



***Acti-Vie* Grades 4-6**
Ontario Curriculum Correlation



French As a Second Language



GAGE EDUCATIONAL PUBLISHING COMPANY

Acti-Vie 2

Oral Communication

By the end of Grade 5 students will:

Follow and give basic classroom instructions

Ask simple questions, and ask for repetition to clarify understanding

Use visual and verbal cues to understand and convey the meaning of familiar material

Use some conventions of oral language to speak and to understand in familiar contexts

Au café

Tous des champions!

Que le spectacle commence!

Une maison pas comme les autres!

- Locate and complete assigned pages in the Workbook
- Follow instructions to host a café to raise money for a local food bank

- Locate and complete assigned pages in the Workbook

- Locate and complete assigned pages in the Workbook
- Follow instructions to participate in a magic trick
- Follow directions to participate in a cooperative group activity
- Follow video instructions to make a trick envelope
- Follow directions to work with a partner to perform a magic trick

- Locate and complete assigned pages in the Workbook
- Complete a task related to observing things from different points of view
- Prepare for the display and peer evaluation of the alien homes

- Identify the theme and final task of the unit

- *Qu'est-ce que...?*

- *Qui? Quoi? Quand? Où?*

- Identify the theme and final task of the unit
- Understand what is involved in keeping a portfolio
- Follow instructions for designing a pattern
- Prepare for the display and peer evaluation of the alien homes

- Use context, illustrations, and personal experience to understand an advertisement for a restaurant on cassette
- Use a Venn diagram to compare cafés and fast food restaurants

- Use gestures to comprehend a discussion of Olympic sports
- Use gestures to comprehend a discussion of Olympic medals
- Complete missing words in a song

- Look at gestures and use knowledge of cognates
- Use gestures, Language Boards and other visual cues to understand the secret of a magic trick
- Use visual cues such as a teachersupplied prop to understand the meaning of a coin trick
- Use gestures and known vocabulary to aid in comprehension of a video
- Use gestures and facial expressions to understand the use of music in a magic show
- Use visual cues to organize a program for a class magic show
- Use gestures and dramatic expressions when performing a magic trick

- Make predictions about the room and colour preferences of aliens
- Discuss sketches of labelled floor plans
- Listen to song lyrics and identify the use of nouns with *-ons* endings
- Identify illustrations corresponding to verses of a song
- Identify geometric shapes in the classroom
- Discuss common shapes of human furniture in groups
- Listen to a description of problems associated with room design
- Discuss listening strategies to aid comprehension
- Listen to facts and make corrections
- Listen to and complete words of a song
- Make predictions and change them according to facts described
- Listen to descriptions and match them to the aliens described
- Discuss sample information on an alien-home profile

- Create food items orally using a list of new vocabulary
- Practise the use of partitive articles orally with a partner
- Classify café food by category, i.e., sandwiches, desserts, beverages
- Speak loudly, clearly, and with expression during a role play situation
- Brainstorm vocabulary to be used in banners, posters, and place mats
- Take and/or place orders at the class café

- Classify Olympic sports by season
- Play a game of sports charades
- Solve a maze involving sports equipment
- Describe sports equipment in a fashion show
- Play a cooperative game to answer trivia questions orally

- Discuss elements of a magic show
- Identify steps, pronouncing words in a rhyme
- Use expression, speak clearly and not too quickly
- Speak and understand in familiar contexts
- Pronounce in a clear speaking voice

- Discuss favourite rooms and colours
- Listen to a song about aliens
- Work in cooperative groups and discuss personal photos of rooms and discuss the position of a piano in a living room
- Discuss furniture arrangement in groups
- Identify items that are found in kitchens and dining rooms
- Design furniture to meet physical limitations in home groups
- Prepare a graph to chart colour preferences of classmates
- Share personal experiences about moving
- Discuss favourite colours and patterns
- Identify bedroom furniture and other objects

Vive l'amitié!**Voici ma collection!****Cric? Crac! Autour
du feu de camp****Bienvenue chez
nous!**

- Locate and complete assigned pages in the Workbook
- Learn how to construct a friendship cube

- Locate and complete assigned pages in the Workbook
- Estimate the number of objects in collections
- Locate, predict and assign pages in Workbook
- Complete oral activities
- Identify requirements of final task

- Locate and complete assigned pages in the Workbook

- Locate and complete assigned pages in the Workbook
- Play a game of "Simon dit!"

