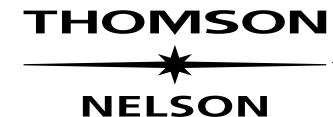




Tout ados Level 2

Atlantic Curriculum Correlation



**WORKING
DOCUMENT
ONLY**



French As a Second Language

Tout ados 2
<ul style="list-style-type: none">• Expo 1900• Vagabonds de l'espace• Ado Monde• Fêtes et Mardi gras• Sous un soleil imaginaire• Ado carrières• Le tour du monde francophone• Quoi du neuf ?

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Nous tenons à remercier tout particulièrement les éducatrices suivantes:

- Lisa True
- Charmaine McAdoo

Correlation between *Tout ados* Level 2 and the Atlantic Core French Orientation Document

Communication <i>By the end of grade 9, students will have achieved the outcomes for the previous cycle and should also be able to...</i>	Expo 1900	Vagabonds de l'espace	Ado Monde TBA	Fêtes et Mardi gras	Sous un soleil imaginaire	Ado carrières TBA	Le tour du monde francophone
- function in a classroom where French is the language spoken	On-going throughout the unit						
- participate in an informal conversation, with support	<ul style="list-style-type: none"> - share prior knowledge and experiences about inventions, inventors and accomplishments that affect the daily life of students and that originated in 19th and early 20th century TRG 2 - share experiences with exhibitions and museums TRG 4 - discuss volunteer groups and individual volunteerism TRG 23 - describe monuments that exist in the community and around the country TRG 28 - discuss shopping preferences TRG 41 - brainstorm different types of fiction and focus on adventure stories and their heroes or heroines TRG 64 - share prior knowledge about health and hygiene TRG 69 - draw on prior experiences in order to tell what they know about Marie Currie TRG 74; SB 17 - discuss Canadian symbols TRG 82 - share prior knowledge about the first automobiles TRG 87 - discuss films TRG 114 	<ul style="list-style-type: none"> - recall and share prior knowledge about fantasy space adventures TRG 2-3 - predict the content of the episode <i>Un chien formidable</i> TRG 80; SB 18 		<ul style="list-style-type: none"> - recall prior knowledge and personal experiences relating to theme of celebrations TRG 3; SB 2-3 - with the help of the speech bubbles, predict the content of the video segment TRG 7; SB 4-5; WB 3 - participate in pre-reading activities TRG 25; SB 7; WB 9 - participate in questioning which will provide the context for the listening activity TRG 47 - share prior experiences and knowledge about festivals and festivities TRG 63 	<ul style="list-style-type: none"> - share knowledge and prior experience with folk tales TRG 2-3; SB 2-3 - share impressions of the tale TRG 19 - give impressions of the tale TRG 53 - share prior knowledge about <i>griots</i> TRG 68 		<ul style="list-style-type: none"> - explore cultural backgrounds TRG 3 - share personal experiences with contests and prizes TRG 7; SB 4 - review the riddles all of which are associated with sports TRG 39; SB 10 - discuss experiences of shopping online TRG 45; WB 12 - reflect on the role advertising plays in their lives TRG 59 - discuss games that they enjoy playing TRG 67 - predict what kind of event Tran is going to witness TRG 75; SB 25



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	Expo 1900	Vagabonds de l'espace	Ado Monde TBA	Fêtes et Mardi gras	Sous un soleil imaginaire	Ado carrières TBA	Le tour du monde francophone
<p>- identify, describe, and compare objects, people, events, and places</p>	<p>- list ways in which department stores attract customers TRG 41; BLM 9</p>	<p>- share prior knowledge about fantasy space adventures and organize responses into three columns TRG 2</p> <p>- categorize different elements of the adventure story TRG 8; SB 2-3</p> <p>- draw the planet Luxor and its moons and note, in the circles, information about the planet and each of its moons TRG 17, 21</p> <p>- using a Venn diagram, classify the characters according to their camp TRG 17; SB 2-3</p> <p>- after listening to <i>Sur la Terre et sur Luxor</i>, complete a Venn diagram comparing items found on Earth and ones found on Luxor TRG 25-26; WB 11; CD track</p> <p>- list under specific headings adjectives found in the text TRG 44-45; SB 10-12</p>		<p>- identify and classify prior knowledge and personal experiences relating to theme of celebrations by name, type and activities TRG 3; SB 2-3; WB 2</p> <p>- identify the distinction between the <i>présent</i> and the <i>futur proche</i> TRG 16; WB 6-7</p> <p>- identify the distinction between the <i>présent</i> and the <i>passé composé</i> TRG 17; WB 7-8</p> <p>- identify Louisiana on a map TRG 25</p>	<p>- identify and list the past-tense verbs contained in the tale TRG 17; BLM 4</p> <p>- organize the list of characters and settings under the appropriate heading TRG 25; WB 7</p>		<p>- with a partner, review the contest rules and create a list of key words and expressions under three headings TRG 9; SB 5</p> <p>- using categories, explain what has been learned so far about Belgium and Switzerland TRG 52</p> <p>- in groups, make lists of different kinds of races TRG 74</p>
<p>- express and justify a preference, an opinion, or a feeling</p>	<p>- announce the personality chosen and give reasons for choice TRG 50</p> <p>- discuss feelings about live theatre TRG 100</p> <p>- express feelings and opinions about the work of painters TRG 107</p>	<p>- list adventure stories as excellent, good or satisfactory TRG 3-4; BLM 1</p> <p>- explain whether the inhabitants on <i>Lune 5</i> pose a threat to Miko and Mara TRG 36; WB 13</p> <p>- choose one illogical suggestion and justify the choice TRG 47; WB 18; CD track</p> <p>- comment on the character of Samra and explain responses TRG 59</p> <p>- with a partner, reflect on the leadership qualities that Chibot has demonstrated and justify each answer with examples from the story TRG 82</p> <p>- rate the excitement level of each episode up to this point, using a bar graph TRG 85; BLM 3A & B</p> <p>- choose a favourite character and explain the reasons for the choice TRG 89</p>			<p>- share personal opinions about what characterizes a good story TRG 24</p>		<p>- choose where in the Francophone world they would go if they won and justify choice TRG 11</p> <p>- with a partner, write and present a conversation between a young person who wants to participate in the contest and a parent who must be persuaded to give permission TRG 19; SB 7; BLM 3</p> <p>- with a partner, make a list of toppings for a Belgian waffle and personal preferences for toppings TRG 51; SB 17</p> <p>- reflect on the challenges that certain people accept and what motivates them TRG 64</p> <p>- brainstorm possible reactions to natural disasters TRG 82; SB 28</p>

