5134-1

*Entre Amis 3*. Prentice-Hall Canada Inc., ISBN 0-13-287988-3

*Passages 3*. Addison-Wesley. ISBN 0-201-57377

*Tous Ensemble: Décollage*. D.C. Heath, distributed by ITP Nelson. ISBN 0-669-95367-9

Web sites are listed in the activities.

## Activity 1: Télé-sondage

**Time:** 300 minutes

### Description

Students prepare and conduct a survey to build vocabulary to talk about television program preferences.

The results of the survey are communicated through an oral presentation.

### Strand(s) and Expectations

#### Overall Expectations

Oral Communication: OCV.03, OCV.04, OCV.05.

Writing: WRV.02, WRV.03.

#### Specific Expectations

Oral Communication: OC2.04, OC2.05, OC3.01, OC3.04.

### Planning Notes

- Prepare a list of French vocabulary related to different categories of TV programs.
- Assemble a supply of chart paper, markers and masking tape.
- Prepares a “Trouve quelqu’un qui...” activity sheet.
- Make signs of TV program categories.
- Construct an evaluation rubric for the oral presentation of the survey results adapting the oral presentation rubric in Unit 5, Appendix A.
- Learning experiences used: three-way interview, co-operative learning

### Prior Knowledge Required

- Interrogatives
- Numbers 1 to 100
- Comparative, superlative of adjectives and adverbs
- Expressing opinions

### Teaching/Learning Strategies

1. Post chart paper in the classroom. The chart paper displays a list of French terms for types of TV shows, e.g., “ la comédie, le dessin animé, le vidéoclip, le jeu télévisé, l’émission de sports, le téléroman,” etc. Model “Moi, j’aime regarder (name of show). C’est une comédie (type of show)”

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and points to the type of TV show on the chart paper just referred to orally. The teacher then elicits orally names and types of shows students like. e.g., “Qu’est-ce que tu aimes regarder? Quelle sorte d’émission est-ce?” Assist students in learning the new vocabulary of types of TV shows by matching the types on the chart paper with students’ choices of shows. Hand out an activity sheet “Trouve quelqu’un qui...” to each student. This sheet contains a variety of statements using verbs like “aimer, détester, préférer, adorer, admirer...” and types of shows. Students move about getting signatures for each statement that is true of the student who signs. When the signatures are received, ask several students to read aloud a signed name with its corresponding statement.

2. Post signs around the classroom (as in a “4-corners” structure), of various types of shows also used in the “Trouve quelqu’un qui...” statements. Each student stands under the sign displaying the type of show he/she likes the best. Then ask students to form groups of three based on different preferences. Therefore each student joins two others who are not standing under the same sign together.
3. Each group of three divides a sheet into three columns, one per student in the group. Students take turns changing roles from questioner to oral responder to recorder in a three-way interview. Using three prepared questions such as “Combien d’heures de télé regardes-tu par semaine? Qui est l’acteur que tu aimes dans ton émission préférée? Quelle émission détestes-tu?”, each student asks, answers, and writes an answer to each question. For the first interview, student A is the questioner, student B is the oral responder, and student C is the recorder, filling in the first column of the sheet with student B’s responses. For the second interview, student B is the questioner, student C is the oral responder, and student A is the recorder, etc. Once the groups of three have filled in their sheets, conduct a random check by eliciting oral responses from various group members.
4. Review interrogative questions by organizing a class graffiti exercise. Each group of three receives chart paper with an incomplete interrogative sentence. e.g. Group 1 “Quel...?”; Group 2 “A quelle heure...?”; Group 3 “Qui...?” For example, in a class of 30 students, distribute 10 pieces of chart paper each with a different incomplete interrogative sentence. Ask the groups to complete types of questions they would ask on a television viewing survey. Circulate the sheets of chart paper in a pre-determined order around the room until each group has written a question on every sheet.
5. Each group of three posts its original sheet of chart paper. Highlight some interesting survey questions and make necessary corrections.
6. Each group of three examines the charts and selects at least nine different interrogative sentences including a variety of types of questions.
7. Each group of three prepares and conducts a survey on TV program preferences. Each group chooses a different specific audience, e.g., “les élèves de la 8e année, les professeurs, les parents...” A survey question sheet is prepared by each group to include the nine selected questions. Each member of the group has a copy. The teacher and the students agree upon a timeline, the number of people who will complete the survey and the evaluation criteria for the oral presentation of the results. Evaluate the language accuracy and variety of the survey questions of each group.
8. The groups conduct their surveys and create poster-size graphs to show their survey results.
9. Review the use of numbers, adjectives, and adverbs. Teach the comparative and superlative of adjectives and adverbs needed for this activity. (E.g., “89% des enfants aiment les dessins animés; Les professeurs aiment moins les téléromans que les émissions de sport”.)
10. Students demonstrate sustained conversation in the form of a mini talk show using the information shown on the graph. The students demonstrate the use of “Je pense que...” and “Je crois que...” in the concluding remarks of the mini talk show conversation. Evaluate the oral presentation based on the criteria agreed upon in Strategy 7.

### **Assessment/Evaluation**

- Observation checklist of co-operative group skills
- A rubric for oral presentations (see Planning Notes)

- 
- Self-evaluation and peer-evaluation of co-operative skills and task completion
  - Teacher evaluation of the accuracy of vocabulary and language structures and the variety of interrogative sentences on the survey

### **Accommodations**

- Conference with teacher before survey
- Peer-helper assigned in group
- Additional practice time before the oral presentation
- To add challenge, a class graph of the survey results from all the survey groups

### **Resources**

*Destinations 3*. Copp Clark Pitman, now Addison Wesley Longman, ISBN 0-7730-5134-1, pp. 15-35

*Entre Amis 3*. Prentice Hall Canada Inc., ISBN 0-13-287988-3, pp. 28-29

*Passages 3*. Addison Wesley Longman, ISBN 0-201-57377-6, pp. 36-65

## **Activity 2: Le journal intime**

**Time:** 100 minutes

### **Description**

Throughout this unit, students keep a journal, adding an entry after every activity. To write entries that are reflective and personal in nature, students use vocabulary and structures that they have learned.

### **Strand(s) and Expectations**

#### **Overall Expectations**

Writing: WRV.01, WRV.02, WRV.03.

#### **Specific Expectations**

Writing: WR1.01, WR1.03, WR2.01, WR2.03, WR2.04.

### **Planning Notes**

- Organize a writing folder or writing workbook for each student
- Make dictionaries available.
- Create a journal evaluation rubric or adapts the writing rubric from Unit 1
- Learning experiences used: writing process.

### **Prior Knowledge Required**

- Television, film, and music vocabulary
- Passé composé with avoir and être
- Use of dictionary
- Expressing opinions

### **Teaching/Learning Strategies**

1. Introduce students to journal writing by discussing the reasons for keeping a journal (i.e., to record personal observations, to express feelings, and to look at oneself, etc.)
2. Inform students how the journal is to be kept (e.g., in a folder, in a writing workbook, in the classroom etc.). Students write using double-spacing to allow for editing. If easily accessed, journals may be kept in a personal folder on the computer and printed at the teacher's request.

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3. Explain to students the importance of writing in French as much as possible, to develop the facility of writing.
  4. Discuss the criteria for evaluation of the journal from the rubric.
  5. Prepare personal response questions based on the survey:  
“Aimes-tu la télé? Pourquoi? Es-tu d’accord avec...? Veux-tu savoir autre chose?  
Aimes-tu discuter tes émissions préférées? Etc.
  6. Ask these questions orally and record key phrases, vocabulary, or verbs on the board. Elicit as much information as possible from students to give them lots of ideas to use in their writing.
  7. Direct students to write the date and topic on their journal page and to write as much as possible about their television viewing preferences. Students use the vocabulary resources on the board or on their survey and use dictionaries sparingly. Students write one to two paragraphs.
  8. Students hand in their journals when one entry is complete. Teachers do not assess the writing for accuracy, but respond with personal comments. The teacher stores the journals in the classroom until the next activity.
  9. Suggest journal entry topics after each of Activities 3-7 in this unit. Follow the writing process, using questions to elicit ideas for content from students. Teachers record useful vocabulary and structures for the journal on the board so that students can use them as needed. Teachers comment on student writing after each entry without assessing language structures.
  10. In Activity 7, students choose two journal entries that they have already produced. For each one, they review and revise, edit and proofread, and produce a final copy. Each final copy includes three paragraphs and incorporates the unit vocabulary, the “passé composé” and the direct object pronouns “le, la and les”.

### **Assessment/Evaluation**

- Rubric to evaluate writing

### **Accommodations**

- Use of a scribe to write journal
- Use of teacher-made sentence starters to complete answers

### **Resources**

*Destinations 4*. Copp Clark Pitman Ltd, now Addison Wesley Longman, ISBN 0-7730-5201-1, pp. 6-7, 17-18

## **Activity 3: La biographie d’une vedette**

**Time:** 250 minutes

### **Description**

Students use the Internet to find information about a francophone singer or actor and read the biographies. They listen and respond to an interview or a song. Students create a biography of their favourite star, incorporating the new language structure, the passé composé with être.

### **Strand(s) and Expectations**

#### **Overall Expectations**

Oral Communication: OCV.02.

Reading: REV.01.

Writing: WRV.02.

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## Specific Expectations

Oral Communication: OC1.01.

Reading: RE1.02, RE1.05, RE2.02.

Writing: WR1.01.

## Planning Notes

- Search the Internet to check sites available for French-speaking singers or film stars.
- Prepare a worksheet, <http://members.aol.com> (Internet activities for Foreign Language Classes) California Foreign Language Project, that lead students to the Internet site(s) and comprehension questions to answer from the material on the site.
- Find listening materials for the activity (song or video interview with a star) and prepare a comprehension activity.
- Arrange student access to the Internet.
- Prepare a simple biography of a star with comprehension questions.
- Prepare consolidation exercises for the passé composé with être.
- Prepare a quiz for the passé composé with être.
- Learning experiences used: Internet research, writing process, reading for information

## Prior Knowledge Required

- Reading strategies including contextual clues, visual clues, and the use of cognates
- Passé composé with avoir and être

## Teaching/Learning Strategies

1. Elicit names of francophone singers or actors from students.
2. Ask what information the students want to know about any of the people named.
3. Introduce the Internet activity. Students use a worksheet with at least one Internet address that they visit to find answers to questions (e.g. <http://users.skynet.be.sky35350/pb.html> is a site about Patrick Bruel). The questions are based on the information that they decided they want to know.
4. Students then search a second time to retrieve information on a francophone singer or actor who interests them.
5. Discuss the information from the first site with the class.
6. Students report orally on the singer or actor from the second site to the class.
7. Using the information from the Internet search, the teacher presents a review of the passé composé with avoir (e.g., Il a chanté... Elle a joué le rôle...etc.) using a question/answer approach and then written reinforcement.
8. Introduce the passé composé with être, using the vocabulary of music, cinema, singers, and actors as a context (e.g., Elle est née..., Il est sorti... Ils sont restés...) and provides consolidation exercises for oral, listening and writing practice.
9. Students listen to a recording of a French song or view a French videotape and respond orally by identifying the main ideas and explaining some supporting details.
10. Give students a printed biography of a singer or actor (e.g., Céline Dion). Students read the biography aloud using correct pronunciation and intonation. Students find all the verbs in the reading that are in the passé composé and answer reading comprehension questions. Students use their answers to prepare a summary of the biography. They organize the information in paragraphs.
11. Students then choose another star and write a biography modeled on the ones that they have previously read. The final copy of the biography may include a picture of the star.
12. At the end of this activity, students make a personal journal entry. Students write one to two paragraphs recording what they liked about this activity and relate the music or the video to their personal tastes.

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## Assessment/Evaluation

- Quiz on passé composé with être
- Teacher-evaluation of Internet worksheet for completeness
- Peer-evaluation of oral presentation of star using criteria chosen in consultation with students
- Teacher-evaluation of the biography summary to assess the use and accuracy of the passé composé and the organization of the biography summary (using a process writing rubric )
- Teacher evaluation of the final copy of the biography that students write independently using a writing rubric

## Accommodations

- Students use peer helper
- Provide sentence starters to assist in activity completion
- Use of visual aids for work with passé composé

## Resources

*Destinations 4.* Copp Clark Pitman Ltd., now Addison Wesley Longman, ISBN 0-7730-5201-1, pp. 153

*Destinations 3.* Copp Clark Pitman Ltd. now Addison Wesley Longman, ISBN 0-7730-5134-1, pp. 50-57 (le passé composé avec être)

*Destinations 3.* Cahier d'activités, Copp Clark Pitman Ltd., now Addison Wesley Longman, ISBN 0-7730-5139-2, p.71

*En Direct 1.* Prentice-Hall Canada Inc., ISBN 0-13-062209-5, pp. 126, 127

*Entre Amis 3 Cahier d'activités,* Prentice Hall Canada, ISBN 0-13-288036-9, pp. 60-63

*Passages 3.* Addison Wesley Longman, ISBN 0-201-57377-6, pp. 24-32 (le passé composé)

*Tous Ensemble. Décollage.* D.C. Heath Canada Ltd., now ITP Nelson. ISBN 0-669-95367-9, pp. 194-201 (le passé composé avec être)

<http://members.aol.com>

(Internet activities for Foreign Language Classes) California Foreign Language Project

<http://www.qim.com>

(Quebec Info Musique)

<http://www.yahoo.fr>

(Art et Culture > Musique > Par genres >)

<http://www.chez.com/maud/site/bio.html>

(La Biographie de Vanessa Paradis)

[http://www.yahoo.fr/Art\\_et\\_culture/Musique/Artistes/Par\\_genres](http://www.yahoo.fr/Art_et_culture/Musique/Artistes/Par_genres)

(This is a site that lists types of music and the artists that sing them.).

## Reading Resources

*Entre Amis 3*> Prentice-Hall Canada Inc., ISBN 0-13-287988-3, pp. 64-65.

*Tous Ensemble, Réflexions,* volume 2. D.C.Heath now ITP Nelson, ISBN 0-669-95412-8, pp. 62-64

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## Activity 4: A mon avis

**Time:** 150 minutes

### Description

Students respond to narrative video segments by ranking them in order of preference using the comparative and superlative of adjectives and by writing an opinion letter to the producer.

### Strand(s) and Expectations

#### Overall expectations

Oral Communication: OCV.02.

Writing: WRV.01, WRV.03.

#### Specific expectations

Oral Communication: OC1.01, OC3.01, OC3.05.

Writing: WR1.03, WR1.04, WR2.01, WR2.03.

### Planning Notes

- Select two or three French narrative video segments from available videos (see Resources).
- Prepare a listening activity sheet for video segments and oral questions.
- Prepare a model letter to a producer.
- Prepare a writing rubric.
- Assemble consolidation exercises and quiz on the superlative adjectives.
- Learning experiences used: viewing and responding, co-operative strategy: think/pair/share

### Prior Knowledge Required

- Passé composé with avoir and être used in the affirmative and negative
- Position and agreement of adjectives
- Comparative and superlative of adjectives

### Teaching/Learning Strategies

1. Ask students their opinions about current movies, TV shows, and stars.
2. Record familiar and new vocabulary on the blackboard. Students learn new vocabulary to talk about a TV show.
3. Review the comparative and the superlative of adjectives and teach the comparative and superlative of “bon”, followed by listening exercises, writing exercises and a quiz.
4. The teacher shows three different narrative video segments, 5-to-10 minutes each.  
To verify comprehension, students take point-form notes to record who? what? where? when? as they view each segment.
5. After each video segment, ask students to share their notes orally to verify comprehension.
6. Lead students in the following think-pair-share activity. After viewing the three segments, students rank them based on the following: les acteurs, l’action, la scène, les costumes. Students then individually think about and write an overall ranking of the three segments, using for example: “A mon avis, #2 est le meilleur vidéo; A mon avis, #1 est assez bon; A mon avis, #3 est le pire.” Students then share their rankings and reasons based on their chart with a partner. The teacher selects several pairs to share their rankings orally with the class. Record on the board the class’ choice of overall best video if desired.

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7. Model a journal entry in the form of a letter to the producer. The letter expresses the viewer's opinion of one video segment. The required elements include the date, the address, the salutation, and the use of the superlative forms of adjectives. As their journal entry, students compose an opinion letter to the producer about one of the three segments, expressing their opinion and using the superlative forms of adjectives. Students use the writing process.