- Interview a classmate about activity preferences
- Discuss common activities enjoyed by all group members

- Ask questions about their classmates' collections
- Ask questions of presenters

- Identify the theme and final task of the unit

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- Identify hair and eye colour of classmates
- Interview a friend
- Identify students in a class photo while listening to personality trait descriptions on cassette
- Match a photo or drawing to the appropriate verse of a song
- Identify quilt squares being described while listening to quilt square descriptions on cassette
- Listen to statements about games on cassette and identify the corresponding Student Book photos

- Observe gestures and use cognates to understand a video
- Use knowledge of cognates to identify provinces of Canada
- Identify situations where estimation is used in real life
- Listen to a dialogue of a museum tour
- Identify storage locations of collections
- Identify outstanding objects in collections
- Identify characteristics of an effective display
- Use gestures

- Use illustrations, cognates and personal experience to comprehend a discussion of summer camps/camping
- Use intonation and expression to present campfire stories

- Use visual and personal experience to comprehend a discussion about communities
- Use gestures to understand the meaning of directions in French

- Discuss different kinds of friends
- Discuss favourite pastimes and colours
- Participate in a group scavenger hunt
- Describe themselves
- Compare personality traits
- Present a group personality profile
- Describe one's talents

- Discuss different types of collections
- Identify steps in presenting or displaying a collection
- Participate in estimation activities
- Sing a song
- Compare objects in collections

- Survey classmates about favourite camp activities
- Play an oral game to practise camping gear vocabulary
- Play a card game to practise using the structure: *Il faut apporter* + camping gear.
- Play an oral game using the structure: *Dans un sac à dos, il faut mettre* + camping gear.
- Play an oral game to practise plural verbs
- Interview a partner about snack preferences
- Play oral campfire games

- Read aloud and answer questions about a shopping centre
- Interview a partner about activity preferences
- Roleplay a videodescription
- Respond to oral questions about student-created community bulletins

ORAL

Acti-Vie 2

Oral Communication

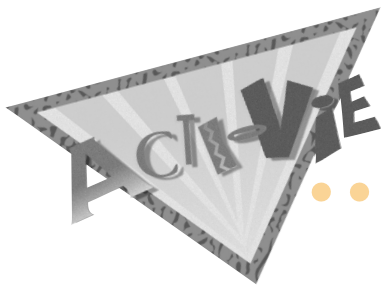
By the end of Grade 5 students will:

Respond to oral texts, using simple but complete sentences

Give an oral presentation of five to ten sentences in length

Make simple revisions to oral language in form and content using resources and feedback from the teacher and their peers

	Au café	Tous des champions!	Que le spectacle commence!	Une maison pas comme les autres!
Respond to oral texts, using simple but complete sentences	<ul style="list-style-type: none"> Identify specific information contained in an advertisement for a restaurant Sequence sentences in a mixed-up advertisement on cassette in small groups Indicate specific features of a café based on an aural advertisement Verify predictions of food ordered in a café based on a listening passage Identify foods ordered by customers in a café from a listening passage Fill in missing lyrics while listening to a song 	<ul style="list-style-type: none"> Match sentences to appropriate illustrations based on a listening passage Identify Olympic sports based on a listening passage 	<ul style="list-style-type: none"> Predict contents of a magic show Anticipate the order of steps for a magic trick 	<ul style="list-style-type: none"> Listen to descriptions of floor plans to complete a chart and restate facts about them Make comparisons of rooms in a house Listen to instructions on cassette that will help in writing an alien home profile
Give an oral presentation of five to ten sentences in length	<ul style="list-style-type: none"> Present a role play to the class in small groups 	<ul style="list-style-type: none"> Present a group profile of an Olympic sport Present a verse of a song to the class in small groups Present personal sports banners to the class 	<ul style="list-style-type: none"> Dialogue for a magic trick Sing a song about numbers Song for a magic show Dialogue for a magic trick Perform a magic trick for an audience 	<ul style="list-style-type: none"> Participate in a song
Make simple revisions to oral language in form and content using resources and feedback from the teacher and their peers	<ul style="list-style-type: none"> Learn how to say new vocabulary words in French during brainstorming activities 	<ul style="list-style-type: none"> Learn how to say new vocabulary words in French during brainstorming activities Practise singing the verse of their song to the class in small groups 	<ul style="list-style-type: none"> Learn how to say new vocabulary words in French during brainstorming activities 	<ul style="list-style-type: none"> Learn how to say new vocabulary words in French during brainstorming activities



