
French 3200
Destinations 5

In Destinations 5, students are working towards the attainment of the specific outcomes, as follows:

| | | |
|---|-----|--|
| Communicating | 1.1 | Participate in classroom routines conducted in French |
| | 1.2 | Ask for information, assistance or service |
| | 1.3 | Explain, with support, needs, desires, opinions and emotions |
| | 1.4 | Adapt vocabulary, sentence structures and rate of speech to suit the audience or purpose |
| | 1.5 | Interact effectively, and on occasion spontaneously, 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 | With support, create texts using the writing process and incorporating information from a variety of resources |
| | 1.7 | Describe events and experiences in logical progression |
| | 1.8 | Transcribe oral communications into written form |
| Acquiring Information | 2.1 | Adapt information, with support, from oral texts to complete a task |
| | 2.2 | Adapt information, with support, from French materials in order to complete an authentic task |
| | 2.3 | Research a chosen topic using various media and adapt information, with support, to complete a task |
| | 2.4 | Read texts for enjoyment and information and respond to such texts in ways that involve general knowledge and personal experience |
| Experiencing Creative Works | 3.1 | View, listen to and read creative works with support and respond to them through various means |
| | 3.2 | Use various features of media texts to interpret and produce a variety of such texts and to detect bias |
| Understanding Cultural Influences | 4.1 | Describe changes in behavioural norms that are appropriate to adopt when visiting a francophone culture |
| | 4.3 | Discuss how the behavioural patterns and values that define their culture influence the way they personally view the world |
| | 4.4 | Discuss the contributions of contemporary francophones and francophone cultures to Canada |
| | 4.5 | Explain the contribution of bilingualism to our society |
| Using Language Learning Strategies | 5.1 | Compare conventions of the English language with parallel conventions in the French language |
| | 5.2 | Use previously acquired language learning techniques to clarify and negotiate meaning in order to cope with unknown expressions and avoid breakdown of communication |
| | 5.3 | Begin to use reference materials independently to facilitate comprehension and to sustain communication |
| | 5.4 | Use collaborative techniques to plan a presentation |
| | 5.5 | Apply their knowledge of which strategies are effective in creating 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. 4, 5¹
- Voyages à travers le Canada, SB pp. 6, 9²
- Compréhension SB p.10 or SB p.15³
- Soyez des nôtres! WB pp. 1, 2
- Mini-projet
- À voir et à faire WB pp. 2, 3^{devoir}
- Jeu de pièges sur le Canada, #1, SB p. 11 + TM P. 27
- Exercices de renforcement SB p. 200 A, B^{devoir}
- Défi Canada WB p. 4, 5
- Composition
- Info-gramme SB p.13 + TM P. 209
- Exercices de renforcement SB p. 201 C, F (orally)
- Exercices de renforcement SB p. 201 D, E^{devoir}
- Des touristes à Montréal WB pp. 14, 15 + TM p. 38, SB p. 17
- Attention aux panneaux routiers! SB p. 18⁴
- Une jeune automobile SB p. 19
- Une jeune automobile WB pp. 20-22
- Dictée
- L'Acadie SB pp. 20-23
- L'Acadie WB p. 23
- Partons à l'aventure SB p. 32 #1, 2⁵
- Info-gramme SB p. 34 + TM pp. 70, 71
- Des messages! WB pp. 32, 33
- Exercices de renforcement SB p. 202 N, O
- En route SB pp. 36, 37 #1, 2, 3
- En train WB pp. 39, 40 A, B
- Les îles SB pp. 38-41⁶
- Situations de voyage SB p. 42 #1, 2
- Tâche finale
- Évaluation
- Auto-évaluation

Suggestions

Notes:

1. Use the concept ladder for the unit opener brainstorming TM pp. 11, 12.
2. Choose either Québec or Alberta
3. Use TM p. 17, 18 for further comprehension questions
4. Do either *Loto-route* WB pp.17 - 19 or TM p. 43
5. See TM p. 73
6. Choose 2 of 4

Tâche finale:

1. Plan a trip to a Canadian province. Refer to Project #2 TM p. 52 for additional information
2. Research the seven wonders of the world.
3. Make a board game (e.g. a Newfoundland trivia game)

Composition topics:

- A. On discute: SB p. 12
- B. On compose: SB p. 12

Journal topics:

- A. À vous la parole SB p. 12
- B. Aujourd'hui il faut avoir un permis de conduire.

