




Achievement Indicators	Suggested Activities	Linguistic Content
<p>Oral communication - Students:</p> <ul style="list-style-type: none"> respond to simple questions and demonstrate understanding (listening). communicate clearly their message orally by describing their preferences and by asking for information. communicate their message orally with fluency and accuracy by using the appropriate pronunciation, intonation, rhythm, vocabulary, and linguistic structures. <p>Reading - Students:</p> <ul style="list-style-type: none"> read and understand a simple dialogue. respond to text by expressing their preferences and opinions. read aloud with fluency and accuracy. <p>Writing - Students:</p> <ul style="list-style-type: none"> communicate clearly their message in writing by describing their preferences and by asking for information. plan and revise text for flow and ease of reading communicate their message clearly by using correct words and phrases. correctly use writing conventions. <p>Culture - Students:</p> <ul style="list-style-type: none"> compare elements of their own cultures to elements of Francophone or Métis cultures (dishes on a menu). appropriately use the familiar and formal forms of address (tu/vous). 	<p>It is important to note that these suggested activities serve as a starting point for further unit development. Prior to any lesson, the teacher consults the <i>Can do</i> statements and the linguistic content in order to plan the oral modelling and contextualization. This allows the teacher to stimulate authentic interactions. For example, <i>Je prends du yogourt pour le déjeuner. Est-ce que tu prends du yogourt pour le déjeuner? Oui, je prends du yogourt pour le déjeuner. Non, je ne prends pas du yogourt pour le déjeuner.</i></p> <p>After participating in other oral activities which integrate the linguistic content, the students are ready to use these linguistic structures in a role playing situation (see <i>Visages 3, Au restaurant, C'est parti 2, Que c'est bon</i>, p. 28-29, <i>Boomerang 1, Au revoir Lola</i>, p. 12-15).</p> <p>Students create and perform their own simple dialogues based on the above models or others they have learned in class. Scenario suggestions are: restaurant, fast food, snack or meal, <i>Festival du Voyageur</i>, hot dog vendor (see document <i>Tout le monde à table</i>, p. A77-A79). http://www.edu.gov.mb.ca/m12/frpub/ped/fdb/table/docs/document_complet.pdf</p> <p>Please note that prior to any reading or writing activity, the teacher contextualizes the learning situation orally.</p> <p style="text-align: center;">Suggestions on Integrating Culture</p> <p>The teacher explains the use and importance of the polite form vous in the French language (with strangers, older people, grandparents, bosses, etc.).</p> <p>The students use the polite form vous in the restaurant dialogues. They can also use menus from restaurants in Francophone countries for a better understanding of their cuisine.</p>	<ul style="list-style-type: none"> <i>Qu'est-ce que tu manges?</i> <i>Je mange une pomme.</i> <i>Qu'est-ce que tu prends pour le déjeuner?</i> <i>Je prends du yogourt pour le déjeuner.</i> <i>Qu'est-ce que tu commandes au restaurant?</i> <i>Je commande un sandwich sous-marin.</i> <i>Qu'est-ce que tu vas prendre?</i> <i>Je vais prendre un biscuit.</i> <i>Je ne vais pas prendre le sandwich sous-marin.</i> <i>Qu'est-ce que vous désirez? (politesse)</i> <i>Je vais commander de l'eau minérale.</i> <i>Je vais prendre du café.</i> <i>Je vais choisir la tarte aux pommes.</i> <i>Est-ce que vous voulez un dessert?</i> <i>Voulez-vous un dessert?</i> <i>Voici votre dessert.</i> <i>Merci.</i> <i>De rien.</i> <p>The vocabulary reflects the students' food preferences. In Grade 6, students are able to use <i>le présent, l'impératif</i> and <i>le futur proche</i> in context.</p>

 **NOTE:** When learning and using new structures and expressions (linguistic content), learning situations are highly structured with ample modeling by the teacher. As students progress, they are able to use familiar structures and expressions with more and more autonomy, thus allowing for the gradual release of responsibility.

Resources

Niveau : 6^e année**Livres**

- [Une alimentation saine](#), En avant, Scholastic
- [Mangeons](#), En avant, Scholastic
- [Bon appétit!](#), Bandes dessinées, Aquila
- [Café Lorraine](#), Bandes dessinées, Aquila
- [Quel buffet](#), Bandes dessinées, Aquila
- [L'alimentation 1](#), DREF
- [L'alimentation 2](#), DREF
- [L'alimentation 3](#), DREF
- [Au revoir Lola!](#), Boomerang 1, CEC
- [En route vers le succès langagier](#), L'alimentation 4^e- 6^e, DREF
- [50 dialogues simples](#), Tralco Lingo Fun

Chansons

- [Les sandwiches](#), Qu'il y ait toujours le soleil, Charlotte Diamond
- [N'importe quoi](#), Encore, Gregg LeROCK
- [Qu'est-ce que tu veux manger?](#), Quand tu seras grand, Matt Maxwell
- [Andrée prend un biscuit](#), Vive Le ROCK

Modules

- [Visages 3, Au Restaurant](#), Pearson Addison-Wesley
- [Que c'est bon!](#), C'est parti 2, CEC
- [Club mystère 3](#), RK Publishing

Click on the active link to see the details for each resource within DREF's OPAC.