



# Tout ados Level 1

## Ontario Curriculum Correlation



### French As a Second Language

Tout ados 1
<ul style="list-style-type: none"><li>• Vedettes du cirque</li><li>• Attention, magasiniers!</li><li>• Portraits canadiens</li><li>• À votre santé!</li><li>• Zone sportive</li><li>• Manèges merveilleux</li><li>• Réunion à Québec</li><li>• Mystères sous-marins</li></ul>

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Nous tenons à remercier tout particulièrement les éducatrices suivantes:

- Françoise Roy • Sandra Loberto • Kathy Rose • Renée Guay
- Gilou Cowan • JoAnne Guindon • Jayne Evans

<b>ORAL Communication</b>	Vedettes du cirque	Attention, magasiniers!	À votre santé!	Zone sportive!	Réunion à Québec	Mystères sous-marins	Manèges merveilleux
<b>OVERALL EXPECTATION</b> Listen to and talk about short, oral texts in structured and open-ended situations	<b>Consistently re-entered throughout every unit. See specific expectations</b>						
<b>SPECIFIC EXPECTATIONS</b> Use compound sentences in conversations and dialogues	<b>Done consistently throughout every unit</b>						
Use language appropriately in a variety of rehearsed, routine, and open-ended situations	<ul style="list-style-type: none"> <li>brainstorm career choices and circus vocabulary SB 2-5; TRG 8-9</li> <li>discuss attending circus school and career choices with a partner SB 5:B; WB 7; TRG 13</li> <li>share a personal bio card SB 6; TRG 16-17</li> <li>discuss reading strategies SB 2,4; TRG 9-10</li> <li>summarize orally choice of circus school subjects SB 9:B; TRG 20</li> <li>create mini-dialogues SB 13:B, 19:C; TRG 34-35, 49</li> <li>brainstorm items and information for attending an audition, writing strategies SB 20; TRG 55-56</li> <li>describe circus performers' personalities WB 18; TRG 62</li> <li>rehearse audition presentations SB 27; TRG 78-80</li> <li>choose one student to return for a second audition, and justify choice SB 27:C; TRG 76</li> </ul>	<ul style="list-style-type: none"> <li>brainstorming, discussing, predicting and vocabulary building activities provide early opportunities to use language related to unit SB 2-3; TRG 6-13</li> <li>create modelled mini-dialogues SB 6-7; TRG 31-32</li> <li>play game to practise using numbers and prices TRG 62,78</li> <li>practise of a three-part presentation of a TV commercial with a group TRG 84-89</li> </ul>	<ul style="list-style-type: none"> <li>brainstorm and discuss personal exercise routines and eating habits SB 2; TRG 8, 12</li> <li>predict and discuss the theme of the video SB 2; TRG 8</li> <li>discuss the Canada Food Guide SB 2, 22-23; TRG 17-18</li> <li>present dietician's advice SB 7:B; TRG 23</li> <li>identify good fitness habits SB 10-11:A, B; TRG 46-47</li> <li>create a mini-dialogue based on one illustrated physical activity SB 10-11:D; TRG 48</li> <li>discuss resolutions to adopt a healthier life style SB 10-12; TRG 50-52</li> <li>discuss life in 20 years WB 21:B; TRG 58</li> <li>propose sports, activities, and fundraising endeavours for the Trans Canada Trail SB 16:C, D; TRG 64-65</li> <li>role-play character exerting a positive influence SB 17; TRG 82</li> </ul>	<ul style="list-style-type: none"> <li>discuss and present a modelled mini-dialogue SB 2-3; TRG 9-10</li> <li>role-play character from SB 3-5; TRG 15</li> <li>discuss appropriateness of sporting equipment in illustrations SB 6:A</li> <li>create and present catalogue page SB 6:B; TRG 16</li> <li>create and present dialogue about a video game SB 9:B; TRG 26</li> <li>describe video game layout SB 11; TRG 36</li> <li>describe mountain biking course SB 14-15; TRG 50-51</li> <li>describe personal game plan to partner SB 21; TRG 81</li> </ul>	<ul style="list-style-type: none"> <li>brainstorming, discussing, and vocabulary building activities provide early opportunities to use language related to unit SB 2-3; TRG 9-10</li> <li>discuss and justify visits to tourist attractions SB 5:B</li> <li>present travel agency dialogue SB 7:B; TRG 27</li> <li>discuss daily routines with partner WB 8:B,C; TRG 29</li> <li>discuss trip plans SB 12; TRG 50-51</li> <li>role-play SB 12-13, 15:B; TRG 53, 57-58, 69-70</li> <li>role-play using map, giving and receiving directions SB 17; TRG 67-68, 74-75</li> <li>brainstorm prior knowledge about life in New France TRG 79</li> <li>discuss postcard writing SB 20; TRG 84</li> <li>describe the message of a postcard to partner SB 