

Public District School Board Writing Partnership

Course Profile

Core French

Grade 10
Applied

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 10 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Course Overview

Core French, Grade 10, Applied

Identifying Information

Grade: 10

Development date: October 1999 - March 2000

Course Title: Grade 10 Core French Applied FSF2P

Policy Document: *The Ontario Curriculum Grades 9 and 10, French as a Second Language – Core, Extended and Immersion 1999*

Prerequisites: minimum of 720 hours of French instruction or equivalent

Ministry Course Code: FSF2P

Course Type: Applied

Credit Value: 1 credit 110 hours

Course Description

Core French Grade 10 Applied FSF2P

This course emphasizes the further development of oral communication, reading, and writing skills using a broad-based theme such as adolescence. Students expand their knowledge of French by studying a series of theme related topics, such as students' rights and responsibilities, relationships with peers and adults, and part-time jobs.

Course Profiles

This course profile demonstrates one way to organize and develop activities to allow students to demonstrate the expectations for the Grade 10 Core French Academic course. The four units provide an opportunity for students and teachers to explore themes not included in traditional texts and activities to assist teachers integrate technology in FSL program planning. As stated on page 43 of the Policy document "the introduction of Internet access has been an important innovation in the area of second-language study, since the use of e-mail enables both students and teachers to communicate directly with French speakers. Through the Internet, students can talk to key pals from regions or countries where French is spoken. Teachers may also use the Internet to set up class projects with some language learners." The sixteen new Language Structures are divided in a balanced way among the four units. Each unit integrates the expectations of the three strands: Oral Communication, Reading, and Writing. Each unit includes specific reading materials to complement the theme and relevant web sites, where applicable. Teachers are encouraged to add other available, current resources, and software. There is a final task in all of the units that focusses on one of the three strands but contains expectations from each strand. The evaluation rubrics are based on criteria in the Achievement Chart. Specific reading materials and relevant web sites have been selected to complement the themes.

Unit Titles (Time + Sequence)

Unit 1	Youppi! Je peux conduire!	18 hours
Unit 2	La communication ça clique!	35 hours
Unit 3	De l'idée à la réalité	35 hours
Unit 4	À votre santé	22 hours

Unit Descriptions

Unit 1: Youppi! Je peux conduire!

Time: 18 hours

This unit follows the staged process in French of obtaining a driver's permit in Ontario in that students demonstrate their knowledge before being able to drive with a "G1" license. Instead of collecting demerit points, the students collect "merit" points in order to qualify for their license. They learn and use vocabulary dealing with car parts, road signs, and driving rules. They practise language structures in "real life" situations such as changing a tire, dealing with a mechanic or salesperson and filling up the gas tank. They consolidate their knowledge of the unit by developing a board game based on the theme of driving.

Language Structures

- position of object pronouns with imperatives (e.g., *Faites-le*)
- affirmative and negative infinitives following impersonal expressions (e.g., *il est préférable de ne pas conduire trop vite*)
- prepositions with geographical names

Unit 2: La communication, ça clique!

Time: 35 hours

This unit outlines a collaborative communication project. Working in teams, students create and send messages to another group of students either in the same school, the same board, or elsewhere in the province. The format for sending these messages can be e-mail, fax, courier, or regular mail. Students apply their written language skills as they compose and respond to messages. They use their oral language skills in group discussions and in an oral group presentation. The suggested discussion topic is communities. Students collect information and ideas and as a final task they create an ideal community and present it to the class in the form of an oral presentation. The rubric provided in this unit measures the student's contribution to the entire group process throughout the unit.

Language Structures

- personal object pronouns (*me, te, nous, vous*)
- *imparfait* and *conditionnel présent*

Unit 3: De l'idée à la réalité

Time: 35 hours

Students identify jobs to suit their talents, skills, and interests. They visualize ideal jobs and recognize their characteristics. They read about and research inventors and entrepreneurs. Students identify different types of businesses, explore past and future trends in the job market, and discuss factors/characteristics of a successful business. They also examine values that influence consumer decisions. They learn and use vocabulary dealing with business to read, research, and write about an ideal job. Students demonstrate their knowledge by setting goals and practising language structures in "real life" situations such as a job interview. They consolidate their knowledge of the unit by preparing a budget and personal growth plan.

Language Structures

- relative pronouns *ce qui, ce que, dont*
- position of two object pronouns with simple and compound verbs
- use of *imparfait* and *passé composé*
- linking words (e.g., *c'est-à-dire, après tout, en effet*)
- conjunctions (e.g., *lorsque, dès que, quand, cependant, car*)

Unit 4: A votre santé

Time: 22 hours

Students discuss different aspects of well being such as good nutrition, balanced lifestyles, exercise, time management and smoking issues. As a final task they review the influences at their school that promote well being and give an oral presentation on one aspect that is evident in their school.

Language Structures

- object pronoun *en* to replace expressions of quantity (e.g., *Je voudrais un peu de salade. J'en voudrais un peu.*)
- *imparfait* and *conditionnel présent* of *-er*, *-ir* and *-re* verbs and irregular verbs
- use of *conditionnel présent* to discuss politeness (e.g., *Je voudrais un café, s'il vous plaît*) and to discuss possibility (e.g., *Est-ce que tu pourrais aller au restaurant avec moi?*)

Course Notes

Teachers should address school and board policies regarding physical safety, acceptable use of the Internet, and proper use of audio-visual equipment. Daily activities should reflect awareness and avoidance of bias and violence prevention within the classroom learning environment. Teachers consult with special education teachers to provide accommodations to meet their students' needs. Collaboration and integration with other departments assist students in making connections to other disciplines and to the world outside the school.

Teaching/Learning Strategies

There are a wide variety of teaching and learning strategies in the four units to maintain student interest and maximize learning. These include dialogues, group discussions and presentations, research skills, simulation, reading a wide range of texts, use of the Internet, categorizing information, teacher-directed lessons. Information technology has been included in all units.

Teaching and learning strategies address all types of learners with a balance of independent, collaborative and teacher-directed activities.

Activities are relevant, motivating, and allow for student creativity. Teachers review the planning notes in each activity for optimum delivery of the material. They also ensure that resources used (Internet, video and print) are previewed before use.

Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality.

In order to ensure that assessment and evaluation are valid and reliable and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning

- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- are fair to all students
- accommodate the needs of exceptional students and ESL/ELD students
- ensure that each student is given clear directions for improvement
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course

A final grade is recorded for each Core French course and a credit is granted for every course in which the student's grade is 50% or higher.

The final grade is determined as follows:

- 70% of the grade is based on assessments and evaluations throughout the course
- 30% of the grade is based on a final evaluation in the form of an examination, performance or other method of evaluation, and administered near the end of the course. The components of the final evaluation, performance or other method of evaluation should assess the three strands of Oral Communication, Reading, and Writing.

In the final mark, the weighting of the three strands of Oral Communication, Reading and Writing should reflect the expectations in each strand, a focus on Oral Communication skills, and levels described in the Achievement Chart.

“The development of strong oral communication skills provides the foundation for students to read and write effectively.” p. 6. *The Ontario Curriculum, Grades 9 and 10 French as a Second Language – Core, Extended, and Immersion French, 1999.*

Accommodations

Specific accommodations, for students who need them, are listed in each unit activity.

Resources

Specific titles from the four current commercial programs are listed as suggested resources for each theme in the Grade 10 Applied Profiles.

Grade 10 Applied Themes	Resource List (commercial programs suggested)
Youppi! Je peux conduire	<i>Destinations 4</i>
La communication ça clique	<i>Destinations 3 & 4</i> <i>Voyages 1</i> <i>Passages 3</i>
De l'idée à la réalité	<i>Voyages 1</i> <i>Destinatins 3</i> <i>Destinations 4</i> <i>Entre Amis 3</i> <i>Passages 3</i> <i>Réflexions 2</i> <i>En direct 1</i> <i>D'accord 2</i>
A votre santé	<i>Décollage</i> <i>En direct 1</i>

A la page, pour le plaisir de lire, Addison Wesley Longman now Pearson Education
ISBN 0-201-61454-0-2

Assessing Student Outcomes, ASCD, 1993. ISBN 0-87120-225-5

Avec Brio, Prentice Hall Canada Ltd., now Gage Educational Publishing. ISBN 0-13-5692458
(vocabulary resource)

Bablanian Maral, and Caroline Demers. *Jeunesse Mag*. Gage Educational Publishing, 1993.
ISBN 0-7730-5322-0

Bennett, B., C. Rolheiser, L. Stevahn, (traduit par MacKinnon, M) *L'apprentissage co-opératif: rencontre du coeur et de l'esprit*. Toronto: Educational Connections, 1995. ISBN 0-9695388-2-0

Carter, Bonnie and Georgette Bolger. *Getting Assessment Right, FSL Core Extended & Immersion French Grades 9 and 10*. Barrie, ON: Data Based Directions. ISBN 1-897369-15-7

Duplantie, M. *Communication Centre Educatif et Culturel Inc*. ISBN 2-7617-0274-3

Connaître et se connaître, Holt Rhinehart & Winston. ISBN 0-03002122-7

Conversations, situations, Addison Wesley Longman now Pearson Education, ISBN 0-582-22042-4

Entrez 1. Addison Wesley Longman, now Pearson Education. ISBN 0-7730-4563-5

Euler, Dieter, Heidi Gollert, Elver Peruzzo and Claire Piché. *Destinations 4 Cahier d'activités*. Addison Wesley Longman now Pearson Education, 1993. ISBN 0-7730-5202-X

Euler, Dieter, Heidi Gollert, Elver Peruzzo and Claire Piché. *Destinations 4*. Addison Wesley Longman now Pearson Education, 1993. ISBN 0-7730-5201-1

Euler, Dieter, Heidi Gollert, Elver Peruzzo and Claire Piché. *Destinations 3 cahier d'activités*. Addison Wesley now Pearson Education, 1992. ISBN 0-7730-5139-2, Unité E

Guide Officiel de l'automobiliste, Imprimeur de la reine de l'Ontario 1995. ISBN 1-57517-123-6

Gladys, Jean. *En Direct 1 Cahier d'activités*. Gage Educational Publishing, 1993.
ISBN 0-13-062217-6

Gladys, Jean. *En Direct 1*. Gage Educational Publishing, 1993. ISBN 0-13-062209-5, p. 50

Gladys, Jean. *Entre Amis 3 Cahier d'activités*. Prentice Hall Publishing now Gage Educational Publishing, 1992. ISBN 0-13-287996-4,

Gollert, Heidi, Elver Peruzzo and Claire Piché, *Destinations 3*, Canada: Copp Clark Pitman Limited, now Pearson Education, 1992. ISBN 0-7730-5134-1

Jeunesse Mag, Copp Clark Pitman. ISBN 0-7730-5323-9

L'Express. Toronto based French Newspaper-free subscription

Le Magazine Entre Amis, Prentice Hall Canada Ltd., now Gage Educational Publishing.
ISBN 0-13-282906-1

McConnell, G. Robert, Rosemarie Collins and Alain Favrod. *Passages 3, cahier d'activités*. Addison Wesley now Pearson Education, 1991. ISBN 0-201-57378-4

McConnell, G. Robert and Rosemarie Giroux Collins. *Voyages 1*, Canada: Éditions Addison-Wesley, now Pearson Education, 1994. ISBN 0-201-57486-1

McConnell, G. Robert and Rosemarie Giroux Collins. *Voyages 1, Cahier d'activités*, Éditions Addison-Wesley, now Pearson Education, 1994. ISBN 0-201-57497-7

McConnell, G. Robert, Rosemarie Giroux Collins and Alain M. Favrod. *Passages 3*, Canada: Éditions Addison-Wesley, now Pearson Education, 1992. ISBN 0-201-57377-6

McConnell, Robert and Rosemarie Collins. *D'Accord 2 cahier d'activités*. Addison Wesley Longman now Pearson Education, 1988. ISBN 0-201-43942-5

McConnell, Robert and Rosemarie Collins. *D'Accord 2*. Addison Wesley Longman now Pearson Education, 1988. ISBN 0-201-43940-9

McConnell, Robert and Rosemarie Collins. *Voyages 1 Cahier d'activités*. Addison Wesley Longman now Pearson Education, 1994. ISBN 0-201-39605-X

McConnell, Robert and Rosemarie Collins. *Profils*. Addison Wesley now Pearson Education, 1990. ISBN 0-201-43990-5

Radio Puce CEC, 1986. ISBN 2-7617-0309-X

Sol videos TVO

SOS Binder, see Durham District School Board Catalogue

The Mindful School: How to Grade for Learning. Skylight Training & Publishing, 1999.

Tous Ensemble: Connaître at savoir (grammar resource)

Tous Ensemble: Décollage. D.C. Heath, now ITP Nelson, 1992 ISBN 0-669-95367-9

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

Ullman, R. *Tous ensemble! Au-delà. La Francophonie dans le mondes*. D.C. Heath, 1995. ISBN 0-669-95518-3

Ullman, R. *Tous ensemble! Au-delà. Un regard sure l'entrepreneuriat*. D.C. Heath, 1997. ISBN 0-669-95525-6

Ullman R., B. Carter and S. Goodman. *Tous Ensemble, Réflexions Volume 1*. D.C. Heath, now ITP Nelson, 1993. ISBN 0-669-95488-8

Ullman R., B. Carter and S. Goodman *Tous Ensemble, Réflexions Volume 2, Guide Pédagogique*. D.C. Heath now ITP Nelson

Ullman R., B. Carter and S. Goodman *Tous Ensemble, Réflexions, Volume 2*. D.C. Heath, 1993. ISBN 0-669-95412-8

Ullman R., B. Carter and S. Goodman *Tous Ensemble: Altitude*. D.C.Heath, now ITP Nelson 1993 ISBN 0-669-95373-3

Videos: Pieces of the Puzzle. Il etait deux fois: deux langues un pays.

Web sites are listed in the units to provide background information for both teachers and students.

OSS Policy Documents

Choices Into Action, Ontario MET ISBN 0777856093

The Ontario Curriculum, Grades 9 and 10, French as a Second Language – Core, Extended, and Immersion French, 1999, Ontario Ministry of Education and Training,

The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000, Ontario Ministry of Education and Training

Course Evaluation

At the end of the course, teachers will review the expectations and instructional and assessment strategies to assess the effectiveness of their program. They will also collect information from students regarding the effectiveness of the course through surveys or questionnaires.

Coded Expectations, Core French, Grade 10, FSF 2P

Oral Communication

Overall Expectations

OCV.01P

- listen and respond to a variety of spoken texts;

OCV.02P

- listen and respond to a variety of non-structured media works;

OCV.03P

- express ideas and opinions in conversations and teacher-guided discussions;

OCV.04P

- make oral presentations on a variety of topics;

OCV.05P

- use appropriate language conventions during oral communication activities.

Specific Expectations

Listening

OC1.01P

- understand and follow instructions for classroom activities;

OC1.02P

- respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information, and presenting dramatizations;

OC1.03P

- extract the main ideas and supporting details from a variety of media works (e.g., television and radio programs, videos, songs);

OC1.04P

- take brief notes on presentations, oral reports, and discussions.

Speaking

OC2.01P

- use simple and complex sentences in conversations, discussions, and dramatizations relating to topics under study;

OC2.02P

- share opinions and formulate judgements about topics under study;

OC2.03P

- present an argument, a point of view, or researched information relating to a topic under study;

OC2.04P

- prepare and present short dialogues on topics under study;

OC2.05P

- give individual or group oral presentations on topics under study, incorporating audio and visual aids.

Application of Language Conventions

OC3.01P

- recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

OC3.02P

- use newly acquired vocabulary in conversation;

OC3.03P

– use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message;

OC3.04P

– interpret the meaning of unfamiliar words (e.g., by recognizing cognates, word families).

Reading**Overall Expectations****REV.01P**

• read and demonstrate an understanding of a variety of texts;

REV.02P

• read a wide range of texts to gather information and to expand their knowledge of the French language;

REV.03P

• identify and understand language conventions used in their reading materials.

Specific Expectations**Comprehension and Response to Text****RE1.01P**

– acquire information from a variety of materials (e.g., newspaper and magazine articles, job advertisements, publicity ads, CD-ROMs, computer software);

RE1.02P

– read a selection of short stories, articles, and poems, and develop the main ideas and some supporting details in a different context;

RE1.03P

– read a wide range of texts (e.g., public surveys, articles, e-mail, pen-pal communications) and respond through discussion or by giving short answers;

RE1.04P

– skim a text to list key ideas;

RE1.05P

– use specific research skills (e.g., identifying sources, data gathering, note taking) in preparing an assignment;

RE1.06P

– organize their research data on a topic and report on their findings in an oral presentation that includes an introduction and a conclusion.

Application of Language Conventions**RE2.01P**

– recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

RE2.02P

– identify and model language conventions used in job advertising, personal letter writing, and press releases;

RE2.03P

– use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

WRV.01P

- express ideas and opinions in short written texts;

WRV.02P

- create short written texts in structured and open-ended situations;

WRV.03P

- identify and use appropriate language conventions in their written work.

Specific Expectations

Communication of Ideas and Information

WR1.01P

- write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

WR1.02P

- write a brief description (e.g., a personal profile) using the appropriate past tenses;

WR1.03P

- write a formal letter (e.g., requesting a job interview, expressing a point of view to the editor of a newspaper);

WR1.04P

- write a brief report based on researched information;

WR1.05P

- prepare and conduct a survey, and summarize and interpret the data in short paragraphs.

Application of Language Conventions

WR2.01P

- recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

WR2.02P

- revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

WR2.03P

- apply the conventions of formal letter writing (e.g., the omission of *cher* in the salutation, the use of appropriate closing expressions);

WR2.04P

- incorporate newly acquired vocabulary into their written work.

Unit 1: Youppi! Je peux conduire

Time: 18 hours

Unit Description

In this unit, students follow a process as if they were going to obtain a driver's permit in Ontario. Instead of demerit points, the students collect "merit" points in order to qualify for their license. They learn and use vocabulary dealing with car parts, road signs, and driving rules. They practise language structures by participating in activities based on real situations such as changing a tire, dealing with a mechanic or salesperson, and filling the gas tank. They read and complete activities based on sections of "The Drivers' Handbook" in French. They consolidate their knowledge of the unit by developing a board game based on the theme of driving.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OCV.01P, OCV.04P, OCV.05P; REV.01P, REV.02P, REV.03P; WRV.01P, WRV.02P, WRV.03P.

Specific Expectations: OC1.01P, OC1.02P, OC1.04P, OC2.01P, OC2.04P, OC3.01P, OC3.02P, OC3.03P; RE1.01P, RE1.03P, RE2.01P, RE2.02P, RE2.03P; WR1.01P, WR1.04P, WR2.01P, WR2.02P, WR2.04P.

Activity Titles (Time + Sequence)

Activity 1	Sur la bonne route	150 minutes
Activity 2	Arrêtez! Vérifiez votre véhicule	150 minutes
Activity 3	Le feu jaune – l'examen théorique	150 minutes
Activity 4	Le feu vert – l'examen sur la route	80 minutes
Activity 5	Votre propre véhicule	150 minutes
Activity 6	Votre voiture idéale!	100 minutes
Activity 7	Reculez et recommencez	300 minutes

Prior Knowledge Required

- Imperative
- Direct object pronouns
- Prepositions: *en, au, aux*, etc.
- Infinitives with impersonal expressions

Planning Notes

- Prepare a list of key vocabulary
- Obtain copies of "The Driver's Handbook" in French from Ontario vehicle license outlets, if available.
- Obtain copies of city maps (of your area).
- Create large versions of road signs.
- Prepare overheads and worksheets listed in the activities and Annexes.
- Provide samples of board games.
- Collect several small prizes.
- Arrange a demonstration of changing a tire and reviewing parts of a car.

- Provide model/toy cars.
- Create “G1” licenses for students.
- Collect pictures of different cars.
- Provide materials for a game board.

Teaching/Learning Strategies

- Creating and presenting dialogues
- Discussing and presenting in groups
- Developing research skills
- Simulating scenarios with a car
- Reading a wide range of materials
- Writing and presenting information about group members
- Using the Internet
- Creating teacher-directed lessons
- Using French/English dictionaries

Assessment and Evaluation

Formative and Diagnostic

Activity 1	Listening quiz
Activity 2	Dialogue
Activity 3	Written test– Teacher and student prepared tests, reading and writing Evaluation of poster
Activity 4	Written evaluation of group’s instructions
Activity 5	Evaluation of written advertisement
Activity 6	Evaluation of oral dialogue

Summative

Activity 7	This unit contains a final student activity (creation of a board game on the theme of driving) that will be assessed using a rubric that reflects the Achievement Chart in the Curriculum document. The criteria are from the categories in the Achievement Chart as well as other task specific criteria (see Annexe G)
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Resources

- Communication*. Centre Educatif et culturel Inc. ISBN 2-7617-0274-3
- Connaitre et se connaître*. Holt Rinehart and Winston. ISBN 0-03-002122-7
- ** *Conversations, situations* Addison-Wesley. ISBN 0-582-22042-4
- ** *D’accord 2, Activité en groupe*. Addison Wesley. ISBN 0-201-43958-1
- ** *D’accord 2*. Addison-Wesley, 1988. ISBN 0-201-43940-9
- ** *D’accord 2, Cahier d’activités*. Addison-Wesley, 1988. ISBN 0-01-43940-9
- ** *Destinations 4*. Addison-Wesley, 1993. ISBN 0-7730-5201-1
- ** *Destinations 4, Cahier d’activités*. Addison-Wesley, 1993. ISBN 0-7730-5201-1
- * *En direct 1*. Prentice-Hall Canada Inc., 1993. ISBN 0-06-632211-1
- ** *Entrez 1*. Addison-Wesley. ISBN 0-7730-4563-5
- Getting Assessment Right, FSL, Core and Immersion French Grades 9 and 10*, Data Based Directions, Barrie, ON 2000

Guide officiel de l'automobiliste, Imprimeur de la Reine pour l'Ontario, 1995.

SOL Videos, TVO.

SOS Binder, see Durham district School board Catalogue.

* Now distributed by Gage Educational Publishing.

** Now distributed by Pearson Education Canada.

*** Now distributed by ITP Nelson.

Activity 1: Sur la bonne route

Time: 150 minutes

Description

In this first activity of the unit, students give and follow directions as they prepare to take their imaginary drivers' test for their French class G1 license. They also demonstrate knowledge of the driving code by following instructions as indicated on road signs. Students use infinitives following impersonal expressions to demonstrate knowledge of road signs.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01P - listen and respond to a variety of spoken texts;

OCV.05P - use appropriate language conventions during oral communication activities;

REV.03P - identify and understand language conventions used in their reading materials;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;

OC1.02P - respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information, and presenting dramatizations;

OC2.01P - use simple and complex sentences in conversations, discussions, and dramatizations relating to topics under study;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

OC3.02P - use newly acquired vocabulary in conversation;

OC3.03P - use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message;

RE2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

WR1.04P - write a brief report based on researched information.

Planning Notes

- Gather several prizes, and city maps.
- Prepare road signs and corresponding instructions using Annexes A and B.
- Cut Annexe B and place into envelopes.
- Prepare a lesson on infinitives following impersonal expressions.
- Prepare a guided dialogue to accompany your city map.

Prior Knowledge Required

- *Impératif*, directions

New Language Structures

- Infinitives following impersonal expressions

Teaching/Learning Strategies

1. As a diagnostic activity to determine students prior knowledge, hide several objects (bookmark, poster, eraser, candy...) around the classroom (enough for each student if your class size permits). One by one, students try to find an object. Give directions (*non, non, à gauche, trop loin*) to direct students to the objects, similar to a hot/cold game. Students write the directions they followed to find the object in their notebooks with symbols (arrows) to remind them about what they mean.
2. In pairs, students look at a city map, and complete a guided dialogue. Partner A is lost and calls partner B giving present location and destination. Partner B uses a city map to direct his/her partner. Partner A takes notes, which fill in the blanks on the teacher-prepared guided dialogue. Students change roles. Students join another group and exchange notes for self-evaluation. Group A follows the notes to verify if destination will be reached.
3. Distribute Driver's Handbooks and copies of Annexe A. Teachers may wish to reduce the number of signs. Students write a corresponding word or phrase beside each road sign on the handout by using the vocabulary or the handbook as reference. As the teacher corrects with the class, larger versions of each sign are posted. Post each sign's corresponding written instruction in random order on the board e.g., *Il faut arrêter. Il est nécessaire de ralentir*, etc. One by one, students match the instruction to the sign by placing the sentence under the corresponding sign. Post signs with instructions around the room.
4. Students identify structures used in instructions. Teach a lesson on infinitives following impersonal expressions, e.g., *Il faut boucler la ceinture. Il est bon de conduire attentivement*. Provide necessary consolidation exercises.
5. Distribute an envelope with information from Annexe B, prepared as in the planning notes, to one partner. Students work with a partner to match each road sign to its corresponding instruction by using the pieces found in the envelope.
6. Distribute three different sign shapes to students, one indicating caution, one the shape of stop and one the shape of yield. Students write comical instructions for each shape using impersonal expressions, e.g., with a stop sign: *Il faut arrêter de manger les vers*. Post these around the classroom.
7. Students complete a listening quiz where they follow teacher's directions, and write the final location on Un plan de ville.
8. Instead of receiving demerit points for disobeying the law when they get their driver's license, students have the opportunity to earn merit points by completing an optional task at the end of each activity. Students who have earned 15 merit points at the end of the unit receive a reward (time on the computer, a driver's handbook, a certificate, photo on the student of the month, display). At the end of this activity, encourage students to get directions to a destination in Québec from the Internet or by visiting the Resource Centre. They receive three points for returning the written directions to a specific location in Québec to the teacher signed by a parent or teacher-librarian.