Vive l'amitié!**Voici ma collection!****Cric? Crac! Autour
du feu de camp****Bienvenue chez
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<ul style="list-style-type: none"> • Listen to and record information about students on their ID cards 	<ul style="list-style-type: none"> • Identify questions used during an interview • Identify information about other students' collections • Read from the Student Book • Comment on presentations • Listen and respond to student interviews 	<ul style="list-style-type: none"> • Hold up pictures of body parts while singing Marie-Madeleine • Compose a new verse for Marie-Madeleine in small groups • Identify elements of an aural campfire story • Identify story settings from a listening passage • Respond to true/false questions in a listening passage • Match aural conversations with the appropriate safety rules 	<ul style="list-style-type: none"> • Identify specific information from a listening passage about three Canadian communities • Identify community services in a listening passage • Follow oral directions to trace a route on a map • Identify descriptive words about big cities and small towns on a videotape
<ul style="list-style-type: none"> • Present a quilt square depiction of a class friend's favourite colour and pastime • Present their friendship cube in front of the class 	<ul style="list-style-type: none"> • Create and present a song • Present their collection 	<ul style="list-style-type: none"> • Present group campfire plans to the class • Present campfire stories 	<ul style="list-style-type: none"> • Present roleplays in small groups for the class • Present community bulletins created by small groups to the class
<ul style="list-style-type: none"> • Learn to say new vocabulary words in French during brainstorming activities • Categorize friendship qualities by gender based on word endings • Practise oral presentations in groups 	<ul style="list-style-type: none"> • Learn how to say new vocabulary words in French during brainstorming activities • Done systematically during all oral activities throughout unit • Identify provinces of Canada • Read aloud from Student Book 	<ul style="list-style-type: none"> • Learn how to say new vocabulary words in French during brainstorming activities • Done systematically during all oral activities throughout unit 	<ul style="list-style-type: none"> • Learn how to say new vocabulary words in French during brainstorming activities • Done systematically during all oral activities throughout unit