21:B; TRG 87</li> <li>rehearse trip presentations TRG 104</li> </ul>	<ul style="list-style-type: none"> <li>brainstorming, discussing, and vocabulary building activities provide early opportunities to use language related to unit SB 2-3</li> <li>discuss fish that students own SB 2</li> <li>predict content of unit, using illustrations and text SB 2-3</li> <li>discuss sea creatures, using illustrations SB 4-6</li> <li>discuss the work of an oceanographer SB 9</li> <li>play "20 questions" SB 11</li> <li>discuss aquaria in students' community SB 16</li> <li>discuss provincial parks SB 19</li> <li>discuss endangered species SB 19</li> </ul>	<ul style="list-style-type: none"> <li>prepare and discuss preferences and perform mini-dialogue SB 8:C, WB 12:B</li> <li>give directions through a maze WB 15:B</li> <li>invent and describe a ride based on WB 16 SB 11:C, and prizes SB 11:D</li> <li>create and perform mini-dialogues based on illustrations SB 16-17</li> <li>recount to a partner second adventure heard on CD to accompany WB 22-23</li> </ul>

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<b>ORAL Communication</b>	<b>Vedettes du cirque</b>	<b>Attention, magasiniers!</b>	<b>À votre santé!</b>	<b>Zone sportive!</b>	<b>Réunion à Québec</b>	<b>Mystères sous-marins</b>	<b>Manèges merveilleux</b>
Respond to oral texts and connect to personal experience	<ul style="list-style-type: none"> <li>listen to circus career descriptions SB 5:A; WB 6; TRG 11-12, course descriptions WB 6; TRG 12</li> <li>categorize course choices in a Venn diagram WB 8; TRG 20</li> <li>watch the video <i>Véronique demande la permission</i>, SB 12-13; TRG 34, 39-40</li> <li>summarize video action and dialogue WB 10; TRG 34</li> <li>categorize recorded telephone messages SB 16; WB 11; TRG 44</li> <li>identify key information in a recorded message SB 16-17:A; WB 12; TRG 43-51,</li> <li>identify writing process steps SB 23:A WB 14; TRG 59-60</li> <li>watch the video <i>À l'audition</i>, TRG 72-73, 81-83</li> <li>summarize the action and dialogue from the video WB 24; TRG 74</li> <li>evaluate student performances using presentation strategies SB 27:A; WB 23; TRG 72-74</li> <li>identify and use expressions of encouragement SB 27:B; WB 25; TRG 75-76</li> </ul>	<ul style="list-style-type: none"> <li>discuss personal preferences on topic SB 2; TRG 8</li> <li>interview partner WB 6; TRG 8</li> <li>view <i>La voix des ados</i> on video and discuss SB 3: B,C; TRG 9, 11-13</li> <li>discuss shopping for school SB 4; TRG 17</li> <li>predict content of dialogue SB 5; TRG 19</li> <li>complete listening activity WB 9; TRG 23</li> <li>discuss, brainstorm, categorize SB 6-7; TRG 25-27</li> <li>listening activity WB 12:A; TRG 29</li> <li>view <i>Tout le monde magasine</i> on video TRG 30-31, 50-51 and show comprehension WB 13</li> <li>listen to cultural reading on two Canadian stores SB 10-11</li> <li>discuss sale flyers SB 12; TRG 41-42, 56-57</li> <li>discuss personal preferences regarding sale items SB 16:B; TRG 59-60, 77</li> <li>discuss key info in an ad SB 16:C</li> <li>view video model of a presentation to review presentation strategies SB 22-23; TRG 91</li> </ul>	<ul style="list-style-type: none"> <li>watch video <i>Dans la cuisine...</i> and discuss characters' eating and exercise habits SB 2-3:A,B; WB 7:A,B, 9:B; TRG 8-10, 13-14</li> <li>compare characters' eating habits and fitness routines to Canada Food Guide recommendations WB 12:A; TRG 20</li> <li>match speakers' self-descriptions to questions SB 10; WB 19; TRG 45-46</li> <li>listen to a fitness routine, identify T/F statements, and correct false statements WB 20; TRG 52</li> <li>analyse actions as good or bad influences SB 17; TRG 79-80</li> <li>identify ways in which a student exerts a good influence on a peer WB 24:B; TRG 81-82</li> <li>listen to a model oral presentation of a weekly action plan SB 20-21; TRG 93</li> </ul>	<ul style="list-style-type: none"> <li>discuss, predict, brainstorm topic of discussion SB 2-3, 10, 14-15, 18; TRG 8-9, 40, 50, 71</li> <li>listen to conversation to verify predictions SB 3; TRG 11</li> <li>discuss, recap, predict and analyse SB 8; TRG 23</li> <li>respond to text WB 16; TRG 52-64</li> <li>demonstrate comprehension of compass points WB 17; TRG 53</li> <li>discuss notes on mountain bike course selection TRG 56, 65</li> <li>calculate points in an obstacle race SB 14-15:A; TRG 56</li> <li>describe