

Planning a trip



Core French Model Unit Grade 5



Ministère
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de la Saskatchewan

TEACHING MATERIALS
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GUIDE

Field of experience: Voyages et excursions

Topic to be developed: Planning a Trip

Experiential goal: Students will create and present a travel plan for a vacation

Learning Objectives:

The students will:

- participate in communicative activities which list the places that they have been.
- participate in a variety of language activities to determine their favorite tourist attractions.
- discuss the various activities in which they would like to participate on their trip.
- identify various articles of clothing they would pack for their trip.
- strive for more accurate and effective use of linguistic structures.
- demonstrate a positive attitude towards second language learning.
- select a place of interest and create an itinerary for a vacation at this particular destination.
- become familiar with the different types of environmental terrain.

The Experiential Goal:

The following vocabulary and linguistic content is included throughout the unit. The teacher and the students should decide what elements will be included in the experiential goal.

- places that the students would like to visit
- proper uses of indefinite articles « *une, un, des* »
- *conjugations of the verbs « jouer, visiter, voyager, prendre »* with the subject « *Je* »
- types of environmental terrains
- proper uses of the preposition « *à* » after the verb « *jouer* »
- proper uses of definite articles « *le, la, les* »
- places which the students have visited
- vacation activities
- clothing items they would need for their trip
- methods of transportation

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Field of Experience: **Voyages et Excursions**

Topic to be developed: **Planning a trip**

Experiential goal: **Students will create and present a travel plan for a vacation.**

Suggested steps:

1. Become familiar with the topic of travel.
2. Discuss the experiential goal and the steps to achieve this goal.
3. Determine the criteria for planning a trip.
4. Identify favorite vacation locations which the students have previously visited.
5. Describe various vacation locations, including the various terrain on which these are situated.
6. Become familiar with various methods of transportation by which the students have traveled on previous excursions.
7. Determine the types of activities which could be included in the trip.
8. Identify the necessary clothing items which could be taken along for the excursion.
9. Develop a list of possible accommodations.
10. Create a travel plan and present it to the class.
11. Reflect upon the unit and what was learned and what could be improved in the future.

Teaching Notes:

- Depending on the level of the students, the teacher may wish to include various foods which could be eaten or restaurants which could be visited during the excursion.
- The teacher may wish to plan the trip with the entire class and include the ideas of transportation, activities and clothing from all students, yet having only one selected place. The goal could be achieved on an individual basis or with a pair of students.

Suggested Vocabulary

à cheval – horseback	un camion – truck
à pied – on foot (walking)	un campeur – camper
des bottes – boots	un chandail – sweater
des chaussettes – socks	un chapeau – hat
des espadrilles - running shoes	un complet – suit
des gants – gloves	un dépliant touristique – travel brochure
des jeans – jeans	un hélicoptère – helicopter
des mitaines – mittens	un imperméable – umbrella
des raquettes – snowshoes	un maillot de bain – bathing suit
des shorts – shorts	un pantalon – pants
des souliers – shoes	un petit village – small town
des sous-vêtements – underwear	un sous-marin – submarine
l'hôtel – hotel	un train – train
l'océan – ocean	un t-shirt – t-shirt
la campagne – country	un veston – jacket
la forêt – forest	une bicyclette – bicycle
la gare – train station	une blouse – blouse
la motoneige – ski-doo	une camionnette – small truck or van
la plage – beach	une ceinture – belt
la rivière – river	une chemise – shirt
la valise – suitcase	une cravate – tie
la vallée – valley	une écharpe – scarf
le désert – desert	une grande ville – city
le lac – lake	une jupe – skirt
le magasin – store	une montgolfière – hot air balloon
le parc – park	une motocyclette – motorcycle
les collines – hills	une robe – dress
les montagnes – mountains	une tente – tent
un autobus – bus	une tuque – tuque
un avion – airplane	une voiture – car
un bateau – boat	

Les expressions

aller à la piscine – to go to the pool
aller au centre d'achats – to go shopping
aller au musée – to go to the museum
Bon voyage – Have a great trip
faire de l'équitation – to horseback ride
faire de la bicyclette – to cycle
faire de la natation – to swim
faire de la pêche – to fish
faire de la planche à roulettes – to skateboard
faire de la planche à voile – to sail
faire de la raquette – to snow-shoe
faire du camping – to camp
faire du canotage – canoeing
faire du ski – to ski
faire du surf des neiges – to snow-board
faire du toboggan – to toboggan
faire la grasse matinée – to sleep in
faire une promenade – to take a walk
J'ai – I have
J'ai visité – I visited
J'ai voyagé – I travelled
Je fais – I am doing/making
Je joue – I am playing
Je prends – I am taking
Je reste – I am staying
Je retourne – I am returning
Je suis – I am
Je vais – I am going
Je vais visiter – I am going to visit
Je visite – I am visiting
Je voyage en – I am travelling by
jouer au badminton – to play badminton
jouer au tennis – to play tennis
le billet – ticket
les attrait touristiques – tourist attractions
manger au restaurant – to eat in a restaurant

Les prépositions

à – at, to
à côté de – beside
en – in
loin de – far
près de – near

Les adjectifs

amusant (e) – fun
beau/belle – beautiful
chaud(e) – hot
formidable – fantastic
froid(e) – cold
grand (e) – large, tall
intéressant (e) – interesting
joli (e) – pretty
petit (e) – small, little
tranquil/tranquille – quiet

Les verbes

aller – to go
avoir – to have
être – to be
faire – to do; to make
jouer – to play
prendre – to take
rester – to stay return
retourner – to
visiter – to visit
voyager – to travel

Field of Experience: Voyages et Excursions

Topic to be developed: Planning a trip

Experiential goal: Students will create and present a travel plan for a vacation

Suggested steps:

1. BECOME FAMILIAR WITH THE TOPIC OF TRAVEL.

ACTIVITIES:

- 1.1 To introduce this topic, begin with a song dealing with the topic of travel. See the list of **resources** at the end of the unit for possible songs.

