

Unit at a Glance

Overview of Unit	Field of Experience
<i>Vedettes du Cirque</i> introduces students to the learning strategies used throughout the <i>Tout ados</i> program. Through their discovery of a circus school, students learn how to use the strategies effectively to become good second-language learners. Sending an e-mail message, creating a Web page, and reading about <i>Cirque du Soleil</i> are among the authentic activities in which students participate throughout this exciting unit.	Experience with circus and other specialty schools

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes
Lesson 1 <i>Vedettes du cirque</i> (Introduction to the unit) Duration 40–60 min	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • identify the theme of oral and written texts • predict the content of oral and written texts • produce written messages in a variety of communicative situations • demonstrate comprehension of oral and written texts • identify attitudes and beliefs in regard to the theme • identify and compare previous attitudes with new understanding 	<ul style="list-style-type: none"> • practise anticipating meaning in oral and written texts • use common language patterns • be aware of language styles used in specified linguistic circumstances
Lesson 2 <i>Veux-tu être vedette de cirque?</i> Duration Approx. 60 min	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • predict the content of oral and written texts • produce written messages in a variety of communicative situations • identify information in written texts needed to complete a communicative task • demonstrate comprehension of oral and written texts • locate specific points of information in oral and written texts • identify and compare previous attitudes with new understanding • verify the success of attempts at communication and comprehension (e.g., verify which listening strategies facilitated comprehension of the text) 	<ul style="list-style-type: none"> • practise anticipating meaning in oral and written texts • use common language patterns • be aware of language styles used in specified linguistic circumstances • summarize short oral texts
Lesson 3 <i>Les cartes biographiques</i> Duration Approx. 40 min	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • predict the content of oral and written texts • identify information needed in written texts • demonstrate comprehension of written texts • locate specific points of information in written texts • demonstrate comprehension in a variety of oral interactions • identify and compare previous attitudes with new understanding 	<ul style="list-style-type: none"> • practise anticipating meaning in written texts • use common language patterns • recognize the links between function/situation and the variety of word choice • work in a group 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"> • identify the function and purpose of written texts • identify information in written texts to complete a communicative task • identify, recognize and apply knowledge in context and in new situations • produce oral and written messages • recognize and correct errors in communication • verify the success of attempts at communication in written messages (e.g., self-assess) 	<ul style="list-style-type: none"> • recognize and use common language patterns • examine the specifics of certain language functions • be aware of language styles used in specified linguistic circumstances • recognize the links between function/situation and the variety of word choice • learn to self-monitor progress • learn to self-correct
Lesson 5 <i>Une école spéciale !</i> Duration Approx. 40 min	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • predict the content of oral and written texts • locate specific points of information in written and oral texts • demonstrate comprehension of oral and written texts • produce written responses • identify language-learning strategies • identify the vocabulary and language structures required to communicate in a specific situation 	<ul style="list-style-type: none"> • practise anticipating meaning in oral and written texts • use common language patterns • practise expressions that clarify communication of thoughts and opinions • learn the vocabulary for talking about words and types of sentences used in certain situations
Lesson 6 <i>Un courriel</i> Duration Approx. 40 min	<ul style="list-style-type: none"> • predict the content of oral and written texts • produce written messages in a variety of communicative situations • identify information needed to complete a communicative task • locate specific points of information in written texts • apply acquired knowledge in context and new situations • produce written messages in relation to the criteria provided • recognize and correct errors in communication 	<ul style="list-style-type: none"> • practise anticipating meaning in written texts • use common language patterns • be aware of language styles used in specified linguistic circumstances • recognize the links between function/situation and the variety of word choice
Lesson 7 <i>Au boulot !</i> (Second Subtask) Duration Approx. 40 min	<ul style="list-style-type: none"> • identify the function and purpose of written texts • identify information in written texts needed to complete a communicative task • identify, recognize and apply knowledge in context and in new situations • produce written messages • recognize and correct errors in communication • verify the success of attempts at communication in written messages (e.g., self-assess) 	<ul style="list-style-type: none"> • use common language patterns • recognize the links between function/situation and the variety of word choice • observe differences in language used for communication (e.g., favourite expressions, etc.) • examine the specifics of certain language functions
Lesson 8 <i>Véronique demande la permission</i> Duration Approx. 60 min	<ul style="list-style-type: none"> • identify behaviours, attitudes and beliefs in relation to the theme • identify the function and purpose of oral texts • predict the content of oral and written texts • produce written messages in a variety of communicative situations • demonstrate comprehension of oral and written texts • locate specific points of information in oral and written texts • identify language-learning strategies 	<ul style="list-style-type: none"> • practise anticipating meaning in oral and written texts • use common language patterns • learn words and expressions that clarify communication of feeling and intent • observe the ways in which different generations speak, especially in their vocabulary • work in a group and use correct social skills