### **Assessment/Evaluation**

- A quiz on the superlative forms of adjectives

### **Accommodations**

- Provide additional video viewing opportunities.
- Provide some written examples of comparisons.
- Provide individual copies of model letter and/or a large print version of model letter.
- Fill-in-the-blank version of model letter used as a guide for letter writing.
- To add challenge, the students create a movie advertisement for a newspaper.

### **Resources**

Bach et Bottine. *Les productions La Fête*, Cinéma Plus International Inc., 1986, 95 minutes

*Destinations 3*. Copp Clark Pitman Ltd. distributed by Addison Wesley Longman, ISBN 0-7730-5139-2, pp. 8-9, 12-13, 29, 31, 82-83

*Entre amis 3*. Prentice Hall Canada Inc. ISBN 0-13-287988-3, p. 154

*La Guerre des Tuques*. Ciné-fête, Montréal, 91 minutes.

*Paroles d'échange*. TVO

*Passages 3*. Addison Wesley Longman, ISBN 0-201-57377-6, p. 139

*Pour Tout Dire*. NFB, 1988-95, 4 modules, 88 minutes.

*Tous Ensemble, Décollage*. D.C. Heath Canada Ltd. distributed by ITP Nelson, ISBN 0-669-95367-9, pp. 194-195

## **Activity 5: Ce soir, à ne pas manquer!**

**Time:** 225 minutes

### **Description**

Students read a TV guide page and produce a short oral preview announcing an upcoming show, using direct object pronouns.

### **Strand(s) and Expectations**

#### **Overall Expectations**

Oral Communication: OCV.04, OCV.05.

Reading: REV.01, REV.02.

Writing: WRV.01, WRV.02, WRV.03.

#### **Specific Expectations**

Oral Communication: OC2.01, OC2.04, OC2.05, OC3.05.

Reading: RE1.05, RE2.02, RE2.03, RE2.04, RE2.05, RE2.07.

Writing: WR1.03, WR2.01, WR2.04.

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## Planning Notes

- Bring a TV remote control and prepare cards with a channel number, a TV category, and a program time; a list of TV program categories; and copies of a French TV guide page.
- Plan a direct object pronoun lesson based on TV programs and times
- Ensure the availability of a sufficient number of dictionaries
- Select a review procedure, materials, hand-outs for the 24-hour clock
- Learning experiences used: research using a dictionary, audio-visual presentation, simulation of a TV screen, writing process

## Prior Knowledge Required

- The vocabulary of the 24-hour clock
- Interrogatives
- TV vocabulary from previous activities

## Teaching/Learning Strategies

1. Distribute cards to students. Each card shows the following three things: a channel number; a category such as sports, music, movies, shopping; and a program time. Simulate a problem situation where the TV viewer, does not know what to watch because there are so many choices: “Quelle émission est-ce que je vais choisir?”. With a TV remote, the teacher moves around the room “zapping” channels (students), asking several students what program category their channel is offering and program times. Students answer by reading aloud the information on their cards. Conclude with the question: “Comment décider quoi regarder?” Suggest the use of the TV guide as a solution to the problem of too many choices. The teacher reviews the 24-hour clock and categories of programs.
2. Ask students for TV program categories (See Activity 1) and write them on the board as headings. In pairs, students list programs under each category heading.
3. Ask the students which shows they watch and use their oral responses to introduce the use of the direct object pronouns e.g., “Je regarde émission X. Je la regarde chaque semaine.”
4. Conduct a lesson on the use and position of direct object pronouns without agreement for affirmative and negative, and provide listening and writing exercises.
5. In pairs, students use the TV guide excerpt to create five questions for the rest of the class. e.g., “Qu’est-ce qu’on peut voir...? Qui joue dans...? A quelle heure peut-on voir...? etc.” Pairs ask their questions orally to others in the class.
6. In groups of three or four, students take turns reading aloud the times and program descriptions. Instruct them to take on the role of TV announcers, in preparation for the next task.
7. In groups of three, students prepare a “Coming up tonight!” (“Ce soir, à ne pas manquer!”) TV clip, announcing a program to be telecast and showing a preview of the program. One student takes on the role of announcer, while two perform the preview. The announcer briefly describes the show and the performers act out a clip to draw attention to their show. A short script is written by the group. Every member writes his/her own part. Evaluation includes accuracy of pronunciation, use of pronouns, and organization of the performance. Each student writes a journal entry reflecting on the group process in Strategy 7
8. Extension: In pairs, students create a TV-guide page. Content includes the date, the times, a variety of program categories, stars, and a brief description.

## Assessment/Evaluation

- Oral presentation rubric for the TV clip
- Quiz on direct object pronouns

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## Accommodations

- Provide a French TV-guide page with underlined cues, bilingual vocabulary, larger print
- Provide supplementary exercises on the required elements
- Modify the quiz
- Require a shorter oral presentation
- To add challenge, videotape the previews of the “Ce soir, à ne pas manquer”
- To add challenge, students create a jeopardy game using interrogatives to elicit TV show names and actors

## Resources

*Destinations 3*. Copp Clark Pitman, distributed by Addison Wesley Longman, ISBN 0-7730-5134-1, pp. 20-30

*Entre amis 3*. Prentice Hall Canada Inc. ISBN 0-13-287988-3, p. 38

*Passages 3*. Addison Wesley Longman, ISBN 0-201-57377-6, pp. 38-39, 48-49, 51

## Activity 6: Bulletin spécial

**Time:** 150 minutes

### Description

Students present a news flash, practising oral communication skills in preparation for the final performance (Activity 7).

### Strand(s) and Expectations:

#### Overall Expectations

Oral Communication: OCV.04, OCV.05.

Writing: WRV.01, WRV.02, WRV.03.

#### Specific Expectations

Oral Communication: OC2.02, OC2.05, OC3.01, OC3.04.

Writing: WR1.03, WR2.01, WR2.03, WR2.04.

### Planning Notes

- Coach a student in advance for the teacher-student role play.
- Make up a teacher-student conference checklist and an observation checklist.
- Prepare a peer-evaluation checklist.
- Organize the classroom space for the oral presentations.
- Assemble chart paper, markers, French-English dictionaries.
- Learning experiences used: role-play, teacher-student conferencing, co-operative script writing oral production.

### Prior Knowledge Required

- The passé composé with avoir and être
- The TV vocabulary from previous activities
- Direct object pronouns
- Use of French-English dictionaries

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## Teaching/Learning Strategies

1. Begin the class as usual, then suddenly interrupt with a news flash. The teacher plays the role of the newscaster and a student who's been coached in advance is the reporter in the field. In groups of three or four, students make a list on chart paper of types of news flashes that might interrupt regular programming. French vocabulary is listed using French-English dictionaries. The groups post their chart paper to make the lists visible to the class. The teacher and students review the types of news flashes orally.
2. Each group of three or four students chooses a news flash event. Students in the groups divide their roles between newscaster(s) and reporter(s).
3. Each group writes a script for a two- to three- minute news flash. To ensure equal participation each student writes his/her own part. The script includes the use of direct object pronouns (see Activity 5).
4. Each group brings a draft of the script to a conference with the teacher. The teacher briefly coaches the group on pronunciation and projection for the oral presentation.
5. Students produce a final draft of their script and rehearse orally using props.
6. The teacher organizes the classroom into two main areas: the news desk and the reporter in the field area. Students present their news flashes and evaluate the presentations. Evaluation includes the required elements, oral communication skills, and visuals (props).
7. Students write a journal entry (see Activity 2) on a recent sensational news item (e.g., a disaster, a death, a political change, a famous person event, etc.) using the direct object pronouns.

## Assessment/Evaluation

- Teacher-student conferencing about the draft of the news flash
- Observation checklist of cooperative group skills
- Teacher evaluates using oral presentation rubric from Unit 5
- Peer evaluation of the news flash presentation

## Accommodations

- Use individual teacher conferencing and individual teacher coaching.
- To add challenge, the students write a front-page article on a sensational news item.
- To add challenge, videotape the “bulletin spécial”.
- To add challenge, the students do a research project on a sensational news item.

## Resources

*Passages 3*. Addison Wesley Longman, ISBN 0-201-57377-6, pp. 45-47

## Activity 7: Les téléspectacles

**Time: 225 minutes**

### Description

Students in small groups prepare and present 3- to 5-minute television shows, e.g., talk show, music TV show, cooking show, game show, newscast, etc. The shows are videotaped or presented live and include titles and credits.

### Strand(s) and Expectations

#### Overall Expectations

Oral Communication: OCV.02, OCV.05.

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## Specific Expectations

Oral Communication: OC1.02, OC2.03, OC2.05, OC3.01.

Reading: RE2.07.

## Planning Notes

- Prepare production vocabulary (<http://www.media-awareness.ca/>), e.g., head writer, director, props, etc.
- Prepare a rubric or a checklist for teacher-group conferences.
- Prepare an oral presentation rubric for the final presentation.
- Make a video camera available for the final presentation.
- Learning experiences used: writing process (generate ideas, choose a topic, develop a plan, write first draft, review and revise, edit and proofread, and produce a final copy; see *the Ontario Curriculum, FSL, Grades 4-8*, p. 10.), brainstorming, co-operative groups, teacher-student conferences.

## Prior Knowledge Required

- Passé composé with avoir and être
- Direct object pronouns “le, la, les”

## Teaching/Learning Strategies

1. Students list categories of TV shows (e.g., newscasts, talk shows, soap operas, game shows etc.).
2. Assign one category per group of four or five students to generate vocabulary. Students list appropriate vocabulary words for their category of show under the headings “Les personnes” (e.g., annonceur, invité, hôte for a game show) and “Les idées pour le contenu” (e.g., des catégories pour Jeopardy; La roue de la fortune, etc.). Students use markers, chart paper, textbooks and dictionaries.
3. The groups post their charts around the room. As a whole class task, the teacher and students add and/or correct vocabulary.
4. Each group chooses a category of TV show from those posted around the room.
5. Provide a list of the various production roles needed to produce the TV show and the responsibilities for each one:  
e.g., *Rédacteur en chef*: responsable pour la production et les révisions du script.  
*Metteur en scène*: donne des directives aux acteurs  
*Caméraman*: s’occupe de filmer l’émission d’un autre groupe  
*Coordonnateur d’accessoires*: trouve et organise des accessoires et des costumes  
*Graphiste*: crée les titres, les sous-titres, les dessins, la liste des acteurs etc.
6. Students in each group select a role. Each student also is part of the writing team and the performance team. The cameraman videotapes the show of another group so that she/he can participate in performing with her/his own group.
7. The teacher and students discuss the criteria of the evaluation rubric. The required grammatical elements of the script include the use of the “passé composé with avoir and être” and the direct object pronouns “le, la, and les.”
8. Each group prepares a written plan of their show that includes a summary of the show, the production roles, and a time-line for production. The length of the show will be three to five minutes.
9. The teacher conferences with each group to review their plan and to provide further guidance.
10. Using the writing process, students write the script of their show, including production notes.
11. Meet with each group for a second conference to edit the final script and check for the inclusion of the grammatical elements.
12. Provide rehearsal time.
13. Students present their TV show live or on videotape.

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14. Extension: The presentation of the shows may be done as an award show (e.g., les Oscars, les Césars, les Génies). Students vote for the best features of each show and awards are given out.
  15. Students write in their unit journals to record their reflections about the activity and their part in it. This is a self-evaluation and includes overall reflections on the unit.
  16. Students choose two journal entries that they have already produced. For each one, they review and revise, edit and proofread and produce a final copy. Each final copy includes three paragraphs and incorporates the unit vocabulary, the “passé composé” and the direct object pronouns “le, la, and les”.

### **Assessment/Evaluation**

- Two teacher-student conferences using a teacher-made checklist or anecdotal notes
- An oral communication rubric for the final presentation, Unit 5
- Teacher-evaluation of journals using a writing rubric, Unit 1

### **Accommodations**

- Students work with a peer helper.
- Teacher provides a model of a script.

### **Resources**

*Destinations 3*. Copp Clark Pitman Ltd., distributed by Addison Wesley Longman. ISBN 0-7730-5134-1, pp. 15, 26-27, 30, 35

*Passages 3*. Addison Wesley Longman. ISBN 0-201-57377-6, p.37

<http://www.media-awareness.ca/>

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## Unit 3: Des sports et des loisirs, on en parle!

**Time:** 24 hours

### Strand(s) and Expectations

#### Overall Expectations

**Oral Communication:** OCV.01, OCV.03, OCV.04, OCV.05.

**Reading:** REV.01, REV.02.

**Writing:** WRV.01, WRV.02, WRV.03.

#### Specific Expectations

**Oral Communication:** OC1.01, OC1.02, OC1.03, OC1.04, OC1.05, OC1.06, OC1.07, OC2.01, OC2.02, OC2.03, OC2.04, OC2.05, OC2.06, OC2.07, OC3.01, OC3.02, OC3.03.

**Reading:** RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, RE1.06, RE1.07, RE2.01, RE2.02, RE2.03, RE2.04, RE2.05, RE2.06, RE2.07.

**Writing:** WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, WR1.06, WR1.07, WR2.01, WR2.02, WR2.03, WR2.04.

### Unit Description

Students discuss sports and leisure activities incorporating the pronoun *en*, appropriate new vocabulary and the futur simple. They use adjectives to express their preferences and to give opinions. The final task is the creation of a brochure to advertise an ideal resort for a specific audience: teenagers, teachers, parents, etc. This brochure includes information that entices them to take the vacation of their dreams.

### Activity Titles (Time and Sequence)

Activity 1	Ma journée planifiée	225 minutes
Activity 2	Une invitation refusée	225 minutes
Activity 3	Des sports et des loisirs: on en parle	300 minutes
Activity 4	Qui sont les athlètes célèbres?	225 minutes
Activity 5	Des renseignements, s'il vous plaît	150 minutes
Activity 6	Quelles vacances!	315 minutes

### Prior Knowledge Required

- Comparative and superlative forms of adjectives
- Numbers to 350
- Construction and interpretation of bar graphs
- Position and agreement of adjectives

### Unit Planning Notes

- Prepare lessons on the futur simple, *en*, and disjunctive pronouns.
- Prepare a rating scale to evaluate "Ma journée planifiée (Activity 1).
- Prepare card game for Activity 3.
- Provide printed resources and Internet sites.
- Ensure student access to computers.
- Prepare a model dialogue for Activity 5.
- Provide brochures and flyers for resorts.
- Create or modify a rubric for the brochure.

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## Teaching/Learning Strategies

- Problem solving
- Oral groupwork and pair work
- Teacher modelling
- Game playing
- Use of software to create a brochure
- Co-operative learning strategies: jigsaw
- Research
- Using dictionaries for vocabulary building
- Creating a dialogue based on a model

## Assessment and Evaluation

### Formative

- Activity 1: Teacher evaluation with rating scale  
Teacher evaluation of television viewing notes
- Activity 2: A listening and written quiz on disjunctive  
Teacher/student evaluation of the oral presentation  
Teacher prepared dictation
- Activity 3: Listening and written quiz on the pronoun en  
Observation of behaviour and participation in the class game,  
Teacher evaluation of student research worksheet on sports  
An evaluation checklist for the presentation on Canadian and International sports.
- Activity 4: Listening test and written quiz on qui and que, teacher evaluation of carte de sport
- Activity 5: Teacher assessment of the telephone dialogue

### Summative

- Activity 6: This unit contains a final student performance (creating a brochure) that is to be assessed using a rubric that reflects the Achievement Chart in The Ontario Curriculum. Assessment also includes self- and peer-evaluation using observation checklist for learning skills in cooperative group work. The criteria are from the categories in the achievement chart as well as other criteria specific to the achievement task.

## Resources

Specific references to the four current commercial resources are listed in each activity.

These resources are:

*Destinations 3*. Copp Clark Pitman Ltd., distributed by Addison-Wesley. ISBN 07730-5134-1

*Entre Amis 3*. Prentice-Hall Canada Inc.. ISBN 0-13-287988-3

*Passages 3*. Addison-Wesley. ISBN 0-201-57377

*Tous Ensemble: Décollage*. D.C.Heath. Distributed by ITP Nelson. ISBN 0-669-95367-9

Web sites are listed in the activities

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## Activity 1: Ma journée planifiée

**Time:** 225 minutes

### Description

Students plan a day of activities in the community for themselves and a specific group of people. Using the inquiry skills of planning, and selecting strategies resources and vocabulary suited to the activities, students describe their plan in writing using the “futur simple”.