2. DISCUSS THE EXPERIENTIAL GOAL AND THE COURSE OF ACTION TO ACHIEVE THE GOAL.

ACTIVITIES:

- 2.1 Brainstorm with the students a list of possible unit components. Identify the goal of the unit and the teacher expectations for the students. This can be done in the form of a discussion. A suggested marking scheme is included in **annexe 1**. This could be distributed to students.

3. DETERMINE THE CRITERIA FOR PLANNING A TRIP.

ACTIVITIES:

- 3.1 In groups, the students brainstorm concepts which must be considered to plan a trip by concept mapping these ideas on large chart paper using markers. For example, clothing is needed for a trip so the students may draw different pictures of clothing. Many different types of transportation can be used so the students may draw many different types of transportation. Encourage the students to think of as many ideas as possible and have them present their maps to the class when completed. When presenting make sure to encourage the students to use French words they are familiar with for the items. Example, *un chapeau*, *un bateau*. **Annexe 2** provides a sample concept map to guide you.

Teacher Note: The teacher may wish to give the sample concept map found in **annexe 2** to the students before they begin the activity. The group evaluation sheet is on

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annexe 17. This could be completed as the students work in groups on the concept maps. The oral communication checklist - **annexe 18** could also be used here.

- 3.2 After all the concept maps have been presented, the students make a list of categories which will be included in the experiential goal. Use the question: *De quoi as-tu besoin pour ce voyage ?*
Encourage students to respond in French when possible. When a list has been compiled this will be used as the outline for the experiential goal.

4. IDENTIFY FAVORITE DESTINATIONS WHICH THE STUDENTS HAVE PREVIOUSLY VISITED.

ACTIVITIES:

- 4.1 **Annexe 3** In partners, the students complete **annexe 3** by using the question: « *Est-ce que tu as visité Paris ?* » After all the students have completed **annexe 3**, survey students for their previous vacation spots. Use the question, « *Qui a visité Paris ?* » and the students put up their hands for those they have visited (**annexe 18** may be used to evaluate oral communication).
- 4.2 **Charades:** each student thinks of their favorite vacation spot and role plays an action. The other students guess where the place is. Give each student approximately a 10 second time limit.

5. DESCRIBE VARIOUS VACATION DESTINATIONS, INCLUDING THE VARIOUS TERRAIN ON WHICH THESE ARE SITUATED.

ACTIVITIES:

- 5.1 Brainstorm the different types of vacation locations which the students have visited and write a list on the board in French. Once a list of different terrain has been made, the teacher can use pictures to help identify the French words with the ideas. For example, the teacher could hold up a flashcard card and ask « *Qu'est-ce que c'est ?* ». If the students do not know the French word the teacher will hold up a sign with the word to match the picture or tack the picture to the blackboard and write the French word above or below the picture.

Teacher Note: Whenever new vocabulary is introduced

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during the course of the unit, the students should write these down to compile a list of all the words which they will need to know. The teacher and students could also form a class list on chart paper to which new words are added as the unit progresses. This would be displayed for the class to see. In addition, flashcards could be made and hung up around the classroom with French signs to represent the vocabulary as it is learned.

5.2 **Supplementary Resource** (flashcards):

Prêt-à-commencer par Jocelyn Drozda.

5.3 Practice this vocabulary using the game *Georges dit !*

This game is played by having the students pass a chosen object around in a circle and each student must say the name of a type of place where a vacation could take place. The object could be a stuffed toy that the students have given a French name to, for example, *Georges*, or any type of humorous toy, for example, *lac, montagne, forêt*, etc. The students should be encouraged to say the French word, however, the teacher will need to model the exercise with an example.

5.4 **Annexe 4** The students match the words with the correct pictures.

5.5 Teach explicitly the definite articles *le, la, and les* and when to use each. **Annexe 5** describes the use of definite articles *le, la, les* and the students fill in the blanks with the correct article.

6. BECOME FAMILIAR WITH VARIOUS METHODS OF TRANSPORTATION BY WHICH STUDENTS HAVE TRAVELLED FOR PREVIOUS EXCURSIONS.

ACTIVITIES:

6.1 Brainstorm a list of various methods of transportation.

Record these on chart paper. Then begin the game:

« *Qu'est-ce que tu prends ?* » This game is played after all methods of transportation have been listed using flashcards. Divide the class into 2 large groups giving one half a flash card with the picture of a vehicle, and the other half a card with a name of a vehicle. Instruct the students to look for their match by asking the question « *Qu'est-ce que tu prends ?* » and answering the questions with « *Je prends un bateau* »

(if the vehicle was *un bateau*) The first student to find

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the two matching cards wins the game.

6.2 **Supplementary Ressources** (flashcards):

Carte Blanche or Images 1 : En Route (Annexe 18 can be used to evaluate this activity).

- 6.3 Give each student some playdough or clay, whichever is available, and ask the students to construct a method of transportation. Have the students present these to the class using the French words for their vehicles. They must present their object using « *C'est un avion* ».

Teacher Note: Teachers could have the students find the French words in their dictionaries so that when they present their object to the class, they can use the French vocabulary. The method of transportation could also be drawn if no playdough can be obtained.

- 6.4 **Annexe 6** Survey the students using **annexe 6** to show which methods of transportation they have used, and which they have not used. In partners the students will ask the question: « *Est-ce que tu as voyagé en avion ?* » The students will answer using the response: *oui/non*. **Annexe 18** could be used to evaluate.

- 6.5 **Annexe 7 Mot Mystère** : The students must find the words in **annexe 7** by decoding the numbers for each letter. The teacher can correct this with the students after completion.

- 6.6 **7-up:** Using flashcards, (pictorial or words) the teacher selects seven students. These students go to the front of the room until the teacher says: « *Les têtes en bas les pouces en haut, on joue un jeu de sept haut* ». After the teacher says the above phrase, the students must place their heads down on their desks. At this time the students who have been previously selected by the teacher each pick one student from those seated by touching their thumbs with the flashcard and returning to the front of the room. When the teacher says « *levez-vous* », any student who has been touched on the thumb must stand up and try to identify the person who has chosen him/her using one of the methods of transportation, ex. *C'est un train ?* If the student has guessed correctly, he/she goes up to the front to take the place of the student who picked him/her. If not, the student sits down until the next round.

