

# **French Handbook**

**French Handbook for  
Multi-grade Schools in  
Canada**

**Grades 4-8**

**Office of Education  
Seventh-day Adventist  
Church in Canada**

**2006**

## Acknowledgements

The following persons served as members of the Seventh-day Adventist Church in Canada Workshop Committee for the French Handbook for multi-grade schools, July 11-15, 2005:

Frances Schander, Ph.D., co-chair  
Associate Superintendent of Education  
Ontario Conference  
Oshawa, ON

Julia Falla, Ph.D.  
Principal  
Greaves Adventist Academy  
Montreal, QC

Jean Septembre, M.A., co-chair  
Administrator/Teacher  
Fraser Valley Adventist Academy  
Aldergrove, BC

André Langevin, B.Ed.  
Department Head, Social Sciences  
Kingsway College  
Oshawa, ON

Claude Bastien, M.A.  
Teaching Principal  
Windsor Adventist Elementary School  
Windsor, ON

Veronica Martin-Batson, M.A.  
Teacher  
Crawford Adventist Academy  
Toronto, ON

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## Introduction

For some time the Seventh-day Adventist Church in Canada (SDACC) Education Department has wanted to have a more uniform French programme. Achieving this goal, however, has been difficult for a number of reasons. Chief among these obstacles is the fact that core requirements and the point at which they are taught differ from province to province.

Fundamental, however, is the acknowledgment that in Canada, the study of Core French is considered essential. French is not only one of Canada's two official languages, but is spoken by more than 250 million people around the world. Because there is a recognition that society benefits from active citizens who are bilingual and culturally sensitive, Canadian provincial authorities direct and most often mandate its schools to provide students with French second language instruction.

Basic to the study of any language is the understanding that the study of a foreign language and its culture enhances a learner's intellectual ability and knowledge. Research has shown that students enrolled in second language achieve better overall academic performance in all main subject areas.

Perhaps most important is the recognition that foreign language study also provides a student with practical tools that can help create real human connections. Creating caring human connections is at the heart of the gospel commission and, therefore, studying French as a second language should be of special interest to Seventh-day Adventist Christians. It is in this context that Canadian Seventh-day Adventist Church schools are challenged to regularly evaluate the quality and efficiency of their core French instruction programs.

Planning for and teaching French to K-8 students becomes a real challenge for many Canadian K-8 Adventist school teachers. This Core French Handbook aims to be a practical support to them.

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## The Process

The committee members carefully examined the provincial curricula (through curriculum guides and required textbooks) for every Canadian province (except Quebec and Newfoundland). Key themes and language conventions were noted and tabulated. The end result indicated that there were more similarities than differences. It was the intent of the committee to determine the minimum expectations of the most stringent Canada-wide requirements. Using this approach, all provinces would meet or exceed their own curriculum requirements.

The committee acknowledges that there is much more work to be done. Additional K-3, plus high school curriculum should also be addressed for uniformity. The list of resources could be ongoing.

In addition, the committee recommends development of the following:

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1. that, because curricula are increasingly including a stronger conversational component, schools across Canada move toward hiring only French teachers who are fluent.
  2. that a French teacher who can provide French-teacher support be identified in each conference.
  3. that Conference education departments develop a French library of learning resources, including multi-media and French journals.
  4. that conferences consider offering French immersion opportunities as part of summer training for its French teachers.
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## How to Use This French Handbook

This handbook focuses on Grades 4-8 instruction, since most provinces require this. Please note that the British Columbia curriculum is one year behind other curricula. Therefore, requirements for Grade 5 would be Grade 4 elsewhere. K-3 instruction is required in Saskatchewan and New Brunswick. Teachers will need to adapt their instruction accordingly.



# Correlation of NAD Journey to Excellence and Core French Themes





## SDA / NAD Goals and Essential Elements Correlations with Core French Themes Detailed Chart

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The following **GOALS** and Essential Core Elements have been established to support the unique philosophy of Adventist education. Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum.

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### 1. ACCEPTANCE OF GOD (Goal)

Each student will:

Surrender one's whole life to God, develop a relationship with Jesus Christ and allow the Holy Spirit to work in one's life.

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A. Accept God as the Creator and the Redeemer.	God / Church Shopping / Stewardship Health / Nutrition Nature / Animals Weather / Seasons
B. Have a growing knowledge of God's Word and enjoyment in its study.	God / Church Community / Service Friends Health / Nutrition Home / Family Nature / Animals School / Classroom
C. Embrace God's gift of grace by accepting Christ as one's personal Savior.	God / Church Friends Home / Family Nature / Animals School / Classroom

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D. Discover the importance and power of prayer and faith in one's relationship with Jesus.	Celebrations / Holidays God / Church Shopping / Stewardship Community / Service Health / Nutrition Hobbies / Sports Home / Family Nature / Animals School / Classroom
E. Value God's revelation of Himself through inspired writings and creation.	Celebrations / Holidays God / Church Nature / Animals Weather / Seasons
F. Respond to God's love by using one's spiritual gifts to serve others.	God / Church Community / Service Hobbies / Sports Home / Family
G. Recognize that God gave the Ten Commandments to show us how to love Him and each other.	Celebrations / Holidays God / Church Shopping / Stewardship Community / Service Hobbies / Sports Home / Family Nature / Animals School / Classroom
H. Value and participate in worship alone and with others.	Celebrations / Holidays God / Church Home / Family Nature / Animals School / Classroom

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## 2. COMMITMENT TO THE CHURCH

Each student will:

Desire to know, live and share the message and mission of the Seventh-day Adventist Church.

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A. Be an active participant in one's local church.	Celebrations/Holidays God/Church Community/Service Health/Nutrition Hobbies/Sports Home/Family
B. Understand how the organization of the Seventh-day Adventist Church facilitates its mission.	God/Church Travel
C. Become involved in spreading the gospel throughout the world.	God/Church Community/Service Friends Health/Nutrition Hobbies/Sports School/Classroom
D. Accept the fundamental beliefs of the Seventh-day Adventist Church.	God/Church Health/Nutrition Hobbies/Sports
E. Appreciate the heritage of the Seventh-day Adventist Church.	God/Church
F. Relate to lifestyle choices and cultural issues based on biblical principles.	Celebrations/Holidays God/Church Shopping/Stewardship Health/Nutrition Hobbies/Sports

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### 3. INTERPERSONAL RELATIONSHIPS

Each student will:

Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership and the ability to respond with sensitivity to the needs of others.

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A. Recognize that God's ideal for the basic unit of society is the family.	Community/Service Hobbies/Sports Home/Family
B. Develop an appreciation for the diversity of individuals.	Celebrations/Holidays God/Church Community/Service Friends Home/Family School/Classroom
C. Acquire knowledge, attitudes and skills essential to meeting family responsibilities, whether living alone or with others.	Shopping/Stewardship Community/Service Friends Health/Nutrition Home/Family Nature/Animals
D. Recognize that God's unconditional love gives one self-worth.	God/Church Shopping/Stewardship Community/Service Friends Health/Nutrition Home/Family School/Classroom Travel
E. Value sexuality in the context of God's ideal.	Hobbies/Sports Home/Family

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#### 4. RESPONSIBLE CITIZENSHIP

Each student will:

Develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others and accept responsibility for local, national and global environments.

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A. Exhibit concern and sensitivity for other peoples and cultures.	Celebrations/Holidays God/Church Community/Service Friends Health/Nutrition Nature/Animals School/Classroom Travel
B. Participate actively in local, national and global communities.	Celebrations/Holidays God/Church Community/Service Hobbies/Sports Travel
C. Understand the functions of governments and their impact on individuals and society.	Celebrations/Holidays Shopping/Stewardship Travel
D. Use a biblical perspective to analyze history and current events.	Celebrations/Holidays God/Church Travel
E. Assume an active role in nurturing and preserving God's creation.	Shopping/Stewardship Community/Service Nature/Animals Weather/Seasons

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## 5. HEALTHY BALANCED LIVING

Each student will:

Accept personal responsibility for achieving and maintaining optimum physical, mental and spiritual health.

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A. Recognize that God's ideal for quality living includes a healthy lifestyle.	God/Church Health/Nutrition
B. Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God.	Health/Nutrition Hobbies/Sports Home/Family
C. Avoid at-risk behaviors.	Celebrations/Holidays Health/Nutrition Hobbies/Sports Travel
D. Apply Christian principles in recreation and sports.	Celebrations/Holidays Shopping/Stewardship Health/Nutrition Hobbies/Sports School/Classroom Travel
E. Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities.	Health/Nutrition Hobbies/Sports Home/Family
F. Recognize the interaction of physical, mental and spiritual health with emotional and social well-being.	God/Church Health/Nutrition Nature/Animals

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## 6. INTELLECTUAL DEVELOPMENT

Each student will:

Adopt a systematic, logical and biblically-based approach to decision-making and problem-solving when applied to a developing body of knowledge.