Assessment/Evaluation Techniques

- Listening quiz

Accommodations

- Highlight certain phrases on vocabulary list to direct students' search in Strategy 3.
- Provide a copy of the listening script.

Resources

Communication 1. Centre Éducatif et Culturel inc. ISBN 2-7617-0274-3, p. 56-7, 94-5
Connâître et se connaître. Holt, Rinehart and Winston. ISBN 0-03-002122-7, pp. 180-183
** *Conversations, situations*. Addison-Wesley. ISBN 0-582-22042-4, pp. 42-3
** *D'accord 2, Activités en group*. Addison-Wesley. ISBN 0-201-43958-1, M36-37, M39-40
** *D'accord 2*. Addison-Wesley. ISBN 0-201-43940-9, pp. 94, 95, 102, 107
** *D'accord 2*. Cahier d'activités. Addison-Wesley. ISBN 0-201-43942-5, pp. 56, 61, 62, 63, 66
** *Destinations 4*. Copp Clark Longman. ISBN 0-7730-5201-1, pp. 131, 219, 222
** *Destinations 4*. Cahier d'activités. Copp Clark Longman. ISBN 0-7730-5202-X, pp. 120-2
** *Entrez 1*. Copp Clark Pitman. ISBN 0-7730-4563-5, pp. 190-1
Guide officiel de l'automobiliste. Imprimeur de la Reine pour l'Ontario, 1995.
SOS Binder. See Durham District School Board Catalogue.

** Now distributed by Pearson Education Canada.

Activity 2: Arrêtez! Vérifiez votre véhicule

Time: 150 minutes

Description

Students take responsibility for driving by learning the parts of the car, how to change a tire, fill the gas tank and/or fill the windshield washer container. Students use the imperative with pronouns to get other people to do the above tasks, simulating situations at a garage or service station.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01P - listen and respond to a variety of spoken texts;
OCV.04P - make oral presentations on a variety of topics;
REV.01P - read and demonstrate an understanding of a variety of texts;
WRV.01P - express ideas and opinions in short written texts.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;
OC1.02P - respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information, and presenting dramatizations;
OC1.04P - take brief notes on presentations, oral reports, and discussions;
OC2.01P - use simple and complex sentences in conversations, discussions, and dramatizations relating to topics under study;
OC2.04P - prepare and present short dialogues on topics under study;
OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);
OC3.02P - use newly acquired vocabulary in conversation;

OC3.03P - use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message;

RE1.01P - acquire information from a variety of materials (e.g., newspaper and magazine articles, job advertisements, publicity ads, CD-ROMs, and computer software);

WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24).

Planning Notes

- Arrange with an automotive teacher or a student to demonstrate parts of the car, and changing a tire, if necessary.
- Review with the class safety procedures with the auto teacher or driver education instructor.
- Prepare an instruction sheet on how to change a tire using the imperative. Place the steps in random order.
- Prepare a lesson on the imperative with pronouns.
- Copy Annexes C and D.
- Prepare vocabulary for parts of a car and tools needed to change a tire.

Prior Knowledge Required

- Object pronouns
- Imperative

New Language Structures

- Imperative with pronouns

Teaching/Learning Strategies

1. Use pictures of cars to develop vocabulary for parts of the car and pictures of tools needed to change a tire. Explain that part of the responsibility of having a license also entails being responsible for the vehicle, checking tire pressure, oil, etc.
2. Students go outside or to the automotive lab to see a car. Point to and say the parts of the car (or narrate for the auto teacher or student demonstrating). As the demonstration is happening, students give the vocabulary of the car part or the tool. Teachers may demonstrate (or have students demonstrate and provide narration) how to check the oil, windshield washer fluid, etc., giving instructions using the imperative with pronouns. Students try to check the oil, etc., following instructions (given in the imperative with pronouns).
3. Enlarge Annexe C. Give each student one instruction (from Annexe C) in the tire changing process. Demonstrate how to change a tire (or narrate while another teacher or student changes a tire), giving instructions using the imperative with pronouns (*Trouve le pneu de rechange. Prends-le...*). As each instruction is given, the student with the corresponding written instruction shows it to the class.
4. When they return to class, students numerically order the steps to change a tire on the handout, Annexe D. Students share the correct order, review the steps, and identify the imperative with pronouns. Elicit the structure from the students. Teach a lesson on the imperative with pronouns.
5. Students work in partners to create a dialogue. The dialogue could be between a driver and a mechanic, an auto club employee, a tow truck driver, etc. Students self-evaluate on task behaviour.
6. Students present their dialogue to the class.
7. Optional tasks, students write the 3-5 steps that should be followed in order to do a car related activity, e.g., *vérifier l'huile*. Students receive 3-5 merit points as explained in Activity 1, Strategy 8.

Assessment/Evaluation Techniques

- Dialogue

Accommodations

- Provide a vocabulary list to assist students in matching the car parts to a picture.
- Tape the dialogues.

Resources

Connaître et se connaître. Holt, Rinehart and Winston. ISBN 0-03-002122-7, p. 188-9

** *Conversations, Situations*. Addison-Wesley. ISBN 0-582-22042-4 pp. 38-9

** *D'accord, 2*. Addison-Wesley. ISBN 0-201-43940-9, p. 108, 109

** *Destinations 4*. Copp Clark Longman. ISBN 0-7730-5201-1, pp. 115, 217

** *Destinations 4, Cahier d'activités*. Copp Clark Longman. ISBN 0-7730-5202-X, pp. 105-6

Sol videos. TVO.

** Now distributed by Pearson Education Canada.

Activity 3: Le feu jaune – l'examen théorique

Time: 150 minutes

Description

Students use the Internet and/or the Drivers' Handbook in French to find more information about safe driving skills. Using the vocabulary and language structures from Activities 1 and 2, students create a safety poster for the rules of the road.

Strand(s) and Expectations

Strand(s): Reading, Writing

Overall Expectations

REV.02P - read a wide range of texts to gather information and to expand their knowledge of the French language;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

RE1.01P - acquire information from a variety of materials (e.g., newspaper and magazine articles, job advertisements, publicity ads, CD-ROMs, computer software);

RE1.03P - read a wide range of texts (e.g., public surveys, articles, e-mail, pen-pal communications) and respond through discussion or by giving short answers;

RE2.03P - use French-English dictionaries to determine the meaning of unfamiliar vocabulary;

WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

WR2.04P - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Copy Annexe E or F. Scavenger hunt of the Internet site or Handbook.
- Prepare a “G1” test. Choose items from student-prepared tests, if desired.
- Prepare evaluation format for the safety poster.

Prior Knowledge Required

- Vocabulary and language structures from previous lessons

New Language Structures

- none

Teaching/Learning Strategies

1. Set the mood by telling the students that they have one last step before they can write the test and get their French class G1 license! This last step requires some studying, of course!
2. Introduce the Internet or Handbook scavenger hunt, pre-teaching any new vocabulary found in Annexe E or F. Students complete Annexe E or F using the resources.
3. Students complete a pre-test on the web site www.mto.gov.on.ca.
4. Divide the class into four groups to prepare a written driving test. Group 1 prepares a direction-following exercise, group 2 a sign-recognition section, group 3 a car parts section and the corresponding imperative (*freins – arrêtez*) and group 4 gives imaginary situations, e.g., *conduire sur la glace*, that require the students to respond with the correct infinitive following an impersonal expression. The students use the resources around the room, the exercise they just finished and their notes. Re-form the groups of four with one representative from each test-making group. Students complete a student-prepared quiz, one part at a time, as the test writer in the group corrects and explains. After having seen the test results, students complete a self-assessment on the preparation of their section of the test, e.g., *a bien travaillé, a bien expliqué*.
5. Students complete a teacher-prepared written “G1” test.
6. Distribute the “G1” French driving licenses to all. They are ready for the road.
7. Students create a road-safety poster incorporating vocabulary and language structures from this unit. The theme of the poster could be: *l’entretien de votre véhicule, la distance entre véhicules, les ceintures de sécurité, le changement de voie, la conduite en mauvais temps*, etc. Discuss the evaluation criteria of the poster with the students.
8. For this activity’s optional task, students return to the web site and complete the test for bicycle safety. They receive two points for completing it and printing out their score, four merit points if that score is a pass (Refer to Activity 1, 8).

Assessment/Evaluation Techniques

- Teacher- and student-prepared tests, reading and writing
- Safety-poster evaluation, writing

Accommodations

- Provide a printed test from the web site with vocabulary
- Provide page numbers as guidelines for the Handbook search

Resources

** *D'accord 2, Cahier d'activités*. Addison-Wesley. ISBN 0-201-43942-5, p. 64, 68-9

Guide officiel de l'automobiliste. Imprimeur de la Reine pour l'Ontario, 1995.

www.mto.gov.on.ca

** Now distributed by Pearson Education Canada.

Activity 4: Le feu vert – l'examen sur la route

Time: 80 minutes

Description

Students prepare a simulated driving lesson and present it to classmates using vocabulary and language structures from previous activities.

Strand(s) and Expectations

Strand(s): Oral Communication, Writing

Overall Expectations

OCV.01P - listen and respond to a variety of spoken texts;

OCV.05P - use appropriate language conventions during oral communication activities;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;

OC1.02P - respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information, and presenting dramatizations;

OC2.01P - use simple and complex sentences in conversations, discussions, and dramatizations relating to topics under study;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

OC3.02P - use newly acquired vocabulary in conversation;

OC3.03P - use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message;

WR1.01P - write in a variety of forms e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

WR2.04P - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Students bring in remote control cars or toy cars.
- Decide on the evaluation of the written activity instructions, the *impératif* used correctly, etc.
- Make French “G2” drivers’ licenses for the class.

Prior Knowledge Required

- Unit vocabulary
- *Impératif*

New Language Structure

- None

Teaching/Learning Strategies

1. Using resources from previous activities, students give input to make a list of what a driver examiner would ask someone to do during a driving test, e.g., *tournez à gauche*, *stationnez ici*, etc. Post the list.
2. Divide the class into groups of four, (two and two). Two members of the group prepare a driving lesson, and the other two prepare the driving test itself. The preparation consists of a list of instructions that an examiner would give to the driver and can be chosen from the list formulated in Strategy 1. The instructions can be executed in the classroom. Students hand in the instructions for evaluation.
3. Each student, walking in the class, and using a toy car, follows a lesson on the overhead or board. One student from the group who prepared the lesson reads the instructions – as an examiner – for the “driver” to follow. At the end of the lesson, the examiner gives suggestions for improvement.
4. Each student proceeds to the driving test. The group gives their instructions as the students complete the test one by one, using their toy or remote cars, the overhead with a map transparency, or walking while following instructions. Students receive their G2 certificates.
5. For this activity’s optional task, students read another government document and write the five most important facts for four merit points, e.g., *Guide de consommation de carburant*. *Ce que vous devez savoir sur les ceintures de sécurité*, etc. (Refer to Activity 1, 8.)

Assessment/Evaluation Techniques

- Written evaluation of group’s instructions

Accommodations

- Use non-verbal cues during the driving test.

Resources

** *Entrez 1*. Copp Clark Pitman. ISBN 0-7730-4563-5, p. 116-119

Guide officiel de l’automobiliste. Imprimeur de la Reine pour l’Ontario, 1995.

Pamphlets and brochures from the local Driving Examination Centre.

** Now distributed by Pearson Education Canada.

Activity 5: Votre propre véhicule

Time: 150 minutes

Description

Students create their own advertisement to sell a car. Students read samples of classified ads for cars from newspapers or magazines and continue to use and practice vocabulary and language structures from previous activities while incorporating prepositions with places.

Strand(s) and Expectations

Strand(s): Reading, Writing

Overall Expectations

REV.01P - read and demonstrate an understanding of a variety of texts;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

RE1.01P - acquire information from a variety of materials (e.g., newspaper and magazine articles, job advertisement, publicity ads, CD-ROMs, computer software);

RE2.02P - identify and model language conventions used in job advertising, personal letter writing, and press releases;

WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

WR2.04 - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Prepare a list of cars made in different countries.
- Collect classified ads for vehicles.
- Prepare and evaluation for the advertisement.

Prior Knowledge Required

- Prepositions: *en, au, aux...*

New Language Structures

- Prepositions with geographical names

Teaching/Learning Strategies

1. Post posters, magazine pictures of cars, minivans, etc., around the classroom. Students circulate looking at the pictures.
2. Using the Co-operative learning structure – 4-corners – students gather by the picture of the car they like the most. Individually or with the other students gathered at the same picture, students write what they like about the car. Students justify their choice to the rest of the class by sharing the reasons for their choice.
3. Add the country where the car was made to the students' information and to the remaining pictures. Ask *Originellement, où est-ce qu'on a fait... une Peugeot?, en France; une Mercedes?, en Allemagne*. Teach a lesson on prepositions with place names. Using the list of cars, students indicate where each car is made.
4. Students read classified ads of cars for sale and use these ads as models to create their own. Students use the writing process to write an ad. They post their ads with a picture or an illustration.

-
- Students circulate and look at the cars for sale and choose one to buy. Students justify their choice to their classmates.
 - For this activity's optional task, students create a list of items to look for when purchasing a vehicle. This is worth three points, e.g., *Est-ce que c'est un véhicule de sport? Le prix, moins de 30 000 \$.*

Assessment/Evaluation Techniques

- Evaluation of written advertisement

Accommodations

- Students work in partners to create an advertisement.
- Students pre-write their advertisement.
- Students use the computer to create their advertisement.

Resources

** *Destinations 4*. Copp Clark Longman. ISBN 0-7730-5201-1, pp. 205-6

** *Destinations 4, Cahier d'activités*. Copp Clark Longman. ISBN 0-7730-5202-X, pp. 40-1, 45

** Now distributed by Pearson Education Canada.

Activity 6: Votre voiture idéale!

Time: 100 minutes

Description

Students role play a car salesperson and a customer. This is an opportunity to practise and consolidate vocabulary and language structures from the unit in preparation for the final task.

Strand(s) and Expectations

Strand(s): Oral Communication

Overall Expectations

OCV.01P - listen and respond to a variety of spoken texts;

OCV.05P - use appropriate language conventions during oral communication activities.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;

OC1.02P - respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information, and presenting dramatizations;

OC2.01P - use simple and complex sentences in conversations, discussions, and dramatizations relating to topics under study;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

OC3.02P - use newly acquired vocabulary in conversation;

OC3.03P - use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message.

Prior Knowledge Required

- Unit vocabulary
- Interrogative expressions

New Language Structure

- None

Teaching/Learning Strategies

1. Students bring in a picture or a drawing of their ideal car. In small groups students share their picture and state why they chose that car. Using examples from the students' pictures, reinforce vocabulary by asking questions about the car, e.g., *Est-ce que l'année de la voiture est importante?, la couleur?*
2. Together with the students, the teacher develops a list of questions that the students would want answered by a salesperson before buying a car. Beside each question record possible answers. Post the list.
3. Students create a dialogue between a car salesperson and themselves as potential customers buying the ideal car. Students can use above examples in their dialogue.
4. Students present their dialogues with a partner either in front of the class or on video. Students self-assess their participation in the dialogue.
5. Extension: Students design and label the car of the millennium with at least five labels for five merit points.

Assessment/Evaluation Techniques

- Evaluation of the oral dialogue

Accommodations

- Model a dialogue.

Resources

Communication 1. Centre Éducatif et Culturel inc. ISBN 2-7617-0274-3, p. 90

** *Conversations, Situations*. Addison-Wesley. ISBN 0-582-22042-4, pp. 80-81

* *En direct*. Prentice-Hall Ginn. ISBN 0-06-632211-1, pp. 143-6

* Now distributed by Gage Educational Publishing.

** Now distributed by Pearson Education Canada.

Activity 7: Reculez et recommencez

Time: 300 minutes

Description

Students create a board game to review driving language and the rules of the road. The game incorporates the theme of driving and includes a review of infinitives following impersonal expressions, the position of pronouns with the imperative and prepositions with geographical names.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01P - listen and respond to a variety of spoken texts;

OCV.05P - use appropriate language conventions during oral communication activities;

REV.01P - read and demonstrate an understanding of a variety of texts;

REV.02P - read a wide range of texts to gather information and to expand their knowledge of the French language;

REV.03P - identify and understand language conventions used in their reading materials;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

RE1.01P - acquire information from a variety of materials (e.g., newspaper and magazine articles, job advertisement, publicity ads, CD-ROMs, computer software);

RE2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

WR2.02P - revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation and conventions of style;

WR2.04P - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Gather necessary equipment: bristol board, markers, blank playing cards, drivers' handbooks and toy cars.
- Choose a board game to use with the class, make an overhead of a game board, or draw a board game on the floor. (*D'Accord 2* Group Work)
- Organize the classroom to allow space for students to move.
- Copy the evaluation rubric (Annexe G).
- Use bilingual instructions in available games; make various game boards available.
- Use the criteria on the rubric to develop a checklist for self- and peer-assessment.

Prior Knowledge Required

- Driving vocabulary from previous activities
- Use of infinitives with impersonal expressions, position of pronouns with the imperative and prepositions with geographical names from previous activities

New Language Structures

- None

Teaching/Learning Strategies

1. Give students a card with the type of a car as they enter the class. Have them form groups with students who have the same card.
2. In preparation for making their own board game, the class plays a game. Each group chooses a toy car as a marker and places it at the beginning of the game board that is drawn on the floor (or on the board or on overhead). Number off each member of each car group 1, 2, 3, 4, 1, 2... (Co-operative group strategy – numbered heads.) Take a teacher-prepared question card (*D'Accord 2* Group Work) and read it to the class. Each group has time to discuss and verify the answer. Call a number and the first student (given that number) who raises his or her hand answers. If the answer is correct the student moves the group's car along the track. If not he or she receives a *contravention*. The game continues until a team reaches the finish line.
3. In preparation for the final task where students make their own game, teacher and students list criteria for what makes a game fun. These opinions are based on the game just played or from prior experience. Write ideas on the board.

-
4. Students return to their groups to select three criteria for an interesting board game by examining other games. Give each group a board game with question cards. The group looks at the game and starts a list of vocabulary as seen on game boards/cards, e.g., *commencement*, *manquez un tour*. Students also note what made the board interesting. At the teacher's signal, groups exchange games and repeat the process. Re-group the class and form one list of possible game vocabulary and the three top criteria for an interesting game. Relate game vocabulary to driving vocabulary (*démarrez*, *reculez*).
 5. Before students begin preparing their game, discuss the evaluation rubric (Annexe G) with the class. Select criteria that you intend to use to evaluate the games. Add others, if appropriate.
 6. Students return to their groups to design a draft copy of a driving board game. Each group chooses a theme for their board: road test, race, rally, etc. Students use information from previous activities, the handbook, tire-changing instructions, posted signs, etc., to create accompanying question cards.
 7. Check the draft board games and question cards for content and grammar. Conference with groups to have students make corrections and prepare the final game on bristol board.
 8. In order to create instructions for their own games, the class develops a list of generic instructions that could be used in planning games. The teacher demonstrates each command, e.g., *roulez le dé*, *manquez un tour*, etc. Post the list for reference. Groups choose the instructions they need to explain their game from the list. Each group explains how to play their game to the class.
 9. After the teacher evaluates the games, the groups play and evaluate their own and each others' games using a teacher-prepared checklist. Students self-assess their participation in the game creation.
 10. Optional: Students who have accumulated 15 merit points over the unit by completing the suggested activities receive their "merit" points and corresponding teacher-chosen award. (Refer to Activity 1, Strategy 8)

Assessment/Evaluation Techniques

- Rubric to evaluate game (Annexe G)

Accommodations

- Provide sentence starters for question cards and game rules.

Resources

** *D'Accord 2, Activités en groupe*. Addison-Wesley. ISBN 0-201-43958-1, M41-M43

** Now distributed by Pearson Education Canada.

Annexe A

Panneaux de Circulation

























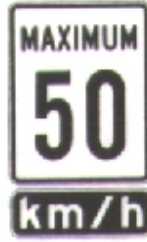























Annexe B

Connaissez-vous les panneaux de circulation?

	Il est nécessaire d'arrêter.
	Il faut faire attention aux piétons.
	On ne doit pas entrer ici.
	Il faut céder la priorité.
	Il est défendu de tourner à gauche.
	Il est mieux de ralentir parce que la route est glissante.
	Il faut faire attention aux enfants dans la rue.
	Il est défendu de dépasser.
	Il faut regarder les signaux de circulation.

	Il faut ralentir parce que la route en avant est cahouteuse.
	Il est interdit de faire un demi-tour.
	Il est prohibé de dépasser 80 km.
	Il est suggéré de faire attention à l'intersection.
	Il est nécessaire d'aller à droite /gauche parce que la voie se rétrécisse.
	Il est bon de ralentir parce que la route en avant est sinueuse.
	Il faut arrêter pour les piétons.
	Il est interdit de stationner ici.
	Il faut virer raide en direction de la flèche.

Annexe C

Comment changer un pneu crevé.

1. Allez au coffre de la voiture. Ouvrez-le.
2. Trouvez le pneu de rechange. Prenez-le.
3. Trouvez le cric et la clé à écrous. Mettez-les près du pneu crevé.
4. Desserrez les écrous du pneu crevé.
5. Prenez le cric.
6. Soulevez la voiture avec le cric.
7. Enlevez les écrous avec la clé à écrous. **NE LES PERDEZ PAS !**
8. Prenez le pneu crevé. Envlevez-le.
9. Prenez le pneu de rechange. Mettez-le bien.
10. Remplacez les écrous et resserrez-les bien.
11. Baissez la voiture à terre avec le cric.
12. Resserrez encore les écrous avec la clé à écrous.
13. **FÉLICITATIONS ! :-)**

Annexe D

Comment changer un pneu crevé

Mettez les étapes en bon ordre :

Allez au coffre de la voiture. Ouvrez-le.

Trouvez le pneu de rechange. Prenez-le.

Trouvez le cric et la clé à écrous. Mettez-les près du pneu crevé.

Desserrez les écrous du pneu crevé.

Prenez le cric.

Soulevez la voiture avec le cric.

Enlevez les écrous avec la clé à écrous. **NE LES PERDEZ PAS!**

Prenez le pneu crevé. Envlevez-le.

Prenez le pneu de rechange. Mettez-les bien.

Remplacez les écrous et resserrez-les bien.

Baissez la voiture à terre avec le cric.

Resserrez encore les écrous avec la clé à écrous.

Annexe E

Surfons sur le Net!!!

Chasse au Trésor

Vous allez explorer le site Web du Ministère des Transports de l'Ontario pour trouver les réponses aux questions suivantes. Amusez-vous bien !

1. Tapez l'adresse Web <http://www.mto.gov.on.ca>
 2. Cliquez sur "français", bien sur!
 3. Vous arrivez à la page d'accueil du ministère.
1. Comment s'appelle le Ministère des Transports? _____
Où habite-t-il? _____
 4. Retournez à la page d'accueil.
 5. Trouvez "Recherchez MTO", tapez "panneaux" dans le carré et cliquez sur "démarrez la recherche".
 6. Suivez le premier lien dans la liste, et répondez aux questions suivantes.
2. Dessinez les panneaux suivantes et complétez leurs descriptions françaises.

1. Sens _____



2. Signaleur _____



3. Fin de _____



4. Bifurcation _____



...suite

Annexe E...suite

7. Retournez encore une fois à la page d'accueil. Maintenant, c'est à vous de trouver les réponses aux questions suivantes quelquepart sur cette site Web.