Teacher Note: Depending on the size of the class eight

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students up or four students up.

- 6.7 **Annexe 8** This activity includes a list of places and a list of transportation methods. The students must identify which method of transportation can be used to arrive at each place. After the students have completed this annexe, survey them by asking the question: « *Comment voyages-tu à Londres ?* » and they must answer using « *Je voyage à Londres en bateau* ».

7. DETERMINE THE TYPES OF ACTIVITIES WHICH COULD BE INCLUDED IN THE TRIP.

ACTIVITIES:

- 7.1 **Sac des Surprises** : Place all the flashcards in a bag and **have** the students pick a flashcard one at a time and identify the activity (in French if possible). As each picture is pulled out of the bag, tack it onto the blackboard and ask « *Quelle activité ?* »

Teacher Note: Look for simple answers yet encourage the stronger students to answer in sentences.

When answers are given write the correct vocabulary above/below the flashcard tacked up on the blackboard. After each flashcard has been pulled out of the bag and the answers have been put on the blackboard, put all of the flashcards back into the bag. Leaving the vocabulary on the board, divide the students into two teams. One person on each team pulls a flashcard out of the *sac des surprises* and with the help of the words on the board tries to identify the activity. If this is done correctly a point is scored for the team.

Teacher Note: If flashcards cannot be obtained, cards of each activity could be used instead.

- 7.2 **Supplementary Resources** (flashcards):

Horizons 3 and Visages 3

- 7.3 **Annexe 9** Introduce the verb *jouer* with the preposition *à* by incorporating *à* into the phrases in **annexe 9**. The rule regarding *jouer* and the preposition *à* should be explained to the students.

Teacher Note: It is assumed that the students are familiar

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with the sports but if not some review may need to be done in this area. Some suggested exercises are: Seven-up, charades, *Georges dit*, and *La boîte des surprises*. It is played by putting the vocabulary into to a decorated box and having the students pull questions out of the box and if all the questions are answered correctly, they win the *Jeu mystère* (see activity 7.6 for more details), or *Concentration* (see activity 7.5 for more details).

Optional Enrichment Activity

7.4 **Memory:** Pick four or five students. Depending on the class level you may pick more students so that the activity is more challenging and give each a card with an activity written on each (in French). These students line up at the front of the room. Divide the class into 2 teams and allow those at the front with the cards to show the remaining students the cards for 30 seconds. After 30 seconds the teacher instructs the students to flip the cards over so that the others cannot see and one member from each team takes turns trying to remember which activity belonged to whom. If all cards are identified correctly, a point is scored for the team. After one person from each team has had a turn, the students switch cards. In addition, it is suggested that the teacher switch players with cardholders frequently so that all students have a chance to guess the cards and therefore reinforce the vocabulary and the pronunciation of the vocabulary.

7.5 **Annexe 10** In partners, the students must survey each other to find out which activities they plan to include in their trip. Taking turns they must ask each other the question « *Qu'est-ce que tu vas faire en voyage ?* » and answer with « *Je vais faire des achats* ». **Annexe 18** may be used to evaluate oral communication.

7.6 Survey students to find out which activities they have chosen. Use the same question and answers as students did in **annexe 10**.

8. IDENTIFY THE NECESSARY CLOTHING ITEMS WHICH COULD BE TAKEN ALONG FOR THE EXCURSION.

ACTIVITIES:

8.1 **Je m'habille :** Ask for a student volunteer. This activity can be used to introduce the clothing

vocabulary. Put as many clothing items into a bag as

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possible and have the students pick an item out the bag. Try to find funny/gaudy clothing that the students will find humorous. Once an item has been selected, the teacher holds up the item and asks: « *Qu'est-ce que c'est ?* » and the students must try and answer in French using: « *C'est une chemise !* » Once the item is identified the volunteer must put this item on. After all the items in the bag are identified, the volunteer can take all of the clothes off and these can be placed back into the bag for later use.

8.2 « ***Qu'est-ce qui est accroché à la corde à linge ?*** » :

Hang the clothes from the previous activity up on a clothes line. A piece of string can be strung from one side of the room to the other. Hold up signs with the French names of the clothing items which the students will have to match with the clothes on the clothes hangar. As the signs and clothes are matched, the teacher can pin the signs to the clothes like name tags which can stay up for a visual aid for the remainder of the unit. Make sure to identify the difference between masculine singular, feminine singular and plural articles of clothing.

8.3 **Dans Ma Valise** :

The students are going on a trip and they must take clothing items with them. Have the students sit on the floor in a circle (or just go up and down the rows for this activity) The activity starts at one side of the circle where a student uses the phrase: « *Je vais en voyage et je prends des souliers* » to list an item that he/she would take. The activity then proceeds to the next person who names both his/her item and the item of the person before him/her. This continues around the circle to the last person who must name all the previous articles of clothing mentioned and the article of clothing he/she has selected.

8.4 **Annexe 11** The students must write the correct French word for all items which are in the picture of the suitcase making sure to use the correct indefinite articles *un, une, or des*.

8.5 **Concentration:** The students sit on the floor in a circle and begin with the phrase: « *Concentration, concentration, on commence !* » The teacher may wish to establish a clapping rhythm. After the teacher and students have said this phrase together, each person in the circle must list an article of clothing in French and the person next to him/he does the same. This

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continues until either all students have said a word or until a student is stuck and therefore cannot respond. The object of the game is to make it all the way around the circle without any errors.

- 8.6 **La boîte des surprises** : The teacher decorates a box and places clothing vocabulary review questions inside the box which are picked one by one by the students. If all the questions are answered correctly, the students play a « *Jeu Mystère* ». This mystery game will review /recycle the clothing vocabulary.