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	Expo 1900	Vagabonds de l'espace	Ado Monde TBA	Fêtes et Mardi gras	Sous un soleil imaginaire	Ado carrières TBA	Le tour du monde francophone
<p>- become involved in a variety of interactive activities</p>	<ul style="list-style-type: none"> - play <i>Pamplemousse</i> or <i>J'ai... Qui a...</i> games to review numbers TRG 6 - interview another student and take notes in order to present this student to the class TRG 17; BLM 4 - play game to review the present tense of regular and irregular verbs TRG 18 - write a brief message to a partner in Braille TRG 29; BLM 6 - consider how often sight is taken for granted by participating in a blindfolded experiment TRG 30 - in pairs, review the structure <i>je n'ai pas de</i> TRG 48-49; WB 12 - role-play a scene with a partner TRG 57; WB 13 - with a partner, create a biography card for Captain Nemo and then share it with other groups TRG 61; BLM 14 - in groups, prepare and present a scene to the class TRG 66 - play the "suitcase" game in order to practice orally a review of verbs ending in <i>-er</i> using different subjects TRG 91 - create a drawing of Monet's garden at Giverny, based on a series of instructions TRG 110-111; BLM 21 - prepare pieces of Impressionist art and briefly explain paintings to the class TRG 111 - present a famous person to a partner, using a model as a guide TRG 115; BLM 22 	<ul style="list-style-type: none"> - with a partner, complete activities about character identification TRG 11; SB 2-3; WB 9; BLM 2 - with a partner, create a menu for another restaurant on <i>Lune 5</i> TRG 39; SB 12 - role-play a conversation between a visitor to <i>Lune 5</i> and one of its inhabitants TRG 40; WB 14-15 - with a partner, choose one illogical suggestion and justify the choice TRG 47; WB 18; CD track - assume the roles of the characters Karl and Samra TRG 59; SB 14-16; CD track - in groups, summarize the events of every episode up to this point and then rate the excitement level of each episode using a bar graph TRG 85; BLM 3A & B - with a partner and using specific criteria, prepare and present an interview with an actor or actress from the series <i>Vagabonds de l'espace</i> TRG 94-95; SB 22; BLM 21 		<ul style="list-style-type: none"> - work in smalls groups to create and submit a proposal for a party TRG 18; BLM 1 - share knowledge gained from the listening activity TRG 33; CD tracks 3-4; WB 12-13 - prepare "king cake" recipe TRG 34; SB 11 - in small groups, compose a rap song using the rap provided as a model TRG 56; SB 15; CD track - in small groups, prepare an oral report on the Festival acadien TRG 74-77; SB 19; WB 24; BLM 15; CD track 	<ul style="list-style-type: none"> - play a variation of the game "Twenty Questions" or "I Spy" to orally practice adjective placement and agreement TRG 28 - with a partner and based on an illustration, develop and present a brief dialogue TRG 40; SB 11 - with a partner, write a short dialogue based on an illustration TRG 40; SB 11; WB 11 - describe orally a setting TRG 44-45; SB 12-13; WB 12 - complete listening game TRG 51-52; WB 15; CD track - with a partner, retell the illustrated story of <i>Les tricheurs en images</i> in the past tense TRG 62; SB 19 - in small groups, choose an extract from a story and practice skills at reading aloud or narrating concentrating on the strategies listed TRG 69; SB 20-21 		<ul style="list-style-type: none"> - play <i>I Spy</i> game using the map TRG 3; SB 2-3 - with a partner, write and present a conversation between a young person who wants to participate in the contest and a parent who must be persuaded to give permission TRG 19; SB 7; BLM 3 - with a partner, prepare and present a brief conversation between a villager and a tourist TRG 27; SB 13; BLM 4 - with a partner, make a list of toppings for a Belgian waffle and personal preferences for toppings TRG 51; SB 17 - discuss games that they enjoy playing, survey the class and graph the results TRG 67 - make and play the game <i>mancala</i> TRG 70-71 - play Hangman in order to develop vocabulary TRG 80-81 - have students draw what is described in order to develop vocabulary TRG 81 - using the model as guide, prepare and administer a quiz based on the Francophone locations mentioned in the unit TRG 87-88; SB 31; WB 28