Mini-projet:

- A. Application SB #1 p. 10
- B. Research Gilles Vigneault
- C. Application SB #4 p. 31
- D. Create and write a postcard from an imaginary trip. See WB pp. 35, 36

Independent reading:

1. Les Cajuns WB pp. 24, 25
2. SB pp. 24-29

Linguistic content:

lequel / le futur simple (révision)
le participe présent

Suggested time: 25 periods

In Destinations 5, students are working towards the attainment of the specific outcomes, as follows:

- | | |
|---|---|
| Communicating | <ol style="list-style-type: none">1.1 Participate in classroom routines conducted in French1.2 Ask for information, assistance or service1.3 Explain, with support, needs, desires, opinions and emotions1.4 Adapt vocabulary, sentence structures and rate of speech to suit the audience or purpose1.5 Interact effectively, and on occasion spontaneously, 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 With support, create texts using the writing process and incorporating information from a variety of resources1.7 Describe events and experiences in logical progression1.8 Transcribe oral communications into written form |
| Acquiring Information | <ol style="list-style-type: none">2.1 Adapt information, with support, from oral texts to complete a task2.2 Adapt information, with support, from French materials in order to complete an authentic task2.3 Research a chosen topic using various media and adapt information, with support, to complete a task2.4 Read texts for enjoyment and information and respond to such texts in ways that involve general knowledge and personal experience |
| 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 various features of media texts to interpret and produce a variety of such texts and to detect bias3.3 Distinguish between facts and opinions or emotions in a text |
| Understanding Cultural Influences | <ol style="list-style-type: none">4.2 Discuss similarities and differences between customs, behavioural patterns and social language conventions of their culture and those of francophone cultures4.4 Discuss the contributions of contemporary francophones and francophone cultures to Canada |
| Using Language Learning Strategies | <ol style="list-style-type: none">5.1 Compare conventions of the English language with parallel conventions in the French language5.2 Use previously acquired language learning techniques to clarify and negotiate meaning in order to cope with unknown expressions and avoid breakdown of communication5.3 Begin to use reference materials independently to facilitate comprehension and to sustain communication5.4 Use collaborative techniques to plan a presentation5.5 Apply their knowledge of which strategies are effective in creating 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. 44, 45
- Édito: Les sports et l'argent SB p. 48
- Compréhension / Application SB p. 49¹
- Mini-projet: On compose SB p. 53
- Vedettes sur patins WB pp. 53, 54
- Info-gramme SB pp. 54-55 + TM p. 120
- Exercices de renforcement SB p. 207 B, D^{devoir}
- Pour être en forme WB pp. 58, 59^{devoir}
- Un reportage WB p. 60^{devoir}
- Au jeu! (#1, Impro) SB p. 58²
- La soirée du hockey WB pp. 68, 69
- Une abominable feuille d'érable sur la glace SB p. 59
- Une abominable feuille d'érable sur la glace WB pp. 71-73
- Dictée
- Lecture + compréhension³
- Expansion SB p. 69⁴
- On est pressé SB p. 72⁵
- Info-gramme SB p. 73 + TM p. 158
- Exercices de renforcement SB p. 209 N, O
- Notre nouvelle présidente! WB p. 84
- Actions passées WB pp. 85, 86
- Lecture: choose from WB p. 76, SB pp. 74-80 + compréhension
- En général: les homonymes SB p. 82
- Le lièvre et la tortue WB pp. 98-100
- Tâche finale
- Évaluation
- Auto-évaluation

Suggestions

Notes:

1. Use the TM P. 107 to supplement the *Application* section.
2. Do the Impro as a role play
3. Choose from *Le Tour de France* SB p. 62, *Ça bouge le monde* SB p. 66 or *Édito: Hourra pour la technologie moderne* SB p. 68.
4. This may be used as a discussion or a journal entry.
5. Discuss #1 and the mini-projet #1

Tâche finale:

- A. Have students create a cassette. They pretend to be commentators for a sporting event. (5 min) *Au jeu* SB p. 58 #2
- B. Create a time saving device. TM p. 147, *Application #2* SB p. 69
- C. See TM p. 147
- D. *Jouez les journalistes* SB p. 52

Mini-projets:

SB p. 53 SB p. 72

Independent reading:

- A. SB pp. 56-57 + the corresponding exercises in the cahier.
- B. One from SB pp. 74-80

Linguistic content:

l'imparfait / le passé composé
le plus-que-parfait

Suggested time: 20 periods

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| | 1.3 | Explain, with support, needs, desires, opinions and emotions |
| | 1.4 | Adapt vocabulary, sentence structures and rate of speech to suit the audience or purpose |
| | 1.5 | Interact effectively, and on occasion spontaneously, 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 | With support, create texts using the writing process and incorporating information from a variety of resources |
| | 1.8 | Transcribe oral communications into written form |
| | Acquiring Information | 2.1 |
| 2.2 | | Adapt information, with support, from French materials in order to complete an authentic task |
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| | 5.5 | Apply their knowledge of which strategies are effective in creating 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 pp. 84, 85 · L'esprit de famille SB pp. 88, 89 ou La famille d'aujourd'hui SB pp. 86, 87 · Compréhension SB p. 90 · La voix des jeunes WB pp.102, 103 · Info-gramme SB p. 98 + TM p. 210 · Exercices de renforcement SB p. 214 C, D, E, F · Que feriez-vous? WB p.110 · Qu'auriez-vous fait? WB p.111 · Joachim a des ennuis SB pp. 99-101 · Joachim a des ennuis WB pp.115, 116 · Dictée · Mini-projet · Poème: 1 of SB p.105, p. 111, or WB pp. 103, 104 · L'amour dans le monde des arts SB pp. 106-109¹ · Compréhension SB p. 110 · Composition · L'amitié et l'amour SB p. 112 #1, 2, 3 · Info-gramme SB pp. 113, 114 + TM pp. 246, 247 · Exercices de renforcement SB pp. 215, 216 N, O · Entre nous WB p. 130 · Paroles d'amour SB p. 120 · Évaluation · Tâche finale · Auto-évaluation | <p>Notes:</p> <ol style="list-style-type: none"> 1. Choose 2 of 4 <p>Tâche finale: TM pp. 227, 228</p> <p>Journal / Composition topics:</p> <ol style="list-style-type: none"> A. SB p. 90 #2 or 4 Application B. SB p. 90 #3 Expansion C. SB p. 90 #4 Expansion D. SB p. 93 #1 E. SB p. 93 À vous la parole #2 F. SB p. 110 Application G. SB p. 110 Expansion <p>Mini-projet:</p> <ol style="list-style-type: none"> A. Expansion SB p. 90 #1 B. Create a family tree (SB p. 93 #3) C. Students can create their own valentine cards <p>Independent reading:</p> <ol style="list-style-type: none"> A. Des sujets qui inspirent B. Confessions d'une mamma cool WB p. 122 C. Leçons de vie WB pp. 137-139 <p>Linguistic content: le passé composé le conditionnel passé</p> <p>Suggested time: 20 periods</p> |

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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 p. 123
- Imaginons SB p. 124
- Compréhension / Application SB p. 126
- En parlant d'imagination SB #1 p. 128
- À vous la parole, On discute SB p.129
- Expansion SB p.126 #3
- En parlant d'imagination SB pp. 128, 129 #2 , 4
- Question d'imagination WB p. 143
- Composition
- Info-gramme SB p. 130
- Exercices de renforcement SB pp. 219, 220 F, G
- Exercices de renforcement SB pp. 219, 220 A-E ^{devoir}
- En réponse WB pp. 146, 147
- Le royaume de l'imagination WB p. 148
- Un taxi pour les étoiles SB pp. 134-137
- Un taxi pour les étoiles WB pp. 151-153
- Les légendes WB pp. 156-159 ¹
- Dictée
- Même dans une famille futuriste WB pp. 170, 171 ²
- Une soirée télé en 2005 WB pp.178, 179
- Pour décrire une action SB p. 156
- Tâche finale
- Évaluation
- Auto-évaluation

Suggestions**Notes:**

1. Do 1 from Quebec and 1 from another area of Canada
2. Activity may need to be modified

Tâche finale:

- A. Derrière la caméra: Steven Spielberg WB pp. 160-163
- B. Une histoire imaginée SB p. 133
- C. TM p. 308 #2

Composition topics:

- A. Provide imaginary situations and have students complete the endings.
- B. SB p. 126 #2 Expansion
- C. SB p. 126 #4 Expansion