to a partner a personal obstacle course SB 18; TRG 57</li> <li>listen to expository cultural reading SB 17 and discuss TRG 61-63</li> <li>listen to description of a kayaking course SB 19; TRG 72</li> <li>listen to complete a diagram and verify WB 20; TRG 74-76</li> <li>listen to expository cultural reading and discuss SB 22; TRG 77</li> <li>view video of video game presentation and discuss key components and strategies SB 24-25; TRG 93-94</li> </ul>	<ul style="list-style-type: none"> <li>share personal experience about family reunions SB 2-3; TRG 8-9</li> <li>discuss elements of an invitation SB 2-3</li> <li>view video <i>Grande réunion de la famille Charbonneau</i> WB 6; TRG 11-12</li> <li>list reasons for a trip to Québec SB 2-3; TRG 12</li> <li>discuss tourist attractions in the community SB 4; TRG 4</li> <li>listen to discussion of a planned visit to Québec SB 5:A; WB 7:B; TRG 16-17</li> <li>brainstorm transportation vocabulary SB 6; TRG 25</li> <li>predict content of video SB 6-7; TRG 26</li> <li>view video <i>À l'agence de voyages</i> and discuss SB 7; TRG 26</li> <li>discuss 24-hour clock SB 8; WB 8:A; TRG 28-29</li> <li>listen to travel plans SB 9:B; WB 9-10; TRG 30</li> <li>listen to and complete train schedules WB 11; TRG 32</li> <li>discuss photos and predict SB 12-13; TRG 51</li> <li>listen to dialogues giving street directions WB 15; TRG 54-56</li> <li>listen to people asking for help WB 16; TRG 59-61</li> <li>listen to comparison of modern and historic travel WB 19; TRG 82-83</li> <li>listen to and view oral presentation SB 25; TRG 103-105</li> </ul>	<ul style="list-style-type: none"> <li>discuss adopting one of the creatures and do a class survey SB 4-6</li> <li>draw a fish based on partner's description SB 8</li> <li>listen to and match description to illustration WB 13</li> <li>listen to presentation and demonstrate comprehension SB 17:B; WB 18:A</li> <li>listen to interview and record personal reactions SB 19; WB 22:B</li> <li>listen to model presentation and demonstrate comprehension and appreciation SB 22-23; WB 23</li> </ul>	<ul style="list-style-type: none"> <li>brainstorm, predict and verify regarding amusement parks SB 2; WB 4-5</li> <li>discuss personal preferences SB 3</li> <li>match activities on amusement park themes SB 6; WB 11</li> <li>listen to conversation SB 6-8 and discuss</li> <li>do listening activities WB 10:A, C, D</li> <li>give personal opinion to predict actions of character SB 10-11</li> <li>brainstorm, predict and verify on topic of medieval park SB 14; WB 18</li> <li>predict and verify what is in an Amazon theme amusement park SB 20-21; WB 21:A</li> <li>listen to Adventure Amazonienne SB 20-21 to check comprehension WB 21:B</li> <li>listen to a model final task presentation on CD and discuss elements SB 24-25</li> <li>listen to CD and complete tasks WB 22-24:A,B</li> </ul>
Give an oral presentation of fifteen to twenty sentences in length	<ul style="list-style-type: none"> <li>present information from a circus school web page SB 9; TRG 24</li> <li>audition for a place at the circus school by presenting self-description SB 27; TRG 78-80</li> </ul>	<ul style="list-style-type: none"> <li>create and present orally an in-store announcement SB 9; TRG 40</li> <li>present a poster ad to partner TRG 76</li> <li>present with a group, a TV commercial to the class TRG 90</li> </ul>	<ul style="list-style-type: none"> <li>present a cinquain based on an illustration of a typical physical activity SB 10-11:C; TRG 47-48</li> <li>present an action plan of healthy resolutions SB 20-21; TRG 91-92</li> </ul>	<ul style="list-style-type: none"> <li>oral practice occurs throughout sub-themes</li> <li>give an oral presentation of personal video game plan and accompanying components TRG 94-96</li> </ul>	<ul style="list-style-type: none"> <li>create and present trip itinerary to partner SB 11; WB 14; TRG 41</li> <li>present imaginary trip SB 25; TRG 101-104</li> </ul>	<ul style="list-style-type: none"> <li>present a radio ad about a new species of fish SB 13</li> <li>describe an imaginary sea creature SB 21-23</li> </ul>	<ul style="list-style-type: none"> <li>create and perform a mini-dialogue of a new amazonian adventure SB 21:B</li> <li>role-play each part, with a partner, of the 2-part dialogue between a park visitor and a guide of a given park SB 22</li> <li>orally present own imaginary amusement park to class using visual aids SB 23</li> </ul>