ORAL

Acti-Vie 2

Reading By the end of Grade 5 students will:	Au café	Tous des champions!	Que le spectacle commence!	Une maison pas comme les autres!
Read at least nine simple passages or stories (100-150 words long)	<ul style="list-style-type: none"> • Read authentic French café menus • Read a chant about croissants • Read instructions for creating centrepieces • <i>Au Café Cova</i> (pp. 2-3; 32 words) • <i>Qu'est-ce qu'on commande dans un café?</i> (pp. 4-5; 52 words) • <i>Un menu</i> (pp. 6-7; 59 words) • <i>Un client difficile</i> (pp. 8-11; 220 words) • <i>Au Café Camille (chanson)</i> (pp. 12-13; 120 words) • <i>Des cafés dans le monde franco-phone</i> (pp. 14-15; 240 words) • <i>Notre café</i> (pp. 18-19; 20 words) • <i>Cinq croissants (chanson)</i> (p. 20; 60 words) • Read song lyrics in cooperative groups 	<ul style="list-style-type: none"> • Maps, legends, and schedules • Biographies of Canadian Olympic athletes • <i>Des athlètes du monde entier</i> (pp. 2-3; 76 words) • <i>Les sports</i> (pp. 4-5; 85 words) • <i>L'équipement de sport</i> (pp. 6-7; 60 words) • <i>Les sites sportifs</i> (pp. 8-9; 110 words) • <i>Qui finit premier?</i> (pp. 10-11; 50 words) • <i>Des athlètes canadiens célèbres</i> (pp. 12-13; 200 words) • <i>Prêts? Partez! (chanson)</i> (pp. 14-15; 100 words) • <i>Tous des champions Jeux olympiques d'été</i> (pp. 18-19; 40 words) • <i>Ô Canada (chanson)</i> (p. 20; 51 words) • Read and sing Canadian national anthem • Read and sing song lyrics 	<ul style="list-style-type: none"> • Dialogues for a magic trick • Song lyrics • <i>Les trois numéros</i> (pp. 6-7; 69 words) • <i>Quelle main?</i> (pp. 8-9; 120 words) • <i>L'enveloppe extraordinaire</i> (pp. 10-11; 140 words) • <i>Bienvenue au spectacle de magie!</i> (pp. 12-13; 146 words) 	<ul style="list-style-type: none"> • <i>Chantons dans le salon!</i> (pp. 6-7; 148 words) • <i>Dans la salle de récréation</i> (pp. 8-9; 56 words) • <i>Des problèmes dans la cuisine</i> (p. 10; 25 words) • <i>Des problèmes dans la salle à manger</i> (p. 11; 23 words) • <i>Décorons la chambre à coucher!</i> (pp. 12-15; 170 words) • <i>Profil de la maison des extra-terrestres</i> (pp. 16-17; 96 words) • <i>Les couleurs</i> (p. 20; 140 words)
Read aloud with expression, using correct pronunciation and intonation	<ul style="list-style-type: none"> • Read a short illustrated story visiting a café • Role playing a story about visiting a café • Read and sing a song about a café 	<ul style="list-style-type: none"> • Read question cards in a sports board game aloud 	<ul style="list-style-type: none"> • Read the dialogue for magic trick • Choral reading of instructions for preparing the scene for a magic show 	<ul style="list-style-type: none"> • Sing a song about activities that take place in a home • Sing a song about colours
Read and respond briefly to written materials by answering short questions or restating information	<ul style="list-style-type: none"> • Answer comprehension questions based on a story • Select answers to comprehension questions based on a reading passage • Sequence a story based on a reading passage • Verify predictions about food on café menus • Answer true/false questions based on a reading passage 	<ul style="list-style-type: none"> • Read information about Olympic athletes and compare it with student predictions made in small groups • Read cards aloud in a game of Concentration to match equipment and sports • Collect specific information based on reading maps, legends and schedules • Interpret information from graphs of various countries' gold medal counts • Confirm predictions of sports practised by Canadian Olympic athletes • Answer sports trivia questions 	<ul style="list-style-type: none"> • Questions pertaining to a video • Read and respond to descriptions of dialogues for magic tricks • Place the steps of a magic trick in order • Brief descriptions of famous magicians • Steps in preparing a magic trick • Publicity posters for magic shows 	<ul style="list-style-type: none"> • Complete a self-evaluation sheet • Follow instructions on role cards • Complete a group evaluation form • Understand group member roles based on role cards • Create different patterns following written instructions • Complete a self-evaluation sheet • Read a Spidermap and use it as a model • Read samples of student descriptions of alien homes • Read and complete a peer evaluation sheet for the alien home project • Follow instructions on role cards
Use various reading strategies to determine meaning and make sense of unfamiliar words	<ul style="list-style-type: none"> • Use actions and expressions in illustrations to anticipate the story line 	<ul style="list-style-type: none"> • Use pictures and key words to comprehend a reading passage 	<ul style="list-style-type: none"> • Knowledge of cognates when reading from Workbook and Student Book • Use illustrations • Use context to understand publicity posters for magic shows • Visual cues and previous knowledge of the contents of a magic show 	<ul style="list-style-type: none"> • Use visual and verbal cues to read colours and names of rooms • Use cognates to aid comprehension • Use illustrations to identify design problems in the kitchen and dining room • Read statements and reflect on group work • Use visual and verbal cues to understand instructions for making patterns for a wall covering



Vive l'amitié!

Voici ma collection!

Cric? Crac! Autour du feu de camp

Bienvenue chez nous!

- *Mon album de photos* (pp. 2-3; 137 words)
- *Des étoiles (chanson)* (pp. 8-9; 115 words)
- *Une courtepoinette traditionnelle acadenne* (p. 11; 80 words)
- *Le nouvel ami* (pp. 12-13; 117 words)
- *Jouons à des jeux du monde entier!* (pp. 14-15; 100 words)
- *Un cube de l'amitié pour...* (pp. 16-17; 147 words)

- *Quelle collection!* (pp. 2-3; 76 words)
- *Les amis-collectionneurs canadiens* (pp. 4-5; 300 words)
- *L'estimation* (pp. 6-7; 41 words)
- *Collectofolies!* (pp. 8-9; 64 words)
- *Collectionnez! (chanson)* (p. 10; 100 words)
- *Chapeau!* (pp. 11-13; 270 words)
- *Participez à une exposition de collections!* (p. 16; 57 words)
- *Faites une présentation!* (p. 17; 62 words)
- *Des objets exceptionnels* (p. 20; 70 words)
- Read an article about a Yo-Yo® collection
- Read a story about a museum tour
- Read an article about exceptional objects

