

Unit at a Glance

Overview of Unit	Field of Experience
Students get colourful glimpses into Francophone culture in Europe and other parts of the world. First, they follow two young people who are competing in a riddle-solving contest, and then students become “participants” and “judges” themselves. Next, they go along with the winner to events on the Ivory Coast, in French Polynesia, and on Martinique. The African game of <i>mancala</i> is presented and played.	Experiences with travel and social activities.

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes
Lesson 1 <i>Le monde francophone</i> (Introduction to the unit) Duration 40–60 min	<ul style="list-style-type: none"> locate specific points of information in oral and written texts produce oral messages identify prior knowledge in relation to the theme apply acquired knowledge in context and new situations 	<ul style="list-style-type: none"> use common language patterns recognize the links between function/situation and the variety of word choice review the specifics of certain language functions learn the names of some Francophone regions
Lesson 2 <i>Le FrancoDéfi</i> Duration 40–60 min	<ul style="list-style-type: none"> produce oral and written messages indicate verbally or non-verbally agreement/disagreement with another’s point of view locate specific points of information in oral and written texts predict the content of oral and written texts demonstrate comprehension of oral and written texts identify language-learning strategies identify prior knowledge and experience in relation to the theme 	<ul style="list-style-type: none"> practise expressions that clarify communication of thoughts and opinions practise anticipating meaning summarize short written texts observe the behaviours of different types of people in similar social situations work with a partner and use correct social skills learn the names of some Francophone regions
Lesson 3 <i>Les fromages</i> Duration 40–60 min	<ul style="list-style-type: none"> produce oral and written messages locate specific points of information in oral and written texts demonstrate comprehension of oral and written texts identify the vocabulary and language structures required to communicate adjust oral and written messages to communicate in a specific situation assess the usefulness of information received in oral and written messages identify prior knowledge in relation to the theme 	<ul style="list-style-type: none"> learn to self-correct practise self-correcting practise self-monitoring progress role-play in both productive and receptive mode work with a partner and use correct social skills
Lesson 4 <i>On est sportif !</i> Duration 40–60 min	<ul style="list-style-type: none"> locate specific points of information in oral and written texts produce oral and written messages demonstrate comprehension of oral and written texts adjust oral messages to communicate in a specific situation identify prior knowledge and experience in relation to the theme 	<ul style="list-style-type: none"> learn expressions that clarify communication of thoughts and opinions practise self-monitoring progress practise self-correcting observe the process of participation in communication role-play in both productive and receptive mode
Lesson 5 <i>Étude de la langue and Au boulot !</i> (First Subtask) Duration Approx. two 40-min periods	<ul style="list-style-type: none"> locate specific points of information in oral and written texts demonstrate comprehension of oral and written texts identify the vocabulary and language structures required to communicate ask a variety of questions identify the function and purpose of written texts produce written messages in relation to the criteria provided assess the usefulness of information received in oral and written messages apply acquired knowledge in new situations 	<ul style="list-style-type: none"> observe differences in language used for communication use common language patterns examine the specifics of certain language functions work with a partner and use correct social skills learn the names of some Francophone regions
Lesson 6 <i>Une rencontre à Paris</i> Duration 40 min	<ul style="list-style-type: none"> locate specific points of information in oral and written texts produce oral and written messages demonstrate comprehension of oral and written texts recognize newly acquired knowledge predict the content of oral texts identify language-learning strategies recognize and correct errors in communication identify prior knowledge and experience in relation to the theme 	<ul style="list-style-type: none"> use common language patterns summarize short oral texts observe the behaviours of different types of people in similar social situations
Lesson 7 <i>Un courriel de Namur</i> Duration 40–60 min	<ul style="list-style-type: none"> locate specific points of information in oral and written texts demonstrate comprehension of oral and written texts produce written and oral messages evaluate oral messages received predict the content of oral and written texts identify language-learning strategies identify prior knowledge and experiences in relation to the theme 	<ul style="list-style-type: none"> use common language patterns practise expressions that clarify communication of thoughts and opinions observe differences in the language used for communication: favourite expressions, etc. summarize short written and oral texts observe the behaviours of different types of people in similar social situations
Lesson 8 <i>Étude de la langue and Au boulot !</i> (Second Subtask) Duration Approx. two 40-min periods	<ul style="list-style-type: none"> locate specific points of information in oral and written texts produce oral and written messages indicate verbally or non-verbally agreement/disagreement with another’s point of view identify the vocabulary and language structures required to communicate assess the usefulness of information received in oral and written messages demonstrate comprehension in a variety of oral interactions adjust oral messages to communicate in a specific situation identify the function and purpose of oral texts 	<ul style="list-style-type: none"> learn to self-correct practise self-correcting learn to self-monitor progress practise self-monitoring progress examine the specifics of certain language functions recognize the links between function/situation and the variety of word choice work with a partner and use correct social skills

