
Plans of Work

French 2200



Plans of work

The Plans of Work offer a suggested approach to the use of *Destinations 4, 5* and *En Direct 1, 2* to achieve the specific curriculum outcomes in Senior High Core French. The teachers of the working group have made suggestions which include notes recommending adaptations to activities, independent reading activities, composition topics, journal topics, alternative final tasks, enrichment activities, homework suggestions and the linguistic content for each unit. The suggested time is based on a class period of **55-60 minutes**.

These plans of work do not, in any way, replace the teacher's manual for each resource. It is important to continue to use the manual in the planning and presentation of each unit. References are made throughout the plans to the teacher's resource manual (TM), the student text (SB) and the accompanying workbook (WB).

These plans of work are intended as a recommendation. Teachers may decide to choose other selections which support the curriculum outcomes of the Senior High Program and which meet the specific needs of their students.



French 2200
Destinations 4

In Destinations 4, students are working towards the attainment of the specific outcomes, as follows:

- | | |
|---|---|
| Communicating | <ul style="list-style-type: none">1.1 Participate, with support, in classroom routines conducted in French1.2 Ask for specific information, assistance or service related to their needs and interests1.3 Express, with support, needs, desires, opinions and emotions1.4 Recognize that vocabulary, sentence structures and rate of speech vary according to the audience or purpose1.5 Interact effectively in French in everyday situations<ul style="list-style-type: none">- using a range of vocabulary- using past, present and future tenses- orally and in written form1.6 Write, with support, for a variety of purposes using the writing process1.7 Describe personal experiences in logical progression1.8 Transcribe oral communications into written form |
| Acquiring Information | <ul style="list-style-type: none">2.1 Apply information from oral texts to complete a task2.2 Extract and process information from French materials in order to complete an authentic task |
| Experiencing Creative Works | <ul style="list-style-type: none">3.1 View, listen to and read creative works with support and respond to them through various means3.2 Distinguish between relevant and irrelevant information to understand communication |
| Understanding Cultural Influences | <ul style="list-style-type: none">4.1 Demonstrate an awareness of different behavioural norms that exist in francophone cultures4.2 Examine their own family, school and community customs and behavioural patterns and identify similarities and differences with those of francophone cultures4.3 Recognize the behavioural patterns and values that define their culture |
| Using Language Learning Strategies | <ul style="list-style-type: none">5.1 Identify parallel conventions in French and English5.2 Use previously acquired language learning techniques to negotiate meaning in unfamiliar situations5.3 Use reference materials, with support, to facilitate comprehension and to sustain communication5.4 Use collaborative techniques to organize information and ideas needed to complete a task5.5 Demonstrate an awareness of which pre-writing, drafting, revising, editing, proofreading and presentation strategies work for them in producing texts |

It is recommended that teachers include the topics and suggestions below in their instructional plan and respect the suggested time.

Topics

- Unit Opener SB p. 5
- Que la vie est compliquée! SB pp. 6, 7
- Compréhension SB p. 8
- Role play - Application SB p. 9
- Personnalités uniques (# 1, 2, 3) SB pp.10, 11 ¹
- Des traits de caractère WB p. 3
- À toi la parole SB p. 11
- On compose SB p. 11
- Exercices de renforcement SB p. 199 A, B, C ^{devoir}
- On compose SB p. 17
- Une personne qui est... WB p. 4, 5 ^{devoir}
- Quels sentiments! SB p. 13
- Les photos parlent WB p. 7, 8
- Poème ²
- Compréhension WB pp. 10, 11
- Entre nous pp.15, 16
- Sur le vif! WB p. 25 + TM p. 63
- As-tu confiance en toi? WB p. 26
- Dictée
- Avec ou sans pronom? WB p. 12
- Info-gramme SB p. 18 + TM p. 38
- Exercices de renforcement SB p. 200 E
- Exercices de renforcement SB p. 200 F, G ^{devoir}
- Questions et réponses WB p. 16
- Des rappels WB pp. 17, 18 ^{devoir}
- Jeunes Français SB p. 19
- Sondage jeunes Canadiens WB pp. 19, 21
- Les goûts des jeunes SB pp. 27, 28
- Info-gramme SB p. 29 + TM p. 71
- La partie qu'il a organisée WB pp. 28, 29
- Exercices de renforcement SB p. 201 J
- Les familles de mots SB p. 36
- Faux amis SB p. 37
- Dictée
- Évaluation
- Tâche finale
- Auto-évaluation

Suggestions

Notes:

1. To introduce *personnalités*, provide an oral or written description using appropriate adjectives in context. See TM p. 21
2. Choose one of *Sors de toi* SB p. 14 or *Je veux toute, toute, toute la vivre ma vie*, WB p. 22

Un peu plus SB p. 30 and *On communique* SB pp. 31, 32 are good enrichment activities.