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A. Broaden intellectual abilities through the study of God’s Word.	God/Church
B. Use critical and creative thinking skills in “real-world” experiences.	God/Church Community/Service Friends Health/Nutrition Hobbies/Sports Home/Family Nature/Animals School/Classroom Weather/Seasons Travel
C. Develop one’s intellectual potential in natural sciences and mathematics, arts and humanities, social sciences and applied arts.	Celebrations/Holidays God/Church Shopping/Stewardship Community/Service Friends Health/Nutrition Hobbies/Sports Home/Family Nature/Animals School/Classroom Weather/Seasons Travel

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D. Utilize effective study techniques to locate, organize and learn information.

Celebrations/Holidays  
God/Church  
Shopping/Stewardship  
Community/Service  
Friends  
Health/Nutrition  
Hobbies/Sports  
Home/Family  
Nature/Animals  
School/Classroom  
Weather/Seasons  
Travel

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E. Apply the principles of life-long learning.

Celebrations/Holidays  
God/Church  
Shopping/Stewardship  
Community/Service  
Friends  
Health/Nutrition  
Hobbies/Sports  
Home/Family  
Nature/Animals  
School/Classroom  
Weather/Seasons  
Travel

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F. Approach all intellectual pursuits from a biblical perspective.

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God/Church

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## 7. COMMUNICATION SKILLS

Each student will:

Recognize the value and importance of effective communication and develop the requisite skills.

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A. Communicate effectively through the avenues of reading, writing, listening, speaking and non-verbal language.	Celebrations/Holidays God/Church Shopping/Stewardship Community/Service Friends Health/Nutrition Hobbies/Sports Home/Family Nature/Animals School/Classroom Weather/Seasons Travel
B. Apply a Christ-centered perspective to all forms of personal expression and media.	Celebrations/Holidays God/Church Community/Service Friends Health/Nutrition Home/Family Nature/Animals School/Classroom Travel
C. Understand how sensitivity to the differences of others affects communication.	Celebrations/Holidays God/Church Community/Service Friends Home/Family School/Classroom
D. Recognize how media and information technology impact communication.	Shopping/Stewardship Hobbies/Sports

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E. Utilize communication skills to enhance one's Christian witness.

Celebrations/Holidays  
God/Church  
Community/Service  
Friends  
Home/Family  
School/Classroom

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## 8. PERSONAL MANAGEMENT

Each student will:

Function responsibly in the everyday world using Christian principles of stewardship, economy and personal management.

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A. Develop responsible decision-making skills.

Celebrations/Holidays  
Shopping/Stewardship  
Health/Nutrition  
Home/Family  
Nature/Animals

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B. Appropriately manage one's personal finances.

Shopping/Stewardship  
Home/Family  
Travel

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C. Acquire skills in the use of technologies.

Shopping/Stewardship  
Home/Family  
Weather/Seasons

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D. Develop basic home-management skills.

Shopping/Stewardship  
Health/Nutrition  
Home/Family

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E. Value cooperation and teamwork when interacting in groups.

God/Church  
Community/Service  
Friends  
Hobbies/Sports  
Home/Family  
School/Classroom

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F. Develop conflict resolution skills.	God/Church Community/Service Friends Hobbies/Sports Home/Family School/Classroom
G. Manage time effectively.	Shopping/Stewardship Home/Family Travel

## 9. AESTHETIC APPRECIATION

Each student will:

Develop an appreciation of the beautiful, both in God’s creation and in human expression, while nurturing individual ability in the fine arts.

A. View God as the Author of beauty, both in His creation and in human expression.	God/Church Nature/Animals Weather/Seasons Travel
B. Employ biblical principles as the basis for appreciation and expression of creative and performing arts.	God/Church Nature/Animals Travel
C. Develop fine arts talents through practice, performance and presentation.	Celebrations/Holidays Community/Service Friends Hobbies/Sports
D. Use aesthetic expression as a means of communication and service.	Celebrations/Holidays Community/Service Friends Hobbies/Sports

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## 10. CAREER AND SERVICE

Each student will:

Develop a Christian work ethic with an appreciation for the dignity of service.

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A. Develop an awareness of career options and opportunities in a changing world, as well as in the church.	Community/Service
B. Recognize the role of useful work in personal development and maintaining self-worth.	God/Church Community/Service Hobbies/Sports Home/Family
C. Develop skills that will enhance employability.	Language Structure
D. Experience the joy of serving others.	Community/Service Friends
E. Identify one's interests, abilities and values, understanding their relationship to career options.	God/Church Community/Service Friends Hobbies/Sports
F. Always put forth one's best effort in every task.	God/Church Shopping/Stewardship Health/Nutrition

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# Linguistic Conventions



## Linguistic Conventions

General curriculum outcomes	Specific curriculum outcomes	4	5	6	7	8	
<b>The student will:</b>							
<ul style="list-style-type: none"> <li>Know the French alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Recite the French alphabet</li> </ul>	O	>	Δ	Δ	Δ	
	<ul style="list-style-type: none"> <li>Spell name</li> </ul>	O	>	Δ	Δ	Δ	
<ul style="list-style-type: none"> <li>Express simple oral messages by using gestures, single words or memorized global expressions</li> </ul>	<ul style="list-style-type: none"> <li>Use social expressions (<i>Au revoir, Bonjour...</i>)</li> </ul>	O	>	>	Δ	Δ	
	<ul style="list-style-type: none"> <li>Identify people, objects, places, and events (<i>C'est un/une...</i>)</li> </ul>	O	>	>	>	>	
	<ul style="list-style-type: none"> <li>Identify terms associated with media</li> </ul>				O	>	
	<ul style="list-style-type: none"> <li>Identify provinces and territories</li> </ul>		O	>	>	>	
	<ul style="list-style-type: none"> <li>Identify hobbies, sports, sports equipment</li> </ul>		O	>	>	>	
	<ul style="list-style-type: none"> <li>Identify beverages (<i>du lait, de l'eau</i>) Use of the partitive article</li> </ul>		O	>	>	>	
	<ul style="list-style-type: none"> <li>Identify animals</li> </ul>		O	>	>	>	
	<ul style="list-style-type: none"> <li>Identify food items</li> </ul>		O	>	>	>	
	<ul style="list-style-type: none"> <li>Identify food groups, recipe ingredients, meal times</li> </ul>				O	>	>
	<ul style="list-style-type: none"> <li>Identify parts of the body</li> </ul>				O	>	>
	<ul style="list-style-type: none"> <li>Identify modes of transportation</li> </ul>				O	>	>
	<ul style="list-style-type: none"> <li>Use directional words (<i>l'ouest, l'est, le nord, le sud, le nord-est...</i>)</li> </ul>				O	>	>
	<ul style="list-style-type: none"> <li>Compare and contrast proverbs in English and in French</li> </ul>					O	>
	<ul style="list-style-type: none"> <li>Participate in classroom routines</li> </ul>	<ul style="list-style-type: none"> <li>Respond to commands</li> </ul>	O	>	>	>	>
<ul style="list-style-type: none"> <li>Make requests/ask permission</li> </ul>		O	>	>	>	>	
<ul style="list-style-type: none"> <li>Follow teacher's instructions</li> </ul>		O	>	>	>	>	
<ul style="list-style-type: none"> <li>Use expressions of politeness (<i>merci, s'il vous plaît, de rien...</i>)</li> </ul>		O	>	>	>	>	
<ul style="list-style-type: none"> <li>Ask for clarification (<i>pardon, je ne comprends pas</i>)</li> </ul>		O	>	>	>		