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	Expo 1900	Vagabonds de l'espace	Ado Monde TBA	Fêtes et Mardi gras	Sous un soleil imaginaire	Ado carrières TBA	Le tour du monde francophone
- ask a variety of questions	<ul style="list-style-type: none"> - interview another student and take notes in order to present this student to the class TRG 17; BLM 4 - create 5 interview questions TRG 35; WB 8 - with a partner, ask and respond, both orally and in writing, to interview questions TRG 76; WB 19 - complete partial questions and answers TRG 82-83; BLM 17A - create questions from given elements BLM 18 - create questions for an interview TRG 95-96; SB 21 	<ul style="list-style-type: none"> - ask questions which require a negative response from a partner TRG 25; SB 9 - prepare and ask a variety of questions TRG 87; SB 20-21; BLM 21 			<ul style="list-style-type: none"> - ask a questions using adjectives during the game "Twenty Questions" or "I Spy" TRG 28 		<ul style="list-style-type: none"> - two teams ask each other questions to identify a sport, using a word list developed from the readings, TRG 26-27 - using the model as guide, prepare and administer a quiz based on the Francophone locations mentioned in the unit TRG 87-88; SB 31; WB 28
- identify the main ideas in a text	<ul style="list-style-type: none"> - read <i>Deux hommes d'État</i> and complete comprehension activities TRG 13-16; SB 4-5; WB 4; BLM 3 - read <i>Louis Braille</i> and complete comprehension activities TRG 28-29; SB 7; BLM 5-6 - read <i>Victor Hugo</i> and complete comprehension activities TRG 56; SB 12; BLM 13 - read Jules Verne and complete comprehension activities TRG 60; SB 13; WB 14 - read <i>Une entrevue du journal La Réforme et Marie Curie</i> TRG 74-74; SB 17; WB 18 - read a series of brief news articles and match them to headlines TRG 75; BLM 16A & B - read postcards and complete multiple-choice test TRG 87-88; SB 19; WB 21 - read diary entry and complete comprehension activities TRG 114-115; SB 24; WB 25 	<ul style="list-style-type: none"> - read and listen to Danger sur la planète Luxor and complete comprehension activity TGR 11; SB 2-3; WB 8; CD track - complete first row of the story chart TRG 12; BLM 3A & B - read and listen to <i>La lune des vacances</i> and answer comprehension questions TRG 18-19; SB 4-7 - complete the second row of the story chart TRG 22; BLM 3A & B - read and listen to Un diner profitable and complete comprehension questions TRG 38; SB 10-12; WB 17; CD track - complete the third row of the story chart TRG 41; BLM 3A & B - read the letter from Arpot and answer comprehension questions TRG 57; SB 14; BLM 14 - read the text <i>Kral a des problèmes</i> and complete comprehension questions TRG 58-59; SB 14-16 - complete the fourth row of the story chart TRG 59; BLM 3A & B - read Un chien formidable and complete comprehension activities TRG 80-81; SB 18-19; WB 23 - complete the fifth row of the story chart TRG 82; BLM 3A & B - read and listen to La liberté and complete comprehension activities TRG 86-87; SB 20-21; BLM 21; CD track - complete the final row of the story chart TRG 82; BLM 3A & B 		<ul style="list-style-type: none"> - read text "<i>Un passé français</i>" and complete comprehension activities TRG 25; SB 7; WB 9 - read text and complete biographical information TRG 47-48; SB 14; WB 18 - read text and complete reading comprehension questions TRG 63-64; SB 16-17; WB 20 	<ul style="list-style-type: none"> - read and listen to <i>Le petit singe et les pistaches</i> and complete comprehension activities TRG 13-17; SB 4-8; WB 3-5; BLM 2-3; CD track - number a series of statements in logical order to create the plot of a story TRG 25-26; WB 7 - read <i>Les griots</i> and orally answer comprehension questions TRG 68; SB 20-21 - read and complete comprehension activities in the form of a unit test TRG 90-92; BLM 19-20C (or BLM 21A-C); CD track 	<ul style="list-style-type: none"> - read and answer comprehension questions TRG 15; SB 8-9; BLM 2 - read and listen to <i>On est sportif!</i> and answer comprehension questions TRG 25-27; SB 10-13; WB 8; CD track - read e-mail and complete comprehension activities TRG 48-49; SB 16-17; WB 13-14 - read <i>FrancoSports</i> and complete comprehension activities TGR 64; SB 21; WB 18 - read <i>Tran achète un jeu</i> and complete the letter <i>Un nouveau jeu</i> TRG 71; SB 23; BLM 13 - read two letters and complete comprehension activities TRG 75-76; SB 25-26; SB 21-23 - read and listen to <i>Éruption volcanique!</i> and complete comprehension activities TRG 82-83; SB 28-29; WB 24-25; CD track 	

