

Unit at a Glance

Overview of Unit	Field of Experience
In <i>Manèges merveilleux</i> , students are exposed to the common and unique features of amusement parks, during which they acquire the vocabulary and language structures to develop and design their own park. This unit also presents <i>Le village canadien</i> , found in the Nigloland amusement park in France.	Experiences with leisure activities associated with amusement parks.

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes
Lesson 1 <i>Manèges merveilleux</i> (Introduction to the unit) Duration Approx. 40–60 min	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • identify the vocabulary and language structures required to communicate in a specific situation • identify attitudes and behaviours in relation to the theme • produce oral and written messages • demonstrate comprehension of oral and written texts • recognize newly acquired knowledge 	<ul style="list-style-type: none"> • learn words and expressions that clarify communication of thoughts and opinions • work in a group and use correct social skills • use common language patterns
Lesson 2 <i>Une visite au Parc Lamuse !</i> Duration Two 40-min periods	<ul style="list-style-type: none"> • identify attitudes and behaviours in relation to the theme • predict the content of oral and written texts • identify language-learning strategies • identify information in oral and written texts needed to complete a communicative task • demonstrate comprehension of oral and written texts • produce oral and written messages • recognize newly acquired knowledge 	<ul style="list-style-type: none"> • practise anticipating meaning • practise words and expressions that clarify communication of thoughts and opinions • summarize short written texts • use common language patterns • work in a group and use correct social skills
Lesson 3 <i>Étude de la langue</i> Duration 40–60 min	<ul style="list-style-type: none"> • identify the vocabulary and language structures required to communicate in a specific situation • identify information in oral and written texts needed to complete a communicative task • produce oral and written messages • recognize and apply acquired knowledge in new situations • recognize and correct errors in communication 	<ul style="list-style-type: none"> • examine the specifics of certain language functions • use common language patterns • summarize short oral texts • practise words and expressions that clarify communication of thoughts and opinions • work in a group and use correct social skills • learn to self-correct • learn to self-monitor progress in the language
Lesson 4 <i>Viens explorer Nigloland</i> Duration 40 min	<ul style="list-style-type: none"> • predict the content of written texts • identify information in written texts needed to complete a communicative task • produce oral and written messages • identify language-learning strategies • demonstrate comprehension of written texts • apply acquired knowledge in new situations • adjust oral and written messages to communicate in a specific situation • recognize and correct errors in communication • evaluate oral messages received • recognize newly acquired knowledge 	<ul style="list-style-type: none"> • practise anticipating meaning • practise words and expressions that clarify communication of thoughts and opinions • summarize short written texts • use common language patterns • work in a group and use correct social skills • practise self-correcting • practise self-monitoring progress in the language
Lesson 5 <i>Les amis participent aux recherches de marketing</i> Duration Approx. two 40-min periods	<ul style="list-style-type: none"> • predict the content of oral and written texts • identify prior knowledge and experience in relation to the theme • identify information in oral and written texts needed to complete a communicative task • demonstrate comprehension of oral and written texts • identify language-learning strategies • produce oral and written messages • apply acquired knowledge in new situations 	<ul style="list-style-type: none"> • practise anticipating meaning • practise words and expressions that clarify communication of thoughts and opinions • summarize short oral texts • use common language patterns • work in a group and use correct social skills
Lesson 6 <i>Au boulot !</i> (First Subtask) Duration Approx. 40 min	<ul style="list-style-type: none"> • identify sources of information needed to complete a communicative task • identify language-learning strategies • identify the vocabulary and language structures required to communicate in a specific situation • recognize and apply acquired knowledge in new situations • produce written messages • demonstrate comprehension of written texts • adjust written messages to communicate in a specific situation • verify the success of attempts at communication • recognize and correct errors in communication 	<ul style="list-style-type: none"> • use common language patterns • practise words and expressions that clarify communication of thoughts and opinions • summarize short written texts • work in a group and use correct social skills • practise self-correcting • practise self-monitoring progress in the language
Lesson 7 <i>Aventure dans la Vallée des Rois !</i> Duration Two 40-min periods	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • identify the vocabulary and language structures required to communicate in a specific situation • predict the content of oral and written texts • identify language-learning strategies • demonstrate comprehension of oral and written texts • identify information in oral and written texts needed to complete a communicative task • produce oral and written messages • adjust oral messages to communicate in a specific situation 	<ul style="list-style-type: none"> • learn words and expressions that clarify communication of thoughts and opinions • practise anticipating meaning • summarize short oral and written texts • use common language patterns • work in a group and use correct social skills

General Communicative/Experiential Outcomes	Cultural Focus	Description of Tasks
Create and present an imaginary theme park with an advertisement, using presentation strategies.	Use of standard French to discuss aspects of theme parks.	<p>Subtasks:</p> <ul style="list-style-type: none"> Describe a plan for an amusement park. Describe theme-park rides and souvenirs. Create an amusement park plan and write directions to three park destinations. Present a theme park. <p>Final Task:</p> <ul style="list-style-type: none"> Present an amusement park and a written advertisement.

