

Unit at a Glance

Overview of Unit	Field of Experience
In this unit, students enjoy six episodes of a science-fiction adventure, presented in highly motivating comic-book format and supplemented with audio recordings. As the narrative unfolds, students are given opportunities to predict events, chart the plot and track character development. An optional interactive board game provides a fun way to apply learning.	Experiences with <i>médias et loisirs</i> : comic-strip format adventure story for serial episodes.

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes
Lesson 1 <i>Vagabonds de l'espace</i> (Introduction to the unit) Duration Approx. 40 min	<ul style="list-style-type: none"> identify knowledge, behaviours, and attitudes in relation to the theme locate specific points of information in oral and written texts identify prior knowledge in relation to the theme indicate verbally or non-verbally agreement/disagreement with another's point of view 	<ul style="list-style-type: none"> practise anticipating meaning learn to self-monitor progress use common language patterns observe the process of participation in communication work in a group and use correct social skills
Lesson 2 <i>Danger sur la planète Luxor !</i> Duration 40 min	<ul style="list-style-type: none"> identify knowledge, behaviours, and attitudes in relation to the theme 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 recognize newly acquired knowledge identify language-learning strategies produce oral messages in relation to the criteria provided identify the function and purpose of written texts 	<ul style="list-style-type: none"> practise anticipating meaning summarize short written texts use common language patterns observe the process of participation in communication use techniques allowing communication to continue
Lesson 3 <i>La lune des vacances</i> Duration 40 min	<ul style="list-style-type: none"> locate specific points of information in oral and written texts demonstrate comprehension of oral and written texts indicate verbally or non-verbally agreement/disagreement with another's point of view produce written messages predict the content of written texts identify language-learning strategies demonstrate comprehension in a variety of oral interactions identify prior knowledge in relation to the theme recognize newly acquired knowledge 	<ul style="list-style-type: none"> use common language patterns summarize short written texts observe the process of participation in communication work with a partner and use correct social skills
Lesson 4 <i>Étude de la langue and Au boulot !</i> (First Subtask) Duration Two 40-min periods	<ul style="list-style-type: none"> demonstrate comprehension of oral and written texts identify the vocabulary and language structures required to communicate in a specific situation indicate verbally or non-verbally agreement/disagreement with another's point of view produce written messages identify information needed to complete a communicative task recognize and apply acquired knowledge in context and new situations 	<ul style="list-style-type: none"> learn expressions that clarify communication of thoughts and opinions use common language patterns examine the specifics of certain language functions practise self-monitoring progress work with a partner and use correct social skills
Lesson 5 <i>Un dîner profitable</i> Duration 40–60 min	<ul style="list-style-type: none"> predict the content of oral and written texts demonstrate comprehension of written texts produce oral and written messages identify language-learning strategies demonstrate comprehension in a variety of oral interactions identify information needed to complete a communicative task identify the vocabulary and language structures required to communicate in a specific situation identify prior knowledge and experience in relation to the theme recognize newly acquired knowledge 	<ul style="list-style-type: none"> use common language patterns practise self-correcting practise self-monitoring progress observe the behaviours of different types of people in similar social situations recognize the characteristics of a specific group observe the process of participation in communication role-play in both productive and receptive mode work with a partner and use correct social skills
Lesson 6 <i>Étude de la langue and Au boulot !</i> (Second Subtask) Duration Two 40-min periods	<ul style="list-style-type: none"> predict the content of oral texts produce written messages identify the vocabulary and language structures required to communicate in a specific situation adjust written messages to communicate in a specific situation identify language-learning strategies identify information needed to complete a communicative task recognize and correct errors in communication identify prior knowledge and experience in relation to the theme recognize and apply acquired knowledge in context and new situations 	<ul style="list-style-type: none"> practise anticipating meaning learn expressions that clarify communication of thoughts and opinions practise expressions that clarify communication of thoughts and opinions practise self-correcting use common language patterns review the specifics of certain language functions work with a partner and use correct social skills
Lesson 7 <i>Kral a des problèmes</i> Duration 40–60 min	<ul style="list-style-type: none"> predict the content of oral and written texts identify language-learning strategies apply acquired knowledge in new situations identify attitudes and behaviours in relation to the theme identify the theme of written texts locate specific points of information in written texts assess the usefulness of information received in written messages identify prior knowledge in relation to the theme 	<ul style="list-style-type: none"> practise anticipating meaning practise expressions that clarify communication of thoughts and opinions use common language patterns summarize short written texts observe the process of participation in communication role-play in both productive and receptive mode work with a partner and use correct social skills

General Communicative/Experiential Outcomes	Cultural Focus	Description of Tasks
Write and present orally an original description of an episode in the fictional TV series <i>Vagabonds de l'espace</i> .	A glimpse into one aspect of <i>La vie quotidienne des francophones</i> : a science-fiction narrative presented in popular <i>bande dessinée</i> (comic-book) format.	Subtasks: <ul style="list-style-type: none"> • Write and compare a graphic organizer • Write a TV-listings description of an upcoming episode • Write and present an interview with an actor Final Task: <ul style="list-style-type: none"> • Create and present an episode of <i>Vagabonds de l'espace</i>

