

**French 10–3Y**



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## Introduction to the Sample French 10–3Y Lesson Series

This sample lessons series is provided as an illustrative example. It demonstrates how the three components of the Three-year French as a Second Language Program of Studies can work together to attain more favourable outcomes for students. The lessons series consists of 18 Key Learning Activities. The directions and time allotments are presented as suggestions, thus, allowing teachers flexibility in tailoring these activities to their own teaching situation. As such, it will be important for teachers to identify how many of the Key Learning Activities will be used in a given class and what other transitional activities or exercises may be required, such as links to previous learning at the beginning of a class, and activities, such as recaps of the day's learning, to close a class.

*Note:* The Key Learning Activities have been numbered for ease of reference. Teachers may choose to reorder or omit certain activities or add activities, depending on the needs and interests of their students.

**Teaching Notes** include the following:

- an overview of the activities illustrating planning based on multiple intelligences
- an overview of the outcomes as they are cross-referenced with the Key Learning Activities
- directions for 18 Key Learning Activities, which provide teachers with instructions and approximate time allotments for each activity
- support materials for the teacher (presentation materials and answers to certain activities), which are found after Key Learning Activity No. 18.

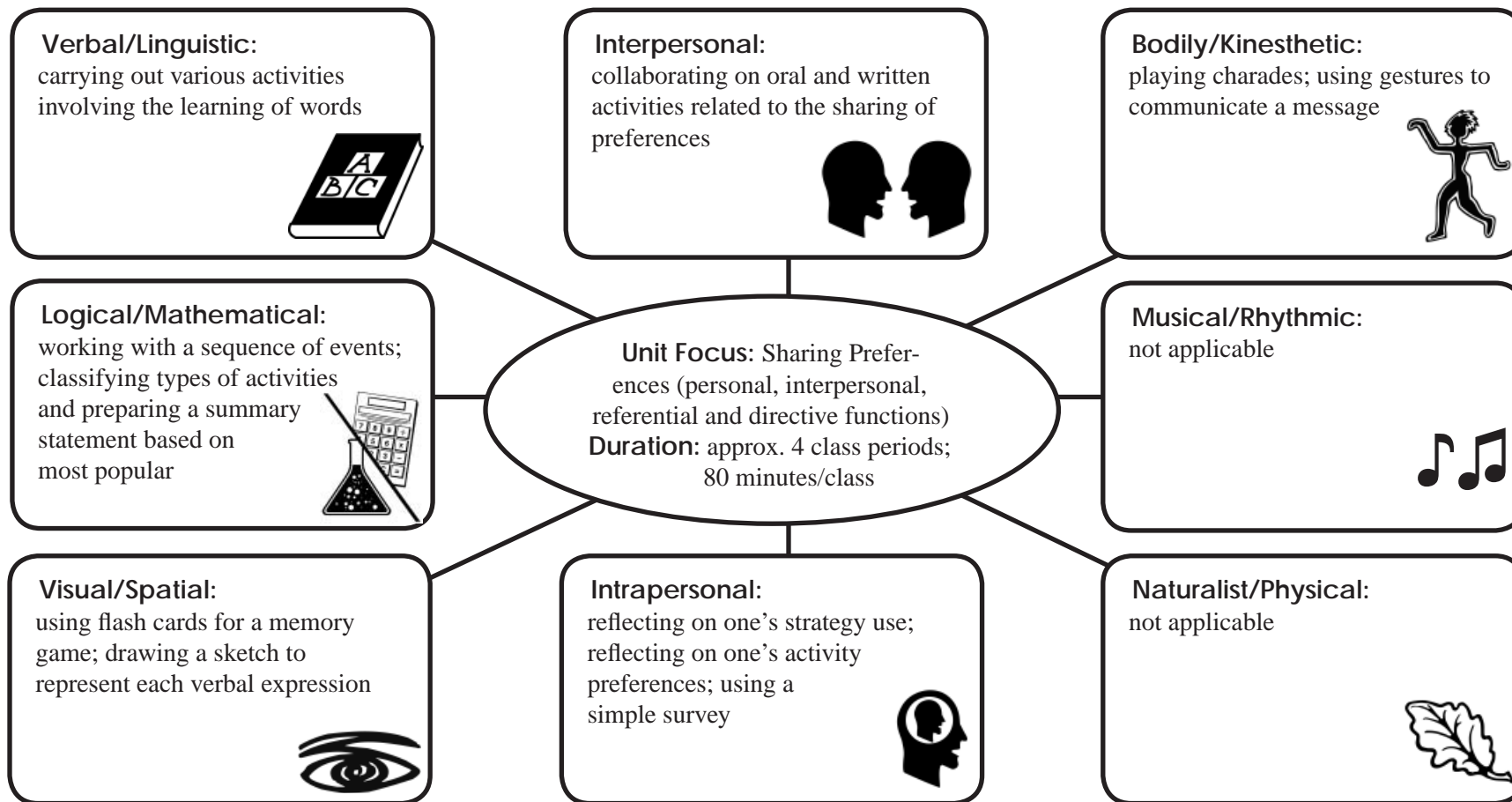
**Supporting Materials** are found following the Teaching Notes and consist of the following:

- blackline masters for six transparencies (*Transparencs*)
- twelve *Feuilles d'activités* that are used for guided or independent practice activities and may involve individual, pair or small-group interaction (the number of photocopies needed varies)
- five *Fiches d'évaluation*
- twenty-eight flash cards, 25 depicting activities and three depicting a time reference.

In light of the limited number of activities presented here, outcomes related to cultural knowledge are not present. As an extension to the activities provided here, teachers could introduce musical preferences and in this way present Francophone singers and composers in the Personal context.

## Activities Brainstorm Planning Sheet (planning with multiple intelligences in mind)

**Performance Task:** In pairs, students carry out a conversation in which they ask about a preference for a particular activity, a response is given, an invitation is extended to participate in the activity and an acceptance or refusal is expressed.



## Overview of Learner Outcomes and Cross Reference with Activities

**Context:** Personal Context

**Language Experience:** Sharing Personal Preferences (10 C1.2)

**Duration:** approx. four class periods

**Dates:** TBD

Specific Communicative Acts	Cross Reference with Key Learning Activities
<b>Personal Function:</b> expressing a liking for something; expressing a dislike for something; expressing a preference for something; expressing a desire (10 A 1)	2, 3, 9, 16, 17, 18
<b>Interpersonal Function:</b> asking about and expressing others' likes, dislikes, preferences and desires (10 A 2)	2, 3, 16, 17, 18
<b>Referential Function:</b> requesting and providing information about people or actions; classifying ideas; reporting factual information (10 A 3)	1, 4, 5, 8, 11, 12, 13, 14, 15, 16, 17
<b>Directive Function:</b> suggesting an action (10 A 4)	5, 6, 7, 17
Strategies for Communication	
<b>Production Strategies:</b> self-editing; collaborating with others to communicate messages; recalling and rehearsing	6, 9, 17, 18
Repertoire—Linguistic Subcomponent	Cross Reference with Key Learning Activities
<b>Prerequisite Vocabulary Knowledge:</b> numbers 1 – 20, sound–symbol correspondences for familiar words	4, 6
<b>Vocabulary:</b> understand and use taught words, phrases, expressions and interjections related to personal and interpersonal functions and the language experience – SHARING PERSONAL PREFERENCES – in modelled, structured and guided situations (10 R 1.1)	used throughout all activities
<b>Orthography:</b> develop knowledge of sound–symbol correspondences to spell familiar vocabulary correctly (10 R 1.4)	6
Strategies to Support Vocabulary Development	
<b>Vocabulary development strategy:</b> associating words with images (10 R 1.5)	2, 3, 6, 8, 10
<b>Vocabulary development strategy:</b> identifying various vocabulary development strategies (10 R 1.5)	10
<b>Metacognitive strategy:</b> monitoring and reflecting on one's own vocabulary development (10 R 1.6)	6, 10

<b>Prerequisite Language Structures:</b> use of personal subject pronouns (10 R 2.2c); personal subject pronoun and verb agreement (10 R 2.5a); concept of conjugation patterns for regular verbs (10 R 2.5b)	used throughout all activities
<b>Questions</b> —understand and ask questions in a modelled and guided fashion, especially using <i>est-ce que</i> and the forms of <i>quel</i> and the question word <i>que</i> (10 R2.4a; 10 R2.4b)	2, 4, 5, 7, 16, 17,18
<b>Verbs</b> —understand and apply the concept of a conjugated verb + infinitive (10 R 2.5g, 10 R 2.5h)	2, 3, 7, 9, 11, 12, 13, 14, 15, 16, 17, 18
<b>Verbs</b> —understand that the conditional can be used to express a desire in a polite way (10 R 2.9a)	5
<b>Verbs</b> —use the expression <i>Voudrais-tu...</i> (10 R 2.9b)	5, 7, 17, 18
<b>Verbs</b> —understand and use <i>je viens de...</i> (10 R 2.7)	11, 12, 13, 14, 17
<b>Verbs</b> —understand and use <i>je suis en train de...</i> (10 R 10.a)	11, 13, 14, 17
<b>Verbs</b> —understand and use <i>le futur proche</i> with <i>je</i> (10 R 2.6)	11, 14, 15, 16, 17
<b>Verbs</b> —understand and use verbs with prepositional phrases; e.g., <i>jouer à...</i> , <i>faire de...</i> (10 R 2.10b)	2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16
<b>Patterns for interaction</b> —understand and use common interaction patterns (10 R 2.15)	2, 4, 7, 16, 17, 18
<b>Repertoire—Intercultural Subcomponent</b>	<b>Cross Reference of Key Learning Activities</b>
<b>Social conventions:</b> recognize social conventions used by Francophone speakers in familiar situations: greetings and leave-takings (10 R 3.1)	16, 17, 18
<b>Written conventions:</b> apply, with guidance, appropriate writing conventions for greetings and leave-takings (10 R 3.4b)	15



## French 10–3Y Learning Activities—Lexical Content

### Verbs and verbal expressions in the infinitive form

chanter; danser; écrire; lire; peindre; écouter de la musique; être en ligne; faire la cuisine; faire les devoirs; faire de la planche à neige; faire de la photographie; faire du karaté; faire du ski (alpin); faire du vélo/de la bicyclette; jouer à des jeux vidéo; jouer au golf; jouer au hockey; jouer au soccer; jouer de la guitare (d'un instrument musical); manger quelque chose; tourner une vidéo; promener le chien; regarder la télévision; sortir avec quelqu'un

### Discourse elements and expressions used for interactions

- Oui , j'aime...
- Non, pas vraiment. J'aime...
- Il/elle aime aussi...
- Moi aussi!
- Pas moi!
- Qu'est-ce que tu as pour le numéro...?
- J'ai « ... ». Et toi?
- Alors, nous avons ... choses en commun.
- Est-ce que...?
- avec moi
- Super!
- Je le regrette, mais je dois...
- Dommage! Peut-être la prochaine fois.
- Oui, (quelle) bonne idée!
- Alors, ...
- Volontiers!
- Salut, ...
- Au revoir.