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> present tense of regular and some irregular verbs double verb constructions <i>le futur proche</i> basic vocabulary vocabulary from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate prior knowledge and experience of amusement parks 	Diagnostic	TRG pp. 1–7 SB p. 1 WB pp. 2–3 BLM 1, 2 (TRG pp. 6–7)
	<ul style="list-style-type: none"> <i>le futur proche</i> double verb constructions basic vocabulary vocabulary from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to discuss the various components of an amusement park 	Formative	TRG pp. 8–15 SB pp. 2–3, 27 WB pp. 4–6 CD Track 1 BLM 3, 4 (TRG pp. 14–15)
	<ul style="list-style-type: none"> demonstrative adjectives double verb constructions vocabulary from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to discuss the various components of an amusement park 	Formative	TRG pp. 16–26 SB pp. 2–4 WB pp. 7–8, 25–26 CD Tracks 2, 3 BLM 5, 6, 7A, 7B (TRG pp. 23–26)
	<ul style="list-style-type: none"> double verb constructions <i>le futur proche</i> basic vocabulary vocabulary from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to develop and present a plan for an imaginary amusement park Présence des francophones: discover a Francophone region and explore part of an amusement park located there 	Formative	TRG pp. 27–35 SB pp. 5, 26–27 BLM 8, 9, 10, 11 (TRG pp. 32–35)
	<ul style="list-style-type: none"> double verb constructions <i>le futur proche</i> basic vocabulary vocabulary from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to discuss themes for amusement parks and possible souvenirs 	Formative	TRG pp. 36–44 SB pp. 6–8 WB pp. 9–11 CD Tracks 5, 6 BLM 12, 13 (TRG pp. 43–44)
	<ul style="list-style-type: none"> basic vocabulary vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to create a plan for an imaginary amusement park 	Summative	TRG pp. 45–50 SB pp. 9, 27 WB pp. 2–3, 12–13 BLM 14 (TRG p. 49) BLM 15 Assessment Rubric — First Subtask (TRG p. 50) BLM 33 Assessment Tracking Sheet (TRG p. 112)
	<ul style="list-style-type: none"> double verb constructions <i>le futur proche</i> contractions with the preposition <i>à</i> basic vocabulary vocabulary from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to explore various attractions at an amusement park 	Formative	TRG pp. 51–60 SB pp. 10–11, 27 WB pp. 14–16 CD Track 8 BLM 16A, 16B, 17 (TRG pp. 58–60)

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes	
<p>Lesson 8 <i>Étude de la langue and Au boulot !</i> (Second Subtask)</p> <p>Duration Approx. two 40-min periods</p>	<ul style="list-style-type: none"> • identify the vocabulary and language structures required to communicate in a specific situation • produce oral and written messages • demonstrate comprehension of written texts • identify language-learning strategies • identify sources of information needed to complete a communicative task • recognize and apply acquired knowledge in new situations • recognize and correct errors in communication • identify behaviours and attitudes in relation to the theme 	<ul style="list-style-type: none"> • examine the specifics of certain language functions • practise words and expressions that clarify communication of thoughts and opinions • use common language patterns • summarize short written texts • work in a group and use correct social skills • practise self-correcting • practise self-monitoring progress in the language 	
<p>Lesson 9 <i>Aventure dans la Forêt mystérieuse</i></p> <p>Duration Approx. two 40-min periods</p>	<ul style="list-style-type: none"> • identify the vocabulary and language structures required to communicate in a specific situation • predict the content of oral and written texts • identify information in oral and written texts needed to complete a communicative task • demonstrate comprehension of oral and written texts • produce oral and written messages • adjust oral messages to communicate in a specific situation • recognize newly acquired knowledge 	<ul style="list-style-type: none"> • learn words and expressions that clarify communication of thoughts and opinions • practise anticipating meaning • summarize short oral and written texts • use common language patterns • work in a group and use correct social skills 	
<p>Lesson 10 <i>Étude de la langue and Au boulot !</i> (Third Subtask)</p> <p>Duration 40 min</p>	<ul style="list-style-type: none"> • identify the vocabulary and language structures required to communicate in a specific situation • produce oral and written messages • demonstrate comprehension of written texts • identify sources of information needed to complete a communicative task • recognize and apply acquired knowledge in new situations • adjust written message to communicate in a specific situation • identify language-learning strategies • recognize and correct errors in communication 	<ul style="list-style-type: none"> • examine the specifics of certain language functions • practise words and expressions that clarify communication of thoughts and opinions • use common language patterns • summarize short written texts • work in a group and use correct social skills • practise self-correcting • practise self-monitoring progress in the language 	
<p>Lesson 11 <i>Aventure amazonienne</i></p> <p>Duration Two 40-min periods</p>	<ul style="list-style-type: none"> • identify prior knowledge in relation to the theme • predict the content of oral and written texts • identify information in oral and written texts needed to complete a communicative task • demonstrate comprehension of oral and written texts • identify the vocabulary and language structures required to communicate in a specific situation • produce oral and written messages • adjust oral messages to communicate in a specific situation • apply acquired knowledge in new situations • identify behaviours and attitudes in relation to the theme 	<ul style="list-style-type: none"> • practise anticipating meaning • learn words and expressions that clarify communication of thoughts and opinions • summarize short oral texts • use common language patterns • work in a group and use correct social skills 	
<p>Lesson 12 <i>Au boulot !</i> (Fourth Subtask)</p> <p>Duration 40 min</p>	<ul style="list-style-type: none"> • demonstrate comprehension of written texts • identify the vocabulary and language structures required to communicate in a specific situation • identify language-learning strategies • recognize and apply acquired knowledge in new situations • produce oral and written messages • verify the success of attempts at communication • recognize and correct errors in communication • evaluate oral messages received 	<ul style="list-style-type: none"> • summarize short written texts • practise words and expressions that clarify communication of thoughts and opinions • use common language patterns • work in a group and use correct social skills • role-play in both productive and receptive mode • practise self-correcting • practise self-monitoring progress in the language 	
<p>Lesson 13 <i>Carrie présente son parc d'attractions</i></p> <p>Duration 40 min</p>	<ul style="list-style-type: none"> • identify language-learning strategies • predict the content of oral texts • identify information in oral texts needed to complete a communicative task • demonstrate comprehension of oral texts • produce oral messages 	<ul style="list-style-type: none"> • practise anticipating meaning • summarize short oral texts • practise words and expressions that clarify communication of thoughts and opinions • work in a group and use correct social skills 	
<p>Final Task <i>Mon parc d'attractions</i></p> <p>Duration Two 40-min periods</p>	<ul style="list-style-type: none"> • identify sources of information and specific information needed to complete a communicative task • identify prior knowledge in relation to the theme • recognize and apply acquired knowledge in new situations • produce oral and written messages • recognize and correct errors in communication • verify the success of attempts at communication • evaluate oral messages received in the communicative situation 	<ul style="list-style-type: none"> • recognize the links between function/situation and the variety of word choice • practise words and expressions that clarify communication of thoughts and opinions • use common language patterns • practise self-monitoring progress in the language • practise self-correcting • work in a group and use correct social skills 	