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	Expo 1900	Vagabonds de l'espace	Ado Monde TBA	Fêtes et Mardi gras	Sous un soleil imaginaire	Ado carrières TBA	Le tour du monde francophone
<p>- select information by reading, listening, and viewing different texts</p>	<p>- watch video <i>Bienvenue à l'Expo 1900</i>, listen to audio segment and complete comprehension activities TRG 5-7; SB 2-3; WB 2-3 BLM 1</p> <p>- read and watch <i>Henri Dunant et la Croix Rouge</i> and complete comprehension activities TRG 23-26; SB 6; WB 5-6; Video</p> <p>- read and listen to information about Eugne Poubelle and complete comprehension and listening activities TRG 34-36; SB 8; WB 8; BLM 7-8; CD track</p> <p>- read and listen to information about Aristide and Marguerite Boucicaud and complete comprehension activities TRG41-44; SB 9; WB 9-10; CD tracks</p> <p>- read <i>Les personnages principaux des Misérables</i> and identify speakers TRG 57; WB 13</p> <p>- read and listen to Les Trois Mousquetaires and complete comprehension activities TRG 65-66; SB 14-15; BLM 15</p> <p>- listen to the conversation between Pasteur and Boucicaud and complete listening activities TRG 69-70; SB 16; WB 16; CD track</p> <p>- listen to the facts about the principles of pasteurization and complete listening activities TRG 71; WB 17; CD track</p> <p>- listen to the recordings of Gustave Eiffel and the tour of the Eiffel Tower and complete listening activities TRG 81-82; SB 18; WB 20; CD tracks</p> <p>- listen to <i>La course Paris-Rouen</i> and complete listening activity TRG 88; WB 21</p> <p>- listen to Sarah Bernhardt talk about her life and career and complete listening activities TRG 101-102; SB 22; WB 23; CD track</p> <p>- read and watch a video about Claude Monet and complete comprehension activities TRG 107-109; SB 23; WB 24; Video</p> <p>- watch Richard's presentation, examine its elements and then choose appropriate strategies for their own presentations TRG 119; SB 25; Video</p>	<p>- read and listen to Danger sur la planète Luxor in order to identify the characteristics of the characters in the story TRG 10-11; SB 2-3; WB 6-7; CD track</p> <p>- listen to statements on audio segment and decide if each statement is true or false TRG 20; WB 10; CD track</p> <p>- listen to conversation and complete listening activity TRG 35-36; WB 13</p> <p>- listen to <i>La conférence des scénaristes</i> and complete listening activity TRG 47; WB 18; CD track</p> <p>- using the description, complete activity <i>Un épisode de la télé-série</i></p> <p>- listen to audio segment <i>Passé ou Présent</i> and complete listening activities TRG 64; WB 20; BLM 15</p> <p>- listen to audio segment Des actions héroïques and identify each speaker</p> <p>- listen to <i>Je suis Raïgar!</i> and complete listening activity TRG 88; WB 25; CD track</p>	<p>- view video segment and then verify predictions and complete comprehension questions TRG 8-10; Video segment; WB 3-4</p> <p>- read text "<i>Un passé français</i>" and complete comprehension activities TRG 25; SB 7; WB 9</p> <p>- read text "Le goût de la Louisiane" and find answers to a variety of questions TRG 27-28; SB 8-9; WB 10-11</p> <p>- read and listen to the text <i>On demande des volontaires!</i> And complete listening activity TRG 43-44; SB 13; WB 16; CD track</p> <p>- listen to the song <i>Ma Louisianne</i> and complete listening activity TRG 49-50; BLM 8; CD track</p> <p>- watch video segment Festival acadien de Caraquet and complete prediction and comprehension activities TRG 67-68; WB 21; Video segment</p> <p>- listen to audio segment Laissez le bon temps rouler! and verify predictions TRG 84-87; SB 20-21; BLM 19-20; CD track</p> <p>- complete unit test using a reading passage and a video TRG 98-103; BLM 24-31; Video segment</p>	<p>- listen to four folk tales and recognize the titles based on the narration TRG 3-6; WB 2, CD track</p> <p>- identify the main elements of the tale <i>Le petit singe et les pistaches</i> TRG 24-25; SB 9</p> <p>- listen to dialogues and guess which characters might have participated in each verbal exchange TRG 38-40; SB 11; WB 11; CD track</p> <p>- listen to <i>En temps et lieu</i> and complete listening activity TRG 43-44 WB 12; CD track</p> <p>- read and listen to Part 1 of <i>Les tricheurs</i> and complete comprehension activities TRG 49-51; SB 14-15; WB 13-14; BLM 8; CD track</p> <p>- read and listen to Part 2 of <i>Les tricheurs</i> and complete comprehension activities TRG 53-53; SB 16-17; WB 16-17; BLM 9; CD track</p> <p>- listen to André's presentation and complete comprehension activity TRG 79; SB 24; WB 26; CD track</p>	<p>- read and listen to conversations about the <i>FrancoDéfi</i> contest and complete comprehension activities TRG 7-9; SB 4-5; WB 3-5; CD tracks</p> <p>- read <i>Les fromages</i> and solve riddles TRG 13-15; SB 6-9; WB 6</p> <p>- listen <i>Les fromages</i>, and complete the comprehension activity TRG 16-18; WB 7; CD track</p> <p>- read <i>On est sportif!</i> and solve riddles TRG 24-26; SB 10-13</p> <p>- listen to <i>Une rencontre à Paris</i> and complete listening activities TRG 41-43; SB 14-15; WB 10-11; CD track</p> <p>- listen to audio segment and complete activity which will provide a review of the contest so far TRG 44-45; WB 12; CD track</p> <p>- listen to Un courriel de Namur and complete listening activities TRG 49-51; WB 14; BLM 9</p> <p>- listen to <i>Au boulot! Venez visiter Annecy!</i> and complete listening activities TRG 56- 59; WB 17; BLM 10; CD track</p> <p>- read Le FrancoDéfi and complete chart TRG 63; SB 20; BLM 12</p> <p>- listen to <i>Tran achète un jeu</i> and complete listening activities in order to learn how to play the game <i>mancala</i> TRG 68-71; SB 23; WB 19-20; CD track</p> <p>- listen to Danielle's presentation and examine the elements of the presentation TRG 92-93; SB 32-33; WB 29; BLM 16; CD track</p> <p>- complete unit test using a reading passage and an CD recording TRG 101-104; BLM 20-21; CD track</p>		