Make revisions to oral language in form, content, and organization, using resources and feedback	<b>Done consistently throughout every unit</b>						

READING	Vedettes du cirque	Attention, magasiniers!	À votre santé!	Zone sportive!	Réunion à Québec	Mystères sous-marins	Manèges merveilleux
<p><b>OVERALL EXPECTATION</b></p> <p>Read a variety of classroom and simple authentic materials, 200 to 400 words long, and demonstrate understanding</p>	<p><b>Done systematically throughout every unit</b></p>						
<p><b>SPECIFIC EXPECTATIONS</b></p> <p>Read at least twelve simple texts, (200 to 400 words long) and identify main ideas and some supporting details</p>	<p><u>Read</u></p> <ul style="list-style-type: none"> <li>• read a Web site about a circus school SB 2-3, 4-5; TRG 8-13</li> <li>• <b>Une école spéciale</b> SB 7-9; WB 7; TRG 14-19 <b>(242 words)</b></li> <li>• read an e-mail message describing subjects and students at a circus school SB 9; TRG 20-21</li> <li>• <b>Le monde du Cirque du Soleil</b> SB 14-15; TRG 36-37 <b>(201 words)</b></li> <li>• <b>Les amis préparent pour l'audition</b> SB 20-22; TRG 56-57 <b>(148 words)</b></li> </ul>	<p><u>Read</u></p> <ul style="list-style-type: none"> <li>• <b>On va magasiner</b> SB 5; TRG 18-19 <b>(226 words)</b></li> <li>• <b>Des magasins canadiens</b> SB 10-11; TRG 41 <b>(278 words)</b></li> <li>• <b>Un dépliant publicitaire</b> SB 12-15; TRG 58-59 <b>(181 words)</b></li> </ul>	<p><u>Read</u></p> <ul style="list-style-type: none"> <li>• <b>Demandez au diététiste!</b> SB 4-5; TRG 17-19 <b>(230 words)</b></li> <li>• <b>Demandez au diététiste!</b> SB 6; TRG 20-21 <b>(257 words)</b></li> <li>• <b>Demandez au diététiste!</b> SB 7; TRG 22-25 <b>(211 words)</b></li> <li>• <b>Sentier transcanadien</b> SB 15-16; TRG 62-66 <b>(232 words)</b></li> <li>• <b>Une attitude positive</b> SB 17-18; TRG 79-83 <b>(144 words)</b></li> </ul>	<p><u>Read</u></p> <ul style="list-style-type: none"> <li>• <b>Zone Sportive</b> SB 3-5; TRG 12-14 <b>(326 words)</b></li> <li>• <b>La première épreuve: le surf des neiges</b> SB 10; TRG 36-37 <b>(287 words)</b></li> <li>• <b>La deuxième épreuve: le vélo de montagne</b> SB 14-15; TRG 55 <b>(179 words)</b></li> <li>• <b>La troisième épreuve: le kayak en eaux vives</b> SB 18-19; TRG 72 <b>(121 words)</b></li> <li>• <b>Les cartes de sports</b> SB 19; TRG 61-62 <b>(221 words)</b></li> <li>• <b>Un kayakiste canadienne</b> SB 20; TRG 77-78 <b>(123 words)</b></li> <li>• <b>La réalité...enfin!</b> SB 22; TRG 82</li> <li>• <b>Un voyage virtuel</b> TRG 24, 32</li> </ul>	<p><u>Read</u></p> <ul style="list-style-type: none"> <li>• <b>Grande reunion de la famille Charbonneau</b> SB 2-3; TRG 8-10 <b>(73 words)</b></li> <li>• <b>Découvrez Québec cet été!</b> SB 4-5; TRG 15-16 <b>(151 words)</b></li> <li>• <b>Un horaire de trains</b> SB 8-9; TRG 29 <b>(259 words)</b></li> <li>• <b>Les fêtes de la Nouvelle-France</b> SB 12-13; TRG 52 <b>(287 words)</b></li> <li>• <b>La vie d'un voyageur</b> SB 18-19; TRG 80-81 <b>(276 words)</b></li> <li>• <b>Un gros bonjour!</b> SB 20-21; TRG 84-85 <b>(240 words)</b></li> </ul>	<p><u>Read</u></p> <ul style="list-style-type: none"> <li>• <b>Dans l'océan</b> SB 2-3 <b>(77 words)</b></li> <li>• <b>Les animaux marins</b> SB 4-6; WB 6-7 <b>(260 words)</b></li> <li>• <b>Demandez à l'océanographe</b> SB 9-11; WB 12 <b>(471 words)</b></li> <li>• <b>La planète aquatique</b> SB 13 <b>(42 words)</b></li> <li>• <b>À la recherche du calmar géant</b> SB 14-15 WB 16:A; <b>(127 words)</b></li> <li>• <b>À l'aquarium</b> SB 16-17 <b>(258 words)</b></li> <li>• <b>La recherche sur les baleines</b> SB 19; WB 22:A <b>(210 words)</b></li> </ul>	<p><u>Read</u></p> <ul style="list-style-type: none"> <li>• <b>Une visite au Parc Lamuse</b> SB 2-3 <b>(201 words)</b></li> <li>• <b>Viens explorer Nigloland</b> SB 5 <b>(223 words)</b></li> <li>• <b>Les amis participent...</b> SB 6-8 <b>(83 words)</b></li> <li>• <b>Aventure dans la vallée des Rois</b> SB 10-11 <b>(282 words)</b></li> <li>• <b>Aventure dans la forêt mystérieuse</b> SB 14-15 <b>(318 words)</b></li> </ul>