General curriculum outcomes	Specific curriculum outcomes	4	5	6	7	8
<ul style="list-style-type: none"> <li>Share general information</li> </ul>	<ul style="list-style-type: none"> <li>State the months of the year, days of the week, holidays, seasons, numbers 1-69, higher for grades 7 and 8</li> </ul>	O	>	Δ	Δ	Δ
	<ul style="list-style-type: none"> <li>Identify colours (<i>rouge, blanc, bleu...</i>)</li> </ul>	O	>	Δ	Δ	Δ
	<ul style="list-style-type: none"> <li>Use weather expressions (<i>il pleut, il fait beau...</i>)</li> </ul>	O	>	.>	>	>
	<ul style="list-style-type: none"> <li>Write the numbers 0-31</li> </ul>	O	>	Δ	Δ	Δ
	<ul style="list-style-type: none"> <li>Tell time (<i>il est huit heures, il est vingt heures</i>)</li> </ul>		O	>	>	>
	<ul style="list-style-type: none"> <li>Use time expressions (<i>matin, après-midi, soir, pendant...</i>)</li> </ul>		O	>	>	>
	<ul style="list-style-type: none"> <li>State the numbers 1-1000</li> </ul>	O	>	>	>	>
	<ul style="list-style-type: none"> <li>State the numbers 1-One Million</li> </ul>			O	>	>
	<ul style="list-style-type: none"> <li>Write the numbers 1-100</li> </ul>		O	>	Δ	Δ
	<ul style="list-style-type: none"> <li>Write numbers beyond 100</li> </ul>	O	>	>	Δ	Δ
	<ul style="list-style-type: none"> <li>Read and state phone numbers, addresses</li> </ul>				O	Δ
	<ul style="list-style-type: none"> <li>Use appropriate abbreviations for addressing people (<i>monsieur—M., madame—Mme, mademoiselle—Mlle</i>)</li> </ul>		O	>	Δ	Δ
	<ul style="list-style-type: none"> <li>Use appropriate abbreviations for addresses, measurement, temperature, time</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>State name, age, date of birth</li> </ul>	O	>	Δ	Δ	Δ
	<ul style="list-style-type: none"> <li>Identify family members, and school</li> </ul>	O	>	Δ	Δ	Δ
	<ul style="list-style-type: none"> <li>Use possessive adjectives (<i>mon, ma, mes, ton, ta, tes...</i>)</li> </ul>	O	>	>	Δ	Δ
<ul style="list-style-type: none"> <li>Identify some physical characteristics</li> </ul>		O	>	>	>	
<ul style="list-style-type: none"> <li>Express likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>State likes and dislikes declaratively (<i>j'aime, je déteste, je préfère...</i>)</li> </ul>	O	>	>	Δ	Δ
	<ul style="list-style-type: none"> <li>State wants and needs (<i>j'ai besoin de, je désire, je n'aime pas, je n'ai pas besoin de</i>)</li> </ul>		O	>	>	Δ

General curriculum outcomes	Specific curriculum outcomes	4	5	6	7	8
<ul style="list-style-type: none"> <li>Share feelings</li> </ul>	<ul style="list-style-type: none"> <li>Express emotions (<i>Triste, fâché(e), content(e), fatigué(e)...</i>)</li> </ul>	O	>	>	>	>
	<ul style="list-style-type: none"> <li>Express and dramatize emotions (<i>je suis heureuse, je suis malheureuse</i>)</li> </ul>			O	>	>
<ul style="list-style-type: none"> <li>Ask simple questions</li> </ul>	<ul style="list-style-type: none"> <li>Use question words and expressions (<i>qui, comment, quel, quelle, combien; est-ce que...</i>)</li> </ul>	O	>	>	>	>
	<ul style="list-style-type: none"> <li>Use intonation when asking a question with a sentence in natural word order (<i>Tu es ici?</i>)</li> </ul>	O	>	>	>	>
	<ul style="list-style-type: none"> <li>Use verb inversion when posing a question (<i>Allons-nous à l'église?</i>)</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>Interview a person</li> </ul>		O	>	>	>
	<ul style="list-style-type: none"> <li>Prepare a simple interview</li> </ul>			O	>	>
	<ul style="list-style-type: none"> <li>Ask clarifying questions in conversations</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>Read a variety of very simple materials</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to read &amp; understand simple texts, 50-100 words long, containing basic learned vocabulary.</li> </ul>	O	>	>	>
	<ul style="list-style-type: none"> <li>Demonstrate ability to read &amp; understand simple materials, 100-150 words long.</li> </ul>		O	>	>	>
	<ul style="list-style-type: none"> <li>Demonstrate ability to read &amp; understand simple authentic materials, 150-200 words long, containing familiar and new vocabulary.</li> </ul>			O	>	>
	<ul style="list-style-type: none"> <li>Demonstrate ability to read &amp; understand a variety of classroom and simple authentic materials, 200-400 words long.</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>Demonstrate ability to read a variety of classroom and simple authentic materials, 400-600 words long.</li> </ul>					O

<b>General curriculum outcomes</b>	<b>Specific curriculum outcomes</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<ul style="list-style-type: none"> <li>Write a variety of materials</li> </ul>	<ul style="list-style-type: none"> <li>Copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and simple language structures</li> </ul>	O	>	Δ	Δ	Δ
	<ul style="list-style-type: none"> <li>Write responses to simple questions</li> </ul>	O	>	Δ	Δ	Δ
	<ul style="list-style-type: none"> <li>Write simple phrases, short sentences, and questions, using learned vocabulary and simple language structures</li> </ul>		O	>	Δ	Δ
	<ul style="list-style-type: none"> <li>Write sentences and questions that contain learned vocabulary and familiar language structures</li> </ul>			O	>	Δ
	<ul style="list-style-type: none"> <li>Write in different forms (e.g. instructions, dialogues, narratives)</li> </ul>			O	>	Δ
	<ul style="list-style-type: none"> <li>Write simple, some compound sentences and questions, using familiar and new vocabulary</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>Write in a variety of simple forms (e.g., letters, poems, descriptions), following a model and making substitutions and minor adaptations to the model</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>Revise and edit personal writing, with peer and teacher feedback, using other resources, including technology</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>Use simple and compound sentences, organizing information into paragraphs</li> </ul>					O
	<ul style="list-style-type: none"> <li>Use strategies for process writing</li> </ul>					O
<ul style="list-style-type: none"> <li>Proofread and correct final drafts, with an emphasis on grammar, punctuation, and spelling</li> </ul>					O	

General curriculum outcomes	Specific curriculum outcomes	4	5	6	7	8
<ul style="list-style-type: none"> <li>Identify nouns and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Use subject pronouns (<i>je, tu, il...</i>)</li> </ul>	O	>	Δ	Δ	Δ
	<ul style="list-style-type: none"> <li>Use plural form of nouns</li> </ul>	O	>	>	>	>
	<ul style="list-style-type: none"> <li>Use agreement of indefinite articles (<i>un, une, des</i>) and definite articles (<i>le, la, l', les</i>)</li> </ul>	O	>	>	Δ	Δ
	<ul style="list-style-type: none"> <li>Use partitive articles (<i>du, de l', de la, des</i>) <i>du lait, de l'eau</i></li> </ul>		O	>	>	>
	<ul style="list-style-type: none"> <li>Use irregular forms of nouns (<i>animal/animaux</i>)</li> </ul>			O	>	>
	<ul style="list-style-type: none"> <li>Use object pronouns <i>y</i> and <i>en</i> (<i>j'y vais, j'en prends</i>)</li> </ul>					O
	<ul style="list-style-type: none"> <li>Use pronoun <i>On</i> (<i>On y va!</i>)</li> </ul>					O
<ul style="list-style-type: none"> <li>Identify verbs</li> </ul>	<ul style="list-style-type: none"> <li>Use <i>être, avoir</i>, and regular <i>-er</i> ending verbs</li> </ul>	O	>	Δ	Δ	Δ
	<ul style="list-style-type: none"> <li>Use <i>faire, aller, boire, manger</i></li> </ul>		O	>	Δ	Δ
	<ul style="list-style-type: none"> <li>Use expressions with <i>avoir</i> (<i>avoir faim, avoir froid ...</i>)</li> </ul>		O	>	>	Δ
	<ul style="list-style-type: none"> <li>Use present tense of some <i>-ir</i> and <i>-re</i> regular verbs</li> </ul>			O	>	>
	<ul style="list-style-type: none"> <li>Use imperative forms of verbs (<i>Chantons! Va! Marchez!...</i>)</li> </ul>	O	>	Δ	Δ	Δ
	<ul style="list-style-type: none"> <li>Use the imperative in the affirmative and in the negative with regular and irregular verbs (<i>Choisis le bleu. Ne mettez pas trop de sel.</i>)</li> </ul>					O
	<ul style="list-style-type: none"> <li>Use the present tense of the irregular verbs <i>vouloir, pouvoir, devoir, partir</i>, and <i>sortir</i> with singular and plural subjects</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>Use double verb constructions (<i>Je veux écouter de la musique</i>)</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>Use <i>aller</i> plus an infinitive to form <i>le futur proche</i> (<i>je vais manger</i>)</li> </ul>				O	>

