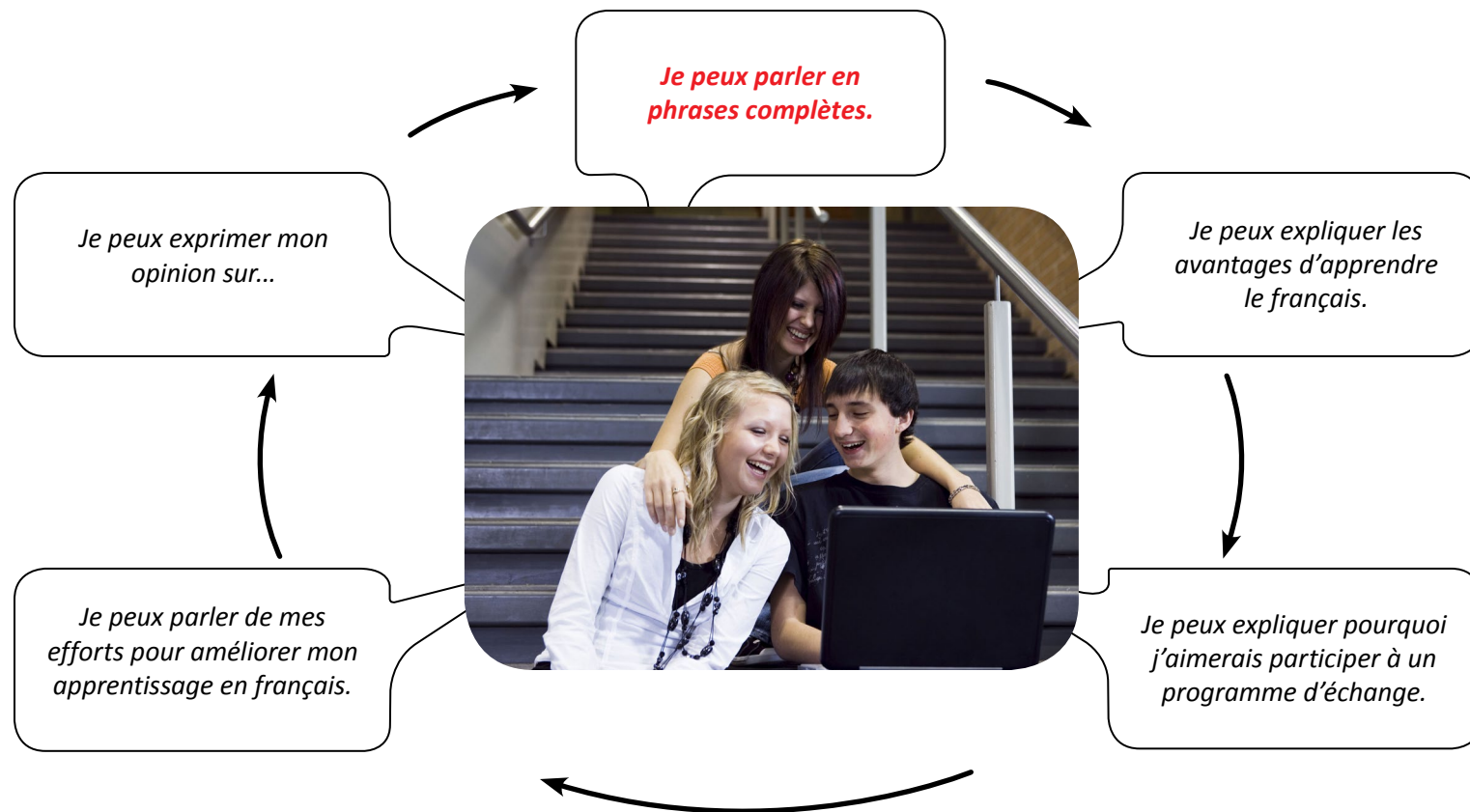



THÈME : L'ÉCOLE - LES AVANTAGES D'APPRENDRE LE FRANÇAIS

Niveau : 9<sup>e</sup> année



Achievement Indicators	Suggested Activities	Linguistic Content
<p><b>Oral communication</b> - Students:</p> <ul style="list-style-type: none"> <li>respond to a variety of types of oral messages and demonstrate understanding by answering questions, asking questions, and making personal connections (listening).</li> <li>explain (show) their communicative intention.</li> <li>communicate clearly pertinent information orally by expressing an opinion, by justifying their viewpoint, by giving advice, and by sharing information.</li> <li>communicate their message orally with fluency and accuracy by using the appropriate pronunciation, intonation, rhythm, vocabulary, and linguistic structures.</li> </ul> <p><b>Reading</b> - Students:</p> <ul style="list-style-type: none"> <li>read and understand a variety of texts by identifying details related to the reading intention and by creating a representation using diverse media.</li> <li>read aloud with fluency and accuracy.</li> </ul> <p><b>Writing</b> - Students:</p> <ul style="list-style-type: none"> <li>communicate clearly pertinent information in writing by expressing an opinion, by justifying their viewpoint, by giving advice, and by sharing information.</li> <li>choose appropriate and specific vocabulary.</li> <li>use a variety of sentence types that are well organized.</li> <li>manage their writing by respecting grammar rules and by correctly using the linguistic structures.</li> <li>correctly use writing conventions.</li> </ul> <p><b>Culture</b> - Students:</p> <ul style="list-style-type: none"> <li>explain reasons for learning French.</li> <li>identify examples of bilingualism in our society.</li> <li>recognize and use French beyond the classroom.</li> </ul>	<p>These suggested activities serve as a starting point for further unit development. This particular theme provides students with the opportunity to identify reasons and advantages for learning French and to see themselves as French language learners.</p> <p>The teacher models structures to communicate his thoughts about the advantages of learning French. For example, he models several experiences where he was able to use his French. After the students have used and reused the modeled structures in subsequent learning situations, adapting them with personal variations, the students participate in other oral activities to extend and consolidate their learning. Students now use this knowledge to design a video ad campaign to promote the learning of French. They explain why they are learning French (<i>apprendre le français est important parce que...</i>). They can also read the book, <i>On s’amuse en français</i>, to younger students.</p> <p>Students share this ad campaign with Middle Years students so they understand the importance of being able to communicate in French.</p> <p>Students celebrate the learning of French by organizing a day of activities that take place in French, or by organizing a poster contest to promote the advantages of learning French.</p> <p style="text-align: center;"><b>Suggestions on Integrating Culture</b></p> <p>Students do research and find an exchange program that interests them. They find out how to participate in the program <a href="http://www.sevec.ca/fr/programs/youth-exchanges-canada/">http://www.sevec.ca/fr/programs/youth-exchanges-canada/</a> <a href="http://www.edu.gov.mb.ca/m12/progcul/echange/">http://www.edu.gov.mb.ca/m12/progcul/echange/</a>. Next, students prepare an oral presentation on how to register and why they would like to participate (see appendix, p. 132).