BONNE CHANCE!!!! :-)

3. Comment dit-on "graduated licensing" en français ? _____
4. Combien de points est-ce qu'on a si on dépasse la limite de vitesse de 18 km/h? (e.g Le maximum est 50 km/h et vous conduisez à 68 km/h) _____
5. Combien coûte-on pour écrire l'examen théorique? (\$) _____
6. Quel temps fait-il? Trouvez la condition de la route. Téléphonez à _____.
7. Combien de caméras de circulation y a-t-il entre Don Mills Rd. et l'autoroute 400?

8. Quel problème AIR PUR Ontario combat-il? _____
9. Qu'est-ce que le système COMPAS fait-il? _____
10. MAINTENANT. . . Cliquez sur le lien "La sécurité routière" et puis "jeu-questionnaire sur la sécurité routière."
Allez au "Jeu-questionnaire pour les Enfants # 3"
Faites les 10 questions en utilisant cette liste de vocabulaire et notez vos résultats

VOCABULAIRE

voler - to fly
la circulation - traffic
tu dois - you must / should
ramasser - to pick up
remarquer - to notice
le goûter - a snack
vérifier - to check
la voie - lane (of traffic)
traverser - to cross
tout - everything

TOTAL: / 10

les ceintures de sécurité - seat belts
l'entraînement - practice
asseoir - to seat
les genoux - knees
plus - more
moins - less
libre - free
la taille - size
par dessus ton épaule - over your shoulder

Annexe F

Chasse au Trésor

MTO Guide d'Automobile

1. Quelle est la définition d'un autobus scolaire? (à l'intérieur de la couverture)

2. Quelles deux dates sont sur la carte-photo du permis de conduire? p.7

_____ / _____

3. Quelle catégorie de permis est-ce qu'on a besoin pour conduire une motocyclette? p.9

_____.

4. Qu'est-ce que c'est qu'un cyclomoteur? (décrivez et dessinez) p. 14



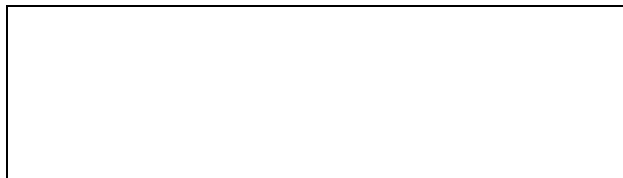
5. Quel âge doit-on avoir pour conduire les motoneiges sur les voies publiques? p. 15 _____ ans.

6. Quels 3 examens devez-vous passer avant de conduire? p. 19

a) _____ b) _____ c) _____

7. Dessinez le logo qui avertit aux conducteurs de ne pas boire et conduire. p. 25

Si vous _____, ne _____ pas le _____.



8. Quelle est la peine si vous buvez de l'alcool quand vous conduisez? p. 29

9. Nommez 4 autres facteurs qui influencent la conduite? p. 30

a) _____ b) _____ c) _____ d) _____

10. Combien de points est-ce qu'on reçoit pour tourner à droite ou à gauche incorrectement?

p. 33 _____ points.

...suite

Annexe F ...suite

11. Dessinez les panneaux de circulation qui indiquent:

Virages Interdits”. p. 37



Véhicule lent p. 44



Restaurant p. 45



12. Qu'est-ce qu'un piéton doit faire avant de traverser la rue aux Passages à Piétons ? P. 52

13. Comment dit - on “snow plow” en français et quelle couleur de feu est sur ces véhicules? P. 90

Annexe G

Evaluation Rubric – Creating a Game

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding <ul style="list-style-type: none"> Use of <i>impératif</i>, infinitives following impersonal expressions, prepositions with geographical names and appropriate vocabulary from the unit 	- demonstrates limited knowledge of the required language structures and vocabulary	- demonstrates some knowledge of the required language structures and vocabulary	- demonstrates considerable knowledge by using most of the required language structures and vocabulary	- demonstrates a high degree of knowledge by using all or almost all of the required language structures and vocabulary
Thinking/Inquiry <ul style="list-style-type: none"> Planning and developing a board game 	- little evidence of organization	- some evidence of organization	- considerable evidence of organization	- game is well thought out and well organized
Communication <ul style="list-style-type: none"> Effectiveness and clarity of language in explanations, rules Accuracy of questions and answers 	- explains game with limited effectiveness and clarity - limited accuracy	- explains game with moderate effectiveness and clarity - moderate accuracy	- explains game with considerable effectiveness and clarity - considerable accuracy	- explains game with a high degree of effectiveness and clarity - a high degree of accuracy
Application <ul style="list-style-type: none"> Completeness of the game (rules, explanation of play, question cards, etc.) 	- game contains few of the required elements	- game contains some of the required elements	- game contains most required elements	- game contains all required elements

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Unit 2: La communication, ça clique!

Time: 35 hours

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OCV.03P, OCV.05P, REV.01P, REV.03P, WRV.01P, WRV.02P, WRV.03P.

Specific Expectations: OC2.01P, OC2.02P, OC2.03P, OC3.01P, OC3.02P, OC3.03P, RE1.03P, RE2.01P, E2.03P, WR1.01P, WR1.02P, WR1.04P, WR2.01P, WR2.02P, WR2.03P.

Unit Description

This unit outlines a collaborative communication project. Working in teams, students create and send messages to another group of students either in the same school, the same board or elsewhere in the province. The format for sending these messages can be e-mail, fax, courier, or regular mail. Students apply their written language skills as they compose and respond to messages. They use their oral language skills in group discussions and in an oral group presentation. The suggested discussion topic is communities. Students collect information and ideas and as a final task students create an ideal community and present it to the class in the form of an oral presentation. The rubric provided in this unit measures the student's contribution to the entire group process throughout the unit.

Activity Titles (Time + Sequence)

Activity 1	Bienvenue au projet « La communication, ça clique! »	75 minutes
Activity 2	La nétiquette	150 minutes
Activity 3	Bonjour	450 minutes
Activity 4	Une communauté c'est...	375 minutes
Activity 5	Notre communauté	450 minutes
Activity 6	Si nous projetions une nouvelle communauté	450 minutes
Activity 7	Au revoir	150 minutes

Prior Knowledge Required

- If using e-mail to communicate:
 - Accessing school network via login and password
 - Connecting to and using the Internet
- Naming/saving/opening/closing files if using word processor or e-mail
- Writing process
- Interrogatives, *passé composé*
- Note taking

Unit Planning Notes

Communicating through e-mail is the fastest, most efficient way of completing the activities, however, if you are using other methods adjust recommended timelines and intersperse the activities with others, e.g., reading, as you wait for return messages from the partner class.

Teachers may find a class with which to partner in a focussed “pen-pal or “key-pal” format by:

- collaborating with a colleague at their school;
- contacting board co-ordinator/consultant to obtain contact information for schools within their own school district;

-
- visiting The Ministry of Education contact information and web page addresses for all district school boards at <http://www.edu.gov.on.ca/eng/general/list/bordlist.html>;
 - joining the Education Network of Ontario, (freely accessible to all Ontario teachers), at <http://www.enoreo.on.ca>. Registration usually takes about 24 hours. Join the discussion in the Core French Online Conference area at <http://www.enoreo.on.ca/Conferences/webconfindex1.htm> to meet a teacher in Ontario wishing to partner with another class.

Students engage in oral and written classroom activities in preparation for five communication tasks: (if access to computers is restricted, do a minimum of three: #1, #5 and one of the others)

1. introductions
2. defining the word community
3. describing the features of their own community
4. listing features they would include if planning their own community
5. good-byes

Note: Teachers and students are encouraged to expand their technology skills in this unit.

As stated on p. 43 of the document *French As a Second Language – Core, Extended, and Immersion French, The Ontario Curriculum, Grades 9 and 10, Ministry of Education and Training, 1999*, the role of technology is particularly relevant for FSL program planning.

“Students will be expected to use French computer programs as well as computer-assisted learning modules developed for second-language learners. The introduction of Internet access has been an important innovation in the area of language study, since the use of e-mail enables both students and teachers to communicate directly with French speakers. Through the Internet, students can “talk” to key-pals from regions or countries where French is spoken. Teachers may also use the Internet to set up class projects with some language learners.”

Pre-planning

Three to four weeks before the start of the unit

1. Make arrangements to partner with another class.
2. Check school/board policies and procedures for using the desired method for sending messages: e-mail, fax, courier, mail.
3. If using e-mail to send messages, teachers can send the messages themselves or consult with school/board technical support staff to set up e-mail accounts for your students. Note: for accountability purposes it is strongly recommended that each student have his/her own account. Check your board’s policy.

Two weeks before the start of the unit

1. Complete Project Schedule Template, Annexe A with teacher of partner class, establishing dates for each exchange of messages.
2. Establish project ground rules with partner class teacher, e.g., approval procedure to follow before sending messages, how to handle off-topic conversations, how to handle inappropriate messages, etc.
3. Establish class teams – four students per team.
4. If students are sending the messages, exchange list of student teams and contact information, i.e., e-mail addresses, fax numbers, regular mail addresses with partner class teacher.
5. Working with partner class, teacher match up teams of students e.g., Team #1 from Northwestern Collegiate corresponds with Team #1 from South River High School.
6. Acquire copies of school Acceptable Use Policy for using computers and the Internet for students to sign.
7. If using courier or regular mail to communicate, create language activities for student use while waiting for messages.

Teaching/Learning Strategies

- Teacher-led group discussions
- Brainstorming to generate ideas and vocabulary
- Vocabulary lists
- Crossword Puzzle
- Mind map
- Group work
- Writing process
- Word processing
- Writing letters or sending e-mail (optional)
- Oral presentation
- Bulletin board display
- Web page creation (optional)

Assessment and Evaluation

Formative

- Activity 1: Teacher observation of student participation
- Activity 2: Teacher evaluation of netiquette cartoons and oral participation
- Activity 3: Teacher observation of student participation
Teacher evaluation of oral presentations of student interviews. Ongoing assessment using short, oral questions about message received.
Teacher evaluation of written messages.
- Activity 4: Teacher observation of student participation
- Activity 5: Teacher observation of student participation
Teacher evaluation of written messages.

Summative

- Activity 6: Teacher and peer evaluation of oral presentation (you may wish to create or use an existing rubric to evaluate the presentation)
Teacher and team evaluation of team displays.
- Activity 7: Self and teacher assessment of individual contribution to group process throughout the unit using rubric Annexe I

Resources

- Bennett, B., C. Rolheiser, L. Stevahn, (traduit par MacKinnon, M) *L'apprentissage co-opératif: rencontre du coeur et de l'esprit*. Toronto: Educational Connections, 1995. ISBN 0-9695388-2-0
- Euler Dieter, Heidi Gollert, Elver Peruzzo and Claire Piché, *Destinations 3*. Canada: Copp Clark Pitman Limited, now Pearson Education, 1992. ISBN 0-7730-5134-1, p. 181 – 183.
- McConnell, G. Robert and Rosemarie Giroux Collins, *Voyages 1*, Canada: Éditions Addison-Wesley, now Pearson Education, 1994. ISBN 0-201-57486-1, p. 142,143.
- McConnell, G. Robert and Rosemarie Giroux Collins, *Voyages 1, Cahier d'activités*, Éditions Addison-Wesley, now Pearson Education, 1994. ISBN 0-201-57497-7, p. 109-114.
- McConnell, G. Robert, Rosemarie Giroux Collins and Alain M. Favrod, *Passages 3*, Canada: Éditions Addison-Wesley, now Pearson Education, 1992. ISBN 0-201-57377-6, p. 152 – 156.

Euler, Dieter, Heidi Gollert, Peruzzo, Elver, and Claire Piché. *Destinations 4*, Canada: Copp Clark Pitman Limited, now Pearson Education, 1993. ISBN 0-7730-5201-1, p. 205, 206, 207.

Piché, Claire, Elver Peruzzo, Dieter Euler, and Heidi Gollert, *Destinations 4, Cahier d'activités*, Canada: Copp Clark Pitman Limited, now Pearson Education, 1993. ISBN 0-7730-5202-X, p. 40, 41, 45, 72.

Web Sites

Education Network of Ontario/Réseau Éducatif de l'Ontario, <http://www.enoreo.on.ca> (optional)

Ministry of Education, District School Boards and School Authorities

<http://www.edu.gov.on.ca/eng/general/list/bordlist.html>

Activity 1: Bienvenue au projet « La communication, ça clique »

Time: 75 minutes

Description

Students participate in a collaborative communications project, La Communication, Ça Clique! They review the writing process for preparing messages as well as rules for working in co-operative groups. If they use e-mail to send their messages, they discuss and sign a school Acceptable Use Policy. Students visit the Resource Centre, computer lab, class area or office area where they access the Internet or fax machine or courier/mail area as required. Students learn and use the new language structure, personal object pronouns (*me, te, nous, vous*).

Strand(s) and Expectations

Strand(s): Oral Communication

Overall Expectations

OCV.03P - express ideas and opinions in conversations and teacher-guided discussions.

Specific Expectations

OC2.01P - use simple and complex sentences in conversations, discussions, and dramatizations relating to topics under study.

Planning Notes

- If you have not used co-operative learning activities, prepare some for students to use in order to learn French vocabulary useful for working in groups
- Prepare project schedule from Annexe A - Planning Schedule Template (for teacher use in planning).
- Prepare Annexe C – Taper en français.
- Prepare Annexe H – Student Checklist.
- Prepare list of teams in the partner class and contact information, i.e., e-mail addresses, fax numbers, regular mail addresses as required for each team.
- Prepare lessons and consolidation activities for object pronouns (*me, te, se, nous, vous*)
- If using e-mail to communicate:
 - Prepare list of basic expressions to use in discussing school computer routines. Enlist the aid of a colleague e.g., computer teacher, librarian, technician, support staff to assist with explanation of computer/network access, routines, rules and schedule, if necessary.
 - Acquire copies of school Acceptable Use Policy for students to sign.

Prior Knowledge Required

- Writing process
- Accessing school network via login and password
- Connecting to the Internet

New Language Structures

- Nouns and pronouns: personal object pronouns (*me, te, nous, vous*)

Teaching/Learning Strategies

Note: If teachers are concerned about compliance with the school/board's acceptable use policy, all teams could send messages to the partner teacher instead of sending messages to the individual student teams. Another way of ensuring compliance is to have participating teachers send and receive the messages then distribute them to the students.

1. Review strategies for working in groups. You may wish to use some co-operative learning structures and have students practise them in French.
2. If you are using e-mail, verify students' familiarity with routines and rules for using school computers. Ask students general questions, e.g., *Qui a utilisé les ordinateurs au centre de ressources?* Explain and discuss school routines for use of computers, e.g., is there a sign-up list, where is it, where are computers available, who is the teacher in charge, etc. If using another means of communication, explain and discuss procedures to follow in accessing fax machine, mail, or courier area.
3. Teach vocabulary and expressions as needed to allow students to discuss routines in French.
4. Describe project and hand out Liste de Contrôle, Annexe H.
5. Students work in groups of four and remain in these groups for the whole project. Teacher introduces the pronouns *me, te, se, nous, vous* while establishing rules for group work with the students. e.g., *Quand je travaille en groupe :*
 - *je t'écoute, je vous écoute;*
 - *je t'aide, je vous aide;*
 - *je te respecte, je vous respecte;*
 - *je te critique gentillement, je vous critique gentillement;*
 - *je te parle poliment, je vous parle poliment;*
 - *je t'encourage, je vous encourage;*
 - *je te regarde quand tu parles;*
 - *je te donne des conseils;*
 - *nous travaillons bien ensemble :*
 - *nous nous aidons;*
 - *nous nous écoutons;*
 - *nous nous respectons.*
6. Use consolidation exercises to have students practise all object pronouns.
7. Ask questions to see what students already know about about their partner class and where they are from, e.g., *Qui a visité..., Qui connaît...* etc.
8. Give students the names and contact information of the partner class team with which they are matched.
9. If students are using e-mail complete Teaching Learning Strategies 7 to 9. Students log on to school network and access e-mail. Even if students are not using e-mail they can key messages into an e-mail format, print them, then send them by other means. In this way they can learn and use email terminology in French. Teach students address line, subject line and copy to (cc) functions. When students send an e-mail message they will copy (cc) it to all the members of their partner class team.

-
10. Students send test messages to their key-pal partners, typing the address of one team member in the “To” line and copying it to the rest of the team typing their addresses in the “cc” line. Note: separate addresses with a comma. Refer to Annexe C for assistance with typing accents.

Assessment/Evaluation Techniques

- Teacher observation of student participation

Accommodations

- Peer helper
- Teacher conference with individual students as necessary

Resources

Bennett, B., C. Rolheiser, L. Stevahn, (traduit par MacKinnon, M) *L'apprentissage co-opératif: rencontre du coeur et de l'esprit*. Toronto: Educational Connections, 1995. ISBN 0-9695388-2-0

McConnell, G. Robert, Rosemarie Giroux Collins and Alain M. Favrod, *Passages 3*, Canada: Éditions Addison-Wesley, now Pearson Education, 1992. ISBN 0-201-57377-6, p. 152 – 156.

Peruzzo, Elver, Claire Piché, and Heidi Gollert, *Destinations 4*, Canada: Copp Clark Pitman Limited, now Pearson Education, 1993. ISBN 0-7730-5201-1, p. 33, 198.

Piché, Claire, Elver Peruzzo, Dieter Euler, and Heidi Gollert, *Destinations 4, Cahier d'activités*, Canada: Copp Clark Pitman Limited

School Acceptable Use Policy (if using e-mail to communicate)

Activity 2: La nétiquette

Time: 150 minutes

Description

Students learn French vocabulary specific to computer and Internet use. They read about and discuss netiquette, the informal code of behaviour commonly accepted by Internet users. They create cartoons illustrating the rules of netiquette. Cartoons are placed around the room without their captions. Students identify the caption for each cartoon. Students learn and use the new language structure: verbs: affirmative and negative infinitives following impersonal expressions.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.03P - express ideas and opinions in conversations and teacher-guided discussions;

OCV.05P - use appropriate language conventions during oral communication activities;

REV.01P - read and demonstrate an understanding of a variety of texts and simple authentic materials;

WRV.01P - express ideas and opinions in short written texts;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC2.01P - use simple and complex sentences in conversations, discussions, and dramatizations relating to topics under study;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24;

OC3.02P - use newly acquired vocabulary in conversation;

RE1.03P - read a wide range of texts (e.g., public surveys, articles, e-mail, pen-pal communications) and respond through discussion or by giving short answers;

RE2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24;

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24;

WR2.03P - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Prepare the following appendices
Annexe B – Vocabulaire (one per student)
Annexe D – Mots croisés (one per student)
Annexe E – La n tiquette (one per student)
Annexe F – La n tiquette, Composez les phrases (one per student)
- Gather art supplies for cartoons.

Prior Knowledge Required

- Question words
- affirmative and negative infinitives following impersonal expressions (e.g., *Il est important de respecter les r glements de l' cole pour l'usage des ordinateurs. Il est pr f rable de ne pas insulter les autres*).

New Language Structures

- None

Teaching/Learning Strategies

For teachers unfamiliar with Internet terminology, refer to Annexe B. Students may understand the concepts but will need assistance with the new vocabulary. Do not hesitate to enlist students to help with the discussions.

1. Read vocabulary list, Annexe B – Vocabulaire with students, discussing terms and asking personalized questions to check comprehension, e.g., *Qui fait le courrier  lectronique?   qui  cris-tu?*
2. Students complete Annexe D – Mots crois s.
3. Discuss with students how rules are decided in different settings to set the stage for introducing netiquette. Ask questions such as: *Qui d cide les r gles   l' cole? Chez toi? Qui d cide les r gles sur Internet?*
4. Read and discuss Annexe E - La n tiquette with students, asking questions to check comprehension.
5. Teach/review as necessary the language structure affirmative and negative infinitives following impersonal expressions. Using Annexe F – La n tiquette, Composez les phrases as guide, students reword the rules of netiquette, e.g., *Il n'est pas bon d' crire en majuscules uniquement*.
6. Students each choose one rule of netiquette to illustrate in cartoon format with the caption using the language structure impersonal expression plus *infinitif*. Captions should not be attached to the cartoon.
7. Display cartoons in the classroom. Display captions in a different area. Students orally match the captions with the cartoons.

Assessment/Evaluation Techniques

- Teacher evaluation of netiquette cartoons
- Teacher evaluation of oral participation

Accommodations

- Peer helper
- Teacher conference with individual students as necessary

Activity 3: Bonjour

Time: 450 minutes

Description

This is the first of five communication tasks. Students prepare “*Bonjour*” messages introducing themselves to their pen-pal/key-pal partners. In introducing themselves students learn and use the conditional tense as well as prepositions with geographical place names. Students send their introductory messages to their partner team. They read their partner team’s messages, prepare and send replies. In order for students to be able to share messages received from their partners with the other groups in the class, it is suggested that they print/copy the messages they have sent and received to include in a team display. The display can be in the form of a binder, scrapbook, bulletin board, display etc. As an extension certain teams may choose to prepare a web page to display their messages.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

- OCV.03P - express ideas and opinions in conversations and teacher-guided discussions;
- OCV.05P - use appropriate language conventions during oral communication activities;
- REV.01P - read and demonstrate an understanding of a variety of texts and simple authentic materials;
- REV.03P - identify and understand language conventions used in their reading materials;
- WRV.01P - express ideas and opinions in short written texts;
- WRV.02P - create short written texts in structured and open-ended situations;
- WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

- OC2.01P - use simple and complex sentences in conversations, discussions, and dramatizations relating to topics under study;
- OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24);
- OC3.02P - use newly acquired vocabulary in conversation;
- OC3.03P - use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message;
- RE1.03P - read a wide range of texts (e.g., public surveys, articles, e-mail, pen-pal communications) and respond through discussion or by giving short answers;
- RE2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24);
- RE2.03P - use French-English dictionaries to determine the meaning of unfamiliar vocabulary;
- WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);
- WR1.02P - write a brief description (e.g., a personal profile) using the appropriate past tenses;
- WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24);

WR2.02P - revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

WR2.03P - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Establish schedule for team conferences.
- Prepare lessons on the formation and use of imperfect plus conditional tense.
- Prepare lessons on prepositions used with names of cities, provinces, countries and continents.
- If using e-mail, confirm computer bookings. Students only need access to one or two computers on a rotating basis to send and receive messages.

Prior Knowledge Required

- Interrogatives
- Writing process
- Note-taking

New Language Structures

- *imparfait and conditionnel présent* of *-er, -ir,* and *-re* verbs and irregular verbs
- prepositions with geographical names (e.g., *en France, au Canada, à Winnipeg*)

Teaching/Learning Strategies

1. Students work in teams of four with each student taking a different role. Students change roles for each of the five communication tasks e.g., “*Bonjour*”, “*Une communauté, c’est...*” etc.
2. Responsibilities of all students:
 - Prepare an individual paragraph/comment/question on the communication topic. Responses will be discussed, edited, and compiled by the group and sent to partners as a team message. At least once during each communication task all teams in the class will conference with the teacher.
 - Perform the assigned role for each communication task.
 - Contribute to the preparation of the team display if this is the choice of the students.
3. Assigned roles for each communication task:
 - **Team leaders** ensure that all messages have gone through the approval process established by the teacher before being sent. The team leader seeks assistance if any technical difficulties arise, schedules a conference time with the teacher for the team and coordinates work on the team display.
 - **Editors** gather all of the individual written comments from their team, lead the team through discussion of each and co-ordinate the compilation of ideas into one message. The editor does not write the message. Editors seek assistance from the teacher for any language issues that arise.
 - **Writers** prepare and send the final copy of the team message. Writers make copies/print all messages sent to add to the team display.
 - **Note-takers** create a chart (using the following headings: date, sujet and question/commentaire) to keep track of the messages received and read. Note-takers use the comment section to record comments or questions the group wishes to make in responding to the messages. Note-takers make a copy the messages received to add to the team display.
4. If using e-mail or a word processor, discuss keyboard shortcuts for French characters, Annexe C – Taper en français
5. Students brainstorm list of questions to use in interviewing each other.