- Texts on camp posters
- Lyrics for the song Marie-Madeleine
- Expressions using body parts
- Information about the Francophone storytelling tradition *Cric? Crac!*
- Campfire snack recipes
- Campfire safety rules
- Read lyrics and sing campfire songs
- Follow recipes to make campfire snacks
- *Un camp pour tout le monde!* (pp. 2-3; 93 words)
- *Le matériel de camping* (pp. 4-5; 59 words)
- *Marie-Madeleine et son pied mariton* (pp. 6-7; 66 words)
- *Des collations sur le feu* (pp. 12-13; 121 words)
- *Des conseils de sécurité* (pp. 14-15; 75 words)
- *Les traditions autour du feu* (pp. 16-17; 23 words)
- *Feu, feu, joli feu (chanson)* (pp. 18-19; 42 words)

- Newspaper article
- Advertisements for community activities
- Information about giving personal opinions on video or television
- A letter from a student from Brussels
- Song lyrics for *Bienvenue chez nous!*
- *Voici ma communauté!* (pp. 2-3; 133 words)
- *Accident de bicyclette!* (pp. 6-7; 75 words)
- *Est-ce que tu aimes les magasins?* (pp. 8-9; 72 words)
- *Quelles activités est-ce que tu préfères...?* (pp. 10-11; 80 words)
- *Bienvenue chez nous! (chanson)* (p. 20; 120 words)

- Read chant lyrics and Francophone names
- Dramatization of a story
- Interview a classmate about activity preferences

- Read comic strips
- Read *Une collection collective*

- Read campfire stories aloud

- Read directions to other students in a small group

- Compare names in different languages
- Identify masculine and feminine endings of French names
- Order lines of a chant and identify rhyming words
- Complete a chart based on physical characteristics described in the Student Book
- Interview a classmate by reading questions and recording the partner's answers
- Classify activities in a categorizer
- Complete the lyrics to a song
- Rate themselves as a friend based on their friendship qualities

- Read and complete Workbook activities
- Activity on comic strip
- Ask questions regarding a Yo-Yo® collection

- Identify additional camp activities from posters
- Complete a personal profile on camping experiences and preferences
- Use a dictionary excerpt to match expressions using body parts with illustrations
- Classify information according to categories: setting, plot character, sounds
- Make predictions about campfire snack recipe ingredients
- Verify predictions about campfire snack recipes

- Identify provinces on a map of Canada
- Answer oral questions about a newspaper article
- Indicate stories from a mall directory
- Answer comprehension questions in pairs based on a reading passage
- Answer questions based on a letter from a student from Brussels
- Answer questions based on two community bulletins

- Interpret questions on a personality test using visual cues and cognates
- Read information that describes the traditional quilt
- Match expressions about pastimes to corresponding pictures
- Read a story about a group of friends trying to decide what activity to do together
- Look at visuals and read their corresponding statements
- Use all available resources to create their friendship cube

- Knowledge of cognates when reading from Workbook and Student Book
- Use illustrations
- Visual cues and previous knowledge of the cognates
- Complete Student Book and Workbook activities

- Done systematically throughout the reading activities of the unit

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READING

Acti-Vie 2

Writing

By the end of Grade 5 students will:

Write simple phrases, short sentences, and questions, using learned vocabulary and simple language structures

Write using a model, a first draft and corrected version in guided and cooperative writing tasks

Use and spell the vocabulary appropriate for this grade level

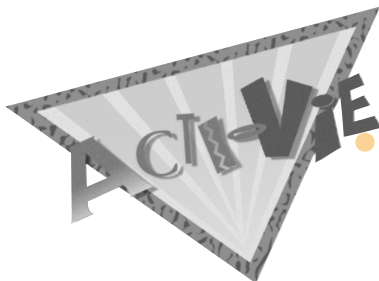
Au café

Tous des champions!

Que le spectacle commence!

Une maison pas comme les autres!