9. DEVELOP A LIST OF POSSIBLE ACCOMMODATIONS.

ACTIVITIES:

- 9.1 In groups the students brainstorm all the possible types of places where they could stay on their trip. The students can use their dictionaries to look up the French translations for their ideas. For example, *une auberge* = inn. Once all the groups have finished their ideas, each group creates a mobile of the ideas by drawing and cutting out pictures of their ideas on different colored construction paper. The French word is written on each shape. Attach the shape with string and hang each from a hangar or a larger design which will support the pictures and present these to the class.

Teacher Note: Annexe 17 - Group Evaluation can be used to evaluate students' abilities to work in groups.

10. CREATE A TRAVEL PLAN AND PRESENT IT TO THE CLASS.

ACTIVITIES:

- 10.1 **Annexe 12** Hand out **annexe 12** and review the marking scheme and your expectations for the project.
- 10.2 **Annexe 13** Give each student a copy of this sheet to organize his/her contents of the project.
- 10.3 Before the students begin working on the project, the teacher will present a sample trip plan compiled of all the preferences surveyed from the students throughout the unit. This presentation will be a model for the students of how specifically the students will present their projects. After this

presentation has been made, **annexe 14** is given

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to the students and the dialogue on the annexe is role-played with the students.

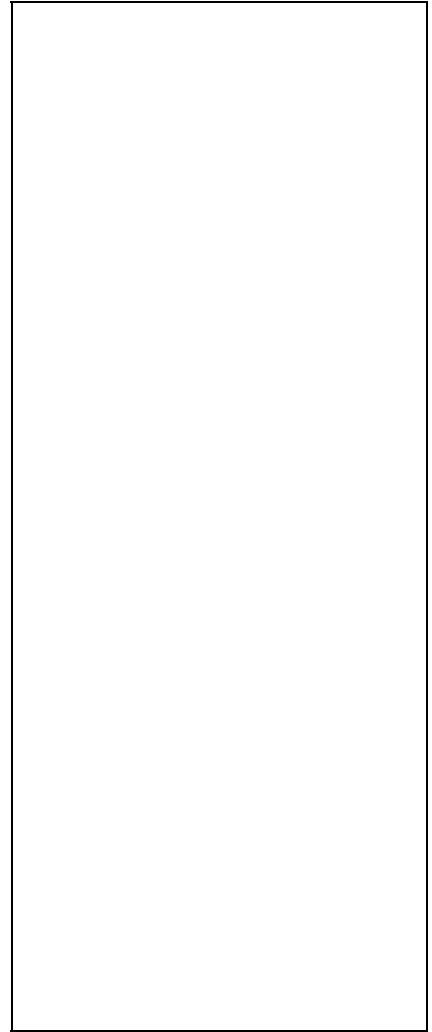
10.4 The students will receive class time to complete the goal and are encouraged to use their vocabulary lists which could now be given to them and to refer to their French/English dictionaries.

10.5 **Annexe 15** In order to keep the students on task during the presentations, use **annexe 15** which requires that each student note the method of transportation, terrain, three articles of clothing and two activities for each project.

11. ANNEXE 16 REFLECT UPON WHAT WAS LEARNED IN THE UNIT.

ACTIVITIES:

11.1 Assign the students « *la feuille d'auto-évaluation* » to complete **annexe 16**. Additional formative evaluation sheets can be found in the evaluation section for this unit, **annexes 17 and 18**.



Field of experience: Voyages et Excursions

Topic to be developed: Planning a Trip

Experiential goal: Students will create and present a travel plan for a selected place.

Functions:

- identifying
- recognizing
- brainstorming
- making a list
- giving information
- asking for information
- constructing

Suggested Structures:

- présent (avec Je)
jouer, voyager, prendre, visiter
- articles indéfinis
un, une, des
- prépositions
jouer à
- articles définis
le, la, les
- prépositions
à côté de, près de, loin de, à, au
- adjectifs
grand(e), petit(e), beau, belle,
joli(e), amusant(e), formidable,
intéressant(e), tranquille,
chaud(e), froid(e)

ANNEXES

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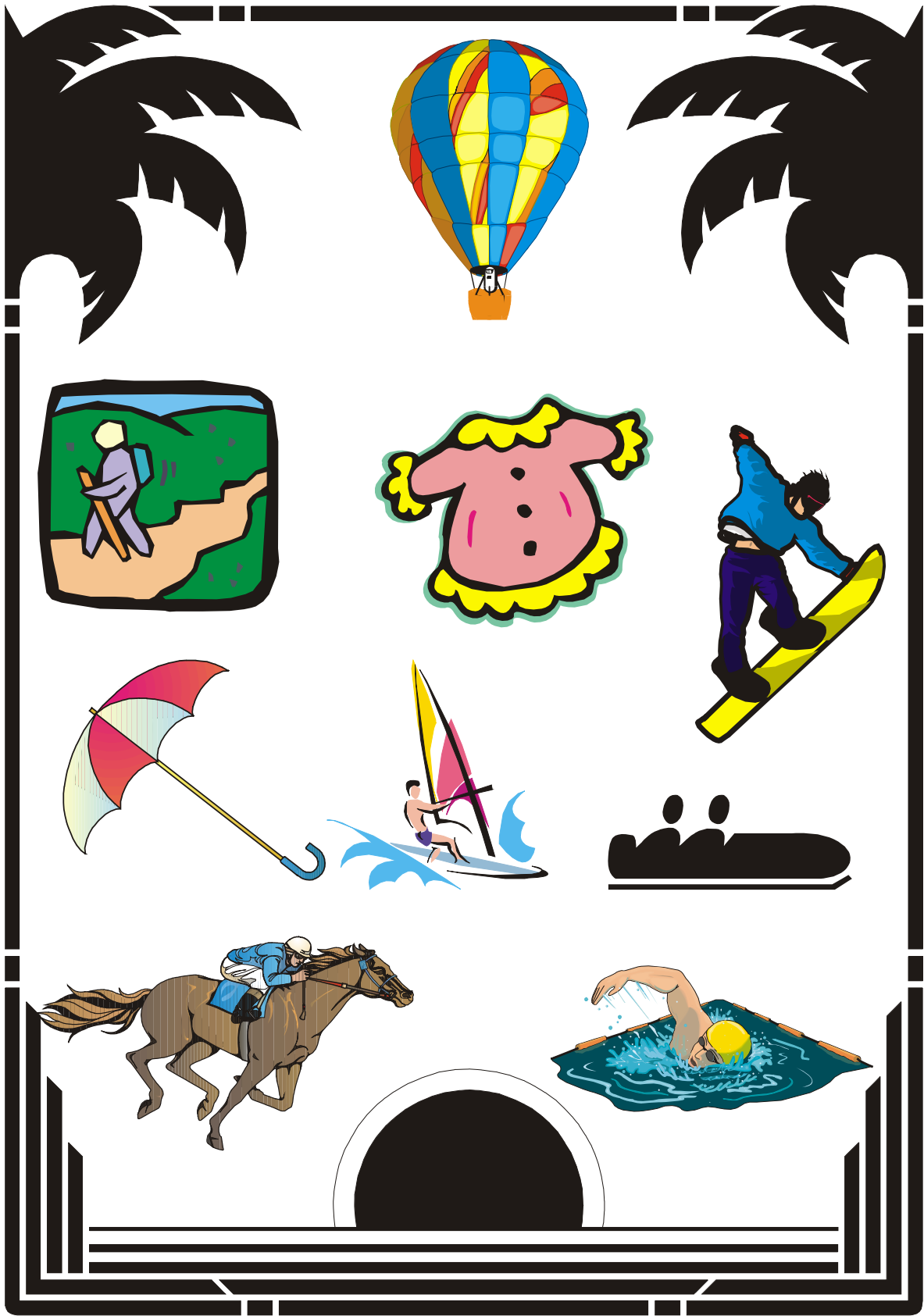
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ANNEXE 1 - OVERALL UNIT MARKING SCHEME