### Strand(s) and Expectations

#### Overall Expectations

Oral Communication: OCV.03, OCV.05.

Writing: WRV.01, WRV.02, WRV.03.

#### Specific Expectations

Oral Communication: OC2.01, OC2.03, OC3.01, OC3.02, OC3.03.

Writing: WR2.01, WR2.04.

### Planning Notes

- Prepare a lesson on the “futur simple” including oral, reading, and writing consolidation activities.
- Prepare a rating scale to evaluate “ma journée planifiée”.
- Prepare a list of target audiences, one per student.
- Learning experiences used: oral group work, game, problem solving

### Prior Learning Required

- Some sports vocabulary

### Teaching/Learning Strategies

1. Students make a T-chart on a paper. On the top of one side, column 1, they write “Je sais”(vocabulary that they already know), on the other side, column 2, they write “Je veux savoir”(vocabulary they would like to learn). Students complete the t-chart by writing all the sports and leisure activities they know how to say in French in column #1 and all the sports and leisure vocabulary they would like to learn in column #2. Circulate, modelling the role of the encourager, congratulating the students for all the vocabulary they already know and encouraging them to continue to write more! With their completed T-charts the students form a group of four. Comparing lists the students offer any vocabulary from their column 1 that another group member needs.
2. The class shares their known vocabulary from column 1. Write it on the board and correct spelling and gender as required. Students correct their own lists and make additions. Provide the vocabulary remaining in column 2 that the students could not generate in groups and identify the difference in words used in Canada from those used in other French speaking regions (e.g., le football vs le soccer). Students keep this list as their vocabulary list for the unit. They make additions as they acquire new vocabulary throughout the unit.
3. Students form groups of eight and sit in a circle to play a word-association game. Clap a short rhythm, three beats - two short taps on the knee and one clap, that the students imitate. All students keep the rhythm throughout the game. Each student in turn says a word associated with sports on beat 3, the clap. The teacher plays one round with one group to demonstrate to the class. The class plays in their groups until all students have participated or have run out of words.

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4. Students watch a sporting event of their choice in French on the television at home or in a library/resource centre. While watching, the students note the date, teams/players, who won, the score and ten vocabulary words they heard while watching. Record their noted vocabulary: “Est-ce que quelqu’un a écrit un mot qui commence par la lettre A? Qu’est-ce que c’est? B, etc. Continue recording the words in order of the alphabet. Record responses on the board while students update their vocabulary list.
  5. Students plan an outing in groups of four. Using board game money, the teacher gives Group 1 \$500, Group 2 \$250, Group 3 \$125, Group 4 \$50 and Group 5 does not receive any money. Students plan a group outing for themselves in the community. Outline the cost of activities, food and transportation.
  6. Each group describes their outing aloud to the class. During the presentations the teacher orally reinforces student responses introducing the “futur simple”, e.g., “Alors, vous irez au parc? Bonne idée! The teacher writes the statements on the board using the “futur simple”.
  7. Students use problem-solving strategies to identify the verbs in the statements transcribed above, the tense and the rules of formation.
  8. Each student is assigned a specific audience in order to plan a day of activities, e.g., an exchange student, grandparents from out of town, friends, a little sister, a handicapped friend, or a teacher. Each student writes the plan using the “futur simple”. The teacher evaluates the plan using a rating scale with criteria such as variety and appropriateness of activities, use of “futur simple”, etc.

### **Assessment/Evaluation**

- Teacher-evaluation with rating scale for “ma journée planifiée”
- Teacher-evaluation of television viewing notes

### **Accommodations**

- Students work with a partner to complete “ma journée planifiée”

### **Resources**

*Destinations 3 Cahier d'Activités.* Copp Clark Pitman distributed by Addison Wesley Longman, ISBN 0-7730-5139-2, pp. 58-61, 67

*Destinations 4.* Copp Clark Pitman now Addison Wesley Longman, ISBN 0-7730-5201-1, pp.166-168

*Destinations 4 Cahier D'Activités.* Copp Clark Pitman now Addison Wesley Longman, ISBN 0-7730-5202-X, pp153-162

*Entre Amis 3.* Prentice-Hall Canada Inc., ISBN 0-13-287988-3, pp. 115, 139

*Passages 3.* Addison Wesley Longman, ISBN 0-201-57377-6, pp. 6, 33

*Passages 3 Cahier d'activités.* Addison Wesley, ISBN 0-201-57378-4, pp. 3-6

## **Activity 2: Une invitation refusée**

**Time:** 225 minutes

### **Description**

Students create dialogues to disagree about choices of week-end activities.

### **Strand(s) and Expectations**

#### **Overall expectations**

Oral Communication: OCV.03, OCV.04, OCV.05.

Writing: WRV.01, WRV.03.

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### Specific expectations

Oral communication: OC1.02, OC2.01, OC2.04, OC3.02.

Reading: RE2.04, RE2.05, RE2.07.

### Planning Notes

- Assemble French-English dictionaries, slips of paper, and small bags.
- Prepare references or visual reminders of the “futur simple” conjugations for regular verbs and aller.
- Prepare a lesson on disjunctive pronouns.
- Learning experiences used: game, T-chart completion, teacher modelling, pair work

### Prior Knowledge Required

- The “futur simple” of regular and irregular verbs

### Teaching/Learning Strategies

1. Students brainstorm sports and leisure activities that they enjoy doing. Record these activities on chart paper. Model the use of disjunctive pronouns with the use of one or two of the listed activities (e.g., “Moi, j’aime le hockey, et toi?”) Students give answers using “moi” when talking about themselves and “lui/elle” when talking about classmates’ preferences.
2. In order to generate vocabulary for discussing opinions, preferences and ways to disagree, the teacher makes a controversial statement (e.g., “L’école n’est pas vraiment nécessaire.”) Ask students “Qui est d’accord?” The teacher models vocabulary (e.g., “je suis d’accord, je ne suis pas d’accord, à mon avis”, etc). Divide the class into groups and distributes a controversial statement to each group. Each group comes to a consensus on whether it agrees or disagrees with the statement. One member presents the opinion of the group to the class. Students respond to opinions of other groups and clarify their responses in sustained conversations.
3. Explain the use of the disjunctive pronouns using the examples in 1 as models. Provide oral and written consolidation exercises.
4. On a T-chart students categorize activities from Strategy 1 into “les activités de loisir” and “les sports”. Each student adds 5 more items to each category using a French-English dictionary as a resource. Add these items to the list on the board to serve as reference throughout the unit. Students add these words to their unit vocabulary list. Each student makes one or two sentences using a famous personality as the subject, matched with an activity or a sport this person would likely never do: “les phrases bêtes”. Encourage humour and creativity. Each sentence is cut into a strip and placed in a bag. Students choose a sentence, disagree with it and make a correction using a disjunctive pronoun:  
Example 1:
  - Dennis Rodman fait du ballet. (original sentence)
  - Dennis Rodman ne fait pas de ballet! (disagreement)  
Lui, il joue au basketball. (correction)Example 2:
  - Les Back Street Boys aiment lire Shakespeare.
  - Non, ils n’aiment pas lire Shakespeare!  
Eux, ils adorent chanter.Individually, students select “une phrase bête”. The student prepares an oral disagreement and another choice of activity.
5. In pairs, students create a dialogue to convince their partner to participate in their choice of a particular sport or activity. Each pair uses the vocabulary from the unit, including phrases that express agreement or disagreement, reasons for choices and disjunctive pronouns.

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6. Pairs exchange their dialogue scripts twice with other pairs for peer editing using the criteria stated in Strategy 5. Evaluate the script and make additional written corrections. The final copies of scripts are placed in a large bag. Each pair draws a script other than their own from the bag, practices, and performs for the class.
  7. Evaluate the performances using the following criteria: pronunciation, intonation, and expression.

### **Assessment/Evaluation**

- A listening and written quiz on the disjunctive pronouns
- Teacher-written assessment of dialogue scripts
- Teacher-/student-evaluation of the oral presentation
- A teacher-prepared dictation

### **Accommodations**

- Oral rehearsal of scripts in a quiet area to reduce distractions
- Increased time allowance for copying vocabulary from the board
- A modified vocabulary list that includes essential vocabulary only
- To add challenge, an e-mail message to a classmate to suggest weekend plans

### **Resources**

*Destinations 3*. Copp Clark Pitman Ltd distributed by Addison-Wesley Longman, ISBN 0-7730-5134-1, pp. 92-95

*Entre Amis 3*. Prentice-Hall Canada Inc., ISBN 0-13-287988-3, pp. 112-119

*Passages 3*. Addison-Wesley Longman, ISBN 0-201-57377-6, pp. 6-15, 131

## **Activity 3: Des sports et des loisirs, on en parle!**

**Time:** 300 minutes

### **Description**

Students research to find information in order to describe and compare sports and leisure activities in Canada and other countries using the object pronoun ‘en’. Cultural information is integrated in this activity.

### **Strand(s) and Expectations**

#### **Overall Expectations**

Oral Communication: OCV.04, OCV.05.

Reading: REV.01, REV.02.

Writing: WRV.02, WRV.03.

#### **Specific Expectations**

Oral Communication: OC1.03, OC2.05, OC3.01, OC3.03.

Reading: RE1.05, RE2.02, RE2.07.

Writing: WR1.01, WR1.04, WR2.01, WR2.04.

### **Planning Notes**

- Prepare tickets and money cards for game.
- Prepare a lesson and exercises for the pronoun “en”.
- Provide printed resources and Internet sites for research on sports and leisure.
- Enlarge the tickets for posting around the room.

- Make an overhead transparency of Appendix B.
- Prepare a worksheet for student research on sports
- Learning experiences used: class game, inductive lesson, research skills, oral presentations, vocabulary building.

### Prior Knowledge Required

- Comparative and superlative forms of adjectives
- Numbers 1 to 350
- Construction and interpretation of bar graphs

### Teaching/Learning Strategies

1. Divide the class and give students in one half \$350 (play money) each. The other half has tickets to sell. Each student in this half has five tickets for a specific leisure activity or sports event. See Appendix A. The teacher reviews basic language structures used in this game e.g. “Quel billet avez-vous? Quel est l'événement? Je vous donnerai ...dollars.”
2. **Room set up:** Vendors are organized in “booths” around the perimeter of the classroom.
3. **How the game is played:** Purchasers circulate, asking vendors which tickets they have for sale. Vendors read the details on the tickets to the prospective buyers. Buyers offer what they think the ticket is worth. The actual price is on the back of the ticket, and hidden from the purchaser. If the price offered is at or exceeds the given price, the vendor sells the ticket. If the offer is below the given price, the ticket is not sold. Whether the ticket is sold or not, the vendor moves on to another booth. There are two winners: one purchaser and one vendor. The winning purchaser is the one who has accumulated the greatest value in tickets (according to the given prices on the back of the tickets). The winning vendor is the one who has the greatest value in money. This system encourages the purchaser to buy tickets and the vendor to sell all of his/her tickets.
4. **Rules of the game:** Purchasers may not make more than one offer to the same vendor at one time. If the amount of money offered is incorrect, they must move on to another vendor. They may return to the same vendor later and make another offer. Only one ticket may be purchased from any one vendor.

Notes:

- Purchasers may be organized in pairs or small groups to assist students with the oral language skills required to make the transactions.
  - This event may be timed to encourage lots of activity.
  - Real tickets may be offered to winners.
  - Introduce the pronoun “en” when assessing the number of tickets and amounts of money accumulated in identifying winners, e.g., “Combien de dollars avez-vous? Vendors respond: “J'en ai ....” and “Combien de dollars avez-vous sur les billets?” Purchasers respond: “J'en ai ....sur les billets.”
5. Conduct a lesson on the pronoun “en”, followed by listening and written exercises.
  6. The tickets are enlarged and posted around the classroom. The students circulate around the room and add vocabulary to their unit vocabulary list.
  7. Students complete Appendix B individually by making three choices from their sports and leisure vocabulary list. Using the information from the sheets, the teacher and students tally the opinions to decide which sport or leisure activities were the most frequent answers in each category. Record the tally on the overhead transparency.
  8. Point to the overhead transparency of Appendix B and asks the class for example: “Combien *de votes* a le hockey?” The teacher models the answer using the pronoun “en”: “Le hockey en a 15.” Ask for students’ answers for the same type of question on several different sports and activities, referring to the totals recorded on the overhead.

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9. Students consolidate their use of the pronoun “en”, then complete a listening and written quiz on the uses practiced in this activity.
  10. Students read about and research a number of sports using specific criteria e.g., equipment used, number of players, where played, etc. Each pair chooses a different sport from a teacher-provided list. The list includes sports that may not be well known, la pétanque, le polo, le jeu de serpent de neige, la nage synchronisée. Encourage ESL students to share information about sports from their countries of origin.
  11. Students present oral reports based on their research, using an introductory sentence, a body of facts, and a concluding “à mon avis” statement using vocabulary from Appendix B. The class prepares questions using “Combien de..” and “Quel/quelle/quels/quelles/...” interrogatives.

### **Assessment/Evaluation**

- Listening and written quiz on the pronoun “en”
- Observation of behaviour and participation in the class game
- Teacher evaluation of student research worksheet on sports
- An evaluation checklist for the presentation on Canadian and international sports

### **Accommodations**

- Individual oral presentation in front of teacher alone
- Rules of games explained in English
- A modified quiz on the pronoun “en”
- To add challenge, the students write a letter to the editor expressing an opinion about a particular sport.

### **Resources**

*Avec Brio*. Prentice Hall Canada Ltd., ISBN 0-13-5692458, pp.110-111, 115.

*Passages 3*. Addison-Wesley Longman, ISBN 0-201-57377-6, p. 11

*Tous Ensemble, Altitudes*. D.C. Heath Canada Ltd. distributed by ITP Nelson, ISBN 0-669-95373-3, pp. 5-45

Découvrons le Canada

<http://www.geocities.com/Paris/Bistro/7445/dbesite.htm>

### **Reading resources**

*Les supervedettes du hockey*. Scholastic, ISBN 0-590-515500

*Tous Ensemble, Réflexions* Volume 2. ISBN 0-669-95412-8, pp. 6-44

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## Activity 4: Qui sont les athlètes célèbres?

**Time:** 225 minutes

### Description

Students research an athlete in order to prepare a sports card which will be used in a “qui suis-je” game. The students use qui and que to play the game.

### Strand(s) and Expectations

#### Overall Expectations

Oral Communication: OCV.01, OCV.05.

Reading: REV.02.

Writing: WRV.02.

#### Specific Expectations

Oral Communication: OC1.03, OC2.01, OC2.03, OC3.01, OC3.02.

Reading: RE1.01, RE2.02.

Writing: WR1.04, WR2.01, WR2.04.

### Planning Notes

- Plan resources with the teacher librarian, print and non-print.
- Prepare an example of a “carte de sport”
- Prepare cards with the names of famous athletes for activity 1.
- Prepare an overhead transparency with blanks + qui + sport = \_\_\_\_\_ joue au soccer.
- Prepare a lesson and consolidating activities for “qui” and “que”.
- Learning experiences; research, game

### Teaching/Learning Strategies

1. One student writes the name of a famous athlete on a paper and tapes it to the teacher’s back. Ask questions of the class in order to discover the identity (as written on the paper). Two recorders write the teacher’s questions on the board. Having discovered the identity, correct the questions on the board, modelling pronunciation, intonation, and expression. Tape a card with the name of a famous athlete on each student’s back. Students circulate to ask each other questions in order to discover their identity, as modeled by the teacher.
2. Once each student has discovered the identity, with the help of clues if necessary, the teacher takes the cards and tapes them to the board. Students complete the teacher-prepared sentences on the overhead using the names of the athletes on the cards. C’est Tiger Woods qui joue au golf.
3. The teacher writes “L’athlète que j’admire le plus est...” on the board.
4. Students complete the sentence and share their response with a partner giving a reason for their opinion. Ask some students to share their partner’s response.
5. Teach a lesson on qui and que providing oral, reading, and writing consolidation activities.
6. Students work in groups of four to generate a list of athletes. Each group has a monitor to keep track of time and update his group as to the time remaining to complete the task. Each group has a recorder who writes the names of the famous athletes on chart paper. Each group is given two sports, one individual and one team sport - e.g., le tennis et le hockey. Within a specified time limit, students list as many famous athletes under each category as they can. The group’s recorder displays the group’s list. The recorder remains at the board with the list and adds the class’ suggestions of other names to the list. With all the lists displayed students choose a different athlete to research. Use the following selection method to avoid duplication. The students choose their athlete according to their birthday. Guide choices based on planning with the teacher librarian and resource availability.

