

Public District School Board Writing Partnership

Course Profile

Core French

Grade 9
Applied

• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 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.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

© Queen's Printer for Ontario

Acknowledgments

Lead Board:

Peel District School Board

Director: Harold Brathwaite

Superintendent of Program Services: Sandy Gray

Project Leader

Georgette Bolger

Course Profile Writing Team:

Georgette Bolger, Peel District School Board

Bonnie Carter, Simcoe District School Board (retired)

Rob Foster, Durham District School Board

Sara Garnick, York Region District School Board

Callie Mady, Peel District School Board

Shona McGregor, Peel District School Board

Unit 1: Je m’entends bien: Relationships among me and my friends, family, and teachers

Time: 20 hours

Strand(s) and Expectations

Overall Expectations:

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

Reading: REV.01, REV.02 REV O3.

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

Specific Expectations:

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

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

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

Unit Description

As a final task in this unit students write a letter to a prospective pen-pal outlining some past events, describing life in the present and expressing some plans and desires for the future.

During the unit, students review language elements from Grades 7 and 8 and use them in getting to know their classmates. They learn new vocabulary in discussing relationships with peers, teachers, and families. The teacher establishes classroom routines and assists students in setting goals for the Grade 9 school year.

Activity Titles (Time and Sequence)

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

Prior Knowledge Required

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

Unit Planning Notes

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

Teaching/Learning Strategies

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

Assessment/Evaluation

Formative:

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

Summative:

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

Resources

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

These resources are:

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

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

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

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

Web sites are listed in the activities.

Activity 1: Faire connaissance

Time: 150 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.01, OCV.05.

Reading: REV.02.

Writing: WRV.01.

Specific Expectations

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

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

Planning Notes

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

Prior Knowledge Required

- interrogatives, position and agreement of adjectives

Teaching/Learning Strategies

1. Using the bingo cards as reference, the teacher guides the students in formulating questions based on the suggested sentences (e.g., Est-ce que tu as fait la grasse matinée ce matin?).
2. Students then circulate asking each other the simple questions prompted by the bingo card. The students record the names of their classmates who answer yes, trying to get five different names in a row.
3. The teacher asks questions to confirm students' answers, using other interrogatives [e.g., Qui a fait la grasse matinée ce matin? (Christine) Qu'est-ce que Paul aime? (le hockey)].

4. The teacher elicits question that students might ask a newcomer and records them on the board for use in student interviews.
5. Students interview each other in pairs using the questions on the board and/or ones of their own. The partners then join another pair and present their partner to the group.
6. The teacher encourages students to share their information by asking questions such as “ Qui a une réponse intéressante? Une réponse drôle? Une réponse surprenante? etc.
7. Students complete a personality survey, previously chosen or created by the teacher. The students react to the survey results by making a T-chart. On the T-chart the students categorize what they think is true or false comparing the survey to their perception of themselves.

Vrai	Faux

8. Students use the information in the Vrai column to write complete sentences about themselves

Assessment/Evaluation

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

Accommodations

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

Resources

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

Destinations 4, Cahier d’activités, Copp Clark Pitman, ISBN0-7730-5202-X, p. 6

Passages 3 Cahier d’activités, Addison Wesley, ISBN 0-201-82282-2, p. 90

Tous ensemble, Décollage, D.C. Heath distributed by ITP Nelson, ISBN 0669-9537-9, p. 51

Tous ensemble, Décollage, Cahier d’activités, D.C. Heath distributed by ITP Nelson, ISBN 0-669-95397-0

Activity 2: Moi et les autres

Time: 225 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.01, OCV.05.

Writing: WRV.02, WRV.03.

Specific Expectations:

Oral Communication: OC2.03, OC3.01.

Writing: WR1.04, WR2.01.

Planning Notes

- The teacher prepares pies on chart paper for use in groups.
- Students use guided pie charts (circle graphs) which include teacher provided sentence starters.
- The teacher prepares a list of adjectives for spider map activity.
- The teacher prepares spider maps: Five circles (circle graphs) with the centres filled in: 1 Je suis, 2 Je veux être, 3 Un bon prof est, 4 Un bon ami est, 5 Une bonne famille est. Lines (spider legs) branch out from the circles for students to write on.
- The teacher chooses consolidation activities for adjectives.
- The teacher reviews acceptable use policy for e-mail and the Internet, arranges a practice lesson in the computer lab to set up e-mail addresses, and teaches how to use e-mail (connections with Information Technology Teacher).
- The teacher arranges an e-mail agreement with another class, board, school, or country.
- Learning experiences used: group sharing, teacher-directed lesson, e-mail.

Prior Knowledge Required

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

Teaching/Learning Strategies

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

Assessment/Evaluation

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

Accommodations

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

Resources

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

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

Destinations 4, Cahier d'activités, Copp Clark Pitman, distributed by Addison Wesley Longman, ISBN 0-7730-5202-X, p. 4-5

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

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

Tous ensemble, Décollage, D.C. Heath distributed by ITP Nelson, ISBN 0-669-9537-9, p. 60

Tous ensemble, Décollage, Cahier d'activités, D.C. Heath distributed by ITP Nelson, ISBN 0-669-95307-0, p. 72-74

Activity 3: L'habit ne fait pas le moine

Time: 150 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.02.

Reading: REV.01.

Writing: WRV.01.

Specific Expectations:

Oral Communication: OC1.02.

Reading: RE1.01.

Planning Notes

- The teacher gathers pictures of people.
- The teacher prepares a positive adjective list with blanks beside each adjective. (Activity 1)
- The teacher arranges for a video/video clip that demonstrates personal characteristics through people's words or actions. (See Resources.)

-
- The teacher prepares questions for video, asking students to describe the characters' personalities and substantiate their opinion with evidence from the video.
 - The teacher chooses consolidation activities in order to review the passé composé.
 - The teacher provides reading selections on the theme of relationships. (See Resources.)
 - Learning experiences used: whole class group sharing, teacher lesson

Prior Learning Required

- passé composé, adjectives

Teaching/Learning Strategies

1. The teacher discusses social skills and acceptable behaviour with students to remind them to be sensitive to differences. Students write their names in large print at the top of the teacher-prepared adjective list (only positive adjectives) and place it on their desks. The students then circulate around to their classmates' desks signing their names on their classmates' sheets to indicate what adjective best describes their classmate. Having circulated to each desk, the students then return to their desk and review their classmates' perceptions of them. They indicate which perceptions they agree or disagree with or find interesting.
2. The teacher displays numbered pictures of people. Students circulate with paper and pen writing the picture number and an adjective for each picture on their paper. Once complete, the teacher lists adjectives used by students to describe each picture. The teacher states or elicits from students the common use of adjectives for each picture, thereby revealing common perceptions.
3. Students participate in focussed viewing of a video. Comprehension can be assessed in a small quiz (e.g., who? what? where? when?).
4. The teacher pauses the video. Students respond to teacher-prepared questions on the characters presented in the video. After viewing, the teacher notes characteristics with the supporting evidence (i.e., what the characters did or said and/or what people said about them) on the board (e.g., sportive: elle a joué au badminton, elle a fait du vélo; artistique: elle a chanté, elle a fait une peinture).
5. The teacher asks students how to form the passé composé as demonstrated in Strategy 4.
6. If using video resources such as "Un choix d'été" or "Haut les mains", listed in resources, the students identify vocabulary used in the video from Canada that may be different in other French-speaking regions.
7. Students complete consolidation activities on the passé composé.
8. Students read and respond to a short novel or excerpt on the topic of relationships. (See Resources.) Students read articles or passages about relationships and complete follow-up activities such as answering content questions and dramatizing a section of the reading.

Assessment/Evaluation

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

Accommodations

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

Resources

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

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

Pour tout dire, Haut les mains, [video], Office national du film du Canada, C 0288 021

Tous ensemble, Décollage, D.C. Heath distributed by ITP Nelson, ISBN 0-669-95367-9, pp. 84-85

Tribunal des jeunes, Copp Clark Pitman distributed by Addison Wesley Longman, ISBN 0-7730-5321-2

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

Activity 4: Un poème

Time: 150 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.01.

Reading: REV.02, REV.03.

Writing: WRV.02, WRV.03.

Specific Expectations:

Oral Communication: OC2.03, OC3.01.

Reading: RE1.01.

Writing: WR.01, WR2.01, WR2.04

Planning Notes

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

Prior Knowledge Required

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

Teaching/Learning Strategies

1. The teacher asks key questions related to relationships to introduce the theme.
2. The teacher selects a well known poem such as “Déjeuner du matin” by Jacques Prévert to introduce the passé composé of irregular past participles with *avoir*.
3. The teacher reads the poem aloud using actions to clarify meaning.
4. Students identify all the verbs in the poem. The teacher consolidates information by teaching a mini lesson on passé composé.

-
5. Students read the poem aloud to the class and mime the actions.
 6. Students write a concrete poem (writing in a shape) using the passé composé.
 7. **Extension:** Students write and perform a rap using the passé composé.

Assessment/Evaluation

- Teacher evaluation of learning skills and student participation in activity. (Observation Checklist)
- Teacher evaluation of use of required elements in the poem.

Accommodations

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

Resources

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

Entre amis 3, Prentice Hall Canada INC., ISBN 0-13-287996-4, cahier p. 129

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

Réflexions, D.C. Heath Canada Ltd. distributed by ITP Nelson,
ISBN 0-669-95368-7, p. 40

Rencontres, Copp Clark Pitman Ltd. distributed by Addison Wesley,
ISBN 0-669-95063-7, p. 40

Repères, quatrième dossier, Histoires de coeur, CEC Inc. ISBN 2-7617-0299-9

Tous ensemble, Décollage, D.C. Heath Canada LTD. distributed by ITP Nelson,
ISBN 0-669-95367-9, p. 99

Activity 5: Le coin des opinions

Time: 150 minutes

Description

Students prepare and give an oral performance using a public forum (le coin des opinions) format expressing their opinions about relationships.

Strand(s) and Expectations

Overall Expectations:

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

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

Specific Expectations:

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

Writing: WR2.01, WR2.04.

Planning Notes

- The teacher prepares a model for the monologue.
- The teacher prepares key questions on the following topics: les copains, les filles et les garçons, la famille, l'école et les profs, mon/mes héros.
- The teacher books video recording equipment and provides videotapes for recording.
- The teacher selects a listening activity about relationships.
- Learning experiences used: group work

Prior Knowledge Required

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

Teaching/Learning Strategies

1. The teacher asks questions about the following topics: les copains, les filles et les garçons, la famille, l'école et les profs, mon/mes héros. The students share their opinions by answering the questions.
2. Students complete the listening activity selected by the teacher about relationships that would generate differences of opinion. Students listen several times to complete task.
3. The teacher introduces “le coin des opinions.” The students prepare a monologue stating an opinion on a topic dealing with relationships. These monologues are videotaped outside the classroom and are shown to the class later. The students write five sentences on one of the topics: “les copains, les filles et les garçons, la famille, l'école et les profs, mon/mes héros” using a teacher-prepared model. The teacher edits the monologue before videotaping.
4. The teacher shows videos to the class.
5. **Extension:** Students prepare a dialogue. Two friends discuss a situation; one has a problem and seeks advice from his/her friend. They must find a solution: “j’ai un problème, je ne suis pas un bébé, mes parents ne voient pas que je suis un adolescent... Tu vas dire..., tu vas proposer...”