General Curriculum Outcomes	Specific Curriculum Outcomes	4	5	6	7	8
	<ul style="list-style-type: none"> <li>Use agreement of verbs with compound subjects (<i>Mon amie et moi allons au cinéma</i>)...</li> </ul>				○	>
	<ul style="list-style-type: none"> <li>Use auxiliary verbs <i>avoir</i> and <i>être</i> in the <i>passé composé</i> (<i>avoir</i> : <i>j'ai regardé</i>); (<i>être</i> : <i>je suis parti(e)</i>), (<i>aller</i> : <i>je suis allé(e)</i>), and (<i>partir</i> : <i>je suis parti(e)</i>)...</li> </ul>					○
	<ul style="list-style-type: none"> <li>Use the <i>passé composé</i> of some irregular verbs (<i>avoir, être, faire, and prendre</i>)</li> </ul>					○
<ul style="list-style-type: none"> <li>Identify adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Add "e" to form the feminine</li> </ul>	○	>	△	△	△
	<ul style="list-style-type: none"> <li>Use possessive adjectives (<i>mon, ma, mes, ton, ta, tes...</i>)</li> </ul>	○	>	>	△	△
	<ul style="list-style-type: none"> <li>Use the plural form of regular adjectives</li> </ul>	○	>	>	>	△
	<ul style="list-style-type: none"> <li>Use singular and plural, feminine and masculine of some irregular adjectives (<i>beau, bel, belle, beaux, belles</i>)</li> </ul>				○	>
	<ul style="list-style-type: none"> <li>Use agreement in number and gender of irregular adjectives and nouns (<i>les beaux chandails</i>)</li> </ul>				○	>
	<ul style="list-style-type: none"> <li>Use demonstrative adjectives (<i>ce, cet, cette, ces</i>)</li> </ul>				○	>
	<ul style="list-style-type: none"> <li>Use exclamatory adjectives (<i>Quelle fille!</i>)</li> </ul>					○
	<ul style="list-style-type: none"> <li>Use comparative and superlative forms of adjectives (<i>C'est le film le plus populaire.</i>)</li> </ul>					○
	<ul style="list-style-type: none"> <li>Use correct word order at the phrase level (<i>une grande fille, une fille aimable</i>)</li> </ul>				○	>
<ul style="list-style-type: none"> <li>Identify adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Use common adverbs (<i>beaucoup, bien, peu, assez, trop, plus, moins</i>)</li> </ul>			○	>	>

General Curriculum Outcomes	Specific Curriculum Outcomes	4	5	6	7	8
	<ul style="list-style-type: none"> <li>Use adverbs of manner (<i>fort bien, lentement...</i>), of time (<i>demain, bientôt, parfois, souvent, tard</i>), and place (<i>à droite, autour, ici, là-bas, loin</i>)</li> </ul>					○
	<ul style="list-style-type: none"> <li>Use adverbial expressions of negation (<i>rien, jamais, ne... rien, ne...jamais, ne...plus</i>)</li> </ul>					○
<ul style="list-style-type: none"> <li>Identify prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Use prepositions of place (<i>sur, sous, devant, derrière, dans, à</i>) and to indicate possession (e.g. <i>C'est la maison de Marie.</i>)</li> </ul>	○	>	>	>	>
	<ul style="list-style-type: none"> <li>Use prepositions with nouns in short sentences (<i>à côté de, en face de...</i>)</li> </ul>		○	>	>	>
	<ul style="list-style-type: none"> <li>Use contractions for the prepositions <i>à</i>, and <i>de</i> plus definite articles (<i>à l'île de Montréal, de l'île de Montréal, au cinéma, du cinéma</i>)</li> </ul>				○	>
<ul style="list-style-type: none"> <li>Identify conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions (<i>et, mais, parce que, parce qu'</i>)</li> </ul>			○	>	>
<ul style="list-style-type: none"> <li>Identify interjections</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate interjections (<i>Attention!, Silence!, Brrrr!, Bravo!...</i>)</li> </ul>				○	>



## Suggestions for French Instruction in the Multi-Grade Classroom

Many Adventist schools are small, spanning grades K-8, with one or two teachers. In these challenging situations the classroom teacher may legitimately inquire, “How can I teach French to such a diverse group of students? How can I do an adequate job?” Do not despair. This apparent dilemma has a positive side, for there are advantages to multi-grade classes such as:

- Students become independent more quickly.
- Students cooperate more and share more.
- Joint activities are possible.
- Possibilities for student interaction and assistance are increased.
- Student hears content over a number of years contributing to acquisition for long-term memory.

In multi-grade classes, teachers can organize to meet the challenge of providing instruction in Core French by:

1. Being very organized, every day.
2. If you do not have a dedicated French room, make your own room as information-laden as possible – Use charts or posters such as *les jours*, *les mois*, *les nombres 1-100*, or verbs such as *être*, *avoir*, *faire*, *aller*, etc.
3. Study the list of learning outcomes required for the grade levels you teach.
4. Plan your teaching around themes that will incorporate as many of the learning outcomes as possible. (See a list of suggested themes beginning on page 9 of this document)
5. Alternate your themes yearly creating a cycle determined by the number of grades taught. For example, if you teach two grades, then your cycle will be a two-year cycle. If you teach 4 grades, then your cycle will be a 4-year cycle. By the end of the cycle, you should have covered all the learning outcomes required.
6. Do not expect those in lower grades to reach the same level of achievement as those in higher grades. Although the objectives may be the same, the depth of treatment will usually be a key difference, along with expectations.
7. Do as much work together as possible – songs, games, drills, etc.

8. Organize joint activities (role playing, vocabulary practice, games, and videos).
9. Introduce all new material orally. If you must assign written seatwork, make sure that the work is from a previously introduced oral lesson.
10. Projects work well for the multigrade class. Students can make posters, crossword or hidden word puzzles, pictures illustrating a story, compose and act out or mime short skits. Make sure their work is displayed.
11. When role playing, younger students might use less language and more props, or complete a different task but still on the same subject.
12. If you have a fairly advanced student, make this student an assistant. This person can be in charge of the listening centre and the liaison between students with problems and the teacher when the teacher is busy working with another group. They may also act as a resource person, answering other students' questions.
13. Consider setting up centres in your room, either permanent or portable, for listening, reading, games, computer, puppets, writing, etc. where students can work when you are with an alternate group. Make sure you make up a list of rules for students to follow. Students will rotate from centre to centre, but the content will be different for each grade level. Place centres as far away from the board as possible.
14. Teach your students to write down any questions they may have rather than immediately interrupting you if you are teaching an alternate group.
15. Consider giving your students an outline for the day or week or even an entire unit of the activities they will be required to do during that time so that if you are busy, they will know what to do.
16. Pair younger or beginning students with more advanced ones for small group work and to help one another.
17. You may want to rearrange the seating for the French class so that the inexperienced students can be closer to the board or your desk where they can receive extra help.
18. Give common assignments but use a distinct marking scheme for each group. Grade each level at a different percentage or only mark that portion of the work that pertains to that grade level.
19. Schedule presentations, displays, and evaluation for all groups on the same day.

20. If you have a large multi-grade class, organize your students so that they make oral presentations before small groups rather than the entire class. The alternate group(s) can be working independently at a centre.
21. Plan with other teachers. If you are not the only teacher in your school, get together and help one another.
22. Insert enrichment activities such as a French Club, films, DVDs/videos, pen pals, simple cooking, card games.
23. Be on the alert for technology or software which could enhance your French program. (see Resources, p. 47)

In the future if you are experiencing significant difficulty or feel that you need some assistance, use your computer to access <http://catnet.sdacc.org> and select.... Choose the representative from your region and give them a call.



## Correction of Errors

Errors are a natural, inevitable and useful part of second language learning. A general climate of friendship and encouragement in the classroom will help students accept corrections not as a personal criticism, but as a means to improving the accuracy of communication. It is the purpose of an activity which should determine how errors are handled. In general, the more controlled the activity, the more detailed the correction should be. In open-ended communicative activities, for example, students are creating with the language and have a choice over what they will say. It is advisable to correct only those errors that hinder comprehension.

More often than not, correcting grammatical errors and interrupting for accuracy can shift students' attention away from the message being communicated and inhibits their willingness to speak. The aim of these activities is to develop fluency and the ability to cope with real language use. It is less important in these situations to be grammatically perfect than to try to get the message across. The teacher, in this situation, can make a mental note of the errors and classroom activities can later be introduced to address the concerns.