Independent reading:

- A. Japon: le sport en boîte SB p. 148
- B. Une fausse plage construite au bord de la mer SB p. 150

Linguistic content:

le subjonctif

Suggested time:

20 periods

In Destinations 5, students are working towards the attainment of the specific outcomes, as follows:

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| Communicating | 1.1 | Participate in classroom routines conducted in French |
| | 1.2 | Ask for information, assistance or service |
| | 1.3 | Explain, with support, needs, desires, opinions and emotions |
| | 1.4 | Adapt vocabulary, sentence structures and rate of speech to suit the audience or purpose |
| | 1.5 | Interact effectively, and on occasion spontaneously, 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 | With support, create texts using the writing process and incorporating information from a variety of resources |
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| Acquiring Information | 2.1 | Adapt information, with support, from oral texts to complete a task |
| | 2.2 | Adapt information, with support, from French materials in order to complete an authentic task |
| | 2.3 | Research a chosen topic using various media and adapt information, with support, to complete a 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 |
| | 3.3 | Distinguish between facts and opinions or emotions in a text |
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| Understanding Cultural Influences | 4.3 | Discuss how the behavioural patterns and values that define their culture influence the way they personally view the world |
| | 4.4 | Discuss the contributions of contemporary francophones and francophone cultures to Canada |
| | 4.5 | Explain the contribution of bilingualism to our society |
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| Using Language Learning Strategies | 5.1 | Compare conventions of the English language with parallel conventions in the French language |
| | 5.2 | Use previously acquired language learning techniques to clarify and negotiate meaning in order to cope with unknown expressions and avoid breakdown of communication |
| | 5.3 | Begin to use reference materials independently to facilitate comprehension and to sustain communication |
| | 5.4 | Use collaborative techniques to plan a presentation |
| | 5.5 | Apply their knowledge of which strategies are effective in creating 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 · Que recherchent les employeurs? SB p. 163 · Que recherchent les employeurs? WB pp. 186, 187 · Découvrez vos atouts WB pp. 188, 189 · Votre profil (partie A, partie C) SB pp. 166, 167 · Un tour d'initiation WB p. 189 (partie A) · Lecture ¹ · Exercices de compréhension WB pp. 196-199 · Dictée · Carrières en marche WB pp. 200, 201 · À l'entrevue SB p. 172 # 1 · Info-gramme SB p. 173 · Exercices de renforcement SB p. 226 G, H, I, K, L ^{devoir} · À l'entrevue - présentation SB p. 172 #2 · On se rencontre SB p. 176 ² · Tâche finale · Évaluation · Auto-évaluation | <p>Notes:</p> <ol style="list-style-type: none"> 1. Do either <i>Francoise Bouthillier</i> or <i>École, Boulot, Dodo</i> 2. Choose I and complete the corresponding WB pp. 209 - 211 <p>A guest speaker would be appropriate for this unit.</p> <p>Tâche finale:</p> <ol style="list-style-type: none"> A. Mini-projet SB p. 167 B. Research the changing roles of men and women in the workforce. C. Students write their own résumé and cover letter. To help complete this task, use <i>On compose</i> SB p.172, <i>En général</i> SB p. 180, WB p. 203 <p>Independent reading: Choose either <i>L'enfant noir</i> SB p. 174 or <i>Petites annonces pour grands cerveaux</i> WB p. 212 + corresponding exercises in WB</p> <p>Linguistic content: le subjonctif (révision)</p> <p>Suggested time: 15 periods</p> |



French 3200
En Direct 2

In En Direct 2, students are working towards the attainment of the specific outcomes, as follows:

| | | |
|---|-----|--|
| Communicating | 1.1 | Participate in classroom routines conducted in French |
| | 1.2 | Ask for information, assistance or service |
| | 1.3 | Explain, with support, needs, desires, opinions and emotions |
| | 1.4 | Adapt vocabulary, sentence structures and rate of speech to suit the audience or purpose |
| | 1.5 | Interact effectively, and on occasion spontaneously, in French in everyday situations |
| | 1.6 | With support, create texts using the writing process and incorporating information from a variety of resources |
| | 1.7 | Describe events and experiences in logical progression |
| | 1.8 | Transcribe oral communications into written form |
| Acquiring Information | 2.1 | Adapt information, with support, from oral texts to complete a task |
| | 2.2 | Adapt information, with support, from French materials in order to complete an authentic task |
| | 2.3 | Research a chosen topic using various media and adapt information, with support, to complete a task |
| | 2.4 | Read texts for enjoyment and information and respond to such texts in ways that involve general knowledge and personal experience |
| Experiencing Creative Works | 3.1 | View, listen to and read creative works with support and respond to them through various means |
| | 3.2 | Use various features of media texts to interpret and produce a variety of such texts and to detect bias |
| | 3.3 | Distinguish between facts and opinions or emotions in a text |
| Understanding Cultural Influences | 4.1 | Describe changes in behavioural norms that are appropriate to adopt when visiting a francophone culture |
| | 4.2 | Discuss similarities and differences between customs, behavioural patterns and social language conventions of their culture and those of francophone cultures |
| | 4.3 | Discuss how the behavioural patterns and values that define their culture influence the way they personally view the world |
| | 4.4 | Discuss the contributions of contemporary francophones and francophone cultures to Canada |
| | 4.5 | Explain the contribution of bilingualism to our society |
| Using Language Learning Strategies | 5.1 | Compare conventions of the English language with parallel conventions in the French language |
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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 p. 1
- Les voyages... pour se faire plaisir SB pp. 2-4
- Les bienfaits des voyage SB p. 4¹
- Voyage idéal WB pp. 1-3
- Vos préférences SB p. 5²
- Où loger? WB pp. 3-5
- Bien se préparer SB pp. 6, 7
- Voyager sans problème (conseils) SB pp. 8, 9
- Autres pays, autres coutumes SB p. 11
- La Francophonie, qu'est-ce que c'est? SB pp. 12, 13
- Partons! SB pp. 14-16
- Info-culture SB p. 17
- Guide de voyage WB pp. 14-16³
- Activité d'évaluation #1
- Dictée
- Voir du pays SB pp. 18, 19
- Les échanges, c'est tout ça! WB p. 17
- Pour le plaisir de lire + info-intérêt SB p. 20
- Ça vaut la peine SB p. 21
- Soyons convainçants! WB p. 18
- Info-stratégie SB p. 24
- C'est super! WB p. 22
- On voyage pour apprendre WB pp. 23, 24 partie B^{devoir}
- C'est garanti! WB p. 27 + info-langue SB p. 27
- Expériences uniques WB pp. 26, 27
- Projet
- Pour convaincre WB p. 27 + info-langue SB p. 27
- Activité d'évaluation #2
- Dictée
- Tâche finale
- Auto-évaluation

Suggestions**Notes:**

1. Whole group
2. Discuss activities for 2/3 francophone regions only
3. Do only 1 to save time

Projet:

Writing assignment: Mon voyage idéal

Linguistic content

le conditionnel passé

le futur simple

l'impératif

Suggested time:

15 periods

In En Direct 2, students are working towards the attainment of the specific outcomes, as follows:

- | | |
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| Communicating | <ol style="list-style-type: none">1.1 Participate in classroom routines conducted in French1.2 Ask for information, assistance or service1.3 Explain, with support, needs, desires, opinions and emotions1.4 Adapt vocabulary, sentence structures and rate of speech to suit the audience or purpose1.5 Interact effectively, and on occasion spontaneously, in French in everyday situations1.6 With support, create texts using the writing process and incorporating information from a variety of resources1.8 Transcribe oral communications into written form |
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| Topics | Suggestions |
|---|---|
| <ul style="list-style-type: none"> • Unit opener SB p. 31 • Quel type d'artiste es-tu? WB pp. 35, 36 • Sommaire SB pp. 32, 33 • Des artistes canadiens SB pp. 34-36 + info-langue SB p. 37 • Qui sont-ils? WB p. 37 • Pour mieux se connaître SB p. 38 • À la découverte d'artistes SB pp. 40, 41¹ • Pour mieux les connaître WB pp. 40, 41 + info-langue SB p. 44 • L'artiste en moi + info-intérêt SB p. 43 • Des artistes en herbe WB p. 43² • Des entrevues SB pp. 45-47³ • Activité d'évaluation #2 • Dictée • Vous entendez? WB p.44 • Son, bruit et musique SB pp. 49, 50 • Vous savez? WB p. 45 • Mes réactions SB p. 51+ info-langue SB p. 52 • Pour moi, c'est ça! WB p. 46 • L'environnement idéal WB pp. 46, 47⁴ • Les influences de la musique SB p. 53 • Opinions sur le hard rock SB p. 54 + info-langue SB pp. 55-57 • Étude d'opinions WB p. 48 • C'est notre opinion? WB p. 49^{devoir} • Jugement final SB pp. 63, 64 • Le beau, qu'est-ce que c'est? ⁵ + info-culture SB p. 71 • Activité d'évaluation #2 • Dictée • Tâche finale • Auto-évaluation | <p>Notes:</p> <ol style="list-style-type: none"> 1. To shorten the activity read the profiles aloud and then compose some questions on 1 of the artists 2. Students may find this activity less challenging if it is completed in groups 3. Profile can be given as an assignment 4. Partie B: complete only two to save time 5. It is recommended that students be exposed to the various artists and their work as given. The depth you take will depend on student interest and time <p>Tâche finale / Projet: Artiste recherché/e SB p. 48 Critique SB p. 65</p> <p>Linguistic content c'est / il/elle est + profession les mots interrogatifs verbe + à/de + l'infinifitif le subjonctif</p> <p>Suggested time: 15 periods</p> |