Language Outcomes	Cultural Outcomes	Assessment	Materials
<ul style="list-style-type: none"> • subject and auxiliary verb in <i>le passé composé</i> • <i>le passé composé</i> of regular verbs and some irregular verbs with <i>avoir</i> • partitive article with negation • basic vocabulary • words from units under study, phrases and expressions 	<ul style="list-style-type: none"> • Le parler des francophones: discover French expressions and different levels of language used. Use standard French to communicate orally and in writing 	Diagnostic	TRG pp. 1–6 SB p. 1 WB pp. 2–5 Game board BLM 1 (TRG p. 6)
<ul style="list-style-type: none"> • re-entry of double verb constructions • re-entry of <i>le futur proche</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 effectively 	Formative	TRG pp. 7–15 SB pp. 2–3 WB pp. 6–9 CD Track 1 BLM 2, 3A, 3B (TRG pp. 13–15)
<ul style="list-style-type: none"> • double verb constructions • partitive article with negation • basic vocabulary • words from units under study, phrases and expressions • use of resources to check spelling 	<ul style="list-style-type: none"> • Le parler des francophones: discover French expressions and different levels of language used. Use standard French to communicate effectively 	Formative	TRG pp. 16–22 SB pp. 4–7 WB p. 10 CD Tracks 2, 3 BLM 3A, 3B (TRG pp. 14–15)
<ul style="list-style-type: none"> • partitive article with negation • basic vocabulary • words from units under study, phrases and expressions • use of resources to check spelling 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate effectively 	Formative Summative	TRG pp. 23–33 SB pp. 8–9 WB pp. 2, 11–12 CD Track 4 BLM 3A, 3B, 4, 5, 6 (TRG pp. 14–15, 30–32) BLM 7 Assessment Rubric — First Subtask (TRG p. 33) BLM 27 Assessment Tracking Sheet (TRG pp. 112–113)
<ul style="list-style-type: none"> • reinforcement of <ul style="list-style-type: none"> · double verb constructions · present tense of some regular verbs • 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 in a typical situation from daily life. Use standard French to create and present a mini-dialogue 	Formative	TRG pp. 34–42 SB pp. 10–12, 27 WB pp. 13–17 CD Tracks 5, 6 BLM 3A, 3B, 8 (TRG 14–15, 42)
<ul style="list-style-type: none"> • reinforcement of regular and irregular adjectives <ul style="list-style-type: none"> · agreement in number and gender • reinforcement of present tense of some regular verbs • partitive article with negation • 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 orally and in writing 	Formative Summative	TRG pp. 43–55 SB pp. 10–13 WB pp. 4, 12, 18–19 CD Track 7 BLM 9, 10, 11, 12 (TRG pp. 51–54) BLM 13 Assessment Rubric — Second Subtask (TRG p. 55) BLM 27 Assessment Tracking Sheet (TRG pp. 112–113)
<ul style="list-style-type: none"> • reinforcement of double verb constructions • <i>le passé composé</i> of some regular verbs with <i>avoir</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 create the end of a story 	Formative	TRG pp. 56–60 SB pp. 14–16, 27 CD Track 8 BLM 3A, 3B, 14 (TRG pp. 14–15, 60)