On the other hand, if an activity is somewhat more controlled and its purpose is the reinforcement of vocabulary or a language pattern, significant errors should be corrected immediately. Teachers, however, will need to be sensitive to the individual learner and recognize when correction is helpful and when it may inhibit risk-taking. One strategy which teachers may want to consider when students make errors in something that has been covered many times in class is to simply signal the error and encourage students to self-correct. Signaling the error may be through repetition with inflection in the voice (ex. **Une** crayon??) or merely a **Pardon??** Such techniques will often be enough to cause students to reflect on what they have said and immediately, self-correct. When necessary, classmates could be called upon to assist the student.

Indirect error correction is another strategy teachers find particularly helpful in their interactions with students. In this situation, the teacher repeats the student's answer with the correct form being modeled. For example,

Student: Madame, je n'ai pas **un** stylo.

Teacher: Tu n'as pas **de** stylo?

In some instances, mistakes can be minimized with prevention. If the teacher is aware that a particular point is a repeated problem, for example, *Je suis 10 ans*, a model sentence can be presented with the correct form, *J'ai 10 ans*.

Another question often raised by teachers is “How much do I correct in written productions? Do I leave errors in work I display?” These are very legitimate concerns with no “right” answer. However, as was mentioned in the section on the Writing Process, students should be guided to self-correct as many errors as possible with the aid of resources and based on their previous learning. Also, spelling errors can easily be corrected by students through the use of a dictionary. Prior to “publication,” the teacher may want to correct any flagrant structural errors as well. The displaying of student work, however, should always be for the purpose of recognizing the accomplishment, even if it is not yet “perfect.”

The AIM language purports immediate intervention by the use of gestures so that all students become involved in the correction process.

# Language Learning Strategies



## Language Learning Strategies

General Strategy	Specific Learning Strategy	4	5	6	7	8
<b>The student will:</b>						
<b><u>Comprehension Strategies</u></b>						
- Use comprehension strategies to facilitate the understanding of an oral or written message.						
<ul style="list-style-type: none"> <li>• Cognitive</li> </ul>	• use visual clues (e.g., pictures, gestures, illustrations) and auditory clues (e.g., street noises, intonation, sighs)	○	>	>	>	>
	• guess the meaning of an unknown word or expression	○	>	>	>	>
	• use words around the unknown word to guess meaning				○	>
	• associate a gesture, a symbol or an illustration with a message	○	>	>	>	>
	• identify cognates (e.g., forest- <i>forêt</i> , carnival- <i>carnaval</i> )	○	>	>	>	>
	• identify word families (e.g., <i>étudiant</i> , <i>étude</i> , <i>étudier</i> )	○	>	>	>	>
	• anticipate information from the context/situation				○	>
	• activate prior knowledge and experiences	○	>	>	>	>
	• predict what information a text may contain	○	>	>	>	>
	• use highlighting or underlining to identify known words or expressions				○	>
	• use contextual clues relating to who, what, where, when and why				○	>
	• activate first language listening and reading skills	○	>	>	>	>
	• represent meaning by using mental images, illustrations or graphic representations.	○	>	>	>	>
	• categorize concrete information				○	>
	• use repetition (e.g., listen again to a text or reread a text that is causing difficulty)	○	>	>	>	>
	• use a bilingual dictionary to verify word meaning or find unknown words				○	>
• focus attention on the required information				○	>	

General Strategy	Specific Learning Strategy	4	5	6	7	8
	The student will:					
<b>Comprehension Strategies (cont'd)</b>						
- Use comprehension strategies to facilitate the understanding of an oral or written message.						
<ul style="list-style-type: none"> <li>Socio-affective</li> </ul>	<ul style="list-style-type: none"> <li>Participate willingly in French language learning experiences</li> </ul>	O	>	>	>	>
	<ul style="list-style-type: none"> <li>Take the risk to listen to or read a new text in French</li> </ul>	O	>	>	>	>
	<ul style="list-style-type: none"> <li>Take the risk to listen to authentic texts of varying lengths made available through different information and communication technologies</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>Take the risk to read authentic documents of varying lengths made available through different information and communication technologies</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>Ask questions to clarify or verify that a message has been understood</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>Tolerate ambiguity—accept that it is not necessary to understand every word in order to glean meaning</li> </ul>	O	>	>	>	>
	<ul style="list-style-type: none"> <li>Collaborate with others to build confidence and exchange information</li> </ul>	O	>	>	>	>
<ul style="list-style-type: none"> <li>Metacognitive</li> </ul>	<ul style="list-style-type: none"> <li>Identify a strategy that can be or was used to facilitate comprehension of a text</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>Focus attention on the activity to be carried out</li> </ul>	O	>	>	>	>
	<ul style="list-style-type: none"> <li>Activate prediction skills based on previous knowledge and experience</li> </ul>	O	>	>		
	<ul style="list-style-type: none"> <li>Verify predictions</li> </ul>	O	>	>		
	<ul style="list-style-type: none"> <li>Use self-talk to build confidence in listening and reading skills</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>Evaluate own ability to understand the message</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>Focus attention on the required information</li> </ul>	O	>	>		
<ul style="list-style-type: none"> <li>Focus attention on what is known and ignore what is unknown</li> </ul>	O	>	>	>	>	

General Strategy	Specific Learning Strategy	4	5	6	7	8
	The student will:					
<b><u>Production Strategies</u></b>						
- Develop and use production strategies to produce a simple oral or written message						
<ul style="list-style-type: none"> <li>• Cognitive</li> </ul>	<ul style="list-style-type: none"> <li>• Identify patterns or language features, such as verb endings or gender</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>• Repeat a word, an expression, a pattern, a presentation, etc., silently or aloud</li> </ul>	O	>	>	>	>
	<ul style="list-style-type: none"> <li>• Use models to create a similar text</li> </ul>	O	>	>	>	>
	<ul style="list-style-type: none"> <li>• Combine new learning with previous learning (e.g., knowledge of the conjugation of the verb “avoir” and adding “avoir” expressions to the language repertoire)</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>• Practise a word, an expression, a pattern, a presentation, etc.</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>• Use reference materials (e.g., vocabulary and expressions posted in the classroom)</li> </ul>	O	>	>	>	>
	<ul style="list-style-type: none"> <li>• Use models of texts to help map out ideas</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>• Use models to analyze the structure of a text</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>• Use models to create a similar text</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>• Apply knowledge of a text type to follow its format and content</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>• Use reference materials (e.g., bilingual dictionary in either a print or an electronic format, verb charts, data bases) to improve the message</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>• Apply knowledge of multimedia presentations to facilitate the communication of a message</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>• Apply knowledge of word processing to produce a message</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>• Create simple personal reference materials (e.g., vocabulary lists, grammar notes)</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>• Use brainstorming techniques to stimulate ideas</li> </ul>				O	>
<ul style="list-style-type: none"> <li>• Organize ideas using schemata (e.g., mind maps, T-charts)</li> </ul>				O	>	

General Strategy	Specific Learning Strategy	4	5	6	7	8
	The student will:					
<b><u>Production Strategies (cont'd)</u></b>						
- Develop and use production strategies to produce a simple oral or written message						
• Cognitive (cont'd)	• Activate prior knowledge and experiences	O	>	>	>	>
	• Prepare a draft of the message	O	>	>	>	>
	• Plan and conduct a search using French language Internet search engines				O	>
	• Find a different way of conveying a message (e.g., gestures, drawing, pointing to an example, using a different word or expression to approximate meaning)	O	>	>		
	• Use strategies as defined in grades	O	>	>		
• Socio-affective	• Take the risk to say or write something in French	O	>	>	>	>
	• Ask questions to clarify understanding	O	>	>	>	>
	• Ask the speaker to repeat the message	O	>	>	>	>
	• Ask the speaker to explain what was said	O	>	>	>	>
	• Ask the speaker to speak more slowly	O	>	>	>	>
	• Encourage classmates using expressions of approval or praise (e.g., <i>Bravo!</i> )	O	>	>	>	>
	• Ask the speaker to spell out or draw the unknown word	O	>	>	>	>
	• Indicate to the speaker that the message was not understood	O	>	>	>	>
	• Use facial expressions or mime to get the message across	O	>	>	>	>
	• Seek assistance from the teacher or a peer to clarify instructions, word meaning, etc.	O	>	>	>	>
	• Collaborate with others to brainstorm, resolve problems, rehearse and communicate messages	O	>	>	>	>
	• Accept errors as a natural part of learning				O	>
	• Use self-talk to build confidence in oral and written production skills				O	>