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	Expo 1900	Vagabonds de l'espace	Ado Monde TBA	Fêtes et Mardi gras	Sous un soleil imaginaire	Ado carrières TBA	Le tour du monde francophone
<p>- respond to a variety of texts in personal ways</p>	<p>- after reading and understanding the text, prepare a biographical card TRG 26; SB 6</p> <p>- create an <i>offre d'emploi</i> for the <i>Bon Marché</i> based on the information included in the Student book TRG 44; WB 10</p> <p>- organize information into a journal article TRG 76; WB 18-19</p> <p>- write complete sentences using the information given TRG 115; BLM 22</p>	<p>- role-play a conversation between a visitor to Lune 5 and one of its inhabitants TRG 40; WB 14-15</p>		<p>- predict and verify predictions after viewing video more than once TRG 11-14; Video segment; WB 5</p> <p>- with a partner, orally share responses to the listening activities TRG 31-34; SB 8-9; WB 10-11; CD tracks 3-4</p>	<p>- invent a new series of events for the tale and a new ending TRG 25; SB 9</p> <p>- with a partner and based on an illustration, develop and present a brief dialogue TRG 40; SB 11</p> <p>- with a partner, write a short dialogue based on an illustration TRG 40; SB 11; WB 11</p> <p>- with a partner, retell the illustrated story of <i>Les tricheurs en images</i> in the past tense TRG 62; SB 19</p>		<p>- complete tracking sheet for the contest TRG 44-45; BLM 8</p> <p>- create a film poster for a movie about the eruption of Mount Pelée TRG 83; SB 29</p> <p>- using the model as guide, prepare and administer a quiz based on the Francophone locations mentioned in the unit TRG 87-88; SB 31; WB 28</p>
<p>- produce a variety of texts by following criteria</p>	<p>- prepare a biography card following a model TRG 26; SB 6</p> <p>- create an <i>offre d'emploi</i> for the <i>Bon Marché</i> based on the information included in the Student book TRG 44; WB 10</p> <p>- create a biography card using a model TRG 49-50; BLM 11</p> <p>- create a biography card for Captain Nemo TRG 61; BLM 14</p> <p>- create and present an interview with the celebrity on whom the biography card was based TRG 95-96; SB 21</p>	<p>- using a graphic organizer, note down some ideas about own episode TRG 26-28; SB 9; WB 12</p> <p>- complete labeling activity Chibot travaille à son ordinateur TRG 82; BLM 20</p> <p>- using specific criteria, prepare and present an interview with an actor or actress from the series <i>Vagabonds de l'espace</i> TRG 94-95; SB 22; BLM 21</p> <p>- use prior activities as well as specific elements from the student book to prepare an oral description of an episode <i>Vagabonds de l'espace</i> of TRG106-109; SB 23-25; CD track</p>		<p>- using the flowchart, write a personalized oral message TRG 45; WB 17; CD track <i>On demande des volontaires!</i></p> <p>- modeled on Marika's presentation and using the activities in the workbook, in small groups prepare an oral report on the Festival acadien TRG 74-77; SB 19; WB 24; BLM 15; CD track</p> <p>- write a description and give an oral presentation of the party using all of the elements listed TRG 91-93; SB 22-23; WB 25; BLM 21-22</p>	<p>- using a model, prepare a description of the characters to be included in the tale TRG 31-32; SB 10; WB 10</p> <p>- with a partner and based on an illustration, develop and present a brief dialogue TRG 40; SB 11</p> <p>- with a partner, write a short dialogue based on an illustration TRG 40; SB 11; WB 11</p> <p>- using a model, describe the setting for the tale TRG 45-46; SB 13; WB 12</p> <p>- using the model as a guide, write a description of the principal events in the tale TRG 63; WB 24</p> <p>- using connectors, make the plot of the tale clearer and more coherent TRG 73; SB 22-23</p> <p>- write a tale based on previous subtasks and then narrate it to the class TRG 83- 84; SB 25</p>		<p>- with a partner, write and present a conversation between a young person who wants to participate in the contest and a parent who must be persuaded to give permission TRG 19; SB 7; BLM 3</p> <p>- with a partner, prepare and present a brief conversation between a villager and a tourist TRG 27; SB 13; BLM 4</p> <p>- using the model brochure, create a travel brochure of a Francophone vacation area TRG 31-33; WB 9; BLM 6</p> <p>- using a model radio ad, create and present a radio advertisement for a Francophone region TRG 56-59; SB 19; WB 17; BLM 10</p> <p>- using the plan, prepare and present an interview with one of the participants in the race TRG 76-77; SB 26; BLM 14</p> <p>role-play a tourist in <i>la Polynésie française</i> and write a postcard home TRG 77; SB 26</p> <p>- using the model as guide, prepare and administer a quiz based on the Francophone locations mentioned in the unit TRG 87-88; SB 31; WB 28</p> <p>- prepare an oral presentation of a holiday in a Francophone region as well as a written paragraph describing the holiday TRG 95-97; SB 32; BLM 17</p>

Correlation between *Tout ados* Level 2 and the Atlantic Core French Orientation Document