Tâche finale:

- A. Students prepare a project / presentation about themselves. The project should include a discussion of their interests, responsibilities, hobbies, etc.
- B. Project #1 in TM p. 58
- C. Research and present someone they admire

Journal Topics:

- A. Expansion SB p. 9 #2
- B. On communique SB p. 13 #2

Linguistic Content

les adjectifs
l'accord du participe passé
que
les verbes pronominaux

Suggested time:

20 periods

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Communicating	1.1	Participate, with support, in classroom routines conducted in French
	1.2	Ask for specific information, assistance or service related to their needs and interests
	1.3	Express, with support, needs, desires, opinions and emotions
	1.4	Recognize that vocabulary, sentence structures and rate of speech vary according to the audience or purpose
	1.5	Interact effectively in French in everyday situations <ul style="list-style-type: none">- using a range of vocabulary- using past, present and future tenses- orally and in written form
	1.6	Write, with support, for a variety of purposes using the writing process
	1.7	Describe personal experiences in logical progression
	1.8	Transcribe oral communications into written form
Acquiring Information	2.1	Apply information from oral texts to complete a task
	2.2	Extract and process information from French materials in order to complete an authentic task
	2.3	Select and use information from various sources to complete a task
	2.4	Select and read material on familiar and unfamiliar topics for information and personal enjoyment
Experiencing Creative Works	3.1	View, listen to and read creative works with support and respond to them through various means
	3.2	Use features of media texts to produce a simple media text
	3.3	Distinguish between relevant and irrelevant information to understand communication
Understanding Cultural Influences	4.1	Demonstrate an awareness of different behavioural norms that exist in francophone cultures
	4.2	Examine their own family, school and community customs and behavioural patterns and identify similarities and differences with those of francophone cultures
	4.3	Recognize the behavioural patterns and values that define their culture
	4.4	Identify countries and regions where the French language is spoken and explain the contributions of individuals from these countries to Canada and the world
	4.5	Recognize the importance of bilingualism in our society
Using Language Learning Strategies	5.1	Identify parallel conventions in French and English
	5.2	Use previously acquired language learning techniques to negotiate meaning in unfamiliar situations
	5.3	Use reference materials, with support, to facilitate comprehension and to sustain communication
	5.4	Use collaborative techniques to organize information and ideas needed to complete a task
	5.5	Demonstrate an awareness of which pre-writing, drafting, revising, editing, proofreading and presentation strategies work for them in producing texts

It is recommended that teachers include the topics and suggestions below in their instructional plan and respect the suggested time.

Topics

- Unit opener SB pp. 40, 41
- Vivre, c'est communiquer! SB pp. 42, 43
- Compréhension SB pp. 44, 45
- Application SB pp. 44, 45
- Autour du monde WB p. 40 + TM p. 107
- Survol des langues! WB pp. 41, 42
- Exercices de renforcement SB p. 210 O
- Exercices de renforcement SB pp. 209, 210 N
- D'une langue à l'autre # 1 SB p. 50 + TM p. 118
- On y voyage WB p. 45
- Exercices de renforcement SB pp. 207, 208 A, C, E ^{devoir}
- Bon voyage! WB pp. 46, 47
- Dictée
- Composition
- Lui ou Leur? WB p. 51
- Info-gramme SB p. 53 + TM pp. 121, 122
- Des nouvelles WB p. 52
- Exercices de renforcement SB pp. 208, 209 I, J
- Exercices de renforcement SB p. 208 F, G, H
- Poème: Apprendre une langue SB p. 54 **ou** Faible triste SB p. 67
- La francophonie mondiale SB pp. 55-57
- La francophonie mondiale WB p. 55
- Savez-vous bien communiquer? SB p. 59
- Le langage du corps SB pp. 60, 61
- Compréhension SB p. 62
- L'art de la communication WB pp. 60, 61
- La communication non-verbale SB pp. 68, 69
- Salut tout le monde! WB p. 71
- Info-gramme SB p. 70 + TM p. 161 ¹
- En général SB p. 74
- Tâche finale
- Évaluation
- Auto-évaluation

Suggestions

Notes:

1. See SB pp. 204, 205 for additional information

Tâche finale:

- A. Use *On compose* SB p. 47 along with the Mini-projet A SB p. 58 to complete a research project.
- B. TM p. 139 Project 1

Composition Topics:

- A. Une langue à l'autre SB p. 52 (Impro)
- B. Un voyage que je veux faire ou que j'ai fait.

Journal Topics:

- A. Application SB p. 63 # 2
- B. Application SB p. 63 # 4

Enrichment Activities:

- A. La voisine WB pp. 56, 57
- B. Des manchettes WB p. 64
- C. Je vous présente WB p. 66

Linguistic Content

les prépositions
 les pronoms objets indirects
 y
 le passé composé (verbes irréguliers)

Suggested time:

19 periods

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	1.3	Express, with support, needs, desires, opinions and emotions
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	1.6	Write, with support, for a variety of purposes using the writing process
	1.8	Transcribe oral communications into written form
	Acquiring Information	2.1
2.2		Extract and process information from French materials in order to complete an authentic task
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Topics