-
6. Teacher introduces questions that must be added to the list above in order to teach the formation of the conditional tense and the use of prepositions with geographic place names:
 - *Qu'est-ce que tu ferais si tu gagnais la loterie?*
 - *Où est-ce que tu aimerais aller si tu avais beaucoup d'argent?*
 - *Avec quelle vedette est-ce que tu voudrais passer une soirée?*
 - *Qu'est-ce que tu aimerais faire après l'école secondaire?*
 - *Où habites-tu? Où aimerais-tu habiter?*
 - *Quels pays as-tu visités? Est-ce que tu es jamais allé en/à la/au _____?*
 7. Students interview the members of their team, make notes and prepare an oral presentation on one person. Each student interviews a different team member so that everyone is represented.
 8. Students orally present information about one of their team members to the class.
 9. Working in their teams, students use the writing process to prepare a *Bonjour* message introducing the members of their team to their partner team in another class/school.
 - Each student prepares a paragraph about the student they interviewed.
 - The **editor** leads the team through discussion of individual paragraphs and compilation of team message, e.g., *Les membres de notre équipe s'appellent John, Nicole, Louise et Mark. Si nous gagnions la loterie, Louise achèterait...*
 - The **writer** prepares the team message in final copy, sends it to their pen-pal/key-pal partner team and makes a copy for the team display.
 - Note: if e-mailing the message, type the e-mail address of one of the key-pal team members in the "To" line and the addresses of the other team members in the "cc" line.
 10. Students read and discuss introductions received from their partners. Note-takers take notes using chart they created.
 11. Teams use the writing process to prepare a response to the *Bonjour* message they have read.
 - Each student prepares an individual comment/question.
 - The **editor** leads the team through discussion of individual replies and compilation of the team reply.
 - The **writer** prepares the team message in final copy, sends it to their partner team and makes a copy for the team display.
 12. Teams start work on their display if this is the students' choice.
 13. If time allows, further communication with partner teams is encouraged.

Assessment/Evaluation Techniques

- Teacher observation of student participation
- Teacher evaluation of written messages
- Teacher evaluation of oral presentations of student interviews
- Ongoing teacher assessment of team displays if completed

Accommodations

- Guided questions for student interviews
- Teacher prepared outline for messages
- Teacher interviews with individual students as needed

Resources

Gollert, Heidi, Elver Peruzzo and Claire Piché, *Destinations 3*. Canada: Copp Clark Pitman Limited, now Pearson Education, 1992. ISBN 0-7730-5134-1, p. 181 – 183.

McConnell, G. Robert, and Rosemarie Giroux Collins, *Voyages 1*, Canada: Éditions Addison-Wesley, now Pearson Education, 1994. ISBN 0-201-57486-1, p. 29, 62, 63,66

McConnell, G. Robert, and Rosemarie Giroux Collins, *Voyages 1, Cahier d'activités*, Éditions Addison-Wesley, now Pearson Education, 1994. ISBN 0-201-57497-7, p. 51 – 56.

Activity 4: Une communauté, c'est...

Time: 375 minutes

Description

This is the second of five communication tasks. Students discuss the meaning of the word community. Teams send their definition to their pen-pal/key-pal partner teams. Students read the definition received from their partner, take notes, prepare and send team replies. Students add their community definitions to their team display. In their groups students begin to collect ideas on what makes an ideal community in preparation for their oral presentation.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.03P - express ideas and opinions in conversations and teacher-guided discussions;

OCV.05P - use appropriate language conventions during oral communication activities;

REV.01P - read and demonstrate an understanding of a variety of texts and simple authentic materials;

REV.03P - identify and understand language conventions used in their reading materials;

WRV.01P - express ideas and opinions in short written texts;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC2.01P - use simple and complex sentences in conversations, discussions, and dramatizations relating to topics under study;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24;

OC3.02P - use newly acquired vocabulary in conversation;

OC3.03P - use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message;

RE1.03P - read a wide range of texts (e.g., public surveys, articles, e-mail, pen-pal communications) and respond through discussion or by giving short answers;

RE2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24;

RE2.03P - use French-English dictionaries to determine the meaning of unfamiliar vocabulary;

WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24;

WR2.02P - revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

WR2.03P - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Establish schedule for team conferences.
- Prepare Annexe G – Une communauté, c'est--- Mes pensées.
- Prepare short oral questions to ask each group about messages received
- If using e-mail, confirm computer bookings. Students only need access to one or two computers on a rotating basis to send and receive messages.

Prior Knowledge Required

- Writing process
- Note-taking

New Language Structures

- Oral use of the new structures in previous activities as required

Teaching/Learning Strategies

1. Students work in teams of four. Refer to Activity 3, Strategy 1 for clarification of student roles in team group work.
2. Write *Une communauté c'est...* on the board. Students use mind-map, Annexe G – Mes Pensées to assist in brainstorming ways to complete the phrase, e.g., *un groupe de personnes qui habitent ensemble/les équipes de sports qui jouent ensemble*, etc. Students may wish to incorporate a dictionary definition.
3. Teams share their thoughts on elements that make up a community with the class.
4. Students create acrostics using the letters in *communauté*. (Acrostics should be added to team displays.)
5. Working in their teams, students use the writing process to prepare *Une communauté c'est...* message, describing elements of a community.
 - Each student prepares a sentence.
 - The **editor** leads the team through discussion of individual sentences and compilation of a team message.
 - The **writer** prepares the team message in final copy, sends it to their pen-pal/key-pal partner team and makes a copy for the team display.
6. Students read and discuss *Communauté* messages received from their partners. **Note-takers** take notes and make copies of messages for their team displays.
7. Teams use the writing process to prepare replies to the message they have received from their partners.
 - Each student prepares an individual comment/question.
 - The **editor** leads team through discussion of individual replies and compilation of team reply.
 - The **writer** prepares the team message in final copy, sends it to their partner team and makes a copy for the team display.
8. *Communauté* materials are added to the team display if this is the students' choice.
9. Team keeps notes on ideas for their oral presentation on an ideal community.

Assessment/Evaluation Techniques

- Teacher assessment using short oral questions about messages received
- Ongoing teacher assessment of team displays if completed
- Teacher evaluation of written messages

Accommodations

- Teacher prepared outline for messages
- Provide lists of words for completing acrostics

Activity 5: Notre communauté

Time: 450 minutes

Description

This is the third of five communication tasks. Students discuss their communities: location, size, significant geographic elements, famous local personalities, community groups, recreational facilities, community attractions, etc. They send one paragraph descriptions of their community to their pen-pal/key-pal partner teams. Students read the messages received from their partners, take notes, prepare and send team replies. Students collect ideas relevant to their oral presentation on an ideal community.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.03P - express ideas and opinions in conversations and teacher-guided discussions;

OCV.05P - use appropriate language conventions during oral communication activities;

REV.01P - read and demonstrate an understanding of a variety of texts and simple authentic materials;

REV.03P - identify and understand language conventions used in their reading materials;

WRV.01P - express ideas and opinions in short written texts;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC2.01P - use simple and complex sentences in conversations, discussions, and dramatizations relating to topics under study;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24);

OC3.02P - use newly acquired vocabulary in conversation;

OC3.03P - use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message;

RE1.03P - read a wide range of texts (e.g., public surveys, articles, e-mail, pen-pal communications) and respond through discussion or by giving short answers;

RE2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24);

RE2.03P - use French-English dictionaries to determine the meaning of unfamiliar vocabulary;

WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24);

WR2.02P - revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

WR2.03P - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Establish schedule for team conferences.
- Prepare student guide for community descriptions. Include questions to elicit location, size, distinguishing geographic features, types of services (e.g., schools, churches, shopping, industries, tourist attractions and recreational facilities), how students pass their time and how long students have lived in the community.
- If using e-mail, confirm computer bookings. Students only need access to one or two computers on a rotating basis to send and receive messages.

Prior Knowledge Required

- Writing process

New Language Structures

- Oral use of the new structures in previous activities as required

Teaching/Learning Strategies

1. Refer to Activity 3, Strategy 1 for clarification of student roles in team group work.
2. Lead discussion about the features of the community in which the students live. Working in their teams students brainstorm significant features of their community, e.g., location, size, distinguishing geographic features and types of services (schools, churches, shopping, industries, tourist attractions and recreational facilities). Teams present ideas orally and a class list is recorded.
3. Students use the writing process and follow the teacher-prepared guide to prepare a *notre communauté* paragraph.
 - Each student prepares sentences based on the research guide.
 - The **editor** leads the team through discussion of individual sentences and compilation of a team message.
 - The **writer** prepares the team message in final copy, sends it to their pen-pal/key-pal partner team and makes a copy for the team display.
4. Students read and discuss *Notre communauté* messages received from their partners. Ideas are collected for their oral presentation on their ideal community. **Note-takers** take notes and make copies of messages for their team displays.
5. Teams use the writing process to prepare replies to the message they have received from their partners.
 - Each student prepares an individual comment/question.
 - The **editor** leads team through discussion of individual replies and compilation of team reply.
 - The **writer** prepares the team message in final copy, sends it to their partner team and makes a copy for the team display.
6. *Notre communauté* materials are added to the team display if it is the students' choice.

Assessment/Evaluation Techniques

- Teacher observation of student participation.
- Ongoing teacher assessment of team displays if completed.
- Teacher evaluation of written messages

Accommodations

- Teacher prepared outline for messages
- Teacher prepared fill-in-the-blank community description outline
- Teacher conference with individual students as needed

Resources

Pamphlets from local recreational facilities, art galleries, museums, businesses, attractions, etc.
Economic Development Office
Community Directory

Activity 6: Si nous projetions une nouvelle communauté...

Time: 450 minutes

Description

This is the fourth of five communication tasks. Students practise the language structure *imparfait* and *conditionnel présent* while discussing what they would do if they planned a community. Teams send their lists to their pen-pal/key-pal partner teams. Students read the lists received from their partner, take notes, prepare and send team replies and add their community planning lists to their team display. Students prepare and give an oral presentation on an ideal community.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.03P - express ideas and opinions in conversations and teacher-guided discussions;
OCV.05P - use appropriate language conventions during oral communication activities;
REV.01P - read and demonstrate an understanding of a variety of texts and simple authentic materials;
REV.03P - identify and understand language conventions used in their reading materials;
WRV.01P - express ideas and opinions in short written texts;
WRV.02P - create short written texts in structured and open-ended situations;
WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC2.01P - use simple and complex sentences in conversations, discussions, and dramatizations relating to topics under study;
OC2.02P - share opinions and formulate judgements about topics under study;
OC2.03P - present an argument, a point of view, or researched information relating to a topic under study;
OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24);
OC3.03P - use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message;
RE1.03P - read a wide range of texts (e.g., public surveys, articles, e-mail, pen-pal communications) and respond through discussion or by giving short answers;
RE2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24);
RE2.03P - use French-English dictionaries to determine the meaning of unfamiliar vocabulary;
WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);
WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24);
WR2.02P - revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
WR2.03P - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Establish schedule for team conferences and oral presentations
- If using e-mail, confirm computer bookings. Students only need access to one or two computers on a rotating basis to send and receive messages.

Prior Knowledge Required

- Writing process

New Language Structures

- Oral use of the new structures in previous activities as required

Teaching/Learning Strategies

1. Refer to Activity 3, Strategy 1 for clarification of student roles in team group work.
2. Lead discussion about the changes students would make if they planned their community, e.g., features they would add or remove. Working in their teams students brainstorm a list of essential features. Each student contributes one idea using the structure *Si je projetais une nouvelle communauté, j'ajouterais... or je n'ajouterais pas...* Ask questions to have students practise various forms of the structure *imparfait* and *conditionnel présent*, e.g., *Si Sarah projetait une nouvelle communauté, qu'est-ce qu'elle ajouterait?* Teams present ideas orally and a class list is recorded.
3. Students use the writing process and follow the class-prepared list to prepare a *Si nous projetions une nouvelle communauté* message for their team.
 - Each team prepares a couple of items based on the class list to add to the team message.
 - The **editor** leads the team through discussion of individual phrases and compilation of a team message.
 - The **writer** prepares the team message in final copy, sends it to their pen-pal/key-pal partner team and makes a copy for the team display.
4. Students read and discuss *Si nous projetions une nouvelle communauté* messages received from their partners. **Note-takers** take notes and make copies of messages for their team displays.
5. Teams use the writing process to prepare replies to the message they have received from their partners.
 - Each student prepares an individual comment/question.
 - The **editor** leads team through discussion of individual replies and compilation of team reply.
 - The **writer** prepares the team message in final copy, sends it to their partner team and makes a copy for the team display.
6. *Si nous projetions une nouvelle communauté* lists are added to the team display if it is the students' choice.
7. Using information from partner team and from their own group discussions, students prepare and give an oral presentation on the ideal community. They use visuals to show the facilities and maps and/or illustrations to indicate placement of important features. They explain why they have chosen to include specific elements and why they are in specific locations.
8. Student-teacher conferences with groups before the oral presentations help to make presentations more effective.

Note: Activity 7 should be completed in order to wrap up the communication part of this unit. Students then can take the required time to prepare and present their ideal communities.
9. **Extension 1:** Each team of students will prepare a project display to share the messages they receive with the other teams in their own class. Displays may be shared with other classes and the school community. Displays contain a map showing the location of the pen-pal/key-pal partner, information about the partner team, and print copies of messages sent and received. Team displays could be in the form of a bulletin board, binder, scrapbook, etc.

Extension 2: student teams familiar with computers may wish to prepare a web site to display project information. HTML knowledge and/or access to an HTML editor will be required to create the web pages.

Assessment/Evaluation Techniques

- Teacher observation of student participation
- Teacher and peer evaluation of oral presentation (use an existing rubric or create one with the students)
- Teacher and peer evaluation of team displays if completed.

Accommodations

- Peer assistance in groups
- Teacher conference with individual students as needed

Resources

Community resources, e.g, Chamber of Commerce, Local Health Unit, Service Clubs, Welcome Wagon, Economic Development Office, Community Directory
Materials from local town/city planning department

Activity 7: Au revoir

Time: 150 minutes

Description

This is the last of five communication tasks. Students wrap-up the project by sending parting messages to their partner team. A final evaluation using the rubric Annexe I will measure the individual student's contribution to the communication project throughout the unit.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.03P - express ideas and opinions in conversations and teacher-guided discussions;
OCV.05P - use appropriate language conventions during oral communication activities;
REV.01P - read and demonstrate an understanding of a variety of texts and simple authentic materials;
REV.03P - identify and understand language conventions used in their reading materials;
WRV.01P - express ideas and opinions in short written texts;
WRV.02P - create short written texts in structured and open-ended situations;
WRV.03P - identify and use appropriate language conventions in their written work;

Specific Expectations

OC2.01P - use simple and complex sentences in conversations, discussions, and dramatizations relating to topics under study;
OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24);
OC3.02P - use newly acquired vocabulary in conversation;
OC3.03P - use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message;
RE1.03P - read a wide range of texts (e.g., public surveys, articles, e-mail, pen-pal communications) and respond through discussion or by giving short answers);

RE2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24);
RE2.03P - use French-English dictionaries to determine the meaning of unfamiliar vocabulary;
WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);
WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, page 24);
WR2.02P - revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
WR2.03P - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Establish schedule for team conferences.
- If using e-mail, confirm computer bookings. Students only need access to one or two computers on a rotating basis to send and receive messages.

Prior Knowledge Required

- Writing process

New Language Structures

- None

Teaching/Learning Strategies

1. Refer to Activity 3, Strategy 1 for clarification of student roles in team group work.
2. Lead a discussion about value of the communication project, lessons learned and next steps if any.
3. Students use the writing process to prepare an *Au revoir* message.
 - The **editor** leads the team through discussion of parting messages and compilation of team message.
 - The **writer** prepares the team message in final copy, sends it to their partner team and makes a copy for the team display.
4. Students read and discuss *au revoir* message received from their partner team. **Note-takers** take notes and copy the message for the team display.
5. Teams use the writing process to prepare replies to the message they have received from their partner team.
 - Each student prepares an individual comment/question.
 - The **editor** leads the team through discussion of individual replies and compilation of a team response.
 - The **writer** prepares the team message in final copy, sends it to their partner team and makes a copy for the team display.
6. Teams add *au revoir* messages and complete their display if it is the students' choice.
7. Extension: Arrange for further communication with pen-pal/key-pal partner teams.

Assessment/Evaluation Techniques

- Teacher and student self assessment of their role in the project using rubric, Annexe I.

Accommodations

- Peer helper
- Teacher-prepared outline for message

Annexe A

Planning Schedule Template

Activity Title/Time Needed	Summary of Teaching/Learning Activities	Completion Dates
<i>Bienvenue au projet</i> (75 minutes)	Introduction to project	
<i>La netiquette</i> (150 minutes)	Netiquette activities	
Communication task 1 <i>Bonjour</i> (450 minutes)	Prepare hello messages	
	Send (print/copy for display)	
	Read hello messages from partners (print/copy for display)	
	Prepare replies to hello messages	
	Send (print/copy for display)	
	Start team displays with map, copies of introductory messages.	
Communication task 2 <i>Une communauté, c'est...</i> (375 minutes)	Community definition activities	
	Prepare messages on community discussion	
	Send (print/copy for display)	
	Read community messages from partners (print/copy for display)	
	Prepare replies to messages	
	Send (print/copy for display)	
	Add community messages to team displays	
Communication task 3 <i>Notre communauté</i> (450 minutes)	Prepare/administer/analyse survey	
	Prepare survey message	
	Send (print/copy for display)	
	Read survey messages from partners (print/copy for display)	
	Prepare replies to survey messages	
	Send (print/copy for display)	
	Add survey material to team displays	
Communication task 4 <i>Si nous projetions une nouvelle communauté</i> (450 minutes)	Discussion pertaining to topic	
	Send (print/copy for display)	
	Read community recommendations messages from partners (print copy for display)	
	Prepare community recommendations replies	
	Send (print/copy for display)	
	Add community recommendations to team displays	

Communication task 5 <i>Au revoir</i> (150 minutes)	Discuss value of the project	
	Prepare parting messages	
	Send (print/copy for display)	
	Read/print/copy parting messages from partners	
	Add parting messages and complete team displays	

Annexe B

Vocabulaire

Binette (f) *Emoticon*

Dessin fait des caractères du clavier pour communiquer les sentiments dans le courrier électronique ou les forums de discussion. Par exemple, si vous penchez la tête vers la gauche, le signe suivant ressemble au visage de quelqu'un qui vous fait un sourire et un clin d'oeil;-)

Courrier électronique (m) *E-mail*

La façon d'envoyer et de recevoir de messages sur Internet. Ton adresse électronique du Réseau éducatif de l'Ontario se termine par @enoreo.on.ca

Cyberspace (m) *Cyberspace*

L'écrivain américain de science-fiction William Gibson a créé ce terme pour désigner le monde virtuel d'Internet ou autres réseaux informatiques.

Cybernovice (m) *“Newbie”*

Nouveau utilisateur d'Internet

Domaine (m) *Domain*

Partie d'un nom Internet qui identifie un site Web ou une adresse électronique. Par exemple, le nom de domaine du Réseau éducatif de l'Ontario est enoreo.on.ca. Le site Web se trouve à l'adresse <http://www.enoreo.on.ca> et l'adresse électronique se termine par @enoreo.on.ca. Voici les abbreviations qui se trouvent le plus souvent à la fin d'une adresse électronique :

- .com indique que c'est un site commercial
- .org indique que c'est une organisation
- .edu indique que c'est une école, un collège, une université, etc.
- .ca ou .us ou .fr etc. indique le pays

FAQ (foire aux questions) *FAQ (frequently asked questions)*

Liste de questions (et leurs réponses) qui sont souvent demandées. Beaucoup de forums de discussion entretiennent une foire aux questions pour informer les cybernovices. Il est utile de lire les FAQ avant d'envoyer les messages dans un forum de discussion.

Forum de discussion (m) *Newsgroup / News/ Discussion Forum / Discussion group*

Groupe de discussion électronique, mais pas en temps réel. On lit une série de messages ou on ajoute un message à l'écran d'un ordinateur. Il existe littéralement des milliers de forums couvrant pratiquement tous les sujets imaginables.

Gif (m) *Gif*

Format de fichier graphique compressé utilisé dans une page Web.

HTML *HTML*

(HyperText Markup Language) Les pages Web sont écrites dans un format appelé HTML.

Internaute (m) *Net-user*

Une personne qui utilise l'Internet.

Internet (m) *Internet*

Terme qui vient de la contraction des mots « *Interconnected Networks* ». Un ensemble de milliers de réseaux individuels qui permet le passage du trafic à travers eux, permettant à des millions de personnes de partager de l'information.

JPG (m) *JPG*

Format de fichier graphique compressé utilisé dans une page Web.

...suite

Annexe B ...suite

Lien (m) *Link*

Dans les pages Web, les mots ou les expressions soulignés sur lequel on peut cliquer pour « aller » à un autre document.

Login (m) *Login*

Votre nom d'utilisateur de réseau.

Moteur de recherche (m) *Search engine*

Site Internet permettant aux internautes de chercher une information précise. Le site <http://www.voila.fr/> est un moteur de recherche populaire en France.

Navigateur (m) *Browser*

Netscape et Microsoft Explorer sont deux navigateurs populaires. Un navigateur permet la visualisation de pages Web.

Nétiquette (f) *Netiquette*

Fusion des mots « net » (Internet) et « etiquette », la netiquette est l'étiquette et les règles à suivre lorsqu'on navigue et discute sur Internet.

Mot de passe (m) *Password*

Mot secret qui vous permet d'avoir accès à votre compte.

Signet (m) *Bookmark*

Fonction des navigateurs *Microsoft Explorer* et *Netscape* vous permettant de marquer des sites intéressants. Sauvegardés dans des listes personnelles, les signets vous permettent de retourner aux pages qui vous intéressent dans le Web rapidement et facilement.

URL (*Uniform Resource Locator*) *URL (Uniform Resource Locator)*

Façon uniforme de présenter les adresses des différentes ressources d' Internet. L'URL se présente sous la forme suivante :

Méthode d'accès://hôte-domaine/chemind'accès/nomdefichier. Par exemple, <http://www.enoreo.on.ca>

Web (*WWW, World Wide Web*) (m) *Web (WWW, World Wide Web)*

Partie visuelle d'Internet, écrit dans le langage HTML. Les pages Web se composent de textes, d'images, de sons, de bandes vidéo, de liens et plus encore.

Annexe C

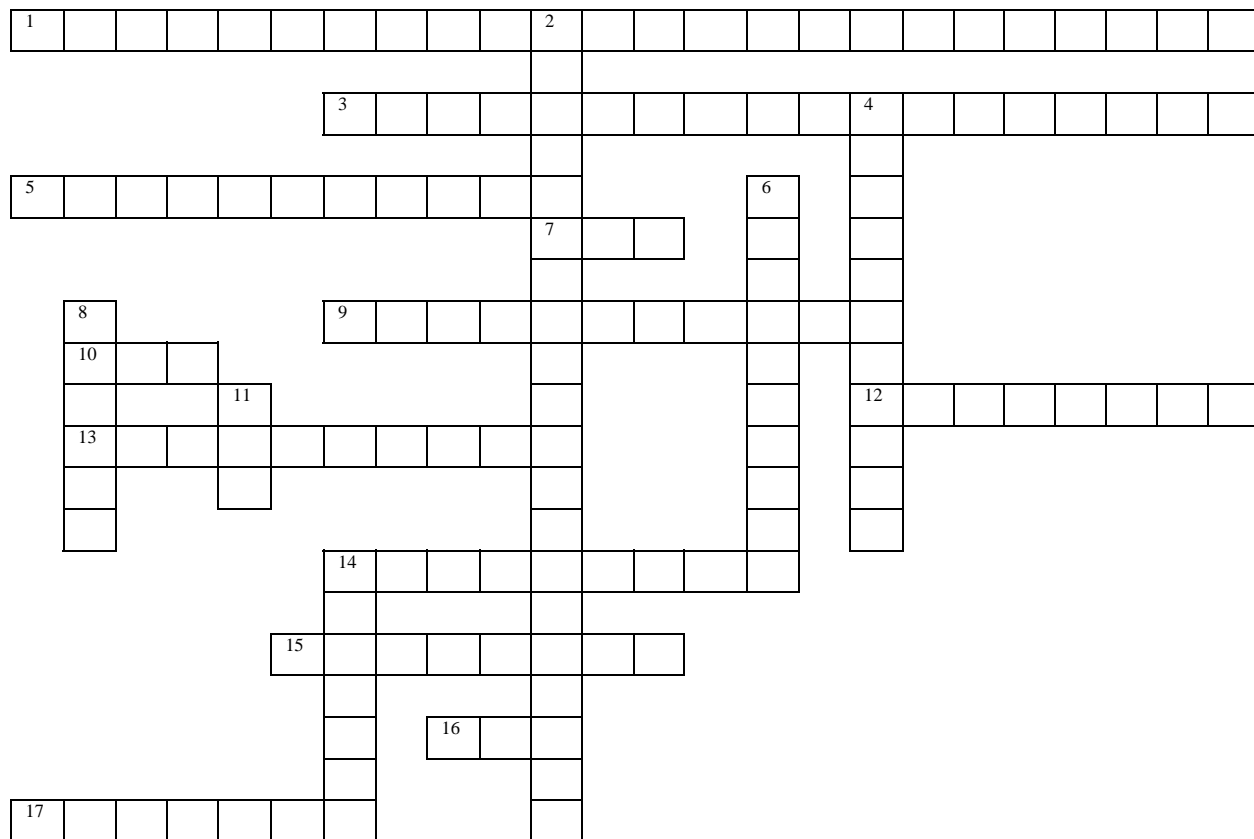
Taper en français

Voilà comment taper les accents français.