<ul style="list-style-type: none"> • Complete sentences using partitive articles and new vocabulary • Fill in missing information on café menus • Write sentences for a café role play in the correct order • Fill in missing words in a café dialogue • Write corrected versions of false statements in a true/false activity • Create banners, posters and place mats for the class café 	<ul style="list-style-type: none"> • Complete a graphic organizer with information about Olympic athletes • Create a bar graph to illustrate the class' and personal sports preferences • Begin to complete an athlete identity card • Write sentences about Olympic sports below appropriate illustrations • Create a personal sports card • Name missing equipment of athletes, identify Olympic sports that use similar equipment • Create cards about sports and equipment for a game of Concentration • Write sentences about sports equipment under the appropriate illustration • Classify Olympic sports by season • Complete a graphic organizer with information about sports locations • Write information about Olympic sports in a cooperative group activity • Answer sports trivia questions with a partner 	<ul style="list-style-type: none"> • Complete Workbook questions • Write the steps of a magic trick • Complete a planning sheet for a magic trick • Complete sentences to correspond with parts of a magic show • Write a dialogue for <i>L'enveloppe extraordinaire</i> • Identify and record actions for a magic trick 	<ul style="list-style-type: none"> • Complete ID cards for aliens • Decode words in a puzzle • Complete a crossword • Label a floor plan • Complete ID cards that identify physical characteristics of aliens • Label items of furniture and other objects in kitchens and dining rooms
<ul style="list-style-type: none"> • Create a menu for the class café • Create café posters 	<ul style="list-style-type: none"> • Create personal sports banners 	<ul style="list-style-type: none"> • Write a cue card using the dialogue for a magic trick • Create a poster for a class magic show • Create a program for a class magic show 	<ul style="list-style-type: none"> • Organize room and colour preferences with the use of a graphic organizer • Complete a chart outlining different floor plans • Complete sentences comparing floor plans • Complete a graphic organizer about the rooms of a house • Choose and copy correct sentences to match an illustration • Classify furniture and other items by geometric shape • Complete instructions for pattern making • Brainstorm to create a Spidermap to prepare the alien home profile • Write the alien home profile
<ul style="list-style-type: none"> • Done systematically during all writing activities and throughout all units 	<ul style="list-style-type: none"> • Done systematically during all writing activities and throughout all units 	<ul style="list-style-type: none"> • Done systematically during all writing activities and throughout all units 	<ul style="list-style-type: none"> • Done systematically during all writing activities and throughout all units • List furniture and other items suitable for a recreation room



Vive l'amitié!**Voici ma collection!****Cric? Crac! Autour
du feu de camp****Bienvenue chez
nous!**

- Identify characteristics of friends
- Complete chant lyrics
- Record answers from an interview
- Create a group personality profile
- Identify personal preferences for colour and pastimes
- Complete sentences with the appropriate pastime
- Write a story outlining favourite activities
- Friendship qualities corresponding to visuals, expressions describing friendship qualities

- Complete Workbook activities
- Evaluate students' presentations and displays
- Complete sentences about students' collections
- Survey classmates regarding collections
- Estimate the number of items in various collections
- Complete descriptions of collections
- Complete song lyrics
- Respond to questions based on reading passage
- Complete description of personal collection
- Complete graphic organizer for classmates' presentations

- Classify camping activities
- Write a list of camping gear items
- Label an illustration of camping gear
- Identify illustrations of camping gear
- Complete a graphic organizer with elements of a campfire story
- Complete a Spidermap graphic organizer in cooperative groups
- Complete a written activity using partitive articles
- Write safety rules for campfires
- Complete safety rules for hiking/camping
- Organize and write a campfire program
- Record the class campfire plan in a graphic organizer
- Create "what to bring" lists for the class campfire in cooperative groups
- Create a personal "what to bring" list

- Answer simple questions about students' communities
- Sequence steps in achieving the final task
- Answer questions about services in students' community
- Complete a Spidermap graphic organizer to illustrate community helpers in cooperative groups
- Answer questions about shopping in students' community
- Create a sample mall directory
- Create an advertisement for a community activity
- Answer questions about community activities
- Write directions for a route on a map
- Answer a simple question about directions
- Write information in small groups for community bulletins

- Write the description of a class friend's talent for a bulletin board display
- Create a friendship quality slogan with accompanying visual
- Create a friendship cube

- Complete *Ma collection* for the Display Fair

- Create campfire stories in small groups using a model

- Create a community bulletin in small groups

- Done systematically during all writing activities and throughout all units

- Done systematically during all writing activities and throughout all units
- Complete Workbook and supplementary activities

- Done systematically during all writing activities and throughout all units

- Done systematically during all writing activities and throughout all units

WRITING

Acti-Vie 2

Grammar, Language Conventions and Vocabulary

By the end of Grade 5 students will:

Nouns and Pronouns

- Agreement of the partitive article (e.g., *un/une/du/de la/de l'/des* + café foods) with nouns
- **preparation for grade 7
- Appropriate use of *tu* and *vous* (*la politesse*) in different social situations
- Use of emphatic subject pronouns
- **preparation for future years

Verbs

- Present tense of *être* with a plural pronoun or noun subject (e.g., *Nous sommes _____*; *Vous êtes _____*.)
- Present tense of regular *-ir* verbs with singular pronoun or noun subjects
- **preparation for grade 6
- *Aller* plus an infinitive to form *le futur proche*
- **preparation for grade 7

Adjectives

- Questions with rising intonation (e.g., *Vous êtes prêts à commander?*)
- *Qu'est-ce que...?*

Negation

Prepositions

Interrogative Constructions

Vocabulary

Spelling Rules and Strategies

Contractions

Au café

Tous des champions!