General Communicative/Experiential Outcomes	Cultural Focus	Description of Tasks
Prepare and audition for a specialty school by presenting a personal description.	Exposure to French Canadian expressions and the language used by Francophone adolescents	Subtasks: <ul style="list-style-type: none"> • Create a biographical card • Design a Web page • Write a personal description Final Task: <ul style="list-style-type: none"> • Prepare and audition for a specialty school by presenting a personal description

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> • present tense of irregular verb <i>vouloir</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 communicate prior knowledge and experience of the circus. Learn to use familiar French Canadian expressions 	Diagnostic	TRG pp. 1–5 SB p. 1 [<i>livre</i> p. 3] SB pp. 2–5 Chart paper and markers (keep list of thematic vocabulary for later lessons)
	<ul style="list-style-type: none"> • basic vocabulary • vocabulary from units under study • double verb constructions • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate relationship between academic course selection and careers 	Formative	TRG pp. 6–14 SB pp. 2–5, 28 [<i>livre</i> pp. vi, 4–7] WB pp. 2–3, 6 Chart paper and markers (keep list of career choices for later lessons) CD Tracks 1 to 3 BLM 1 (TRG p. 14)
	<ul style="list-style-type: none"> • basic vocabulary • vocabulary from units under study • agreement... of irregular adjectives with nouns • expressions with <i>faire de</i> • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: discover expressions and different levels of language used by adolescent Francophones 	Formative	TRG pp. 15–19 SB pp. 6, 28 [<i>livre</i> pp. vi, 8] CD Track 4 BLM 2 (TRG p. 19)
	<ul style="list-style-type: none"> • present tense of irregular verb <i>vouloir</i> • double verb constructions • adjectives <ul style="list-style-type: none"> – singular and plural, feminine and masculine – agreement... of irregular adjectives with nouns 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate orally and in writing 	Formative/Summative	TRG pp. 20–35 SB p. 6 [<i>livre</i> p. 8] BLM 3, 4, 5, 6, 7, 8, 9 (TRG pp. 27–33) BLM 10: Assessment Rubric—First Subtask (TRG pp. 34–35) BLM 30: Assessment Tracking Sheet (TRG p. 114)
	<ul style="list-style-type: none"> • present tense of irregular verb <i>vouloir</i> • double verb constructions • basic vocabulary • vocabulary from units under study • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: discover French expressions and different levels of language used by French adolescent Canadians 	Formative	TRG pp. 36–40 SB pp. 7–9, 28 [<i>livre</i> pp. vi, 9–11] WB pp. 7–8 CD Tracks 4 and 5
	<ul style="list-style-type: none"> • present tense of irregular verb <i>vouloir</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 write and edit an e-mail message 	Formative	TRG pp. 41–44 SB pp. 9, 28 [<i>livre</i> pp. vi, 1, 11] BLM 11 (TRG p. 44)
	<ul style="list-style-type: none"> • agreement... of regular and irregular adjectives with nouns • basic vocabulary • vocabulary from units under study • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French expressions to communicate using a Web page 	Summative	TRG pp. 45–51 SB pp. 2–5, 9 [<i>livre</i> pp. 4–7, 11] WB p. 4 BLM 12, 13 (TRG pp. 49–50) BLM 14: Assessment Rubric—Second Subtask (TRG p. 51) BLM 30: Assessment Tracking Sheet (TRG p. 114)
	<ul style="list-style-type: none"> • present tense of irregular verb <i>vouloir</i> • double verb constructions • agreement, in number and gender, of regular and irregular adjectives with nouns • basic vocabulary • vocabulary from units under study 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate a request for parental permission. Recognize the similarities between Francophone families and one's own • Le bilinguisme canadien: experience familiar French Canadian expressions 	Formative	TRG pp. 52–63 SB pp. 10–13 [<i>livre</i> pp. 12–15] WB pp. 9–10 Video Segment 1: <i>Véronique demande la permission</i> CD Track 6 BLM 15, 16, 17A, 17B (TRG pp. 60–63)