Assessment/Evaluation

- Checklist of the performance on video.
- Peer and teacher evaluation of the performance on video.

Accommodations

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

Resources

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

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

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

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

Tribunal des jeunes, Copp Clark Pitman, ISBN 0-7730-5321-2

Reading Resources

Tous ensemble, Réflexions volume 1, D.C. Heath distributed by ITP Nelson, ISBN 0-669-95368-7, pp. 31-2, 36-7

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

Activity 6: Docteur Dimoitou

Time: 150 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.04.

Reading: REV.01.

Writing: WRV.01, WRV.03.

Specific Expectations

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

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

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

Planning Notes

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

Prior Knowledge Required

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

Teaching/Learning Strategies

1. The teacher distributes the problem to half the class and solutions to the other half. (Appendix A)
Students circulate to find their matching problem or solution. The pair reads the problem and solution aloud to the class to verify.
2. Students read selected advice columns and answer oral comprehension questions.
3. Students present one of the letters orally in the form of a counsellor/student interview, hot-line, etc.
The students prepare a dialogue. Two friends discuss a situation, one has a problem and seeks advice from his/her friend. They must find a solution: “j’ai un problème, je ne suis pas un bébé, mes parents ne voient pas que je suis un adolescent. Tu vas dire..., tu vas proposer...”

Assessment/Evaluation

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

Accommodations

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

Resources

Entre amis 3, Prentice Hall Canada Inc., ISBN 0-13-288010-5, feuilles SVII-57, SVII-64

Reading Resources

Jeunesse Mag, Copp Clark Pitman Ltd., distributed by Addison Wesley Longman, ISBN 0-7730-5322-0, p. 3.

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

Activity 7: Je corresponds!

Time: 225 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

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

Specific Expectations:

Writing: WR1.02.

Reading RE2.05.

Planning Notes

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

Prior Learning Required

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

Teaching/Learning Strategies

1. The teacher asks personal questions of students to introduce pen pal writing, (e.g., Avez-vous des correspondants? Recevez-vous des lettres? de qui? d'où?).
2. The teacher shares the model of a pen pal letter. (Appendix B)
3. Students read the teacher-prepared model out loud.
4. The teacher explains the required content for the letter, (e.g., use of verbs in the présent, passé composé and futur proche). The teacher asks students to identify examples of these verbs in the teacher-prepared letter. (Appendix B)
5. The students write three sentences about themselves using each of the three verb tenses.

-
6. The teacher discusses the evaluation rubric with the students. (Appendix C)
 7. Students gather and use information from previous activities (their survey from Activity 1, completed spider maps in Activity 2) to use in their letter.
 8. Students use the writing process to create their letter.
 9. **Extension:** Students e-mail the letters to key pals and continue to correspond throughout the year. Students send letters to students in another school or board and continue correspondence. Students who have corresponded within the same region may wish to meet with their partners.

Assessment/Evaluation

- Evaluation rubric (Appendix B)

Accommodations

- The teacher provides starter sentences to assist students.

Resources

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

International Youth Service (Pen Pals)

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

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

Reading Resources

Jeunesse Mag, Copp Clark Pitman distributed by Addison Wesley Longman, ISBN 0-77305322-0

Appendices

Appendix A – List of problems and solutions

Appendix B - Model pen pal letter

Appendix C - Evaluation rubric

Appendix A

List of Problems and Solutions

Les problèmes

J'ai eu besoin d'argent.

Mon frère est difficile.

Ma soeur a pris mon chandail préféré.

J'ai eu 40% à mon test de sciences.

J'ai perdu mon argent.

Ma soeur est toujours au téléphone.

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

Mon chien a mangé mes devoirs.

Je suis rentré trop tard à la maison.

Mes amis n'ont pas compris mes opinions.

J'ai eu une dispute avec ma meilleure amie.

J'ai oublié de faire mes devoirs.

J'ai cassé la cassette de mon grand frère.

Je ne veux pas sortir avec ce garçon.

Les solutions

Je vais garder des enfants.

Je dois parler à mes parents.

Je vais cacher le chandail.

Je dois étudier.

Je vais téléphoner à la police.

Mes parents doivent parler à ma soeur.

Je vais rentrer de bonne heure la prochaine fois.

Je dois mettre mes devoirs dans mon sac.

Je vais acheter une montre.

Je vais essayer d'expliquer mon point de vue.

Je vais parler avec elle.

Je vais donner des excuses au prof.

Je vais acheter une autre.

Je vais dire que je suis malade.

Appendix B

Model Pen Pal Letter

Cher ami,

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

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

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

Ton amie,
Josée

Appendix C

Evaluation Rubric

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

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

Time: 23.5 hours

Strand(s) and Expectations

Overall Expectations:

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

Reading: REV.01, REV.02.

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

Specific Expectations:

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

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

Writing: WR1.01, WR1.04, WR1.05, WR1.06, WR2.01, WR2.03, WR2.04.

Unit Description

As a final task students prepare and present a segment of a television program. This could be a weather report, newscast, talk show, children's show etc.

In this unit students view and discuss video selections and identify components that are representative of certain types of television programs. Students practise their oral communication skills, use related vocabulary, and incorporate appropriate components into the segment of the television program they present.

Activity Titles (Time and Sequence)

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

Prior Knowledge Required

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

Unit Planning Notes

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

Teaching/Learning Strategies

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

Assessment/Evaluation

Formative:

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

Summative:

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

Assessment also includes:

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

Resources

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

These resources are:

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

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

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

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

Web sites are listed in the activities.

Activity 1: “Télé-sondage”

Time: 300 minutes

Description

Students prepare and conduct a survey to build vocabulary to talk about television program preferences. The results of the survey are communicated through an oral presentation.

Strand(s) and Expectations

Overall Expectations:

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

Writing: WRV.02, WRV.03.

Specific Expectations:

Oral Communication: OC2.01, OC2.03, OC2.04, OC2.05, OC3.01.

Writing: WR1.06.

Planning Notes

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

Prior Knowledge Required

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

Teaching/Learning Strategies

1. Post chart paper in the classroom. The chart paper displays a list of French terms for types of TV shows, (e.g., “la comédie, le dessin animé, le vidéoclip, le jeu télévisé, l’émission de sports, le téléroman,” etc.). The teacher models “Moi, j’aime regarder (name of show). C’est une comédie (type of show)” and points to the type of TV show on the chart paper just referred to orally. The teacher then elicits orally names and types of shows students like, (e.g., “Qu’est-ce que tu aimes regarder? Quelle sorte d’émission est-ce?”). Assist students in learning the new vocabulary of types of TV shows by matching the types on the chart paper with students’ choices of shows. Hand out the activity sheet “Trouve quelqu’un qui...” to each student. This sheet contains a variety of statements using verbs such as “aimer, détester, préférer, adorer, admirer...” and types of shows. Students move about getting signatures for each statement that is true of the student who signs. When the signatures are received, the teacher asks several students to read aloud a signed name with its corresponding statement.
2. Post signs around the classroom (as in a “4 corners” structure) of various types of shows used in the “Trouve quelqu’un qui...” statements. Each student stands under the sign displaying the type of show he/she likes best. The teacher then asks students to form groups of three based on different preferences. Therefore each student joins two others who are not standing under the same sign together.
3. Each group of three students uses a teacher-prepared worksheet with questions and answer starters based on the “Trouve quelqu’un qui...” activity (e.g., (a) Quelle émission détestes-tu? Je déteste... (b) Combien d’heures de télé regardes-tu par semaine?). Je regarde _____ heures par semaine. Students take turns asking and answering questions orally. The teacher elicits oral responses from class.
4. The teacher provides oral and written review of interrogatives using as examples the TV viewing survey questions.
5. In groups of three, students choose five survey questions from the review sheets and prepare a survey question sheet. Each member of the group takes a copy of the survey and chooses a different response group (e.g., parents, younger siblings, friends).
6. Ensure accuracy and variety of the survey questions of each group.
7. The groups conduct their surveys and create poster-size graphs to show their survey results.
8. The teacher reviews the use of numbers, adjectives, and adverbs. Teach the comparative and superlative of adjectives and adverbs needed for this activity (e.g., “89% des enfants aiment les dessins animés; Les professeurs aiment moins les téléromans que les émissions de sport”). Students give an oral presentation of the survey results, using the graphs as visuals. The teacher evaluates the oral presentation based on the criteria agreed upon in Strategy 7.

Assessment/Evaluation

- Observation checklist of co-operative group skills
- A rubric for oral presentations (see Planning Notes)
- Self-evaluation and peer evaluation of co-operative skills and task completion
- Teacher evaluation of the accuracy of vocabulary and language structures and variety of interrogative sentences on the survey

Accommodations

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

Resources

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

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

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

Activity 2: Le journal intime

Time: 100 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

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

Specific Expectations:

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

Planning Notes

- The teacher organizes a writing folder or writing workbook for each student.
- Make dictionaries available.
- Prepare an outline for first journal entry.
- Create journal evaluation rubric or adapt the writing rubric from Unit 1.
- Learning experiences used: writing process.

Prior Knowledge Required

- Television, film, and music vocabulary
- Passé composé with *avoir* and *être*
- Preceding direct object pronouns
- Use of dictionary
- Expressing opinions

Teaching/Learning Strategies

1. Introduce students to journal writing by discussing the reasons for keeping a journal (e.g., to record personal observations, to express feelings, and to look at oneself etc.).
2. Inform students how the journal will be kept (e.g., in a folder, in a writing workbook, in the classroom, etc.). Students write using double-spacing to allow for editing. If easily accessed, journals may be kept in a personal folder on the computer and printed at the teacher's request.
3. Explain to students the importance of writing in French as much as possible, to develop the facility of writing.
4. Discuss the criteria for evaluation of the journal from the rubric.
5. The teacher prepares content-based questions from the survey (e.g., Est-ce que toute la classe aime la télé? Quelles émissions sont populaires? Qu'est-ce qu'on n'aime pas regarder? etc.).
6. Ask these questions orally and record key phrases, vocabulary, or verbs on the board. The teacher elicits as much information as possible from students to give them lots of ideas to use in their writing.
7. Direct students to write the date and topic on their journal page and to write as much as possible about their television viewing preferences. Students use the vocabulary resources on the board or on their survey and use dictionaries sparingly. Students write five to eight sentences using teacher-prepared outline/sentence completion.
8. Students hand in their journals when one entry is complete. Teachers do not assess the writing for accuracy, but respond with personal comments. The teacher stores the journals in the classroom until the next activity.
9. Suggest journal entry topics after each of the Activities 3-7. Follow the writing process, using questions to elicit ideas for content from students. Teachers record useful vocabulary and structures for the journal on the board so that students can use them as needed. Teachers comment on student writing after each entry without assessing language structures.
10. Students choose two journal entries that they have already produced. For each one, they write a short, descriptive paragraph including an introductory sentence, development of main ideas, and a concluding sentence. The teacher helps students edit their paragraphs. Students write a final copy.