Que le spectacle commence!

Une maison pas comme les autres!

- Use of emphatic pronouns (e.g., *moi, toi*)

- Subject pronoun *nous*

- Expressions with *faire*
- **preparation for grade 6
- Present tense of some regular *-er* verbs with a singular pronoun or noun subject (e.g., *jouer*)
- Present tense of some regular *ir* verbs with a singular pronoun or noun subject
- **preparation for grade 6

- *aller* plus an infinitive to form *le futur proche* (e.g., *Je vais faire _____*; *Je vais deviner _____*; *Je vais tourner _____*.)
- **preparation for grade 7
- Imperative of some regular *-er* and *-re* verbs (e.g., *Regarde!*; *Multiplie!*; *Additionne!*; *Dis _____!*; *Mets _____!*)
- **preparation for grade 6

- Present tense of *être* and some regular *-er* verbs with a singular pronoun or noun subject (e.g., *Je/Il/Elle préfère...;* *Je suis...)*
- Present tense of some regular *-er* verbs, with a plural pronoun or noun subject (e.g., *Nous chantons.*)
- Present tense of *avoir* with a singular pronoun or noun subject (e.g., *Il/Elle a* + physical description.)
- Imperative of known verbs
- **preparation for grade 6

- Comparative and superlative forms of adjectives (e.g., *plus grand(e) que, moins grand(e) que*)
- **preparation for grade 8

- Vocabulary related to Olympic sports
- Learn the names of different countries in French
- Word lists using identical and similar cognates (e.g., *le base-ball, le bobsleigh, le cyclisme, la gymnastique, l'Australie, la Fédération de Russie, l'Italie, etc.*)

- Vocabulary necessary to prepare a magic show
- Numbers from 1 to 100
- Vocabulary to do simple math

- Vocabulary related to rooms in a house
- Numbers 1-31

- Student Book/Workbook to confirm spelling
- Use of rhyming words and of basic sounds and their related spelling patterns in French (e.g., *acrobatique/fantastique, rouge/bouge, jeu/bleu, onze/bronze*)

- Use of basic sounds and their related spelling patterns in French (e.g., rhyming words with the sounds *-i/-is/-ie, -ique/-iques, -o/-os, -et/-ait, -in/-ains, -ance/-ence*)
- Student Book/Workbook to confirm spelling

- Student Book/Workbook to confirm spelling
- Word lists using identical and similar cognates (e.g., *la salle de récréation, une lampe, un sofa, un comptoir, etc.*)

- The prepositions *à* and *de* plus the definite article (e.g., *Elle joue au hockey; Il fait du cyclisme.*)
- **preparation for grades 6 and 7

Vive l'amitié!

Voici ma collection!

Cric? Crac! Autour du feu de camp

Bienvenue chez nous!