General Strategy	Specific Learning Strategy	4	5	6	7	8
	The student will:					
<b><u>Production Strategies (cont'd)</u></b>						
- Develop and use production strategies to produce a simple oral or written message						
<ul style="list-style-type: none"> <li>• Metacognitive</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for the task (e.g., organize materials, go over the instructions, read through the checklist)</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>• Read instructions thoroughly before beginning a task</li> </ul>	O	>	>		
	<ul style="list-style-type: none"> <li>• Ask for clarification of a task before beginning</li> </ul>	O	>	>		
	<ul style="list-style-type: none"> <li>• Develop a plan to complete a class project (e.g., create a timeline for completing research or for the preparation of a piece of writing or artwork)</li> </ul>	O	>	>		
	<ul style="list-style-type: none"> <li>• Use checklists to verify the work</li> </ul>	O	>	>	(>)	(>)
	<ul style="list-style-type: none"> <li>• Use a learning log to monitor and evaluate their own learning</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>• Reflect on and articulate, in English, what they have learned and can demonstrate in French</li> </ul>	O	>	>	>	>
	<ul style="list-style-type: none"> <li>• Reflect on the use of different information and communication technologies to produce a message in French</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>• Reflect on the use and choice of technology as a means of improving the communication of a message</li> </ul>				O	>
	<ul style="list-style-type: none"> <li>• Articulate their understanding of the grade-specific Knowledge of Language Concepts</li> </ul>	O	>	>		
	<ul style="list-style-type: none"> <li>• Use strategies defined in grades</li> </ul>				O	>

General Strategy	Specific Learning Strategy	4	5	6	7	8
	The student will:					
<b><u>Memory Strategies</u></b>						
- Develop and use memory strategies to learn, retain or recall vocabulary or grammatical structures						
	• Use rehearsal techniques (e.g., write or repeat the word over and over; teach the word to a partner; review words frequently)				○	>
	• Use organizational techniques (e.g., classify words by themes; use word webs, T-charts or vocabulary cards)				○	>
	• Combine new learning of vocabulary with previously learned vocabulary	○	>	>		
	• Play with language (e.g., create word searches, calligrams, riddles, charades)				○	>
	• Use elaboration techniques (e.g., associate a new word or a concept with a familiar concept or with other personally meaningful information; reuse vocabulary and expressions in new contexts or situations; use visualization)				○	>
	• Practice a word, an expression or a grammatical pattern	○	>	>		
	• Repeat a new word or expression, silently or aloud	○	>	>		
	• Repeat a new word silently and associate it with an image	○	>	>		
	• Repeat a new word saying the letters or syllables that make up the word	○	>	>		
	• Use physical actions in conjunction with new vocabulary	○	>	>		
	• Create a rhyme or a song to help remember vocabulary, expressions or grammatical rules.	○	>	>		
	• Use strategies defined in grades				○	>

# Resources



## Core French K-8 Resources

### Books / Programs

Title	ISBN #	Publisher / Description	K	1	2	3	4	5	6	7	8
<b><i>Acti-Vie 1 – 3</i></b>		<p><b>Gage Educational Publishing Co. 1-800-667-1115</b>            164 Commander Boulevard            Scarborough, ON M1S 3C7  <a href="http://www.gagelearning.com">www.gagelearning.com</a></p> <p>This is a three-level comprehensive resource package which comes in kit form. Components include eight thematic units including a student text (for each unit), a student workbook (for each unit), black-line masters, cassettes or CD's, videos, language and strategy boards and a teacher resource book (for each unit). Language and strategy boards consist of key vocabulary for student and teacher use, including structures which may be used for instructional purposes. The communicative focus promotes French language learning using activity-based, thematic strategies that provide numerous options for cross-curricular integration. Unit theme topics include school, family, birthdays, animals, weather, food, sports and fictional characters. Themes may be taught in any order as stand-alone units, or they may be taught in a suggested sequence. Each unit offers a variety of assessment strategies as well as suggestions for strategies to accommodate different learning styles and levels of ability. A detailed program guide is included with the purchase of a resource package.</p>					X	X	X		
<b><u>Passages 1 &amp; 2</u></b>		<p><b>Pearson Education Canada</b>            26 Prince Andrew Place            Don Mills, ON M3C 2T8  <a href="http://www.pearsoned.ca">www.pearsoned.ca</a></p> <p>This resource includes the following components: student book, <i>cahier d'activités</i>, audio cassettes or compact discs, overhead transparencies, flash cards, teacher's guide and teacher resource package. The program allows students to develop their four language skills within the context of six themes per level. A bridging unit is also included.</p>								X	X

<b>Title</b>	<b>ISBN #</b>	<b>Publisher / Description</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b><i>Entre amis 1 &amp; 2</i></b>		Gage Educational Publishing Co. (Scarborough, ON) At each level, this three-level series includes a student text and workbook, black-line masters, teacher's guide, cassettes and overhead transparencies. The communicative and experiential approaches integrate culture, language study, general knowledge and communication strategies. A supplementary collection of worksheets reinforces vocabulary, grammar and language patterns.								X	X
<b><i>On y va! 1 &amp; 2</i></b>		Pearson Education Canada (Don Mills, ON) The hard-cover Student Edition offers nine themes. The themes are divided into 1, 2, or 3 teaching blocks. These themes are accompanied by supporting materials in the Teacher's Guide for enrichment and accommodation for Grade 8 students as well as for combined 7/8 classes.  The On y va! 2 website is closely connected to the Livre content. The website offers more reading selections, cultural elements and information related to topics. It also includes exemplars of student work.  The Audio Compact Disc package contains one CD per unit as well as an Audio Program Guide that outlines the content and length of each track. The optional video includes authentic clips relating to the topics under study, the On y va! 2 songs, and models of student projects and oral presentations created in La tâche finale for each unit.								X	X
<b><i>Images 3</i></b>		Learning activities integrate all language skills. Full colour, high interest and age appropriate content. The modular format provides excellent flexibility. Modules may be customized to address students' interests, needs and abilities.				X	X				
<b><i>Tout Ados</i></b>	0-7715-4043-4	Core French program that stresses the communicative-experiential approach. Includes many resources as support. Thomson Nelson								X	X

Title	ISBN #	Publisher / Description	K	1	2	3	4	5	6	7	8
<b>Ça marche! 1: Incognito: Student Ed.</b>	0-321-12153-8	Students study the importance of masks and face painting in order to create a mask or face paint design to represent their own qualities, personality traits and emotions, and write a description for their creation. They display their collection of masks or face paint designs during a classroom exhibit, playing the role of the exhibitor and visitor. After the exhibit, students participate in a television interview. CD ISBN 0-321-12155-4 Mon carnet ISBN 0-321-12154-6 Videocassette ISBN 0-321-12158-9 Teacher's Guide ISBN 0-321-12157-0 Addison-Wesley Longman (PEAR), 2003.								X	
<b>Ça marche! 1: Mémo-photos: Student Ed.</b>	0-321-12265-8	In this introductory unit, students create a photo web of themselves and their personal preferences. Students also write a description to accompany their photo web. Students then present their photo web to the class. Using the information they have heard in their classmates' presentations, students play an interactive game called Tic-Tac-Toc. <i>Mon carnet</i> ISBN 0-321-12269-0 <i>Teacher's Guide</i> ISBN 0-321-12266-6 <i>Mon carnet BLM (Fiches reproductibles)</i> ISBN 0-321-12268-2 Audio CD ISBN 0-321-12263-1 Videocassette ISBN 0-321-12267-7 Pearson Education Canada (PEAR), 2004.								X	
<b>Ça marche! 1: Venez chez nous!</b>	Class Kit	In this unit students create a press kit ( <i>dossier de presse</i> ) or a video to promote their region to a group of teen travelers. Using their <i>dossier de presse</i> , students participate in an awards ceremony. At the end of the unit, they send their <i>dossier de presse</i> to a francophone school in another region. Class Kit includes 30 <i>Livrets</i> , 1 Teacher's Guide and 1 Audio CD Other components available: <i>Mon carnet</i> ISBN 0-321-12277-1 <i>Mon carnet BLM (Fiches reproductibles)</i> ISBN 0-321-12276-3 Video ISBN 0-321-12275-5 Pearson Education Canada (PEAR), 2004.								X	X