## Breakdown of Key Learning Activities

Learning Outcomes Met	Phases of Learning	Key Learning Activities	Materials/ Resources	Time Allotted
<ul style="list-style-type: none"> <li>– provide information about people’s preferences (10 A 3)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Approaching</li> <li><input type="checkbox"/> Encountering</li> <li><input type="checkbox"/> Noticing</li> <li><input type="checkbox"/> Internalizing</li> <li><input type="checkbox"/> Applying</li> <li><input type="checkbox"/> Refining</li> <li><input type="checkbox"/> Personalizing</li> <li><input type="checkbox"/> Transforming</li> <li><input type="checkbox"/> Assessing</li> </ul>	<p><b>1. Setting the Stage</b></p> <p>a. Introduce activities by showing pictures of sporting events, concerts, etc. that take place at the school. Point to images of school personalities shown in school publications or on the school Web site, for example. As students identify the people, introduce how one could describe their possible preferences and interests based on clues gleaned from the photographs; e.g., <i>Dans cette photo, la personne joue au basket-ball. Elle aime probablement faire du sport.</i> Continue giving examples in this manner.</p>	<ul style="list-style-type: none"> <li>▪ images of various school events and personalities</li> </ul>	5 min.
<ul style="list-style-type: none"> <li>– ask about and express personal preferences (10 A 1, A 2)</li> <li>– use of verb + infinitive (10 R 2.5g; 10 R 2.5h)</li> <li>– vocabulary development strategy: associating words with images (10 R 1.5)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaching</li> <li><input checked="" type="checkbox"/> Encountering</li> <li><input checked="" type="checkbox"/> Noticing</li> <li><input type="checkbox"/> Internalizing</li> <li><input type="checkbox"/> Applying</li> <li><input type="checkbox"/> Refining</li> <li><input type="checkbox"/> Personalizing</li> <li><input type="checkbox"/> Transforming</li> <li><input type="checkbox"/> Assessing</li> </ul>	<p><b>2. Introducing the Vocabulary</b></p> <p>a. Project a copy of <i>Transparent n° 1</i> to show students how they can express a preference for a range of indoor or outdoor activities. The vocabulary is presented one row at a time using <i>Il/Elle aime + infinitif (lire, écouter de la musique, regarder la télévision, jouer de la guitare, jouer au golf, danser, faire de la photographie, faire la cuisine, peindre, faire du karaté, promener le chien, jouer à des jeux vidéo)</i>. Have students repeat the infinitive form of the verb, first as a class, then in smaller groupings. When students appear ready, use the flash cards and point to each image, asking individual students to identify the activity: <i>Cette image représente quelle activité?</i></p> <p>b. Next, divide students into pairs and provide each student with a copy of <i>Feuille d’activités n° 1</i>. Have students alternate pointing to an image and asking the other what it is, using the same question.</p> <p>c. Present the interaction pattern by holding up the image related to “reading” and ask, <i>Est-ce que tu aimes... (lire)?</i> and provide the modelled response: <i>Oui, j’aime... (lire)</i>. Ask the question again and this time, respond, holding up another flash card, <i>Non, pas vraiment. J’aime... (écouter de la musique)</i>.</p> <p>d. Using <i>Feuille d’activités n° 2</i>, have sections of the class alternate taking on the A and B roles. Use the flash cards to indicate a positive response (same flash card as activity shown on the sheet) or a negative response (by showing a different flash card than the one on the sheet) in order to guide the interaction pattern.</p> <p>e. Divide students into pairs and have them carry out the activity on their own.</p>	<ul style="list-style-type: none"> <li>▪ flash cards of possible activity preferences</li> <li>▪ <i>Transparent n° 1</i></li> <li>▪ <i>Feuille d’activités n° 1</i></li> <li>▪ <i>Feuille d’activités n° 2</i></li> </ul>	20 min.

Learning Outcomes Met	Phases of Learning	Key Learning Activities	Materials/ Resources	Time Allotted
<ul style="list-style-type: none"> <li>– ask about and express personal preferences of oneself and others (10 A 1, A 2)</li> <li>– use of verb + infinitive (10 R 2.5g; 10 R 2.5h)</li> <li>– use interaction patterns (10 R 2.15)</li> <li>– vocabulary development strategy: associating words with images (10 R 1.5)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaching</li> <li><input checked="" type="checkbox"/> Encountering</li> <li><input checked="" type="checkbox"/> Noticing</li> <li><input checked="" type="checkbox"/> Internalizing</li> <li><input checked="" type="checkbox"/> Applying</li> <li><input type="checkbox"/> Refining</li> <li><input type="checkbox"/> Personalizing</li> <li><input type="checkbox"/> Transforming</li> <li><input type="checkbox"/> Assessing</li> </ul>	<p><b>3. Meeting the Vocabulary</b></p> <p>a. Have students use their copies of <i>Feuilles d'activités n<sup>os</sup> 1</i> and 2, which contain all the vocabulary as well as the interaction pattern introduced in <i>Feuille d'activités n<sup>o</sup> 2</i>, to express and share their actual preferences.</p> <p>b. Group the pairs of students to form groups of four. Now have them share with the other pair what they have found out about their partner's preferences by using the sentence starter provided on the board ... (<i>Amy</i>) aime... (<i>faire la cuisine</i>). <i>Il/elle aime aussi...</i></p> <p>c. Have students remain in the same groups, pick a well-known character and attempt to share his or her preferences, using <i>Feuille d'activités n<sup>o</sup> 1</i> and the sentence starter provided above.</p>	<ul style="list-style-type: none"> <li>▪ <i>Feuille d'activités n<sup>o</sup> 1</i></li> <li>▪ <i>Feuille d'activités n<sup>o</sup> 2</i></li> </ul>	15 min.
<ul style="list-style-type: none"> <li>– seek and provide information (10 A 3)</li> <li>– use taught vocabulary (10 R 1.1)</li> <li>– use interaction patterns (10 R 2.15)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaching</li> <li><input checked="" type="checkbox"/> Encountering</li> <li><input checked="" type="checkbox"/> Noticing</li> <li><input checked="" type="checkbox"/> Internalizing</li> <li><input type="checkbox"/> Applying</li> <li><input type="checkbox"/> Refining</li> <li><input type="checkbox"/> Personalizing</li> <li><input type="checkbox"/> Transforming</li> <li><input type="checkbox"/> Assessing</li> </ul>	<p><b>4. Carrying out an Oral Pair Activity—“Do we think alike?”</b></p> <p>a. Have students write down the numbers from one to seven on a piece of paper and then choose seven activities from the twelve shown in <i>Feuille d'activités n<sup>o</sup> 1</i>. Next, have students write the name of the activity they have chosen beside a number. They should have a different activity for each number.</p> <p>b. Have students ask a partner what activity they selected for each of the numbers in order to verify similarities in their lists. Model the following format with a student.</p> <p><b>A :</b> <i>Qu'est-ce que tu as pour le numéro un?</i>  <b>B :</b> <i>J'ai « promener le chien ». Et toi?</i>  <b>A :</b> <i>Pas moi. J'ai « écouter de la musique ». Qu'est-ce que tu as pour le numéro deux?</i>  <b>B :</b> <i>J'ai « faire la cuisine ».</i>  <b>A :</b> <i>Moi aussi!...</i>  <b>A :</b> <i>Alors, nous avons deux choses en commun.</i>  <b>B :</b> <i>Oui, faire la cuisine et...</i></p> <p><i>Note:</i> For more details on this activity, see Appendix 14, page 327.</p>	<ul style="list-style-type: none"> <li>▪ paper and pencil/ pen</li> <li>▪ <i>Feuille d'activités n<sup>o</sup> 1</i></li> </ul>	10 min.

Learning Outcomes Met	Phases of Learning	Key Learning Activities	Materials/Resources	Time Allotted
<ul style="list-style-type: none"> <li>– suggest an action (10 A 4)</li> <li>– understand and use the conditional as a polite form (10 R 2.9a, 10 R 2.9b)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaching</li> <li><input checked="" type="checkbox"/> Encountering</li> <li><input checked="" type="checkbox"/> Noticing</li> <li><input checked="" type="checkbox"/> Internalizing</li> <li><input type="checkbox"/> Applying</li> <li><input type="checkbox"/> Refining</li> <li><input type="checkbox"/> Personalizing</li> <li><input type="checkbox"/> Transforming</li> <li><input type="checkbox"/> Assessing</li> </ul>	<p><b>5. Modelling the Interaction—extending an invitation to someone</b></p> <p>a. Project <i>Transparents n<sup>os</sup> 2 and 3</i>. Ask students to identify the activities they already know by indicating <i>oui</i> or <i>non</i> as you point to the image. Return to the unknown images and identify them orally.</p> <p>b. Point to each image and demonstrate the use of the verb structure <i>Voudrais-tu + infinitive + avec moi</i>; e.g., <i>Voudrais-tu jouer au soccer avec moi?</i> Have students follow the model provided by repeating the question after you say it.</p> <p><i>Note:</i> The introduction of this language structure is simply an expression of polite speech rather than the introduction of the conditional mode.</p>	<ul style="list-style-type: none"> <li>▪ <i>Transparents n<sup>os</sup> 2 and 3</i></li> </ul>	5 min.
<ul style="list-style-type: none"> <li>– suggest an action (10 A 4)</li> <li>– knowledge of sound–symbol correspondences for spelling of words (10 R 1.4)</li> <li>– production strategies: self-edit; collaborate with others (10 A 7)</li> <li>– vocabulary development strategies: learn, retain and recall vocabulary; evaluate learning of vocabulary (10 R 1.5)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaching</li> <li><input checked="" type="checkbox"/> Encountering</li> <li><input checked="" type="checkbox"/> Noticing</li> <li><input checked="" type="checkbox"/> Internalizing</li> <li><input type="checkbox"/> Applying</li> <li><input type="checkbox"/> Refining</li> <li><input type="checkbox"/> Personalizing</li> <li><input type="checkbox"/> Transforming</li> <li><input checked="" type="checkbox"/> Assessing</li> </ul>	<p><b>6. Filling in the Written Form—individual written practice</b></p> <p>a. Provide students with a copy of <i>Feuille d’activités n<sup>o</sup> 3</i> and have them fill in the infinitive form of the verb or verbal expression to the best of their ability. Then project <i>Transparents n<sup>os</sup> 2 and 3</i> to allow students to verify the accuracy of their spelling, letter by letter. Next have students exchange their papers with another student who also will verify the accuracy of their spelling.</p> <p>b. Have students indicate, by a show of hands, how well they were able to carry out the identification of the verb and verbal expressions by asking, “Who was able to identify all of the images but not necessarily spell them all correctly?”; “Almost all but not necessarily spell them all correctly?” and so on. Next, discuss strategies that students can use to remember new vocabulary orally and in writing.</p> <p><i>Note:</i> If students demonstrate difficulty with the spelling of the words, you may wish to review certain sound–symbol correspondences and the use of cognates to support spelling.</p>	<ul style="list-style-type: none"> <li>▪ <i>Feuille d’activités n<sup>o</sup> 3</i></li> <li>▪ <i>Transparents n<sup>os</sup> 2 and 3</i></li> <li>▪ Answer key on page 17 for <i>Feuille d’activités n<sup>o</sup> 3</i></li> </ul>	8–10 min.

Learning Outcomes Met	Phases of Learning	Key Learning Activities	Materials/Resources	Time Allotted
<ul style="list-style-type: none"> <li>– suggest an action (10 A 4)</li> <li>– interaction patterns (10 R 2.15)</li> <li>– use of verb + infinitive (10 R 2.5 g, h)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaching</li> <li><input type="checkbox"/> Encountering</li> <li><input type="checkbox"/> Noticing</li> <li><input checked="" type="checkbox"/> Internalizing</li> <li><input checked="" type="checkbox"/> Applying</li> <li><input checked="" type="checkbox"/> Refining</li> <li><input checked="" type="checkbox"/> Personalizing</li> <li><input type="checkbox"/> Transforming</li> <li><input type="checkbox"/> Assessing</li> </ul>	<p><b>7. Asking Others Out—oral practice</b></p> <p>a. While projecting <i>Transparent n° 2</i>, model for students the interaction pattern. As you point to an image, ask the question and provide the possible answers. Repeat the process with <i>Transparent n° 3</i>.</p> <p>b. Ask students to follow the model on the bottom of <i>Transparent n° 2</i> and to “invite out” five classmates to join them in an activity. Allot three to four minutes to carry out the activity. At the end of the activity, ask for volunteers to perform their favourite interaction. You may want to repeat the process with <i>Transparent n° 3</i> or to save this transparency as a “link to previous learning” activity or as a review activity.</p> <p><i>Note:</i> Use <i>Fiche d’évaluation n° 1</i> to assess students’ interactions. The same form can be used over several class periods, each time students engage in a similar interactive activity.</p>	<ul style="list-style-type: none"> <li>▪ <i>Transparents n°s 2 and 3</i></li> <li>▪ <i>Fiche d’évaluation n° 1</i>—Observational Rating Scale</li> </ul>	10–15 min.
<ul style="list-style-type: none"> <li>– provide information (10 A 3)</li> <li>– vocabulary development strategies: associate words with images (10 R 1.5)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaching</li> <li><input type="checkbox"/> Encountering</li> <li><input type="checkbox"/> Noticing</li> <li><input checked="" type="checkbox"/> Internalizing</li> <li><input type="checkbox"/> Applying</li> <li><input type="checkbox"/> Refining</li> <li><input checked="" type="checkbox"/> Personalizing</li> <li><input type="checkbox"/> Transforming</li> <li><input type="checkbox"/> Assessing</li> </ul>	<p><b>8. Draw to Learn—individual vocabulary study assignment</b></p> <p>a. Ask students to make a sketch of each verb or verbal expression. Alternatively, they can print off and glue in visuals collected from magazine pictures or clip art. This assignment can provide a basis for a discussion on vocabulary development in terms of retaining and recalling these words for future use.</p> <p><i>Note:</i> This activity could be assigned as homework and could be used for an assessment <i>for</i> learning activity. See Chapter 5 and Appendix 17 for possible assessment <i>for</i> learning instruments.</p>	<ul style="list-style-type: none"> <li>▪ <i>Feuille d’activités n° 4</i></li> </ul>	10–15 min.