Lettre	Windows	Mac
à	Alt + 0224	Option + ` , la lettre
À	Alt + 0192	Option + ` , la lettre
â	Alt + 0226	Option + i, la lettre
ç	Alt + 0231	Option + c
Ç	Alt + 0199	Option + c
è	Alt + 0232	Option + ` , la lettre
é	Alt + 0233	Option + e, la lettre
É	Alt + 0201	Option + e, la lettre
ê	Alt + 0234	Option + i, la lettre
Ê	Alt + 0202	Option + i, la lettre
ë	Alt + 0235	Option + u, la lettre
î	Alt + 0238	Option + i, la lettre
ô	Alt + 0244	Option + i, la lettre
ù	Alt + 0249	Option + ` , la lettre
û	Alt + 0251	Option + i, la lettre

Annexe D

Mots croisés



Annexe D ...suite

Mots croisés

Horizontalement

5. Votre nom d'utilisateur de réseau
7. La contraction des mots *Inter*connected *Net*works
8. ;-)
9. Le façon d'envoyer et de recevoir de messages sur Internet
10. Mot de passe accompagnant votre nom d'utilisateur (login)

Verticalement

1. permet la visualisation de pages Web
2. on lit une série de messages ou on ajoute un message
3. nouveau sur Internet
5. une référence à un site Web
6. le monde virtuel d'Internet

Annexe E

La netiquette

Quand on conduit une auto, il est essentiel de respecter les règles de la route. Il en va de même lorsqu'on navigue dans le cyberspace. Fusion des mots *net* (Internet) et *étiquette*, la netiquette est l'étiquette et les règles de conduite lorsqu'on navigue et discute sur Internet.

Le net n'est pas un réseau, mais plutôt un ensemble de milliers de réseaux individuels qui permet le passage du trafic à travers eux. Il est important d'agir d'une façon responsable en utilisant le réseau de l'école ainsi que le Réseau éducatif de l'Ontario.

C'est simple! Observez toujours les règles de netiquette!

1. Traitez les autres comme vous désirez qu'ils vous traitent. C'est à dire...soyez agréable et poli(e)! N'utilisez pas un langage offensant. Ridiculiser, insulter ou se moquer de quelqu'un est un comportement inacceptable sur Internet. Envoyer des messages haineux est un acte criminel. Quand quelqu'un fait une erreur, soyez gentil. Si vous pensez vraiment que vous avez besoin de le corriger, faites-le poliment et avec classe.
2. Dans un groupe de discussion lisez attentivement avant d'intervenir.
3. Dans un groupe de discussion ne traitez qu'un sujet par message. Écrivez le sujet dans la ligne du sujet. Rappelez-vous que ces discussions sont publiques et servent aux échanges constructifs.
4. Quand vous composez un courrier électronique, n'oubliez pas d'écrire un sujet dans la ligne du sujet.
5. Attachez une signature à votre message mais n'utilisez pas votre nom complet. Utilisez "votre prénom" de « votre école », par exemple « Geoff de Barrie North » .
6. Évitez d'écrire en majuscules uniquement : **VOUS DONNEZ L'IMPRESSION DE CRIER!**
7. Soyez prudent dans l'usage de l'ironie et de l'humour. Sans la communication face à face, on peut interpréter votre plaisanterie comme une critique. Pour personnaliser vos messages, vous pouvez utiliser les binettes, aussi appelées émoticôns. Voilà quelques exemples :
 - :) content
 - :(triste
 - ;) content avec un clin d'oeil
 - :D ou <G> content avec un grand sourire
 - :> sarcastique
 - :o surpris ou choqué
 - :| impassible

Pour conserver vos messages brefs, il existe certaines abréviations (anglaises) que vous pouvez utiliser :

BTW = tiens, au fait

FYI = pour votre information

IMHO = À mon humble avis

8. Respectez toujours les conventions de droits d'auteur et de licence.
9. Soyez attentif! Ne croyez pas tout ce que vous lisez sur Internet. Vérifiez toujours vos informations.

Annexe F

La n tiquette...composez les phrases

Qu'est-ce que c'est que la n tiquette? Composer les phrases en utilisant la formule :

Expression impersonnel	+ infinitif	+ terminaison
Il est important de	traiter	
Il est pr�f�rable de	respecter	
Il est essentiel de	�tre	
Il est n�cessaire de	utiliser	
Il est bon de	ridiculiser	
Il est interdit de	insulter	
Il n'est pas bon de	envoyer	
	lire	
	�crire	
	utiliser	

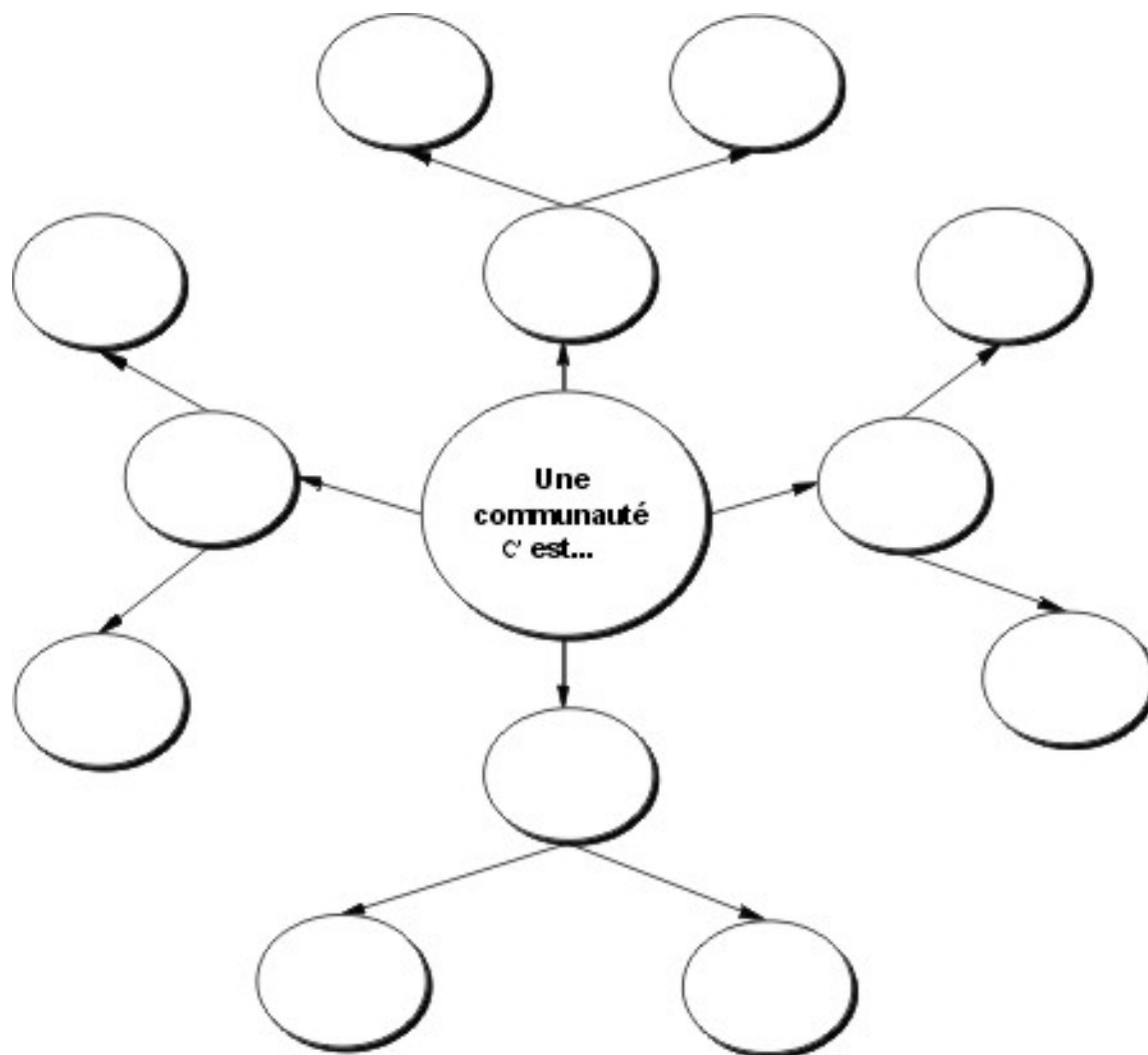
1. p.ex., *Il est important de respecter les r glements de l' cole pour utiliser les ordinateurs.*

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Annexe G

Une communauté, c'est...

Mes Pensées



Annexe H

Student Checklist

Tâche de communication et mon rôle	Tâches pour l'équipe	Complété
1 Bonjour Je suis : _____	Préparer message « Bonjour »	
	L'envoyer/l'imprimer	
	Lire/imprimer messages « Bonjour »	
	Préparer réponse aux messages « Bonjour »	
	L'envoyer/l'imprimer	
	Commencer le tableau d'affichage	
2 Une communauté, c'est... Je suis : _____	Préparer message « communauté »	
	L'envoyer/l'imprimer	
	Lire/imprimer messages « communauté »	
	Préparer réponse aux messages « communauté »	
	L'envoyer/l'imprimer	
	Ajouter au tableau d'affichage	
3 Notre communauté Je suis : _____	Préparer message « Notre communauté »	
	L'envoyer/l'imprimer	
	Lire/imprimer messages « Notre communauté »	
	Préparer réponse aux messages « Notre Communauté »	
	L'envoyer/l'imprimer	
	Ajouter au tableau d'affichage	
4 Si nous projetions une nouvelle communauté Je suis : _____	Préparer message « Si nous projetions une nouvelle communauté »	
	L'envoyer/l'imprimer	
	Lire/imprimer messages « Si nous projetions une nouvelle communauté »	
	Préparer réponse aux messages « Si nous projetions une nouvelle communauté »	
	L'envoyer/l'imprimer	
	Ajouter au tableau d'affichage	
5 Au revoir Je suis : _____	Préparer message « Au revoir »	
	L'envoyer/l'imprimer	
	Lire/imprimer messages « Au revoir »	
	Finir tableau d'affichage	

Annexe I

Evaluation Rubric for Collaboration

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding <ul style="list-style-type: none"> Knowledge of unit vocabulary Knowledge of required language forms 	<ul style="list-style-type: none"> - uses little of the required vocabulary - uses few of the required language forms 	<ul style="list-style-type: none"> - uses some of the required vocabulary - uses some of the required language forms 	<ul style="list-style-type: none"> - uses most of the required vocabulary - uses most of the required language forms 	<ul style="list-style-type: none"> - uses all of required vocabulary - uses all of the required language forms
Thinking/Inquiry <ul style="list-style-type: none"> Planning process to prepare for communication tasks 	<ul style="list-style-type: none"> - rarely follows writing process in preparing messages 	<ul style="list-style-type: none"> - sometimes follows writing process in preparing messages 	<ul style="list-style-type: none"> - usually follows writing process in preparing messages 	<ul style="list-style-type: none"> - always follows writing process in preparing messages
Communication <ul style="list-style-type: none"> Language accuracy (messages, team displays) 	<ul style="list-style-type: none"> - writing contains many errors 	<ul style="list-style-type: none"> - writing contains frequent errors 	<ul style="list-style-type: none"> - writing contains occasional errors 	<ul style="list-style-type: none"> - writing contains few or no errors
Application (if using e-mail) <ul style="list-style-type: none"> Use of e-mail conventions: 	<ul style="list-style-type: none"> - seldom keeps to the message topic - seldom demonstrates appropriate netiquette 	<ul style="list-style-type: none"> - sometimes keeps to the message topic - sometimes demonstrates appropriate netiquette 	<ul style="list-style-type: none"> - usually keeps to the message topic - usually demonstrates appropriate netiquette 	<ul style="list-style-type: none"> - always keeps to the message topic - always demonstrates appropriate netiquette

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Unit 3: De l'idée à la réalité

Time: 35 hours

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OCV.01P, OCV.02P, OCV.03P, OCV.04P, OCV.05P, REV.01P, REV.02P, REV.03P, RV.01P, WRV.02P, WRV.03P.

Specific Expectations: OC1.01P, OC1.02P, OC1.03P, OC1.04P, OC2.01P, OC2.02P, OC2.04P, OC2.05P, OC3.01P, OC3.02P, OC3.03P, OC3.04P, RE1.01P, RE1.03P, RE1.04P, RE2.01P, RE2.02P, RE2.03P, WR1.01P, WR1.02P, WR2.01P, WR2.02P, WR2.04P.

Unit Description

Students identify jobs to suit their talents, skills, and interests. They visualize ideal jobs and recognize their personal characteristics. They read about and research inventors and entrepreneurs. Students identify different types of businesses and explore past and future trends in the job market, then discuss factors/characteristics of a successful business. They also examine values that influence consumer decisions. They learn and use vocabulary dealing with business to read, research, and write about an ideal job. Students demonstrate their knowledge by setting goals and practising language structures in “real life” situations such as a job interview. They consolidate their knowledge of the unit by preparing a budget and personal growth plan.

Activity Titles (Time + Sequence)

Activity 1	Mon coffre au trésor	300 minutes
Activity 2	L'inventeur comme l'entrepreneur	300 minutes
Activity 3	Es-tu entrepreneur?	150 minutes
Activity 4	Bonne heure, bon lieu	300 minutes
Activity 5	Mon choix d'affaires	150 minutes
Activity 6	Atteindre les buts	225 minutes
Activity 7	À engager	150 minutes
Activity 8	L'entrevue	225 minutes
Activity 9	Préparation d'un plan personnel	300 minutes

Prior Knowledge Required

- Relative pronouns *qui* and *que*
- Direct object pronouns, *le, la, les*
- Formation of *passé composé*
- Personal object pronouns: *me, te, nous, vous*
- Use of *imparfait* and the *imparfait* and *passé composé* to describe events in the past
- Prepositions with geographical names, e.g., *en France, au Canada, à Winnipeg*

Planning Notes

- Prepare personal “treasure chest”
- Prepare listening script, Activity 1
- Prepare or select a questionnaire on personal characteristics
- Prepare visualization activity

-
- Choose readings on inventors or entrepreneurs
 - Gather French newspapers with articles about entrepreneurs
 - Prepare lesson and consolidation exercises on *passé composé* and *l'imparfait*
 - Bring a variety of products to class, or boxes/wrappings of products
 - Photocopy appendices
 - Obtain city maps, chart paper
 - Prepare lesson and exercises on linking words
 - Choose a video in which a problem is solved
 - Choose job advertisements for students to read
 - Choose interview scene on video
 - Gather various pictures of people
 - Prepare interview questions
 - Provide balloon for each student
 - Contact a business/marketing teacher for information on marketing trends and characteristics of successful businesses

Teaching/Learning Strategies

- Presenting dialogues, interviews
- Listening to information and taking notes
- Setting goals, solving problems
- Writing a descriptive paragraph, job advertisement
- Visualization activity to think about ideal job
- Group discussion and presentation
- Research skills and use Internet to research a product, inventor, entrepreneur
- Co-operative learning strategies
- Reading job advertisements, newspaper articles, graphs
- Writing and presenting information
- Viewing of videos
- Teacher-directed lessons on new language structures
- Use of French-English dictionaries

Assessment and Evaluation

Formative

Activity 1	Teacher evaluation of oral presentation of treasure chest Quiz on relative pronouns
Activity 2	Teacher evaluation of written paragraph Teacher evaluation of group oral presentation Quiz on direct object pronouns
Activity 3	Teacher evaluation of dialogue Teacher evaluation of answers to questions
Activity 4	Quiz on <i>passé composé</i> and <i>l'imparfait</i> Teacher evaluation of dialogue
Activity 5	Peer evaluation of oral presentation
Activity 6	Self-evaluation of progress in goal-setting steps
Activity 7	Teacher evaluation of letter of application
Activity 8	Teacher evaluation of interview

Summative

Activity 9 As the final performance task, students create a personal budget and plan containing two academic goals and two personal goals. They outline steps in an action plan to help them achieve these goals. The final task is assessed using the rubric provided. (Annexe G)

Resources

- Bablanian Maral, and Caroline Demers, *Jeunesse Mag*. Gage Educational Publishing, 1993. ISBN 0-7730-5322-0
- Carter, Bonnie and Georgette Bolger. *Getting Assessment Right, FSL Core Extended & Immersion French Grades 9 and 10*. Barrie, ON.: Data Based Directions, ISBN 1-897369-15-7
- Euler Dieter, Heidi Gollert, Elver Peruzzo and Claire Piché. *Destinations 4 Cahier d'activités*. Addison Wesley Longman now Pearson Education, 1993. ISBN 0-7730-5202-X, pp. 171-175
- Euler, Dieter, Heidi Gollert, Elver Peruzzo and Claire Piché. *Destinations 4 Cahier d'activités*. Addison Wesley Longman now Pearson Education, 1993. ISBN 0-7730-5202-X, Unité E
- Euler, Dieter, Heidi Gollert, Elver Peruzzo and Claire Piché. *Destinations 3 cahier d'activités*. Addison Wesley now Pearson Education, 1992. ISBN 0-7730-5139-2, Unité E
- Euler, Dieter, Heidi Gollert, Elver Peruzzo and Claire Piché. *Destinations 3*, Addison Wesley Longman now Pearson Education, 1992. ISBN 0-7730-5134-1
- Jean Gladys. *En Direct 1 Cahier d'activités*. Gage Educational Publishing, 1993. ISBN 0-13-062217-6
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- Jean Gladys. *Entre Amis 3 Cahier d'activités*. Prentice Hall Publishing now Gage Educational Publishing, 1992. ISBN 0-13-287996-4, unit 7
- Jean Gladys. *Entre Amis 3*. Prentice Hall Publishing now Gage Educational Publishing, 1992. ISBN 0-13-287988-3
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- McConnell, Robert, Alain Favrod and Rosemarie Collins. *Passages 3, cahier d'activités*. Addison Wesley now Pearson Education, 1991. ISBN 0-201-57378-4
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- McConnell, Robert and Rosemarie Collins. *Voyages 1*. Addison Wesley Longman now Pearson Education, 1994. ISBN 0-201-57486-1
- Tous Ensemble, Reflexions Volume 2*. D.C. Heath, now ITP Nelson, 1995. ISBN 0-669-95412-8
- Ullman, Rebecca, B. Carter and S. Goodman. *Tous Ensemble, Réflexions Volume 1*. D.C. Heath, now ITP Nelson, 1993. ISBN 0-669-95488-8

Ullman, Rebecca, B. Carter and S. Goodman. *Tous Ensemble, Réflexions Volume 2*, Guide Pédagogique.
D.C. Heath now ITP Nelson

Videos: Pieces of the Puzzle. Il était deux fois, Deux langues un pays.

Activity 1: Mon Coffre au trésor

Time: 300 minutes

Description

In this first activity of the unit, students identify and describe their talents, skills, and interests by answering questions, completing a chart, giving a presentation and writing a paragraph. They include at least two jobs that would be suitable for their attributes. Students use relative pronouns in response to personal questions.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01P - listen and respond to a variety of spoken texts;

OCV.03P - express ideas and opinions in conversations and teacher guided discussions;

OCV.04P - make oral presentations on a variety of topics;

OCV.05P - use appropriate language conventions during oral communication activities;

REV.01P - read and demonstrate an understanding of a variety of texts;

REV.02P - read a wide range of texts to gather information and to expand their knowledge of the French language;

WRV.01P - express ideas and opinions in short written texts;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;

OC2.01P - use simple and complex sentences in conversations, discussions and dramatizations relating to topics under study;

OC2.02P - share opinions and formulate judgements about topics under study;

OC2.05P - give individual or group oral presentations on topics under study, incorporating audio and visual aids;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

OC3.03P - use correct pronunciation and intonation and body language and other non-verbal cues, to clarify and enhance a message;

OC3.04P - interpret the meaning of unfamiliar words (e.g., by recognizing cognates, word families);

RE1.01P - read and demonstrate an understanding of a variety of texts;

RE2.02P - identify and model language conventions used in job advertising, personal letter writing and press releases;

WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

WR2.04P - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Prepare personal treasure chest to demonstrate show and tell
- Prepare listening script
- Prepare questionnaire on personal characteristics and talents which requires students to complete the partial sentences

Prior Knowledge Required

- Relative pronouns *qui* and *que*
- Vocabulary related to jobs

New Language Structures

- Relative pronouns *ce qui*, *ce que*, *dont*

Teaching/Learning Strategies

1. Give an example of this introductory activity by placing three objects in your “treasure chest”. One object represents a talent of yours, one an interest, and the third a skill. Introduce yourself to the class by showing each object, one at a time, and explaining what it says about you (e.g., *objet – une feuille de musique, je chante bien, je prends des leçons. La section du cinéma d’un journal-j’aime aller au cinéma, j’aime voir les films étrangers. Une image d’un ordinateur, je travaille beaucoup à l’ordinateur, je sais utiliser Corel Draw et Microsoft Excel.*) Students choose items to put in their treasure chest. Students prepare sentences to explain the items. They present to the class. Students may use a basket, a gym bag as their “treasure chest”, alternatively students can draw their treasures on a paper with their name and use that as a visual for their presentation.
2. Review *qui* and *que* while orally reviewing presentations with the class (e.g., *C’est Hardeep qui aime le hockey. Préparer le fast-food, c’est le travail que Paul fait*). A diagnostic test could be used here.
3. Students fill out a teacher-prepared questionnaire about their personal characteristics and talents by completing the sentences (e.g., *Ce que j’aime faire après l’école : _____, Ce qui est difficile à l’école, c’est _____, Travailler à/au _____ c’est le travail dont j’ai besoin*). In small groups students share their answers by reading their sentences.
4. Orally introduce the relative pronouns *ce qui*, *ce que* and *dont* by asking the students to share their answers with the class (e.g., asking one group about another: *Qu’est-ce que Paul aime faire? Oh, vous ne savez pas ce que Paul aime faire? Paul, qu’est-ce que tu aimes faire?*). Model Paul’s answer for the class.
5. Teach a lesson on the relative pronouns *ce qui*, *ce que* and *dont* and provide necessary consolidation activities.
6. Using the student information from the questionnaires, make a listening script which provides a description of a student’s talents, interests, and skills. Students listen to the description and suggest a job that would suit their classmate based on the description heard.
7. In partners, students complete a substitution dialogue (e.g., *Aimerais-tu travailler comme _____? Oui./Non. Pourquoi? Ce que je préfère _____, Ce qui me plaît quand je travaille, c’est _____*).
8. Introduce the next activity by asking if anyone answered that having another language was a skill. Students watch a video about second language learning (e.g., *Il était deux fois*) and answer questions based on the advantages of having a second/third language.
9. Students look at French and English newspapers and highlight jobs which list another language as an asset. Discuss the variety of jobs found. Post the papers around the room.
10. Using the overhead model completing Annexe A (e.g., *Les Arts, à l’école j’ai 67 %, j’aime peindre, à l’extérieur de l’école je crée des t-shirts*). Students complete chart (Annexe A) by filling what they do in school and out of school that supports each category. Upon completion, students then highlight the area (s) where they have the most positive comments.

-
11. Using the treasure chest activity, the questionnaire and the chart results, students write a paragraph that describes themselves in three categories: interests, talents, and skills. Students then identify two jobs that might fit with their self-description.