- 
7. Provide a model of the “carte de sport”. Students ask the teacher questions in order to discover who was researched – e.g., “Où est-ce qu’elle habite? Quel âge a-t-il?” Once the class has guessed, display his/her “carte de sport”. Make this activity more challenging by limiting students to yes/no questions.
  8. Students research the chosen athlete using print and non-print resources in order to create a “carte de sport”. The “carte de sport” includes: name, date and place of birth, family, education, career information: teams played for, accomplishments, favourite leisure activities and other interesting information such as personal preferences.
  9. Students create a “carte de sport” with the information researched and a picture of the athlete.
  10. Students play the “qui suis-je” game with their “carte de sport” In groups of five, four students take turns asking the other student questions in order to discover the identity. The students create a bulletin board using their “cartes de sport”.
  11. Students update their vocabulary list (see Activity 1) with new words from “carte de sport”.

### **Assessment/Evaluation**

- Listening test and written quiz on qui and que
- Teacher evaluation of “carte de sport”

### **Accommodations**

- Students work in partners to complete research and “carte de sport”
- Resources are chosen by the teacher and provided to assist the student

### **Resources**

*Tous Ensemble, Altitude*. D.C.Heath distributed by ITP Nelson, ISBN 0-669-95373-3, Unité 1

#### Reading Resources

*Entre Amis 3. Cahier d’activités*. Prentice Hall Canada, ISBN 0-13-288036-9, p. 160

*Les supervedettes du hockey*. Scholastic, ISBN 0-590-515500

*Tous Ensemble, Réflexions* volume 1. D.C.Heath distributed by ITP Nelson, ISBN 0-669-95368-7, pp. 14-17

*Tous Ensemble, Réflexions* volume 2. D.C.Heath distributed by ITP Nelson, ISBN 0-669-95412-8, pp. 8-11

<http://biographie.net>

[www.yahoo.fr/Sports\\_et\\_loisirs/](http://www.yahoo.fr/Sports_et_loisirs/)

### **Activity 5: Des renseignements, s’il vous plaît!**

**Time:** 150 minutes

#### **Description**

Students make a phone inquiry to a resort to request information on activities and amenities and develop vocabulary for a slogan.

#### **Strand(s) and Expectations**

##### **Overall Expectations**

Oral Communication: OCV.01, OCV.04, OCV.05.

Reading: REV.01, REV.02.

Writing: WRV.02, WRV.03.

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## Specific Expectations

Oral Communication: OC1.03, OC2.04, OC3.01, OC3.02.

Reading: RE1.01, RE2.01, RE2.02, RE2.03, RE2.07.

Writing: WR1.04, WR2.03, WR2.04.

## Planning Notes

- Assemble two telephones for the dialogue, a sign, resort brochures, French-English dictionaries, chart paper, markers.
- Prepare a model dialogue.
- Learning experiences used: teacher model of a telephone inquiry about a resort, use of dictionaries for vocabulary building, listening exercise for identifying French vocabulary meanings, reading for information, building a new dialogue based on a model

## Prior Knowledge Required

- The “futur simple” with regular and irregular verbs
- The agreement of descriptive adjectives

## Teaching/Learning Strategies

1. Ask for a volunteer to assist in reading the model dialogue. Students read the part of either a resort representative or someone phoning for information. The teacher models the "futur simple", "s'intéresser à" and the “vous” form of verbs in a context where respect is required. The teacher holds up a sign that shows a “tu” with an X through it, illustrating that the “tu” form of verbs are not allowed when asking for information in this setting. The dialogue covers five criteria: les chambres, les activités de loisir, les sports, les repas, les prix. At least 5 questions and answers are included. The resort representative answers the call with a promotional slogan e.g “Bienvenue au septième ciel!”.
2. Students complete exercises on conversions from “tu” to “vous” and review “vous” forms of regular and irregular verbs in the “futur simple”.
3. Ask the students to listen to the dialogue again, this time read by two students. Asks comprehension questions, writing key vocabulary and expressions on the board. Students copy new vocabulary into the unit vocabulary list.
4. The teacher distributes information on resorts (brochures, Internet information etc) to pairs of students.
5. Students take notes on the information received under each of the 5 criteria modeled by the teacher.
6. In order to develop vocabulary, the teacher posts the 5 criteria for a resort around the room on chart paper. The class is divided in five groups. Each of the five groups uses French-English dictionaries as a resource and writes 5 positive adjectives on their chart paper. For example:  
*Les chambres* (f.pl.)  
confortables, propres, décorées, spacieuses, luxueuses.  
Each pair creates a dialogue based on the model in #1. Students create the dialogue based on their unit vocabulary list and create a script different from the model used in #1.
7. Students peer edit. The teacher corrects the drafts. Students make good copies. They rehearse their dialogues. The teacher circulates to assess pronunciation and tone. The dialogues include the 5 criteria, the use of “vous” forms, the “futur simple” and a slogan.
8. Provide two telephones. Pairs of students present their phone inquiries orally. There are five groups in the class each responsible for a criterion. As the dialogues are presented the groups take jot notes on the specific details related to their criterion. Ask questions randomly to verify task completion.

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## Assessment/Evaluation

- Teacher assessment of the phone dialogue

## Accommodations

- Individual checks for understanding as the teacher circulates around the classroom
- A tape-recorded phone inquiry instead of a live presentation
- Three criteria instead of five criteria
- Peer-and teacher-editing of script
- To add challenge, students videotape the phone dialogue with special effects.
- To add challenge, students create a jingle to enrich the presentation of the slogan.

## Resources

*Avec BRIO*. Prentice Hall Canada Ltd, ISBN 0-13-5692458, pp.125-126

*Entre Amis 3*. Prentice-Hall Canada Inc., ISBN 0-13-287988-3, p.p. 91-93

*Tous Ensemble: Décollage*. D.C. Heath Canada Ltd. distributed by ITP Nelson.  
ISBN 0-669-95367-9, p. 117

<http://www.paris.org/Hotels/>

<http://www.paris.org/Restaurants/>

## Activity 6: Quelles vacances!

**Time:** 300 minutes

### Description

Students create a brochure to advertise an ideal resort for a specific group of people. The brochure includes specific information and details to entice the audience to take the vacation of their dreams. The brochure will include the “futur simple”, "qui", "que" and vocabulary from this and previous units.

### Strand(s) and Expectations

#### Overall Expectations

Oral Communication: OCV.03, OCV.05.

Reading: REV.02.

Writing: WRV.01, WRV.02, WRV.03.

#### Specific Expectations

Oral Communication: OC1.03, OC2.03.

Reading: RE1.01, RE2.01, RE2.02.

Writing: WR1.01, WR1.04, WR2.01, WR2.03, WR2.04.

### Planning Notes

- The teacher and or students provide brochures, advertisements, flyers, booklets, and pamphlets describing resorts. These may be downloaded from the Internet.
- Supply chart paper, markers
- Choose computer software for making a brochure.
- Arrange computers access.
- Make or modifies a rubric for a brochure.
- Learning experiences used: co-operative groups- jigsaw, research

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## Prior Knowledge Required

- Computer skills for making a brochure
- Co-operative grouping

## Teaching/Learning

1. Ask the class what they would like to do best in their leisure time if money were not an obstacle. A recorder writes the ideas on the board. Correct the language.
2. Ask the class personal questions about leisure time activities and how choices may change depending on who accompanies them (e.g., Si tu passes du temps avec tes grands-parents à quelles activités participeras-tu? Et eux? Et ensemble? Si tu passes une fin de semaine avec ta famille qu'est-ce que vous ferez ensemble, avec qui?).
3. Using the jigsaw technique, divide the class into "groupes foyer" and gives each group chart paper, markers, and a specific audience (e.g., Group #1 has the audience of 2 retired, fit grandparents, #2 a family with 2 young children-2yrs & 5yrs, #3 a school group of grade nines, #4 a physically challenged group of teenagers, #5 the teachers from their school, #6 aliens.). Each member of the group has a responsibility: secrétaire, chronométrateur, encourageur, chef du groupe or chercheur. Revisit the responsibilities of each role. In their "groupes foyer" the students brainstorm activities in which their audience might be interested in participating. They may use their vocabulary lists to do this task. Each group shares their ideas orally with the rest of the class. The class makes oral additions as the recorder adds the new ideas to the group's list. The recorder keeps the list.
4. In order to gather more information to meet their audience's needs, each student in each "groupe foyer" chooses a focus subject: indoor sports, outdoor sports, individual leisure activities, group leisure activities or spectator sports. Therefore, each student interested in individual leisure activities would join 1 student with the same area of focus from each other "groupe foyer" to form a "groupe expert" focus group in an area of the classroom. In their area there are brochures, pamphlets, advertisements, etc. available from various resorts. The focus group looks through the brochures noting activities that would interest their audience. Group members share information with each other (e.g., Voici une bonne activité pour les jeunes.). Each student in each focus area is responsible for taking notes on the examples of activities in their resources which suit their "groupe foyer" audience. The teacher circulates with observational checklist to verify on-task behaviour, amount of French spoken, etc.
5. Students regroup in their "groupe foyer". Taking turns, each student orally shares the information they gathered in their focus group while the recorder takes notes. The students share with the group any new items they have added to the list they had started earlier.
6. Students then review the brochures available in their "groupe foyer". The group identifies the positive features of each brochure. The group then shares with the class as the teacher notes the components of a good brochure, as given by students.
7. Distribute a rubric to evaluate the effectiveness of a brochure to the class. The class marks one of the brochures available in their "groupes foyer" based on the this rubric. The groups share their evaluation of the brochure. The same rubric is used to evaluate student brochures.
8. The "groupe foyer" creates a first draft of a brochure to publicize their resort by choosing activities that best meet its audience's needs. It also chooses a name for its establishment, a number of pictures, enticing slogans, a rating, and prices.
9. Each group creates a good copy of their brochure on computer or by hand. Tasks are shared evenly among group members (drawing or downloading pictures, formatting, word processing, etc.). The final copy is checked by group members and the teacher before printing.
10. The teacher and students evaluate the brochure using the rubric. Peer-or self-evaluation of group work may also be included.

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### **Assessment/Evaluation**

- Self-and peer-evaluation using observation checklist for learning skills in co-operative group work
- Student and teacher evaluation of brochure using the rubric

### **Accommodations**

- Peer helpers to assist with use of computers
- A model brochure

### **Resources**

[www.americanconnections.com/france/fraindex/html](http://www.americanconnections.com/france/fraindex/html)

[www.atlantique.com/](http://www.atlantique.com/)

[www.chez.com/aslaa](http://www.chez.com/aslaa)

[www.dolesca-resorts.be/index.html](http://www.dolesca-resorts.be/index.html)

[www.intrawest.com/resorts/montstemarie/quickfacts-f.html](http://www.intrawest.com/resorts/montstemarie/quickfacts-f.html)

[www.lucienbarriere.fr](http://www.lucienbarriere.fr)

[www.silkar.com/lykiaworld/french/b03-village.htm](http://www.silkar.com/lykiaworld/french/b03-village.htm)

[www.skiin.com/static/coountry/france-main.fr.html](http://www.skiin.com/static/coountry/france-main.fr.html)

[www.skynet.be/soleilbleu/soleilbleu/](http://www.skynet.be/soleilbleu/soleilbleu/)

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## Appendix A: Tickets

### « Des sports et des loisirs, on en parle! »

**Note:** Photocopy the following two tables back to back so that the numbers match on Side A and Side B for each ticket. Make 6 copies, for a total of 96 tickets, or 6 per student in a half class of 16 students. Provide a list of synonyms, definitions or textbook page numbers for students who do not the meaning of a word to refer to. (See Activity 3, Teaching/Learning Strategy 1.)

#### Side A

1. Un tour de vélo Vous louerez une bicyclette pour quatre heures.	9. Participation à un tournoi d'échecs Le prix de participation.
2. Une heure en deltaplane Vous aurez une leçon et vous ferez un vol.	10. Une journée de piste moto-neige Le billet de membre d'un club.
3. Quatre heures d'escalade Vous louerez l'équipement et paierez un guide.	11. Achat d'un jeu vidéo Le prix dans un magasin.
4. Une demi-journée de rafting Vous participerez en groupe.	12. Un spectacle de musique Le billet d'entrée pour voir votre groupe préféré.
5. Une journée de planche à neige Vous paierez le télésiège.	13. L'entrée au parc aquatique Une journée de plaisir dans l'eau!
6. Une descente de parachutisme Vous louerez l'équipement et paierez le vol en avion.	14. Une journée de photographie Le prix de 3 rouleaux de photographies avec développement.
7. Un match de hockey Vous serez spectateur à un match final.	15. La natation à la piscine Admission à la piscine publique avec glissades.
8. Un match de ballon panier Vous serez spectateur à un match de début de saison.	16. L'entrée à la danse de l'école Le prix d'entrée d'un étudiant qui a sa carte d'étudiant.

#### Side B

9. Le prix: 19,00\$	1. Le prix: 45,00\$
10. Le prix: 60,00\$	2. Le prix: 35,00\$
11. Le prix: 80,00\$	3. Le prix: 60,00\$
12. Le prix: 75,00\$	4. Le prix: 55,00\$
13. Le prix: 29,00\$	5. Le prix: 39,00\$
14. Le prix: 38,00\$	6. Le prix: 90,00\$
15. Le prix: 6,00\$	7. Le prix: 55,00\$
16. Le prix: 5,00\$	8. Le prix: 45,00\$

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## Appendix B: Mes opinions

### « Des sports et des loisirs, on en parle! »

Regardez votre liste des sports et des activités de loisir. Ecrivez trois sports ou activités de loisir pour répondre à chaque question.

	<b>1</b>	<b>2</b>	<b>3</b>
Modèle: Quels sports sont les plus amusants?	Le hockey	Le ski de fond	Le canotage
1. Quels sports sont les plus violents?			
2. Quels sports sont les plus passionnants?			
3. Quels sports sont les moins populaires?			
4. Quels sports sont les plus fatigants?			
5. Quels sports sont les plus faciles?			
Modèle: Quels loisirs sont les moins amusants?	Les échecs	Le tricotage	Jouer aux cartes
1. Quels loisirs sont les moins chers?			
2. Quels loisirs sont les plus silencieux?			
3. Quels loisirs sont les moins actifs?			
4. Quels loisirs sont les moins intéressants?			
5. Quels loisirs sont les plus bizarres?			

Mon nom: \_\_\_\_\_

La date: \_\_\_\_\_

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## Unit 4: Tendre la main; j'aide ma communauté

**Time:** 23.5 hours

### Strand(s) and Expectations

#### Overall Expectations

**Oral Communication:** OCV.01, OCV.03, OCV.04, OCV.05.

**Reading:** REV.01, REV.02, REV.03.

**Writing:** WRV.01, WRV.02, WRV.03.

#### Specific Expectations

**Oral Communication:** OC1.01, OC1.02, OC1.03  
OC2.01, OC2.02, OC2.03,  
OC2.04, OC2.05, OC3.01  
OC3.02, OC3.04

**Reading:** RE1.01, RE1.02, RE1.05  
RE2.01, RE2.02, RE2.03,  
RE2.04, RE2.05, RE2.07, RE3.05

**Writing:** WR1.01, WR1.02, WR1.03  
WR1.04, WR2.01, WR2.03, WR2.04

### Unit Description

Students learn about their personal strengths and weaknesses. They use direct and indirect object pronouns to express their aptitudes and interests. Students develop an awareness of civic responsibility and the contribution they can make in supporting their communities. As a final task, students create a flyer and an audio tape to promote volunteerism.

### Activity Titles

Activity 1	Les intérêts et les aptitudes	225 minutes
Activity 2	Quelles sortes d'intelligences?	40 minutes
Activity 3	Les centres de travail	350 minutes
Activity 4	Chez moi et dans la communauté	150 minutes
Activity 5	Le bénévolat	300 minutes
Activity 6	Nouvelle lecture	225 minutes
Activity 7	Le bénévolat - on en a besoin!	120 minutes

### Unit Planning Notes

- Prepare student worksheets as outlined in the activities.
- Prepare survey worksheet (Appendix A).
- Collect samples of French advertisements.
- Prepare a bulletin board for student advertisements.
- Prepare a vocabulary list related to this unit.
- Prepare centres and organize students' rotation schedule.
- Prepare or adapt rubric from Unit 5 to use in assessing oral presentation.
- Prepare or adapt rubric from Unit 1 to assess process writing.