Overall Unit Marking Scheme

***Teacher Note: Use annexes 16-18 for additional formative evaluation sheets.**

1. Participation en groupe :	/15%
Critères :	
L'élève :	
1. contribue des idées	
2. écoute les idées des membres du groupe	
3. montre du respect pour le point de vue des membres du groupe	
4. a fait partie du travail	
5. a fini la tache	
2. Participation individuelle :	/15%
Critères :	
L'élève :	
1. montre de l'enthousiasme	
2. écoute bien l'enseignant et pendant la discussion en classe	
3. fait leur travail en classe et à la maison	
4. fait partie des activités en classe	
3. La communication orale :	/25%
Critères :	
L'élève :	
1. essaie d'utiliser le nouveau vocabulaire	
2. vérifie la prononciation des mots	
3. demande de l'information	
4. discute les résultats en classe	
4. Le projet pour le but experientiel (annexe 12) :	/45%
5. Les examens :	
a) le vocabulaire	
b) la préposition « à »	
c) « jouer à »	
d) le présent des verbes « visiter, voyager, prendre » avec « Je »	/15%
6. Les fiches de travail (à remettre)	/15%
Total :	/100%



ANNEXE 3 - OÙ AS-TU VISITÉ ?

Pose la question suivante à ta /ton partenaire pour déterminer les places que tu as visité et met un X sous oui / non

Question : Est-ce que tu as visité Regina ?

LES PLACES	MOI		MA/MON PARTENAIRE	
	OUI	NON	OUI	NON
1. Regina	X		X	
2. l'Australie				
3. le Manitoba				
4. Saint-Louis				
5. Gravelbourg				
6. Prince Albert				
7. Laflèche				
8. l'Europe				
9. Saint Brieux				
10. l'Angleterre				
11. le Mexique				
12. l'Ontario				
13. la Colombie-Britannique				
14. la Nouvelle-Écosse				
15. l'Île-du-Prince-Édouard				
16. le Nouveau-Brunswick				
17. l'Alberta				
18. la France				
19. le Québec				

ANNEXE 4 - LES ENDROITS

Choisis un mot de la liste suivante et écris-le sur la ligne sous chaque dessin.

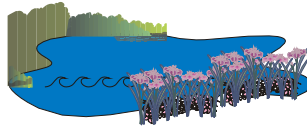
Modèle :

1.



le désert

2.



3.



4.



5.



6.



7.



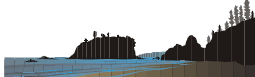
8.



9.



10.



11.



Les mots

les collines

le parc

la plage	la forêt
le lac	l'océan
la ville	le désert
la campagne	la rivière
les montagnes	un petit village

ANNEXE 5 - LES ARTICLES DÉFINIS

Les articles définis : *Le , La, Les. L'*

Les articles définis sont utilisés pour déterminer si un nom est masculin, féminin ou pluriel.

1. On utilise « *la* » devant les noms qui sont féminin singulier. Par exemple :

la colline la plage la campagne

(Most nouns which are feminine end in an « e », however, be careful, as there are some words which do not always follow this rule. For example, *le discothèque*, *le monde*, *la forêt*.)

2. On utilise « *le* » devant les noms qui sont masculin singulier. Par exemple :

le lac le désert le parc

3. On utilise « *les* » devant les noms qui sont pluriels. Par exemple :

les collines les montagnes les plages les forêts

4. On utilise « *l'* » devant les noms qui commencent avec une voyelle ou un 'h' muet. Par exemple :

l'océan l'imperméable l'hôtel

Utilise *le, la, les* ou *l'* pour compléter l'histoire.

Le Rêve

C'est samedi et je vais à _____ plage parce qu'il fait très chaud. C'est 20 kilomètres à _____ plage, alors je prends _____ voiture. _____ voyage à _____ plage est vraiment beau parce qu'il y a beaucoup d'arbres dans _____ forêt. Ce n'est pas comme _____ désert où il n'y a pas de lacs dans chaque vallée, mais c'est comme _____ Colombie-Britannique avec tous _____ bâtiments, _____ montagnes, _____ collines et _____ océan.

Quand j'arrive à _____ plage, je visite _____ parc pour faire une promenade et plus tard je joue au volleyball avec mes amis.

Tout à coup, le réveil sonne, « C'est le temps d'aller à ___école, » dit maman !

ANNEXE 6 - COMMENT AS-TU VOYAGÉ ?