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes	
<p>Lesson 8 <i>Étude de la langue</i></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 written messages in relation to the criteria provided • recognize and correct errors in communication • identify prior knowledge in relation to the theme • recognize and apply acquired knowledge in context and new situations 	<ul style="list-style-type: none"> • examine the specifics of certain language functions • observe differences in language used for communication • practise words and expressions that clarify communication of thoughts and opinions • use common language patterns • review the specifics of certain language functions • practise self-correcting • learn the vocabulary for talking about words and types of sentences used in certain situations 	
<p>Lesson 9 <i>Un chien formidable</i></p> <p>Duration 40 min</p>	<ul style="list-style-type: none"> • predict the content of oral and written texts • identify the vocabulary and language structures required to communicate in a specific situation • apply acquired knowledge in new situations • identify the theme of written texts • locate specific points of information in oral and written texts • identify language-learning strategies • demonstrate comprehension in a variety of oral interactions • produce written messages • identify prior knowledge in relation to the theme 	<ul style="list-style-type: none"> • practise anticipating meaning • practise words and expressions that clarify communication of thoughts and opinions • use common language patterns • summarize short written texts • practise self-correcting 	
<p>Lesson 10 <i>La liberté !</i></p> <p>Duration 40–60 min</p>	<ul style="list-style-type: none"> • locate specific points of information in oral and written texts • indicate verbally or non-verbally agreement/disagreement with another's point of view • apply acquired knowledge in new situations • verify the success of attempts at communication in oral and written messages • predict the content of written texts • demonstrate comprehension of oral and written texts • identify language-learning strategies • produce written messages in relation to the criteria provided • identify prior knowledge in relation to the theme 	<ul style="list-style-type: none"> • practise self-monitoring progress • use common language patterns • summarize short written texts • observe the process of participation in communication • use techniques allowing communication to continue • work in a group or with a partner and use correct social skills 	
<p>Lesson 11 <i>Étude de la langue and Au boulot !</i> (Third Subtask)</p> <p><i>Le jeu « Vagabonds de l'espace »</i> (Optional Activity)</p> <p>Duration Approx. two 40-min periods (excluding optional game)</p>	<ul style="list-style-type: none"> • identify information needed to complete a communicative task • identify the vocabulary and language structures required to communicate in a specific situation • identify the nature of a variety of oral and written texts • locate specific points of information in written texts • assess the usefulness of information received in oral and written messages • demonstrate comprehension in a variety of oral interactions • produce oral messages • recognize and correct errors in communication • identify prior knowledge in relation to the theme 	<ul style="list-style-type: none"> • learn expressions that clarify communication of thoughts and opinions • use common language patterns • examine the specifics of certain language functions • practise self-correcting • observe the process of participation in communication • use techniques allowing communication to continue • role-play in both productive and receptive mode • learn the vocabulary for talking about words and types of sentences in certain situations • work with a partner and use correct social skills 	
<p>Final Task <i>Mon émission « Vagabonds de l'espace »</i></p> <p>Duration Four or five 40-min periods</p>	<ul style="list-style-type: none"> • indicate verbally or non-verbally agreement/disagreement with another's point of view • identify information needed to complete a communicative task • produce oral and written messages • adjust oral and written messages to communicate in a specific situation • identify language-learning strategies • apply acquired knowledge in new situations • identify the vocabulary and language structures required to communicate in a specific situation • identify prior knowledge in relation to the theme • identify attitudes and behaviours in relation to the theme 	<ul style="list-style-type: none"> • practise expressions that clarify communication of thoughts and opinions • practise self-monitoring progress • practise self-correcting • use common language patterns • review 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 	

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> • basic vocabulary • words from units under study, phrases and expressions • subject and auxiliary verbs in <i>le passé composé</i> • <i>le passé composé</i> of regular and some irregular verbs • reinforcement of <i>le futur proche</i> 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate preferences and experiences. Use standard French to communicate effectively 	Formative Summative	TRG pp. 61–77 SB pp. 4–7, 14, 17 WB pp. 20–22 CD Track 9 BLM 15, 16A, 16B, 16C, 17, 18A, 18B, 19 (TRG pp. 70–77) BLM 27 Assessment Tracking Sheet (TRG pp. 112–113)
	<ul style="list-style-type: none"> • basic vocabulary • words from units under study, phrases and expressions • subject and auxiliary verbs in <i>le passé composé</i> • <i>le passé composé</i> of regular and some irregular verbs 	<ul style="list-style-type: none"> • Le parler des francophones: discover French expressions and different levels of language used. Use standard French to communicate effectively 	Formative	TRG pp. 78–83 SB pp. 18–19, 27 WB pp. 23–24 CD Tracks 10, 11 BLM 3A, 3B, 20 (TRG pp. 14–15, 83)
	<ul style="list-style-type: none"> • basic vocabulary • words from units under study, phrases and expressions • subject and auxiliary verbs in <i>le passé composé</i> • <i>le passé composé</i> of some regular verbs • reinforcement of interrogative constructions 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate preferences and experiences. Use standard French to communicate orally and in writing 	Formative	TRG pp. 84–91 SB pp. 20–21, 27 WB p. 25 CD Tracks 12, 13 BLM 3A, 3B, 21 (TRG pp. 14–15, 91)
	<ul style="list-style-type: none"> • basic vocabulary • words from units under study, phrases and expressions • reinforcement of adjectives • subject and auxiliary verbs in <i>le passé composé</i> • <i>le passé composé</i> of <i>faire</i> and some regular verbs 	<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 communicate effectively 	Formative Summative	TRG pp. 92–104 SB pp. 22, 27 WB pp. 5, 28–29 Game board (optional) One die (optional) Game markers (optional) BLM 22, 23, 24A, 24B (TRG pp. 100–103) BLM 25 Assessment Rubric — Third Subtask (TRG p. 104) BLM 27 Assessment Tracking Sheet (TRG pp. 112–113)
	<ul style="list-style-type: none"> • basic vocabulary • words from units under study, phrases and expressions • use of resources to check spelling • subject and auxiliary verbs in <i>le passé composé</i> (regular and some irregular verbs) • partitive article with negation 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate orally and in writing. Use standard French to communicate experience with oral presentations 	Summative	TRG pp. 105–111 SB pp. 23–25, 27 WB pp. 2–5, 26–29 CD Track 14 BLM 26 Assessment Rubric — Final Task (TRG p. 111) BLM 27 Assessment Tracking Sheet (TRG pp. 112–113)