Assessment/Evaluation Techniques

- Teacher evaluation of oral presentation of “treasure chest”
- Quiz on relative pronouns (*ce qui, ce que, dont*)
- Teacher evaluation of written paragraph

Accommodations

- Provide sentence starters for paragraph, questions to guide paragraph or fill in the blanks paragraph

Resources

Euler Dieter, Heidi Gollert, Elver Peruzzo and Claire Piché. *Destinations 4 Cahier d'activités*, Addison Wesley Longman now Pearson Education, 1993. ISBN 0-7730-5202-X, pp. 171-175

Jean, Gladys *Entre Amis 3*, Gage Educational Publishing, 1992. ISBN 0-13-287988-3, p. 128

McConnell, Robert and Rosemarie Collins. *Voyages 1*, Addison Wesley Longman now Pearson Education, 1994. ISBN 0-201-57486-1, p. 126

Videos: *Pieces of the Puzzle*, *Il /tait deux fois*, *Deux langues un pays*, *Un Choix solide*, *un choix d'avenir*
www.hrdc.drhc.gc.ca/common/homex.shtml
www.Youth.gc.ca/menu_f.shtml

Activity 2: L'inventeur comme l'entrepreneur

Time: 300 minutes

Description

Students visualize their ideal job and identify aspects that appeal to them. They discuss the meaning of entrepreneurship. Students read about entrepreneurs before completing research on an entrepreneur or an inventor themselves. Students use the direct object pronouns: *me, te, nous* and *vous* in the presentation of their inventor/entrepreneur.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01P - listen and respond to a variety of spoken texts;

OCV.03P - express ideas and opinions in conversations and teacher guided discussions;

OCV.04P - make oral presentations on a variety of topics;

OCV.05P - use appropriate language conventions during oral communication activities;

REV.01P - read and demonstrate an understanding of a variety of texts;

REV.02P - read a wide range of texts to gather information and to expand their knowledge of the French language;

REV.03P - identify and understand language conventions used in their reading materials;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;

OC2.01P - use simple and complex sentences in conversations, discussions and dramatizations relating to topics under study;

OC2.05P - give individual or group oral presentations on topics under study, incorporating audio and visual aids;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French Grade 10, p. 24);

OC3.03P - use correct pronunciation and intonation and body language and other non-verbal cues, to clarify and enhance a message;

RE1.01P - read and demonstrate an understanding of a variety of texts;

RE1.03P - read a wide range of texts (e.g., public surveys, articles, e-mail, pen-pal communications) and respond through discussion or by giving short answers;

RE2.01P - recognize and use appropriate language structures (see language structures for Core French Grade 10, p. 24);

RE2.03P - use French-English dictionaries to determine the meaning of unfamiliar vocabulary;

WR2.01P - recognize and use appropriate language structures (see language structures for Core French Grade 10, p. 24);

WR2.04P - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Prepare visualization questions
- Choose readings on inventors or entrepreneurs
- Prepare lists of inventors/entrepreneurs/producers

Prior Knowledge Required

- Direct object pronouns: *le, la, l', les*
- Personal object pronouns: *me, te, nous, vous*

New Language Structures

- Position of two object pronouns with simple and compound verbs

Teaching/Learning Strategies

1. Put on some slow instrumental music to allow students to focus on their thoughts. Students put their heads on their desks. Lead the students through a visualization activity by making statements and asking them questions that would lead to their ideal job (e.g., *Vous vous levez le matin et vous voulez aller au travail. Vous êtes très contents d'aller au travail. Où allez-vous? Êtes-vous à l'extérieur? dans un bureau? etc.*). Upon completion of visualization, students reveal where they saw themselves working and why. Write the responses on the board. Ask questions of the class that would highlight aspects of entrepreneurship. (e.g., *Qui était le patron? Qui travaillait pour lui-même? Qui créait quelque chose?*) Ask the students what entrepreneurship is, based on information from the board or their own knowledge, and as you guide them write the definition on the board.
2. Students read descriptions of entrepreneurial ventures and match them with the entrepreneur. (Annexe B) Answers: 1-M, 2-E, 3-N, 4-K, 5-G, 6-B, 7-L, 8-J, 9-D, 10-A, 11-F, 12-H, 13-I, 14-C
3. Demonstrate the next activity by taking an everyday object and telling the class where and how you found it and under what circumstances, however, the object cannot be what it actually is. You need to imagine it is something else (e.g., holding a film projector reel: *Je marchais à côté de l'école hier soir et j'ai trouvé cette grande roue. C'était une festival des fourmis. Il coûtait un dollar chaque tour*). Give each small group an object that they will then re-invent. One person from each group shares their story with the class. Students share how they found the activity and therefore what it says about them (e.g., *c'était facile, je suis créative, c'était comique, j'ai un bon sens de l'humour, c'était intéressant, j'ai beaucoup d'imagination*).

-
4. In small groups students read and answer questions on teacher chosen passages about inventors. The students share with the class a résumé about their inventor. The class then identifies what the inventors have in common as a recorder writes it on the board.
 5. Brainstorm a list of inventors and entrepreneurs with the class. Record names on the board. Brainstorm a list of interesting products and record. Students choose a person or a product to research. Using the resource centre and the Internet, students research a product, an inventor or an entrepreneur. Students write full sentence answers to a choice of questions provided by the teacher (e.g., *Qu'est-ce que la personne fait? Combien de temps est-ce qu'il a pris pour réussir? Quand est-ce qu'on a créé ce produit? Pourquoi?*).
 6. In this next activity students introduce their researched entrepreneur/inventor to their classmates. Review *me, te, nous* and *vous* by providing students with questions and answers to use during the next activity *la soirée*. (e.g., *Je vous présente mon ami Alexandre. Oh oui je te connais*, etc.). Students mingle around the room as if at a social gathering. They have brought a guest to the gathering, their researched inventor. Students circulate and introduce their classmates to their guest telling them his/her name and one detail about them. At the end of the activity ask introductory questions (e.g., *Qui a rencontré Alexandre? Qui te l'a présenté?*).
 7. Review direct object pronouns and teach a lesson on *me, te, nous, vous* including the position of two object pronouns providing necessary consolidation activities.
 8. Students present their research to the class. The class asks questions of the presenter using pronouns (e.g., *Pourquoi est-ce que tu l'as choisi? Comment est-ce que tu l'emploies? (l'invention)*)
 9. Enrichment Activity: Invite a guest speaker, Canadian entrepreneur, a government employee or someone who uses French on the job to speak to the class.

Assessment/Evaluation Techniques

- Teacher evaluation of group oral presentation
- Quiz on direct object pronouns

Accommodations

- Peer tutor/pair work with reading and research
- Point form answers to research questions

Resources

Bablanian, Maral and Caroline Demers. *Jeunesse Mag*, Gage Educational Publishing, 1993. ISBN 0-7730-5322-0, p.2

Carter Bonnie, Sylvia Goodman and Rebecca Ullmann. *Tous Ensemble, Réflexions, Volume 1*, D.C. Heath, 1995. ISBN 0-669-95488-8, p. 41, 44

Collins Rosemarie and Robert McConnell. *Profils*, Addison Wesley now Pearson Education, 1990. ISBN 0-201-43990-5, p. 39

Euler Dieter, Heidi Gollert, Elver Peruzzo and Claire Piché, *Destinations 4*, Copp Clark Longman, 1993. ISBN 0-7730-5201-1, Unité E

Euler Dieter, Heidi Gollert, Elver Peruzzo and Claire Piché. *Destinations 4 Cahier d'activités*, Copp Clark Longman, 1993. ISBN 0-7730-5202-X, Unité E

Jean, Gladys, *Entre Amis 3 Cahier d'activités*, Prentice Hall Publishing now Gage Educational Publishing, 1992. ISBN 0-13-287996-4, unit 3

Jean, Gladys, *Entre Amis 3*, Gage Educational Publishing, 1992. ISBN 0-13-287988-3, unit 3

McConnell, Robert, Rosemarie Collins and Alain Favrod. *Passages 3 Cahier d'activités*, Addison Wesley now Pearson Education, 1991. ISBN 0-201-57378-4, p. 55

McConnell, Robert, Rosemarie Collins and Alain Favrod. *Passages 3*, Addison Wesley now Pearson Education, 1991. ISBN 0-201-57377-6, pp. 80, 152-156

Ullman, R. *Tous Ensemble, Réflexions, Volume 2*, D.C. Heath, 1993. ISBN 0-669-95412-8, pp. 72, 73, 76, 79,

Ullman, R. *Tous Ensemble, Réflexions, Volume 2, Guide Pédagogique, Feuille de travail* p. 25

Web Sites

Canadian inventions, innovations, and inventors: www.stc.carlton.ca/inventor

Activity 3: Es-tu entrepreneur?

Time: 150 minutes

Description

Using a questionnaire students identify entrepreneurial characteristics in themselves. Students read articles on entrepreneurs.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.03P - express ideas and opinions in conversations and teacher guided discussions;

OCV.05P - use appropriate language conventions during oral communication activities;

REV.01P - read and demonstrate an understanding of a variety of texts;

REV.02P - read a wide range of texts to gather information and to expand their knowledge of the French language;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC2.01P - use simple and complex sentences in conversations, discussions and dramatizations relating to topics under study;

OC2.04P - prepare and present short dialogues on topics under study;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French Grade 10 p. 24);

OC3.02P - use newly acquired vocabulary in conversation;

OC3.03P - use correct pronunciation and intonation and body language and other non-verbal cues, to clarify and enhance a message;

RE1.01P - read and demonstrate an understanding of a variety of texts;

RE1.03P - read a wide range of texts (e.g., public surveys, articles, e-mail, pen-pal communications) and respond through discussion or by giving short answers;

WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

WR2.01P - recognize and use appropriate language structures (see language structures for Core French Grade 10, p. 24).

Planning Notes

- Gather French newspapers such as *L'Express*; select articles from newspapers or texts, that are at student ability level

Prior Knowledge Required

- Knowledge of vocabulary in the questionnaire (Annexe C)

New Language Structures

- None

Teaching/Learning Strategies

1. Students complete questionnaire on entrepreneurial characteristics (Annexe C). From the questionnaire, students list what personal characteristics they have that would make them successful entrepreneurs.
2. Distribute a chart paper to small groups, the paper is divided in two with two headings, Characteristics and Skills. In small groups, using co-operative group structure “Graffiti”, students write words that come to mind under the two headings. Each group then passes their graffiti sheet to the next group who add ideas. The process continues until the groups run out of ideas or until the group’s original sheet returns to them. The group reads the additions made to their original sheet. Post chart paper around the room and add any characteristics and skills that are missing.
3. Distribute newspapers to pairs of students. Students choose an article on an entrepreneur and answer three questions: *Qui est-ce? Qu’est-ce que cette personne fait? Comment est-ce qu’il/elle réussit?* Students use the information to create a dialogue between an aspiring entrepreneur and the one in the article. Students present their dialogue to the class. Students hand in written answers to the questions with the article.

Assessment/Evaluation Techniques

- teacher evaluation of the dialogue
- teacher evaluation of answers to questions

Accommodations

- Teacher chooses newspaper articles of appropriate level of difficult

Resources

L’Express, Toronto based French Newspaper-free subscription

Bablanian Maral, and Caroline Demers. *Jeunesse Mag*, Gage Educational Publishing, 1993. ISBN 0-7730-5322-0, p. 2

Carter Bonnie, Sylvia Goodman and Rebecca Ullmann. *Tous Ensemble, Réflexions, Volume 1*, D.C. Heath, 1995. ISBN 0-669-95488-8, p. 41, 44

Carter Bonnie, Sylvia Goodman and Rebecca Ullmann. *Tous Ensemble, Réflexions, Volume 2*, D.C. Heath, 1995. ISBN 0-669-95412-8, p. 72, 73, 76, 79

Carter Bonnie, Sylvia Goodman and Rebecca Ullmann. *Tous Ensemble, Réflexions, Volume 2, Guide Pédagogique, Feuille de travail* p. 25

Euler Dieter, Heidi Gollert, Elver Peruzzo and Claire Piché, *Destinations 4*, Copp Clark Longman, 1993. ISBN 0-7730-5201-1, Unité E

Euler Dieter, Heidi Gollert, Elver Peruzzo and Claire Piché. *Destinations 4 Cahier d’activités*, Copp Clark Longman, 1993. ISBN 0-7730-5202-X, Unité E

Jean, Gladys, *Entre Amis 3 Cahier d’activités*, Prentice Hall Publishing now Gage Educational Publishing, 1992. ISBN 0-13-287996-4, unit 3

Jean, Gladys, *Entre Amis 3*, Gage Educational Publishing, 1992. ISBN 0-13-287988-3, Unit 3

McConnell, Robert and Rosemarie Collins. *Profils*, Addison Wesley now Pearson Education, 1990. ISBN 0-201-43990-5, p. 39

McConnell, Robert, Rosemarie Collins and Alain Favrod. *Passages 3 Cahier d'activités*, Addison Wesley now Pearson Education, 1991. ISBN 0-201-57378-4, p. 55

McConnell, Robert, Rosemarie Collins and Alain Favrod. *Passages 3*, Addison Wesley now Pearson Education, 1991. ISBN 0-201-57377-6, pp. 80, 152-156

Activity 4: Bonne heure, bon lieu

Time: 300 minutes

Description

Students explore past and future trends in the job market using the *passé composé* and the *imparfait*. Then students identify different types of businesses in their community. They identify successful and unsuccessful businesses (local or world-wide) and explain possible reasons for success or lack of success.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01P - listen and respond to a variety of spoken texts;

OCV.03P - express ideas and opinions in conversations and teacher guided discussions;

OCV.05P - use appropriate language conventions during oral communication Activities;

REV.02P - read a wide range of texts to gather information and to expand their knowledge of the French language;

WRV.01P - express ideas and opinions in short written texts;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC1.02P - respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information and presenting dramatizations;

OC2.01P - use simple and complex sentences in conversations, discussions and dramatizations relating to topics under study;

OC2.04P - prepare and present short dialogues on topics under study;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

OC3.02P - use newly acquired vocabulary in conversation;

RE1.01P - read and demonstrate an understanding of a variety of texts;

RE1.04P - skim a text to list key ideas;

WR1.02P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, research report);

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24).

Planning Notes

- Gather French newspapers with job advertisements
- Prepare lesson on *passé composé* vs *imparfait*
- Prepare Appendices D and E
- Consult with a business/marketing teacher for information on job trends
- Locate a graph showing trends in the labour force (e.g., *Expanding your Horizons*, McGraw-Hill Ryerson Limited 1993, ISBN 0-07-551392-7, p.46)

Prior Knowledge Required

- Formation of the *passé composé*

New Language Structures

- Conjunctions (e.g., *lorsque, donc, cependant*)
- *Imparfait*, versus *passé composé*

Teaching/Learning Strategies

1. Ask students to think about jobs they have had, such as cutting the grass, babysitting. Students name one job they liked and one job they didn't like. Ask why. Compile a list of why students like or dislike certain jobs. Using Annexe E students prioritize factors that influence their job choices.
2. Show students a graph of trends in the labour force. Ask the students questions using the *imparfait* (e.g., *Quel âge avais-tu en cette année? Qu'est-ce qui se passait dans le monde à ce temps?*). Model answers using the *imparfait*.
3. Review the formation and use of the *imparfait* and provide necessary consolidation activities.
4. Students create a dialogue. One student plays the grandparent and the other a younger person asking questions about his/her former world of work using the *imparfait* and the *passé composé*.
5. Distribute newspapers. Students look in the classified section to identify different types of businesses. Record the different types on the board (e.g., *des magasins, des services, des fabricants*, etc.).
6. Review different job possibilities/trends, including hobbies, products and services over the years from 1900 to 2010. Students review trends by completing chart, Annexe D. Trends are shared by completing a class chart as students share their additions.
7. Add to list of different businesses as students identify businesses in their community. Students choose the top three successful businesses by asking students questions about these businesses using the *imparfait ou passé composé?* (e.g., *Pourquoi est-ce que ce lieu était bon? Comment est-ce que ce magasin a réussi? Pourquoi est-ce que cette compagnie n'a pas réussi?*) Students select one successful business and give one or two reasons for this success.

Assessment/Evaluation Techniques

- Teacher evaluation of dialogue
- Quiz on the *passé composé* and *imparfait*

Accommodations

- Provide simplified versions of newspaper advertisements

Resources

Euler, Dieter, Heidi Gollert Elver Peruzzo and Claire Piché. *Destinations 3 cahier d'activités*, Copp Clark Longman, 1992. ISBN 0-7730-5139-2, Unité E

Gollert, Heidi, Elver Peruzzo and Claire Piché. *Destinations 3*, Addison Wesley now Pearson Education, 1992. ISBN 0-7730-5134-1, Unité E

Jean Gladys, *En Direct 1 Cahier d'activités*, Gage Educational Publishing, 1993. ISBN 0-13-062217-6, p. 58

Jean Gladys, *En Direct 1*, Gage Educational Publishing, 1993. ISBN 0-13-062209-5, p. 50

McConnell, Robert and Rosemarie Collins. *Voyages 1 Cahier d'activités*, Addison Wesley Longman now Pearson Education, 1994. ISBN 0-201-39605-X, pp. 51-56

McConnell, Robert and Rosemarie Collins. *Voyages 1*, Addison Wesley Longman now Pearson Education, 1994. ISBN 0-201-57486-1, pp. 62-66

Activity 5: Mon choix d'affaires

Time: 150 minutes

Description

Students identify factors that effect the success of a product (price, quality, trends, convenience). Students discover the criteria that are important for different types of products. Students create a product that would fulfill a need or simply be successful and give an oral presentation promoting the and describing the product.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01P - listen and respond to a variety of spoken texts;

OCV.03P - express ideas and opinions in conversations and teacher guided discussions;

OCV.05P - use appropriate language conventions during oral communication activities.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;

OC1.02P - respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information and presenting dramatizations;

OC2.01P - use simple and complex sentences in conversations, discussions, and dramatizations relating to topics under study;

OC2.02P - share opinions and formulate judgements about topics under study;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

OC3.02P - use newly acquired vocabulary in conversation.

Planning Notes

- Bring a variety of products to class, or the boxes/wrapping of products

Prior Knowledge Required

- Question words

New Language Structures

- None

Teaching/Learning Strategies

1. To demonstrate the importance of pricing as a factor in the success of a product, display different products with their prices hidden. Students play, a price guessing game. Divide the class into teams. One student from each team comes to the front and guesses the price of a displayed item and the student who gets closest to the actual price wins a point for their team. Discuss the importance of price on the success of a business. Ask students how much they would pay for specific items that they purchase.
2. Take one of the displayed products and ask the class questions to reveal the importance of having a market for your products (e.g., *Qui achète ce produit? Quel âge ont-ils? Pourquoi est-ce qu'ils achètent ce produit?* etc.).

-
3. Display a list of possible products and services to the students (e.g., *de la nourriture italienne pour les animaux ou un chien robot*). Students examine the list and choose the one they think would have the best chance of success. Students tell a partner the reason(s) for their choice. The partner group chooses the best of their two. The partners join a group of four. The group of four shares their choices and chooses the best one to share with the class explaining reasons for their choice.
 4. Students in pairs choose a product or service, that they could produce or offer. Students identify the market, price, concept they will promote to promote the product or service. Students present their idea to another pair to help clarify their ideas (e.g., *Je vais créer un système d'ordinateur qui évalue la santé d'une personne. Je vais le faire chez moi et le vendre sur Internet*). Develop a list of criteria that evaluates the idea for the product and can be used as a peer evaluation (e.g., *Il y a un marché. Le prix est raisonnable. Les ressources sont disponibles.*). The pair will then ask teacher-prepared questions such as: *Quels clients aurez-vous? Est-ce que l'Internet est un bon choix pour vos clients?* Pairs switch roles.
 5. Pairs present their idea to the class for evaluation.

Assessment/Evaluation Techniques

- Peer evaluation of oral presentation

Accommodations

- Provide a list of choices/reasons for business success

Activity 6: Atteindre les buts

Time: 225 minutes

Description

Students will learn how to set goals and set goals for themselves.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01P - listen and respond to a variety of spoken texts;

OCV.05P - use appropriate language conventions during oral communication activities;

WRV.01P - express ideas and opinions in short written texts;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;

OC1.02P - respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information and presenting dramatizations;

OC2.01P - use simple and complex sentences in conversations, discussions and dramatizations relating to topics under study;

OC2.02P - share opinions and formulate judgements about topics under study;

OC3.02P - use newly acquired vocabulary in conversation;

WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24).

Planning Notes

- Obtain city maps, chart paper
- Prepare lesson on linking words
- Choose a video in which a problem is solved
- Copy Annexe F and make an acetate

Prior Knowledge Required

- *Future simple or futur proche*

New Language Structures

- Linking words (e.g., *c'est-à-dire, après tout, en effet*)

Teaching/Learning Strategies

1. This activity shows students how having a clear destination and a map helps one get where they want to go. To introduce the importance of goal setting for future success, distribute maps labelled with a destination to half of the class. Tell all students where they start from (a street name), and ask them to tell you the most direct route to get where they are going. The students with the maps and the destinations will be able to give you this information quickly. The students without the maps will not, or will take longer to make choices. Ask questions of the students that lead them in the direction of goal setting (e.g., *Etes-vous arrivés à votre destination? Pourquoi? Pourquoi pas? Qu'est-ce qui se passe si nous ne savons pas où aller? C'est la même chose quand nous n'avons pas de buts dans la vie.*).
2. To have students practise how to set realistic goals, ask four to six volunteers to set a goal for the number of push-ups they can do in one minute. Students demonstrate their abilities. Ask students how they determined the success they could achieve (e.g., *Hier, j'en ai fait 20.*). Use their answers to demonstrate the steps in realistic goal setting.
3. Students work in partners to answer the following questions: *Donne un exemple d'un succès dans ta vie. Comment as-tu réussi? Quels problèmes as-tu surmontés?* One partner records the information for the other. The partner group shares with the class.
4. Brainstorm goals that the students have, write them on the board. Categorize the goals into four categories: realistic, unrealistic, difficult, easy. With the class, change the language of the goals on the board so that they become specific and realistic. Distribute Annexe F. Students change the language of the goals so that they are more realistic for themselves. Share some of their own goals from the last question. As a class, students then identify steps that need to be taken to attain each goal, e.g., *Je vais avoir de bonnes notes en français, donc, je vais étudier deux heures avant chaque test, je vais écouter le prof pendant la révision.* Record the steps on the overhead of Annexe F.
5. Students describe their part-time job (present or past). The class composes questions to be answered such as: where they work, how many hours they work, what is the salary, do they wear a uniform, do they work outside or inside, are they supervised or unsupervised, why they like or dislike the job, what activities they perform on the job, what skills are important. Students could tabulate answers as a class and present results in the form of graphs.
6. Students visualize their ideal job. They answer the same questions as in Strategy 5 with regard to this ideal job. They share their ideal job with a small group. Discuss as a class and come to consensus over the criteria for the ideal job that were shared by most students.
7. Students choose two personal goals which might take them closer to this ideal job. Students write the two goals and steps they can take towards reaching the goals.

Assessment/Evaluation Techniques

- Self-evaluation of progress in goal setting steps

Accommodations

- Peer helper to aid in the setting of goals

Activity 7: À engager

Time: 150 minutes

Description

Students will read, respond to and create job advertisements.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01P - listen and respond to a variety of spoken texts;

OCV.02P - listen and respond to a variety of non-structured media works;

OCV.03P - express ideas and opinions in conversations and teacher guided discussions;

OCV.05P - use appropriate language conventions during oral communication activities;

REV.01P - read and demonstrate an understanding of a variety of texts;

REV.02P - read a wide range of texts to gather information and to expand their knowledge of the French language;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P0 - identify and use appropriate language conventions in their written work.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;

OC1.02P - respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information and presenting dramatizations;

OC3.02P - use newly acquired vocabulary in conversation;

RE1.01P - read and demonstrate an understanding of a variety of texts;

RE1.03P - read a wide range of texts (e.g., public surveys, articles, e-mail, pen-pal communications) and respond through discussion or by giving short answers;

WR2.04P - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Choose job advertisements for students to read.
- Cut newspaper job advertisements in half (separate titles from descriptions).

Prior Knowledge Required

- Vocabulary related to the unit

New Language Structures

- None

Teaching/Learning Strategies

1. Give half of the class a job title and the other half job description (see Resources). Students circulate trying to find their partner (i.e., the student who has the other part of their advertisement.). List on the board the parts of a job ad as suggested by the advertisements (*le titre, les responsabilités, le salaire, les qualifications*).
2. In small groups students brainstorm descriptors of “the ideal employee,” e.g., *motivé, intelligent, ponctuel*. One student writes these descriptors on cue cards. One member tapes each descriptor cue card under one of the following categories as written on the board: Academic Skills, Personal Management Skills and Teamwork skills (categories from the Conference Board of Canada).
3. Provide job ads. Students look through the ads looking specifically at the requirements and skills expected. Individually students should locate and select one advertised position of interest and record the skills required. They list the school subjects that might be helpful or are specifically required for the job. Post ad with accompanying skills and subjects on the bulletin board.
4. Each student writes a short letter of application for one of the jobs listed or a job of their choice.