General Communicative/Experiential Outcomes	Cultural Focus	Description of Tasks
Research and plan a holiday in a Francophone region and present the vacation highlights to the class.	Presence and history of Francophones in Europe, West Africa, Polynesia, and the Caribbean.	<p>Subtasks:</p> <ul style="list-style-type: none"> • Create a travel brochure • Create and present a radio advertisement • Create a quiz <p>Final Task:</p> <ul style="list-style-type: none"> • Present a holiday in a Francophone region <p>Unit Test:</p> <ul style="list-style-type: none"> • Respond to information about Tran's rally

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> • definite articles and prepositions with geographical names • subject and auxiliary verbs in <i>le passé composé</i> • <i>le passé composé</i> of regular <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs formed with <i>avoir</i> and some high-frequency verbs formed with <i>être</i> • basic vocabulary • words from units under study 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate effectively • Présence des francophones: identify Francophone areas of the world 	Diagnostic	TRG pp. 1–5 SB pp. 2–3 WB p. 2 BLM 1 (TRG p. 5)
	<ul style="list-style-type: none"> • double verb constructions • basic vocabulary • words from units under study • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate preferences and experiences • Présence des francophones: discuss travel preferences based on cultural information about the Francophone world. Identify Francophone areas of the world 	Formative	TRG pp. 6–11 SB pp. 4–5 WB pp. 3–5 CD Tracks 1, 2 BLM 1 (TRG p. 5)
	<ul style="list-style-type: none"> • basic vocabulary • words from units under study • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate preferences and experiences. Use standard French to create and present a dialogue. Use standard French to communicate a request for parental permission • Présence des francophones: learn cultural and historical information about the French presence in Europe. Discover Francophone regions in Europe 	Formative	TRG pp. 12–22 SB pp. 6–9 WB pp. 6–7 CD Track 3 BLM 2, 3 (TRG pp. 21–22)
	<ul style="list-style-type: none"> • basic vocabulary • words from units under study • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate preferences and experiences. Use standard French to create and present a dialogue • Présence des francophones: learn about Francophone interests in sports. Compare aspects of Francophone cultures with aspects of one's own culture 	Formative	TRG pp. 23–28 SB pp. 10–13 WB pp. 6, 8 CD Track 4 BLM 4 (TRG p. 28)
	<ul style="list-style-type: none"> • the object pronoun <i>en</i> • words from units under study • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate in a typical situation from daily life. Use standard French to describe a Francophone region • Présence des francophones: learn cultural and historical information about a Francophone region 	Formative Summative	TRG pp. 29–37 SB p. 13 WB p. 9 BLM 5A, 5B, 6 (TRG pp. 34–36) BLM 7 Assessment Rubric — First Subtask (TRG p. 37) BLM 23 Assessment Tracking Sheet (TRG pp. 109–110)
	<ul style="list-style-type: none"> • basic vocabulary • words from units under study • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate preferences and experiences. Use standard French to communicate in a typical situation from daily life 	Formative	TRG pp. 38–46 SB pp. 14–15 WB pp. 6, 10–12 CD Tracks 5–7 BLM 8 (TRG p. 46)
	<ul style="list-style-type: none"> • basic vocabulary • words from units under study • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate preferences and experiences. Use standard French to communicate in a typical situation from daily life • Présence des francophones: compare aspects of Francophone cultures with one's own culture 	Formative	TRG pp. 47–53 SB pp. 16–17 WB pp. 6, 13–14 CD Track 8 BLM 9 (TRG p. 53)
	<ul style="list-style-type: none"> • the subject pronoun <i>on</i> • <i>le passé composé</i> of the irregular verbs <i>avoir</i> and <i>être</i> • basic vocabulary • words from units under study 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate preferences and experiences. Use standard French to describe a Francophone region • Présence des francophones: compare aspects of Francophone cultures with aspects of one's own culture 		TRG pp. 54–61 SB pp. 18–19 WB pp. 15–17 CD Track 9 BLM 10 (TRG p. 60) BLM 11 Assessment Rubric — Second Subtask (TRG p. 61) BLM 23 Assessment Tracking Sheet (TRG pp. 109–110)