</p> <p>The teacher can also introduce the cultural activity, <i>Qui parle français?</i> (see appendix, p. 136).</p>	<ul style="list-style-type: none"> <li><i>Quelles sont les avantages d'apprendre le français? Je peux communiquer avec les francophones à l'oral (SKYPE) ou à l'écrit (par courriel). Je peux me faire des amis qui parlent français. Je peux mieux comprendre une autre culture. Je peux travailler en français et en anglais dans plusieurs endroits du monde.</i></li> <li><i>Pourquoi as-tu choisi de prendre le français au secondaire? J'ai choisi de prendre le français au secondaire parce que je voudrais participer à un échange au Québec. Dans l'avenir, j'aimerais aller en vacances dans un pays francophone. Je pense qu'il est important de prendre le français au secondaire parce que...</i></li> <li><i>Quand parles-tu en français? Je parle en français à l'école et quand je vais au Festival du Voyageur. Je peux parler en français quand je mange dans un restaurant français à St-Boniface. Je suis serveuse dans un restaurant français à St-Boniface. Je parle en français à mon travail lorsqu'il y a des clients au restaurant.</i></li> <li><i>Quand pourrais-tu intégrer le français dans ta vie de tous les jours? Je pourrais regarder un film en français. Je peux écouter de la musique française. C'est une bonne idée d'apprendre le français parce que... Le français peut vous aider à... Je choisis le français dans ma vie parce que... Connaître le français vous permettra de...</i></li> </ul> <p>The vocabulary is always related to the theme. In Grade 9, students are able to use <i>le présent</i>, <i>le passé composé</i>, <i>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.

## Les ressources

Niveau : 9<sup>e</sup> année**Livres**

- [On s'amuse en français](#), Cultur-osité, Nelson
- [Échange](#), Trésor, RK Publishing
- [En route vers le succès langagier](#), L'école 7<sup>e</sup> à 10<sup>e</sup> année A, DREF
- [En route vers le succès langagier](#), L'école 7<sup>e</sup> à 10<sup>e</sup> année B, DREF
- [Voyages dans la francophonie](#), Boomerang 5, CEC

**Trousse**

- *Célébrons l'année des langues!*,  
The Canadian Association of Second Language Teachers (CASLT)  
[http://www.caslt.org/what-we-do/resources-cele-lang-week\\_en.php](http://www.caslt.org/what-we-do/resources-cele-lang-week_en.php)

**Document**

- *À vos marques, prêts, partez, chapitre 1*, The Canadian Association of Second Language Teachers (CASLT)  
[http://caslt.org/resources/survival-kits/index\\_en.php](http://caslt.org/resources/survival-kits/index_en.php)

**Vidéos**

- [French for Life, Say oui to Opportunity](#), Canadian Parents for French
- [I want to become bilingual](#), Canadian Parents for French
- [Le français pour s'épanouir](#), Canadian Parents for French
- [I love French class](#), BEF

**Module**

- [Un avenir à découvrir](#), Communi-quête 3, Oxford University Press (discute l'importance du bilinguisme dans le marché du travail)

**Chanson**

- [Pourquoi Take French](#), Le Retour, Étienne

**Sites Web**

- [Sevec](#)  
[www.sevec.ca](http://www.sevec.ca)
- *Le français pour l'avenir* (voir l'affiche *Pourquoi parler français?*)  
<http://www.french-future.org/fr/>
- [Langue Canada](#)  
[www.languecanada.ca](http://www.languecanada.ca)

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