Assessment/Evaluation

- Rubric to evaluate writing

Accommodations

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

Resources

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

Activity 3: La biographie d'une vedette

Time: 250 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.02.

Reading: REV.01.

Writing: WRV.02.

Specific Expectations:

Oral Communication: OC1.02.

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

Writing: WR1.01.

Planning Notes

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

Prior Knowledge Required

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

Teaching/Learning Strategies

1. Elicit names of francophone singers or actors from students.
2. Ask what information the students want to know about any of the people named.
3. Introduce the Internet activity. Students use a worksheet with at least one Internet address that they visit to find answers to questions (e.g., <http://users.skynet.be.sky35350/pb.html> This is a site about Patrick Bruel.). The questions are based on the information that they decided they want to know.
4. Students then search a second time to retrieve information on a francophone singer or actor who interests them.
5. The teacher discusses the information from the first site with the class.
6. Students report orally on the singer or actor from the second site to the class.

-
7. Using the information from the Internet search, the teacher presents a review of the passé composé with *avoir* (e.g., Il a chanté... Elle a joué le rôle...etc.) using a question/answer approach and then written reinforcement.
 8. Introduce the passé composé with *être*, using the vocabulary of music, cinema, singers, and actors as a context (e.g., Elle est née..., Il est sorti... Ils sont restés...) and provide consolidation exercises for oral, listening, and writing practice.
 9. Students listen to a recording of a French song or view a videotape and answer content questions and fill in vocabulary blanks.
 10. The teacher gives students a printed biography of a singer or actor (e.g., Céline Dion). Students read the biography aloud using correct pronunciation and intonation. Students find all the verbs in the reading that are in the passé composé and answer reading comprehension questions.
 11. Students then choose another star and fill out a star fact sheet to include as much information as possible.
 12. At the end of this activity, students make a personal journal entry (see Activity 2). Students answer five to eight questions related to their tastes in music, stars, and films related to the activity that they have completed.

Assessment/Evaluation

- Quiz on passé composé with *être*
- Teacher evaluation of Internet worksheet for completeness
- Peer evaluation of oral presentation of star using criteria chosen in consultation with students
- Teacher evaluation of song/video content questions
- Teacher evaluation of star fact sheet

Accommodations

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

Resources

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

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

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

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

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

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

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

<http://members.aol.com>

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

<http://www.qim.com>

(Quebec Info Musique)

<http://www.yahoo.fr>

(Art et Culture > Musique > Par genres >)

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

(La biographie de Vanessa Paradis)

http://www.yahoo.fr/Art_et_culture/Musique/Artistes/Par_genres

(This is a site that lists types of music and the artists that sing them.) Students record the same kinds of information about this singer/actor.

Reading Resources

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

Tous ensemble, Réflexions, volume 2, D.C.Heath distributed by ITP Nelson, ISBN 0-669-95412-8, pp 62-64

Activity 4: “A mon avis”

Time: 150 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.02.

Writing: WRV.01, WRV.03.

Specific Expectations:

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

Writing: WR2.01, WR2.03.

Planning Notes

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

Prior Knowledge Required

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

Teaching/Learning Strategies

1. Ask students their opinions about current movies, TV shows, and stars.
2. Record familiar and new vocabulary on the blackboard. Students learn new vocabulary to talk about a TV show.
3. Review the comparative and the superlative of adjectives and teach the comparative and superlative of “bon”, followed by listening exercises, writing exercises, and a quiz.
4. Show three different narrative video segments, 5 to 10 minutes each. To verify comprehension, the teacher provides a fill in the blanks, sentence completion, or multiple choice listening exercise while the segment is being shown.
5. After each video segment, the teacher asks students to share their notes orally to verify comprehension.
6. In small groups, students complete a teacher-prepared chart that asks the students to rank the video segments (listed across the top) in order using criteria such as “le meilleur acteur, le pire vidéo, la meilleure scène” (listed down the left-hand side). The students in a group come to a consensus on video 1, 2 and 3 in order for each of the criteria. The students justify at least one ranking to the whole class. The teacher records the rankings of the whole class.
7. The teacher shows an example of a short movie review that includes comments about the actors, the plot and gives a rating. As their journal entry, students compose a movie review using the criteria used in their video ranking.

Assessment/Evaluation

- A quiz on the superlative forms of adjectives

Accommodations

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

Resources

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

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

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

La Guerre des tuques, Ciné-fate, Montréal, 91 minutes.

Paroles d'échange, TVO

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

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

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

Activity 5: “Ce soir, à ne pas manquer!”

Time: 225 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.04, OCV.05.

Reading: REV.01, REV.02.

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

Specific Expectations:

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

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

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

Planning Notes

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

Prior Knowledge Required

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

Teaching/Learning Strategies

1. Distribute cards to students. Each card shows the following: a channel number, a category such as sports, music, movies, or shopping and a program time. Simulate a problem situation where the TV viewer does not know what to watch because there are so many choices: “Quelle émission est-ce que je vais choisir?” With a TV remote, the teacher moves around the room “zapping” channels (students), asking several students what program category their channel is offering and program times. Students answer by reading aloud the information on their cards. The teacher concludes with the question: “Comment décider quoi regarder?” The teacher suggests the use of the TV guide as a solution to the problem of too many choices. The teacher reviews the 24-hour clock and categories of programs.
2. The teacher asks students for TV program categories (See Activity 1) and writes them on the board as headings. In pairs, students list programs under each category heading.
3. The teacher asks the students which shows they watch and uses their oral responses to introduce the use of the direct object pronouns. (e.g., “Je regarde émission X. Je la regarde chaque semaine.”).

-
4. The teacher conducts a lesson on the use and position of object pronouns and provides listening and writing exercises.
 5. The teacher and students use the TV guide to create five questions to highlight specific information (e.g., “Qu’est-ce qu’on peut voir...? Qui joue dans...? A quelle heure peut-on voir....? etc.”). Pairs ask their questions orally to others in the class.
 6. In groups of three or four, students take turns reading aloud the times and program descriptions. The teacher instructs students to take on the role of TV announcers, in preparation for the next task.
 7. Students use the TV guide excerpt to create an oral announcement for a program. (Ce soir, à ne pas manquer...) After the announcement is prepared, students find a partner and practise presenting their announcement. The teacher then calls on students at random to make their announcement to the class. The class completes a peer checklist while listening to the announcements (e.g., noms de la classe/J’ai bien compris l’annonce (oui/non)/Je veux regarder l’émission (a) à ne pas manquer certainement (b) Si j’ai le temps, je vais la regarder (c) Je préfère regarder fondre la neige).
 8. Each student writes a journal entry “Le genre (la catégorie) d’émission que je préfère...” (see Activity 2). The journals include the use of direct object pronouns.
 9. **Extension:** In pairs, students create a TV guide page. Content includes the date, the times, a variety of program categories, stars, and a brief description.

Assessment/Evaluation

- peer observation checklist
- oral presentation rubric for the TV clip
- quiz on direct object pronouns

Accommodations

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

Resources

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

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

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

Activity 6: “Bulletin spécial”

Time: 150 minutes

Description

Students present a news flash, practising oral communication skills in preparation for the final performance (Activity7).

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.04, OCV.05.

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

Specific Expectations:

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

Writing: WR1.05, WR2.01, WR2.03, WR2.04.

Planning Notes

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

Prior Knowledge Required

- The passé composé with *avoir* and *être*
- The TV vocabulary from previous activities
- Direct object pronouns without agreement
- Use of French-English dictionaries

Teaching/Learning Strategies

1. The teacher begins the class as usual, then suddenly interrupts with a news flash. Model a news flash. Play the role of the newscaster, (i.e., present the news), and a student who has been coached in advance is the reporter in the field (i.e., reports on special events). In groups of three or four, students make a list on chart paper of types of news flashes that might interrupt regular programming. French vocabulary is listed using French-English dictionaries. The groups post their chart paper to make the lists visible to the class. The teacher and students review the types of news flashes orally. The teacher provides a model including the 5 "W's" of writing news to assist the students.
2. Each group of three or four students chooses a news flash event. Students in the groups divide their roles between newscaster(s) and reporter(s).
3. The students read the teacher-prepared written model of the newsflash and answer content questions.
4. The students use the model and questions as a guide to create a short script for a news flash.
5. Each group brings a draft of the script to a conference with the teacher. The teacher briefly coaches the group on pronunciation and projection for the oral presentation.
6. Students produce a final draft of their script and rehearse orally using props.

-
7. Students write a journal entry based on a recent news item or a person incident. They use the same teacher-prepared questions as for the news flash.
 8. The teacher organizes the classroom into two main areas: the news desk and the reporter in the field area. Students present their news flashes and evaluate the presentations. Evaluation includes the required elements, oral communication skills, and visuals (props).

Assessment/Evaluation

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

Accommodations

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

Resources

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

Activity 7: Les téléspectacles

Time: 225 minutes

Description

Students in small groups prepare and present a humorous newscast based in a school. The shows are videotaped or presented live.

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.02, OCV.05.

Specific Expectations:

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

Reading: RE2.07.

Planning Notes

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

Prior Knowledge Required

- Passé composé with *avoir* and *être*
- Direct object pronouns “le, la, les” without agreement

Teaching/Learning Strategies

1. The teacher and students discuss (a) types of news stories and what makes them interesting to the viewer (e.g., dramatic, funny, personal, etc.), (b) technical aspects of newscasts (e.g., camera, lighting, set, etc.), (c) people, props, dress
2. Students view a newscast at home and note the criteria above.
3. The teacher asks each student to make a list of two names of people in the school whom everyone knows, two places in the school, two descriptive adjectives and two verbs in the passé composé. The teacher then hands out a news script, in the TV style, with eight numbered blanks (e.g., two numbered blanks refer to people, two for places etc., not in consecutive order). Each student fills in the blanks with their list of words.
4. Students form groups of three and, in turn, read their scripts aloud. Each group chooses the funniest script to read aloud to the class. The teacher ensures that each student reads aloud.
5. Still in the same groups of three, students prepare a newscast, using the original teacher-prepared script as a model. Students make changes to the script, keeping the school setting but changing other elements. Students refer to criteria in 1(a) (humour is encouraged; facts need not be accurate).
6. Each student in the group contributes to the script writing and the performance to follow.
7. The teacher and students discuss the criteria of the evaluation of the oral presentation (e.g., pronunciation, intonation, accuracy, creativity, props, etc.).
8. The teacher conferences with each group to review their script and provide further guidance.
9. The teacher provides rehearsal time.
10. Students present their newscast live or on videotape.
11. **Extension:** The presentation of the shows may be done as an award show (e.g., les Oscars, les Césars, les Génies). Students vote for the best features of each show and awards are given out.
12. Students write a reflection on the unit in their journals using sentence starters (e.g., J’ai aimé..., je n’ai pas aimé..., la prochaine fois je vais...).
13. Students choose two journal entries that they have already produced. For each one, they write a short, descriptive paragraph, including an introductory sentence, development of main ideas, and a concluding sentence. The teacher helps students edit their paragraphs. Students write a final copy.