Title	ISBN #	Publisher / Description	K	1	2	3	4	5	6	7	8
<b>Ça marche! 1: Bon appétit</b>		<p>In this unit, in the context of a cooking show, groups of students present a recipe taken from their favourite holiday or celebration. Each student also writes a recipe that includes the ingredients, measurements and steps for his/her dish. Written recipes can be included in a class cookbook or Web page accompanied by photos taken during the presentation. Throughout the unit, students are introduced to food festivals and different celebrations that take place in Canada and throughout the world.</p> <p>Other components available:  <i>Student Edition</i> ISBN 0-321-12280-1  <i>Mon carnet</i> ISBN 0-321-12286-0  <i>Teacher's Guide</i> ISBN 0-321-12283-6  <i>Mon carnet BLM (Fiches reproductibles)</i> ISBN 0-321-12285-2  Audio CD ISBN 0-321-12281-X  Videocassette ISBN 0-321-12284-4  Addison-Wesley Longman (PEAR), 2004.</p>								X	X
<b>Ça marche! 2: L'école de l'avenir</b>		<p>In this introductory second level unit, students individually design an invention to eliminate a challenge in the modern classroom. Students present their invention to the class, using a model, poster or computer-generated image of their prototype as a visual aid.</p> <p>Other components available:  <i>Student Edition</i> ISBN 0-321-12546-0  <i>Teacher's Guide</i> ISBN 0-321-12549-5  <i>Mon carnet</i> ISBN 0-321-12551-7  <i>Mon carnet BLM (Fiches reproductibles)</i> ISBN 0-321-12552-5  Audio CD ISBN 0-321-12547-9  Videocassette ISBN 0-321-12550-9  Addison-Wesley Longman (PEAR), 2005.</p>								X	X

Title	ISBN #	Publisher / Description	K	1	2	3	4	5	6	7	8
<b>Ça marche! 2: Mon style, ma mode</b>		<p>In this unit, students create a clothing collection and describe it in a catalogue or on a Web page. They share fashion preferences and examine the importance of fashion in their lives. Their final task is to participate in a fashion show.</p> <p>Other components available:  <i>Student Edition</i> ISBN 0-321-12539-8  <i>Mon carnet</i> ISBN 0-321-12545-2  <i>Teacher's Guide</i> ISBN 0-321-12542-8  <i>Mon carnet BLM (Fiches reproductibles)</i> ISBN 0-321-12544-4            Audio CD ISBN 0-321-12540-1            Videocassette ISBN 0-321-12543-6            Pearson Education Canada (PEAR), 2004.</p>								X	
<b>Ça marche! 2: Mordu du sport!</b>		<p>This second level unit's final task involves students working in pairs to prepare a sportscast that includes sports results, commentary and an interview with an athlete. Each student writes a sports card for his/her chosen athlete including a photo, biographical statistics and highlights of the athlete's achievements. The written cards can be collated in a class sports album or used as a bulletin board display. Throughout the unit, the students learn about famous Francophone athletes. After the final task presentations, students participate in an interactive game based on the information in the presentation.</p> <p>Other components available:  <i>Student Edition</i> ISBN 0-321-12532-0  <i>Mon carnet</i> ISBN 0-321-12538-X  <i>Teacher's Guide</i> ISBN 0-321-12535-5  <i>Mon carnet BLM (Fiches reproductibles)</i> ISBN 0-321-12537-1            Audio CD ISBN 0-321-12533-9            Videocassette ISBN 0-321-12536-3            Pearson Education Canada (PEAR), 2004.</p>								X	X
<b>Visages 1 - 3</b>		<p>Excellent flexibility for a variety of student's needs and interests. Students are actively engaged in a wide variety of authentic learning experiences using French.</p>					X	X	X		

## Supplementary Resources

Type	Title	ISBN #	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
Software	<i>Instant Immersion</i>	1-59150-081-8 CS197d	5CD-ROM Deluxe Edition – This software combines brand new features and <b>speech recognition technology</b> with an authentic learning environment. Based on the highly effective <b>Euro Method</b> , the 5 CD-ROM immerses you in the learning process with cultural videos, entertaining games, interactive dialogue with native speakers. One can quickly move from beginner level to that of intermediate with the first two discs. <b>Talk to me</b> allows one to converse with the software, which corrects pronunciation and intonation of individual words and phrases. For building vocabulary, the <b>Interactive Picture Dictionary</b> provides thousands of essential terms along with detailed images, illustrations and video clips designed to increase retention. Auralog Inc. Purchase at: amazon.ca or Wal-Mart	X	X	X	X	X	X	X	X	X
	<i>French for Dummies</i>	S7124714	Multi-media on 2 CD-ROMS. Interactive conversations, games and more. One can quickly learn how to speak, read, write and, in French, practice with self-paced lessons, activities and quizzes as well as improve pronunciation with fun, interactive speaking tools. Syracuse Language					X	X	X	X	X
	<i>Tell Me More</i>		2-CD-ROM – It's a major breakthrough in language learning. It combines the most advanced, state-of-the-art, interactive speech recognition technology with a proven comprehensive language study method. It delivers results. Hundreds of hours of language practice, plus thousands of compelling exercises and entertaining activities, making learning French more fun and easier than one ever thought possible. Auralog Inc.								X	X

Type	Title	ISBN #	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
	<b>French Bit by Bit</b>		Multi-media CD-Rom - <i>asking questions/n'est-ce pas, partitive article, time &amp; the clock, numbers ,negatives, adjectives, requests &amp; commands, "re" verbs, food, the body</i> Tralco - \$19.99 (1-888-487-2526) School License - \$199.99							X	X	X
<b>Cassettes &amp; CDs</b>	<b>Arthur's Reading Race</b>		CD Interactive Animated Story from Living Books	X	X	X						
	<b>Bi-lingual Songs Volume 1</b>		Scholar's Choice <ul style="list-style-type: none"> <li>• Alphabet</li> <li>• Nos. 1 – 10</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Weather &amp; seasons</li> <li>• Colours, food, animals at the zoo</li> <li>• Parts of the body</li> </ul>	X	X	X	X					
	<b>Volume II</b>		Hip songs in English & French that teach: <ul style="list-style-type: none"> <li>• Counting up to 30, by tens</li> <li>• Shapes &amp; sizes</li> <li>• Emotions</li> <li>• Places in the community</li> <li>• Opposites &amp; measuring devices</li> </ul>				X	X	X			
	<b>Bonjour l'hiver</b>		Cassette CD – <b>C'est le temps</b> CD – <b>Chansons thématiques</b> CD - <i>Conjugons en français</i> <i>Présent, passé composé, futur &amp; verbes irréguliers</i> Entertaining songs in French – a compliment of " <i>music only</i> " accompaniment tracks can be used for karaoke – includes lyrics & activity book (Grades 7 & 8)	X	X	X	X					

Type	Title	ISBN #	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
	<b>Crêpe Suzette</b>		CD (follow-up CD to <i>Poutine</i> ) Uncle Ron & Madame Jane, musicians, explain what the French structures mean – includes songs like <i>O Canada</i> . Great remedial tool for special needs/special program students.	X	X	X	X	X	X	X	X	X
	<b>Des aires de grammaire</b>		French education songs kit created by teacher Sara Jordan. Includes CD & lyrics book with suggested activities.					X	X	X		
	<b>Paul et Suzanne: Séries 1 à 4</b>	1-894931-009	Savoie, Denis (illus.) et Tougas, Janine. (Collection <i>Le petit monde de Paul et Suzanne</i> ). Saint-Adolphe: Apprentissage Illimité Inc., 2000 Cassette or CD		X	X	X	X	X	X		
These CDs and audiocassettes accompany the booklets of the recommended series Paul et Suzanne.												
	<b>Séries 1: Le lecteur en éveil: Thème 1</b>	1-894931-00-9	5 cassettes = 10 stories		X	X	X	X	X	X		
		1-894931-12-2	1 CD – 10 stories									
	<b>Thème 2</b>	1-894931-01-7	5 cassettes – 10 stories		X	X	X	X	X	X		
		1-894931-13-0	1 CD – 10 stories									
	<b>Thème 3</b>	1-894931-02-05	5 cassettes – 10 stories		X	X	X	X	X	X		
		1-894931-14-9	1 CD = 10 stories									
	<b>Série 2: Le lecteur en émergence: Niveau 1</b>	1-894931-03-3	5 cassettes – 10 stories		X	X	X	X	X	X		
		1-894931-15-7	1 CD – 10 stories									
	<b>Niveau 2</b>	1-894931-04-1	5 cassettes – 10 stories		X	X	X	X	X	X		
		1-894931-16-5	1 CD – 10 stories									
	<b>Niveau 3</b>	1-894931-05-X	5 cassettes – 10 stories		X	X	X	X	X	X		
		1-894931-17-3	1 CD – 10 stories									