	<ul style="list-style-type: none"> •Agreement of partitive article with nouns (e.g., with place name) **preparation for grade 6 •Addition of <i>s</i> to form a plural of nouns **review of grade 4 	<ul style="list-style-type: none"> •Agreement of the partitive article (e.g., <i>du, de la, de l', des</i>) with nouns **preparation for grade 6 	
<ul style="list-style-type: none"> •Present tense of <i>avoir</i> with singular subject pronoun (e.g., to describe hair and eye colour) •Present tense of <i>être</i> with a singular subject pronoun •Present tense of some -er verbs (e.g., <i>jouer, aimer</i>) •Present tense of <i>faire</i> with a singular subject pronoun **preparation for grade 6 •Direct infinitive to show preferences (e.g., <i>J'aime jouer...</i>) 	<ul style="list-style-type: none"> •Present tense of <i>être</i> with a singular or plural pronoun or noun subject •Present tense of <i>ranger, collectionner</i> and <i>habiter</i> with a singular pronoun 	<ul style="list-style-type: none"> •Double verb construction (e.g., <i>Il faut apporter/faire/préparer.....</i>) **preparation for grade 7 •Present tense of some regular -er verbs with a plural pronoun or noun subject (e.g., <i>Les amis paniquent; Les campeurs crient.</i>) 	<ul style="list-style-type: none"> •Imperative of some regular -er verbs **preparation for grade 6
<ul style="list-style-type: none"> •Agreement in gender and number, of regular adjectives with nouns (e.g., <i>cheveux/yeux + bleus, blonds, bruns, noirs, roux, verts</i>) •Agreement of gender and number of regular adjectives with nouns or pronouns (e.g., noun/pronoun + <i>comique, dynamique, sérieux, sérieuse</i>) •Possessive adjectives (e.g., <i>mon/ton/son/ma/ta/sa</i>) **preparation for grade 6 			<ul style="list-style-type: none"> •Agreement in gender and number, of regular adjectives with nouns (e.g., <i>une ville tranquille; une ville intéressante</i>)
		<ul style="list-style-type: none"> •Negative <i>ne...pas</i> in simple sentences and contracted if necessary (e.g., <i>Il ne faut pas</i>) 	
	<ul style="list-style-type: none"> •Prepositions of place (e.g., <i>en, au, à, dans, sur</i>) •Prepositions with nouns in short sentences 		
<ul style="list-style-type: none"> •Questions with rising intonation •<i>Comment?</i> •<i>Quel âge as-tu?</i> 	<ul style="list-style-type: none"> •<i>Qui?</i> •<i>Qu'est-ce que?</i> •<i>Combien?</i> •<i>D'où?</i> •<i>Pourquoi?</i> •<i>Où?</i> 	<ul style="list-style-type: none"> •<i>Où?</i> •<i>Qui?</i> •<i>Est-ce que?</i> 	<ul style="list-style-type: none"> •<i>Où _____?</i> •<i>Qui _____?</i> •<i>Est-ce qu'il y a _____?</i> •<i>Quel(s) _____?</i> •<i>Quelle(s) _____?</i> •<i>Est-ce que _____?</i> •<i>Pourquoi?</i> •<i>À quelle heure _____?</i> •<i>À quelle date _____?</i>
<ul style="list-style-type: none"> •Vocabulary related to friends and their pastimes 	<ul style="list-style-type: none"> •Numbers 1 to 100 •Vocabulary related to things one collects 		<ul style="list-style-type: none"> •Vocabulary related to activities in the community •Vocabulary related to stores in the community •Vocabulary related to services in the community •Vocabulary related to community helpers •Vocabulary for giving directions
<ul style="list-style-type: none"> •Student Book/Workbook to confirm spelling 	<ul style="list-style-type: none"> •Student Book/Workbook to confirm spelling •Visual dictionary •Use of basic sounds and their related spelling patterns in French (e.g., -i (<i>oui, vie</i>), -tion (<i>collection, fascination</i>)) 	<ul style="list-style-type: none"> •Vocabulary related to camping •Vocabulary for camping gear •Vocabulary for body parts •Use of an English-French dictionary to expand vocabulary •Vocabulary for elements of a story •Vocabulary for snacks •Student Book/Workbook to confirm spelling •Word list using identical and similar cognates (e.g., <i>le canot, la musique, les piquesniques, le tennis, etc.</i>) 	<ul style="list-style-type: none"> •Student Book/Workbook to confirm spelling •Word list using identical and similar cognates (e.g., <i>des activités, la population, des services</i>)
			<ul style="list-style-type: none"> •<i>à/au/à la</i>

GRAMMAR



Acti-Vie 1	Acti-Vie 2	Acti-Vie 3
<p>Découvrons notre école! Bonne fête à tous! Au jeu! Logos-animaux Souvenirs de ma famille Et maintenant... la météo Les aventures d'A-V Bonne collation, bonne nutrition!</p>	<p>Au café Tous des champions! Que le spectacle commence! Une maison pas comme les autres! Vive l'amitié! Voici ma collection! Cric? Crac! Autour du feu de camp Bienvenue chez nous!</p>	<p>L'environnement et moi Explorons l'univers! Fêtons l'hiver! Voyageons dans le temps... Au secours! Soyons branchés! Fini les conflits! Le mystère du trophée de basket-ball</p>

Nous tenons à remercier tout particulièrement une enseignante du District Scolaire de Durham #13 et la conseillère.

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