- Unit Opener SB pp. 78, 79
- Le monde de la publicité SB pp. 80, 81
- Compréhension / Application SB pp. 82, 83
- Décode le message WB pp. 77, 78
- Vive la pub! SB pp. 86, 87
- Les Pages Jaunes: À votre service SB pp. 90, 91
- À toi la parole SB p. 92
- Info-gramme SB pp. 93, 94 + TM pp. 198, 204
- Un peu de gentillesse WB p. 82
- Exercices de renforcement SB p. 215 A
- Quelles situations! WB pp. 84, 85
- Interphone WB p. 86
- Exercices de renforcement SB p. 215 B, C ^{devoir}
- Dictée
- Composition
- L'évolution de la publicité: L'histoire des jeans Levi SB pp. 98, 99
- Compréhension/ Application SB pp. 100, 101
- En parlant WB p. 96
- Info-gramme SB p. 105 + TM pp. 222, 223
- Exercices de renforcement SB p. 216 E, F
- La publicité à la télé SB pp. 106, 107
- Pour persuader WB p. 79
- Info-gramme SB p. 115 + TM p. 240
- Exercices de renforcement SB p. 217 H, I, J
- Les impératifs de la publicité WB p.105
- Communiquez comme il faut! SB p.118
- Les bons mots SB p.119
- Tâche finale
- Évaluation
- Auto-évaluation

Suggestions

Tâche finale:

- A. Students create their own *publicité* referring to SB p. 88 and WB p. 80.
- B. Expansion, SB p.101
- C. Mini-projet SB p.109
- D. Create a video publicity
- E. Students create their own magazine. This can be done as a class project using SB pp. 112-114 as a reference.

Composition Topics:

- A. On communique: Impro SB p. 104
- B. La publicité Levi, est-il efficace? SB p. 99

Journal Topic:

- A. A toi la parole SB p. 107

Independent Reading:

Des valeurs universelles pour Coca Cola Classique, WB pp. 111-113

Linguistic Content:

le conditionnel
en
l'impératif + les pronoms

Suggested time:

17 periods

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Topics

- Unit Opener, SB pp. 122, 123
- Jeunesse Mag au colloque Place aux jeunes SB pp. 124, 125
- Compréhension SB p. 126
- Célébrités canadiennes WB p. 115
- Est-on écolo? WB p. 116
- Écolomanie! WB pp. 117, 118
- L'environnement, c'est pour la vie SB pp. 128, 129
- Déjà et pourtant SB p. 133
- Déjà et pourtant WB pp. 124, 125
- Change tes habitudes! WB p. 126 + TM p.28
- On demande conseil! WB p.127
- La parole est aux lecteurs! WB pp. 128, 129
- Jean-Michel, dauphin de l'empire Cousteau, SB p. 138
- Les amis de la terre WB p. 131
- Au parc Beausoleil WB pp. 134, 135
- A quoi t'intéresses-tu? SB pp. 148, 149
- Composition
- Quelle action? WB p. 139, 140
- Info-gramme SB p. 150
- Parlons sports! WB p. 141
- Choix¹
- Langage en action! SB p. 156
- Dictée
- Tâche finale
- Évaluation
- Auto-évaluation

Suggestions

Notes:

1. Choose either of the four readings and do the corresponding workbook activities.

Tâche finale:

- A. SB p. 151 #4
- B. Prepare a presentation and a poster on a member of your local community who has made a contribution to protecting the environment
- C. Research and present a current environmental issue.

Composition topics:

- A. SB p. 146 À toi la parole
- B. SB p. 146 On compose
- C. SB p. 149 À toi la parole
- D. SB p. 133 On compose

Journal topics:

- A. SB p. 135 À toi la parole
- B. SB p. 145 3b

Independent reading:

Readings from pp. 152-155

Linguistic content:

l'impératif
le conditionnel (révision)
l'imparfait / le passé composé

Suggested time:

18 periods

In Destinations 4, students are working towards the attainment of the specific outcomes, as follows:

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	1.3	Express, with support, needs, desires, opinions and emotions
	1.4	Recognize that vocabulary, sentence structures and rate of speech vary according to the audience or purpose
	1.5	Interact effectively in French in everyday situations <ul style="list-style-type: none">- using a range of vocabulary- using past, present and future tenses- orally and in written form
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Using Language Learning Strategies	5.1	Identify parallel conventions in French and English
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It is recommended that teachers include the topics and suggestions below in their instructional plan and respect the suggested time.

Topics

- Unit Opener SB pp. 160, 161
- Pleins feux sur l'avenir! SB pp. 162, 163
- Compréhension, Expansion SB pp. 164, 165
- Encore des prédictions SB p. 167
- Composition: On compose SB p. 167
- Quels changements nous réserve l'avenir? WB pp. 151, 152
- D'accord ou pas d'accord WB p. 153
- Encore des prédictions SB p. 166 1, 2
- Info-gramme SB p. 168 + TM pp. 344, 345
- Exercices de renforcement SB p. 227 A, B
- À demain WB pp. 157, 158
- Les yeux sur l'avenir WB p. 159
- Rêve de l'avenir SB p. 169
- Rêve de l'avenir WB pp. 160, 161
- Dictée
- Toujours optimiste SB p. 170, 171¹
- Cassette d'échange WB p. 162
- Mini-projet: À ton tour WB p. 163
- Les Canadiens dans l'espace SB pp. 172, 173²
- Les Canadiens dans l'espace WB pp. 164, 165
- Les inventions: un aperçu sur l'avenir SB pp. 174, 175
- Compréhension SB pp. 176, 177
- Eureka! WB p. 169
- La classe de demain SB pp. 178, 179 + TM pp. 375, 376
- Ce qu'on fera à l'école WB p. 17
- Exercices de renforcement SB pp. 228, 229 I, J
- Tête-à-tête WB p. 171
- Les inventions SB p. 181
- Info-gramme SB p. 182 + TM p. 382
- Exercices de renforcement SB p. 229 M, O
- A l'avenir WB p. 175
- La France face au 21^e siècle! SB pp. 184, 185
- La France face au 21^e siècle! WB pp. 176, 177
- Expressions idiomatiques / Les mots composés, SB pp. 186, 187
- Évaluation
- Tâche finale
- Auto-évaluation

Suggestions

Notes:

1. Use *À toi la parole* as a journal topic.
2. Choose either of the astronauts and do the corresponding workbook exercises.