Culture <i>By the end of grade 9, students will have achieved the outcomes for the previous cycle and should also be able to...</i>	Expo 1900	Vagabonds de l'espace	Ado Monde TBA	Fêtes et Mardi gras	Sous un soleil imaginaire	Ado carrières TBA	Le tour du monde francophone
- describe, providing relevant details, certain realities of francophone cultures	<ul style="list-style-type: none"> - read and learn about two French statespeople SB 4-5 - read and learn about two important French men who helped others SB 6-7 - read and learn about two French men and their innovations SB 8-9 - read and learn about three great French writers and their works SB 12-14 - read and learn about French scientists and inventors SB 16-19 - read and learn about French artists 			<ul style="list-style-type: none"> - view video segment and then verify predictions and complete comprehension questions TRG 8-10; Video segment; WB 3-4 - read text "<i>Un passé français</i>" and complete comprehension activities TRG 25; SB 7; WB 9 - discover the significance of some of the <i>Mardi gras</i> customs TRG 30-34; SB 10-11; WB 12-13 - listen to and read lyrics to the song <i>Ma Louisianne</i> and show an appreciation for Louisiana's distinct culture TRG 50; BLM 8; CD track - learn about the realities of Acadian culture by reading a text and watching a video segment TRG 62-68; SB 16-17; Video segment - learn about the francophone culture through the Festival du Bois in British Columbia TRG 98-112; BLM 24A & B; Video segment 	<ul style="list-style-type: none"> - learn about realities of life in Haiti (e.g., bananas in the forest, roasted pistachios, monkeys, gourds as containers) SB 4-8 - learn about the realities of life in a village in Western Africa (e.g., crocodiles, chief, dress) SB 14-17 		<ul style="list-style-type: none"> - learn about different regions of France and Switzerland and about the cheeses these regions produce SB 8-9 - learn about three sports that are closely associated with France: cycling, tennis and pétanque TRG 23-27; SB 11-13 - learn about cultural aspects of Belgium and Switzerland TRG 47-51; SB 16-17 - read and learn about a popular car rally that spans 6 countries TRG 64; SB 21 - reflect on the relationship between the geography of Polynesia and the culture, food, activities and clothing TRG 77 - learn about a natural disaster which occurred in Martinique in 1902 TRG 80-83; SB 28-29
- compare aspects of francophone cultures with aspects of their own culture	<ul style="list-style-type: none"> - learn about France's long tradition of auto races TRG 86 - compare <i>Le Bon Marché</i> to modern day department stores TRG 40-44 - learn about the origin of the word pasteurization TRG 68-69; SB 16 - reflect on development of education for women and on the presence of women in the science TRG 76 - compare France's constructions that act as symbols and those of other countries to Canada's TRG 83 			<ul style="list-style-type: none"> - after reading texts, reflect on the history of the French presence in North America TRG 28; SB 8-9; WB 10-11 - discover the significance of some of the <i>Mardi gras</i> customs TRG 30-34; SB 10-11; WB 12-13 - learn about some of the aspects of the Acadian culture by reading a text and watching a video segment TRG 62-68; SB 16-17; Video segment - learn about the francophone culture through the Festival du Bois in British Columbia TRG 98-112; BLM 24A & B; Video segment 			<ul style="list-style-type: none"> - discuss different ways they eat cheese and the way it is done in France TRG 19 - compare <i>pétanque</i> to the other games it is related to TRG 25 - reflect on the differences between popular sports in France and in Canada TRG 27 - convert the price of the mancala set into Canadian dollars from francs TRG 71; SB 23 - compare what Francophone Africa has in common with Canada TRG 71
- identify the diverse origins of the peoples who make up Canada's cultural mosaic						<ul style="list-style-type: none"> - learn about the Acadian culture by reading a text and watching a video segment TRG 62-68; SB 16-17; Video segment - learn about the francophone culture through the Festival du Bois in British Columbia TRG 98-112; BLM 24A & B; Video segment 	

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	Expo 1900	Vagabonds de l'espace	Ado Monde TBA	Fêtes et Mardi gras	Sous un soleil imaginaire	Ado carrières TBA	Le tour du monde francophone
- identify the cultural elements in authentic documents	<ul style="list-style-type: none"> - learn about <i>Toussaint-Louverture</i> and what he did through a letter SB 5 - learn about <i>Poubelle</i> and his innovation from a newspaper article SB 8 - learn about one of Jules Verne's innovations for his novels by examining the French postage stamp TRG 60; SB 13 - learn about the first automobiles by reading s postcards written by Peugeot and Renault SB 19 - learn about the invention of film by reading a diary entry SB 24 			<ul style="list-style-type: none"> - read and learn more information about Louisiana and New Orleans' culture TRG 27; SB 8-9; WB 10-11 - discover expressions and different levels of language used by adolescent francophones TRG 30-34; SB 10-11; WB 12; CD tracks 3-4 - listen to song <i>Ma Louisianne</i> and understand the artist's message (love for his country of origin) TRG 50; CD track 			



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General Language Education <i>By the end of grade 9, students will have achieved the outcomes for the previous cycle and should also be able to...</i>	Expo 1900	Vagabonds de l'espace	Ado Monde TBA	Fêtes et Mardi gras	Sous un soleil imaginaire	Ado carrières TBA	Le tour du monde francophone
<p>- recognize the importance of non-verbal communication</p>	<p>- reflect on the presentation used by Sarah Bernhardt TRG 104 - prepare an oral presentation of a famous person using various oral presentation strategies TRG 121-123; SB 26; BLM 23</p>	<p>- using specific criteria, prepare and present an interview with an actor or actress from the series <i>Vagabonds de l'espace</i> TRG 94-95; SB 22; BLM 21 - after listening to the audio track of Léonie's presentation, highlight the ways in which the script meets the requirements of the final task TRG 108-109; CD track</p>		<p>- after listening to the audio segment, comment on the presentation strategies used TRG 86; CD track</p>	<p>- assess André's presentation strategies and identify which ones he could have used but did not TRG 80; WB 26; CD track</p>		<p>- after listening to the audio segment, comment on the presentation strategies used TRG 92-93; SB 33; BLM 16; CD track</p>
<p>- use partial sentences, repetition, paraphrase and circumlocution</p>	<p>- using sentence starters, comment on objects or pictures of objects which would have been found in a <i>poubelle</i> in 1884 TRG 37 - complete activities on the use of demonstrative adjectives TRG 47-48; SB 10; BLM 10; WB 11 - complete activities on the use of <i>de</i> after a negation TRG 48; SB 10; WB 12 - complete the dramatization of a scene from the novel TRG 57; SB 12; WB 13 - complete partial questions and answers TRG 82-83; BLM 17A - complete activities on the use of <i>-er</i> verbs TRG 92; SB 20; WB 22 - complete activities on the use of <i>-ir</i> verbs TRG 92-93; SB 20; WB 22 - complete activities on the use of <i>-re</i> verbs TRG 94-95; SB 21; BLM 18 - complete a scene using verbs in the present tense TRG 103; BLM 20</p>	<p>- complete activities to practice the negative structure <i>ne...pas</i> TRG 25-26; SB 8-9; BLM 4-6 - complete activity on adjectives TRG 45; BLM 9 - complete activities on the past tense TRG 65; WB 21-22; BLM 16-17 - complete activities on the past tense TRG 93-94; SB 22; WB 28-29</p>		<p>- complete activities in order to recognize expressions related to capability, necessity and intention TRG 36-37; SB 12; WB 14-15 - complete the lyrics of a song TRG 53-55; SB 15; WB 19 - complete activities about adjectives TRG 70-71; SB 18; WB 22-23; BLM 14</p>	<p>- select and insert verbs provided in the appropriate blanks TRG 17; WB 6 - complete grammar activities based on adjectives and the use of complex sentences with <i>parce que</i> TRG 29-31; SB 10; WB 9-10; BLM 5A-C; CD track - complete grammar activities based on the past tense of verbs with <i>"avoir"</i> TRG 58-60; SB 18; WB 18-21; CD track - complete grammar activities based on the past tense of verbs with <i>"être"</i> TRG 60-61; SB 18; WB 22-23; CD track - write sentences to narrate the action of the story TRG 62; BLM 10 - complete grammar activities based on the use of connectors to make the tale more coherent TRG 71-72; SB 22-23; WB 25; BLM 12-13</p>		<p>- complete activities on the use of articles and prepositions TRG 4; SB 2-3; WB 2 - complete activities on the use of the pronoun <i>en</i> TRG 30-31; BLM 5A & B - complete activities on the use of the pronoun <i>on</i> and the past tense of certain verbs TRG 55-56; SB 18-19; WB 15-16 - complete activities on the use of the pronoun <i>y</i> TRG 85-87; SB 30; WB 26-28</p>