Assessment/Evaluation

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

Accommodations

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

Resources

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

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

Radio Puce, Centre Educatif et Culturel,

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

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

Time: 24 hours

Strand(s) and Expectations

Overall Expectations:

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

Reading: REV.01, REV.02.

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

Specific Expectations:

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

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

Writing: WR1.01, WR1.04, WR1.05, WR1.06, WR2.01, WR2.03, WR2.04.

Unit Description

As a final task in this unit students create a brochure to advertise an ideal resort. They use information and vocabulary to entice visitors to take the vacation of their dreams. Students discuss sports and leisure activities. They use their communication skills, related vocabulary, and language structures to express preferences and share ideas about sports and leisure activities.

Activity Titles (Time and Sequence)

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

Prior Knowledge Required

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

Unit Planning Notes

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

Teaching/Learning Strategies

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

Assessment/Evaluation

Formative:

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

Summative:

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

Resources

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

These resources are:

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

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

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

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

Web sites are listed in the activities

Activity 1: Ma journée planifiée

Time: 225 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.03, OCV.05.

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

Specific Expectations:

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

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

Planning Notes

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

Prior Learning Required

- Some sports vocabulary (to be used in the T-chart in Activity 1)

Teaching/Learning Strategies

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

-
4. Students watch a sporting event of their choice in French on television at home or in a Resource Centre. Teacher provides a guided viewing form for students to complete to help them focus their viewing and answer the questions. While watching, the students note the date, teams/players, who won and the score, and any words they heard while watching. The teacher records their noted vocabulary. Record responses on the board while students update their vocabulary list.
 5. Students plan an outing in groups of four. Using board game money, the teacher gives Group 1 \$500, Group 2 \$250, Group 3 \$125, Group 4 \$50 and Group 5 does not receive any money. Students plan an outing answering teacher-prepared questions regarding cost, food, and transportation.
 6. Each group describes their outing aloud to the class. During the presentations the teacher orally reinforces student responses introducing the “futur simple” (e.g., “Alors, vous irez au parc? Bonne idée!). The teacher writes the statements on the board using the “futur simple”.
 7. The teacher teaches a lesson on the formation of the “futur simple” providing oral, reading, and writing consolidation activities. To help students remember the endings, the teacher repeats the beat from the word association game adding orally one per beat: rai, ras, ra, rons, rez, ront. The students join in.
 8. Each student is assigned a specific audience in order to plan a day of activities (e.g. an exchange student, grandparents from out of town, their friends, their little sister, a handicapped friend, a teacher).
 9. Each student writes a plan answering teacher-prepared questions. The teacher evaluates the plan using a rating scale with criteria such as variety and appropriateness of activities, use of “futur simple” etc.

Assessment/Evaluation

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

Accommodations

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

Resources

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

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

Destinations 4 Cahier d'activités, Copp Clark Pitman distributed by Addison Wesley Longman, ISBN 0-7730-5202-X, pp. 153-162

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

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

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

Activity 2: “Une invitation refusée”

Time: 225 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

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

Writing: WRV.01, WRV.03.

Specific Expectations:

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

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

Writing: WR1.05.

Planning Notes

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

Prior Knowledge Required

- The “futur simple” of regular and irregular verbs

Teaching/Learning Strategies

1. Students brainstorm sports and leisure activities that they enjoy doing. The teacher records these on chart paper. The teacher models the use of disjunctive pronouns with the use of one or two of the listed activities (e.g., “Moi, j’aime le hockey, et toi?”) Students give answers using “moi” when talking about themselves and “lui/elle” when talking about classmates’ preferences.
2. In order to generate vocabulary for discussing opinions, preferences, and ways to disagree, the teacher makes a controversial statement (e.g., “L’école n’est pas vraiment nécessaire.” Ask students “Qui est d’accord?” The teacher models vocabulary (e.g., “je suis d’accord, je ne suis pas d’accord, à mon avis,” etc.) The teacher divides the class into groups and distributes a controversial statement to each group. Each group comes to a consensus on whether it agrees or disagrees with the statement. One member presents the opinion of the group to the class. Students respond to opinions of other groups by stating a reason for their choice.
3. The teacher explains the use of the disjunctive pronouns using the examples in Strategy 1 as models. Provide oral and written consolidation exercises.
4. On a T-chart students categorize activities from Strategy 1 into “les activités de loisir” and “les sports”. Each student adds 5 more items to each category using a French-English dictionary as a resource. These items are added to the list on the board to serve as reference throughout the unit. The students add these words to their unit vocabulary list.
5. Teacher prepares 15-20 names of famous people and puts them in a bag. Pairs of students choose a name and compose a sentence using the appropriate disjunctive pronoun, stating what this person does. Share sentences orally with the class.

-
6. Each student makes one or two sentences using a famous personality as the subject, matched with an activity or a sport this person would likely never do: “les phrases bêtes”. Encourage humour and creativity. Each sentence is cut into a strip and placed in a bag. Students choose a sentence, disagree with it and make a correction using a disjunctive pronoun.

Example 1

- Dennis Rodman fait du ballet. (original sentence)
- Dennis Rodman ne fait pas de ballet! (disagreement)
Lui, il joue au basketball. (correction)

Example 2

- Les Back Street Boys aiment lire Shakespeare.
- Non, ils n’aiment pas lire Shakespeare!
Eux, ils adorent chanter.

Individually, students select “une phrase bête”. The student prepares an oral disagreement and another choice of activity.

7. The teacher evaluates the three-line dialogues using the following criteria: pronunciation, intonation, expression, and use of disjunctives.

Assessment/Evaluation

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

Accommodations

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

Resources

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

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

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

Activity 3: “Des sports et des loisirs, on en parle!”

Time: 300 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.04, OCV.05.

Reading: REV.01, REV.02.

Writing: WRV.02, WRV.03.

Specific Expectation:

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

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

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

Planning Notes

- The teacher prepares tickets and money cards for game.
- Prepare a lesson and exercises for the pronoun “en”.
- Provide printed resources and Internet sites for research on sports and leisure.
- Enlarge the tickets for posting around the room.
- Make an overhead transparency of Appendix B.
- Prepare a worksheet for student research on sports.
- Learning experiences used: class game, inductive lesson, research skills, oral presentations, vocabulary building.

Prior Knowledge Required

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

Teaching /Learning Strategies:

1. The teacher divides the class in half and gives each student in one half \$350 (play money). The other half has tickets to sell. Each student in this half has five tickets for a specific leisure activity or sports event. See (Appendix A.) The teacher reviews basic language structures and provides a written list of questions used in this game (e.g., “Quel billet avez-vous? Quel est l’événement? Je vous donnerai ...dollars.”).
2. Room set up: Vendors are organized in “booths” around the perimeter of the classroom.
3. How the game is played: Purchasers circulate, asking vendors which tickets they have for sale. Vendors read the details on the tickets to the prospective buyers. Buyers offer what they think the ticket is worth. The actual price is on the back of the ticket, and hidden from the purchaser. If the price offered is at or exceeds the given price, the vendor sells the ticket. If the offer is below the given price, the ticket is not sold. Whether the ticket is sold or not, the vendor moves on to another booth. There are two winners: one purchaser and one vendor. The winning purchaser is the one who has accumulated the greatest value in tickets (according to the given prices on the back of the tickets).

The winning vendor is the one who has the greatest value in money. This system encourages the purchaser to buy tickets and the vendor to sell all of his/her tickets.

4. Rules of the game: Purchasers may not make more than one offer to the same vendor at one time. If the amount of money offered is incorrect, they must move on to another vendor. They may return to the same vendor later and make another offer. Only one ticket may be purchased from any one vendor.

Notes:

- Purchasers may be organized in pairs or small groups to assist students with the oral
 - language skills required to make the transactions.
 - This event may be timed to encourage a lot of activity.
 - Real tickets may be offered to winners.
 - Teachers may introduce the pronoun “en” as they assess the number of tickets and amounts of money accumulated in identifying winners (e.g., “Combien de dollars avez-vous? Vendors respond: “J’en ai ...” and “Combien de dollars avez-vous sur les billets?” Purchasers respond: “J’en ai ...sur les billets.”).
5. The teacher conducts a lesson on the pronoun “en”, followed by listening and written exercises.
 6. The tickets are enlarged and posted around the classroom. Students circulate around the room and add vocabulary to their unit vocabulary list.
 7. Students complete Appendix B individually by making three choices from their sports and leisure vocabulary list. Using the information from the sheets, the teacher and students tally the opinions to decide which sport or leisure activities were the most frequent answers in each category. The teacher records the tally on the overhead transparency.
 8. The teacher points to the overhead transparency of Appendix B and asks the class for example: “Combien *de votes* a le hockey?” The teacher models the answer using the pronoun “en”: “Le hockey *en* a 15.” The teacher asks for students’ answers for the same type of question on several different sports and activities, referring to the totals recorded on the overhead.
 9. Students consolidate their use of the pronoun “en”, then complete a listening and written quiz on the uses practised in this activity.
 10. Students read about and research a number of sports using specific criteria (e.g., equipment used, number of players, where played etc.) Each pair chooses a different sport from a teacher-provided list. The list includes sports that may not be well known (e.g., la pétanque, le polo, le jeu de serpent de neige, la nage synchronisée). ESL students are encouraged to share information about sports from their countries of origin.
 11. In pairs, students create a poster about their sport giving some of the information gathered in Strategy 10.

Assessment/Evaluation

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

Accommodations

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

Resources

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

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

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

<http://www.geocities.com/Paris/Bistro/7445/dbesite.htm> (Découvrons le Canada)

Reading Resources

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

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

Activity 4: Qui sont les athlètes célèbres?

Time: 225 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.01, OCV.05.

Reading: REV.02.

Writing: WRV.02.

Specific Expectations:

Oral Communication: OC1.02, OC 1.03, OC2.01, OC3.01, OC3.02, OC3.01, OC3.02.