Assessment/Evaluation Techniques

- Teacher evaluation of letter of application

Accommodations

- Provide a model letter of application

Resources

Gollert, Heidi, Elver Peruzzo and Claire Piché. *Destinations 3*, Addison Wesley Longman now Pearson Education, 1992. ISBN 0-7730-5134-1, pp. 110-113

Gollert, Heidi, Elver Peruzzo and Claire Pich. *Destinations 3 Cahier d'activités*, Addison Wesley Longman now Pearson Education, 1992. ISBN 0-7730-5139-2, pp. 101

Jean Gladys, *Entre Amis 3*, Prentice Hall Publishing now Gage Educational Publishing, 1992. ISBN 0-13-287988-3, p. 126

Jean Gladys, *Entre Amis 3 Cahier d'activités*, Prentice Hall Publishing now Gage Educational Publishing, 1992. ISBN 0-13-287996-4, unit 7

McConnell, Robert and Rosemarie Collins Rosemarie. *D'Accord 2*, Addison Wesley Longman now Pearson Education, 1988. ISBN 0-201-43940-9, p. 145

McConnell, Robert and Rosemarie Collins. *D'Accord 2 cahier d'activités*, Addison Wesley Longman now Pearson Education, 1988. ISBN 0-201-43942-5, unité 5

McConnell, Robert, Rosemarie Collins and Alain Favrod. *Passages 3*, Addison Wesley now Pearson Education, 1991. ISBN 0-201-57377-6, p. 72

McConnell, Robert, Rosemarie Collins and Alain Favrod. *Passages 3 Cahier d'activités*, Addison Wesley now Pearson Education, 1991. ISBN 0-201-57378-4, pp. 52, 65

Activity 8: L'entrevue

Time: 225 minutes

Description

Students will describe appropriate interview behaviour. Students will discuss non-verbal communication. Students view and then role play an interview.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01P - listen and respond to a variety of spoken texts;

OCV.04P - make oral presentations on a variety of topics;

OCV.05P - use appropriate language conventions during oral communication activities;

REV.01P - read and demonstrate an understanding of a variety of texts;

REV.02P - read a wide range of texts to gather information and to expand their knowledge of the French language;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;

OC1.02P - to spoken texts by answering questions, interpreting meaning, summarizing content, adding information and presenting dramatizations;

OC1.03P - extract the main ideas and supporting details from a variety of media works (e.g., television and radio programs, videos, songs);

OC1.04P - take brief notes on presentations, oral reports and discussions;

OC2.01P - use simple and complex sentences in conversations, discussions and dramatizations relating to topics under study;

OC2.04P - prepare and present short dialogues on topics under study;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French Grade 10 p. 24);

OC3.03P - use correct pronunciation and intonation and body language and other non-verbal cues, to clarify and enhance a message;

RE1.01P - read and demonstrate an understanding of a variety of texts;

RE1.03P - read a wide range of texts (e.g, public surveys, articles, e-mail, pen-pal communications) and respond through discussion or by giving short answers;

WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

WR2.04P - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Gather various pictures of people
- Choose an interview scene on video
- Prepare interview questions

Prior Knowledge Required

- Oral use of structures and vocabulary learned throughout unit.

New Language Structures

- None

Teaching/Learning Strategies

1. In this activity students identify non-verbal communication and review adjectives to be used in Activity 2. Show the students pictures of a variety of famous people in which specific body language is apparent (politicians, actors, athletes, ads from well-known companies). Discuss perceived messages portrayed by certain body language and thus give specific intended impressions.
2. Post various pictures of people around the room. Students circulate with a paper and write down an adjective for each picture. When each student has had the opportunity to write an adjective for each picture write the variety of adjectives as suggested by the students under each picture. Ask *Est-ce que cette personne reflète l'image que vous voulez pour votre compagnie? Pourquoi? Pourquoi pas?*
3. Students watch a video of an interview without the sound and identify the messages communicated by the candidate.
4. Students read and answer questions about appropriate interview behaviour.
5. Students work in groups of three to portray a very simple good and a poor interview. One member plays the interviewer and the other two are applicants. One demonstrates good interview skills and the other demonstrates lack of skills. Listeners take notes on good and poor behaviour. Class compiles a list of dos and don'ts for interviewees.
6. Distribute all interview questions to half the class (Student As). The other half (Student Bs) circulate and answer the questions asked in order by Student As. After answering a question they move around to a different student and answer another question. When all questions have been answered, student Bs take the questions and the process is repeated switching roles.
NOTE: Asking questions in order avoids repetition of answers by the Student B.
7. Students choose a job advertisement from the teacher selected ads for which they would like to apply. The students in partners create a dialogue of an interview scene for that job. The dialogue is videotaped and according to class preference viewed in public or private with the goal of improving their interview skills. Students have the opportunity to do a re-take. Evaluate the video.

Assessment/Evaluation Techniques

- Teacher evaluation of interview

Accommodations

- Provide a list of adjectives to help with Activity 2.
- Provide a list of possible interview answers for Strategy 6.

Resources

Euler, Dieter, Heidi Gollert, Elver Peruzzo and Claire Piché. *Destinations 3*. Copp Clark Longman, 1992. ISBN 0-7730-5134-1, pp. 104-5

Gollert, Heidi, Elver Peruzzo and Claire Piché. *Destinations 3 Cahier d'activités*, Addison Wesley Longman now Pearson Education, 1992. ISBN 0-7730-5139-2, pp. 105

Jean Gladys, *Entre Amis 3*, Prentice Hall Publishing now Gage Educational Publishing, 1992. ISBN 0-13-287988-3, p. 139-141

Jean Gladys, *Entre Amis 3 Cahier d'activités*, Prentice Hall Publishing now Gage Educational Publishing, 1992. ISBN 0-13-287996-4, unit 7

McConnell, Robert, Rosemarie Collins and Alain Favrod. *Passages 3*, Addison Wesley now Pearson Education, 1991. ISBN 0-201-57377-6, p. 76-7

McConnell, Robert, Rosemarie Collins and Alain Favrod. *Passages 3 Cahier d'activités*, Addison Wesley now Pearson Education, 1991. ISBN 0-201-57378-4, pp. 45, 46, 51, 54

Activity 9: Préparation d'un plan personnel

Time: 300 minutes

Description

Students identify their personal expenses and spending habits. They prepare a budget and a plan for their personal spending. Students create a personal plan which includes one personal goal, one academic goal and the action steps required to meet their goals.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01P - listen and respond to a variety of spoken texts;

OCV.03P - express ideas and opinions in conversations and teacher guided discussions;

WRV.01P - express ideas and opinions in short written texts;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;

OC1.02P - respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information and presenting dramatizations;

OC2.01P - use simple and complex sentences in conversations, discussions and dramatizations relating to topics under study;

OC2.05P - give individual or group oral presentations on topics under study, incorporating audio and visual aids;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

WR2.02P - revise, edit and proofread their writing, focusing on grammar, spelling, punctuation and conventions of style.

Planning Notes

- Photocopy Annexe G and Annexe H

Prior Knowledge Required

- Oral and written use of skills acquired throughout the unit

New Language Structures

- Conjunctions (e.g., *lorsque, dès que, quand, cependant, car*)

Teaching/Learning Strategies

1. In this activity students reflect on personal budgets by creating circle graphs to demonstrate how personal budgets are diminished as expenditures are made. The circle represents the money they have available to them in a week. Ask the students questions about their personal spending, (e.g., *Est-ce que vous achetez votre déjeuner? Allez-vous au cinéma?*). After the discussion, students divide the circle to represent their expenses and savings.
Relate their personal budgeting to business budgeting by asking leading questions: *Où obtenez-vous votre argent? Où est-ce qu'une compagnie obtient son argent? Combien de dépenses avez-vous? Combien d'employées aura votre compagnie?*
2. Give students a part-time job salary of \$90 for the week, monopoly money. Give students a situation which requires them to save some money (e.g., *Vous voulez acheter un joueur de jeux vidéos qui coûte 300 \$*). Students divide their salary into teacher-established categories (e.g., *divertissements, repas, vêtements, économies* etc) Students share their budget with a small group.
3. In order to introduce conjunctions, (e.g., *lorsque, cependant, quand, dès que, car, donc*) make statements and ask questions about where or from whom students could get extra money for things they need.
4. To provide a model for this activity have the class choose one goal (e.g., *obtenir un emploi à temps partiel, obtenir un permis de conduire*). As a class decide how to achieve the goal by listing action steps which include timelines. Following the model, students individually write a personal plan which includes one personal goal, one career/employment goal, one academic goal related to career choice, they outline the action steps required to meet their goals, a timeline and a budget. (Annexe H). This plan could reflect their annual education plan.
5. Distribute copies of evaluation rubric Annexe G and discuss with students.
6. Students use steps of the writing process to develop their goals and action plans. Students formulate their plan in point form. Students share their ideas with a partner. Together the students create an improved plan. The pairs reverse roles and repeat "Formulate-Share-Listen-Create" co operative learning structure. Students write the plan using two or three sentences for each category. Using the writing process students prepare a final copy to hand in for teacher evaluation.
7. Extension Activity: write the plan in paragraphs.

Assessment/Evaluation Techniques

- Evaluation of written plan using rubric

Accommodations

- Students provide a point-form plan

Resources

Jean, Gladys. *En Direct 1 cahier d'activités*, Gage Educational Publishing 1993
ISBN 0-13-062217-6, p. 61

Annexe A

Catégorie	Ce que je fais à l'école	Ce que je fais à l'extérieur de l'école
les arts visuels		
les affaires		
les ordinateurs		
la musique		
les médias		
les études familiales		
l'éducation physique		
les sciences sociales		
les langues		
autres?		

Annexe B

Lisez les descriptions et associez la description avec la personne responsable.

- | | |
|---|-----------------------------|
| 1. _____ a inventé le téléphone | A. Paul and André Desmarais |
| 2. _____ a inventé les patins. | B. Gideon Sundback |
| 3. _____ a créé Microsoft. | C. Yves Potvin |
| 4. _____ a fondé le jeu de basketball. | D. Jeanne Dupuys |
| 5. _____ a développé le microscope. | E. John Forbes |
| 6. _____ a inventé les fermetures éclair. | F. Lise Watier |
| 7. _____ a inventé la motoneige. | G. James Hillier |
| 8. _____ a découvert l'insuline. | H. Micheline Charest |
| 9. _____ a fondé Famous People Players. | I. Daniel Gauthier |
| 10. _____ sont fondateurs de Power Corporation du Canada. | J. Frederick Banting |
| 11. _____ a fondé un empire des produits cosmétiques. | K. James Naismith |
| 12. _____ est la grande patronne de la maison de production télévisuelle Cinar. | L. Armand Bombardier |
| 13. _____ est le co-fondateur du Cirque du Soleil. | M. Alexander Graham Bell |
| 14. _____ développe des produits végétariens de restauration rapide. | N. Bill Gates |

Annexe C

Complétez cette questionnaire pour apprendre vos caractéristiques entrepreneurielles.

	D'habitude	Quelquefois	Jamais
1. J'ai beaucoup d'énergie pour travailler de longues heures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. J'ai de la confiance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. J'ai des buts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. L'argent me motive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. J'aime prendre des risques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Quand je ne réussis pas, j'apprends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Quand j'ai besoin d'avis, je demande des conseils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Je prends de la responsabilité.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. J'aime la concurrence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Je suis flexible selon la situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Je finis ce que je commence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Je peux résoudre des problèmes grâce à ma créativité.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Je communique bien avec des personnes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vous avez un point pour chaque jamais, deux points pour chaque quelquefois et trois points pour chaque d'habitude. Faites l'addition.

Si vous avez entre 28 et 39 points vous êtes entrepreneur naturel.

Si vous avez entre 13 et 28, un peu d'éducation et expérience aideront votre succès entrepreneurial.

Si vous avez moins de 13, pas de problème, vous pouvez apprendre et être bon entrepreneur.

Adapted from *Entrepreneurship Workbook*, Ministry of Education and Training, Independent Learning Centre

Annexe D

Années	1900	1950	1990	2000	2010
Passe-temps					
Produits					
Services					

Annexe E

Voici une liste des facteurs qui peuvent influencer votre choix d'emploi. Indiquez les cinq plus importants pour vous.

- A. _____ aider les autres
- B. _____ influencer les autres
- C. _____ apprendre des choses
- D. _____ créer des choses
- E. _____ la variété
- F. _____ la stabilité
- G. _____ la sécurité
- H. _____ un défi physique
- I. _____ reconnaissance
- J. _____ le temps libre
- K. _____ la vie en famille
- L. _____ la responsabilité
- M. _____ l'aventure
- N. _____ l'indépendance
- O. _____ travailler seul
- P. _____ travailler avec des autres

Annexe F

Lisez les buts. Faites des changements pour les adapter pour vous-mêmes.

1. Je vais passer trois heures à faire mes devoirs chaque soir.
2. Je vais avoir la note la plus haute dans mon cours de français.
3. Je vais aller au cinéma avec mes amis chaque samedi soir.
4. Je vais recevoir 90 % sur mon test de sciences.
5. Je vais arriver à l'école à 7 h chaque matin.

Écrivez deux buts que vous avez. Essayez d'être précis, réalistes et positifs.

- 1.
- 2.

Annexe G

Rubric for Unit 3: L'idée à la réalité

Activity 9: A Personal Plan

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding <ul style="list-style-type: none"> Use of language structures 	- uses few of the newly acquired language structures	- uses some of the newly acquired language structures	- uses most of the newly acquired language structures	- uses all appropriate newly acquired language structures
Thinking/Inquiry <ul style="list-style-type: none"> use of the writing process 	- uses few steps of the writing process with limited effectiveness	- uses some steps of the writing process with moderate effectiveness	- uses most steps of the writing process with considerable effectiveness	- uses all steps of the writing process with a high degree of effectiveness
Communication <ul style="list-style-type: none"> accuracy and effectiveness clarity of purpose: setting realistic goals and developing logical action steps to achieve them 	<ul style="list-style-type: none"> - writes with limited effectiveness making frequent errors - shows little evidence of planning and development 	<ul style="list-style-type: none"> - writes with some effectiveness making some errors - shows some evidence of planning and development 	<ul style="list-style-type: none"> - writes with considerable effectiveness making occasional errors - shows considerable evidence of planning and development 	<ul style="list-style-type: none"> - writes with a high degree of effectiveness making few errors - shows thorough evidence of planning and development
Application <ul style="list-style-type: none"> makes connections between school and personal experiences by including required elements: academic goals, personal goals, action plan and timeline 	- plan contains a few of the required elements	- plan contains some of the required elements	- plan contains most of the required elements	- plan contains all of the required elements

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Annexe H

	Mon plan d'action	Mes limitations de temps	Mon budget
Mon but personnel			
Mon but d'emploi			
Mon but scolaire			

Unit 4: À votre santé

Subtitle: Le bien-être

Time: 22 hours

Unit Description

Students discuss different aspects of well being such as good nutrition, balanced lifestyle, exercise, time management and smoking issues. As a final task, they review the influences at their school that promote well-being and give an oral presentation on one aspect that is evident in their school.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OCV.01P, OCV.03P, OCV.04P, OCV.05P; REV.01P, REV.02P; WRV.01P, WRV.02P, WRV.03P.

Specific Expectations: OC1.02P, OC1.04P, OC2.01P, OC2.02P, OC2.03P, OC2.04P, OC2.05P, OC3.01P, OC3.02P, OC3.03P, OC3.04P; RE1.01P, RE1.02P, RE1.03P, RE1.05P, RE2.03P; WR1.01P, WR1.04P, WR2.01P, WR2.02P, WR2.04P.

Activity Titles (Time + Sequence)

Activity 1	Être bien dans la peau	150 minutes
Activity 2	Qu'est-ce que c'est que le bien-être?	150 minutes
Activity 3	On est en bonne forme	220 minutes
Activity 4	Bougez!	200 minutes
Activity 5	Les priorités	150 minutes
Activity 6	Fumer – la crise des jeunes	225 minutes
Activity 7	Être en bonne santé	225 minutes

Prior Knowledge Required

- Use of *impératif, imparfait, futur simple*
- Paragraph writing
- Conditional research skills

Planning Notes

- Provide a selection of old magazines and exercise pictures.
- Prepare a list of the key vocabulary for the unit.
- Prepare the necessary student activities using the Annexes.
- Provide consolidation exercises for the language elements.
- Collect or prepare appropriate evaluation rubrics.
- Provide nutrition fact pamphlets from fast food restaurants.
- Provide a French version of Canada's Food Guide (Guide alimentaire canadien – available from Santé Canada web site).
- Provide music appropriate for an exercise routine.
- Make video equipment and the Internet available.
- Prepare self- and peer checklists for an anti-smoking campaign.
- Provide materials for anti-smoking campaign (buttons, T-shirt, poster paper, audio tape, etc.).

Teaching/Learning Strategies

- Categorizing information
- Making a poster
- Keeping a diary and reflecting on choices
- Reading and extracting information
- Researching and reporting
- Creating a video segment
- Creating oral dialogues
- Using the Internet
- Using French/English dictionaries
- Creating an anti-smoking campaign (posters, audio tape, slogans, etc.)
- Giving an oral presentation using audio-visual materials
- Creating teacher-directed lessons
- Discussing in groups

Assessment and Evaluation

Formative

Activity 1	Oral participation Evaluation of poster Vocabulary quiz
Activity 2	Completion of diary Quiz on conditional Evaluation of oral report of reading Self-evaluation in group presentation of article Evaluation of a paragraph using a rubric
Activity 3	Quiz on <i>en</i> with vocabulary of unit Evaluation of written report Evaluation of listening exercise Evaluation of participation in dialogue
Activity 4	Quiz on imperative Evaluation of exercise presentation
Activity 5	Student completion of worksheets Completion of graph
Activity 6	Completion of the <i>chasse au trésor</i> worksheet Evaluation of group planning using student-teacher conference and a checklist Evaluation of research report

Summative

Activity 7	This unit contains a final (oral presentation) where students identify what their school does to promote a healthy lifestyle. This task is assessed using a rubric that reflects the Achievement Chart in the curriculum document.
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Resources

** *A la page, pour le plaisir de lire*. Addison-Wesley. ISBN 0-201-61450-2

Arsenault, Angèle. *Moi, je mange les disques*. Just a Memory Inc., 1995.

Bien dans sa peau. NFB video series code de titre : 193C9295202

* *En Direct 1*. Prentice-Hall Ginn, 1993. ISBN 0-13-062209-5

Getting Assessment Right, FSL Grades 9 and 10. Data Based Directions, Barrie, ON 2000

Le Junk Food. Quebec Science magazine, November, 1999.

* *Le Magazine Entre Amis.* Prentice-Hall Canada. ISBN 0-13-282906-1

** *Passages 3.* Addison-Wesley, 1992. ISBN 0-201-57377-6

** *Passages 3, Cahier d'activités.* Addison-Wesley, 1992. ISBN 0-201-82282-2

Radio Puce. Centre Educatif et Cultrel Inc., 1986. ISBN 2-7617-0309-X

*** *Tous Ensemble, Décollage.* D.C. Heath, 1992. ISBN 0-669-95367-9

*** *Tous Ensemble, Reflexions.* D.C. Heath, 1992. ISBN 0-669-95368-7

** *Voyages 2.* Addison-Wesley, 1995. ISBN 0-201-55240-X

* Now distributed by Gage Educational Publishing.

** Now distributed by Pearson Education Canada.

*** Now distributed by ITP Nelson.

Activity 1: Être bien dans la peau

Time: 150 minutes

Description

Students identify practices that lead to a healthy lifestyle. They learn vocabulary and practise with partners in an interview situation. They apply their knowledge of the vocabulary by preparing a poster that promotes a healthy lifestyle.

Strand(s) and Expectations

Strand(s): Oral Communication, Writing

Overall Expectations

OCV.03P - express ideas and opinions in conversations and teacher-guided discussions;

OCV.05P - use appropriate language conventions during oral communication activities;

WRV.01P - express ideas and opinions in short written texts;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC1.02P - respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information, and presenting dramatizations;

OC2.02P - share opinions and formulate judgements about topics under study;

OC3.04P - interpret the meaning of unfamiliar words (e.g., by recognizing cognates, word families);

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

WR2.04P - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Have a supply of magazines for cutting up to prepare posters.
- Prepare a list of vocabulary necessary for the unit.
- Prepare key questions to generate information about *le bien-être*.
- Prepare an evaluation rubric for the poster.

Prior Knowledge Required

- Use of the *impératif* for writing slogans (giving advice)

New Language Structures

- Vocabulary of the unit

Teaching/Learning Strategies

1. Give pairs of students a list of simple statements that relate to a healthy or unhealthy lifestyle for teens, e.g., *Je mange beaucoup de fruits et de légumes.* (see Annexe A) Students classify the statements as *sain ou malsain*. Each pair of students meets with another pair to verify their classifications. Have the class discuss any vocabulary problems and record these on the board.
2. Ask students what constitutes *le bien-être*. Students use the information from the statements that they classified in Strategy 1 and the teacher asks key questions to generate additional information, e.g., *Quand êtes-vous contents? Quand vous êtes stressés, que faites-vous? D'habitude combien d'heures dormez-vous chaque nuit?* Record the list on the board or on chart paper for visual assistance later in the unit.
3. Students prepare five questions to ask their peers based on the ideas from the board, e.g., *Qu'est-ce que tu manges pour être en bonne santé? Que manges-tu souvent qui n'est pas bon pour la santé? Que doit-on manger souvent pour devenir plus sain? Que fais-tu pour être actif?*, etc. Students find a partner and ask each other their questions. The advice gathered is shared with the class, recorded and posted for reference.
4. Review the imperative of regular and irregular verbs to prepare students to make posters about maintaining a healthy lifestyle.
5. Using old magazines, students cut out pictures of healthy lifestyle choices and create a poster with photos and a written slogan about having a healthy lifestyle. Display these in the classroom.

Assessment/Evaluation Techniques

- Oral participation
- Teacher evaluation of the poster using a rubric
- Vocabulary quiz

Accommodations

- Students use a teacher-prepared vocabulary list.
- Teacher prepares a bank of questions for students to use in the partner exercise.

Resources

* *En Direct 1*. Prentice-Hall, 1993. ISBN 0-13-062209-5, pp. 1-10, 138, 141

*** *Tous Ensemble, Décollage*. D.C. Heath Canada, 1992. ISBN 0-669-95367-9, p. 106-107, 156-159

* Now distributed by Gage Educational Publishing.

*** Now distributed by ITP Nelson.

Activity 2: Qu'est-ce que c'est que le bien-être?

Time: 150 minutes

Description

Students keep a diary for two days to show their eating, sleeping, work, and activity patterns. They complete a short listening exercise on healthy lifestyles and use the information from the listening exercise and their diaries to understand their own lifestyle pattern. They write a paragraph outlining strategies to improve their lifestyles. They learn the formation and use of the conditional tense to discuss possibility.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01P - listen and respond to a variety of spoken texts;

OCV.03P - express ideas and opinions in conversations and teacher-guided discussions;

OCV.05P - use appropriate language conventions during oral communication activities;

REV.01P - read and demonstrate an understanding of a variety of texts;

REV.02P - read a wide range of texts to gather information and to expand their knowledge of the French language;

WRV.01P - express ideas and opinions in short written texts;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;

OC2.02P - share opinions and formulate judgements about topics under study;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

OC3.02P - use newly acquired vocabulary in conversation;

OC3.04P - interpret the meaning of unfamiliar words (e.g., by recognizing cognates, word families);

RE1.02P - read a selection of short stories, articles and poems and develop the main ideas and some supporting details in a different context;

RE2.03P - use French-English dictionaries to determine the meaning of unfamiliar vocabulary;

WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

WR2.02P - revise, edit and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

WR2.04P - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Prepare a diary worksheet for students to record their activities and their food intake for two days before the start of this activity. Give it to the students at the beginning of the unit, so that it is ready for discussion during this activity. Use two columns: one for food and one for the activities. List the hours along the right margin from 6 a.m. to midnight. Students record what they did during those hours (e.g., *8 h 30 – 11 h 10 - classes; 3 h 00 - 4 h 30 - télé*, etc.) Separately, they record what they ate, at mealtime and as snacks. (see Annexe B)

-
- Prepare 10 statements about *le bien-être* that will be read aloud to students as a listening exercise.
 - Prepare several short articles with comprehension questions.
 - Prepare a lesson and consolidation exercises for the conditionnel.
 - Prepare four short scenarios that show different student lifestyles (e.g., an athlete who only eats fast food, a vegetarian who is very sedentary). (see Annexe C)

Prior Knowledge Required

- *Imparfait, futur simple*, paragraph writing

New Language Structures

- Conditional of irregular verbs

Teaching/Learning Strategies

1. Students respond to a teacher-prepared listening quiz (*oui/non*) based on a healthy lifestyle. (See Planning Notes.)
2. Using the diaries that they kept, students make a list of what they do well to maintain a healthy lifestyle and the things they did that are not healthy. They share these positive things with the class.
3. Make available to the students several short articles about maintaining well-being. Students choose one of the articles available, and answer comprehension questions. Students then meet with the others who read the same article and verify the answers to the comprehension questions. Using the answers to their questions, the group prepares a short oral report that provides a résumé of the article to the rest of the class.
4. Using examples from the quiz and the reading selections, teach the formation and the use of the conditional (e.g., *Pour être en bonne santé, Paul ferait plus d'activités physiques.*). Students complete consolidation exercises.
5. Brainstorm with students suggestions one could give *Pour être en meilleure santé*. List the verbs suggested on the board. Practise the conditional of these verbs orally. Model writing a paragraph that makes suggestions for an imaginary student that uses at least three of the suggested verbs in the conditional. Provide students with scenarios of students' lifestyles. (See Annexes C) Students choose a scenario and write a paragraph, using the conditional to provide suggestions for improving his or her lifestyle.