Tâche finale:

- A. On compose SB p. 179
- B. TM pp. 370, 371 1, 2, or 5
- C. Expansion SB p. 177 2

Impro SB p. 181 provides useful expressions for the final task

Linguistic content:

le futur simple
ce qui / ce que
dont

Suggested time:

25 periods



French 2200
En Direct 1

In En Direct 1, students are working towards the attainment of the specific outcomes, as follows:

Communicating	1.1	Participate, with support, in classroom routines conducted in French
	1.2	Ask for specific information, assistance or service related to their needs and interests
	1.3	Express, with support, needs, desires, opinions and emotions
	1.4	Recognize that vocabulary, sentence structures and rate of speech vary according to the audience or purpose
	1.5	Interact effectively in French in everyday situations <ul style="list-style-type: none">- using a range of vocabulary- using past, present and future tenses- orally and in written form
	1.7	Write, with support, for a variety of purposes using the writing process
	1.8	Transcribe oral communications into written form
	Acquiring Information	2.1
2.2		Extract and process information from French materials in order to complete an authentic task
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Experiencing Creative Works	3.1	View, listen to and read creative works with support and respond to them through various means
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Using Language Learning Strategies	5.1	Identify parallel conventions in French and English
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	5.5	Demonstrate an awareness of which pre-writing, drafting, revising, editing, proofreading and presentation strategies work for them in producing texts

It is recommended that teachers include the topics and suggestions below in their instructional plan and respect the suggested time.

Topics

- Unit opener SB p. 1
- Question d'attitude WB p. 1
- Conditionnement physique SB pp. 2, 3
- Le centre idéal WB p. 3
- Notre centre récréatif WB p. 4
- Participaction WB p. 5 ¹
- En forme WB pp. 6-8 ²
- Conseil-santé SB p. 6
- Exercices aérobiques WB pp. 9-12 Partie D ^{devoir}
- Et 1,2,3.... WB p. 14 + info-langue SB p.7
- Entraînement aérobique WB pp. 15, 16
- Routine aérobique WB p. 13 ^{devoir}
- Bougeons un peu! SB p. 7
- Activité d'évaluation #1
- Dictée
- La naissance des sports organisés au Canada SB pp. 8, 9
- Mes réactions + info-langue SB p.10
- C'est parfait pour toi ^{3 devoir}
- La loyauté avant tout SB p. 12
- La popularité du cyclisme - info-culture SB p.13
- Action-réaction SB pp. 14, 15 + info-langue SB p.16
- L'esprit sportif WB pp. 24, 25
- Questions olympiques WB pp. 27, 28 + info-intérêt SB p.17
- Faits olympiques SB pp. 18, 19
- Info-stratégie: préfixes et suffixes SB p. 20
- Activité d'évaluation #2
- Composition
- Sondage exclusif WB p. 22
- Les sports d'équipe SB p. 23
- Le bon équipement WB p. 30 ^{devoir}
- Rondelle-mystère ^{4 devoir}
- Le monde du sport SB p. 24
- Connaissances sportives WB pp. 31, 32
- Partie B ^{devoir}
- Action-résultat WB p. 33 ^{devoir}
- Permis ou défendu WB pp. 34, 35 + info-langue SB pp. 28, 29
- Sports de toutes sortes WB pp. 36, 37
- Activité d'évaluation. #3
- Dictée
- Tâche finale ⁵
- Auto-évaluation

Suggestions**Notes:**

1. Warm-up
2. Do 2 of 4
3. Activités supplémentaires pp. 7, 8
4. Activités supplémentaires p. 14
5. Alternative **tâche finale** - describe an existing sport

Reading needs to be supplemented in this unit.

Independent reading:

Journal d'une athlète - Activités supplémentaires pp. 11 - 13

Composition topic:

Mon sport favori

Linguistic content

devoir / pouvoir (présent)

devrais + l'infinitif

l'impératif

le futur simple

les expressions de permission et d'interdiction

qui / que

Suggested time:

17 periods

In En Direct 1, students are working towards the attainment of the specific outcomes, as follows:

- | | |
|---|--|
| Communicating | <ul style="list-style-type: none">1.1 Participate, with support, in classroom routines conducted in French1.2 Ask for specific information assistance or service related to their needs and interests1.3 Express, with support, needs, desires, opinions and emotions1.4 Recognize that vocabulary, sentence structures and rate of speech vary according to the audience or purpose1.5 Interact effectively in French in everyday situations<ul style="list-style-type: none">- using a range of vocabulary- using past, present and future tenses- orally and in written form1.6 Write, with support, for a variety of purposes using the writing process1.7 Describe personal experiences in logical progression1.8 Transcribe oral communications into written form |
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| Experiencing Creative Works | <ul style="list-style-type: none">3.1 View, listen to and read creative works with support and respond to them through various means3.3 Distinguish between relevant and irrelevant information to understand communication |
| Understanding Cultural Influences | <ul style="list-style-type: none">4.1 Demonstrate an awareness of different behavioural norms that exist in francophone cultures4.2 Examine their own family, school and community customs and behavioural patterns and identify similarities and differences with those of francophone cultures4.3 Recognize the behavioural patterns and values that define their culture4.4 Identify countries and regions where the French language is spoken and explain the contributions of individuals from these countries to Canada and the world |
| Using Language Learning Strategies | <ul style="list-style-type: none">5.1 Identify parallel conventions in French and English5.2 Use previously acquired language learning techniques to negotiate meaning in unfamiliar situations5.3 Use reference materials, with support, to facilitate comprehension and to sustain communication5.4 Use collaborative techniques to organize information and ideas needed to complete a task5.5 Demonstrate an awareness of which pre-writing, drafting, revising, editing, proofreading and presentation strategies work for them in producing texts |

It is recommended that teachers include the topics and suggestions below in their instructional plan and respect the suggested time.

Topics	Suggestions
<ul style="list-style-type: none"> • Unit opener SB p. 31 • Reste ami SB p. 32 • L'essentiel en amitié SB p. 33 • L'alphabet de l'amitié WB p. 41 • Question à discuter SB pp. 34, 35 • Opinions partagées WB p. 42 + info-stratégie SB p. 36 • Relations amicales WB pp. 42, 43 • Comportements observés WB p. 44 • A tout problème, sa solution SB p. 37¹ • Expériences partagées SB p. 40 • L'histoire d'une grande amitié WB p. 46 + info-langue SB p. 41 • Que s'est-il passé? WB p. 47 • Conséquences logiques WB p. 47^{devoir} • Des disputes, toujours des disputes SB p. 40² • Activité d'évaluation #1 • Dictée • Avec ou sans amis WB pp. 48, 49 • En groupe ou seul SB pp. 42, 43 • Opinions controversables SB pp. 44, 45 • À discuter SB p. 46 + info-langue SB p. 47 • Faits ou opinions WB p. 49³ • Réaction WB p. 54⁴ • L'amitié au cours des ans WB pp. 55, 56 • L'amitié, ça se développe SB p. 47 • Activité d'évaluation # 2 • Le printemps de l'amour SB p. 48 • Le saviez-vous? WB p. 58 + info-langue SB p. 50 • Info-culture SB p. 51 • Ce que nos parents nous disent SB p. 49 • Avant et maintenant WB p. 59 • Au sujet de mon enfance: une entrevue⁵ • L'art de plaire SB pp. 54, 55 • Conseil aux filles⁶ • Activité d'évaluation. #3⁷ • Dictée (Partie B of Activité d'évaluation #4) • Tâche finale⁸ • Auto-évaluation 	<p>Notes:</p> <ol style="list-style-type: none"> 1. <i>A la découverte des verbes pronominaux</i> - activités supplémentaires p. 32 is a good support activity 2. Prepare a role play as a short project 3. Parts B and C optional 4. Use as a writing assignment 5. Activités supplémentaires pp. 45, 46 6. Activités supplémentaires pp. 47 7. Provide verbs to lower level of difficulty 8. Tâche finale - combine <ul style="list-style-type: none"> - L'art de débattre SB pp. 60, 61 - Oui, mais SB p. 58 - Sortir ou non - activité d'évaluation # 4 partie B - Justifications SB p. 59 <p>Linguistic content les verbes pronominaux (présent / passé composé) le comparatif l'imparfait les adjectifs des mots familiers de la langue française canadienne</p> <p>Suggested time: 16 periods</p>

In En Direct 1, students are working towards the attainment of the specific outcomes, as follows:

Communicating	1.1	Participate, with support, in classroom routines conducted in French
	1.2	Ask for specific information assistance or service related to their needs and interests
	1.3	Express, with support, needs, desires, opinions and emotions
	1.4	Recognize that vocabulary, sentence structures and rate of speech vary according to the audience or purpose
	1.5	Interact effectively in French in everyday situations <ul style="list-style-type: none">- using a range of vocabulary- using past, present and future tenses- orally and in written form
	1.6	Write, with support, for a variety of purposes using the writing process
	1.7	Describe personal experiences in logical progression
	1.8	Transcribe oral communications into written form
Acquiring Information	2.1	Apply information from oral texts to complete a task
	2.2	Extract and process information from French materials in order to complete an authentic task
	2.4	Select and read material on familiar and unfamiliar topics for information and personal enjoyment
Experiencing Creative Works	3.1	View, listen to and read creative works with support and respond to them through various means
	3.3	Distinguish between relevant and irrelevant information to understand communication
Understanding Cultural Influences	4.1	Demonstrate an awareness of different behavioural norms that exist in francophone cultures
	4.2	Examine their own family, school and community customs and behavioural patterns and identify similarities and differences with those of francophone cultures
	4.3	Recognize the behavioural patterns and values that define their culture
	4.4	Identify countries and regions where the French language is spoken and explain the contributions of individuals from these countries to Canada and the world
Using Language Learning Strategies	5.1	Identify parallel conventions in French and English
	5.2	Use previously acquired language learning techniques to negotiate meaning in unfamiliar situations
	5.3	Use reference materials, with support, to facilitate comprehension and to sustain communication
	5.4	Use collaborative techniques to organize information and ideas needed to complete a task
	5.5	Demonstrate an awareness of which pre-writing, drafting, revising, editing, proofreading and presentation strategies work for them in producing texts