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

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

Planning Notes

- The teacher plans resources with the teacher librarian, print and non-print.
- Prepare an example of a “carte de sport.”
- Prepare cards with the names of famous athletes for Activity 1.
- Prepare an overhead transparency with blanks (e.g., C'est _____ qui joue au soccer.).
- Prepare a lesson and consolidating activities for “qui” and “que”.
- Learning experiences: research, game

Teaching/Learning Strategies

1. One student writes the name of a famous athlete on a paper and tapes it to the teacher's back. The teacher asks questions of the class in order to discover his/her identity (as written on the paper). Two recorders write the teacher's questions on the board. Having discovered his/her identity, the teacher corrects the questions on the board, modelling pronunciation, intonation, and expression. The teacher tapes a card with the name of a famous athlete on each student's back. Students circulate to ask each other questions in order to discover their identity, as modelled by the teacher.
2. Once each student has discovered his/her identity, with the help of clues if necessary, the teacher takes the cards and tapes them to the board. Students complete the teacher-prepared sentences on the overhead using the names of the athletes on the cards. (e.g., *C'est Tiger Woods qui joue au golf.*)
3. The teacher writes "L'athlète que j'admire le plus est..." on the board. Students complete the sentence and share their response with a partner. The teacher asks some students to share their response.
4. The teacher teaches a lesson on "qui" and "que" providing oral, reading, and writing consolidation activities.
5. Students work in groups of four to generate a list of athletes. Each group has a monitor to keep track of time and update his group as to the time remaining to complete the task. Each group has a recorder who writes the names of the famous athletes on chart paper. Each group is given two sports, one individual and one team sport (e.g., le tennis et le hockey). Within a specified time limit, the students list as many famous athletes under each category as they can. The group's recorder displays his/her group's list. The recorder remains at the board with the list and adds the class' suggestions of other names to the list. With all the lists displayed, students choose a different athlete to research. The teacher can use the following selection method to avoid duplication. The students choose their athlete according to their birthday. The teacher can guide choices based on planning with the teacher librarian and resource availability.
6. The teacher provides a model of the "carte de sport". Students ask the teacher questions in order to discover the identity of the athlete (e.g., "Où est-ce qu'elle habite? Quel âge a-t-il?"). Once the class has guessed, the teacher displays his/her "carte de sport". This activity can be made more challenging by limiting students to yes/no questions.
7. Students research their chosen athlete using print and non-print resources in order to create a "carte de sport".
8. Students use teacher-prepared carte de sport (blank version) as a guide for research. The «carte de sport» includes: name, date and place of birth, family, education, career information, teams played for, accomplishments, favourite leisure activities, and other interesting information such as personal preferences.
9. Students create their "carte de sport" with the information researched and a picture of the athlete.
10. Students play the "qui suis-je" game with their "carte de sport" In groups of five, four students take turns asking the other student questions in order to discover his/her identity. The students create a bulletin board using their "cartes de sport".
11. Students update their vocabulary list (see Activity 1) with new words from "carte de sport".

Assessment/Evaluation

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

Accommodations

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

Resources

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

Reading Resources

Entre amis 3. Cahier d'activités. Prentice Hall Canada, ISBN 0-13-288036-9, p. 160

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

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

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

<http://biographie.net>

[www.yahoo.fr/Sports et loisirs/](http://www.yahoo.fr/Sports%20et%20loisirs/)

Activity 5: “Des renseignements, s’il vous plaît!”

Time: 150 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

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

Reading: REV.01, REV.02.

Writing: WRV.02, WRV.03.

Specific Expectations:

Oral Communication: OC2.02, OC3.01.

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

Writing: WR1.05, WR2.03, WR2.04.

Planning Notes

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

Prior Knowledge Required

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

Teaching/Learning Strategies

1. The teacher asks for a volunteer to assist in reading the model dialogue. Students read the part of either a resort representative or someone phoning for information. The teacher models the "futur simple", "s'intéresser à" and the "vous" form of verbs in a context where respect is required. The teacher holds up a sign that shows a "tu" with an X through it, illustrating that the "tu" form of verbs is not allowed when asking for information in this setting. The dialogue covers five criteria: les chambres, les activités de loisir, les sports, les repas, les prix. At least five questions and answers are included. The resort representative answers the call with a promotional slogan (e.g., "Bienvenue au septième ciel!").
2. Students complete exercises on conversions from "tu" to "vous" and review "vous" forms of regular and irregular verbs in the "futur simple".
3. The teacher asks the students to listen to the dialogue again, this time read by two students. The teacher asks comprehension questions, writing key vocabulary and expressions on the board. Students copy new vocabulary into their unit vocabulary list.
4. The teacher distributes information on resorts (brochures, Internet information, etc.) to pairs of students. The teacher provides written questions related to the five criteria in Strategy 1. Students gather information by answering the questions.
5. In order to develop vocabulary, the teacher distributes worksheet (Appendix C).
6. Each pair creates a dialogue based on the model in Strategy 1 using Appendix C for reference.
7. The teacher corrects the drafts. Students make good copies. They rehearse their dialogues. The teacher circulates to assess pronunciation and tone. The dialogues include the five criteria, the use of "vous" forms, the "futur simple" and a slogan.
8. The teacher provides two telephones. Pairs of students present their phone inquiries orally. There are five groups in the class, each responsible for a criterion. As the dialogues are presented the groups take jot notes on the specific details related to their criterion. The teacher asks questions randomly to verify task completion.

Assessment/Evaluation

- Teacher assessment of the phone dialogue

Accommodations

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

Resources

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

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

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

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

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

Activity 6: Quelles vacances!

Time: 300 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.03, OCV.05.

Reading: REV.02.

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

Specific Expectations:

Oral Communication: OC2.03, OC2.02.

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

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

Planning Notes

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

Prior Knowledge Required

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

Teaching/Learning Strategies

1. The teacher asks the class what they would like to do best in their leisure time if money were not an obstacle. A recorder writes the ideas on the board. The teacher corrects the language.
2. Ask the class personal questions about leisure time activities and how choices may change depending on who accompanies them (e.g., Si tu passes du temps avec tes grands-parents, à quelles activités participeras-tu? Et eux? Et ensemble? Si tu passes une fin de semaine avec ta famille, qu’est-ce que vous ferez ensemble, avec qui?).
3. Using the jigsaw technique, the teacher divides the class into “groupes foyer” and gives each group chart paper, markers and a specific audience (e.g., Group 1 has the audience of two retired fit grandparents, Group 2 a family with two young children – two years and five years years, Group 3 a school group of grade nines, Group 4 a physically challenged group of teenagers, Group 5 the teachers from their school, Group 6 aliens. Each member of the group has a responsibility: secrétaire, chronométréur, encourageur, chef du groupe and chercheur. The teacher revisits the responsibilities of each role. In their “groupes foyer” the students brainstorm activities in which their audience might be interested in participating. They may use their vocabulary lists to do this task. Each group shares their ideas orally with the rest of the class. The class makes oral additions as the recorder adds the new ideas to his/her group’s list. The recorder keeps the list.

-
4. In order to gather more information to meet their audience's needs, each student in each "groupe foyer" chooses a focus subject: indoor sports, outdoor sports, individual leisure activities, group leisure activities or spectator sports. Therefore each student interested in individual leisure activities would join one student with the same area of focus from each different "groupe foyer" to form a "groupe expert" focus group in an area of the classroom. In their area there are brochures, pamphlets, advertisements, etc. available from various resorts. The focus group looks through the brochures noting activities that would interest their audience. The group members share information with each other ("e.g., Voici une bonne activité pour les jeunes."). Each student in each focus area is responsible for taking notes on the examples of activities in their resources which suit their "groupe foyer" audience. The teacher circulates with observational checklist to verify on-task behaviour, amount of French spoken etc.
 5. Students regroup in their "groupe foyer". Taking turns, each student orally shares the information he/she gathered in the focus group while the recorder takes notes. The students share with the group any new items they have added to the list they had started earlier.
 6. The teacher distributes a rubric to evaluate the effectiveness of a brochure to the class. The class marks one of the brochures available in their "groupes foyer" based on the rubric. The groups share their evaluation of the brochure. The same rubric will be used to evaluate student brochures.
 7. Students then review the brochures available in their "groupe foyer". The group identifies the positive features of each brochure. The group then shares with the class as the teacher notes the components of a good brochure on the board, as given by students.
 8. The "groupe foyer" creates a first draft of a brochure to publicize their resort by choosing activities that best meet its audience's needs. It also chooses a name for its establishment, a number of pictures, enticing slogans, a rating, and prices.
 9. Each group creates a good copy of their brochure on computer or by hand. Tasks are shared evenly among group members (drawing or downloading pictures, formatting, word processing, etc.). The final copy is checked by group members and the teacher before printing.
 10. The teacher and students evaluate the brochure using the rubric. Peer or self-evaluation of group work may also be included.

Assessment/Evaluation

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

Accommodations

- Peer helpers to assist with use of computers
- Model brochure

Resources

www.americanconnections.com/france/fraindex/html

www.atlantique.com/

www.chez.com/aslaa

www.dolesca-resorts.be/index.html

www.intrawest.com/resorts/montstemarie/quickfacts-f.html

www.lucienbarriere.fr

www.silkar.com/lykiaworld/french/b03-village.htm

www.skiin.com/static/coountry/france-main.fr.html

www.skynet.be/soleilbleu/soleilbleu/

Appendix A

Tickets

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

Side A

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

Appendix A (Continued)

Side B

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

Appendix B

Mes opinions

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

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

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

Mon nom: _____

La date: _____

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

Time: 23.5 hours

Strand(s) and Expectations

Overall Expectations:

Oral Communications: OCV.01, OCV.03, OCV.04, OCV.05.

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

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

Specific Expectations:

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

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

Writing: WR1.01, WR1.04, WR1.05, WR1.06, WR2.01, WR2.03, WR2.04.

Unit Description

As a final task in this unit students create a flyer and an audiotape to describe the benefits of and to promote volunteerism. Students express their interests and discover some of their personal strengths and weaknesses. They use related language structures and new vocabulary to talk about volunteerism.

Activity Titles (Time and Sequence)

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

Unit Planning Notes

- Prepare student worksheets as outlined in the activities.
- Prepare survey worksheet (Appendix A).
- Collect samples of French advertisements.
- Prepare a bulletin board for student advertisements.
- Prepare a vocabulary list related to this unit.
- Prepare centres and organizes students' rotation schedule.
- Prepare or adapt rubric from Unit 5 to use in assessing oral presentation.
- Prepare or adapt rubric from Unit 1 to assess process writing.
- Prepare a lesson on “à” and “de” plus infinitives.
- Research and collect names of volunteer agencies in the community.
- Ensure student access to computers.

Prior Knowledge Required

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

Teaching/Learning Strategies

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

Assessment/Evaluation

Formative:

- Activity 1: Teacher evaluation of the publicist's presentation of his/her partner
Teacher evaluation of classified ad
Teacher checklist to observe the use of French in group work
- Activity 2: Teacher evaluation of student participation
- Activity 3: Teacher evaluation of the report card comments
Rubric to evaluate oral conversation (adapted from Unit 5)
Peer evaluation checklist for song/rap
Teacher checklist for all activities
- Activity 4: Observation of student participation in activities
Written quiz on vocabulary, dictée using the vocabulary of the unit and verbs with "à" and "de"
Teacher evaluation of the poster
- Activity 5: Verification of task completion
- Activity 6: Teacher evaluation of the interview, optional assessment of the journals

Summative:

- Activity 7: This unit contains a final student performance (creating a flyer) that will be assessed using a rubric that reflects the Achievement chart in *The Ontario Curriculum*. The criteria are from the categories in the Achievement chart as well as other criteria specific to the achievement task. Teacher evaluation of logs for completion, teacher evaluation of flyers, teacher/peer evaluation of audio announcement, unit test

Resources

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

These resources are:

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

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

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

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

Tous Ensemble: Altitude

Web sites are listed in the activities.

Activity 1: Les intérêts et les aptitudes

Time: 225 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

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

Reading: REV.02.

Writing: WRV.02.

Specific Expectations:

Oral Communication: OC2.01, OC2.03.

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

Writing: WR1.04.