<p>Produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form</p>	<ul style="list-style-type: none"> <li>• put sentences describing circus school in the correct order SB 7-9; WB 7; TRG 14-19</li> <li>• identify and correct misinformation in recorded messages WB 13; TRG 48</li> <li>• read two model drafts, identify missing elements, and strategies used SB 22-23; TRG 58</li> <li>• match statements describing writing process with illustrations WB 15-16; TRG 60</li> </ul>	<ul style="list-style-type: none"> <li>• complete quiz on video WB 7; TRG 10</li> <li>• respond orally to written dialogue SB 5: A,B; TRG 20</li> <li>• produce written responses to text of ads WB 12:B; TRG 29</li> <li>• respond to comprehension questions about The Bay and Roots stores WB 16; TRG 43</li> <li>• answer questions about sales flyer WB 17; TRG 59</li> <li>• complete quiz WB 22; TRG 88</li> <li>• complete listening comprehension activity WB 23; TRG 88-89</li> </ul>	<ul style="list-style-type: none"> <li>• categorize foods according to Canada Food Guide WB 10:A, B; TRG 18-19</li> <li>• answer questions about advice letters WB 13-16:A; TRG 22-23</li> <li>• read description of eating habits and recommend healthier alternatives WB 17-18:A; TRG 24</li> <li>• create poster and slogans to publicize the Trans Canada Trail SB 16:D; TRG 65</li> </ul>	<ul style="list-style-type: none"> <li>• answer comprehension questions SB 3-5; TRG 12, 28</li> <li>• complete Who? Where? What? chart and framework in pairs TRG 12, 27</li> <li>• prepare a mini-dialogue TRG 26</li> <li>• take notes SB 8-9, 10-11, 14-15; TRG 25, 33, 37, 48, 52-53, 64-65</li> <li>• role-play scene SB 10; TRG 38</li> <li>• complete comprehension activities WB 13, 23; TRG 40, 77</li> <li>• paraphrase task SB 11; TRG 39</li> <li>• demonstrate understanding SB 17; TRG 57-66</li> <li>• sequence events TRG 66:A</li> <li>• create a questionnaire SB 19:B; TRG 73</li> <li>• complete comprehension activities based on model student presentation WB 25-26; TRG 94</li> </ul>	<ul style="list-style-type: none"> <li>• match activities with tourist attraction WB 7:A; TRG 16</li> <li>• create itinerary based on reading and train schedules SB 9:A; TRG 27</li> <li>• explain difference between <i>à Québec</i> and <i>au Québec</i> SB 11; TRG 38</li> <li>• read street directions SB 13 and use map SB 14-15; TRG 54</li> <li>• complete matching activity WB 18; TRG 82</li> </ul>	<ul style="list-style-type: none"> <li>• create a questionnaire on sea creatures and administer to class SB 4-6</li> <li>• retell <b>À la recherche du calmar géant</b> making changes SB 14-15; WB 16:B</li> <li>• complete crossword puzzle WB 17</li> <li>• read about and answer comprehension questions on a prehistoric species WB 19:C, D and four endangered species WB 21</li> </ul>	<ul style="list-style-type: none"> <li>• complete comprehension activities WB 6:A, 9, 14</li> <li>• match amusement parks to rides WB 16</li> <li>• examine map of <b>Le parc Aventure amazonienne</b> to assist reading accompanying sentence captions; discuss SB 20-21</li> </ul>

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<b>READING</b>	<b>Vedettes du cirque</b>	<b>Attention, magasiniers!</b>	<b>À votre santé!</b>	<b>Zone sportive!</b>	<b>Réunion à Québec</b>	<b>Mystères sous-marins</b>	<b>Manèges merveilleux</b>
Use various reading strategies to determine meaning, such as verbal cues, structures, personal experience, and resources	<ul style="list-style-type: none"> <li>predict content of bio cards from visual cues SB 6; TRG 6-7</li> <li>use strategies to read a partner's bio card SB 6; TRG 16-17</li> <li>predict and verify meaning in the video TRG 38</li> <li>re-order elements of personal descriptions and fill in missing information, using context cues WB 20; TRG 62</li> </ul>	<ul style="list-style-type: none"> <li>discuss video stills speech bubbles SB 2-3; TRG 8</li> <li>read a sample in-store announcement and identify its key components SB 9; TRG 37</li> <li>identify expressions in a sale flyer that relate to sales SB 12-16; TRG 60</li> </ul>	<ul style="list-style-type: none"> <li>compare questionnaire results on personal health with classmates WB 6; TRG 8</li> <li>demonstrate understanding of key words in context WB 10:A; TRG 19</li> <li>match sentences to actions SB 11; TRG 46</li> <li>use visual cues, previously learned unit vocabulary, and cognates to determine meaning in a comic-strip story SB 17; TRG 81</li> </ul>	<ul style="list-style-type: none"> <li>identify and apply reading strategies SB 3-5, 10-11, 14-15, 19-20; TRG 11, 36-37, 55, 61, 77</li> <li>play game in groups to reinforce and practise structures taught TRG 80,87-89</li> </ul>	<ul style="list-style-type: none"> <li>identify main purpose and additional details of the invitation SB 2-3; TRG 9-10</li> <li>discuss photos and elicit personal experiences with Québec travel SB 4-5; TRG 15-16</li> <li>identify appropriate language for giving directions SB 15; TRG 53</li> <li>use title, illustration, and prior knowledge to preview reading SB 18-19; TRG 79</li> <li>identify common elements of postcards SB 21:A; TRG 86-87</li> </ul>	<ul style="list-style-type: none"> <li>use illustrations to choose appropriate description SB 3</li> <li>match statement to the elements of an ad WB 15:A</li> </ul>	<ul style="list-style-type: none"> <li>apply readings strategies to illustration captions (visual support for recorded dialogue) SB 6-8, 20-21</li> </ul>
Express personal preferences or reactions to a text	<ul style="list-style-type: none"> <li>complete a personality quiz as a step to producing a personal description WB 19: A; TRG 62</li> </ul>	<ul style="list-style-type: none"> <li>complete questionnaire on shopping habits WB 6; TRG 8</li> <li>discuss and write preferences in department stores WB 16:B; TRG 43</li> </ul>	<ul style="list-style-type: none"> <li>complete questionnaire to determine personal health habits WB 8:A; TRG 11</li> </ul>	<ul style="list-style-type: none"> <li>discuss personal preferences in sport and equipment SB 2; TRG 9, 13</li> <li>make predictions about what will happen to characters in story SB 3-5; TRG 14</li> <li>express opinion on a snowboarding course SB 11:A; TRG 39</li> <li>express opinion on mountain biking SB 14; TRG 51</li> <li>prepare a personal obstacle course WB 18; TRG 57</li> <li>discuss conclusion to adventure and express opinions SB 21; TRG 81</li> </ul>	<ul style="list-style-type: none"> <li>predict content of video TRG 11, 19</li> <li>choose one of the tourist attractions and explain choice SB 5:B</li> </ul>	<ul style="list-style-type: none"> <li>identify necessary elements in the creation of an ad WB 15:A</li> </ul>	<ul style="list-style-type: none"> <li>indicate personal preferences WB 6:B</li> <li>select preferred themes for amusement parks from list WB 12:A</li> <li>draw and label a diagram of own imaginary amusement park SB 19</li> </ul>



<b>WRITING</b>	Vedettes du cirque	Attention, magasiniers!	À votre santé!	Zone sportive!	Réunion à Québec	Mystères sous-marins	Manèges merveilleux
<b>OVERALL EXPECTATION</b> Communicate information and ideas in writing, in structured and open-ended situations, for different purposes	<b>Done in a variety of ways throughout every unit.</b>						
<b>SPECIFIC EXPECTATIONS</b> Write simple and some compound sentences and questions, using familiar and new vocabulary	<b>Done consistently throughout every unit</b>						
Write in a variety of simple forms (e.g. letter, poems, descriptions), following a model and making substitutions and minor adaptations to the model	<ul style="list-style-type: none"> <li>create a brief personal bio card SB 6; TRG 16</li> <li>compose a short e-mail message giving information about the circus school SB 9:C; TRG 21, 26</li> <li>create a web page for the circus school SB 9; TRG 21-24</li> <li>compose a recorded telephone message for auditions SB 19:B; TRG 48</li> <li>complete a student self-description SB 23:B; TRG 61</li> <li>fill in missing details in personal descriptions, using context for clues and inventing answers WB 21; TRG 62</li> <li>complete a circus school application form WB 22; TRG 64</li> <li>write a brief personal description, giving specified personal information SB 23; WB 19:B, 22; TRG 62, 64-65</li> </ul>	<ul style="list-style-type: none"> <li>graph results of survey WB 6; TRG 8</li> <li>write an in-store ad SB 9; TRG 39</li> <li>record survey results WB 8; TRG 21</li> <li>practise creating a poster ad for a piece of electronic equipment WB 21; TRG 74</li> <li>create a sign or poster incorporating 6 elements SB 20; TRG 74-75</li> <li>write a sale flyer TRG 86</li> <li>create a script for a TV commercial based on sale flyer WB 2-3; TRG 89</li> </ul>	<ul style="list-style-type: none"> <li>chart and compare personal eating habits according to the Canada Food Guide WB 11:C, D; TRG 19</li> <li>prepare an eating plan for an athlete WB 12:B; TRG 20</li> <li>report dietician's advice WB 16:B; TRG 23</li> <li>answer questions about future plans WB 21:A; TRG 57</li> <li>compose a cinquain based on an illustration of a physical activity SB 11; TRG 