Pose la question suivante à ton/ta partenaire et mets un X sous *Oui / Non*.

Question : Est-ce que tu as voyagé en bateau ?

Réponse : *Oui / Non*

LES TRANSPORTS	MOI		MON/MA PARTENAIRE	
	Oui	Non	Oui	Non
1. en bateau				
2. en motocyclette				
3. en avion				
4. en moto-neige				
5. en voiture				
6. à cheval				
7. à pied				
8. à bicyclette				
9. en camionnette				
10. en sous-marin				
11. en montgolfière				
12. en hélicoptère				

Teacher Note: This activity could be adapted to play the game *Trouvez quelqu'un*, which is played as a race. Students ask the question for each vehicle to 12 different students and record their answers under *mon/ma partenaire*. The first student done is the winner. The teacher reinforces the correct pronunciation and the usage of the question in French. The teacher models this for the students before beginning the activity.

ANNEXE 7 - MOTS MYSTÈRES

Mots Mystères : C'est toi le détective ! En utilisant la code, trouve les mots mystères et identifie le mot secret !

Modèle :

Le code :	
1 = a	14 = n
2 = b	15 = o
3 = c	16 = p
4 = d	17 = q
5 = e	18 = r
6 = f	19 = s
7 = g	20 = t
8 = h	21 = u
9 = i	22 = v
10 = j	23 = w
11 = k	24 = x
12 = l	25 = y
13 = m	26 = z

$\frac{c}{3}$ $\frac{a}{1}$ $\frac{m}{13}$ $\frac{i}{9}$ $\frac{o}{15}$ $\frac{n}{14}$ $\frac{n}{14}$ $\frac{e}{5}$ $\frac{t}{20}$ $\frac{t}{20}$ $\frac{e}{5}$

1. $\frac{13}{13}$ $\frac{15}{15}$ $\frac{14}{14}$ $\frac{20}{20}$ $\frac{7}{7}$ $\frac{15}{15}$ $\frac{12}{12}$ $\frac{6}{6}$ $\frac{9}{9}$ $\frac{5}{5}$ $\frac{18}{18}$ $\frac{5}{5}$

2. $\frac{1}{1}$ $\frac{21}{21}$ $\frac{20}{20}$ $\frac{15}{15}$ $\frac{2}{2}$ $\frac{21}{21}$ $\frac{19}{19}$

3. $\frac{2}{2}$ $\frac{1}{1}$ $\frac{20}{20}$ $\frac{5}{5}$ $\frac{1}{1}$ $\frac{21}{21}$

4. $\frac{19}{19}$ $\frac{15}{15}$ $\frac{21}{21}$ $\frac{19}{19}$ $\frac{13}{13}$ $\frac{1}{1}$ $\frac{18}{18}$ $\frac{9}{9}$ $\frac{14}{14}$

5. $\frac{22}{22}$ $\frac{15}{15}$ $\frac{9}{9}$ $\frac{20}{20}$ $\frac{21}{21}$ $\frac{18}{18}$ $\frac{5}{5}$

6. $\frac{13}{13}$ $\frac{15}{15}$ $\frac{20}{20}$ $\frac{15}{15}$ $\frac{14}{14}$ $\frac{5}{5}$ $\frac{9}{9}$ $\frac{7}{7}$ $\frac{5}{5}$

7. $\frac{8}{8}$ $\frac{5}{5}$ $\frac{12}{12}$ $\frac{9}{9}$ $\frac{3}{3}$ $\frac{15}{15}$ $\frac{16}{16}$ $\frac{20}{20}$ $\frac{5}{5}$ $\frac{18}{18}$ $\frac{5}{5}$

8. $\frac{13}{13}$ $\frac{15}{15}$ $\frac{20}{20}$ $\frac{15}{15}$ $\frac{3}{3}$ $\frac{25}{25}$ $\frac{3}{3}$ $\frac{12}{12}$ $\frac{5}{5}$ $\frac{20}{20}$ $\frac{20}{20}$ $\frac{5}{5}$

9. $\frac{3}{3}$ $\frac{1}{1}$ $\frac{13}{13}$ $\frac{9}{9}$ $\frac{15}{15}$ $\frac{14}{14}$

ANNEXE 8 - LES TRANSPORTS

Mets « - » pour les types de transports qu'on ne peut pas utiliser et « + » pour les transports qu'on peut utiliser pour voyager à chaque destination.

LES DESTINATIONS		LES TRANSPORTS						
		motoneige	avion	bateau	voiture	camionnette	montgolfière	bicyclette
1.	l'Angleterre							
2.	l'Île-du-Prince-Édouard							
3.	Saint-Brieux							
4.	Lafèche							
5.	Prince Albert							
6.	la France							
7.	le Mexique							
8.	l'Australie							
9.	le Québec							
10.	la Colombie-Britannique							

ANNEXE 9 - JOUER ET LA PRÉPOSITION « À »

Jouer et la préposition « à »

La préposition prend 5 formes : à, au, aux, à la, à l'

Utilise « à » devant les noms des gens et des places.

Je vais à Paris.

Je parle à Pierre.

Utilise « au » devant les noms qui sont masculins singuliers.

Je vais au lac. (« lac » est masculin = le lac ; à + le = au)

Utilise « aux » devant les noms pluriels.

Je voyage aux montagnes. (« montagnes » est pluriel = les montagnes ; à + les = aux)

Utilise « à la » devant les noms masculins singuliers.

Je voyage à la forêt. (« forêt » est féminin = la forêt ; à + la = à la)

Utilise « à l' » devant les noms qui commencent et avec une voyelle ou un 'h' muet.

Je reste à l'hôtel.

Je retourne à l'auberge.

Quand on utilise le verbe 'jouer' avec des sports, il faut employer la préposition « à » entre le verbe et le sport.

Exemple : *Je vais jouer à + le football - Je vais jouer au football.*

Je joue à + le baseball - Je joue au baseball.

Ce soir, je vais jouer _____ soccer au parc.

Elle joue _____ baseball après l'école.

Il quitte à 8h00 du matin jouer _____ hockey.