It is recommended that teachers include the topics and suggestions below in their instructional plan and respect the suggested time.

Topics	Suggestions
<ul style="list-style-type: none"> • Unit opener SB p. 63 • 15 jours dans une polyvalente SB pp. 63-66 • Le système scolaire au Québec SB p. 68 + info-culture SB p. 67 • Pour bien comprendre WB pp. 65-67 (partie B, C ^{devoir}) • L'école et moi WB pp. 68, 69 • Ici et là SB p. 69 • Mots croisés WB p. 70 • Pourquoi le faire? (partie B ^{devoir}) WB pp. 71, 72 • A quoi bon? SB p. 70 • Matière à réflexion WB pp. 72, 73 ¹ • Les stéréotypes dans l'enseignement, ça existe? SB p. 71 • Quelle sorte de prof serais-tu? WB pp. 74, 75 • Le / la prof idéal/e SB p. 72 ² • L'étudiant/e idéal/e SB p. 73 ² • Activité d'évaluation #1 • Dictée • Agenda SB p. 74 • Étudiante typique SB p. 75 • Occupation de tous les jours SB p. 76 • À changer WB p. 79 + info-langue SB p. 77 • Problèmes à résoudre SB p. 78 ³ • À l'aide WB pp. 80, 81 ⁴ • Travailler ou ne pas travailler SB p. 79 • Des écoles à découvrir SB p. 81 ⁵ • Activité d'évaluation #2 • Pas d'uniforme, mais... SB p. 82 • Acceptable ou inacceptable SB p. 83 • On peut / on ne peut pas SB p. 84 + info-langue SB p. 85 • À notre école (partie A ^{devoir}) WB p. 82 • Justice pour tous WB p. 83 • SiPartie A WB p. 84 + info-langue SB p. 86 • Le Cancre SB p. 87 • Autres pays, autres moeurs WB p. 85 • L'inégalité face à l'école - des chances égales SB pp. 88, 89 ⁶ • Activité d'évaluation #3 • Dictée • Tâche finale + info-stratégie SB p. 92 • Auto-évaluation 	<p>Notes:</p> <ol style="list-style-type: none"> 1. Complete 4 of 8 2. Class discussion 3. Do 3 of 5 problems 4. Provide verbs. <i>Suggestions d'un/e étudiant/e</i> - a short writing assignment 5. Reading and discussion 6. Reading and discussion <p>Composition Mon école / Ma vie à l'école</p> <p>Linguistic Content: le conditionnel si +l'imparfait + le conditionnel pour / préparer à + l'infinitif les expressions interrogatives</p> <p>Suggested time: 17 classes</p>

In En Direct 1, students are working towards the attainment of the specific outcomes, as follows:

- | | |
|---|--|
| Communicating | <ol style="list-style-type: none">1.1 Participate, with support, in classroom routines conducted in French1.2 Ask for specific information assistance or service related to their needs and interests1.3 Express, with support, needs, desires, opinions and emotions1.4 Recognize that vocabulary, sentence structures and rate of speech vary according to the audience or purpose1.5 Interact effectively in French in everyday situations<ul style="list-style-type: none">- using a range of vocabulary- using past, present and future tenses- orally and in written form1.6 Write, with support, for a variety of purposes using the writing process1.7 Describe personal experiences in logical progression1.8 Transcribe oral communications into written form |
| Acquiring Information | <ol style="list-style-type: none">2.1 Apply information from oral texts to complete a task2.2 Extract and process information from French materials in order to complete an authentic task2.4 Select and read material on familiar and unfamiliar topics for information and personal enjoyment |
| Experiencing Creative Works | <ol style="list-style-type: none">3.1 View, listen to and read creative works with support and respond to them through various means3.2 Use features of media texts to produce a media text3.3 Distinguish between relevant and irrelevant information to understand communication |
| Understanding Cultural Influences | <ol style="list-style-type: none">4.1 Demonstrate an awareness of different behavioural norms that exist in francophone cultures4.2 Examine their own family, school and community customs and behavioural patterns and identify similarities and differences with those of francophone cultures4.3 Recognize the behavioural patterns and values that define their culture4.4 Identify countries and regions where the French language is spoken and explain the contributions of individuals from these countries to Canada and the world |
| Using Language Learning Strategies | <ol style="list-style-type: none">5.1 Identify parallel conventions in French and English5.2 Use previously acquired language learning techniques to negotiate meaning in unfamiliar situations5.3 Use reference materials, with support, to facilitate comprehension and to sustain communication5.4 Use collaborative techniques to organize information and ideas needed to complete a task5.5 Demonstrate an awareness of which pre-writing, drafting, revising, editing, proofreading and presentation strategies work for them in producing texts |

It is recommended that teachers include the topics and suggestions below in their instructional plan and respect the suggested time.