Assessment/Evaluation Techniques

- Student participation in keeping the diary
- Quiz on the conditionnel
- Evaluation of oral report of reading
- Self-evaluation of participation in group presentation of the article
- Evaluation of the written paragraph using a writing rubric

Accommodations

- Provide a written copy of the oral quiz on healthy lifestyles.
- Encourage peer helpers or allow pairs to read the article together.

Resources

* *En Direct 1*. Prentice-Hall, 1993. ISBN 0-13-062209-5, p. 77, 138,139, 148

*** *Tous Ensemble, Réflexions.* « *La timidité : ça se soigne!* ». D.C. Heath Canada, 1992. ISBN 0-669-95368-7

Radio Puce. Centre Éducatif et Culturel inc., 1986. ISBN 2-7617-0309-X, p. 42-45

*** *Tous Ensemble, Décollage*. D.C. Heath Canada, 1992. ISBN 0-669-95367-9, p. 108-109
Vitalité. program of Santé Canada

** *Voyages 2*. Addison-Wesley, 1995. ISBN 0-201-55240-X, Unité 3

* Now distributed by Gage Educational Publishing.

** Now distributed by Pearson Education Canada.

*** Now distributed by ITP Nelson.

Activity 3: On est en bonne forme!

Time: 220 minutes

Description

Students discuss reasons for the popularity of fast food for different segments of the population and visit fast food outlets to gather information about the nutritional aspects of the food. Then prepare a short written report. In a prepared conversation, students compare fast food restaurants. Students learn the use of the pronoun *en*.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.03P - express ideas and opinions in conversations and teacher-guided discussions;

OCV.04P - make oral presentations on a variety of topics;

OCV.05P - use appropriate language conventions during oral communication activities;

REV.01P - read and demonstrate an understanding of a variety of texts;

REV.02P - read a wide range of texts to gather information and to expand their knowledge of the French language;

WRV.01P - express ideas and opinions in short written texts;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;

OC2.01P - use simple and complex sentences in conversations, discussions, and dramatizations relating to topics under study;

OC2.02P - share opinions and formulate judgements about topics under study;

OC2.04P - prepare and present short dialogues on topics under study;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

OC3.03P - use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message;

RE1.01P - acquire information from a variety of materials (e.g., newspaper and magazine articles, job advertisements, publicity ads, CD-ROMs, computer software);

RE1.05P - use specific research skills (e.g., identifying sources, data gathering, note taking) in preparing an assignment;

WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

WR1.04P - write a brief report based on researched information;

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

WR2.02P - revise, edit and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

WR2.04P - incorporate newly acquired vocabulary into their written work.

Planning Notes

- Collect nutrition sheets from fast food restaurants, or a calorie list that includes food typically found at fast-food restaurants.
- Collect pictures/menus from fast-food restaurants.
- Prepare a lesson and consolidation exercises on the pronoun *en*.
- Prepare a listening exercise on fast food (see Resources).
- Prepare a data collection sheet for students to use as they visit the fast-food restaurants.

Prior Knowledge Required

- Adjectives, expressions of quantity, food vocabulary

New Language Structures

- Pronoun *en*

Teaching/Learning Strategies

1. Ask students to name their favourite fast-food restaurant and list the names on the board. Ask students to name what they typically eat when there. Give students a calorie list and ask them to calculate the number of calories in a typical fast-food meal. Discuss this number of calories in relation to the number of calories a teenager should consume in a day. You might also wish to total the number of fat grams in this meal. (The recommended number per day is between 20 and 30 grams.)
2. Use the fast-food vocabulary to teach a lesson on the pronoun *en*, including consolidation exercises (e.g., *Combien de calories est-ce qu'il y a dans un Big Mac? Il y en a 1500!*).
3. Students listen to a conversation that has fast food as its focus, and identify the information they hear e.g., *Tous Ensemble; Décollage, Unité 3, Ecoutons 2*.
4. Give students data collection sheets (see Planning Notes) and have them visit a fast-food restaurant. Students prepare a short, written report on the restaurant that they visited outlining the positive and negative aspects. They include all the information from their data collection sheet. After preparing a rough draft, students work together to peer edit. Students prepare a final copy to be evaluated.
5. Using the information they collected on their data sheets, students share ideas with the class about a) what attracts them to a fast-food restaurant and b) why fast food might be detrimental to their health. Record the ideas on the board. Students use these ideas to create a short dialogue between two friends who are arguing the merits of different fast-food restaurants.
6. Extension: Groups of students who visited different fast-food restaurants make comparisons of menus (fat content of food, vitamins, calorie counts) and prepare a graph of their findings.

Assessment/Evaluation Techniques

- Quiz on the use of *en* with the vocabulary of the unit
- Evaluation of the written report using a rubric prepared in consultation with the class
- Evaluation of the listening exercise
- Evaluation of student participation in dialogue

Accommodations

- Teacher-prepared vocabulary list
- Teacher-prepared outline for written report
- Teacher-prepared model for dialogue

Resources

Arsenault, Angèle. *Moi je mange; J'ai vécu bien des années. (disques)* Just a Memory Inc., 1995.

Bien dans sa peau. NFB Video series, Code de titre : 193C 9295 202

* *En Direct 1.* Prentice-Hall Canada, 1993. ISBN 0-13-062209-5, p. 4-5

Guide alimentaire canadien. Santé Canada website

Le junk food. Quebec Science magazine. Novembre, 1999, p. 14-18

** *A la page 1, Pour le plaisir de lire, « Manger pour vivre ou vivre pour manger? ».* Addison-Wesley, 1999. ISBN 0-201-61450-2, p. 26-32

Passages 3. Addison-Wesley, 1992. ISBN 0-201-57377-6, p. 182-186

Passages 3. Cahier d'activités. Addison-Wesley. ISBN 0-201-82282-2

*** *Tous ensemble, Décollage.* D.C. Heath, 1992. ISBN 0669-9537-9, p. 110-124

Vitalité, Santé Canada website www.hc-sc.gc.ca

* Now distributed by Gage Educational Publishing.

** Now distributed by Pearson Education Canada.

*** Now distributed by ITP Nelson.

Activity 4: Bougez!

Time: 200 minutes

Description

Students design and videotape an exercise routine (kick-boxing, aerobics, boxercise, weights, dance) using appropriate music, verbs in the imperative and expressions of encouragement.

Strand(s) and Expectations

Strand(s): Oral Communication

Overall Expectations

OCV.04P - make oral presentations on a variety of topics;

OCV.05P - use appropriate language conventions during oral communication activities.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;

OC2.04P - prepare and present short dialogues on topics under study;

OC2.05P - give individual or group oral presentations on topics under study, incorporating audio and visual aids;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

OC3.03P - use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message.

Planning Notes

- Plan a series of humorous exercises that can be done in the confines of a classroom.
- Find some music that lends itself to exercising.
- Prepare pictures of people exercising (different exercises) or pictures of people that can be used for the humorous exercises (e.g., nose lifts).
- Prepare a list of expressions of encouragement.
- Prepare a review lesson and consolidation exercises on the imperative.
- Find a safe space for students to plan and make their exercise video.
- Plan to use video equipment.
- Consult the Health and Physical Education teachers for resources.

Prior Knowledge Required

- Imperatives

New Language Structures

- Expressions of encouragement

Teaching/Learning Strategies

1. Play some music that has a rhythm conducive to exercise. Ask the class to stand for some exercise. Give a command that can be easily done in the confined space (e.g., *Levez le doigt... dix fois, neuf fois... huit... sept... c'est ça... vous pouvez le faire... trois... deux... un... Bon effort!!*) Keep going with a second "exercise" using the imperative and several expressions of encouragement. Ask a student to suggest a third exercise.
2. Ask students for verbs and expressions of encouragement that they heard in Strategy 1. List the verbs used and the expressions of encouragement on the board for students to use.
3. Give each student a picture of someone doing an aerobic exercise, or someone who could be doing some sort of exercise like the ones just practiced in class (a foot curl, a nose up, etc.). Have students prepare some instructions for the exercise in the picture and have them include an expression of encouragement.
4. Students form groups of three and each student in turn gives instructions to the other two students to verify that students can follow the instructions. Be aware that some room might be needed for this group exercise and that the students need to be aware of any safety issues involved.
5. The group chooses the exercise that they like the best to instruct to the whole class.
6. Record imperatives as the group uses them and reviews the formation and use of imperatives. Provide consolidation exercises.
7. Divide the class into groups. One group is responsible for an exercice de réchauffement, 2-3 groups are responsible for *des exercices cardio-pulmonaires* and one group for *un exercice de refroidissement*. Have students choose the exercise that they want to present; they prepare the instructions using the imperative and several expressions of encouragement to be used during the exercise. Students choose the music to accompany their part and the class puts the segments together to create an exercise video.
8. Find a place for students to practise and then to video the exercise segments.

Assessment/Evaluation Techniques

- Quiz on imperatives
- Evaluation of the exercise segment using a rubric developed with the class

Accommodations

- Provide a bank of exercise instructions from which students can choose.

Resources

* *Le magazine Entre Amis*, « Antoine Moréno, marathonien ». Prentice-Hall Canada. 1994. ISBN 0-13-282906-1, p. 16

* *En Direct 1*. Prentice-Hall Canada, 1993. ISBN 0-13-062209-5, p. 7

Guide d'activité physique. <http://www.guideap.com>

Radio Puce. Centre Educatif et Culturel inc., 1986. ISBN 2-7617-0309-X, p. 52-57

*** *Tous Ensemble, Décollage*. D.C. Heath, 1992. ISBN 0-669-95367-9, p.164-191

* Now distributed by Gage Educational Publishing.

*** Now distributed by ITP Nelson.

Activity 5: Les priorités

Time: 150 minutes

Description

Students prioritize the importance of the things and people in their lives. They use this information to create a circle graph of the ideal division of time for these things in their lives. They review the conditional tense of verbs.

Strand(s) and Expectations

Strand(s): Oral Communication, Writing

Overall Expectations

OCV.03P - express ideas and opinions in conversations and teacher-guided discussions;

OCV.04P - make oral presentations on a variety of topics;

OCV.05P - use appropriate language conventions during oral communication activities;

WRV.01P - express ideas and opinions in short written texts.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;

OC1.04P - take brief notes on presentations, oral reports, and discussions;

OC2.02P - share opinions and formulate judgements about topics under study;

WR1.04P - write a brief report based on researched information.

Planning Notes

- Prepare a student worksheet with four columns: 1) a list of things/people, 2) *priorités*, 3) *heures dans une semaine*, 4) discussion. (See Teaching/Learning Strategies 1.)
- Prepare a sample pie chart to show time spent on activities during a week.

Prior Knowledge Required

- *Conditionnel*

New Language Structures

- None

Teaching/Learning Strategies

1. Give students a worksheet that has as its first column a list of the things/people that are important in the life of a teenager, e.g., *les devoirs, les examens, les classes, les emplois, les amis, les parents, les frères/sœurs, les sports, les loisirs, les clubs*. Include two or three blanks at the bottom of the list for students to add anything they would like. In the second column, students prioritize the list by giving each a number from 1 to 10. In the third column, they estimate the amount of time they spend on each one in a week.
2. Discuss with the class, orally, the priorities and the time spent on each one. Ask what their biggest stress is and how it relates to the priorities and to the time spent, e.g., *Est-ce que le plus grand stress est aussi la première priorité? Quelle est la relation entre le stress et le temps que tu passes avec la personne la chose/l'activité?* Students note discussion points in the fourth column of their worksheet.
3. Review the formation and use of the conditional, using verbs necessary for this activity (e.g., *travailler, faire, passer du temps, aller* etc.).
4. Students imagine, then create their ideal week in the form of a pie chart/circle graph. The circle represents 100% of the hours in a week. Students decide how much time they would spend on their priorities, including what they have to do in a week, e.g., school, household chores, homework, etc.
5. Students share their completed graphs with a small group.

Assessment/Evaluation

- Student completion of worksheet
- Completion of pie chart/circle graph

Accommodations

- Students work in pairs.

Resources

*** *Tous Ensemble, Décollage*. D.C. Heath Canada, 1992. ISBN 0-669-95367-9, p. 150

*** Now distributed by ITP Nelson.

Activity 6: Fumer – la crise des jeunes

Time: 225 minutes

Description

Using the Library/Resource Centre and the Internet, students research facts about the subject of smoking and young people. In groups, students plan and conduct an anti-smoking campaign in French in their school, by means of posters, announcements, brochures, and quizzes. They prepare a brief written report on smoking adopting a particular point of view.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.03P - express ideas and opinions in conversations and teacher-guided discussions;

OCV.05P - use appropriate language conventions during oral communication activities;

REV.02P - read a wide range of texts to gather information and to expand their knowledge of the French language;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;

OC2.02P - share opinions and formulate judgements about topics under study;

OC2.03P - present an argument, a point of view, or researched information relating to a topic under study;

RE1.01P - acquire information from a variety of materials (e.g., newspaper and magazine articles, job advertisement, publicity ads, CD-ROMs, computer software);

RE1.03P - read a wide range of texts (e.g., public surveys, articles, e-mail, pen-pal communications) and respond through discussion or by giving short answers;

RE1.05P - use specific research skills (e.g., identifying sources, data gathering, note taking) in preparing an assignment;

WR1.01P - write in a variety of forms (e.g., a paragraph expressing an opinion, a personal letter, a newspaper article, a dialogue, a job advertisement, a research report);

WR1.04P - write a brief report based on researched information;

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

WR2.02P - revise, edit and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style.

Planning Notes

- Collect as many facts as possible about smoking and young people.
- Prepare a research worksheet for smoking research.
- Put statements, both true and false, on chart paper to post in classroom.
- Have stickers available for students to place on smoking statement charts.
- Prepare a planning sheet for the student anti-smoking campaign.
- Prepare an evaluation checklist for student-teacher conferences.

Prior Knowledge Required

- research skills (Resource Centre, Internet)

New Language Structures

- None

Teaching/Learning Strategies

1. Ask students to imagine that they are 30 years of age and have \$15,000 to spend. What would they buy? *Si vous aviez 15 000 \$ à dépenser, qu'est-ce que vous acheteriez?* Review the formation and use of the conditional. When all students have had a chance to "spend", tell them that if they start smoking at approximately 13 years of age and continue (one pack a day) until they are 30, they will spend \$15,000 on cigarettes (at today's prices). This information is from the Santé Canada website (see Resources).
2. Give students a research worksheet that asks them to find information about smoking and teenagers. Use the Internet (direct students to the Santé Canada website), other resources in the Resource Centre, brochures and their peers to find the answers.
3. Using chart paper, post statements about smoking around the room. Give students stickers and have them place stickers on the facts that they think are true. Discuss the results. Have students share the information from their research worksheets to verify the facts on the chart paper.

-
4. Have students design an anti-smoking campaign in French for the school. Discuss how the most effective campaign might be run: slogans and posters, audio announcements, distribution of brochures, visit by public health personnel, etc. Groups of students plan different parts of the campaign. One group might design, print and post anti-smoking posters around the school. Another group might create an announcement to be read on the P.A. system. A third group might design an anti-smoking button or T-shirt that can be made up. A fourth group might create an anti-smoking quiz to administer in another French class in the school. (The student with the most correct answers might win the T-shirt designed by the other group.) Students choose an activity. They prepare a plan and a rough draft of the written work and then conference with the teacher. Students carry out their plan under the guidance of the teacher.
 5. Students write a brief research report including five facts that they have learned about smoking and explaining a particular point of view.

Assessment/Evaluation Techniques

- Student completion of research worksheet
- Evaluation of group planning using a teacher conference and a checklist
- Evaluation of the research report

Accommodations

- Prepare a vocabulary list for student use during this activity.
- Allow students to work in pairs for the research.
- Arrange heterogeneous groupings for the anti-smoking campaign so that stronger students may be peer helpers.

Resources

Websites

Santé Canada <http://www.hc-sc.gc.ca>

Tabac-tabagisme www.tabac-net.ap-hop-paris.fr

Activity 7: Être en bonne santé

Time: 225 minutes

Description

In groups, students do an oral presentation identifying things that their school does to promote a healthy lifestyle. The presentation is 5- to 10-minutes long and incorporates audio and visual aids. Each group of students will look at one aspect of *le bien-être* that is represented at their school (food offered in the cafeteria, physical activity, anti-smoking information, student stress relievers, help in time management). The preparation includes research of information related to the unit.

Strand(s) and Expectations

Strand(s): Oral Communication, Writing

Overall Expectations

OCV.03P - express ideas and opinions in conversations and teacher-guided discussions;

OCV.04P - make oral presentations on a variety of topics;

OCV.05P - use appropriate language conventions during oral communication activities;

WRV.02P - create short written texts in structured and open-ended situations;

WRV.03P - identify and use appropriate language conventions in their written work.

Specific Expectations

OC1.01P - understand and follow instructions for classroom activities;

OC1.02P - respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information, and presenting dramatizations;

OC2.03P - present an argument, a point of view, or researched information relating to a topic under study;

OC2.05P - give individual or group oral presentations on topics under study, incorporating audio and visual aids;

OC3.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24);

OC3.03P - use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message;

WR1.04P - write a brief report based on researched information;

WR2.01P - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24).

Planning Notes

- Survey the school staff to prepare a list of staff who could answer student questions in French.
- Prepare an evaluation rubric to evaluate group oral reports.

Prior Knowledge Required

- Interrogatives

New Language Structures

- None

Teaching/Learning Strategies

1. As a whole class activity, do a mind map (web), using the question: *Comment est-ce qu'on encourage le bien-être dans notre école?* Start with locations that affect health and well-being (cafeteria, gym, counselling office, main office), and work out from these. Encourage the use of the dictionary to keep all the entries in French.
2. Use the information on the mind map to formulate a key question to direct the research for each school location identified, e.g., *Est-ce que la nourriture à la cafétéria encourage le bien-être?* Put each question on a piece of chart paper and post these around the room. Ask students to go to the question that interests them the most. Encourage students to spread out evenly, if possible.
3. Have each group formulate key questions that they use to find out about the promotion of health and well-being in the school. There should be the same number of questions as there are group members so that each student has one question to answer. The teacher edits questions so that the French is correct.
4. Students find the answer to their questions by asking two to three people in the school who have responsibilities in that area (e.g., The cafeteria staff answer questions on nutritious lunches, the sale of fast food, etc.).
5. Students bring answers back to the group and put them together into a group oral report. The group then decides how to present their information to the class using visual aids. Each group presents to the class.

Assessment/Evaluation Techniques

- Student participation in group work
- Group oral presentation

Accommodations

- Teacher-prepared questions for research
- Student partners for research
- Teacher-prepared plan for oral report

Resources

A list of personnel in the school who speak French would be helpful so students could conduct their research interviews in French.

Annexe A

A votre santé

Sain ou malsain?

Lisez les phrases suivantes et décidez si on est sain ou malsain. Couchez la boîte appropriée.

	Sain	Malsain
1. Je mange beaucoup de fruits et de légumes.	_____	_____
2. Je regarde les vieux films à deux heures du matin.	_____	_____
3. Je me promène avec mon chien tous les jours.	_____	_____
4. Je mange seulement des hamburgers, des frites, des tacos et de la pizza.	_____	_____
5. Je passe la plupart de mon temps libre à regarder la télé.	_____	_____
6. J'adore jouer aux sports et joue pour mon école!	_____	_____
7. Je fume avec mes amis et nous allons au centre commercial après les cours.	_____	_____
8. Je prends des leçons de danse, de piano et de yoga.	_____	_____

Qu'est-ce que tu ferais pour être en bonne santé?

Annexe B

Activités

Je m'appelle _____

Date : _____

Heures	Mes activités
6 h 00 - 7 h 00	
7 h 00 - 8 h 00	
8 h 00 - 9 h 00	
9 h 00 - 10 h 00	
10 h 00 - 11 h 00	
11 h 00 - 12 h 00	
12 h 00 - 13 h 00	
13 h 00 - 14 h 00	
14 h 00 - 15 h 00	
15 h 00 - 16 h 00	
16 h 00 - 17 h 00	
17 h 00 - 18 h 00	
18 h 00 - 19 h 00	
19 h 00 - 20 h 00	
20 h 00 - 21 h 00	
21 h 00 - 22 h 00	
22 h 00 - 23 h 00	
23 h 00 - 24 h 00	

Annexe C

Bernadette

Bernadette veut tout faire. Quand quelqu'un lui demande de faire quelque chose, Bernadette dit toujours, « Qui ». Elle travaille au restaurant tous les jours. Elle joue dans l'orchestre à l'école, et elle est la capitaine de l'équipe de ballon-panier. Bernadette est très fatiguée et elle doit étudier pour ses examens.

Maintenant elle est malade. Qu'est-ce que Bernadette devrait faire pour être en meilleure santé

Estelle

Estelle croit qu'elle est en très bonne santé parce qu'elle est très mince. Elle ne mange JAMAIS de « fast food ». Estelle fait des exercices aérobiques tous les jours. En effet, elle travaille au club de santé, mais elle fume.

Ou'est-ce qu'Estelle devrait faire pour être en meilleure santé

Jacques

Jacques était superathlète! Il jouait à tous les sports à l'école – surtout au football! Jaques était le capitaine de son équipe, le joueur qui gagnait le match au dernier moment.

Mair regardez – le maintenant! It ne mange que du « fast food », il n'a pas d'énergie, et il ne dort pas bien. Maintenant, Jacques regarde toujours la télé.

Qu'est-ce que Jacques devrait faire pour être en meilleure santé

Annexe D

Oral Presentation Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding <ul style="list-style-type: none"> knowledge of required elements: vocabulary of the unit and correct verb tenses 	- demonstrates limited knowledge of the required elements	- demonstrates some knowledge of the required elements	- demonstrates considerable knowledge of the required elements	- demonstrates thorough knowledge of the required elements
Thinking/Inquiry <ul style="list-style-type: none"> planning process 	- demonstrates little evidence of planning	- demonstrates some evidence of planning	- demonstrates clear evidence of planning	- demonstrates clear evidence of planning
Communication <ul style="list-style-type: none"> clarity accuracy of oral language using the required elements 	<ul style="list-style-type: none"> - communicates information with limited clarity - uses the required elements with limited accuracy 	<ul style="list-style-type: none"> - communicates information with moderate clarity - uses the required elements with some accuracy 	<ul style="list-style-type: none"> - communicates information with considerable clarity - uses the required elements with considerable accuracy 	<ul style="list-style-type: none"> - communicates information with a high degree of clarity - uses the required elements with a high degree of accuracy
Application <ul style="list-style-type: none"> presentation pronunciation, intonation, liaison use of notes visuals 	<ul style="list-style-type: none"> - demonstrates limited ability in presenting - makes frequent use of notes - uses visuals with limited visuals 	<ul style="list-style-type: none"> - demonstrates some ability in presenting - often uses notes - uses visuals with some effectiveness 	<ul style="list-style-type: none"> - demonstrates considerable ability in presenting - uses notes occasionally - uses visuals with considerable effectiveness 	<ul style="list-style-type: none"> - demonstrates a high degree of ability in presenting - uses notes rarely or not at all - uses visuals with a high degree of effectiveness and creativity

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.