- 
- Prepare a lesson on à and de plus infinitives.
  - Research and collect names of volunteer agencies in the community.
  - Ensure student access to computers.

### **Prior Knowledge Required**

- Personality adjectives
- Use of the Internet
- Vocabulary related to Multiple Intelligences survey
- Vocabulary related to the theme
- Direct and indirect object pronouns
- Passé composé of regular and irregular verbs with avoir and être

### **Teaching/Learning Strategies**

- Using a computer publishing program to create a flyer
- Reading aloud and recording on audio tape
- Process writing
- Oral presentation
- Learning centres
- Problem solving
- Using an English-French dictionary

### **Assessment and Evaluation**

#### **Formative**

- Activity 1: Teacher-evaluation of the publicist's presentation of his/her partner  
Teacher-evaluation of classified ad  
Teacher-checklist to observe the use of French in group work
- Activity 2: none
- Activity 3: Teacher-evaluation of the report card comments  
Rubric to evaluate oral conversation (adapted from Unit 5)  
Peer-evaluation checklist for song/rap  
Teacher-checklist for all activities
- Activity 4: Observation of student participation in activities  
Written quiz on vocabulary, dictée using the vocabulary of the unit and verbs with à and de  
Teacher evaluation of the written letter
- Activity 5: Teacher verification of task completion
- Activity 6: Teacher-evaluation of the interview, optional assessment of the journals

#### **Summative**

- Activity 7: This unit contains a final student performance (creating a brochure) that is to be assessed using a rubric that reflects the Achievement Chart in The Ontario Curriculum. The criteria are from the categories in the Achievement Chart as well as other criteria specific to the achievement task. Teacher-evaluation, peer-evaluation of audio announcement, unit test

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## Resources

Specific references to the four current commercial resources are listed in each activity.

These resources are:

*Destinations 3*. Copp Clark Pitman Ltd., distributed by Addison-Wesley. ISBN 07730-5134-1

*Entre Amis 3*. Prentice-Hall Canada Inc. ISBN 0-13-287988-3

*Passages 3*. Addison-Wesley ISBN 0-201-57377

*Tous Ensemble: Décollage*. D.C.Heath, distributed by ITP Nelson ISBN 0-669-95367-9

*Tous Ensemble: Altitude*

Web sites are listed in the activities.

## Activity 1: Les intérêts et les aptitudes

**Time:** 225 minutes

### Description

Students discover their personal strengths and weaknesses in the areas of life skills and school specific-skills in order to recognize where they may be able to make positive changes for themselves and their peers.

### Strand(s) and Expectations

#### Overall Expectations

Oral Communication: OCV.03, OCV.04, OCV.05.

Reading: REV.02.

Writing: WRV.02.

#### Specific expectations

Oral Communication: OC1.02, OC2.03, OC2.05, OC3.04.

Reading: RE1.02, RE2.02, RE2.03.

Writing: WR1.04.

### Planning Notes

- Prepare a worksheet where students list their strengths and the things that they do well at school, at home, and in the community.
- Research web sites or in-school resources to find simple interest and aptitude tests for students in French. (See resource list)
- Prepare the survey worksheet. (Appendix A)
- Collect samples of French classified ads to use as examples.
- Prepare a bulletin board for student classified ads.
- Prepare a vocabulary list of words and expressions related to personal strengths and weaknesses and volunteering.
- Learning experiences used: oral presentation, Internet research, writing classified ads

### Prior Knowledge Required

- Personality adjectives
- Verbs devoir, pouvoir
- Use of the Internet

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## Teaching/Learning Strategies

1. Students record, on a worksheet three positive personality traits that they have, three things that they do well at school, three things that they do well at home and at least one thing that they do well outside of school or home.
2. Students meet with a partner to share the information on the worksheets. The partner becomes the first student's publicist and composes a 30-second ad to promote him/her by using the qualities and aptitudes as recorded on the worksheet. The teacher evaluates the oral presentations.
3. Students identify their skills, aptitudes, or interests using Internet resources ( Réseau d'information jeunesse, <http://www.youth.gc.ca> : go to Réseau d'information jeunesse du Canada, then go to Mieux se connaître – intérêts et aptitudes) or a self-test such as Job Trek (available in French free of charge from the Canadian government as a brochure or as part of the magazine The Edge, see <http://www.hrdc-drhc.gc.ca>) Discuss with the students whether the results of their self-test matched their perceptions of themselves (in Strategy 1).
4. Provide a list of vocabulary related to strengths, weaknesses, and volunteering. Students categorize the words under the following headings: positive adjectives, negative adjectives, careers, jobs around the house, actions, expressions. Students complete consolidation exercises to demonstrate an understanding of new vocabulary by providing synonyms, antonyms, or brief definitions.
5. Students complete a survey of statements about life skills and school-related skills, stating whether they do this action usually, sometimes, or almost never (see Appendix A).
6. Each student then picks two of the skills that they have from the "usually" column and one of the skills from the "almost never" column and creates a classified ad to ask for assistance with the skill to be improved. This ad states the student's two strengths (from the worksheet), the one skill with which he/she needs help (from the worksheet) and uses at least two of the conjunctions "et, mais, ou or donc". The ad includes a number instead of the name of the student so that he/she remains anonymous.
7. Evaluate the ads and then post them on the bulletin board of the classroom.
8. In small groups, students read the ads and choose one to respond to. The group then uses chart paper to create a list of five suggestions to improve the weakness stated in the ad. The group should discuss their combined strengths so that they can create a variety of strategies to improve the student's weakness. The suggestions are posted around the room and discussed as a whole class.
9. Direct the class to look individually at their strengths from their "D'habitude, Quelquefois, Presque Jamais" worksheet and to make suggestions as to how these strengths might benefit the school as a whole (e.g., peer helper program, volunteer work in the library, etc.).

## Assessment/Evaluation

- Teacher-evaluation of the publicist's presentation of his/her partner
- Teacher-evaluation of classified ad
- Teacher checklist to observe the use of French in group work

## Accommodations

- Provide a list of choices of personality adjectives and things students do well for the worksheet.
- Provide a model for the oral presentation.
- Provide specific questions to be answered in order to create the classified ad.
- To add challenge, students write a paragraph to publicize one of their own heroes.

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## Resources

*Destinations 3*. Copp Clark Pitman Ltd., distributed by Addison Wesley Longman, ISBN 0-7730-5134-1, pp. 98-103, 112-121, 125

*Destinations 3, Cahier d'activités*. Copp Clark Pitman, distributed by Addison Wesley Longman, ISBN 0-7730-5139-2, pp. 87-91, 108-113

*Entre Amis 3*. Prentice Hall Canada Inc. ISBN 0-13-287988-3, pp. 130-131

<http://www.youth.ca> (Réseau d'information jeunesse)

<http://www.hrdc-drhc.gc.ca> (Human Resources Development Canada) Job Trek: Your Generation – It's a Game catalogue number Y-152-03-94F (French), available at : Public Enquiries Centre, Human Resources Development Canada, 140 Promenade du Portage, Ottawa/Hull K1A 0J9, Fax: (819) 953-7260

## Appendix

Student worksheet, "Bien se connaître"

## Activity 2: Quelles sortes d'intelligences?

**Time:** 40 minutes

### Description

Students discover their strongest intelligences by completing a listening activity (multiple intelligences survey) and discussing the results.

### Strand(s) and Expectations

#### Overall Expectations

Oral Communication: OCV.01.

#### Specific Expectations

Oral Communication: OC1.01.

### Planning Notes

- Prepare the bar graph answer sheet for the multiple intelligences survey (see Appendix B).
- Become familiar with the process for administering and evaluating the survey (see Teaching/Learning Strategies and Appendix C).
- Learning experiences used: listening, graphing

### Prior Knowledge Required

- Vocabulary related to the Multiple Intelligences survey

### Teaching/Learning Strategies

1. Explain to the class that people learn differently and that they have different strengths in the way they learn. Introduce Gardner's Theory of Multiple Intelligences by listing the seven different intelligences on the board and giving a short explanation of the focus of each (i.e. linguistique: les mots, les livres, les conversations)
2. Hand out the bar graph (Appendix B) and instruct students that when they hear a statement that is true for them, they fill in one of the squares, starting at the bottom of the column. Use an overhead of the bar graph to model how this is done (e.g., J'entends: J'aime beaucoup la lecture. C'est vrai pour moi, alors, je remplis la première boîte. If the statement does not apply, they do not leave a blank space but wait for the next statement that is true and continue to fill the bar.)

- 
3. Using Appendix C, do not disclose the category of the intelligence (orientation spatiale et visuelle) but refer to “bar 1, bar 2.” Then read each statement twice, pausing to verify that all students have understood the directions.
  4. When the test is complete, give the students the labels for each of the bars. The students examine the completed graph to see which category (intelligence) is their strongest.
  5. Complete a bar graph of the class’ results on an overhead so that everyone has an idea of the variety of strengths in the class.
  6. Ask students to identify school subjects and outside activities that would relate to each of the intelligences.

### **Assessment and Evaluation Techniques**

Teacher evaluation of student participation

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## Accommodations

- Peer helpers
- Teacher-prepared vocabulary list for reference during the survey
- To add challenge, students design tasks in the community that would address one or more of the intelligences.
- To add challenge, students match extra-curricular activities offered at the school with the intelligence they focus on.

## Resources

Armstrong, Thomas. *Multiple Intelligence in the Classroom*: ASCD 0-87120-230-1

<http://www.plsbookstore.com>

<http://edweb.cnidr.org> (information on Howard Gardner's Multiple Intelligences)

## Appendices

Student bar graph (Appendix B)

Teacher script for MI survey (Appendix C)

## Activity 3: Les centres de travail

**Time:** 350 minutes

### Description

While in mixed multiple intelligence groupings, the students move around seven teacher-prepared centres. In the centres, the students complete co-operative tasks based on Howard Gardner's theory of Multiple Intelligences. The tasks are thematically linked to students' strengths and aptitudes and the idea of helping others. One centre is based on the indirect object pronouns "lui" and "leur".

### Strand(s) and Expectations

#### Overall Expectations

Oral Communication: OCV.03, OCV.05.

Reading: REV.02, REV.03.

Writing: WRV.02, WRV.03.

#### Specific Expectations

Oral communication: OC1.02, OC1.03, OC2.01, OC2.02, OC2.03, OC3.01, OC3.02, OC3.04.

Reading: RE2.02.

Writing: WR1.01 WR2.03, WR2.04.

### Planning Notes

- Organize and prepare the work for seven centres in the classroom, based on the multiple intelligences. (See Teaching/Learning Strategies.)
- Organize a timeline for the work in the centres. Students need approximately 30 minutes per centre and one class at the end to finish any outstanding work, to present to the class, and to debrief the experiences.
- Prepare a tracking sheet to keep track of what the students do and the evaluation of the activities.
- Prepare a schedule so that the students know when they work at each centre.
- Prepare the evaluation for the oral presentation in centre #6, or adapt the rubric from Unit 5.

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- Prepare a rubric to evaluate the writing in centre #7 or adapts the rubric from unit 1.
  - Learning experiences used: Co-operative groupings, oral conversation, paragraph writing, problem solving.

### **Prior Knowledge Required**

- Multiple intelligences
- Vocabulary of unit

### **Teaching/Learning Strategies**

1. Students look at their results from the Multiple Intelligences survey and rank their intelligences in order from their strongest to their weakest. (#1-#8)
2. The teacher divides the students into groups of 4, with each member having a different intelligence as a strength. At a minimum, there should be someone with a strength in visual/spatial, one in verbal/linguistic and one in logical/mathematical. These groups stay together for the duration of this activity. The teacher instructs each group that they are organized this way so that they can help each other with the tasks in each of seven centres that are set up in the classroom.
3. Post a schedule so that each group knows when they work at each centre and how long they will spend doing that work. Students should spend approximately 30 minutes at each centre. Unfinished work may be completed as homework. One class is set aside at the end of the activity for completing work and making presentations. All work is co-operative (i.e. the students use their strengths as identified in the multiple intelligences survey to help each other complete the tasks.). Tell students how each centre is evaluated and organizes a tracking sheet to record observations and evaluations.
4. The centres:
  - Centre 1:* (visual/spatial) On graph paper, students design the ideal teen bedroom. It includes a study area that is well organized for serious studying, a recreational area, and a sleeping area. All furniture is to be labelled in French. Students may use colour to decorate their room.  
Evaluation: The teacher evaluates the plan for completeness and accuracy of French labels.
  - Centre 2:* (verbal/linguistic) Students learn the indirect object pronouns “lui” and “leur” using teacher-prepared worksheets organized so that the students can teach themselves. The worksheets include a lesson, oral and written exercises, and corrections. Students devise a rule for the use of “lui” and “leur”.  
Evaluation: The teacher evaluates the exercises and the rule for completeness and accuracy.
  - Centre 3:* (musical/rhythmic) Provide a written list of the things a young person must be or do to be a good student, or family member (e.g., Tu dois faire tes devoirs, arriver à temps, apporter tes cahiers, écouter le prof, etc.). Students create a rap or a song that incorporates these ideas. They may use a tune or music that they know or that the teacher has provided. The song/rap is 10 lines long and is performed by the whole group to the class.  
Evaluation: Provide a peer evaluation sheet that is used on evaluation day at the end of the activity. The class evaluates that all members participate, that the required content is there, and that it is enjoyable.
  - Centre 4:* (logical/mathematical) Provide a worksheet that states a problem that the students have to solve (e.g., You are organizing a fundraiser for charity. There are three possible scenarios based on the number of people who attend (200 people, 500 people, 1000 people.). You are selling pizza to raise money. How many pizzas do you have to have in each scenario and how much is charged per piece? How much money is raised in each scenario?) Students write out their solution in French.  
Evaluation: The teacher evaluates the completeness of the solution.

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*Centre 5:* (bodily/kinesthetic) Provide the students with a variety of situations that reflect people helping others (e.g., a student gets up from the table in the cafeteria and leaves his garbage on the table. Another student reminds him to pick it up.) The students play a game of charades where one picks a situation at random and acts it out without words. The others have to guess the situation in French. One student times the game so that each turn takes a maximum of 3 minutes. Students keep score and the one who uses the least time overall is the winner.

Evaluation: The teacher records student participation.

*Centre 6:* (interpersonal) Provide the group with several dialogue starters.

E.g., – Personne A: Tu es l'enfant! Tu es fâché parce que tes parents disent que tu ne fais rien à la maison.

Personne B: Tu es le parent!

Students create a conversation that includes all the people in the group. Students cannot write out their roles, but may keep notes. They are encouraged to help each other with vocabulary. The conversation is 10 to 15 lines in total and the students perform it in front of the class on evaluation day.

Evaluation: The teacher evaluates each group on pronunciation, communication of ideas and the sustained nature of the conversation.

*Centre 7:* (intrapersonal)

Students write their own report card comments including strengths, weaknesses and planning for improvement. These report card comments reflect what they have learned about themselves in the self-tests and the multiple intelligences survey. They write a descriptive paragraph including an introductory sentence, development of main ideas, and a concluding sentence. Students help each other to edit.

Evaluation: The teacher evaluates the report card comments.

5. Plan an evaluation class so that the students have time to practise and/or finish the centre work. This is the evaluation time for the centres # 3 and #6. Students also share any interesting results of the other centres. After the final performances, the teacher and students assess the process of working in centres. Ask students to share what went well, what they found really difficult, and how the different tasks appealed to different intelligences.

### **Assessment/Evaluation**

- Teacher evaluation of the report card comments (Centre 7)
- Rubric to evaluate oral conversation, adapted from Unit 5 (Centre 6)
- Peer evaluation checklist for song/rap (Centre 3)
- Teacher checklist for all activities

### **Accommodations**

- Group members assist each other at all centres.

### **Resources**

*Destinations 4.* Copp Clark Pitman, distributed by Addison Wesley Longman, ISBN 0-7730-5201-1, pp. 204, 208-209.