Learning Outcomes Met	Phases of Learning	Key Learning Activities	Materials/ Resources	Time Allotted
<ul style="list-style-type: none"> <li>– express preferences (10 A 1)</li> <li>– gather and share information (10 A 3)</li> <li>– use of verb + infinitive (10 R 2.5g, 10 R 2.5h)</li> <li>– production strategies: collaborate with others (10 A7)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaching</li> <li><input checked="" type="checkbox"/> Encountering</li> <li><input type="checkbox"/> Noticing</li> <li><input checked="" type="checkbox"/> Internalizing</li> <li><input checked="" type="checkbox"/> Applying</li> <li><input type="checkbox"/> Refining</li> <li><input type="checkbox"/> Personalizing</li> <li><input type="checkbox"/> Transforming</li> <li><input checked="" type="checkbox"/> Assessing</li> </ul>	<p><b>9. Individual Written Reflection on Own Preferences—large group speaking activity</b></p> <p>a. Before students begin, name the six categories of activities (<i>activités à l'extérieur, activités à l'intérieur, activités physiques, activités sociales, activités individuelles, activités créatives</i>) and provide an example from the transparencies to support students' comprehension; e.g., <i>Voici un exemple d'une activité sociale –être en ligne avec quelqu'un</i>. Go through the other five categories in the same manner. Now, write the six categories on the board and ask students to provide examples for each.</p> <p>b. Provide each student with a copy of <i>Feuille d'activités n° 5</i>. Working alone, students check off the activities that most appeal to them in order to determine how to categorize their preferences.</p> <p>c. Divide students into groups of four. Using <i>Feuille d'activités n° 6</i>, have students ask three other classmates under which categories their activity preferences fall. Have two students model the conversation at the top of the page before giving the signal to begin.</p> <p>d. When students have completed the activity, have each group share its two most popular activities. As each group provides its information, keep track of it on the board. As a class, prepare an oral or written summary statement; e.g., <i>Dans notre classe, les deux catégories d'activités les plus populaires sont les activités sociales et les activités à l'extérieur</i>.</p>	<ul style="list-style-type: none"> <li>▪ <i>Feuille d'activités n° 5</i></li> <li>▪ <i>Feuille d'activités n° 6</i></li> <li>▪ <i>Fiche d'évaluation n° 1—Observational Rating Scale</i></li> </ul>	15–20 min.
<ul style="list-style-type: none"> <li>– vocabulary development strategies (10 R 1.5);</li> <li>– metacognitive strategies (10 R 1.6)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaching</li> <li><input type="checkbox"/> Encountering</li> <li><input type="checkbox"/> Noticing</li> <li><input checked="" type="checkbox"/> Internalizing</li> <li><input checked="" type="checkbox"/> Applying</li> <li><input type="checkbox"/> Refining</li> <li><input type="checkbox"/> Personalizing</li> <li><input type="checkbox"/> Transforming</li> <li><input checked="" type="checkbox"/> Assessing</li> </ul>	<p><b>10. Student Self-reflection on Vocabulary Development Strategies</b></p> <p>a. Ask students to identify orally the language pattern and vocabulary they have been using over the last nine key learning activities (verb + infinitive with preferences).</p> <p>b. Provide students with a copy of <i>Feuille d'activités n° 7</i> and lead them through a discussion of the various learning strategies they can use to develop their recall and retention of vocabulary. Provide illustrations or examples to clarify strategies that students may have difficulty understanding.</p> <p>c. Have students fill out the self-reflection instrument, selecting strategies they would like to try out consciously in subsequent lessons. Ask students to share some of their actions, if they feel comfortable doing so.</p>	<ul style="list-style-type: none"> <li>▪ <i>Feuille d'activités n° 7</i></li> </ul>	10 min.

Learning Outcomes Met	Phases of Learning	Key Learning Activities	Materials/ Resources	Time Allotted
<ul style="list-style-type: none"> <li>- indicate a sequence of events (10 A 3)</li> <li>- use of verb + infinitive (10 R 2.5g, 10 R 2.5h)</li> <li>- knowledge and use of <i>je viens de...</i> (10 R 2.7); <i>je suis en train de...</i> (10 R 2.10a); <i>je vais...</i> (10 R 2.6)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Approaching</li> <li><input checked="" type="checkbox"/> Encountering</li> <li><input checked="" type="checkbox"/> Noticing</li> <li><input type="checkbox"/> Internalizing</li> <li><input type="checkbox"/> Applying</li> <li><input type="checkbox"/> Refining</li> <li><input type="checkbox"/> Personalizing</li> <li><input type="checkbox"/> Transforming</li> <li><input type="checkbox"/> Assessing</li> </ul>	<p><b>11. Introduction of Infinitive Constructions to Indicate Successive Actions—presentation</b></p> <p>a. Have three students come to the front of the class and give each a flash card with a different hand signal. Each hand signal represents a different time frame: an action that was recently completed, an action currently underway and an action soon to start. Using these flash cards and the flash card with the verb <i>manger</i>, demonstrate the action of “having just eaten something”, “in the process of eating something” and “going to eat something.”</p> <p>b. Using the hand signal flash cards and the activity flash cards, guide students orally in using these three constructions. For example, showing the activity card for snow boarding and the hand signal for <i>le futur proche</i>, have students attempt to construct the sentence, <i>Je vais faire de la planche à neige</i>. Continue the process with all of the activity cards.</p> <p>c. Using <i>Transparent n° 4</i>, name the three language structures students have been presented.</p>	<ul style="list-style-type: none"> <li>▪ flash cards with hand signals</li> <li>▪ 25 activity flash cards</li> <li>▪ <i>Transparent n° 4</i></li> </ul>	15 min.
<ul style="list-style-type: none"> <li>- provide information about actions (10 A 3)</li> <li>- use of verb + infinitive (10 R 2.5g, 10 R 2.5 h)</li> <li>- knowledge and use of <i>je vais...</i> (10 R 2.6)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaching</li> <li><input type="checkbox"/> Encountering</li> <li><input type="checkbox"/> Noticing</li> <li><input checked="" type="checkbox"/> Internalizing</li> <li><input checked="" type="checkbox"/> Applying</li> <li><input type="checkbox"/> Refining</li> <li><input type="checkbox"/> Personalizing</li> <li><input type="checkbox"/> Transforming</li> <li><input type="checkbox"/> Assessing</li> </ul>	<p><b>12. Flash Card Memory Game</b></p> <p>a. Before beginning the game, introduce briefly the construction of the forms <i>il/elle vient de</i> + infinitive and <i>va</i> + infinitive. Model their usage with a few activity flash cards.</p> <p>b. Students draw one card from a pile of flash cards and stand in a large circle so that they can all see each other. Holding the flash card in front of them, students indicate what they are going to do, using the verb <i>aller</i> and the activity shown on the card; e.g., <i>Je vais danser</i>; <i>Je vais faire du patin à roues alignées</i>. Students pay close attention to each statement made by their classmates in order to remember as many of them as possible. Having stated their activity, all students hide their flash cards behind their backs. As students recall the activities of others, they raise their hands and indicate what they believe everyone just did, using their name and <i>vient de...</i> for each activity; e.g., <i>Terry vient de danser</i>. <i>Marcus vient de faire du patin à roues alignées</i>. The student who recalls the most actions correctly may win points.</p> <p><i>Note:</i> For a more detailed description of the game, see Appendix 14, p. 343.</p>	<ul style="list-style-type: none"> <li>▪ one activity flash card per student</li> </ul>	10 min.

Learning Outcomes Met	Phases of Learning	Key Learning Activities	Materials/Resources	Time Allotted
<ul style="list-style-type: none"> <li>- indicate a sequence of events (10 A 3)</li> <li>- use of verb + infinitive (10 R 2.5g, 10 R 2.5h)</li> <li>- knowledge and use of <i>je viens de...</i> (10 R 2.7); <i>je suis en train de...</i> (10 R 2.10a); <i>je vais...</i> (10 R 2.6)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaching</li> <li><input type="checkbox"/> Encountering</li> <li><input checked="" type="checkbox"/> Noticing</li> <li><input checked="" type="checkbox"/> Internalizing</li> <li><input checked="" type="checkbox"/> Applying</li> <li><input type="checkbox"/> Refining</li> <li><input type="checkbox"/> Personalizing</li> <li><input type="checkbox"/> Transforming</li> <li><input type="checkbox"/> Assessing</li> </ul>	<p><b>13. Reading Comprehension Practice Involving a Series of Actions</b></p> <ul style="list-style-type: none"> <li>a. Provide students with a copy of <i>Feuille d'activités n° 8</i>. Have students carry out <i>Partie A</i>. Correct as a class. You may wish to have student volunteers perform the conversation.</li> <li>b. As you read the text on page 19, have students complete <i>Partie B</i>. Again, correct as a class. Use <i>Transparent n° 4</i> to name and reinforce the three structures that have been presented.</li> <li>c. Provide students with a copy of <i>Feuille d'activités n° 9</i> and have them complete it individually. Working in pairs, students share their answers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Feuille d'activités n° 8</i></li> <li>▪ <i>Feuille d'activités n° 9</i></li> <li>▪ <i>Transparent n° 4</i></li> </ul>	10 min.
<ul style="list-style-type: none"> <li>- indicate a sequence of events (10 A 3)</li> <li>- use of verb + infinitive (10 R 2.5g, 10 R 2.5g h)</li> <li>- knowledge and use of <i>je viens de...</i> (10 R 2.7); <i>je suis en train de...</i> (10 R 2.10a); <i>je vais...</i> (10 R 2.6)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaching</li> <li><input type="checkbox"/> Encountering</li> <li><input type="checkbox"/> Noticing</li> <li><input checked="" type="checkbox"/> Internalizing</li> <li><input checked="" type="checkbox"/> Applying</li> <li><input checked="" type="checkbox"/> Refining</li> <li><input checked="" type="checkbox"/> Personalizing</li> <li><input type="checkbox"/> Transforming</li> <li><input type="checkbox"/> Assessing</li> </ul>	<p><b>14. Pair Charades Involving a Series of Actions</b></p> <ul style="list-style-type: none"> <li>a. Divide students into two teams. Within each team, pairs of students prepare a list of three sequential statements using the <i>je</i> form that they can act out for others to guess. One partner uses a hand signal to indicate at which point in the time sequence the action is occurring, while the other pantomimes the action. When the pair performs their charade, their own team is allowed to guess first. If the team guesses incorrectly, the opposing team has a chance to guess. As an extra challenge, the team that is guessing may also be required to write the correct statement on the board for a second point.</li> </ul>	<ul style="list-style-type: none"> <li>▪ student paper and pencil/pen</li> </ul>	10 min.



Learning Outcomes Met	Phases of Learning	Key Learning Activities	Materials/Resources	Time Allotted
<ul style="list-style-type: none"> <li>- indicate a sequence of events (10 A 3)</li> <li>- use of verb + infinitive (10 R 2.5g, 10 R 2.5g h);</li> <li>- knowledge and use of <i>je viens de...</i> (10 R 2.7); <i>je suis en train de...</i> (10 R 2.10a); <i>je vais...</i> (10 R 2.6)</li> <li>- apply knowledge of written conventions for greetings and leave-takings (10 R 3.4b)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaching</li> <li><input checked="" type="checkbox"/> Encountering</li> <li><input type="checkbox"/> Noticing</li> <li><input type="checkbox"/> Internalizing</li> <li><input checked="" type="checkbox"/> Applying</li> <li><input checked="" type="checkbox"/> Refining</li> <li><input checked="" type="checkbox"/> Personalizing</li> <li><input checked="" type="checkbox"/> Transforming</li> <li><input checked="" type="checkbox"/> Assessing</li> </ul>	<p><b>15. Sending Text Messages</b></p> <ul style="list-style-type: none"> <li>a. Before assigning the activity, review with students some of the conventions used in writing an informal note: appropriate greetings and leave-takings.</li> <li>b. Referring to a complete list of all verbal expressions learned so far (<i>Feuille d'activités n° 4</i> could also be used as a reference), or referring to a bulletin board where all flash cards are posted, have students write or type a message to another student in which they indicate what they just did, what they are in the middle of doing and what they are going to do next. This could be set in the context of an e-mail message.</li> <li>c. Have students post their “e-mail messages” and have students read what their classmates have written. Have students choose one e-mail message and provide their classmate with a peer assessment, using <i>Fiche d'évaluation n° 2</i>. Use <i>Fiche d'évaluation n° 3</i> to assess students' e-mail messages.</li> </ul>	<ul style="list-style-type: none"> <li>▪ list of verbal expressions or flash cards posted on bulletin board</li> <li>▪ <i>Feuille d'activités n° 4</i></li> <li>▪ <i>Fiche d'évaluation n° 2</i>—Peer Assessment</li> <li>▪ <i>Fiche d'évaluation n° 3</i>—Observational Rating Scale</li> </ul>	10 min.