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes	
Lesson 9 <i>Le monde du Cirque du Soleil</i> Duration Two 40-min periods	<ul style="list-style-type: none"> • identify language-learning strategies • predict the content of written texts • demonstrate comprehension of written texts • recognize new knowledge acquired and apply it in context • choose the form of oral and written messages in regard to the communicative situation • produce oral and written messages in a variety of communicative situations 	<ul style="list-style-type: none"> • use common language patterns • summarize short written texts 	
Lesson 10 <i>Un message enregistré</i> Duration 40 min	<ul style="list-style-type: none"> • predict the content of oral texts • demonstrate comprehension of oral texts • locate specific forms of information in oral texts • identify information needed to complete a communicative task • identify language-learning strategies 	<ul style="list-style-type: none"> • practise anticipating meaning in oral texts • use common language patterns • be aware of language styles used in specified linguistic circumstances • learn vocabulary for talking about words and types of sentences used in certain situations • summarize short oral texts 	
Lesson 11 <i>Les amis se préparent pour l'audition and Au boulot !</i> (Third Subtask) Duration Two 40-min periods	<ul style="list-style-type: none"> • identify the function and purpose of written texts • identify information needed in written texts to complete a communicative task • identify, recognize and apply knowledge in context • produce written messages • recognize and correct errors in communication • verify the success of attempts at communication in written messages (e.g., self-assess) 	<ul style="list-style-type: none"> • use common language patterns • recognize the links between function/situation and the variety of word choice • observe differences in language used for communication (e.g., favourite expressions, etc.) • examine the specifics of certain language functions 	
Lesson 12 <i>À l'audition</i> Duration 40–60 min	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • predict the content of oral texts • demonstrate comprehension of oral texts • locate specific points of information in oral texts • identify language-learning strategies 	<ul style="list-style-type: none"> • use common language patterns • be aware of language styles used in specified linguistic circumstances • practise expressions that clarify communication of thoughts and opinions • work with a partner and use correct social skills • practise self-monitoring of progress 	
Final Task <i>Mon audition</i> Duration Two or three 40-min periods	<ul style="list-style-type: none"> • identify sources of information needed to complete a communicative task • identify knowledge in relation to the theme • produce oral and written messages • recognize and correct errors in communication • apply acquired knowledge to new situations • identify knowledge and attitude in relation to the theme • verify the success of attempts at communication and comprehension (e.g., peer-editing) • evaluate oral messages received in a variety of oral interactions 	<ul style="list-style-type: none"> • use common language patterns • be aware of language styles used in specified linguistic circumstances • recognize the links between function/situation and the variety of word choice • practise expressions that clarify communication of thoughts and opinions • work with a partner and use correct social skills • practise self-monitoring of progress • practise self-correcting 	

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> • basic vocabulary • vocabulary from units under study • use of resources 	<ul style="list-style-type: none"> • Présence des francophones: explore the world of <i>Cirque du Soleil</i> • Le parler des francophones: use standard French to communicate orally and in writing 	Formative	TRG pp. 64–70 SB pp. 14–15, 28 [<i>livre</i> pp. vi, 4, 16–17] CD Track 7 BLM 18, 19 (TRG pp. 69–70)
	<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 communicate understanding of a recorded telephone message. Discover expressions and different levels of language used by Francophones 	Formative	TRG pp. 71–80 SB pp. 16–19 [<i>livre</i> pp. 18–21] WB pp. 11–13 CD Tracks 6 to 10 BLM 20, 21 (TRG pp. 79–80)
	<ul style="list-style-type: none"> • present tense of irregular verb <i>vouloir</i> • double verb constructions • agreement... of irregular adjectives with nouns • basic vocabulary • vocabulary from units under study 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to write and edit a personal description 	Formative/ Summative	TRG pp. 81–96 SB pp. 20–23 [<i>livre</i> pp. 22–25] WB pp. 4, 14–22 CD Track 12 BLM 22, 23, 24, 25 (TRG pp. 92–95) BLM 26: Assessment Rubric— Third Subtask (TRG p. 96) BLM 30: Assessment Tracking Sheet (TRG p. 115)
	<ul style="list-style-type: none"> • present tense of irregular verb <i>vouloir</i> • double verb constructions • vocabulary from units under study 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate experience with oral presentations. Learn to recognize and use familiar French Canadian expressions in an audition situation 	Formative	TRG pp. 97–106 SB pp. 24–28 [<i>livre</i> pp. vi, 26–29] WB pp. 23–26 Video Segment 2: <i>À l'audition</i> BLM 27 (TRG p. 106)
	<ul style="list-style-type: none"> • present tense of irregular verb <i>vouloir</i> • double verb constructions • agreement... of irregular adjectives with nouns • basic vocabulary • vocabulary from units under study • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate prior knowledge and experience of specialty schools 	Summative	TRG pp. 107–115 SB pp. 2–5, 24–27 [<i>livre</i> pp. 4–7, 26–29] WB pp. 4–5, 19–25 BLM 13, 27, 28 (TRG pp. 50, 106, 112) BLM 29: Assessment Rubric— Final Task (TRG p. 113) BLM 30: Assessment Tracking Sheet (TRG p. 115)