47-48</li> <li>predict life in 20 years WB 21:B; TRG 57</li> <li>create a comic strip and dialogue showing characters exerting positive influences SB 18; TRG 84</li> <li>compile an action plan for adopting a healthier life style SB 9, 12, 14; TRG 30-33, 54, 59-61</li> </ul>	<ul style="list-style-type: none"> <li>organize a plan to create a video game (semantic web) SB 13; WB 15; TRG 45-47</li> <li>write a brief paragraph describing a race TRG 66:B</li> <li>create two sports cards based on model WB 24; TRG 79</li> <li>write an acrostiche type of poem TRG 79, 86</li> <li>create an illustrated plan for a video game SB 21; TRG 80-81</li> <li>write, following a model, a descriptive label for the video game box TRG 81</li> <li>write draft of video game presentation and include visual aids TRG 92-93</li> </ul>	<ul style="list-style-type: none"> <li>write a message SB 9:C; WB 10; TRG 33-34</li> <li>prepare a trip itinerary SB 11; WB 14; TRG 40-42, 45-46</li> <li>prepare a map of the trip destination SB 17; TRG 66-67, 74-75</li> <li>summarize content of postcards SB 21:A; WB 20-22; TRG 86-88</li> <li>write a postcard about travel destination SB 23; TRG 93-96</li> <li>write draft of trip presentation SB 24; TRG 101-103</li> </ul>	<ul style="list-style-type: none"> <li>write a description of an imaginary fish SB 8</li> <li>write draft of a radio ad SB 13</li> <li>create a questionnaire based on <i>A l'aquarium</i> SB 17:A</li> <li>describe a prehistoric fish, using recorded information SB 17:B; WB 18:B</li> <li>write description of an imaginary sea creature SB 20; WB 2:1</li> <li>create jacket for a book about imaginary sea creature SB 21-23; WB 2-3</li> </ul>	<ul style="list-style-type: none"> <li>begin planning own amusement park SB 9 WB 13</li> <li>organise descriptive paragraph about amusement park (from plan) SB 9; WB 2:1</li> <li>plan park's 3 rides and souvenirs SB 13; WB 13</li> <li>write a paragraph describing the imaginary park's rides and souvenirs SB 13</li> <li>write, with a partner, a descriptive dialogue between a park visitor and a guide SB 22</li> <li>compose written advertisement for opening of amusement park SB 23</li> <li>write draft of oral presentation SB 23</li> </ul>
Revise and edit personal writing, using feedback from the teacher and peers, and using resources including technology	<ul style="list-style-type: none"> <li>peer-edit circus school web page, personal descriptions using a guide SB 9, 23; WB 4; TRG 9, 66-67</li> </ul>	<ul style="list-style-type: none"> <li>peer-edit and revise ad WB 4:Part 1; TRG 39</li> <li>peer-edit and revise sign/poster WB 4:Part 2</li> <li>peer-edit and revise sale flyer WB 5:Part 3; TRG 86</li> <li>peer-edit and revise TV commercial script WB 5:Part 4; TRG 89</li> </ul>	<ul style="list-style-type: none"> <li>revise and peer-edit weekly action plans SB 14; TRG 61</li> <li>revise and peer-edit comic strip SB 18; TRG 85</li> <li>assemble components of action plan and revise and edit as necessary SB 19; TRG 89-90</li> </ul>	<ul style="list-style-type: none"> <li>revise and peer-edit graphic organizer WB 2-3:1</li> <li>review and improve final task diagram WB 15, 2-3; TRG 80</li> <li>revise and peer-edit completed game plan and label TRG 81</li> </ul>	<ul style="list-style-type: none"> <li>revise and peer-edit travel itinerary WB 4, 11, 14:A; TRG 41-42</li> <li>revise and peer-edit trip destination map WB, 4:2; TRG 67</li> <li>revise and peer-edit post card WB 5:4; TRG 95</li> <li>revise and peer-edit presentation draft TRG 102-103</li> </ul>	<ul style="list-style-type: none"> <li>edit draft of description SB 8; WB 4:1</li> <li>edit draft of radio ad SB 13; WB 4:2</li> <li>edit description of imaginary sea creature SB 20; WB 4-5</li> <li>edit book jacket SB 21-23; WB 5</li> </ul>	<ul style="list-style-type: none"> <li>peer-edit and revise paragraph SB 13; WB 3:1</li> <li>peer-edit and revise descriptive paragraph WB 3:2</li> <li>peer-edit and revise script to be used in role-play activity SB 22</li> <li>peer-edit and revise rough drafts of park advertisement and script of oral presentation SB 23; WB 3</li> </ul>
Use and spell the vocabulary appropriate for this grade level	<b>Intrinsic to all writing activities throughout every unit</b>						

<b>GRAMMAR, LANGUAGE CONVENTIONS and VOCABULARY</b>	Vedettes du cirque	Attention, magasiniers!	À votre santé!	Zone sportive!	Réunion à Québec	Mystères sous-marins	Manèges merveilleux