Learning Outcomes Met	Phases of Learning	Key Learning Activities	Materials/Resources	Time Allotted
<ul style="list-style-type: none"> <li>- express preferences (10 A 1)</li> <li>- establish common ground with others (10 A 2)</li> <li>- classify ideas (10 A 3)</li> <li>- gather and share information (10 A 3)</li> <li>- understand and use various elements of the Linguistic Repertoire (10 R 1, 10 R 2)</li> <li>- recognize social conventions related to greetings and leave-takings (10 R 3.1)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaching</li> <li><input type="checkbox"/> Encountering</li> <li><input type="checkbox"/> Noticing</li> <li><input type="checkbox"/> Internalizing</li> <li><input checked="" type="checkbox"/> Applying</li> <li><input checked="" type="checkbox"/> Refining</li> <li><input checked="" type="checkbox"/> Personalizing</li> <li><input type="checkbox"/> Transforming</li> <li><input type="checkbox"/> Assessing</li> </ul>	<p><b>16. À l'arrêt d'autobus—a reading and writing activity</b></p> <p>a. Provide students with a copy of <i>Feuille d'activités n° 10</i> and fill in the blanks with the words provided in the box. Then have students classify the interests of the two characters, using the Venn Diagram on <i>Feuille d'activités n° 11</i>. Correct as a class.</p> <p>b. Using <i>Feuille d'activités n° 12</i>, have students fill in their own preferences by using the verbal expressions they have learned. Divide students into pairs and have them share their preferences, using the expression <i>Moi, j'aime....</i> As their partner speaks, students write in the circle <i>Toi, tu aimes....</i> Then have students write in the middle what activities they have in common. Students can share their information with another pair or with the whole class.</p> <p>c. Have students make note of the interaction expressions used in the conversation that are new to them in <i>Feuille d'activités n° 10</i> and to share their discoveries with the class. On chart paper, note the students' answers and post the chart for use in similar tasks in subsequent units.</p>	<ul style="list-style-type: none"> <li>▪ <i>Feuille d'activités n° 10</i></li> <li>▪ <i>Feuille d'activités n° 11</i></li> <li>▪ <i>Feuille d'activités n° 12</i></li> <li>▪ answer key on pages 20 and 21 for <i>Feuilles d'activités nos 10 and 11</i></li> <li>▪ chart paper</li> </ul>	15 min.

Learning Outcomes Met	Phases of Learning	Key Learning Activities	Materials/Resources	Time Allotted
<ul style="list-style-type: none"> <li>- suggest an action (10 A 4)</li> <li>- establish common ground with others (10 A 2)</li> <li>- production strategies: collaborate with others; listen to self (10 A 7)</li> <li>- understand and use various elements of Linguistic Repertoire (10 R 1, 10 R 2)</li> <li>- recognize social conventions used in familiar situations (10 R 3.1)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaching</li> <li><input type="checkbox"/> Encountering</li> <li><input type="checkbox"/> Noticing</li> <li><input type="checkbox"/> Internalizing</li> <li><input type="checkbox"/> Applying</li> <li><input type="checkbox"/> Refining</li> <li><input checked="" type="checkbox"/> Personalizing</li> <li><input checked="" type="checkbox"/> Transforming</li> <li><input checked="" type="checkbox"/> Assessing</li> </ul>	<p><b>17. Dialogue Map—oral activity</b></p> <p>a. Divide students into pairs. Project <i>Transparent n° 5</i>, which is the outline for a dialogue to draft, practice and record, or provide a copy to each pair. Have students develop, using their notes but not writing out the script, a possible dialogue. Have them rehearse their roles by repeating them frequently, using the visual prompts in the dialogue map. Once they have worked out the content, they continue referring to the dialogue map while recording their roles. They are allowed to replay and re-record their dialogue until they are satisfied with it.</p> <p>b. Have students use <i>Fiche d'évaluation n° 4</i> to assess how well they were able to carry out the activity.</p>	<ul style="list-style-type: none"> <li>▪ <i>Transparent n° 5</i></li> <li>▪ <i>Fiche d'évaluation n° 1—Observational Rating Scale</i></li> <li>▪ <i>Fiche d'évaluation n° 4—Pair Assessment</i></li> </ul>	15 min.

Learning Outcomes Met	Phases of Learning	Key Learning Activities	Materials/Resources	Time Allotted
<ul style="list-style-type: none"> <li>– establish common ground with others (10 A 2)</li> <li>– provide information (10 A 3)</li> <li>– production strategies (10 R 3.5a)</li> <li>– understand and use various elements from the Linguistic Repertoire (10 R 1, 10 R 2)</li> <li>– recognize social conventions used in familiar situations (10 R 3.1)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaching</li> <li><input type="checkbox"/> Encountering</li> <li><input type="checkbox"/> Noticing</li> <li><input type="checkbox"/> Internalizing</li> <li><input type="checkbox"/> Applying</li> <li><input type="checkbox"/> Refining</li> <li><input checked="" type="checkbox"/> Personalizing</li> <li><input checked="" type="checkbox"/> Transforming</li> <li><input checked="" type="checkbox"/> Assessing</li> </ul>	<p><b>18. Oral Performance Task</b></p> <p>a. Provide each student with a strip of paper containing a verbal activity. Indicate that they are at a social gathering and need to find another classmate who has the duplicate expression. Once they have found each other, have each student identify themselves as either A or B. Using <i>Transparent n° 6</i>, demonstrate the interaction pattern they are going to carry out with the examples provided below. As you go through the conversations, point to the option that is being used on the dialogue map.</p> <p><b>Option 1</b>  <b>A :</b> <i>Salut, Dominique! Est-ce que tu aimes faire de la photographie?</i>  <b>B :</b> <i>Oui. Je vais faire de la photographie demain.</i>  <b>A :</b> <i>Quelle coïncidence! Moi aussi!</i>  <b>B :</b> <i>Vraiment? Est-ce que tu voudrais faire de la photographie avec moi?</i>  <b>A :</b> <i>Oui, bonne idée!</i>  <b>B :</b> <i>Alors, à demain!</i>  <b>A :</b> <i>À demain!</i></p> <p><b>Option 2</b>  <b>A :</b> <i>Salut, Éric! Ça va?</i>  <b>B :</b> <i>Oui, et toi?</i>  <b>A :</b> <i>Ça va bien. Est-ce que tu aimes jouer au soccer?</i>  <b>B :</b> <i>Non, j'aime regarder la télévision. Voudrais-tu regarder la télévision avec moi?</i>  <b>A :</b> <i>Non, merci. Pas aujourd'hui.</i>  <b>B :</b> <i>D'accord. Peut-être la prochaine fois. Au revoir.</i>  <b>A :</b> <i>Salut!</i></p> <p>b. On your signal, have students begin the conversation. Indicate to them that you will be assessing their conversation. Have them practise the conversation a couple of times.</p> <p>c. Before students present their conversations, share the assessment criteria on <i>Fiche d'évaluation n° 5</i>. Have students indicate to you when they are ready to present to the class. Use <i>Fiche d'évaluation n° 5</i> to carry out an assessment of learning.</p>	<ul style="list-style-type: none"> <li>▪ a duplicate set of strips of paper with a verb activity written on it (found at the end of these notes)</li> <li>▪ <i>Transparent n° 6</i></li> <li>▪ <i>Fiche d'évaluation n° 5</i>—Teacher Rating Scale</li> </ul>	15 min.

## Inviter quelqu'un à faire quelque chose

(Feuille d'activités n° 3)

Nom : \_\_\_\_\_ Date : \_\_\_\_\_

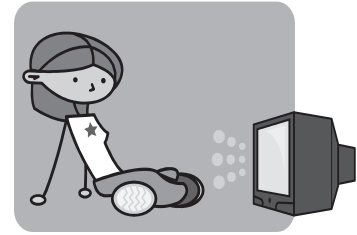
**Directives :** Essaie d'écrire le verbe ou la locution verbale pour chaque image. Le numéro 1 est fait comme exemple.



1. jouer au soccer



2. écouter de la musique



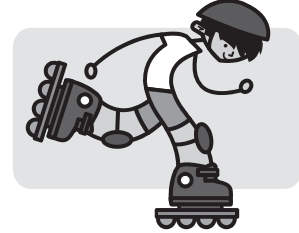
3. regarder la télévision



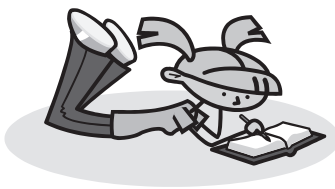
4. faire la cuisine



5. danser



6. faire du patin à roues alignées



7. faire les devoirs



8. être en ligne



9. faire du vélo/de la bicyclette



10. manger quelque chose



11. jouer à des jeux vidéo



12. faire de la planche à neige

Modèle :

**A :** Voudrais-tu... (+ verbe)  
avec moi?

**B :** Oui, quelle bonne idée!  
J'aime bien... (+ verbe).

**A :** Super!

**B :** Non. Je le regrette, mais  
je dois... (+ verbe).

**A :** Dommage! Peut-être  
la prochaine fois.

## Presentation Support for Key Activity 11

The following can be posted or projected for students. Directions in italics are intended for teacher use.



Je *viens de* \_\_\_\_\_.



Je *suis en train de* \_\_\_\_\_.



Je *vais* \_\_\_\_\_.



**Je viens de...**

*Point backward (over the shoulder) for an action that was just completed.*



**Je suis en train de...**

*Point to the floor (directly in front of self) for an action that is currently underway.*



**Je vais...**

*Point straight ahead for an action that is going to start in the near future.*

## Audio Text for Key Activity 13

(Feuille d'activités n° 8)

Écoutez les énoncés et sur votre feuille, écrivez le numéro de l'image qui correspond à l'action mentionnée.

**Amélie dit :**

Je viens d'être en ligne avec mes amis. En ce moment, je suis en train de faire mes devoirs et puis, je vais jouer au soccer.

**Simon dit :**

Je viens de promener le chien. Maintenant, je suis en train de faire la cuisine. Plus tard, je vais sortir avec mon amie, Marie-Claude.

**Yannik dit :**

Je viens de faire du patin à roues alignées. Je suis en train d'écouter de la musique. Plus tard, je vais jouer de la guitare.

## À l'arrêt d'autobus

(Feuille d'activités n° 10 – Answer Key)

Nom : \_\_\_\_\_ Date : \_\_\_\_\_

**Directives :** Lis la conversation et remplis les blancs avec le mot approprié.

### Mots-ressources

activités	aime	tu
du karaté	aimes	toi
les films	vais	moi
idée	faire	
super		
au revoir		
salut		
sociales		