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	Expo 1900	Vagabonds de l'espace	Ado Monde TBA	Fêtes et Mardi gras	Sous un soleil imaginaire	Ado carrières TBA	Le tour du monde francophone
<p>- plan and organize their productions using a variety of tools</p>	<ul style="list-style-type: none"> - prepare a biographical card following a model TRG 26; SB 6 - create an <i>offre d'emploi</i> for the <i>Bon Marché</i> based on the information included in the Student book TRG 44; WB 10 - create a biographical card using a model TRG 49-50; BLM 11 - create a biography card for Captain Nemo using a template as a guide TRG 61; BLM 14 - create and present an interview with the celebrity on whom the biography card was based TRG 95-96; SB 21 - present a famous person to a partner, using a model as a guide TRG 115; BLM 22 - prepare an oral presentation of a famous person using a template TRG 121-123; SB 26; BLM 23 	<ul style="list-style-type: none"> - using a graphic organizer, note down some ideas about own episode TRG 26-28; SB 9; WB 12 - role-play a conversation between a visitor to Lune 5 and one of its inhabitants TRG 40; WB 14-15 - using BLM 11, write a description of an upcoming episode of <i>Vagabonds de l'espace</i> TRG 48-49; BLM 11 - using a timeline, identify verb tenses (past, present and future) in the letter from Arpot to Kral TRG 62; SB 14 - using specific criteria, prepare and present an interview with an actor or actress from the series <i>Vagabonds de l'espace</i> TRG 94-95; SB 22; BLM 21 - highlight specific ways in which Léonie's script meets the requirements of the final task TRG 108 - use prior activities as well as specific elements from the student book to prepare an oral description of an episode <i>Vagabonds de l'espace</i> of TRG106-109; SB 23-25; CD track 		<ul style="list-style-type: none"> - note the steps leading toward the final task of organizing a cultural party TRG 18; BLM 1 - list the types of parties, activities and resources TRG 19; BLM 2-3 - develop an inventory of tasks and list individual roles in the organization of a party TRG 37; SB 12; BLM 5-6 - using the flowchart, write a personalized oral message TRG 45; WB 17; CD track <i>On demande des volontaires!</i> - compose a rap song using the rap provided as a model TRG 56; SB 15; CD track - modeled on Marika's presentation and using the activities in the workbook, in small groups prepare an oral report on the Festival acadien TRG 74-77; SB 19; WB 24; BLM 15; CD track - write a description and give an oral presentation of the party using all of the elements listed TRG 91-93; SB 22-23; WB 25; BLM 21-22 	<ul style="list-style-type: none"> - using a model, prepare a description of the characters to be included in the tale TRG 31-32; SB 10; WB 10 - using a model, describe the setting for the tale TRG 45-46; SB 13; WB 12 - using the model as a guide, write a description of the principal events in the tale TRG 63; WB 24 - using connectors, make the plot of the tale clearer and more coherent TRG 73; SB 22-23 - write a tale based on previous subtasks and then narrate it to the class TRG 83- 84; SB 25 		<ul style="list-style-type: none"> - with a partner, write and present a conversation between a young person who wants to participate in the contest and a parent who must be persuaded to give permission TRG 19; SB 7; BLM 3 - with a partner, prepare and present a brief conversation between a villager and a tourist TRG 27; SB 13; BLM 4 - using the model brochure, create a travel brochure of a Francophone vacation area TRG 31-33; WB 9; BLM 6 - using a model radio ad, create and present a radio advertisement for a Francophone region TRG 56-59; SB 19; WB 17; BLM 10 - using the plan, prepare and present an interview with one of the participants in the race TRG 76-77; SB 26; BLM 14 - using the components of a postcard, role-play a tourist in <i>la Polynésie française</i> and write a postcard home TRG 77; SB 26 - prepare an oral presentation of a holiday in a Francophone region as well as a written paragraph describing the holiday TRG 95-97; SB 32; BLM 17
<p>- give advice to help a group activity succeed</p>	<ul style="list-style-type: none"> - make general comments on the presentations of classmates using criteria TRG 123 	<ul style="list-style-type: none"> - in groups, summarize the events of every episode up to this point and then rate the excitement level of each episode using a bar graph TRG 85; BLM 3A & B 		<ul style="list-style-type: none"> - relate experiences with parties using the <i>passé composé</i> and the <i>futur proche</i> TRG 19; BLM 2-3 - with a partner, complete the lyrics of a song TRG 53-55; SB 15; WB 19; CD track - make general comments on the presentations of classmates TRG 77 	<ul style="list-style-type: none"> - in groups, describe the classroom using as many details as possible TRG 43 - in small groups, choose an extract from a story and practice skills at reading aloud or narrating and then offer helpful advice based on the strategies listed TRG 69; SB 20-21 - in small groups, select pairs of sentences that can be joined with connectors and suggest the connectors to be used TRG 73; WB 24; SB 22-23 - make general comments about the presentations of classmates using criteria TRG 84; BLM 16 		<ul style="list-style-type: none"> - two teams ask each other questions to identify a sport, using a word list developed from the readings, TRG 26-27 - make general comments on the presentations of classmates using criteria TRG 97