Planning Notes

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

Prior Knowledge Required

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

Teaching/Learning Strategies

1. Students record on a worksheet three positive personality traits that they have, three things that they do well at school, three things that they do well at home and at least one thing that they do well outside of school or home.
2. Students meet with a partner to share the information on the worksheets. Students use a teacher-prepared model to create a 30-second ad to promote each other using the qualities and aptitudes recorded on the worksheet. The teacher evaluates the oral presentations.
3. Students identify their skills, aptitudes, or interests using Internet resources (Réseau d'information jeunesse, <http://www.youth.gc.ca>: go to Réseau d'information jeunesse du Canada, then go to Mieux se connaître – intérêts et aptitudes) or a self-test such as *Job Trek* (available in French free of charge from the Canadian government as a brochure or as part of the magazine *The Edge*, see <http://www.hrdc-drhc.gc.ca>) The teacher discusses with the students whether the results of their self-test matched their perceptions of themselves (in Strategy 1).
4. The teacher provides a list of vocabulary related to strengths, weaknesses, and volunteering. The students categorize the words under the following headings: positive adjectives, negative adjectives, careers, jobs around the house, actions, expressions. Students complete consolidation exercises to demonstrate an understanding of new vocabulary by providing synonyms, antonyms, or brief definitions.
5. Students complete a survey of statements about life skills and school related skills, stating whether they do this action usually, sometimes or almost never (see Appendix A).
6. Students use a teacher-made model to create the ad. Each student then picks two of the skills that they have from the “usually” column and one of the skills from the “almost never” column and creates a classified ad to ask for assistance with the skill to be improved. This ad states the student’s two strengths (from the worksheet), the one skill with which he/she needs help (from the worksheet) and uses at least two of the conjunctions “et, mais, ou or donc”. The ad includes a number instead of the name of the student so that he/she remains anonymous.
7. The teacher evaluates the ads and then posts them on the bulletin board of the classroom.
8. Students review the ads on the bulletin board and select three or four positive aspects that they comment on and share with their group or the class. These can be used for future activities.
9. The teacher directs the class to look individually at their strengths from their “D’habitude, Quelquefois, Presque jamais” worksheet and to make suggestions as to how these strengths might benefit the school as a whole (e.g., peer helper program, volunteer work in the library, etc.).

Assessment/Evaluation

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

Accommodations

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

Resources

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

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

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

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

<http://www.hrdc-drhc.gc.ca> (Human Resources Development Canada)

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

Appendix

Appendix A - Student worksheet, "Bien se connaître"

Activity 2: Quelles sortes d'intelligences?

Time: 40 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.01.

Specific Expectations:

Oral Communication: OC1.01.

Planning Notes

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

Prior Knowledge Required

- Vocabulary related to the multiple intelligence survey

Teaching/Learning Strategies

1. The teacher explains to the class that people learn differently and that they have different strengths in the way they learn. The teacher introduces Gardner's Theory of Multiple Intelligences by listing the seven different intelligences on the board and giving a short explanation of the focus of each (i.e., linguistique: les mots, les livres, les conversations)
2. The teacher hands out the bar graph (Appendix B) and instructs students that when they hear a statement that is true for them, they fill in one of the squares, starting at the bottom of the column. The teacher uses an overhead of the bar graph to model how this is done. (e.g., j'entends: j'aime beaucoup la lecture. C'est vrai pour moi, alors, je remplis la première boîte.). If the statement does not apply, they do not leave a blank space but wait for the next statement that is true and continue to fill the bar.
3. Using Appendix C, do not disclose the category of the intelligence (orientation spatiale et visuelle) but refers to "bar 1, bar 2. Then read each statement twice, pausing to verify that all students have understood the directions.
4. When the test is complete, give the students the labels for each of the bars. Students examine the completed graph to see which category (intelligence) is their strongest.
5. Complete a bar graph of the class' results on an overhead so that everyone has an idea of the variety of strengths in the class.
6. The teacher asks students to identify school subjects and outside activities that would relate to each of the intelligences.

Assessment/Evaluation

- Teacher evaluation of student participation

Accommodations

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

Resources

Armstrong, Thomas. *Multiple Intelligence in the Classroom*. ASCD 0-87120-230-1
(<http://www.plsbookstore.com>)

<http://edweb.cnidr.org>

(information on Howard Gardner's Multiple Intelligences)

Appendices

Student bar graph (Appendix B)

Teacher script for MI survey (Appendix C)

Activity 3: Les centres de travail

Time: 350 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.03, OCV.05.

Reading: REV.02, REV.03.

Writing: WRV.02, WRV.03.

Specific Expectations:

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

Reading: RE2.02.

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

Planning Notes

- The teacher organizes and prepares the work for seven centres in the classroom, based on the multiple intelligences. (See Teaching/Learning Strategies.)
- Organize a timeline for the work in the centres. Students need approximately 30 minutes per centre and one class at the end to finish any outstanding work, to present to the class, and to debrief the experiences.
- Prepare a tracking sheet to keep track of what the students do and the evaluation of the activities.
- Prepare a schedule so that the students know when they are to work at each centre.
- Prepare the evaluation for the oral presentation in Centre 6, or adapt the rubric from Unit 5.
- Prepare a rubric to evaluate the writing in Centre 7 or adapt the rubric from Unit 1.
- Learning experiences used: co-operative groupings, oral conversation, paragraph writing, problem solving.

Prior Knowledge Required

- Multiple intelligences
- Vocabulary of unit

Teaching/Learning Strategies

1. Students look at their results from the Multiple Intelligences survey and rank the intelligences in order from their strongest to their weakest. (#1 - #8)
2. The teacher divides the students into groups of four, with each member having a different intelligence as a strength. At a minimum, there should be someone with a strength in visual/spatial, one in verbal/linguistic and one in logical/mathematical. These groups stay together for the duration of this activity. The teacher instructs each group that they are organized this way so that they can help each other with the tasks in each of seven centres that are set up in the classroom.
3. Post a schedule so that each group knows when they are to work at each centre and how long they are to spend doing that work. Students should spend approximately 30 minutes at each centre. Unfinished work may be completed as homework. One class is set aside at the end of the activity for

completing work and making presentations. All work is co-operative (i.e., the students use their strengths as identified in the multiple intelligences survey to help each other complete the tasks). The teacher tells students how each centre is evaluated and organizes a tracking sheet to record observations and evaluations.

4. The centres:

Centre 1: (visual/spatial) On graph paper, students design the ideal teen bedroom. It includes a study area that is well organized for serious studying, a recreational area, and a sleeping area. All furniture is to be labelled in French. Students may use colour to decorate their room.

Evaluation: The teacher evaluates the plan for completeness and accuracy of French labels.

Centre 2: (verbal/linguistic) Students learn the indirect object pronouns “lui” and “leur” using teacher-prepared worksheets organized so that the students can teach themselves. The worksheets include a lesson, oral and written exercises, and corrections. Students create five sentences that have indirect object pronouns that can be replaced by “lui” or “leur”. These sentences are to be used in a game format on the evaluation day to review the use of the indirect object pronouns.

Evaluation: The teacher evaluates the sentences for completeness and accuracy.

Centre 3: (musical/rhythmic) The teacher provides a written list of the things a young person must be or do to be a good student, or family member (i.e., Tu dois faire tes devoirs, arriver à temps, apporter tes cahiers, écouter le prof, etc.). The students create a rap or a song that incorporates these ideas. They may use a tune or music that they know or that the teacher has provided. The song/rap is 10 lines long and is performed by the whole group for the class.

Evaluation: The teacher provides a peer evaluation sheet that is used on evaluation day at the end of the activity. The class evaluates the following:

- a) that all members have participated
- b) that the required content is there
- c) that it is enjoyable

Centre 4: (logical/mathematical) The teacher provides a worksheet that states a problem that the students have to solve. (e.g., You are organizing a fundraiser for charity. There are three possible scenarios based on the number of people who attend—200 people, 500 people, or 1000 people. You are selling pizza to raise money. How many pizzas do you have to have in each scenario and how much do you charge per piece? How much money can you raise in each scenario?) Students record their solution on a worksheet.

Evaluation: The teacher evaluates the completeness of the solution.

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

Evaluation: The teacher records student participation.

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

(e.g. – Personne A: Tu es l’enfant! Tu es fâché parce que tes parents disent que tu ne fais rien à la maison. Personne B: Tu es le parent!) Students create a conversation that includes all the people in the group and work cooperatively to write out the conversation in complete sentences. Each student then makes his own copy of the conversation and practises the pronunciation aloud. The conversation is 10 to 15 lines in total. Students read the conversation with expression in front of the class.

Evaluation: The teacher evaluates each group on pronunciation and communication of ideas.

Centre 7: (intrapersonal) Students answer teacher-prepared questions in order to write their own report card comments that reflect strengths, weaknesses, and plans for the future. These report card comments are based on the self-tests that the students have used. The students write a short paragraph including an introductory sentence, development of main ideas, and a concluding sentence. Students and the teacher edit the paragraphs.

Evaluation: Teacher evaluation of the report card comments.

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

Assessment/Evaluation

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

Accommodations

- Group members assist each other at all centres

Resources

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

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

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

Activity 4: Chez moi, et dans la communauté

Time: 150 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

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

Reading: REV.01, REV.02.

Writing: WRV.01, WRV.02.

Specific Expectations:

Oral Communication: OC2.03, OC3.02.

Reading: RE1.03, RE2.01, RE2.06.

Writing: WR1.04, WR1.06, WR2.01, WR2.03, WR2.04.

Planning Notes

- The teacher prepares chart paper for survey.
- Ensure that French-English dictionaries are available.
- Provide a worksheet of possible choices of tasks in the home.
- Prepare a lesson on verbs followed by "à" and "de" and infinitives.
- Prepare a transparency of agencies that use volunteers.
- Prepare chart for "round robin" activity.
- Learning experiences used: brainstorming, group sharing, use of French-English dictionaries, survey completion, co-operative learning-round-robin.

Prior Knowledge Required

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

Teaching/Learning Strategies

1. The teacher tells students what he/she does at home using illustrations and gestures to clarify: "chez moi, je fais la cuisine, je lave la vaisselle, je tonds le gazon." Then ask students what they do at home: "Que faites-vous à la maison?" Record the answers on the board. Recognize and be sensitive to the fact that roles and responsibilities of family members differ within cultures.
2. Students list their responsibilities on a sheet of paper.
3. Each group chooses their three favourite and their three least favourite chores using expressions "le plus, le moins".
4. To generate useful expressions about chores necessary in the home, students use the co-operative structure "round robin". Each group of students has one sheet that is passed around. Each student in turn writes an expression and passes it to the next one, clarifying how to say it in French with the group. The paper continues to be circulated until all ideas are included. The teacher answers questions to correct expressions in French.
5. The teacher creates a chart putting family members across the top ("le père, la mère, moi," etc.) and on the side the following expressions: "Faire les repas, faire les courses, faire le ménage, faire la lessive, ranger la maison, sortir les ordures, tondre la pelouse." Students survey their group to find out who does what chore in their family. The groups share their results with the class.
6. To introduce the vocabulary about volunteering, the teacher asks students if they have ever volunteered to help others and writes the new vocabulary on the board. The teacher incorporates verbs with "à" and "de (d')" plus infinitives e.g. "aider à finir de..." Students consolidate the concept with exercises.
7. The teacher prepares a transparency listing areas that use volunteers (e.g., "le centre de recyclage, la campagne de nettoyage, l'aide dans une maison de retraite, à l'hôpital, à la pouponnière/la garderie d'enfants, l'aide aux enfants handicapés, la protection des animaux"). Each student chooses one area that interests him/her. Students create a poster (A. "aider les autres" to promote volunteerism or B. "recherchons" {wanted poster} listing the qualities of the ideal volunteer).
8. **Extension:** The teacher provides a listening activity (see Resources) of an interview or a song with blanks (Céline Dion, *Les premiers seront les derniers*).