Je retourne à 12h00 jouer _____ basketball.

Où sont mes souliers de tennis ? Je vais jouer _____ tennis après le dîner.

See suggested steps 7.3 for teaching note.

ANNEXE 10 - QU'EST-CE QUE TU VAS FAIRE EN VOYAGE ?

Pose la question suivante à ta / ton partenaire pour déterminer les activités qui s'appliquent au voyage. Mets un **X** sous les activités qui s'appliquent.

Modèle :

Question : Qu'est-ce que tu vas faire en voyage ?

Réponse : Je vais faire des achats.

LES ACTIVITÉS	MOI	MON/MA PARTENAIRE
faire des achats		
faire du ski		
faire de la natation		
faire de la raquette		
aller au musée		
manger au restaurant		
faire de la pêche		
faire du surf des neiges		
faire de la bicyclette		
faire du camping		
faire une promenade		
faire du toboggan		
faire de l'équitation		
faire de la planche à roulettes		
faire la grasse matinée		

ANNEXE 11 - DANS MA VALISE



ANNEXE 12 - PLANNING AND CREATION OF A TRIP PLAN

Planning and creation of a trip plan:

1. The student always participated in class discussion and group activities, thus contributing to a list of necessary materials for the project.	3	2	1	0	
2. The student was responsible for creating his/her materials for the project.	3	2	1	0	
3. The student made an effort to speak French in all activities.	3	2	1	0	
4. The student made a rough copy and considered suggestions from the teacher for any corrections with spelling, grammar or vocabulary.	3	2	1	0	/12

Final copy:

The trip plan contains:

· the name of the vacation place	3	2	1	0	
· the terrain on which the destination is located	3	2	1	0	
· the method of transportation used to travel to the destination					
· at least 6 different activities in which the student will participate for the trip	3	2	1	0	
· a list of at least 10 articles of clothing which will be taken	3	2	1	0	
· the student organized the information into categories					
· the project is visually attractive with pictures to represent the ideas of the project (concept map)	3	2	1	0	
· the information is well organized and the students used correct spelling for all vocabulary words	3	2	1	0	
	3	2	1	0	/24

Oral presentation:

1. The student spoke clearly and slowly so that the message could be understood	3	2	1	0	
2. The student used new vocabulary in the description and correctly used the new linguistic structures	3	2	1	0	
3. The sequencing of the presentation was logical and well organized	3	2	1	0	
4. The presentation was interesting and used at least 3 of the following:	3	2	1	0	
· pictures (could be homemade flashcards)					
· photos (of the destination)					
· brochures (of the destination)					
· music					
· sound effects					
· other _____					

Total : /45

3 - Excellent (exceptional effort) 2 - Bien (good effort)
1 - Satisfaisant (acceptable effort) 0 - Pas acceptable (unacceptable effort)

ANNEXE 13 - BON VOYAGE !

Bon Voyage !

Le lieu: _____

La durée du voyage : _____

Le terrain désiré : _____

Le transport : _____

Les vêtements : _____

Les activités :

Le logement : _____

Les phrases pour la présentation orale :

ANNEXE 14 - UN MODÈLE

Lis cette description avec les élèves pour pratiquer la présentation orale.

Modèle pour la présentation orale.

Je vais visiter la Colombie-Britannique parce que c'est beau. On trouve cette place
(*place*)

dans les montagnes. Je vais voyager à la Colombie-Britannique en avion parce
(*le terrain*) (*le transport*)

qu'elle est très loin de ma maison. Pour l'excursion, je prends dix choses : des souliers,
des chaussettes, un pantalon, une robe, un imperméable, un maillot de bain, une jupe,
(*les vêtements*)

une chemise, une cravate, et des shorts.

En voyage, je reste à l'hôtel pour une semaine parce qu'il y a beaucoup d'activités
(*logement*) (*la durée*)

que je vais faire. Je vais faire de la pêche, faire de la natation, faire de la planche à
(*les activités*)

voile, faire de la planche à roulettes et aller au musée.

Teacher Note: The answers in the blanks will vary depending upon the preferences of the students surveyed throughout the unit.

ANNEXE 15 - GRILLE D'APPRÉCIATION

Écoute les présentations des élèves et écris le lieu, le terrain, 5 vêtements, le logement, la durée, le transport et 3 activités pour chaque présentation.

Modèle :

LE NOM DE L'ÉLÈVE	LE LIEU	LA DURÉE	LES VÊTEMENTS	LE TRANSPORT	LES ACTIVITÉS	LE LOGEMENT	LE TERRAIN
Monique	le Québec	2 jours	des shorts des jeans une robe une jupe une blouse	avion	faire des achats faire de la pêche faire de la natation	l'hôtel	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							

Teacher Note: Depending on the size of the class you may need to give each student two sheets.

ANNEXE 16 - FEUILLE D'AUTO-ÉVALUATION

Nom de l'élève : _____ La date : _____

- | | | | | |
|---|---|---|---|---|
| 1. J'ai participé dans la discussion en classe.
<i>(I participated in class discussion.)</i> | 3 | 2 | 1 | 0 |
| 2. J'ai montré du respect pour l'enseignant et les élèves.
<i>(I showed respect for the teacher and the students.)</i> | 3 | 2 | 1 | 0 |
| 3. J'ai essayé de parler français pendant toutes les discussions en groupe et en classe.
<i>(I made an effort to speak French in all group and class discussions.)</i> | 3 | 2 | 1 | 0 |
| 4. J'ai vérifié l'orthographe et la prononciation des mots français.
<i>(I checked the spelling and pronunciation of French words.)</i> | 3 | 2 | 1 | 0 |
| 5. J'ai fini tous mes devoirs/mon travail.
<i>(I finished all of my homework and classwork.)</i> | 3 | 2 | 1 | 0 |

3 - Excellent (*exceptional effort, positive attitude*)

2 - Bien (*good effort, positive attitude*)

1 - Satisfaisant (*acceptable effort, positive attitude most of the time but not always*)

0 - Pas Acceptable (*unacceptable effort, negative attitude*)

Teacher Note: This evaluation method could be used at any time throughout the unit; in fact, it could be used on a regular basis.