<b>OVERALL EXPECTATION</b> Identify and use the vocabulary and the grammar and language conventions appropriate for this grade level	<b>Done consistently throughout every unit</b>						
<b>Verbs</b>	<ul style="list-style-type: none"> <li><i>vouloir + faire</i>: WB 6-7; TRG 12-13</li> </ul>	<ul style="list-style-type: none"> <li>imperative of some regular <i>-er, -ir</i> and <i>-re</i> verbs SB 8: A,B, 12-15,24; WB 2,14,15, 24-26; TRG 33-35,71-72; gameboard</li> </ul>	<ul style="list-style-type: none"> <li><i>vouloir, devoir</i>: review SB 8, 24 WB 26-27; TRG 25-29</li> <li><i>vouloir, devoir</i> + infinitive: SB 8, 8:B; WB 26-27; TRG 25-29, 34-37</li> <li><i>aller</i>: review SB 12; WB 20, 28-29 TRG 53-54, 57, 70-75</li> <li><i>futur proche</i>: WB 20; TRG 56</li> </ul>	<ul style="list-style-type: none"> <li><i>sortir (de)</i>: SB 16; WB 19, 29; TRG 59-61</li> </ul>	<ul style="list-style-type: none"> <li><i>partir</i> SB 10-11; WB 12-13, 27; TRG 35-38, 44</li> <li><i>pouvoir + infinitif</i> SB 16-17; WB 17, 28; TRG 62-66; 97-98</li> <li><i>les sujets composés</i> SB 22-23; WB 24-25, 29; TRG 89-90, 92-93</li> </ul>		<ul style="list-style-type: none"> <li><i>sortir</i>: SB 18; WB 20,27</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>review formation of regular, <i>-eux, -if</i> adjectives WB 17; TRG 25, 61</li> </ul>	<ul style="list-style-type: none"> <li>plural possessive adjectives SB 17,25; WB 19-20, 28-29; TRG 66-68, 79-80</li> </ul>	<ul style="list-style-type: none"> <li>placement and forms of <i>beau, nouveau</i> SB 18; WB 29; TRG 83</li> </ul>	<ul style="list-style-type: none"> <li>demonstrative adjectives <i>ce/cet, cette, ces</i>: SB 7; WB 10, 27, 28; TRG 19-21</li> </ul>		<ul style="list-style-type: none"> <li>demonstrative adjectives: WB 11</li> <li>adjectives that precede: SB 7; WB 11, 25-26</li> <li><i>beau/bel</i>: SB 7</li> <li>adjectives ending in <i>-eux</i>: SB 12; WB 14, 27-28</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrative adjectives <i>ce/cet/cette/ces</i>: SB 4; WB 7-8, 25-26</li> </ul>
<b>Interrogative constructions</b>	<b>Done consistently with focus on inversion</b>						
<b>Contractions</b>	<b>Done consistently throughout every unit</b>						
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>create a visual dictionary of thematically relevant vocabulary WB 2-3</li> <li>compile a list of circus-school subjects through a listening activity WB 8</li> <li>develop a bank of useful adjectives for personal descriptions WB 17, 18, 19 TRG 61-62</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary relating to shopping and prices: SB 2-3, 4-5, 7:A, 16, 18-19; WB 18:A,C, 26-29; TRG 17, 49, 60-61, 70-71, 81</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary relating to food: SB 4-7, 22-23; WB 6, 8, 17; TRG 18-19, 22</li> <li>vocabulary relating to health and physical fitness: SB 11-13, 15-16; WB 7, 19, 22; TRG 43-44, 46, 55, 62-63</li> </ul>	<ul style="list-style-type: none"> <li>sports related vocabulary: SB 6:C; WB 8, 9, 12, 21-22; TRG 13, 15-18, 40, 53-54, 67, 72, 75</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary related to travel and leisure activities: SB 2-11, 14-15, 20-22, 24-25; WB 2-5, 8-10, 13, 14, 16, 20-22, 24-25; TRG 8-11, 17, 28-29, 39, 52-53, 54, 59, 69-73, 85-86</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary related to undersea life SB 2-6, 11:B, C, 19; WB 6:B,C, 8-9, 11, 13-14</li> <li>review vocabulary of body parts and teach new terms WB 8</li> <li>complete crossword puzzle WB 17</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary relating to amusement parks: SB 10-11, 14-15; WB 9-10, 15, 19</li> </ul>
<b>Spelling rules and strategies</b>	<ul style="list-style-type: none"> <li>use of resources SB 29-30; WB 2-3, 27-28; TRG vii</li> </ul>	<ul style="list-style-type: none"> <li>use of resources SB 9, 24, 29; WB 10-11, 24-28, 30-31; TRG vii</li> </ul>	<ul style="list-style-type: none"> <li>use of resources SB 22-23, 27-29; WB 30-31; TRG vii</li> </ul>	<ul style="list-style-type: none"> <li>use of resources SB 7, 12, 16, 26-27; WB 7, 27-31; TRG vii</li> </ul>	<ul style="list-style-type: none"> <li>use of resources SB 26-30; WB 27-31; TRG vii</li> </ul>	<ul style="list-style-type: none"> <li>use of resources SB 24-29; WB 25-31</li> </ul>	<ul style="list-style-type: none"> <li>se of resources: SB 4, 12, 18, 26-30; WB 25-29</li> </ul>