Assessment/Evaluation

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

Accommodations

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

Resources

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

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

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

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

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

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

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

Tous ensemble! Décollage, D.C. Heath Canada Ltd. distributed by ITP Nelson, ISBN 0-669-95395-4, feuilles d'exercice 34-35-36.

Activity 5: Le bénévolat

Time: 300 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

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

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

Specific Expectations:

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

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

Planning Notes

- The teacher creates a four square tracking sheet to accompany Strategy 1: one square includes a choice of adjectives to assist students.
- Learning experiences: learning centres, experiential learning, problem solving

Prior Learning Required

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

Teaching/Learning Strategies

1. The teacher asks questions to generate as many ideas as possible for ways to improve the school (e.g., plant flowers, paint the washroom) and records them on the board or chart paper.
2. The class discusses the idea that they like the best to improve the school (cleaning schoolyard, improving the appearance of the cafeteria). This task should be manageable and complement the goals of the school.
3. In groups, students brainstorm ideas on chart paper for volunteering in the school or in the community. The chart paper is posted around the room. Students circulate, looking at the posted examples and writing down any ideas that interest them. They compare their choices with the previous activity results: aptitudes, multiple intelligences test, etc. to choose an activity that they would most enjoy volunteering for.
4. In their groups, students share orally the reasons for their choices.

Assessment/Evaluation

- Teacher verification of task completion

Accommodations

- Students work in partners with someone who has different strengths as identified in the unit.

Resources

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

Activity 6: Nouvelle lecture

Time: 225 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

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

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

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

Specific Expectations:

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

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

Writing: WR1.05, WR2.01, WR2.03, WR2.04

Planning Notes

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

Prior Knowledge Required

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

Teaching /Learning Strategies

1. The teacher introduces the activity, showing the pictures of Canadian heroes and asks the students to identify them and provide facts about them (Terry Fox, Rick Hansen, Diane Dupuy of Famous People Players). Record the answers on the board and generate vocabulary and facts.
2. Distribute the selected reading passage (see Resources) to partners or groups and ask them to answer the following questions: Quand se passe cette histoire? Qui est le héros et pourquoi? Quels détails intéressants as-tu trouvés?
3. Students read a short section of the passage silently, then aloud to their group using correct pronunciation, intonation and expression. Each group prepares two or three questions about the passage to ask the other groups. Each group chooses a different section of the reading to read aloud to the class. The teacher assigns one of the criteria to each group: a) the most exciting paragraph, b) the saddest paragraph, c) the happiest paragraph, d) the most interesting paragraph, e) the easiest paragraph to understand, f) the most difficult paragraph to understand, g) the paragraph that summarizes the hero's accomplishments/contributions.
4. Students answer content questions to verify comprehension.
5. Students create a "journal de lecture": ce que j'ai lu (titre, nombre de pages, auteur), ce que j'ai compris (a brief résumé of main ideas), ce que j'en pense (personal reflection), les expressions pratiques, intéressantes (new vocabulary).
6. The teacher collects these entries and writes comments on their opinions: "Bonne observation! Que c'est intéressant!"
7. Students in partners prepare an interview with their hero. They prepare a list of ten questions they would like to ask and formulate answers using information found in the reading selections. Using their questions and answers, students prepare an interview to present to a television audience. One student is the interviewer and the other is the hero from the reading, or someone who has been inspired by this hero.
8. **Extension:** Each group creates a radio announcement about a fund raising activity and presents these announcements orally. The students may undertake to do fundraising for their school project.

Assessment/Evaluation

- Teacher evaluation of the interview
- Optional assessment of journals

Accommodations

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

Resources

Reading Resources

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

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

Activity 7: Les bénévoles – on en a besoin!

Time: 120 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.04, OCV.05.

Writing: WRV.02, WRV.03.

Specific Expectations:

Oral Communication: OC2.01, OC2.05.

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

Planning Notes

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

Prior Knowledge Required

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

Teaching and Learning Strategies

1. The teacher discusses with students the criteria necessary to create a flyer that promotes the idea of volunteering, using examples of flyers from the community or the school.
2. Using the writing process, each student creates a flyer to describe the benefits of volunteering and how and where to volunteer. The flyer can be created on the computer using *Microsoft Publisher* or by hand.
3. The completed flyers are posted around the school to encourage others to volunteer.
4. **Extension:** Each student prepares an audio script to make an audio commercial for the same purpose. The script is taped for presentation to the class.
5. **Extension:** The class chooses the best commercials for airing on the school announcements.

Assessment/Evaluation

- Teacher evaluation of logs for completion
- Teacher evaluation of flyers
- Teacher/peer evaluation of audio announcement
- Unit test

Accommodations

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

Resources

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

Reading Resources

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

Appendix A

Les intérêts et les aptitudes

Bien se connaître

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

Appendix B

Feuille de réponses: Comment es-tu intelligent? (Student Copy)

QUELLES SORTES D'INTELLIGENCES?

1	2	3	4	5	6	7

Appendix C

Quelles intelligences as-tu? (Teacher Script)

Bar 1 on the graph (Orientation spatiale et visuelle)

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

Bar 2 (Linguistique)

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

Bar 3 (Intrapersonnelle)

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

Bar 4 (Musicale)

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

Bar 5 (Interpersonnelle)

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

Bar 6 (Logico-mathématique)

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

Bar 7 (Le mouvement du corps)

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

Appendix E

Unit Test

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

Partie écrite:

Complète les phrases suivantes:

1. Trois choses que je fais bien à l'école sont : _____, _____, _____.
2. Pour respecter le couvre-feu de mes parents, je _____.
3. À la maison je dois _____.
4. Pour avoir un meilleur environnement à l'école je _____?
5. Une organisation qui aide dans la communauté est _____.
6. _____ est un héros parce que _____.

Ecoute:

A. Ecoute attentivement le passage suivant:

Script: Sophie parle de son été.

L'été dernier, j'ai travaillé dans un camp d'été pour enfants handicapés. J'ai commencé à les aider dans la piscine, j'ai organisé une visite au zoo et j'ai passé du temps avec eux au centre commercial du quartier. On a parlé de la mode des jeunes. J'ai eu le temps de bien les connaître. Mon enfant préféré s'appelle Tommy et il se déplace en chaise roulante. Je lui ai donné beaucoup d'attention. Maintenant, je comprends mieux les enfants handicapés. C'est un plaisir d'être avec eux et de les soigner. On a besoin de plus de bénévoles! L'année prochaine, je pense que je serai bénévole encore une fois.

After listening to the script, students fill in the blanks.

Sophie parle de son été.

L'été dernier, j' _____ dans un camp d'été pour enfants _____.

J'ai commencé à les _____ dans la piscine, j'ai organisé une visite au zoo et j'ai passé du temps avec _____ au centre commercial du quartier. On a parlé de la mode des jeunes. J'ai eu le temps de bien les connaître. Mon enfant préféré s'appelle Tommy et il se déplace en _____
_____. Je lui ai donné beaucoup d'attention. Maintenant, je comprends _____ les enfants handicapés. C'est un plaisir d'être avec eux et de les _____. On a besoin de plus de bénévoles! L'année prochaine, je pense que je serai _____ encore une fois.

B: Qui parle?:

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

Lis et écris

Lis les annonces suivantes et complète A & B:

Annonce A

Travailler avec les enfants!
La Garderie de l'Hôpital Général
Cherche les jeunes bénévoles pour travailler
avec les enfants au département de la
pédiatrie
Pour offrir vos services:
Composez le numéro 891-4567
pour obtenir une entrevue.

On a besoin de vous!

Annonce B

Voulez-vous protéger nos parcs municipaux?

Le comité jeunesse de Sudbury cherche les
jeunes qui veulent "garder le vert"!

Vous pouvez nous aider à planifier pour le
futur.

Téléphoner à l'Hôtel de Ville,
Service des Parcs 672-2173
À l'attention de Janine Bourgeois

Annonce C

Attention les élèves!
Le Conseil étudiant de l'école secondaire St.
Laurent

cherche des membres. Voulez-vous

- Offrir vos opinions?
- Contribuer au moral de l'école?
- Avoir de nouveaux amis?
- Planifier les événements sociaux?

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

A. Fais des associations.

- | | |
|----------------------------|----------------------------------|
| 1. “garder le vert” ___ | a) un département de l’hôpital |
| 2. le conseil étudiant ___ | b) Janine Bourgeois y travaille |
| 3. la pédiatrie ___ | c) le service des parcs |
| 4. la garderie ___ | d) contribue au moral de l’école |
| 5. l’Hôtel de Ville ___ | e) les enfants y restent |

B. Choisis une annonce (Annonce A, Annonce B, ou Annonce C) et écris:

Pourquoi es-tu un bon candidat pour le travail. Donne trois raisons (tes intérêts, tes aptitudes, tes expériences)

Unit 5: En Route! Visitons des pays francophones

Time: 19 hours

Strand(s) and Expectations

Overall Expectations:

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

Reading: REV.01, REV.02.

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

Specific Expectations:

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

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

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

Unit Description

As a final task students give a group oral presentation describing sites of a francophone city. In this unit students use a variety of resources including information technology to research and become familiar with countries in which French is spoken. They use language structures and relevant vocabulary in real life contexts dealing with travel and tourism.

Activity Titles (Time + Sequence)

Activity 1	Introduction: Imaginez un voyage idéal	150 minutes
Activity 2	On se prépare	150 minutes
Activity 3	À la recherche: On va visiter une ville francophone	150 minutes
Activity 4	Écrire une carte postale	150 minutes
Activity 5	La chasse au trésor: Partager et lire des cartes postales	75 minutes
Activity 6	À l'agence de voyage: Trouver des renseignements pour un voyage	150 minutes
Activity 7	Une visite sensass: Faire le tour d'une ville francophone	315 minutes

Prior Knowledge Required

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

Unit Planning Notes

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

Teaching/Learning Strategies

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

Assessment/Evaluation

Formative:

- Activity 1: Teacher and peer evaluation of a poster using a checklist developed together in class
- Activity 2: Teacher-prepared quiz on reflexive verbs
- Activity 3: Teacher evaluation of information gathered
Teacher evaluation of learning skills
Student participation in research activity (observation checklist)
Checklist “Je vérifié” (see Appendix B)
- Activity 4: Teacher evaluation of the writing process and the product
- Activity 5: Teacher observation of student participation in scavenger hunt
Teacher-prepared quiz on the use of the pronoun “y”
- Activity 6: Teacher evaluation of dialogue
Teacher evaluation of extension activities

Summative:

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

Resources

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

These resources are:

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

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

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

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

Websites are listed in the activities.