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> the preposition <i>à</i> plus the definite article basic vocabulary vocabulary from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to design and describe rides and souvenirs at an imaginary amusement park 	Formative Summative	TRG pp. 61–69 SB pp. 12–13, 27 WB pp. 3, 13, 17, 26 BLM 18, 19, 20 (TRG pp. 66–68) BLM 21 Assessment Rubric — Second Subtask (TRG p. 69) BLM 33 Assessment Tracking Sheet (TRG p. 112)
	<ul style="list-style-type: none"> imperative of some regular <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs basic vocabulary vocabulary from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to give directions at an amusement park 	Formative	TRG pp. 70–78 SB pp. 14–17 WB pp. 18–19 CD Tracks 9, 10, 11 BLM 22, 23 (TRG pp. 77–78)
	<ul style="list-style-type: none"> present tense of the irregular verb <i>sortir</i> contractions of the preposition <i>de</i> plus the definite article basic vocabulary vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to prepare a labelled plan of an imaginary amusement park 	Formative Summative	TRG pp. 79–85 SB pp. 18–19, 27 WB pp. 13, 20, 27 BLM 24 (TRG p. 84) BLM 25 Assessment Rubric — Third Subtask (TRG p. 85) BLM 33 Assessment Tracking Sheet (TRG p. 112)
	<ul style="list-style-type: none"> double verb constructions contractions of the prepositions <i>à</i> and <i>de</i> plus the definite article basic vocabulary vocabulary from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to describe adventures at an amusement park 	Formative	TRG pp. 86–92 SB pp. 20–21 WB pp. 21–24 CD Tracks 12, 14
	<ul style="list-style-type: none"> <i>aller</i> plus an infinitive to form <i>le futur proche</i> demonstrative adjectives subject-verb inversions contractions of the prepositions <i>à</i> and <i>de</i> plus the definite article basic vocabulary vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to role-play an amusement park guide and a visitor 	Summative	TRG pp. 93–102 SB pp. 22, 27 BLM 26, 27, 28, 29A, 29B (TRG pp. 97–101) BLM 30 Assessment Rubric — Fourth Subtask (TRG p. 102) BLM 33 Assessment Tracking Sheet (TRG p. 113)
	<ul style="list-style-type: none"> double verb constructions vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to discuss effective ways of presenting an imaginary amusement park 	Formative	TRG pp. 103–107 SB pp. 24–25 CD Track 15 BLM 31 (TRG p. 107)
	<ul style="list-style-type: none"> double verb constructions demonstrative adjectives contractions of the prepositions <i>à</i> and <i>de</i> plus the definite article vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to prepare an oral presentation and written advertisement for an imaginary amusement park 	Summative	TRG pp. 108–111 SB pp. 23–25 WB p. 24 BLM 28 (TRG p. 99) BLM 32 Assessment Rubric — Final Task (TRG p. 111) BLM 33 Assessment Tracking Sheet (TRG p. 113)