ANNEXE 17 - L'ÉVALUATION DU GROUPE

T - Toujours

D - D'habitude

P - Parfois

J - Jamais

CRITÈRES

NOMS DES ÉLÈVES	CONTRIBUE DES IDÉES	ÉCOUTE LES IDÉES DES AUTRES	MONTRE DU RESPECT	FAIT PARTIE DU TRAVAIL

Teacher Note: This can be used after any group activity.

ANNEXE 18 - LA GRILLE DE LA COMPÉTENCE ORALE**3 - Toujours****2 - Souvent****1 - Parfois****0 - Jamais**

STUDENT NAMES	1. ESSAI D'UTILISER LE NOUVEAU VOCABULAIRE	2. VÉRIFIE LA PRONONCIATION DES MOTS	3. DEMANDE DE L'INFORMATION	4. DISCUTE L'INFORMATION EN CLASSE

Resources

The following resource suggestions were made by the teacher who developed the unit. Where possible, the distributor has been identified and the address is included at the end of the unit.

Teachers are encouraged to post queries on resources and other areas relevant to the teaching of Core French in the “Core French Discussion Area” on the Sask Education (Official Minority Language Office) website (www.sasked.gov.sk.ca/bmlo).

LES CHANSONS :

- | | |
|--|--|
| <i>Clic ! Clic !</i>
<input checked="" type="checkbox"/> Veux-tu danser ?
Matt Maxwell
(ATT) | <i>Lunettes de soleil</i>
<input checked="" type="checkbox"/> Lunettes de soleil !
Greg LeRock
(unknown) |
| <i>Comment y aller ?</i>
<input checked="" type="checkbox"/> Comment ça va !
Matt Maxwell
(ATT) | <i>Mes bottes</i>
<input checked="" type="checkbox"/> Bravo !
Suzanne Pinel
(BGL) |
| <i>Dans la ville</i>
<input checked="" type="checkbox"/> Chansons dans le vent
Guy Auger
(unknown) | <i>Mon bateau</i>
<input checked="" type="checkbox"/> Bravo !
Suzanne Pinel
(BGL) |
| <i>Je voyage tout le temps</i>
<input checked="" type="checkbox"/> Carte Blanche : Les transports
Addison-Wesley Longman Limited
(ADD) | <i>On fait du camping</i>
<input checked="" type="checkbox"/> Veux-tu danser ?
Matt Maxwell
(BGL) |
| <i>L'autobus</i>
<input checked="" type="checkbox"/> Comme moi
Suzanne Pinel
(BGL) | <i>Partons en voyage</i>
<input checked="" type="checkbox"/> Tapescript from <i>Visages 1 - Dans une île</i>
Addison-Wesley Longman Limited
(ADD) |
| <i>Les vacances d'été</i>
<input checked="" type="checkbox"/> Fêtons et chantons à l'école et à la maison
Disponible à productions avec Diadem | <i>Voyage en crocodile</i>
<input checked="" type="checkbox"/> Un petit trésor
Suzanne Pinel
(BGL) |
| <i>Les voitures</i>
<input checked="" type="checkbox"/> Lunettes de soleil
Greg LeRock
(unknown) | |

LES LIVRES :

- | | |
|--|---|
| <input checked="" type="checkbox"/> Assessment Instruments for French as a Second Language: Beginner Level. CASLT. 1998. (CASLT) | <input checked="" type="checkbox"/> <i>Le français sans souci.</i> Addison-Wesley Longman Limited (ADD) |
| <input checked="" type="checkbox"/> <i>Carte Blanche : Les transports</i> Addison-Wesley Longman Limited (ADD) | <input checked="" type="checkbox"/> <i>Prêt-à-porter</i> First Step Resources (FSR) |
| <input checked="" type="checkbox"/> <i>Cinquante petites chansons chouettes : A Handbook of Fifty Little Songs Use for the Core French Class.</i> Karen Barnstable | <input checked="" type="checkbox"/> <i>Trousse de créativité : Think Kit</i> Jacqueline Kelly |
| <input checked="" type="checkbox"/> <i>Core French: A Curriculum and Resource Guide for the Elementary Level</i> Saskatchewan Education. September, 1994. (LRDC) | <input checked="" type="checkbox"/> <i>Visages 1 : La télévision, Dans une île</i> Addison-Wesley Longman Limited (ADD) |
| <input checked="" type="checkbox"/> <i>Core French: A Curriculum and Resource Guide for the Middle Level</i> Saskatchewan Education. September, 1995. (LRDC) | <input checked="" type="checkbox"/> <i>Visages 3 : Au travail</i> Addison-Wesley Longman Limited (ADD) |
| <input checked="" type="checkbox"/> <i>Horizons 3</i> Addison-Wesley Longman Limited (ADD) | |

LIST OF DISTRIBUTORS

AAT	And All That P.O. Box 52614 1801 Lakeshore Road W. Mississauga, ON L5J 4S6	Tel: (905) 820-6160 Fax: (905) 820-6409
ADD	Addison-Wesley Longman Limited Publishers 26 Prince Andrew Place P.O. Box 580 Don Mills, ON M3C 2T8	Tel: (416) 447-1779 1-800-387-8028 Fax: 1-800-465-0536
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CASLT	Canadian Association of Second Language Teachers 176 Gloucester St., Suite 310 Ottawa, ON K2P 0A6	Tel: (613) 234-6567 Fax: (613) 230-5940
FSR	First Step Resources Box 547 White City, SK S0G 5B0	Tel: (306) 584-1507
LRDC	Learning Resources Distribution Centre 1500 4 th Av. Regina, SK S4R 8C8	Tel: (306) 787-5987 Fax: (306) 787-9747
	Trousses de créativité : Think Kit Box 487 Smithville, ON L0R 2A0	Tel: 1-800-265-7754
WEI	Weigl Educational Publishers Limited 1902 - 11 th St. S.E. Calgary, AB T2G 3G2	Tel: (403) 233-7747 Fax: (403) 233-7769