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes	
<p>Lesson 9 <i>Le rallye Paris-Dakar</i></p> <p>Duration Approx. 40–60 min</p>	<ul style="list-style-type: none"> locate specific points of information in oral and written texts demonstrate comprehension of oral and written texts identify the function and purpose of written texts assess the usefulness of information received in written messages 	<ul style="list-style-type: none"> practise self-monitoring progress use common language patterns summarize short written texts learn the names of some Francophone regions 	
<p>Lesson 10 <i>Tran achète un jeu</i></p> <p>Duration Two 40-min periods</p>	<ul style="list-style-type: none"> locate specific points of information in oral and written texts produce oral and written messages demonstrate comprehension of oral and written texts predict the content of written texts identify language-learning strategies assess the usefulness of information received in oral messages verify the success of attempts at communication and comprehension apply acquired knowledge in new situations 	<ul style="list-style-type: none"> examine the notion of “standard” language practise self-correcting practise self-monitoring progress summarize short written texts recognize the links between function/situation and the variety of word choice work with a partner and use correct social skills 	
<p>Lesson 11 <i>Une course de pirogues en Polynésie française</i></p> <p>Duration Two 40-min periods</p>	<ul style="list-style-type: none"> locate specific points of information in oral and written texts produce oral and written messages demonstrate comprehension of oral and written texts identify the vocabulary and language structures required to communicate in a specific situation predict the content of oral and written texts identify prior knowledge and experience in relation to the theme apply acquired knowledge in new situations 	<ul style="list-style-type: none"> practise self-correcting practise self-monitoring progress use common language patterns observe the behaviours of different types of people in similar social situations role-play in both productive and receptive mode learn the names of some Francophone regions 	
<p>Lesson 12 <i>Éruption volcanique !</i></p> <p>Duration Two 40-min periods</p>	<ul style="list-style-type: none"> locate specific points of information in oral and written texts produce oral and written messages demonstrate comprehension of oral and written texts identify the nature of a variety of oral and written texts predict the content of oral and written texts identify prior knowledge and experience in relation to the theme apply acquired knowledge in new situations 	<ul style="list-style-type: none"> practise self-correcting summarize short written texts learn the names of some Francophone regions 	
<p>Lesson 13 <i>Étude de la langue and Au boulot !</i> (Third Subtask)</p> <p>Duration Two 40-min periods</p>	<ul style="list-style-type: none"> locate specific points of information in oral and written texts produce oral and written messages indicate verbally or non-verbally agreement/disagreement with another’s point of view ask a variety of questions identify the vocabulary and language structures required to communicate in a specific situation recognize and correct errors in communication verify the success of attempts at communication and comprehension apply acquired knowledge in new situations 	<ul style="list-style-type: none"> practise self-correcting practise self-monitoring progress examine the specifics of certain language functions observe the process of participation in communication use techniques allowing communication to continue work with a partner and use correct social skills 	
<p>Lesson 14 <i>Venez visiter une région francophone !</i></p> <p>Duration 40 min</p>	<ul style="list-style-type: none"> locate specific points of information in oral and written texts demonstrate comprehension of oral and written texts apply acquired knowledge in new situations identify information needed to complete a communicative task verify the success of attempts at communication and comprehension 	<ul style="list-style-type: none"> observe non-verbal communication practise self-monitoring progress 	
<p>Final Task <i>Venez visiter une région francophone !</i></p> <p>Duration Approx. three 40-min periods</p>	<ul style="list-style-type: none"> locate specific points of information in oral and written texts produce oral and written messages indicate verbally or non-verbally agreement/disagreement with another’s point of view demonstrate comprehension of oral and written texts identify the vocabulary and language structures required to communicate in a specific situation adjust oral messages to communicate in a specific situation identify language-learning strategies 	<ul style="list-style-type: none"> observe non-verbal communication practise self-correcting practise self-monitoring progress practise words and expressions that clarify communication of thoughts and opinions work with a partner and use correct social skills 	
<p>Unit Test <i>Test final — Tran au rallye</i></p> <p>Duration Approx. 40–60 min</p>	<ul style="list-style-type: none"> locate specific points of information in oral and written texts produce written messages demonstrate comprehension of oral and written texts apply acquired knowledge in new situations identify information needed to complete a communicative task adjust written messages to communicate in a specific situation 	<ul style="list-style-type: none"> use common language patterns practise words and expressions that clarify communication of thoughts and opinions practise self-correcting 	