*Passages 3.* Addison Wesley Longman, ISBN 0-201-57377-6, pp. 148-151

*Passages 3 Cahier d'Activités.* Addison Wesley Longman, ISBN 0-201-82282-2, pp. 103, 104, 152, 153.

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## Activity 4: Chez moi, et dans la communauté

Time: 150 minutes

### Description

Students describe their responsibilities and chores at home and the volunteer tasks they do in the community. The students identify their interests and aptitudes and relate them to their community needs.

### Strand(s) and Expectations

#### Overall Expectations

Oral Communication: OCV.01, OCV.03, OCV.05

Reading: REV.01, REV.02

Writing: WRV.01, WRV.02

#### Specific Expectations

Oral Communication: OC2.03, OC3.02, OC3.04.

Reading: RE1.01, RE2.01, RE2.07.

Writing: WR2.01, WR2.03, WR2.04.

### Planning Notes

- Prepare chart paper for survey.
- The teacher ensures that French-English dictionaries are available.
- Provide a worksheet of possible choices of tasks in the home.
- Prepare a lesson on verbs followed by "à" and "de" and infinitives.
- Prepare a transparency of agencies that use volunteers.
- Learning experiences used: brainstorming, group sharing, use of French-English dictionaries, survey completion, co-operative learning-round-robin.
- This unit helps students make connections for the forty-hour community service requirement

### Prior Knowledge Required

- Vocabulary of preceding activities
- Direct and indirect object pronouns (le, la, les, lui, leur)
- Use of “ et, mais, ou, donc”

### Teaching/Learning Strategies

1. Tell students what you do at home using illustrations and gestures to clarify: “ chez moi, je fais la cuisine, je lave la vaisselle, je tonds le gazon.” Then ask students what they do at home: “Que faites-vous à la maison?” Record the answers on the board. Recognize and be sensitive to the fact that roles and responsibilities of family members differ within cultures.
2. Students list their responsibilities on a sheet of paper.
3. Each group chooses their three favourite and their three least favourite chores using expressions “le plus, le moins “.
4. To generate useful expressions about chores necessary in the home, students use the co-operative structure “round robin”. Each group of students has one sheet that is passed around. Each student in turn writes an expression and passes it to the next one, clarifying how to say it in French with the group. The paper continues to be circulated until all ideas are included. Answer questions to correct expressions in French. Students then create a chart putting family members across the top (“le père, la mère, moi”, etc) and on the side the following expressions: “Faire les repas, faire les courses, faire le ménage, faire la lessive, ranger la maison, sortir les ordures, tondre la pelouse.” Students survey their group to find out who does what chore in their family. The groups share their results with the class.

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5. The teacher provides a scenario: “Imaginez que vous planifiez une surprise-party pour un ami? Que doit-on faire pour se préparer?” In groups, students list tasks. Optional: the class can actually plan and have a class party.
  6. To introduce the vocabulary about volunteering, Ask students if they have ever volunteered to help others and writes the new vocabulary on the board. The teacher incorporates verbs with "à" and "de (d’)" plus infinitives e.g. “aider à, finir de...” Students consolidate the concept with exercises.
  7. Prepare a transparency listing areas that use volunteers. e.g. “ le centre de recyclage, la campagne de nettoyage, l’aide dans une maison de retraite, à l’hôpital, à la pouponnière/la garderie d’enfants, l’aide aux enfants handicapés, la protection des animaux”. Each student chooses one area that interests him/her. Students write a letter of application to work in one of these agencies outlining their interests and talents that would be useful in the setting.
  8. Extension: Provide a listening activity (see Resources) of an interview or a song with blanks (Céline Dion, *Les premiers seront les derniers*).

### **Assessment/Evaluation**

- Observation of student participation in activities
- Written quiz on vocabulary
- Dictée using the vocabulary of the unit and sentences with verbs taking à et de
- Teacher evaluation of the written letter.

### **Accommodations**

- Dictée with filling the blanks.
- To add challenge, students audio tape their responsibilities and create a dialogue/saynète of a parent/teenager discussion about responsibilities at home.

### **Resources**

*Destinations 3*. Copp Clark Pitman LTD distributed by Addison-Wesley Longman, ISBN 0-7730-5134-1, pp. 98-108, 112-121.

*Destinations 3*. Copp Clark Pitman LTD distributed by Addison-Wesley Longman, ISBN 0-7730-5139-2, cahier, pp. 108-114.

*Entre amis 3*. Prentice Hall Canada Inc., ISBN 0-13-287988-3, pp. 130-131.

*Entre amis 3*. Prentice Hall Canada Inc., ISBN 0-13-288036-9, cahier, pp.132-133.

*Passages 3*. Addison-Wesley Longman, ISBN 0-201-57377-6, pp. 60-64.

*Passages 3*. Addison-Wesley Longman, ISBN 0-201-82282-2, cahier pp. 138-140.

*Tous ensemble: Décollage*. D.C. Heath Canada LTD distributed by ITP Nelson, ISBN 0-669-95367-9, p. 73.

*Tous ensemble: Décollage*. D.C. Heath Canada LTD distributed by ITP Nelson, ISBN 0-669-95395-4, feuilles d’exercice 34-35-36.

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## Activity 5: Le bénévolat

**Time:** 300 minutes

### Description

Students discuss the personal and community benefits of volunteering as preparation for making a flyer and an audio tape promoting volunteerism (in Activity 7).

### Strand(s) and Expectations

#### Overall Expectations

Oral Communication: OCV.03, OCV.04, OCV.05.

Writing: WRV.01, WRV.02, WRV.03.

#### Specific Expectations

Oral Communication: OC2.03, OC3.01, OC3.02.

Writing: WR1.03, WR2.01, WR2.04.

### Planning Notes

- Create a four square tracking sheet to accompany Strategy 1; one square includes a choice of adjectives to assist students.
- Prepare exercises on “lui” and “leur” for centre #2. The teacher makes two copies, answering the even numbers on one page and the odd numbers on the other. The teacher then makes copies for the students.
- Learning experiences: learning centres, experiential learning, problem solving

### Prior Learning Required

- futur simple
- disjunctive pronouns moi, toi, lui, elle, nous, vous, eux, elles
- relative pronouns qui, que

### Teaching/Learning Strategies

1. Students work in pairs to complete four tasks at learning centres set up in the classroom. The purpose of these centres is to increase awareness of the feelings of helping and being helped and of areas where help is needed in the school. Ensure that dictionaries or vocabulary lists are available for students to use at all the centres. Centre #1 - One student is blindfolded and taken to a previously established destination in the school with the guidance of his/her partner. Upon return to the classroom the students record their feelings by circling adjectives provided by the teacher on the tracking sheet (eg. impatient, dépendant, puissant, etc.). Note: There are safety issues related to this activity. Students must be made aware that they must be extremely careful when conducting someone who is blindfolded. Centre #2 - The students complete a written exercise on lui and leur. Tell them it will be marked. One student has the answers for the even numbers, the other the answers for the odd numbers. The students complete the numbers for which they don't have the answers. The students help each other, without showing each other the answers, until all the answers are correct. Centre #3 - The group of students at this centre at the same time put themselves in order of shoe size, smallest to the largest, without talking. One student in the group is the timer and records how long it took them to complete the task. The same student also records in French the strategies used to complete the task (les mains, les numéros). Centre #4 - The group records in French as many ideas as possible to improve the school, eg.: plant plants, paint the washroom.

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2. The teacher leads the class in sharing their responses to the activities, Centre #1 Comment est-ce que tu te sens quand tu as besoin d'aide? Centre #2 Quand tu es dépendant mais ton partenaire est dépendant aussi? Centre #3 Quelles stratégies est-ce que vous avez utilisées pour communiquer sans paroles? Centre #4 Quelles idées est-ce que vous avez pour avoir une meilleure école?
  3. The class discusses the ideas to improve the school (cleaning schoolyard, improving the appearance of the cafeteria) that they like the best. This task should be manageable and complement the goals of the school.
  4. To ensure the viability of the task, the teacher and students write a letter of proposal to the principal on chart paper using the students' ideas – what do they hope to accomplish, how and when.
  5. In groups, students brainstorm ideas on chart paper for volunteering in the school or in the community. The chart paper is posted around the room. Students circulate with paper, looking at the posted examples and writing down any ideas that are interesting to them. The students compare their choices with previous activity results: aptitudes, multiple intelligences test, etc. to discuss an activity that they would most enjoy.

### **Assessment/Evaluation**

- Teacher verification of lui and leur task completion

### **Accommodations**

- Students work in partners with someone who has different strengths.
- To add challenge, the students write their own letter to the principal proposing a school improvement.

### **Resources**

*Avec Brio*. Prentice Hall Ginn. ISBN 0-13-5692458, p.90.

## **Activity 6: Nouvelle lecture**

**Time:** 225 minutes

### **Description**

Students read, analyse, and dramatize a reading passage about a Canadian hero who has contributed to society. They write journal entries and research more information about the hero. They create an imaginary interview with the main character in an oral presentation, incorporating new vocabulary and grammar structures (indirect and direct object pronouns “le, la, les, lui, leur”).

### **Strand(s) and Expectations**

#### **Overall Expectations**

Oral Communication: OCV.03, OCV.04, OCV.05.

Reading: REV.01, REV.02, REV.03.

Writing: WRV.01, WRV.02, WRV.03.

#### **Specific Expectations**

Oral Communication: OC1.01, OC1.03, OC2.05.

Reading: RE1.05, RE2.01, RE2.02, RE2.04, RE2.05, RE2.07.

Writing: WR1.03, WR2.01, WR2.03, WR2.04.

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## Planning Notes

- The teacher selects a reading passage about a Canadian hero and their contributions to society e.g., Terry Fox, Diane Dupuy.
- Prepare comprehension questions relevant to the reading passage.
- Provide French-English dictionaries for the class.
- Collect pictures of people who contributed to Canada (can include members of your community).
- Learning experiences used: group work, journal writing, use of French-English dictionary, reading aloud, dramatization.

## Prior Knowledge Required

- passé composé, futur simple of regular and irregular verbs
- direct and indirect object pronouns: le, la, les, lui, leur.
- Conjunctions: et, mais, ou, donc.

## Teaching/Learning Strategies

1. Introduce the activity, showing the pictures of Canadian heroes and ask the students to identify them and provide facts about them (Terry Fox, Rick Hansen, Diane Dupuy of Famous People Players). The teacher records the answers on the board and generates vocabulary and facts.
2. Distribute the selected reading passage (see resources) to partners or groups and ask them to answer the following questions: Quand se passe cette histoire? Qui est le héros et pourquoi? Quels détails intéressants as-tu trouvés?
3. Students read a short section of the passage silently then aloud to their group using correct pronunciation, intonation, and expression. Each group prepares two or three questions about the passage to ask the other groups. Each group chooses a different section of the reading to read aloud to the class. The teacher assigns one of the criteria to each group: a) the most exciting paragraph, b) the saddest paragraph, c) the happiest paragraph, d) the most interesting paragraph, e) the easiest paragraph to understand, f) the most difficult paragraph to understand, g) the paragraph that summarizes the hero's accomplishments/contributions.
4. Students answer comprehension questions to interpret, analyse, make and support judgements and identify values in their reading.
5. Students create a "journal de lecture: ce que j'ai lu (titre, nombre de pages, auteur), ce que j'ai compris (a brief résumé of main ideas), ce que j'en pense (personal reflection), les expressions pratiques, intéressantes (new vocabulary).
6. The teacher collects these entries and writes comments on their opinions: "bonne observation! Que c'est intéressant!..."
7. Students in partners prepare an interview with their hero. They prepare a list of ten questions they would like to ask and formulate answers using information found in the reading selections.
8. Students present an interview for a television audience with a moderator and several interviewers, each in a different role, (e.g., a psychologist, a sports journalist, someone from a specific magazine, a person from a charity organization). Interviewees include the hero, the parents, brothers or sisters, the best friend, etc. Questions and answers are developed according to the purpose and the interviewee. The television audience also prepares and asks questions.  
Extension: Each group creates a radio announcement about a fund raising activity and presents these announcements orally. The students may undertake to do fundraising for their school project.

## Assessment/Evaluation

- Teacher-evaluation of the interview
- Optional assessment of journals

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## Accommodations

- Provide more time to complete reading passage.
- Prepare a list of vocabulary for reference during activities.
- To add challenge, the students create their own hero and give an oral presentation of his/her accomplishments.

## Resources

### Reading Resources

*Tous ensemble! Réflexions*. D.C. Heath Canada Ltd., distributed by ITP Nelson, ISBN 0-669-95368-7, pp. 60-64.

*Tous ensemble! Réflexions*. volume 2, D.C. Heath Canada Ltd. distributed by ITP Nelson, ISBN 0-669-9542-8, pp. 20-21, 74-75.

## Activity 7: Les bénévoles – on en a besoin!

**Time:** 120 minutes

### Description

Students use their knowledge in this unit to help promote volunteerism. They create a flyer to promote volunteering and an audio tape that promotes the benefits of giving one's time. The flyers are posted around the school and some of the audio tapes may be played on the announcements.

### Strand(s) and Expectations

#### Overall Expectations

Oral Communication: OCV.04, OCV.05.

Writing: WRV.02, WRV.03.

#### Specific expectations

Oral Communication: OC2.05, OC3.01, OC3.02.

Writing: WR2.03, WR2.04.

### Planning Notes

- Provide examples of flyers.
- Arrange software and access to computers to prepare flyers, if desired.
- Provide audio tapes and tape recorders for student use.
- Ask permission to post flyers in the school and to provide audio tapes for the announcements.
- Learning experiences used: Process writing, oral presentation.

### Prior Knowledge Required

- vocabulary from previous activities
- formation of the imperative of regular and irregular verbs

### Teaching/Learning Strategies

1. Discuss with students the criteria necessary to create a flyer that promotes the idea of volunteering, using examples of flyers from the community or the school.
2. Each student creates a flyer that includes the benefits of volunteering and how and where to volunteer. The flyer can be created on the computer using *Microsoft Publisher* or by hand.
3. Each student prepares an audio script to make an audio commercial for the same purposes. The script is taped for presentation to the class.

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4. The class chooses the best commercials for airing on the school announcements.
  5. The completed flyers are posted around the school to encourage others to volunteer.

### **Assessment Evaluation**

- Teacher-evaluation of flyers
- Teacher-/peer-evaluation of audio announcement
- Unit test Appendix E

### **Accommodations**

- Students use a teacher-made model for the flyer and the audio announcement
- Students work with a partner who has different strengths as identified in the unit

### **Resources**

*Microsoft Publisher*. [Computer Software]. Redmond, Washington: Microsoft.

### **Reading Resources**

*Profils*. Addison Wesley Longman, ISBN 0-201-43990-5, pp. 22-35

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## Appendix A: Les intérêts et les aptitudes

### Bien se connaître

<b>HABILETES</b>	<b>D'HABITUDE</b>	<b>QUELQUEFOIS</b>	<b>PRESQUE JAMAIS</b>
1. J'arrive à l'heure.			
2. Je prends soin de mes choses.			
3. Je suis prudent(e) avec mon argent.			
4. Je range ma chambre.			
5. Je suis gentil(le) avec mes soeurs et frères.			
6. J'écoute mes parents.			
7. Je me lève à l'heure.			
8. Je rentre à la maison avant le couvre-feu.			
9. Je fais mes devoirs.			
10. Je viens en classe avec les choses nécessaires.			
11. Je fais attention en classe.			
12. Je prends de bonnes notes en classe.			
13. Je sais comment étudier dans toutes les matières.			
14. Je lis et comprends.			
15. J'écris de bonnes compositions.			
16. Je sais faire des recherches à l'ordinateur.			
17. Je sais utiliser le centre de ressources de l'école.			
18. J'écoute attentivement le prof.			
19. J'aime l'école.			
20. Je suis organisé(e).			

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**Appendix B: Feuille de réponses: Comment es-tu intelligent?**

**QUELLES SORTES D'INTELLIGENCES? (Student Copy)**

1	2	3	4	5	6	7

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## Appendix C: Quelles intelligences as-tu? (Teacher Script)

### Bar #1 on the graph (Orientation spatiale et visuelle)

1. J'aime dessiner.
2. J'aime faire les casse têtes.
3. Je pense en images.
4. J'aime trouver des informations des films, des vidéos et des images.
5. Je peux lire des cartes et comprendre des illustrations.