**Rémi :** Salut, Luc!

**Luc :** Eh! Salut, Rémi!

**Rémi :** Tu as l'air fatigué. Qu'est-ce que tu viens de faire?

**Luc :** Bon, je viens de faire du karaté et maintenant, je vais manger quelque chose chez moi. Et toi?

**Rémi :** Je vais jouer au soccer avec mes amis.

**Luc :** Ah! tu aimes les activités physiques aussi.

**Rémi :** J'aime ça, mais j'aime aussi les activités sociales.

**Luc :** Qu'est-ce que tu aimes faire, par exemple?

**Rémi :** En ce moment, j'aime bien aller au cinéma et regarder des films.

**Luc :** Oui! Vraiment?

**Rémi :** Oui, j'aime les films d'action.

**Luc :** Hmm, j'aime aussi regarder les films au cinéma.

**Rémi :** Oui! Ça c'est super! Et toi, quels films est-ce que tu aimes regarder?

**Luc :** Moi, j'adore les films d'horreur. Je viens de voir le film *La nuit des fantômes*. C'est super.

**Rémi :** J'aime bien voir ce film!

**Luc :** Super! Voudrais-tu aller au cinéma avec moi?

**Rémi :** Bonne idée! C'est où?

**Luc :** Au cinéma Laplante, à 21 heures.

**Rémi :** Bon, voici mon autobus. Alors, à vendredi.

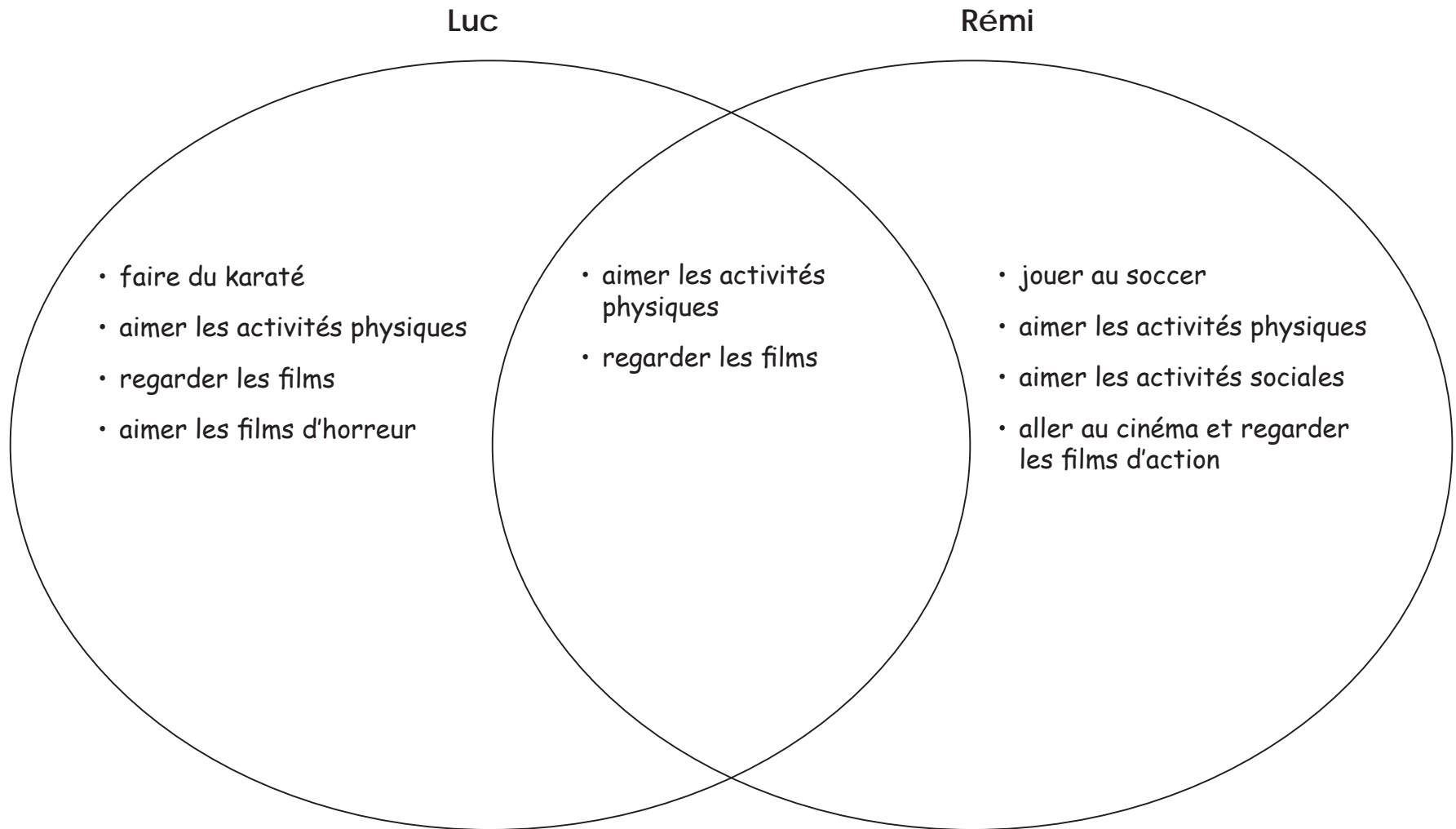
**Luc :** D'accord. À vendredi. Au revoir.

**Rémi :** Au revoir.



## Qu'est-ce que Luc et Rémi ont en commun? (Feuille d'activités n° 11 – Answer Key)

**Instructions:** Use the information in the dialogue to identify the interests and preferences mentioned. Write the shared interests and preferences in the overlapping area.



**lire**

**écouter de la musique**

**regarder la télévision**

**jouer de la guitare**

**promener le chien**

**danser**

**faire de la photographie**

**faire la cuisine**

**peindre**

**faire du karaté**

**jouer au soccer**

**faire du patin à roues alignées**

**faire les devoirs**

**être en ligne**

**sortir avec quelqu'un**

**manger quelque chose**

**jouer à des jeux vidéo**

**faire de la planche à neige**

**tourner une vidéo**

**faire du vélo**

**faire du ski**

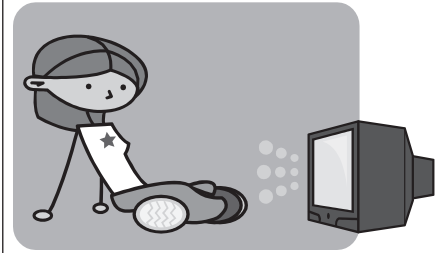
**jouer au hockey**

**chanter**

**écrire**

**jouer au golf**

Quelles sont les préférences d'activités de ces personnes?



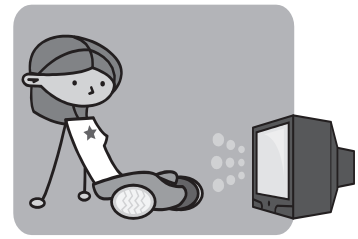
## Inviter quelqu'un à faire quelque chose



jouer au soccer



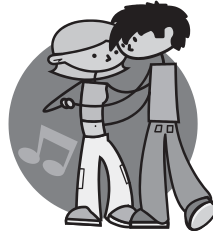
écouter de la musique



regarder la télévision



faire la cuisine



danser



faire du patin à roues alignées



faire les devoirs



être en ligne



faire du vélo/de la bicyclette



manger quelque chose



jouer à des jeux vidéo



faire de la planche à neige

### Modèle :

**A :** Voudrais-tu ... (+ verbe)  
avec moi?

**B :** Oui, quelle bonne idée!  
J'aime bien... (+ verbe).

**A :** Super!

**B :** Non. Je le regrette, mais  
je dois... (+ verbe).

**A :** Dommage! Peut-être  
la prochaine fois.

## Inviter quelqu'un à faire quelque chose



manger quelque chose



tourner une vidéo



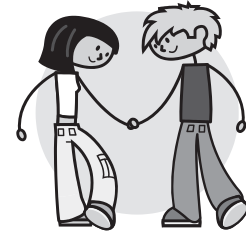
faire du ski (alpin)



écrire



être en ligne



sortir avec quelqu'un



jouer au hockey



promener le chien



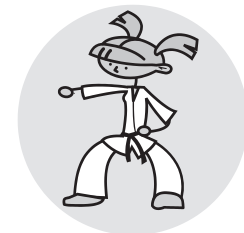
chanter



jouer de la guitare



faire de la photographie



faire du karaté

**Modèle :**

**A :** Voudrais-tu ... (+ verbe)  
avec moi?

**B :** Oui, quelle bonne idée!  
J'aime bien... (+ verbe).

**A :** Super!

**B :** Non. Je le regrette, mais  
je dois... (+ verbe).

**A :** Dommage! Peut-être  
la prochaine fois.

## Trois actions, trois temps différents

Je viens de...



venir de + infinitif

le passé récent

Je suis en train de...



être en train de + infinitif

le présent

Je vais...



aller + infinitif

le futur proche



# Dialogue Map



(arrivals and greetings)



▪ (past, current and future actions; one of each only)

▪ **Voudrais-tu...?** (invitation to do something)

▪ **Non, je préfère les activités...** (indicate category of activity)

▪ **Alors, voudrais-tu...?** (invitation to do something in the category mentioned)

▪ **Volontiers!**



(wrap up and departure)

# Dialogue Map

A → ← B (arrivals and greetings)

**Partenaire A :** Ask a question with *Est-ce que* + verb + infinitive (verb expressed on strip of paper).

**Partenaire B :** *Option 1* – Provide a positive response to the question and indicate when in the future you will carry out the activity.

*Option 2* – Provide a negative response to the question and then indicate what activity you really like to do. Next, invite Partenaire B to do the activity with you.

**Partenaire A :** *Option 1* – The answer is **positive**. Use an expression to indicate that you like the activity also.

*Option 2* – The answer is **negative** and you receive an invitation to do something else. Accept or refuse the invitation.

**Partenaire B :** *Option 1* – Invite Partenaire A to carry out the activity with you.

*Option 2* – Use an expression to indicate that you have understood the acceptance or refusal of the invitation.

A → ← B (wrap up and departure)

## Quelques préférences d'activités

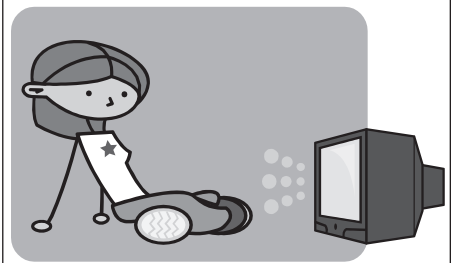
Nom : \_\_\_\_\_ Date : \_\_\_\_\_



lire



écouter de la musique



regarder la télévision



jouer de la guitare



jouer au golf



danser



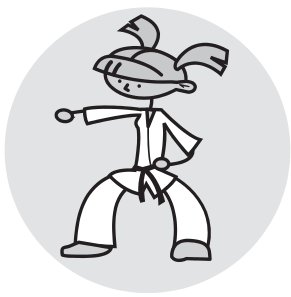
faire de la photographie



faire la cuisine



peindre



faire du karaté

















promener le chien



jouer à des jeux vidéo

## Quelles sont tes préférences d'activités?

Partenaire A	Partenaire B
	
<p><b>Modèle :</b>  <b>Partenaire A :</b> Est-ce que tu aimes <u>lire</u>?  <b>Partenaire B :</b> Oui, j'aime <u>lire</u>./                  Non, pas vraiment. J'aime...  <i>(You choose the activity.)</i></p>	<p><b>Modèle :</b>  <b>Partenaire B :</b> Est-ce que tu aimes <u>lire</u>?  <b>Partenaire A :</b> Oui, j'aime <u>lire</u>./                  Non, pas vraiment. J'aime...  <i>(You choose the activity.)</i></p>
	
<p><b>Partenaire A :</b> Est-ce que tu aimes...?</p>	<p><b>Partenaire B :</b> Réponse</p>
	
<p><b>Partenaire A :</b> Réponse</p>	<p><b>Partenaire B :</b> Est-ce que tu aimes...?</p>
	
<p><b>Partenaire A :</b> Est-ce que tu aimes...?</p>	<p><b>Partenaire B :</b> Réponse</p>
	
<p><b>Partenaire A :</b> Réponse</p>	<p><b>Partenaire B :</b> Est-ce que tu aimes...?</p>
	
<p><b>Partenaire A :</b> Est-ce que tu aimes...?</p>	<p><b>Partenaire B :</b> Réponse</p>
	
<p><b>Partenaire A :</b> Réponse</p>	<p><b>Partenaire B :</b> Est-ce que tu aimes...?</p>

## Inviter quelqu'un à faire quelque chose

Nom : \_\_\_\_\_ Date : \_\_\_\_\_

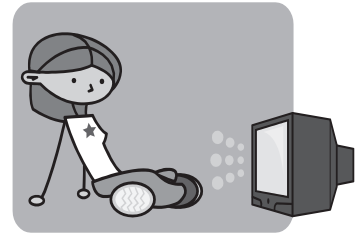
**Directives :** Essaie d'écrire le verbe ou la locution verbale pour chaque image. Le numéro 1 est fait comme exemple.



1. jouer au soccer



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_



11. \_\_\_\_\_



12. \_\_\_\_\_

**Modèle :**

**A :** Voudrais-tu ... (+ verbe)  
avec moi?

**B :** Oui, quelle bonne idée!  
J'aime bien... (+ verbe).

**A :** Super!

**B :** Non. Je le regrette, mais  
je dois... (+ verbe).

**A :** Dommage! Peut-être  
la prochaine fois.

## Illustrer pour apprendre

Nom : \_\_\_\_\_ Date : \_\_\_\_\_

**Directives** : Fais un dessin pour chaque verbe ou locution verbale pour t'aider à mieux apprendre le sens de ces mots.

chanter	faire les devoirs	jouer au soccer
danser	faire du karaté	jouer de la guitare
écouter de la musique	faire du patin à roues alignées	lire
écrire	faire du ski (alpin)	manger quelque chose
être en ligne	faire du vélo/de la bicyclette	peindre
faire de la photographie	jouer à des jeux vidéo	promener le chien
faire de la planche à neige	jouer au golf	regarder la télévision
faire la cuisine	jouer au hockey	sortir avec quelqu'un

## Quelles sortes d'activités préfères-tu?

Nom : \_\_\_\_\_ Date : \_\_\_\_\_

**Directives** : Pense à tes propres préférences d'activités. Coche () chaque case qui correspond à tes préférences.

- A.**  j'aime promener le chien  
 j'aime jouer au soccer  
 j'aime faire du patin à roues alignées  
 j'aime faire de la planche à neige

Si tu as deux cases cochées ou plus dans la catégorie A, tu aimes LES ACTIVITÉS À L'EXTÉRIEUR.

- B.**  j'aime regarder la télévision  
 j'aime écouter de la musique  
 j'aime faire de la cuisine  
 j'aime jouer à des jeux vidéo

Si tu as deux cases cochées ou plus dans la catégorie B, tu aimes LES ACTIVITÉS À L'INTÉRIEUR.

- C.**  j'aime danser  
 j'aime faire du karaté  
 j'aime faire de la planche à neige  
 j'aime faire du patin à roues alignées

Si tu as deux cases cochées ou plus dans la catégorie C, tu aimes LES ACTIVITÉS PHYSIQUES.