Topics	Suggestions
<ul style="list-style-type: none">· Unit opener SB p. 95· Les arts, vous connaissez? WB pp. 87, 88· Les blues du businessman SB p. 96· Dans les arts ou dans les affaires WB pp. 89, 90· Le rire SB p. 97· Ça te fait rire? WB pp. 90, 91· Oui ou non? SB p. 100 ¹+ info-langue SB p. 101· Bizarre WB p. 92 ²· Info-stratégie SB p. 103 ³· Sans blague WB pp.92, 93 ⁴· Rire à partager ⁵devoir· Des drames pour tous les goûts SB pp. 112, 113· Dramatisation SB p. 114· Que d'émotions! WB p. 96· Poème à jouer SB p. 115· Dialoguons! WB p. 97· Une faveur, s.v.p (fable only) SB p. 116· Un conte à raconter (story only) SB pp. 120, 121· Donnons-nous la réplique WB p. 99 + info-langue SB pp. 122, 123· À la découverte des pronoms ⁶devoir· Activité d'évaluation (combine activités 1, 2)· Dictée· En panne des livres SB p. 124· Votre alibi, s.v.p. WB p. 101 + info-langue SB p. 126· Docudrame SB p. 127· Suspense dans l'air WB p. 102· Scénarios à inventer WB p. 103 ⁷· Activité d'évaluation #3· Dictée· Pour dialoguer + info-langue SB p.119· Tâche finale· Auto-évaluation	<p>Notes:</p> <ol style="list-style-type: none">1. Use as a game2. Use alternative procedure3. Warm-up4. Do 4 of 85. Activités supplémentaires pp. 63, 646. Activités supplémentaires pp. 75, 767. Writing assignment <p>Linguistic Content</p> <p>l'inversion les différents niveaux de langue les pronoms le passé composé</p> <p>Suggested time: 16 periods</p>

In En Direct 1, students are working towards the attainment of the specific outcomes, as follows:

- | | |
|---|--|
| Communicating | <ol style="list-style-type: none">1.1 Participate, with support, in classroom routines conducted in French1.2 Ask for specific information assistance or service related to their needs and interests1.3 Express, with support, needs, desires, opinions and emotions1.4 Recognize that vocabulary, sentence structures and rate of speech vary according to the audience or purpose1.5 Interact effectively in French in everyday situations<ul style="list-style-type: none">- using a range of vocabulary- using past, present and future tenses- orally and in written form1.6 Write, with support, for a variety of purposes using the writing process1.7 Describe personal experiences in logical progression1.8 Transcribe oral communications into written form |
| Acquiring Information | <ol style="list-style-type: none">2.1 Apply information from oral texts to complete a task2.2 Extract and process information from French materials in order to complete an authentic task2.3 Select and use information from various sources to complete a task2.4 Select and read material on familiar and unfamiliar topics for information and personal enjoyment |
| Experiencing Creative Works | <ol style="list-style-type: none">3.1 View, listen to and read creative works with support and respond to them through various means3.2 Use features of media texts to produce a simple media text3.3 Distinguish between relevant and irrelevant information to understand communication |
| Understanding Cultural Influences | <ol style="list-style-type: none">4.1 Demonstrate an awareness of different behavioural norms that exist in francophone cultures4.2 Examine their own family, school and community customs and behavioural patterns and identify similarities and differences with those of francophone cultures4.3 Recognize the behavioural patterns and values that define their culture |
| Using Language Learning Strategies | <ol style="list-style-type: none">5.1 Identify parallel conventions in French and English5.2 Use previously acquired language learning techniques to negotiate meaning in unfamiliar situations5.3 Use reference materials, with support, to facilitate comprehension and to sustain communication5.4 Use collaborative techniques to organize information and ideas needed to complete a task5.5 Demonstrate an awareness of which pre-writing, drafting, revising, editing, proofreading and presentation strategies work for them in producing texts |

It is recommended that teachers include the topics and suggestions below in their instructional plan and respect the suggested time.