In En Direct 2, students are working towards the attainment of the specific outcomes, as follows:

| | | |
|---|-----|--|
| Communicating | 1.1 | Participate in classroom routines conducted in French |
| | 1.2 | Ask for information, assistance or service |
| | 1.3 | Explain, with support, needs, desires, opinions and emotions |
| | 1.4 | Adapt vocabulary, sentence structures and rate of speech to suit the audience or purpose |
| | 1.5 | Interact effectively, and on occasion spontaneously, in French in everyday situations |
| | 1.6 | With support, create texts using the writing process and incorporating information from a variety of resources |
| | 1.7 | Describe events and experiences in logical progression |
| | 1.8 | Transcribe oral communications into written form |
| Acquiring Information | 2.1 | Adapt information, with support, from oral texts to complete a task |
| | 2.2 | Adapt information, with support, from French materials in order to complete an authentic task |
| | 2.3 | Research a chosen topic using various media and adapt information, with support, to complete a task |
| | 2.4 | Read texts for enjoyment and information and respond to such texts in ways that involve general knowledge and personal experience |
| Experiencing Creative Works | 3.1 | View, listen to and read creative works with support and respond to them through various means |
| | 3.2 | Use various features of media texts to interpret and produce a variety of such texts and to detect bias |
| | 3.3 | Distinguish between facts and opinions or emotions in a text |
| Understanding Cultural Influences | 4.1 | Describe changes in behavioural norms that are appropriate to adopt when visiting a francophone culture |
| | 4.2 | Discuss similarities and differences between customs, behavioural patterns and social language conventions of their culture and those of francophone cultures |
| | 4.3 | Discuss how the behavioural patterns and values that define their culture influence the way they personally view the world |
| | 4.4 | Discuss the contributions of contemporary francophones and francophone cultures to Canada |
| | 4.5 | Explain the contribution of bilingualism to our society |
| Using Language Learning Strategies | 5.1 | Compare conventions of the English language with parallel conventions in the French language |
| | 5.2 | Use previously acquired language learning techniques to clarify and negotiate meaning in order to cope with unknown expressions and avoid breakdown of communication |
| | 5.3 | Begin to use reference materials independently to facilitate comprehension and to sustain communication |
| | 5.4 | Use collaborative techniques to plan a presentation |
| | 5.5 | Apply their knowledge of which strategies are effective in creating 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. 85
- Le droit en vedette SB pp. 86- 89
- Qu'y a-t-il à l'affiche WB p. 61 partie B ^{devoir}
- La violence à l'écran SB p. 90
- Les crimes et leur gravité WB pp. 62, 63
- Quel est son crime? WB p. 64¹
- Un crime est un crime SB p. 91
- Info-langue SB p. 92
- Info-culture SB p. 94
- Actes d'accusation WB pp. 65, 66 partie B ^{devoir}
- Le vol à l'étalage SB p. 95
- À tout crime, sa peine WB pp. 67-69 ²
- Les jeunes et la loi SB p. 96 + info-langue SB p. 100
- Les jeunes contrevenants - Partie A SB pp. 97, 98
- Plaidoiries WB pp. 78-80
- Activité d'évaluation #1
- Dictée
- Une signature au bout des doigts SB pp. 103-105
- Enquête criminelle WB pp. 81-84 (partie D ^{devoir}) + info-intérêt SB p. 109
- Des crimes presque parfaits SB pp. 108, 109
- Fin limier WB pp. 85-87
- Témoignages WB pp. 88-90 + info-langue SB p. 111
- La scène du crime SB p. 110
- Mystères à éclaircir (paragraphe 3 ^{devoir}) WB pp. 91-93
- Vérité ou mensonges SB p. 113
- Nouvelle policière WB pp. 98-102 + info-langue SB p. 111
- Devant le tribunal WB p. 104
- Activité d'évaluation #2 ³
- Dictée
- Info-stratégie SB p. 119
- Tâche finale ⁴
- Auto-évaluation