- D.**  j'aime être en ligne avec quelqu'un  
 j'aime jouer au golf avec quelqu'un  
 j'aime sortir avec quelqu'un  
 j'aime regarder les films au cinéma

Si tu as deux cases cochées ou plus dans la catégorie D, tu aimes LES ACTIVITÉS SOCIALES.

- E.**  j'aime lire  
 j'aime faire de la photographie  
 j'aime faire les devoirs  
 j'aime écouter de la musique

Si tu as deux cases cochées ou plus dans la catégorie E, tu aimes LES ACTIVITÉS INDIVIDUELLES.

- F.**  j'aime peindre  
 j'aime faire la cuisine  
 j'aime jouer de la guitare (d'un instrument musical)  
 j'aime écrire

Si tu as deux cases cochées ou plus dans la catégorie F, tu aimes LES ACTIVITÉS CRÉATIVES.

## Comparons nos préférences

Nom : \_\_\_\_\_ Date : \_\_\_\_\_

**Directives** : Demande à trois autres camarades de classe leurs préférences d'activités. Coche (☑) les cases appropriées. Utilise le modèle suivant pour faire ta requête d'information.

**Toi** : Quelles sortes d'activités est-ce que tu préfères?

**B** : Moi, je préfère les activités physiques, les activités à l'extérieur et les activités sociales. Et toi?

**A** : Je préfère... Et toi, « C »?  
etc.

<p><b>Moi</b></p> <p><input type="checkbox"/> les activités à l'extérieur</p> <p><input type="checkbox"/> les activités à l'intérieur</p> <p><input type="checkbox"/> les activités physiques</p> <p><input type="checkbox"/> les activités sociales</p> <p><input type="checkbox"/> les activités individuelles</p> <p><input type="checkbox"/> les activités créatives</p>	<p>Nom : _____</p> <p><input type="checkbox"/> les activités à l'extérieur</p> <p><input type="checkbox"/> les activités à l'intérieur</p> <p><input type="checkbox"/> les activités physiques</p> <p><input type="checkbox"/> les activités sociales</p> <p><input type="checkbox"/> les activités individuelles</p> <p><input type="checkbox"/> les activités créatives</p>
<p>Nom : _____</p> <p><input type="checkbox"/> les activités à l'extérieur</p> <p><input type="checkbox"/> les activités à l'intérieur</p> <p><input type="checkbox"/> les activités physiques</p> <p><input type="checkbox"/> les activités sociales</p> <p><input type="checkbox"/> les activités individuelles</p> <p><input type="checkbox"/> les activités créatives</p>	<p>Nom : _____</p> <p><input type="checkbox"/> les activités à l'extérieur</p> <p><input type="checkbox"/> les activités à l'intérieur</p> <p><input type="checkbox"/> les activités physiques</p> <p><input type="checkbox"/> les activités sociales</p> <p><input type="checkbox"/> les activités individuelles</p> <p><input type="checkbox"/> les activités créatives</p>

Les deux catégories les plus populaires sont :

- les activités à l'extérieur
- les activités à l'intérieur
- les activités physiques
- les activités sociales
- les activités individuelles
- les activités créatives



# Strategies for Developing and Remembering Vocabulary

Nom : \_\_\_\_\_ Date : \_\_\_\_\_

**Instructions:** Think back to what you have done to help yourself learn all the new words and expressions presented thus far. Check off any strategies you believe you have used in this first column. In the second column, check off the strategies you think you might like to try in the next few lessons.

Strategies for Vocabulary Development	I used this strategy thus far	I'll try this strategy in the coming lessons
<p><b>STRATEGIES FOR LEARNING, RETAINING AND RECALLING VOCABULARY</b></p> <ul style="list-style-type: none"> <li>– I repeated new words, phrases or expressions silently or out loud. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I grouped new words or associated them with sounds or mental images to help me remember them. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I associated new words with sounds or images to help me remember them. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I mentally linked new expressions with something I already know in English. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I looked for patterns and relationships by looking carefully at root words, suffixes and prefixes of the new words. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I made my own word lists and practised them. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I made my own written flash cards so that I can move words around. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I developed gestures to help me remember new words. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I quizzed myself frequently to help me remember the meanings of new words. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I experimented with the new expressions, saying them either to myself or in situations involving other people. <span style="float: right;"><input type="checkbox"/></span></li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>STRATEGIES FOR IMPROVING VOCABULARY USE</b></p> <ul style="list-style-type: none"> <li>– I imitated sounds or intonation patterns out loud or silently. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I tried to discriminate between similar sounds and repeat them to myself. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I purposely targeted those words I frequently spell incorrectly in order to practise them and remember them. <span style="float: right;"><input type="checkbox"/></span></li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>STRATEGIES FOR MANAGING MY OWN LEARNING</b></p> <ul style="list-style-type: none"> <li>– I made a plan as to which words or expressions I was going to memorize, when I was going to do it, and how. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I carried that plan out to the best of my ability. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I kept a record of my my reflections on learning, including self-assessment tools like this one. <span style="float: right;"><input type="checkbox"/></span></li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>GENERAL STRATEGIES FOR LEARNING LANGUAGE</b></p> <ul style="list-style-type: none"> <li>– I made my own notes of some new expressions to help me understand and remember them. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I created my own tools (mental images, rhymes, acronyms, sketches, lists, flash cards, tables, etc.) to help me understand and remember the <u>verb + infinitive</u> structure or the various new expressions presented. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I found a pattern or a mental rule to help me figure out how to use the <u>verb + infinitive</u> structure with different verbs. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I explained new structures or expressions to myself or to someone else. <span style="float: right;"><input type="checkbox"/></span></li> <li>– I made a mental summary of new structures or expressions for myself. <span style="float: right;"><input type="checkbox"/></span></li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

## Qui fait quoi et quand?

### Partie A

**Directives :** Lis la conversation entre Lucie et Jean-Luc. Avec un stylo rouge, souligne l'action dans le passé. Avec un stylo bleu, souligne l'action qui se déroule présentement et avec un crayon de couleur, souligne l'action au futur.

**AU TÉLÉPHONE :**

*Dring, dring.*

**Lucie :** *Oui, allô.*

**Jean Luc :** *Salut, Lucie. C'est Jean-Luc à l'appareil. Comment ça va?*

**Lucie :** *Très bien. Je viens de jouer au golf avec mon amie Mimi. J'adore ça. C'est mon activité à l'extérieur préférée.*

**Jean Luc :** *Ah bon. Et qu'est-ce que tu fais maintenant?*

**Lucie :** *Je suis en train de manger quelque chose.*

**Jean Luc :** *Oh, pardon. Alors, je te rappelle dans dix minutes.*

**Lucie :** *Pardon, mais je vais sortir avec Raymond.*

**Jean Luc :** *Ah bon! Avec Raymond, d'accord. Merci. Au revoir. (clic)*

**Lucie :** *Jean-Luc? Ça va?...*

### Partie B

**Directives :** Écris le numéro de l'image qui correspond à l'action mentionnée.

1.



2.



3.



4.



5.



6.



7.



8.



9.



**Amélie :** ☞ Je viens de \_\_\_\_\_. ☜ Je suis en train de \_\_\_\_\_. ☞ Je vais \_\_\_\_\_.

**Simon :** ☞ Je viens de \_\_\_\_\_. ☜ Je suis en train de \_\_\_\_\_. ☞ Je vais \_\_\_\_\_.

**Yannick :** ☞ Je viens de \_\_\_\_\_. ☜ Je suis en train de \_\_\_\_\_. ☞ Je vais \_\_\_\_\_.

# Tu fais quoi et quand?

Nom : \_\_\_\_\_ Date : \_\_\_\_\_

## Partie A

**Directives** : Utilise les mots et images ressources pour compléter les phrases.

Mots et images ressources

1.



sortir avec  
quelqu'un

2.



jouer de la guitare

3.



promener le chien

4.



faire la cuisine

5.



faire du patin  
à roues alignées

6.



jouer au soccer

7.



faire les devoirs

8.



être en ligne

9.



regarder la  
télévision

1. a) Je viens de \_\_\_\_\_

b) Je suis en train de \_\_\_\_\_

c) Je vais \_\_\_\_\_

2. a) Je viens de \_\_\_\_\_

b) Je suis en train de \_\_\_\_\_

c) Je vais \_\_\_\_\_

3. a) Je viens de \_\_\_\_\_

b) Je suis en train de \_\_\_\_\_

c) Je vais \_\_\_\_\_

## Partie B

**Directives** : Maintenant, imagine trois activités que tu aimes faire. Complète chaque phrase avec un verbe + l'infinitif approprié.

☞ Je viens de \_\_\_\_\_

☞ Je suis en train de \_\_\_\_\_

☞ Je vais \_\_\_\_\_

## À l'arrêt d'autobus

Nom : \_\_\_\_\_ Date : \_\_\_\_\_

**Directives :** Lis la conversation et remplis les blancs avec le mot approprié.

### Mots-ressources

activités	aime	tu
du karaté	aimes	toi
les films	vais	moi
idée	faire	
super		
au revoir		
salut		
sociales		



**Rémi :** Salut, Luc!

**Luc :** Eh! \_\_\_\_\_, Rémi!

**Rémi :** Tu as l'air fatigué. Qu'est-ce que tu viens de \_\_\_\_\_?

**Luc :** Bon, je viens de faire \_\_\_\_\_ et maintenant, je \_\_\_\_\_ manger quelque chose chez moi. Et \_\_\_\_\_?

**Rémi :** Je vais jouer au soccer avec mes amis.

**Luc :** Ah! tu aimes les \_\_\_\_\_ physiques aussi.

**Rémi :** J'aime ça, mais j'aime aussi les activités \_\_\_\_\_.

**Luc :** Qu'est-ce que \_\_\_\_\_ aimes faire, par exemple?

**Rémi :** En ce moment, j'\_\_\_\_\_ bien aller au cinéma et regarder des films.

**Luc :** Oui! Vraiment?

**Rémi :** Oui, j'aime les films d'action.

**Luc :** Hmm, j'aime aussi regarder \_\_\_\_\_ au cinéma.

**Rémi :** Oui! Ça c'est \_\_\_\_\_! Et toi, quels films est-ce que tu \_\_\_\_\_ regarder?

**Luc :** Moi, j'adore les films d'horreur. Je viens de voir le film *La nuit des fantômes*. C'est super.

**Rémi :** J'aime bien voir ce film!

**Luc :** Super! Voudrais-tu aller au cinéma avec \_\_\_\_\_?

**Rémi :** Bonne \_\_\_\_\_! C'est où?

**Luc :** Au cinéma Laplante, à 21 heures.

**Rémi :** Bon, voici mon autobus. Alors, à vendredi.

**Luc :** D'accord. À vendredi. Au revoir.

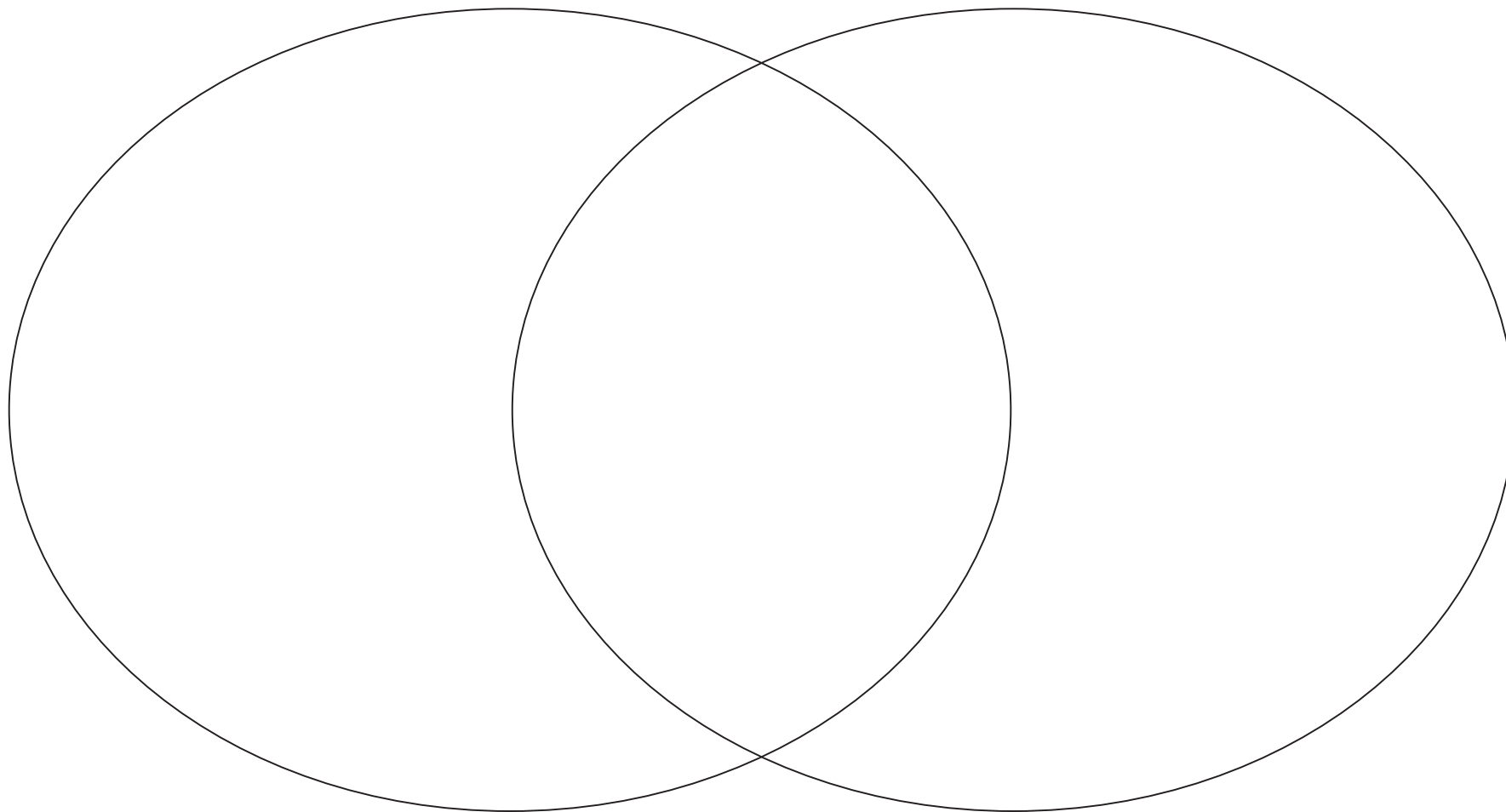
**Rémi :** \_\_\_\_\_.