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	Expo 1900	Vagabonds de l'espace	Ado Monde TBA	Fêtes et Mardi gras	Sous un soleil imaginaire	Ado carrières TBA	Le tour du monde francophone
- accept suggestions made by others	<ul style="list-style-type: none"> - compare the <i>offre d'emploi</i> with others and make corrections TRG 44 - after organizing information into a journal article, share draft with a partner to ensure that all required topics are included and that information is accurate TRG 76; WB 18-19 - peer-edit interviews with the celebrity on whom the biography card was based TRG 96 - rehearse oral presentation in pairs TRG 123 	<ul style="list-style-type: none"> - with a partner, discuss and share answers to the questions TRG 20; SB 7 - with a partner, compare ideas about own episode and review work TRG 29; SB 9; WB 12 - peer-edit descriptions of an upcoming episode of <i>Vagabonds de l'espace</i> TRG 49 - peer-edit and rehearse interview with a partner TRG 96 - peer-edit the oral description of an episode of <i>Vagabonds de l'espace</i> TRG106-109; SB 23-25; CD track 		<ul style="list-style-type: none"> - work with a partner to complete activity TRG 28; WB 11 	<ul style="list-style-type: none"> - share descriptions with a partner for feedback on how interesting the characters are and on the accurate use of language, especially adjectives TRG 32 - peer-edit description of setting TRG 46 - in small groups, share plot descriptions and provide feedback on the interest level and on the accuracy of the language, especially the verbs in the past tense TRG 63 - peer-edit tales after adding connectors TRG 73 - peer-edit and rehearse narrating the tale TRG 84; BLM 15 		<ul style="list-style-type: none"> - with a partner, create complete sentences TRG 18; WB 7 - peer-edit the travel brochure of a Francophone vacation area, focusing on identifying the elements of a brochure TRG 33 - with a partner, complete sentence starters TRG 55; SB 18 - peer-edit script for advertisement and rehearse it TRG 59 - rehearse interviews TRG 77; BLM 14 - peer-edit the postcard home TRG 77; SB 26 - peer-edit oral presentation scripts and written paragraphs TRG 97
- identify how knowledge and strategies acquired in the French classroom can be useful in everyday life	<ul style="list-style-type: none"> - reflect on the reading and presentation strategies that were useful TRG 19 - reflect on the listening strategies used TRG 37 - reflect on reading strategies used used to read the comic strip versus those used to read prose TRG 61 - reflect on the reading strategies used to read the dramatization TRG 66 - construct a stethoscope, experiment with it and then make connections to the effectiveness of speakers and other sound systems TRG 72 - reflect on interviewing strategies TRG 76 - reflect on how to ask questions to obtain specific information TRG 83 - discuss the kinds of questions one asks to create an interesting interview TRG 96 - reflect on the presentation used by Sarah Bernhardt TRG 104 - reflect on listening strategies used to complete the drawing TRG 111 - reflect on presentation strategies and on essential elements of a presentation TRG 120 	<ul style="list-style-type: none"> - reflect on reading strategies used TRG 12 - reflect on the usefulness of a graphic organizer as a writing tool TRG 29 - reflect on the preparation process for the writing assignment TRG 50 - reflect on how useful the chart <i>Le plan de l'histoire</i> was throughout the unit TRG 90 - reflect on writing and presentation strategies TRG 96 - reflect on the presentation strategies presented in the audio segment <i>Léonie présente son émission</i> TRG 108; CD track - use checklist to self-evaluate work during the unit TRG 110 		<ul style="list-style-type: none"> - choose and evaluate listening and viewing strategies that are relevant TRG 8-10; Video segment; WB 3-4 - predict and verify predictions after viewing video more than once TRG 11-14; Video segment; WB - reflect on choice of reading strategies TRG 28 & 65 - after listening to the audio segment, comment on the presentation strategies used TRG 86; CD track 	<ul style="list-style-type: none"> - highlight how learning French can improve vocabulary knowledge in English TRG 13-14 - reflect on the reading strategies most useful TRG 19 - relate the tale <i>Les trois langues</i> to the learning of French and other languages TRG 26 - become aware of how dialogue can make a story livelier and more interesting TRG 41 - reflect on the importance of a clear setting and on the role the setting plays in the story TRG 45 - reflect on the importance of characters and setting in developing a story TRG 54 - reflect on presentation strategies that will be used TRG 69 - reflect on how the use of connectors has made the tale clearer and more coherent TRG 74 - assess André's presentation strategies and identify which ones he could have used but did not TRG 80; WB 26; CD track 		<ul style="list-style-type: none"> - reflect on strategies chosen to assist with reading the e-mail message and with comprehending the oral conversation TRG 52 - reflect on impact of natural disasters and on the preparations on can make for them TRG 83 - complete self-evaluation sheet TRG 97; BLM 18

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Language <i>By the end of grade 9, students will have achieved the outcomes for the previous cycle and should also be able to...</i>	Expo 1900	Vagabonds de l'espace	Ado Monde TBA	Fêtes et Mardi gras	Sous un soleil imaginaire	Ado carrières TBA	Le tour du monde francophone
- recognize the linguistic elements...	On-going throughout the unit						
- use the linguistic elements...	On-going throughout the unit						