Activity 1: Imaginez un voyage idéal

Time: 150 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.01, OCV.05.

Writing: WRV.02, WRV.03.

Specific Expectations:

Oral Communication: OC1.01.

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

Planning Notes

- The teacher prepares audio-visual materials and develops a short oral presentation of a trip to introduce the theme.
- Provide chart paper and markers for vocabulary building and mind mapping.
- Provide model for answers for visualizations.

Prior Knowledge Required

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

Teaching /Learning Strategies

1. The teacher creates the atmosphere of an exciting trip. Use audio-visual aids (e.g., video clips, music, pictures, maps, photographs, slides, powerpoint, etc.) to give an oral presentation of a trip. Adjectives and vocabulary of tourist attractions are introduced in the presentation (e.g., la plage, un édifice, une galerie, un musée, des chutes, un parc d’amusement, etc.).
2. Lead the students in a visualization exercise of “un voyage idéal”. The teacher may wish to use music in the background and suggest a Canadian city (Québec) or a city in France (Paris).
Teacher monologue:
“Imagine un beau voyage. Tu es dans le pays de tes rêves. Ferme les yeux. Respire et pense. Qu’est-ce que tu vois? Qu’est-ce que tu entends? Est-ce que tu vois...? Est-ce que tu entends...? Qu’est-ce que tu portes? Qu’est-ce que tu manges? Est-ce qu’il fait chaud? froid? Est-ce que tu es dans une ville? à la plage? à la campagne? Qu’est-ce que tu fais? Décris cet endroit. Est-ce immense? petit? silencieux? Ouvre les yeux.”
The teacher lists the questions for the class, provides models for answers, and reviews vocabulary before doing the visualization.
3. Lead the whole group in recording places and descriptions of places visualized using the model provided. The students may use the phrase “ Comment dit-on en français...? to generate French vocabulary. The teacher records the places and descriptions on chart paper for reference throughout the rest of the activity.

-
4. The teacher gives the students mind maps with questions about things to see/do already on them. Students then fill in with suggestions from the whole group. Students use French-English dictionaries to find meanings and to check French spelling and references on chart paper from Strategy 3 above.
 5. Students post mind maps around the classroom to be visited by the groups as a gallery walk. The teacher gives the instructions "Votre groupe va maintenant visiter les cartes. Chaque élève choisit cinq choses intéressantes et les écrit dans son cahier."
 6. The class shares the interesting things they have recorded. The teacher records these in three or four categories of things to do and see (e.g., les parcs, les musées, les sports, les activités). Post lists in categories around the room for reference.
 7. In pairs or individually, students create a poster of sites/activities in one category. The poster includes several sites (e.g., la tour Eiffel) and several phrases to describe the sites.
 8. The poster may be evaluated using the following criteria: title, number of sites/activities, quality of descriptions of sites/activities (computer graphics, drawings, photos, cut outs, clip art, etc.), and agreement and position of adjectives.

Assessment/Evaluation

- Teacher/peer evaluation of a poster using a checklist developed together in class

Accommodations

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

Resources

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

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

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

Activity 2: On se prépare

Time: 150 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.01, OCV.05.

Writing: WRV.03.

Specific Expectations:

Oral Communication: OC2.05, OC3.01.

Writing: WR2.01.

Planning Notes

- Prepare flash cards showing parts of the reflexive structure:
(e.g., Je + me + lav + e on 4 cards)
 - Group A: Subject pronouns (je, tu, il, on, elle, nous, vous, ils, elles)
 - Group B: Object pronouns (me, te, se, nous, vous, se)
 - Group C: Verb stems (lav, lèv/lev, réveill, bross, ras, prépar, douch, habill...)
 - Group D: Verb endings (e, es, e, ons, ez, ent)
- Reorganize the classroom to provide adequate space for four groups and a line-up.
- Assemble a suitcase with toiletries and clothing packed for a trip to a specific destination.
- Learning experiences used: bodily-kinesthetic strategy (physical movement to show structure)

Prior Knowledge Required

- Present tense of regular and irregular verbs

Teaching/Learning Strategies

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

Assessment/Evaluation

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

Accommodations

- Provide a list of verbs
- See extension activities

Resources

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

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

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

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

Time: 150 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

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

Reading: REV.02.

Writing: WRV.02, WRV.03.

Specific Expectations:

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

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

Writing: WR1.04, WR2.04.

Planning Notes

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

Prior Knowledge Required

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

Teaching/Learning Strategies

1. Teacher prepares riddles for francophone cities giving three clues for each. Student writes the name of the city (e.g., on l'appelle «la ville lumière», «elle se trouve en France», «c'est la capitale» - Paris). Teacher records answers on the board or chart paper to begin the list.
2. The whole class generates a list of other cities in the world where French is spoken. The teacher adds to the list in order to obtain a list of 20-30 cities for use in final activity.
3. Distribute worksheet, Les villes francophones, (Appendix B) and use it as a guide to explain the task.
4. In pairs students complete the research worksheet checklist and orally respond to appropriate questions; the teacher asks for “Je vérifie” (Appendix B)

Assessment/Evaluation

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

Accommodations

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

Resources

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

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

<http://www.yahoo.fr>

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

Appendix

Appendix B - Student worksheet, Les villes francophones

Activity 4: Écrire une carte postale

Time: 150 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Writing: WRV.02, WRV.03.

Specific Expectations:

Writing: WR1.02, WR2.03, WR2.04, WR1.06, WR2.01.

Planning Notes

- The teacher ensures that completed worksheets from Activity 3 are available for this activity.
- Provide dictionaries for student use.
- The teacher and students decide on criteria for evaluation of the postcard.

-
- The teacher and students bring in postcards they have received.
 - Learning experiences used: writing process (generate ideas, choose a topic, develop a plan, write first draft, review and revise, edit and proofread and produce a final copy, see *The Ontario Curriculum, FSL Grades 4-8*, p.10)

Prior Knowledge Required

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

Teaching/Learning Strategies

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

Assessment/Evaluation

- Teacher evaluation of the writing process and the product.

Accommodations

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

Resources

Passages 3 cahier d'activités, Addison-Wesley Longman, ISBN0-201-82282-2, pp. 9, 21

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

Tous ensemble!, Réflexions, D.C. Heath distributed by ITP Nelson, ISBN 0-669-95368-7

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

Time: 75 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Reading: REV.01.

Writing: WRV.03.

Specific Expectations:

Reading: RE1.01.

Writing: WR2.01.

Planning Notes

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

Prior Knowledge Required

- Subject pronoun substitution
- Position of object pronouns

Teaching/Learning Strategies

1. The teacher displays the student-prepared post cards.
2. Students circulate with scavenger hunt worksheet to find required information. In pairs students present their oral responses using the vocabulary from the scavenger hunt worksheet.
3. Use these responses to model new sentences introducing “y”.
4. Teach a lesson on the uses of “y” and provide consolidation exercises.

Assessment/Evaluation

- Written quiz on the use of “y”
- Teacher observation of student participation in Scavenger Hunt

Accommodations:

- Students work in pairs to complete Scavenger Hunt.

Resources

Destinations 3, Copp Clark Pitman, distributed by Addison Wesley Longman

ISBN 0-7730-5134-1, p. 61

Destinations 3 Cahier d'Activités, Copp Clark Pitman distributed by Addison Wesley Longman

ISBN 0-7730-51939-2, pp. 50-51

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

Passages 3 cahier d'activités, ISBN 0-201-82282-2, pp. 124-5,156-7

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

Tous ensemble, Decollage, D.C. Heath distributed by ITP Nelson, feuilles de travail,

ISBN 0-669-75394-6, pp. 14, 17, 25-27

Activity 6: A l'agence de voyages

Time: 150 minutes

Description

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

Strands and Expectations

Overall Expectations:

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

Specific Expectations:

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

Writing: WR1.05, WR2.01, WR2.04.

Planning Notes

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

Prior Knowledge Required

- Interrogatives, futur simple

Teaching/Learning Strategies

1. The whole class brainstorms questions they would ask a travel agent.
2. In pairs students write a dialogue about one of the cities they have researched. One student plays the role of a client and the other of a travel agent. The client asks a number of questions about the city he/she wishes to visit. (e.g., places to stay, what to see and do, how to get there, cost of travel). Students use teacher-prepared questions and answers as a guide to prepare their dialogues.
3. Students present their dialogues to the class.
4. Students play scrabble in pairs using a blank grid (resembling a crossword).
5. **Extension:** Students role play a situation that they may encounter while travelling (e.g., asking for the location of a site, attending an event, asking for a room in a hotel etc.) following teacher-prepared models.

Assessment/Evaluation

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

Accommodations

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

Resources

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

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

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

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

Time: 450 minutes

Description

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

Strand(s) and Expectations

Overall Expectations:

Oral Communication: OCV.04, OCV.05.

Reading: REV.02.

Writing: WRV.03.

Specific Expectations:

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

Reading: RE1.02, RE1.03.

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

Planning Notes

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

Prior Learning Required

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

Teaching/Learning Strategies

1. The teacher records the list of francophone cities that students have researched.
2. Students identify four or five of the most interesting cities to include in the tours.
3. In groups of four or five, students choose a city to research in-depth.
4. Each group prepares a tour of at least three sites located in the city.
5. Groups select appropriate print and Internet resources.
6. In groups students prepare visuals and written descriptions of the sites in paragraph form. Students answer teacher-prepared questions as a guide to write their descriptions.

-
7. Tasks are divided among group members as follows: three students describe the sites; one student presents the introduction and conclusion (with five group members, one student presents the introduction and another presents the conclusion).
 8. Students present the tour to the class. Group members take turns presenting their section and showing related visuals.
 9. **Extension:** In preparation for a trivial pursuit game, the teacher prepares questions on the oral presentations.

Assessment/Evaluation

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

Accommodations

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

Resources

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

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

Tous ensemble, Décollage, D.C. Heath distributed by ITP Nelson, ISBN..... p. 80-81

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

Appendices

Appendix A - Evaluation rubric

Appendix B - Les villes francophone: an oral presentation

Appendix A

Evaluation Rubric

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

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

Appendix B

Les Villes Francophones

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

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

RENSEIGNEMENTS

La ville

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

LIVRES

TITRES

- 1.
- 2.
- 3.

INTERNET (ADRESSES)

- 1.
- 2.
- 3.

LOGICIELS

- 1.
- 2.

RESSOURCES

AUTEURS pages

5. Nommez trois (3) choses qu'un touriste doit voir ou faire quand il visite cette ville:
 - a)
 - b)
 - c)

6. Notez 2 autres détails intéressants:
Je vérifie

1. J'ai utilisé au moins deux ressources.
2. J'ai pris des notes en français.
3. J'ai noté les titres, auteurs (livres), adresses (internet).
4. J'ai trouvé la ville sur une carte.
5. J'ai répondu à toutes les questions.