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> basic vocabulary words from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate preferences and experiences Présence des francophones: compare aspects of Francophone cultures with aspects of one's own culture. Learn about a Francophone sporting event 	Formative	TRG pp. 62–65 SB pp. 20–21 WB pp. 6, 18 BLM 12 (TRG p. 65)
	<ul style="list-style-type: none"> basic vocabulary words from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate preferences and experiences. Use standard French to communicate in a typical situation in daily life. Use standard French to learn to play a game Présence des francophones: compare aspects of Francophone cultures with aspects of one's own culture 	Formative	Formative TRG pp. 66–72 SB pp. 22–23 WB pp. 19–20 CD Tracks 10, 11 BLM 13 (TRG p. 72)
	<ul style="list-style-type: none"> the object pronoun <i>y</i> basic vocabulary words from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate preferences and experiences. Use standard French to create and present a dialogue. Use standard French to write a postcard Présence des francophones: compare aspects of Francophone cultures with aspects of one's own culture. Learn cultural and historical information about the French presence in Polynesia 	Formative	TRG pp. 73–78 SB pp. 24–26 WB pp. 21–23 BLM 14 (TRG p. 78)
	<ul style="list-style-type: none"> <i>le passé composé</i> basic vocabulary words from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate orally and in writing. Use standard French to create a film poster Présence des francophones: learn cultural and historical information about the French presence in the Caribbean 	Formative	Formative TRG pp. 79–83 SB pp. 27–29 WB pp. 24–25 CD Track 12
	<ul style="list-style-type: none"> the object pronoun <i>y</i> basic vocabulary words from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to create a quiz Présence des francophones: compare aspects of Francophone cultures with aspects of one's own culture 	Formative Summative	TRG pp. 84–89 SB pp. 30–31 WB pp. 26–28 BLM 15 Assessment Rubric — Third Subtask (TRG p. 89) BLM 23 Assessment Tracking Sheet (TRG pp. 109–110)
	<ul style="list-style-type: none"> <i>le passé composé</i> of regular and some irregular verbs the object pronoun <i>y</i> basic vocabulary words from units under study, phrases and expressions 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate preferences and experiences. Use standard French to communicate experience with oral presentations Présence des francophones: compare aspects of Francophone cultures with aspects of one's own culture 	Formative	TRG pp. 90–94 SB pp. 32–33 WB p. 29 CD Track 13 BLM 1, 16 (TRG pp. 5, 94)
	<ul style="list-style-type: none"> <i>le passé composé</i> of regular and some irregular verbs prepositions with geographical place names pronouns <i>y</i> and <i>en</i> basic vocabulary words from units under study, phrases and expressions use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate preferences and experiences. Use standard French to communicate in a typical situation from daily life. Use standard French to communicate experience with oral presentations Présence des francophones: compare aspects of Francophone cultures with aspects of one's own culture 	Summative	TRG pp. 95–100 SB p. 32 BLM 17, 18 (TRG pp. 98–99) BLM 19 Assessment Rubric — Final Task (TRG p. 100) BLM 23 Assessment Tracking Sheet (TRG pp. 109–110)
	<ul style="list-style-type: none"> review of <ul style="list-style-type: none"> <i>le passé composé</i> of regular <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs, and some irregular verbs the object pronouns <i>y</i> and <i>en</i> basic vocabulary words from units under study, phrases and expressions 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate effectively 	Summative	TRG pp. 101–108 CD Track 14 BLM 20, 21A, 21B (TRG pp. 105–107) BLM 22 Assessment Rubric — Unit Test (TRG p. 108) BLM 23 Assessment Tracking Sheet (TRG pp. 109–110)