Topics	Suggestions
<ul style="list-style-type: none"> • Unit opener SB p. 129 • Expert/e - loisir WB pp. 105, 106 • Qu'est-ce qu'on fait aujourd'hui? SB pp. 130, 131 • C'est à connaître! WB pp. 107, 108 ^{devoir} • Où se divertir? WB pp. 109, 110 + info-langue SB p. 132 • Où est-ce? ^{1 devoir} • Qu'est-ce qui'il nous manque? SB p. 132 • Les jeunes qui sont-ils? SB pp. 134-136 • Info-culture: Les valeurs des jeunes français SB p. 137 • Les jeunes d'aujourd'hui WB pp. 115, 116 ^{devoir} • Profitons-en! WB p. 116 • Avantages et bienfaits SB p. 138 • On est capable! SB p. 139 ² • Dictée: "Faire du sport peut nous aider à combattre les stress." SB p. 138 • Activité d'évaluation #1 (alternative procedure) • 20 activités captivantes à faire SB pp. 140, 141 • Des activités pour nous SB p. 142 ^{devoir} • M'ennuyer? Jamais! SB p. 143 • Info-intérêt SB pp. 144, 145 ³ • Si nous faisons quelque chose? SB p. 147 + info-langue SB p. 148 • On a tous des besoins WB pp. 121, 122 ^{devoir} • Ville et compagnie - Partie A WB p. 122 ⁴ • Vos suggestions, s.v.p. SB pp. 150, 151. ⁵ • Une nuit très longue SB pp. 152, 153 ⁶ • Pour s'organiser WB pp. 126, 127 • Distribution des tâches WB p. 132 + info-langue SB p. 155 • Activité d'évaluation #2 • Dictée • Tâche finale <ul style="list-style-type: none"> A) Partons Ensemble ⁷ (or alternative procedure) B) Planifier - un party; une danse, une journée, un bal de fin d'année 	<ol style="list-style-type: none"> 1. Activités supplémentaires pp. 89, 90 2. Assign as independent reading 3. Use as a warm-up 4. Parts B + C optional 5. To save time have students complete 4 of 8 6. Use as a reading project 7. Activités supplémentaires pp. 105, 106 <p>Linguistic Content si + l'imparfait le conditionnel les pronoms emphatiques y l'infinitif ce qui / ce que</p> <p>Suggested time: 17 periods</p>

In En Direct 1, students are working towards the attainment of the specific outcomes, as follows:

Communicating	<ul style="list-style-type: none"> 1.1 Participate, with support, in classroom routines conducted in French 1.2 Ask for specific information assistance or service related to their needs and interests 1.3 Express, with support, needs, desires, opinions and emotions 1.4 Recognize that vocabulary, sentence structures and rate of speech vary according to the audience or purpose 1.5 Interact effectively in French in everyday situations <ul style="list-style-type: none"> - using a range of vocabulary - using past, present and future tenses - orally and in written form 1.6 Write, with support, for a variety of purposes using the writing process 1.7 Describe personal experiences in logical progression 1.8 Transcribe oral communications into written form
Acquiring Information	<ul style="list-style-type: none"> 2.1 Apply information from oral texts to complete a task 2.2 Extract and process information from French materials in order to complete an authentic task 2.3 Select and use information from various sources to complete a task 2.4 Select and read material on familiar and unfamiliar topics for information and personal enjoyment
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Understanding Cultural Influences	<ul style="list-style-type: none"> 4.1 Demonstrate an awareness of different behavioural norms that exist in francophone cultures 4.3 Recognize the behavioural patterns and values that define their culture 4.4 Identify countries and regions where the French language is spoken and explain the contributions of individuals from these countries to Canada and the world 4.5 Recognize the importance of bilingualism in our society
Using Language Learning Strategies	<ul style="list-style-type: none"> 5.1 Identify parallel conventions in French and English 5.2 Use previously acquired language learning techniques to negotiate meaning in unfamiliar situations 5.3 Use reference materials, with support, to facilitate comprehension and to sustain communication 5.4 Use collaborative techniques to organize information and ideas needed to complete a task 5.5 Demonstrate an awareness of which pre-writing, drafting, revising, editing, proofreading and presentation strategies work for them in producing texts

It is recommended that teachers include the topics and suggestions below in their instructional plan and respect the suggested time.

Topics	Suggestions
<ul style="list-style-type: none">• Unit opener SB p. 159• As-tu l'esprit d'aventure? WB pp. 136-138• De grandes aventures SB pp. 160-162• Des aventures à comprendre WB pp. 139, 140• Nos actions sont le miroir de nous-mêmes SB p.165 ¹• Mots croisés ² + info-langue SB p. 166 ^{devoir}• Une aventure sur mesure SB p. 166 + info-langue SB pp. 168, 169• Aventureusement parlant WB pp. 143, 144• Des personnes peu communs WB p. 145• Personnages WB p. 149• A chaque aventure, son héros WB pp. 150, 151 ³• Activité d'évaluation #1• Dictée• Aventures / voyages SB pp. 170, 171• Destination sur mesure SB p. 172• Voyages de rêve SB p. 172• Récits à améliorer WB p. 152 + info-stratégie SB p. 179 + info-stratégie SB p. 181• Là où ça se passe WB pp. 153, 154 ⁴• À la recherche d'un trésor SB pp. 176, 177 + info-culture SB p. 178• Lieux et actions WB pp. 156, 158• Ambiance des lieux WB pp. 159, 160• Le premier voyage en Amérique de Christophe Colomb...: «une folle» aventure SB pp. 182-184• Itinéraire de voyage WB p. 161• Activité d'évaluation #2• Dictée• Tâche finale<ul style="list-style-type: none">A) À la découverte du monde francophone SB p. 179B) À vos plumes SB p. 192• Auto-évaluation	<ol style="list-style-type: none">1. Use 3 of 62. Activités supplémentaires pp. 107, 1083. Writing assignment4. Writing assignment <p>Mini-projet: A postcard from Christophe Colomb to home</p> <p>Linguistic Content les adjectifs les adverbes les synonymes</p> <p>Suggested time: 16 periods</p>