## Qu'est-ce que Luc et Rémi ont en commun?

**Instructions:** Use the information in the dialogue to identify the interests and preferences mentioned. Write the shared interests and preferences in the overlapping area.

Luc

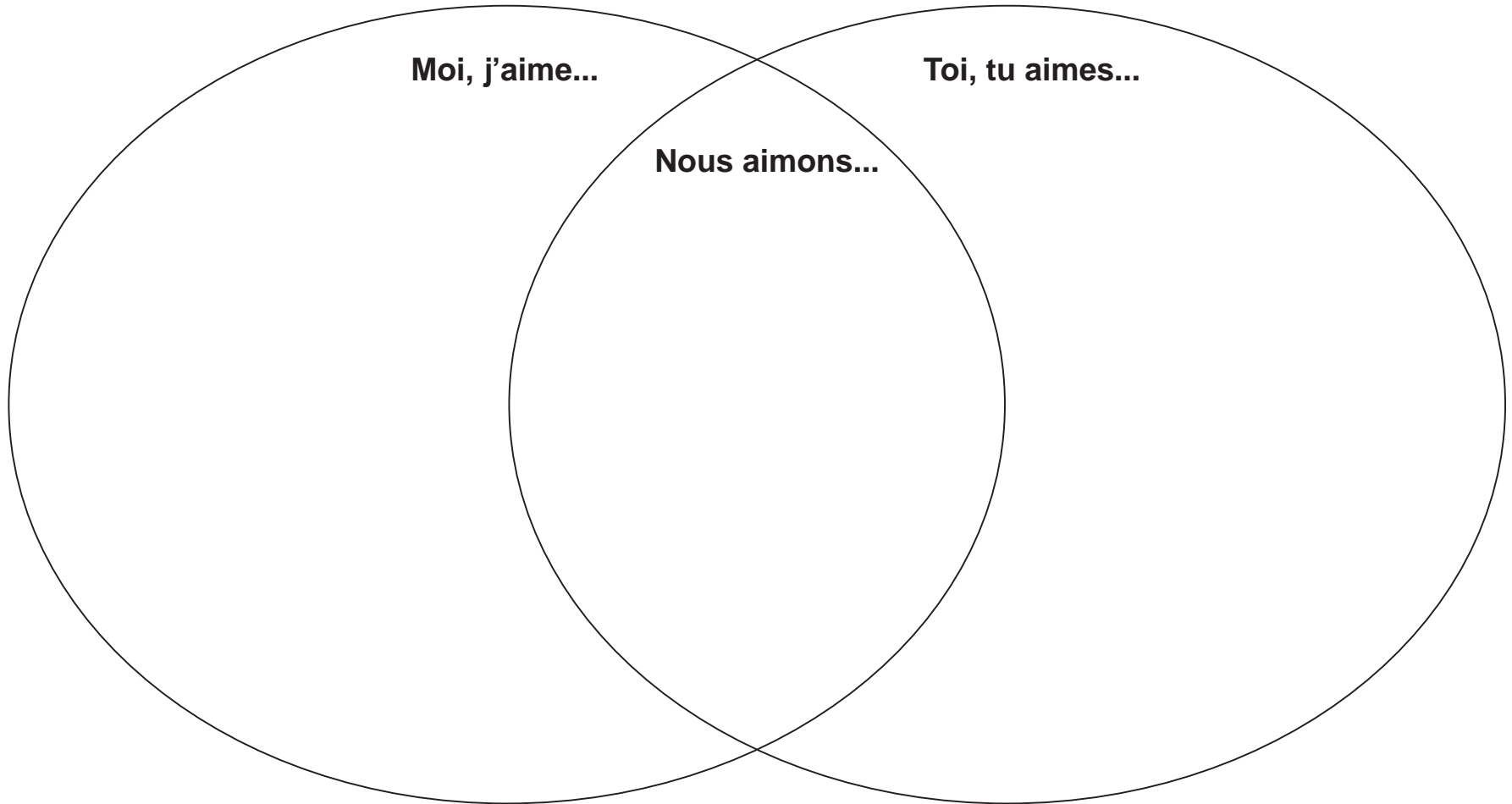
Rémi



## Mes préférences et tes préférences d'activités

Mon nom : \_\_\_\_\_

Ton nom : \_\_\_\_\_



## Observational Rating Scale

(for interactive oral activities)

Observation Date Range: from \_\_\_\_\_ to \_\_\_\_\_

Criteria	1. expresses oral messages using known vocabulary 2. applies appropriate language structures accurately 3. uses correct pronunciation of known words								
Student	Criteria No. 1			Criteria No. 2			Criteria No. 3		
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO
	WE	WH	NO	WE	WH	NO	WE	WH	NO

Circle one:                      WE = With Ease                      WH = With Hesitation                      NO = Not Observed

## PEER ASSESSMENT

My name is \_\_\_\_\_

I am giving feedback to \_\_\_\_\_

One compliment I would like to give you on your e-mail message is:

One suggestion I have:



My name is \_\_\_\_\_

I am giving feedback to \_\_\_\_\_

One compliment I would like to give you on your e-mail message is:

One suggestion I have:



My name is \_\_\_\_\_

I am giving feedback to \_\_\_\_\_

One compliment I would like to give you on your e-mail message is:

One suggestion I have:



My name is \_\_\_\_\_

I am giving feedback to \_\_\_\_\_

One compliment I would like to give you on your e-mail message is:

One suggestion I have:





## Observational Rating Scale (for e-mail activity)

Date: \_\_\_\_\_

Criteria: Student is able to:	demonstrate knowledge and use of the verb + infinitive structure		demonstrate understanding of use of the three-action time sequence		demonstrate appropriate use of greetings and leave-takings for an informal situation	
Student	Met	Not Met	Met	Not Met	Met	Not Met

## Pair Assessment

Names: \_\_\_\_\_  
 \_\_\_\_\_

Date: \_\_\_\_\_

<b>Criteria:</b>	<b>easily</b>	<b>with some difficulty</b>	<b>not at all</b>
We were able to:			
– greet each other.			
– state a past action.			
– state a current action.			
– state a future action.			
– extend an invitation by using the polite question form.			
– use our knowledge of verbs and verbal expressions to complete the statements.			
– use appropriate leave-taking expressions.			
– rehearse and recall our conversation with the aid of the dialogue map.			
The part of the task that we enjoyed the most was:			
We had difficulty with this part of the task:			
Other observations:			
Circle the word that best describes your overall feeling about your work as a pair:			
Fantastique!    Super!    Excellent!    Merveilleux!    Très bien!    Bien!    Assez bien!			

**Teacher Rating Scale**  
(Pair Interaction Activity)

<b>Name of Task:</b> Sharing activity preferences		<b>Date:</b>	
<b>Names</b>			
<b>Partenaire A:</b> _____			
<b>Partenaire B:</b> _____			
<b>Criteria</b>	<b>Partenaire A</b>	<b>Partenaire B</b>	
In the course of carrying out the task, you were able to:			
– greet each other appropriately.	4    2    1	4    2    1	
– ask a question using <i>est-ce que</i> and the verb indicated on your strip of paper.	4    2    1		
– provide an appropriate answer to the question.		4    2    1	
– react to the answer given in an appropriate manner.	4    2    1	4    2    1	
– invite someone to carry out an activity, using the expression <i>Voudrais-tu... ?</i>	4    2    1	4    2    1	
– use an appropriate leave-taking expression.	4    2    1	4    2    1	
– use your knowledge of verb + infinitive to communicate messages.	4    2    1	4    2    1	
– pronounce familiar words correctly.	4    2    1	4    2    1	
– use the dialogue map to guide your conversation.	4    2    1	4    2    1	
– collaborate with a partner to practise an oral message.	4    2    1	4    2    1	
<b>TOTAL</b>	<b>/36</b>	<b>/36</b>	
<b>Comments:</b>			