### Bar #2 (Linguistique)

1. Les livres sont importants pour moi.
2. J'aime lire, écrire et écouter pour apprendre.
3. J'aime avoir des discussions.
4. J'ai un bon vocabulaire.
5. Je suis bon aux jeux de mots (Scrabble, Password etc.).

### Bar #3 (Intrapersonnelle)

1. Je passe du temps à réfléchir et à penser.
2. Je me connais bien (mes qualités et mes défauts).
3. Je travaille bien tout seul.
4. Je suis individualiste.
5. J'ai beaucoup d'opinions.

### Bar #4 (Musicale)

1. J'écoute souvent la radio, les cassettes ou les Disques Compacts.
2. Je joue d'un instrument.
3. Si j'entends une mélodie une ou deux fois, je peux la chanter.
4. Je tape souvent un rythme quand je travaille.
5. Je connais beaucoup de chansons.

### Bar #5 (Interpersonnelle)

1. J'ai beaucoup d'amis.
2. Je préfère jouer aux sports en équipe au lieu de faire un sport individuel.
3. Je préfère sortir en groupe que rester à la maison.
4. J'apprends mieux quand je travaille avec les autres.
5. Je vois et comprends les sentiments des autres.

### Bar #6 (Logico-mathématiques)

1. Je peux additionner les numéros dans ma tête.
2. J'aime les mathématiques et les ordinateurs.
3. J'aime les jeux où je peux penser logiquement.
4. Je peux trouver des solutions aux problèmes.
5. Je peux organiser les informations.

### Bar #7 (Le mouvement du corps)

1. Je fais régulièrement des sports.
2. J'aime bien passer mon temps libre à l'extérieur.
3. Je parle souvent avec les mains.
4. J'apprends bien quand je peux bouger ou toucher des choses.
5. Je travaille bien avec les mains (faire de l'artisanat).

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## Appendix E: Unit Test

### Academic Unit test: Tendre la main (suggestions for the teacher)

#### Partie écrite:

Réponds à chaque question; utilise une phrase complète:

1. Que fais-tu bien à l'école?
2. Comment peux-tu respecter le couvre-feu de tes parents?
3. Nomme une chose que tu dois faire à la maison.
4. Donne un exemple pour avoir un meilleur environnement à l'école?
5. Nomme une organisation qui aide la communauté? Pourquoi est-ce que tu l'admires?
6. Nomme un héros canadien et écris une chose qu'il/elle a faite?
7. Ecris une phrase au passé composé pour les mots suivants: a-la vaisselle, b-la chaise roulante c-soigner

#### Ecoute:

##### A. Ecoute attentivement le passage suivant et écris les mots qui manquent:

Script: Sophie parle de son été.

L'été dernier, j'ai travaillé dans un camp d'été pour enfants handicapés.

J'ai commencé à les aider dans la piscine, j'ai organisé une visite au zoo et j'ai passé du temps avec eux au centre commercial du quartier. On a parlé de la mode des jeunes. J'ai eu le temps de bien les connaître. Mon enfant préféré s'appelle Tommy et il se déplace en chaise roulante. Je lui ai donné beaucoup d'attention. Maintenant, je comprends mieux les enfants handicapés. C'est un plaisir d'être avec eux et de les soigner.

On a besoin de plus de bénévoles! L'année prochaine, je pense que je serai bénévole encore une fois.

After listening to this passage, the students fill in the blanks.

1. C'est un camp d'été pour enfants \_\_\_\_\_
2. Je les ai aidés dans la \_\_\_\_\_
3. J'ai organisé une visite au \_\_\_\_\_
4. J'ai passé du temps avec \_\_\_\_\_ au centre commercial.
5. Tommy, je \_\_\_\_\_ ai \_\_\_\_\_ beaucoup d'attention.
6. Maintenant, je \_\_\_\_\_ mieux les enfants handicapés.
7. On a \_\_\_\_\_ plus de bénévoles.
8. Je serai \_\_\_\_\_ encore.

##### B: Qui parle?:

Coche qui parle:

	Sophie	Tommy	Le parent
1. Je me déplace en chaise roulante	_____	_____	_____
2. J'aide les enfants handicapés	_____	_____	_____
3. J'inscris Tommy au camp d'été	_____	_____	_____
4. J'organise une visite au zoo	_____	_____	_____
5. Je m'amuse à la piscine	_____	_____	_____
6. Ma fille s'amuse beaucoup au camp	_____	_____	_____
7. Je connais bien les enfants	_____	_____	_____
8. J'ai été bien soigné	_____	_____	_____
9. Mon enfant a eu une bonne expérience	_____	_____	_____
10. Je serai bénévole l'année prochaine	_____	_____	_____

---

## Lecture

Lis les annonces suivantes:

1. Travailler avec les enfants!  
La Garderie de l'Hôpital Général

Cherche les jeunes bénévoles pour travailler avec les enfants au département de la pédiatrie.

Pour offrir vos services:  
Composez le numéro 891-4567  
pour obtenir une entrevue.

On a besoin de vous!

3. Attention les élèves!  
Le Conseil étudiant de l'école  
secondaire St. Laurent  
cherche des membres. Voulez-vous
- ❖ Offrir vos opinions?
  - ❖ Contribuer au moral de l'école?
  - ❖ Avoir de nouveaux amis?
  - ❖ Planifier les événements sociaux?

Venez à la salle 301, lundi le 3 octobre à 15h.

A. Fais des associations.

1. "garder le vert"
2. le conseil étudiant
3. la pédiatrie
4. la garderie
5. l'Hôtel de Ville

2. Voulez-vous protéger nos parcs municipaux?  
Le comité jeunesse de Sudbury cherche les jeunes  
qui veulent "garder le vert"!

Vous pouvez nous aider à planifier pour le futur.  
Téléphoner à l'Hôtel de Ville,  
Service des Parcs  
672-2173

À l'attention de Janine Bourgeois

- a) un département de l'hôpital
- b) Janine Bourgeois y travaille
- c) le service des parcs
- d) contribue au moral de l'école
- e) les enfants y restent

B. Choisis une annonce et écris:

1 paragraphe (introduction, pourquoi veut-on le travail, conclusion)

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## Unit 5: En Route! Visitons des pays francophones

**Time:** 19 hours

### Strand(s) and Expectations

#### Overall Expectations

**Oral Communication:** OCV.01, OCV.04, OCV.05.  
**Reading:** REV.01, REV.02.  
**Writing:** WRV.01, WRV.02, WRV.03.

#### Specific Expectations

**Oral Communication** OC1.01, OC2.01, OC2.03, OC2.04, OC2.05, OC3.01, OC3.02.  
**Reading:** RE1.01, RE1.04, RE2.02, RE2.07.  
**Writing** WR1.01, WR1.02, WR1.04, WR2.01, WR2.03, WR2.04.

### Unit Description

Students become familiar with francophone countries and learn vocabulary and language structures encountered while travelling. Language elements are integrated with cultural components to reflect real-world situations. Students practise oral communication skills that lead to a final performance of the presentation of a simulated tour of a francophone city. They compose written descriptions and create visual displays to enhance their presentation.

### Activity Titles (Time and Sequence)

Activity 1	Introduction: Imaginez un voyage idéal	150 minutes
Activity 2	On se prépare	150 minutes
Activity 3	À la recherche: On va visiter une ville francophone	150 minutes
Activity 4	Écrire une carte postale	150 minutes
Activity 5	La chasse au trésor: Partager et lire des cartes postales	75 minutes
Activity 6	À l'agence de voyage: Trouver des renseignements pour un voyage	150 minutes
Activity 7	Une visite sensass: Faire le tour d'une ville francophone	450 minutes

### Prior Knowledge Required

- Position and agreement of adjectives
- Present tense of regular and irregular verbs
- Regular and some irregular verbs in the passé composé, futur simple, impératif
- Subject pronoun substitution
- Position of object pronouns
- Interrogative words: comment, où, pourquoi, quand, qui, etc.
- Location and use of resources for research

### Unit Planning Notes

- The teacher arranges for student access to Internet and print resources for research.
- The teacher organizes a location for the oral presentation of the tour of a francophone city.

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## Teaching and Learning Strategies

- Visualizing, brainstorming and mind-mapping to generate vocabulary
- Research skills: locating resources, selecting information, using information technology
- Writing and presenting a dialogue
- Viewing postcards (gallery tour) displayed in the classroom to gather information
- Writing process: writing a postcard, describing a site
- Preparing a visual display for a simulated tour

## Assessment and Evaluation Techniques

### Formative

- Activity 1: Teacher- and peer-evaluation of a poster using a checklist developed together in class
- Activity 2: Teacher-prepared quiz on reflexive verbs, teacher evaluation of extension activities
- Activity 3: Teacher-evaluation of information gathered, learning skills, and student participation in research activities  
Student self-evaluation using checklist
- Activity 4: Teacher- and student-evaluation of the postcards using criteria developed together in class  
Student checklist of the use of the writing process
- Activity 5: Teacher-observation of student participation in scavenger hunt  
Teacher-prepared quiz on the use of the pronoun *y*
- Activity 6: Teacher-evaluation of dialogue using criteria discussed in class

### Summative

- Activity 7: This unit contains a final student performance (oral presentation of a simulated tour of a francophone city) that is to be assessed using a rubric that reflects the Achievement Chart in The Ontario Curriculum. The criteria are from the categories in the Achievement Chart as well as other criteria specific to the task.

## Resources

Specific references to the 4 current commercial resources are listed in each activity.

These resources are:

*Destinations 3*. Copp Clark Pitman Ltd., distributed by Addison-Wesley. ISBN 07730-5134-1

*Entre Amis 3*. Prentice-Hall Canada Inc. ISBN 0-13-287988-3

*Passages 3*. Addison-Wesley. ISBN 0-201-57377

*Tous Ensemble: Décollage*. D.C. Heath, distributed by ITP Nelson. ISBN 0-669-95367-9

Web sites are listed in the activities.

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## Activity 1: Imaginez un voyage idéal

**Time:** 150 minutes

### Description

Students respond to an audio-visual presentation of a trip by creating a mind map of a favourite place. Vocabulary includes types of sites and descriptive adjectives.

### Strand(s) and Expectations

#### Overall Expectations

Oral Communication: OCV.01, OCV.05

Writing: WRV.02, WRV.03

#### Specific Expectations

Oral Communication: OC1.01, OC3.01

Writing: WR1.01, WR2.01, WR2.04

### Planning Notes

- Prepare audio-visual materials and develop a short oral presentation of a trip to introduce the theme.
- Provide chart paper and markers for vocabulary building and mind mapping.

### Prior Knowledge Required

- Position and agreement of adjectives
- Dictionary skills
- Interrogatives
- Learning experiences used: visualization, pair work

### Teaching/Learning Strategies

1. Create the atmosphere of an exciting trip. Use audio-visual aids (video clips, music, pictures, maps, photographs, slides, *PowerPoint*, etc.) to give an oral presentation of a trip. Adjectives and vocabulary of tourist attractions are introduced in the presentation (la plage, un édifice, une galerie, un musée, des chutes, un parc d’amusement...)
2. The teacher leads the students in a visualization exercise of “un voyage idéal”. The teacher may wish to use music in the background and suggest a Canadian city (Québec) or a city in France (Paris).  
Teacher monologue:  
“Imagine un beau voyage. Tu es dans le pays de tes rêves. Ferme les yeux. Respire et pense. Qu’est-ce que tu vois? Qu’est-ce que tu entends? Est-ce que tu vois....? Est-ce que tu entends...? Qu’est-ce que tu portes? Qu’est-ce que tu manges? Est-ce qu’il fait chaud? froid? Est-ce que tu es dans une ville? à la plage? à la campagne? Qu’est-ce que tu fais? Décris cet endroit. Est-ce immense? petit? silencieux?.. Ouvre les yeux.”  
Introduce the vocabulary orally before doing the visualization
3. Lead the whole group in recording places and descriptions of places visualized. Students may use the phrase “ Comment dit-on en français...? to generate French vocabulary. The teacher records the places and descriptions on chart paper for reference throughout the rest of the activity.
4. In groups of four, students create mind maps of "un voyage idéal": things to see, visit, or do. Students use French-English dictionaries to find meanings and to check French spelling.
5. Students post mind maps around the classroom to be visited by the groups as a gallery walk. Give the instructions “Votre groupe va maintenant visiter les cartes. Chaque élève choisit cinq choses intéressantes et l’écrit dans son cahier.”

- 
6. Each student chooses a partner from another mind map group. In pairs, students pool their notes from the gallery tour and create three or four categories of things to see, to do (eg. la nature, les édifices, les activités, etc.). Pairs of students organize their notes on chart paper under each category.
  7. In pairs or individually, students create a poster of sites/activities in one category. The poster includes several sites/activities (e.g., les bateaux mouches de Paris and complete sentences in paragraph form using adjectives to describe the sites).

### **Assessment/Evaluation**

- Teacher/peer evaluation of a poster

### **Accommodations**

- Provide template of a mind map and a vocabulary list to assist students.
- To add challenge, students present the poster orally.

### **Resources**

*Passages 3*. Addison Wesley Longman, ISBN 0-201-57377-6 pp. 6-19

*Passages 3*. Addison Wesley Longman, Cahier d'activités, ISBN 0-201-82282-2 p. 13

*Tous Ensemble: Décollage*. D.C. Heath, distributed by ITP Nelson, ISBN 0-669-95367-9 pp. 53-60

## **Activity 2: On se prépare**

**Time:** 150 minutes

### **Description**

Students describe personal daily routines using reflexive verbs in the present tense.

### **Strand(s) and Expectations**

#### **Overall Expectations**

Oral Communication: OCV.01, OCV.05

Writing: WRV.03

#### **Specific Expectations**

Oral Communication: OC2.05, OC3.01

Writing: WR2.01

### **Planning Notes**

- Prepare flash cards showing parts of the reflexive structure:  
(e.g., Je + me + lav + e- on four cards)
  - Group A: Subject pronouns (je, tu, il, on, elle, nous, vous, ils, elles)
  - Group B: Object pronouns (me, te, se, nous, vous, se)
  - Group C: Verb stems (lav, lèv/lev, réveill, bross, ras, prépar, douch, habill...)
  - Group D: Verb endings (e, es, e, ons, ez, ent)
- Reorganize the classroom to provide adequate space for four groups and a line up.
- Learning experiences used: bodily-kinesthetic strategy (physical movement to show structure)
- The teacher assembles a suitcase with toiletries and clothing packed for a trip to a specific destination.

### **Prior Knowledge Required**

- Present tense of regular and irregular verbs

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## Teaching/Learning Strategies

1. The teacher reorganizes the classroom to allow students to move about.
2. Divide the class into four groups (A, B, C, D). Each group represents a part of the reflexive verb structure.
3. Distribute flash cards to each group. Group A holds the subject pronouns, Group B holds the object pronouns, Group C the verb stems and Group D the verb endings. Each student has one flash card.
4. Organize the first line up in the formation of “Je/me/lav/-e”, selecting students from A, B, C, D groups as required.
5. Exchange the “je” student for the “tu” student. Students form the next line up, using appropriate cards to complete the sentence. The class continues forming different verb structures until all students have participated (e.g., “Tu/te/lav/-es”...).
6. Assist the students in consolidating their knowledge of the reflexive verbs (e.g., an inductive lesson).
7. Variations using the flash cards:
  - Prepare multiple sets of the “verbes réfléchis” flash cards in order to provide one full set per group of students. Groups practise sorting flash cards into sentences using the “verbes réfléchis” as a timed event.
  - Group 1 holds up two of the four parts (e.g., “il” and “-e”). Group 2 fills in the two missing parts of the sentence orally.
  - Group 1 mimes the action of a “verbe réfléchi” and Group 2 spells it out in written form.
8. Using the items in the suitcase, ask students to identify reflexive verbs associated with these items. Depending on the items chosen, students ask questions to discover the teacher destination.
9. Extension:
  - In small groups, students prepare a backpack with specific items for specific destinations (Les Laurentides - ski goggles, mitts; Martinique - sandals, sunglasses, sun screen). Each group unpacks the bag and presents the items to the class teaching the new vocabulary. The class asks questions to discover the destination.
  - Create a comic strip illustrating the verbes réfléchis.
  - Produce a rap song with actions and props illustrating les verbes réfléchis.

## Assessment/Evaluation

- Written quiz on reflexive verbs
- Teacher evaluation of extension activities

## Accommodations

- Provide a list of verbs
- See extension activities

## Resources

*D'accord 2*. Addison Wesley Longman. ISBN 0-201-43940-9 pp. 162-174.