Suggestions**Notes:**

1. Complete 4 of 8
2. Complete 2 of 3
3. This activity may need to be supplemented or modified - omit B
4. Alternative procedure is recommended TM p. 209

Independent reading:

Résurrection de l'homme qu'on croyait mort brûlé SB p. 112

Linguistic content

vous êtes accusé/e de + le verbe
l'imparfait / le passé composé
le plus-que-parfait (introduction)

Suggested time:

16 classes

In En Direct 2, students are working towards the attainment of the specific outcomes, as follows:

| | | |
|---|-----|--|
| Communicating | 1.1 | Participate in classroom routines conducted in French |
| | 1.2 | Ask for information, assistance or service |
| | 1.3 | Explain, with support, needs, desires, opinions and emotions |
| | 1.4 | Adapt vocabulary, sentence structures and rate of speech to suit the audience or purpose |
| | 1.5 | Interact effectively, and on occasion spontaneously, in French in everyday situations |
| | 1.6 | With support, create texts using the writing process and incorporating information from a variety of resources |
| | 1.7 | Describe personal experiences in logical progression |
| | 1.8 | Transcribe oral communications into written form |
| Acquiring Information | 2.1 | Adapt information, with support, from oral texts to complete a task |
| | 2.2 | Adapt information, with support, from French materials in order to complete an authentic task |
| | 2.3 | Research a chosen topic using various media and adapt information, with support, to complete a task |
| | 2.4 | Read texts for enjoyment and information and respond to such texts in ways that involve general knowledge and personal experience |
| Experiencing Creative Works | 3.1 | View, listen to and read creative works with support and respond to them through various means |
| | 3.2 | Use various features of media texts to interpret and produce a variety of such texts and to detect bias |
| | 3.3 | Distinguish between facts and opinions or emotions in a text |
| Understanding Cultural Influences | 4.1 | Describe changes in behavioural norms that are appropriate to adopt when visiting a francophone culture |
| | 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 | Discuss how the behavioural patterns and values that define their culture influence the way they personally view the world |
| | 4.4 | Discuss the contributions of contemporary francophones and francophone cultures to Canada |
| Using Language Learning Strategies | 5.1 | Compare conventions of the English language with parallel conventions in the French language |
| | 5.2 | Use previously acquired language learning techniques to clarify and negotiate meaning in order to cope with unknown expressions and avoid breakdown of communication |
| | 5.3 | Begin to use reference materials independently to facilitate comprehension and to sustain communication |
| | 5.4 | Use collaborative techniques to plan a presentation |
| | 5.5 | Apply their knowledge of which strategies are effective in creating 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. 121 · Actualité SB p. 121 · À protéger SB p. 124 + info-intérêt SB p. 126 ¹ · Entrevue SB pp. 126, 127 + info-stratégie SB p. 125 · Veuillez préciser, s.v.p.! ² + info-langue SB p.130 · Ozone: première de 3 opinions SB pp. 128, 129 · En résumé WB p. 111 ^{devoir} · Activité d'évaluation #1 · Dictée · Médecine: tendances, espoirs et crainte SB pp. 132, 133 · Découvertes en génie génétique SB pp. 136, 137 + info-langue SB p.138 · Utilisons notre imagination! WB p. 117 ³ · Pensons-y bien! WB p. 119 · En conclusion (partie B ^{devoir}) WB p. 123 · La journée d'un journaliste américain en 2889 SB p. 142 partie 3 + info-culture SB p. 143 · Science-fiction ou réalité? WB pp. 124, 125 · Imagination à l'oeuvre SB p. 144 · Les deux côtés de la médaille WB p. 127, 128 ⁴ + info-langue SB p. 146 · Une nouvelle technologie pour notre divertissement SB pp. 147, 148 + info-intérêt SB p. 149 · Bon ou mauvais? WB pp. 129, 130 · Activité d'évaluation #2 + #3 ⁵ · Dictée · Tâche finale ⁶ | <p>Notes:</p> <ol style="list-style-type: none"> 2. Warm-up 2. Activités supplémentaires p. 63 3. Complete 2 of 4 4. To shorten this activity, do 3 of 5 5. It is recommended that activities 2 and 3 be combined and modified as needed 6. See alternative tasks TM p. 278 <p>Tâche finale / Projet: Research and present an environmental issue.</p> <p>Write a composition on an advancement in technology and its effect on society.</p> <p>Independent reading: Fiction ou avenir? SB p. 134</p> <p>Linguistic content les mots interrogatifs le conditionnel le futur simple le futur antérieur l'imparfait et le conditionnel lequel - auquel - duquel</p> <p>Suggested time: 14 classes</p> |