**Circle one:** 4 = Successfully    2 = With some success    1 = Unsuccessfully



# Écouter de la musique



Peindre



Jouer au golf

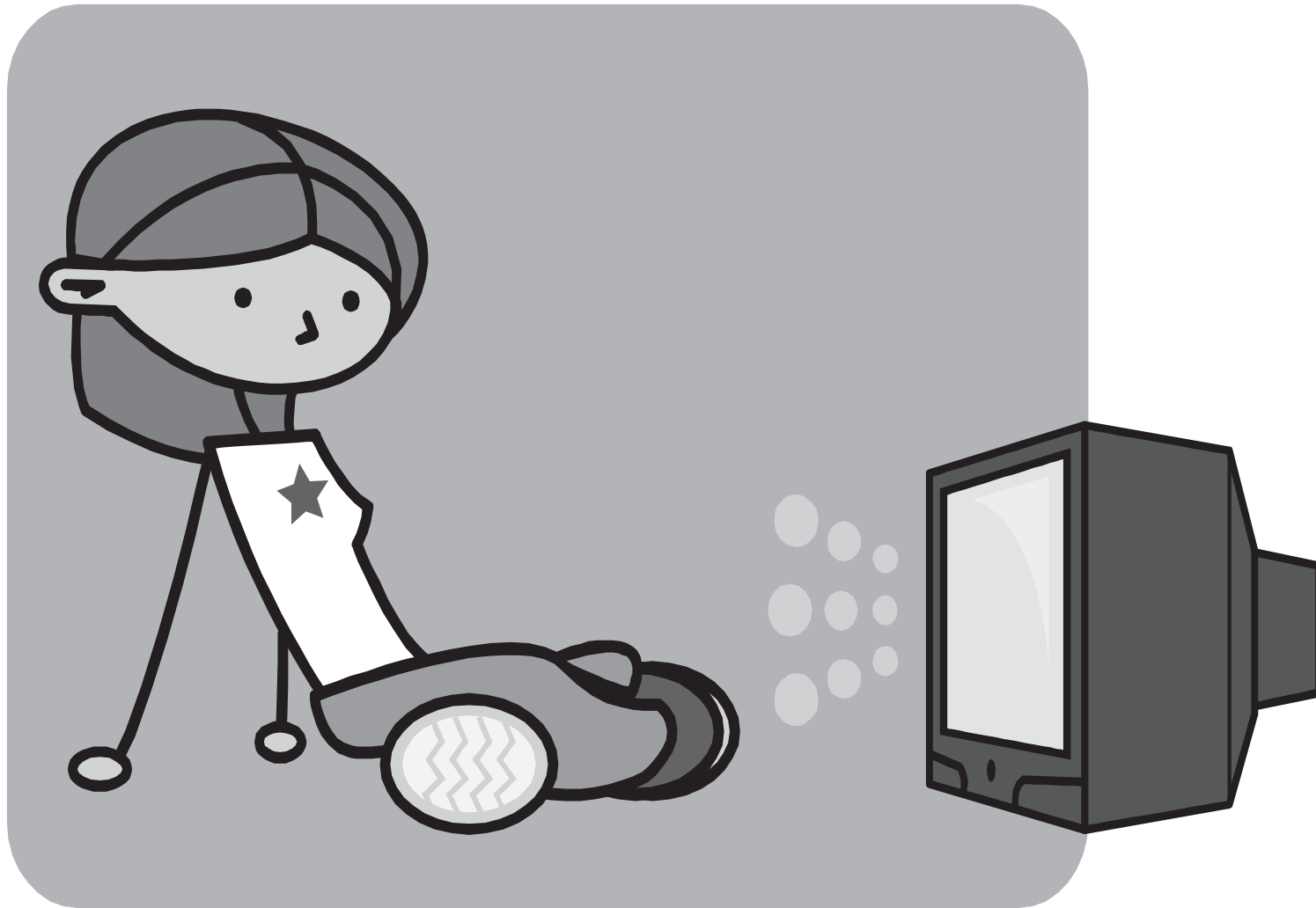


# Tourner une vidéo

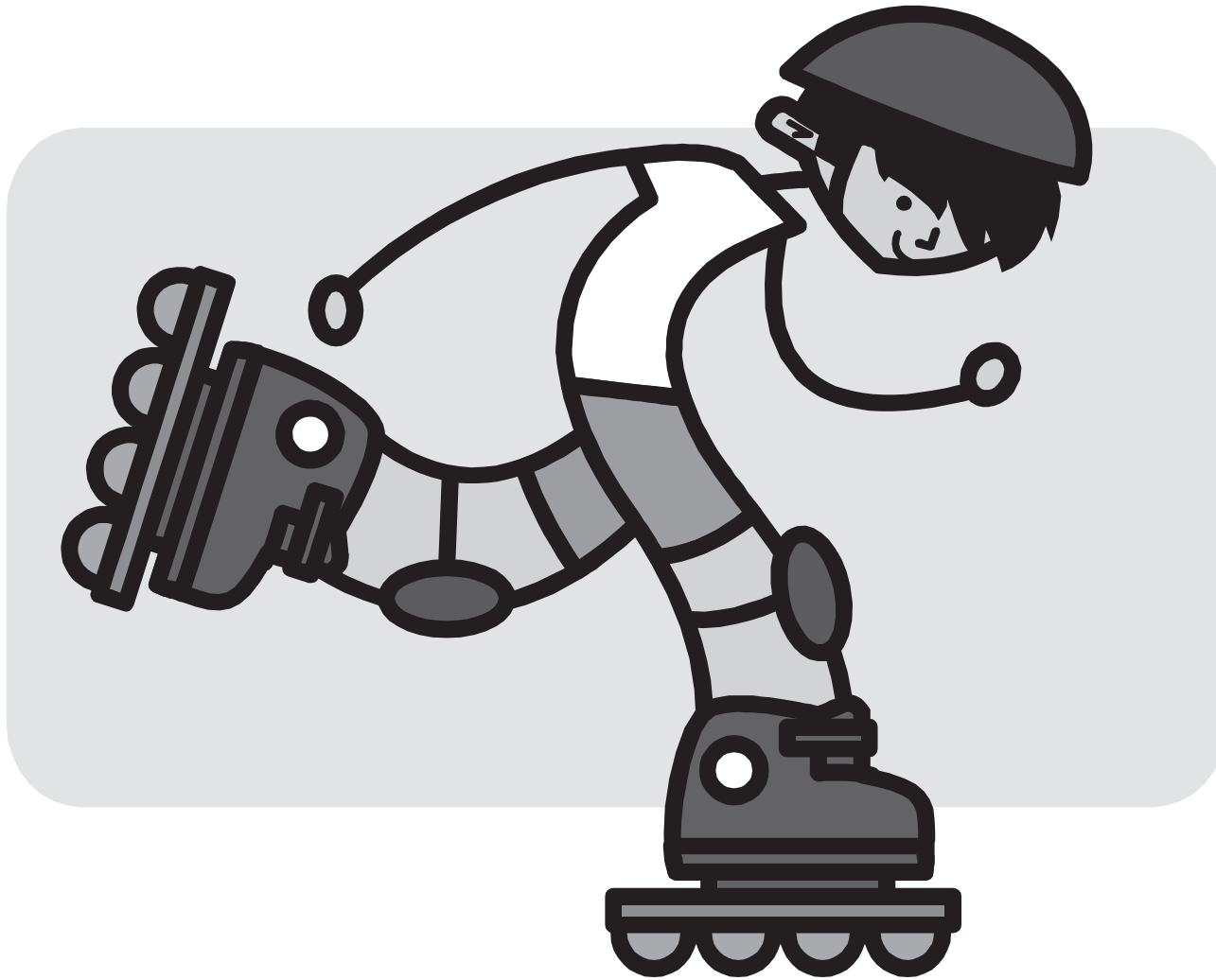


Jouer au soccer





Regarder la télévision



Faire du patin à roues alignées



Jouer de la guitare  
(d'un instrument musical)



Lire



Promener le chien



# Faire de la photographie



Jouer à des jeux vidéo



Danser





Faire la cuisine



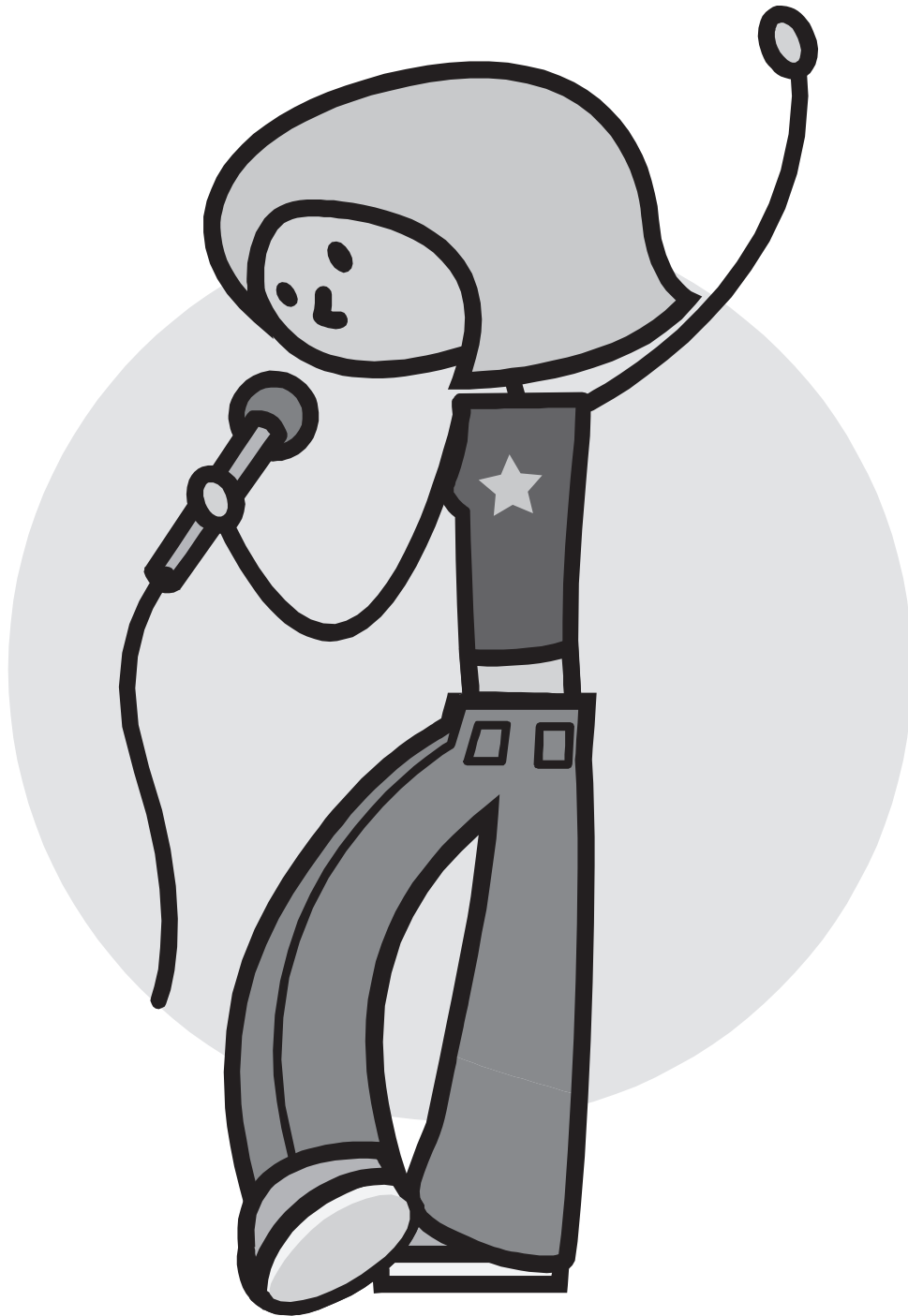
Être en ligne



Manger quelque chose



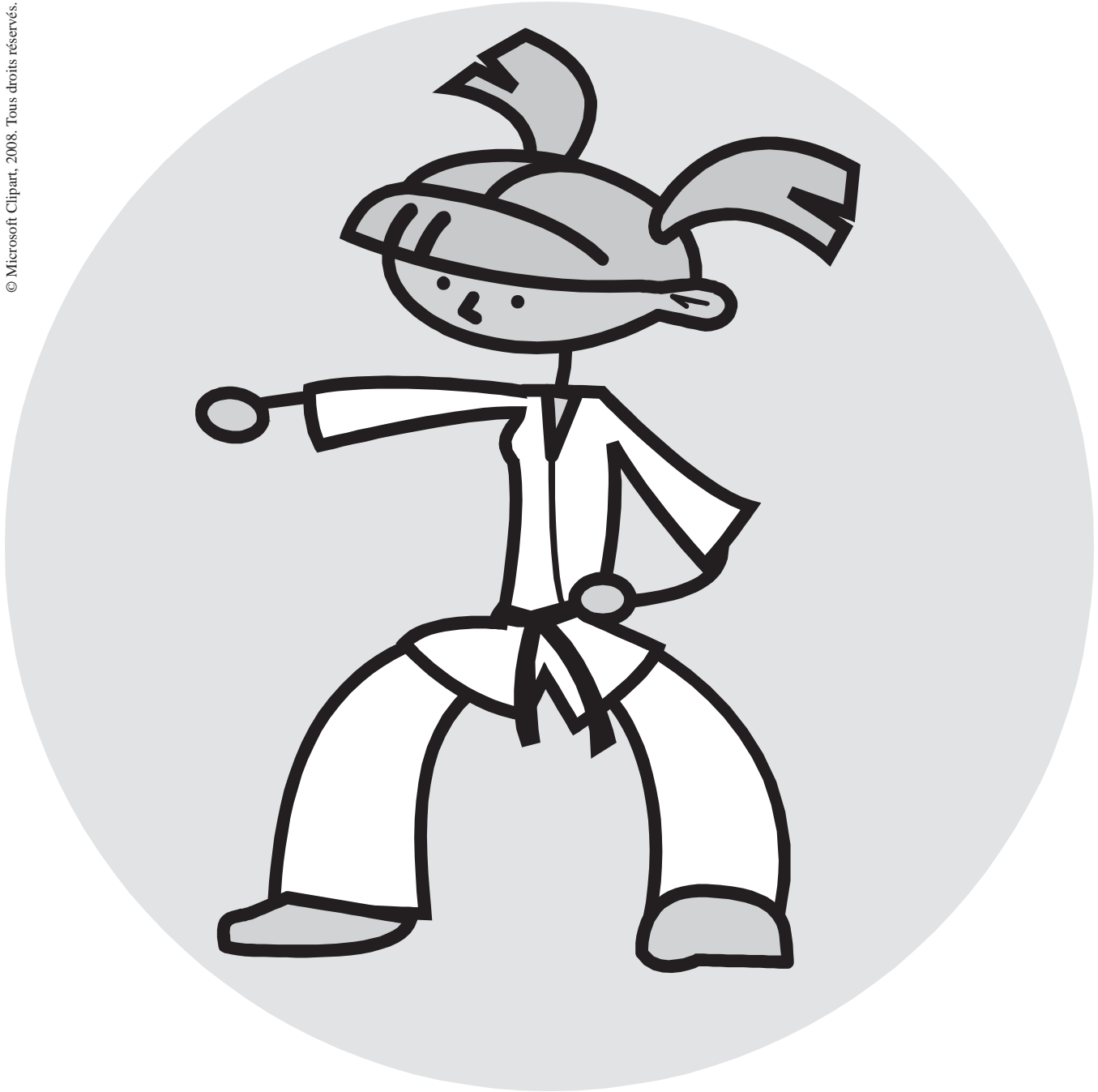
Sortir avec quelqu'un



Chanter



Faire les devoirs



Faire du karaté



Faire du vélo/de la bicyclette





Faire de la planche à neige



Écrire



Faire du ski (alpin)



Jouer au hockey



**Je viens de...**



**Je suis en train de...**



**Je vais...**