*D'accord 2*. Addison Wesley Longman. cahier d'activités, ISBN 0-201-43942-5 pp. 91-98.

*Tous Ensemble: Décollage*. D.C. Heath distributed by ITP Nelson cahier, feuilles d'exercices, ISBN 0-669-95395-4 pp. 14, 17, 18,.

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### **Activity 3: À la recherche: On va visiter une ville francophone**

**Time:** 150 minutes

#### **Description**

Students read to research and gather information about a city using a student generated list of francophone cities. This research includes the use of print resources, software and/or the Internet. Students record information on the worksheet, les villes francophones (Appendix B).

#### **Strand(s) and Expectations**

##### **Overall Expectations**

Oral Communication: OCV.01, OCV.04, OCV.05.

Reading: REV.02.

Writing: WRV.02, WRV.03.

##### **Specific Expectations**

Oral Communication: OC2.03, OC2.04, OC2.05.

Reading: RE1.01, RE2.02, RE2.07.

Writing: WR1.04, WR2.04.

#### **Planning Notes**

- Plan the research with teacher-librarian (print and computer resources).
- Make a list of francophone cities.
- Make copies of Appendix B for students and prepare observation checklist to monitor student on-task behaviour, research skills, group work, etc.
- Learning experiences used: brainstorming, researching, note-taking

#### **Prior Knowledge Required**

- Location and use of resources: Internet, print resources, software, dictionaries

#### **Teaching/Learning Strategies**

1. The whole class generates a list of cities in the world where French is spoken. Add to list in order to obtain a list of 20-30 cities.
2. Individually or in pairs, students generate criteria for the selection of the city.
3. Distribute worksheet, les villes francophones, (Appendix B) and use it as a guide to explain the task.
4. Each student completes the research worksheet, les villes francophones, and je vérifie checklist (Appendix B)

#### **Assessment/Evaluation**

- Teacher-evaluation of learning skills and student participation in research activity (observation checklist)
- Teacher-evaluation of information gathered on worksheet
- Checklist “Je Vérifie” (see Appendix B)

#### **Accommodations**

- Pair students to assist with task.
- Provide more time for some students to complete the research task.

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## Resources

*Encarta* [Computer Software]. Redmond, Washington: Microsoft. 9805222-6399

*Tous Ensemble: Décollage*. D.C. Heath distributed by ITP Nelson, ISBN 0-669-95367-9, p. 80-81

<http://www.yahoo.fr>

<http://www.ac-noumea.nc/Lm.html>

## Appendix:

Student worksheet, les villes francophones

## Activity 4: Écrire une carte postale

**Time:** 150 minutes

### Description

Students prepare and write a postcard from the city they have researched. They incorporate the information gathered on francophone cities in Activity 3.

### Strand(s) and Expectations

#### Overall Expectations

Writing: WRV.02, WRV.03.

#### Specific Expectations

Writing: WR1.02, WR2.01, WR2.03, WR2.04.

### Planning Notes

- Ensure that completed worksheets from Activity 3 are available for this activity.
- Provide dictionaries for student use.
- The teacher and students decide on criteria for evaluation of the postcard.
- The teacher and students bring in postcards they have received.
- Learning experiences used: Writing process (generate ideas, choose a topic, develop a plan, write first draft, review and revise, edit and proofread, and produce a final copy, see *The Ontario Curriculum, FSL Grades 4-8*, p.10)

### Prior Knowledge Required

- Vocabulary for salutation and closing
- Verb tenses (présent, passé composé, futur simple)

### Teaching/Learning Strategies

1. The teacher introduces the parts of a postcard: dessin/photo, salutation, fin, adresse, timbre et contenu from the postcards brought in by the teacher and students.
2. The teacher elicits from the students useful verbs for postcard writing (voir: je vois, j'ai vu, je verrai; visiter: je visite, j'ai visité, je visiterai).
3. Students use the information about the city they have researched to write their postcard.
4. Students include a picture in their final copy.

### Assessment/Evaluation

- Teacher evaluation of the writing process and the product

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## Accommodations

- Use teacher conference.
- A student dictates postcard to a scribe.
- Students use model post card provided by the teacher, as a guide.
- To add challenge, students read the postcards onto an audio tape leaving out the names of the places. Students guess where the postcards are from.

## Resources

*Passages 3 Cahier d'Activités*. Addison-Wesley Longman, ISBN0-201-82282-2, pp. 9, 21

*Tous Ensemble: Décollage*. D.C. Heath distributed by ITP Nelson, ISBN 0-669-95367-9, pp. 194-5

*Tous Ensemble: Réflexions*. D.C. Heath distributed by ITP Nelson, ISBN 0-669-95368-7

## Activity 5: La chasse au trésor: partager et lire les cartes postales

**Time:** 75 minutes

### Description

Students read classmates' postcards to gather more information about Francophone cities, using a teacher-prepared scavenger hunt.

### Strand(s) and Expectations

#### Overall Expectations

Reading: REV.01.

Writing: WRV.03.

#### Specific Expectations

Reading: RE1.01.

Writing: WR2.01.

### Planning Notes

- Collect postcards from activity 4.
- Prepare a scavenger hunt worksheet based on student postcards. These worksheets include names of students and the places they visited, with blanks for students to fill in.  
e.g., Annick va à \_\_\_\_\_.  
\_\_\_\_\_ va à Port au Prince.
- Choose oral and written reinforcement activities for “y”.
- Learning experiences used: scavenger hunt, teacher-directed lesson

### Prior Knowledge Required

- Subject pronoun substitution
- Position of object pronouns

### Teaching/Learning Strategies

1. Display the student-prepared post cards.
2. Students circulate with scavenger hunt worksheet to find required information.
3. Students present oral responses based on the scavenger hunt worksheet
4. Use these responses to model new sentences using “y”.
5. Teach a lesson on the uses of “y” and provide consolidation exercises.

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## Assessment/Evaluation

- Written quiz on the use of “y”

## Accommodations

- Students work in pairs to complete scavenger hunt.

## Resources

*Destinations 3*. Copp Clark Pitman, distributed by Addison Wesley Longman ISBN 0-7730-5134-1, p. 61

*Destinations 3 Cahier d'Activités*. Copp Clark Pitman distributed by Addison Wesley Longman ISBN 0-7730-51939-2, pp. 50-51

*Passages 3*. Addison-Wesley, ISBN 0-201-57377-6, pp.178-181

*Passages3 Cahier d'Activités*. ISBN 0-201-82282-2, pp. 124-5,156-7

*Tous Ensemble: Décollage*. D.C. Heath distributed by ITP Nelson, ISBN 0-669-95367-9, p. 42-3

*Tous Ensemble: Décollage*. D.C. Heath distributed by ITP Nelson, feuilles de travail, ISBN 0-669-75394-6 pp.14, 17, 25-27

## Activity 6: A l'agence de voyages

**Time:** 150 minutes

### Description

Students write and present a dialogue between a travel agent and a tourist. The tourist is planning a trip and needs information on what to see and do. The dialogue includes use of the vocabulary and structures from this unit.

### Strand(s) and Expectations

#### Overall Expectations

Oral Communication: OCV.01, OCV.05, WRV.01, WRV.03.

#### Specific Expectations

Oral Communication: OC2.04, OC3.01, OC3.02.

Writing: WR2.01, WR2.04.

### Planning Notes

- The teacher ensures that students use prepared postcards and jot notes from research, Activity 3 are available for reference.
- Provide graph paper or a blank grid available for scrabble
- Provide computer software for creation of crosswords
- Learning experiences used: Brainstorming, role playing

### Prior Knowledge Required

- Interrogatives, futur simple

### Teaching/Learning Strategies

1. The whole class brainstorms questions they would ask a travel agent.
2. In pairs students write a dialogue about one of the cities they researched. One student plays the role of a client and the other of a travel agent. The client asks a number of questions about the city he/she wishes to visit (places to stay, what to see and do, how to get there, cost of travel). Students use the newly acquired vocabulary and language structures from this unit and present their dialogues.

- 
3. Students use computer software to create a crossword puzzle. The students exchange and complete each other's crosswords.
  4. Extension: Students role play a situation that they may encounter while travelling (asking for the location of a site, attending an event, asking for a room in a hotel etc.)

### **Assessment/Evaluation**

- Teacher-evaluation of the dialogue.
- Teacher-evaluation of extension activities

### **Accommodations**

- Teacher prepares a model dialogue and/or a version with blanks.
- Students present to teacher instead of whole class.
- Students use notes in presentation.
- To add challenge, students videotape their dialogue to present to the class.

### **Resources**

*Destinations 3*. Copp Clark Pitman, distributed by Addison Wesley Longman, ISBN 0-7730-5134-1 p. 60

*Entre Amis 3*. Prentice Hall Ginn, ISBN 0-7730-51939-2, pp. 89-110

*Entre Amis 3. Cahier d'activités*, Prentice Hall, ISBN 0-13-288036-9, pp 80-83

### **Activity 7: Une visite sensass: faire le tour d'une ville francophone**

**Time:** 450 minutes

### **Description**

In small groups, students conduct a tour of a francophone city. The tour is presented orally and consists of an introduction, description of the sites, and a conclusion. Students set up a visual and written display of selected sites that their classmates visit.

### **Strand(s) and Expectations**

#### **Overall Expectations**

Oral Communication: OCV.04, OCV.05.

Reading: REV.02.

Writing: WRV.03.

#### **Specific Expectations**

Oral Communication: OC2.03, OC2.05, OC3.01, OC3.02.

Reading: RE1.01, RE1.02.

Writing: WR1.01, WR2.01, WR2.03, WR2.04.

### **Planning Notes**

- Allow 150 minutes booked for research (Internet use and library visits)
- Allow 150 minutes for group preparation
- Allow 150 minutes for presentation and peer evaluation
- Learning experiences used: research skills (print and information technology), group collaboration, oral presentation skills, preparation of visual display

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### **Prior Learning Required**

- Position and agreement of adjectives
- Use of the pronoun “y”
- Verbs in the imperative, futur simple, and passé composé

### **Teaching/Learning Strategies**

1. Record the list of francophone cities that students have chosen.
2. Students identify four or five of the most interesting cities to include in the tours.
3. In groups of four or five, students choose a city to research in-depth.
4. Each group prepares a tour of at least three sites located in the city.
5. Groups select appropriate print and Internet resources.
6. In groups, students prepare visuals and written descriptions of the sites in paragraph form.
7. Divide tasks among group members as follows: three students describe the sites; one student presents the introduction and conclusion (with five group members, one student presents the introduction and another presents the conclusion).
8. Students present the tour as a carousel organized to allow participants to circulate in three groups and visit all the sites while listening to the oral presentation. The teacher circulates as part of the group.
9. Group members take turns presenting their section.
10. Extension: In preparation for a trivial pursuit game, each group prepares five to ten questions on their oral presentation. Questions are submitted with the answers to teacher to prepare the game.

### **Assessment/Evaluation**

- Teacher evaluation of oral presentation using evaluation rubric (see Appendix A)
- Peer evaluation of presentation using either the prepared rubric or a checklist.

### **Accommodations**

- Peer assistance in group preparation
- Use of notes as prompts in oral presentation

### **Resources**

*Destinations 3.* Copp Clark, ISBN 0-7730-51939-2 p.120

*Entre Amis 3.* Prentice Hall Ginn, ISBN 0-13-287988-3 pp. 102-104

*Tous Ensemble: Décollage.* D.C. Heath distributed by ITP Nelson, page 80-81

*Passages 3.* Addison-Wesley, ISBN 0-201-57377-6, pp. 18-19

### **Appendix**

Evaluation rubric for final student task

## Appendix A: Evaluation Rubric

### Student Task: City Tour (Unit 5, Activity 7)

Categories	Level 1	Level 2	Level 3	Level 4
<p>Knowledge/ Understanding</p> <ul style="list-style-type: none"> <li>- knowledge of required elements: adjectives, vocabulary of unit, and "y"</li> <li>- amount and accuracy of information</li> </ul>	<ul style="list-style-type: none"> <li>- uses few of the required elements with many errors</li> <li>- uses few of the required number of facts with many errors</li> </ul>	<ul style="list-style-type: none"> <li>- uses some of the required elements with frequent errors</li> <li>- uses some of the required number of facts with frequent errors</li> </ul>	<ul style="list-style-type: none"> <li>- uses many of the required elements with occasional errors</li> <li>- incorporates the required number of facts and facts are accurate</li> </ul>	<ul style="list-style-type: none"> <li>- uses many of the required elements with few to no errors</li> <li>- incorporates more than the required number of facts and the facts are accurate</li> </ul>
<p>Thinking/Inquiry</p> <ul style="list-style-type: none"> <li>- planning process (selecting strategies and resources)</li> </ul>	<ul style="list-style-type: none"> <li>- little evidence of planning using few resources and strategies</li> </ul>	<ul style="list-style-type: none"> <li>- some evidence of planning using several strategies and resources</li> </ul>	<ul style="list-style-type: none"> <li>- clear evidence of planning using a variety of resources and strategies</li> </ul>	<ul style="list-style-type: none"> <li>- clear evidence of planning using a wide variety of resources and strategies</li> </ul>
<p>Communication (oral/written)</p> <ul style="list-style-type: none"> <li>- clarity</li> <li>- accuracy (using required elements: adjectives, vocabulary of unit, and "y")</li> </ul>	<ul style="list-style-type: none"> <li>- communicates information with limited clarity</li> <li>- uses few of the required elements with many errors</li> </ul>	<ul style="list-style-type: none"> <li>- communicates information with moderate clarity</li> <li>- uses some of the required elements with frequent errors</li> </ul>	<ul style="list-style-type: none"> <li>- communicates information with considerable clarity</li> <li>- uses many of the required elements with occasional errors</li> </ul>	<ul style="list-style-type: none"> <li>- communicates information with a high degree of clarity</li> <li>- uses many of the required elements with few to no errors</li> </ul>
<p>Application</p> <ul style="list-style-type: none"> <li>- presentation</li> <li>- delivery</li> <li>- visuals</li> </ul>	<ul style="list-style-type: none"> <li>- no evidence of sequencing in the tour</li> <li>- makes many errors in pronunciation, intonation and liaison</li> <li>- much use of notes</li> <li>- little or no use of visuals</li> </ul>	<ul style="list-style-type: none"> <li>- conducts tour with some sequence</li> <li>- makes frequent errors in pronunciation, intonation and liaison</li> <li>- often uses notes</li> <li>- uses visuals with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- conducts tour sequentially</li> <li>- makes occasional errors in pronunciation, intonation and liaison</li> <li>- uses notes occasionally</li> <li>- uses visuals with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- conducts tour sequentially, flowing naturally from one site to the next</li> <li>- makes few errors in pronunciation, intonation and liaison</li> <li>- uses notes rarely or not at all</li> <li>- uses visuals with a high degree of effectiveness and creativity</li> </ul>

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## Appendix B: Les Villes Francophones

Vous avez choisi une ville francophone et maintenant vous aller la visiter! Mais vous devez avoir des renseignements.

1. Cherchez des renseignements pour répondre aux questions suivantes à la bibliothèque et à l'ordinateur.
2. Prenez des notes.
3. N'oubliez pas d'écrire où vous avez trouvé les renseignements.
4. Mettez la ville sur une carte du monde.

### RENSEIGNEMENTS

#### La ville

1. Nom de la ville?
2. Dans quel pays est la ville?
3. Comment voyagerez-vous pour aller à cette ville?
4. Quelle(s) langue(s) parle-t-on dans cette ville?
5. Quelle est l'unité monétaire?

#### LIVRES

##### TITRES

- 1.
- 2.
- 3.

##### INTERNET (ADRESSES)

- 1.
- 2.
- 3.

#### LOGICIELS

- 1.
- 2.

### RESSOURCES

AUTEURS pages

5. Nommez trois (3) choses qu'un touriste doit voir ou faire quand il visite cette ville faire:
  - a)
  - b)
  - c)
6. Notez 2 autres détails intéressants:
7. Je vérifie
  1. J'ai utilisé au moins deux ressources.
  2. J'ai pris des notes en français.
  3. J'ai noté les titres, auteurs (livres), adresses (internet).
  4. J'ai trouvé la ville sur une carte.
  5. J'ai répondu à toutes les questions.