In En Direct 2, students are working towards the attainment of the specific outcomes, as follows:

| | | |
|---|-----|--|
| Communicating | 1.1 | Participate in classroom routines conducted in French |
| | 1.2 | Ask for information, assistance or service |
| | 1.3 | Explain, with support, needs, desires, opinions and emotions |
| | 1.4 | Adapt vocabulary, sentence structures and rate of speech to suit the audience or purpose |
| | 1.5 | Interact effectively, and on occasion spontaneously, in French in everyday situations |
| | 1.6 | With support, create texts using the writing process and incorporating information from a variety of resources |
| | 1.7 | Describe personal experiences in logical progression |
| | 1.8 | Transcribe oral communications into written form |
| Acquiring Information | 2.1 | Adapt information, with support, from oral texts to complete a task |
| | 2.2 | Adapt information, with support, 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 | Compare conventions of the English language with parallel conventions in the French language |
| | 5.2 | Use previously acquired language learning techniques to clarify and negotiate meaning in order to cope with unknown expressions and avoid breakdown of communication |
| | 5.3 | Begin to use reference materials independently to facilitate comprehension and to sustain communication |
| | 5.4 | Use collaborative techniques to plan a presentation |
| | 5.5 | Apply their knowledge of which strategies are effective in creating 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. 153
- Les mots font la force SB pp. 154-157
- Découvrons! WB p. 134
- Visées sur les jeunes SB pp. 158, 159
- Préoccupations WB p.135
- Pour attirer l'attention SB p. 164 + info-langue SB pp. 160-163
- Info-culture SB p. 164
- Langue convaincante WB p. 138
- Faites quelque chose! WB p. 139 ¹
- L'art de se faire lire SB pp. 166, 167
- Moyens de persuasion SB pp. 168, 169 + info-intérêt SB p. 165
- Pour répandre la nouvelle SB pp. 170, 171
- Tout court! WB pp. 147, 148 + info-langue SB p. 172
- À publier s.v.p.! WB p. 149 ² + info-stratégie SB p. 170
- Activité d'évaluation #1
- Dictée
- Télé-publicité SB pp. 173-176
- Étude publicitaire WB p. 150
- Informez-vous! SB pp. 176, 177 ³
- Clarté et précision WB p. 153
- De vive voix SB p. 178 + info-langue SB p. 179
- Saviez-vous que...? WB pp. 154, 155 ⁴
- Entraînez-vous! SB pp. 182, 183 + info-langue SB p. 181
- Convainquez-moi! SB p. 184
- Liaisons d'idées WB p. 160
- Activité d'évaluation #2
- Dictée
- Tâche finale
- Auto-évaluation

Suggestions**Notes:**

1. Assign 2 or 3 subjects to each group
2. Would make a good writing assignment
3. Could also be used as a project
4. Complete 1 only

Linguistic content

l'impératif
 l'infinitif
 le futur simple
 le présent de l'indicatif
 il est temps de / il faut + le verbe
 à l'infinitif
 il faut + le subjonctif
 les mots interrogatifs
 les conjonctions
 le participe présent

Suggested time:

17 classes