Type	Title	ISBN #	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
	<b>Série 3: Le lecteur débutant: Niveau 1</b>	1-894931-06-8	5 cassettes – 10 stories		X	X	X	X	X	X		
		1-894931-18-1	1 CD – 10 stories									
	<b>Niveau 2</b>	1-894931-07-6	5 cassettes – 10 stories		X	X	X	X	X	X		
		1-894931-19-X	1 CD – 10 stories									
	<b>Niveau 3</b>	1-894931-08-4	5 cassettes – 10 stories		X	X	X	X	X	X		
		1-894931-20-3	1 CD – 10 stories									
	<b>Série 4: Le lecteur en développement: Niveau 1</b>	1-894931-09-2	5 cassettes – 10 stories		X	X	X	X	X	X		
		1-894931-21-1	1 CD – 10 stories									
	<b>Niveau 2</b>	1-894931-10-6	5 cassettes – 10 stories		X	X	X	X	X	X		
		1-894931-22-X	1 CD – 10 stories									
	<b>Niveau 3</b>	1-894931-11-4	5 cassettes – 10 stories		X	X	X	X	X	X		
		1-894931-23-8	1 CD – 10 stories									
	<b>Voyage Interactif au Pays de la Lecture</b>		Learning Co. CD www.learningco.com/fr									
<b>Films &amp; Videos*</b>	<b>Le Chandail (The Sweater)</b>	C 0280 079 (film) 0-88776-176-3 (bk.)	A National Film Board of Canada video which supports the popular Roch Carrier book by the same name. An error in the ordering of a hockey sweater causes grief to a serious hockey student. 10 mins. 21 seconds					X	X	X		
	<b>Ma Maison</b>	20722 07-10	Take a tour of four very different homes in four very different parts of the world: Ivory Coast, Quebec, India, and Haiti. (7 mins. each) (ACCESS: The Education Station, AB)					X	X	X		

Type	Title	ISBN #	Description / Components / Publisher	K	1	2	3	4	5	6	7	8	
	<b>Ma Maison</b>	20722 01-03	Take a tour of three different homes in Belgium, Japan, and Libya. (7 mins. each) ACCESS: The Education Station, AB)										
	<b>Ma Maison</b>	20722 04-06	Three different houses in three different countries (Thailand, Israel, France) – 7 min. each. Available from ACCESS: The Education Station (AB)					X	X	X			
	<b>Bon appetite, les enfants</b>	20719 01-02	Join two different children in two different areas of the world (Morocco and Louisiana, USA) for a meal. 13 mins. each. (ACCESS: The Education Station, AB)					X	X	X			
	<b>Bon appétit, les enfants</b>	20719 05-06	Join Joe of Libya and Raphael in France for a family meal. (13 mins. each) (ACCESS: The Education Station, AB)										
	<b>Bon appétit, les enfants</b>	20710 03-04	Tasty – but very different – meals await Cheik of Senegal and Leonie of Switzerland. Join them to discover the difference. (13 mins. each) (ACCESS: The Education Station, AB)										
	<b>Mission Possible</b>		Tralco-Lingo Fun <a href="http://www.tralco.com">www.tralco.com</a> Go on-line for sample video clips Volumes 1 – 6 Thematic – 1 –Food                    4 -Hobbies 2 –School                        5 -Sports 3 –Clothing                         6 -Transportation								X	X	
	<b>Carnaval de Québec</b>	1-55409-090-3	This resource provides a supplementary resource for cultural learning of ‘Le Carnaval de Québec’. The DVD and activity sheets (copy masters) include pre-viewing, viewing and post-viewing activities. Hamilton: Tralco Educational Services (TES), 1999.								X	X	X
	<b>Le Coquelicot</b>	F-332	Collection: <i>Les jours de fête</i> et les événements spéciaux). 4 filmstrips, 12-15 minutes. Scarborough: Ethos Ltd., 1987, ETH										
	<b>Creuse-là</b>		Glover, Anne. – (Hornby Island): <i>La Chèvre Entreprises</i> , 1991. 30 minutes, CHV										

Type	Title	ISBN #	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
	<b>French Folk Dancing</b>		Gessler (Toronto): School Services of Canada, 1989. 2 videocassettes VHS, 35 min., SSC									
	<b>Les Lutins de Noël</b>	F-327	Mansour, Robert, B. Collection <i>Les jours de fête et les évènements spéciaux</i> ). 4 filmstrips, 12-15 min. Scarborough: Ethos Ltd., 1987									
	<b>Noël, Une fête de famille</b>	F-328	Mansour, Robert, B. Collection <i>Les jours de fête et les évènements spéciaux</i> ). 4 filmstrips, 12-15 min. Scarborough : Ethos Ltd., 1987									
	<b>Nos danses folkloriques ...et celles des autres</b>		Direction des ressources éducatives françaises. Manitoba : Le Lien – 1 videocassette, LLN. – coul. – prêt seulement.									
<b>Cultural Elements</b>			<i>Le carnaval de Québec</i> <i>Histoire de la Saint Jean-Baptiste</i> <i>La fête nationale de Québec</i> <i>La fête nationale de la France</i>	X	X	X	X	X	X	X	X	X
<b>Books</b>	<b>Paul et Suzanne:</b>  <b>Série 1:</b> <b>Le lecteur en éveil:</b> <b>Thème 1:</b> <b>Les dinosaures</b>   <b>Série 2: Le lecteur en émergence :</b> <b>Niveaux 1 à 3</b>	0-9684278-1-2	This collection of 120 little books is organized in four series of 30 books each. The first series is not leveled and is designed to be read to the students. The last three series are designated according to three different levels of reading ability within each series beginning with two simple sentences per page to three to four simple sentences per page. Simple illustrations support the vocabulary to assist with comprehension. The collection offers poetic, narrative as well as informative texts and introduces the reader to practical French vocabulary. Saint-Asolphe: Apprentissage Illimité Inc. (AII), 2000.		X	X	X	X	X	X		

Type	Title	ISBN #	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
	<p><b>Série 3: Le lecteur débutant: Niveaux 1 à 3</b></p> <p><b>Série 4: Le lecteur développement: Niveaux 1 à 3</b></p>											
	<b>Le Tango des animaux</b>	2-923163-01-X	<p>This book and CD is a compilation of up-beat songs. Though the language is advanced for the recommended grade levels, the words are clear and sung at an appropriate speed and vocal range. The picture book complements the songs and the lyrics are printed at the end. The CD includes 12 songs plus PDF files with original lyrics, musical arrangements and English translations.</p> <p>Montréal: Folle avoine productions (MSE), 2003.</p>		X	X	X	X				
	<b>Collection Lectures Junior: Mon école: activités</b>	0-88510-405-6	<p>This activity book accompanies the the Aquila Jeunesse-Lectures Junior series of readers previously recommended. Includes Teacher's Key. There are numerous reinforcement and comprehension activities linked to the following readers:</p> <p><b>Low Beginner (Grades 4-6):</b>  <i>Mon école</i> ISBN 0-88510-385-8  <i>Mon anniversaire</i> ISBN .-88510-387-4  <i>Les animaux</i> ISBN 0-88510-389-0  <i>On joue!</i> ISBN 0-88510-391-2</p> <p><b>Beginner (Grades 5-6) :</b>  <i>Café Lorraine – Dialogues</i> ISBN 0-88510-393-9  <i>Super Sports – Dialogues</i> ISBN 0-88510-395-9</p>					X	X	X	X	X

Type	Title	ISBN #	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
			<b>Low Intermediate (Grades 6-7) :</b> <i>Fête d'hiver – Dialogues</i> ISBN 0-88510-399-8 <i>Le Progrès – Dialogues</i> ISBN 0-88510-401-3 <i>Sauvons la planète – Dialogues</i> ISBN 0-88510-401-3									
	<b>Ah, les adultes!</b>	88-8148-814-0	<p>This reader in a six-title reading series is organized in three levels of difficulty. Four teenage characters from various francophone countries are featured throughout the readers. With the various interactive activities found on the program Website at <a href="http://www.clic-ado.com">www.clic-ado.com</a>, students could complete assignments at school or at home. This program also includes a teachers' guide, an audio CD and numerous games and projects.</p> <p>Titles include :</p> <p><i>Niveau élémentaire</i>  <i>Ah, les adultes!</i> ISBN 88-8148-814-0  <i>Les copains d'abord</i> ISBN 88-8148-813-0</p> <p><i>Niveau pré-intermédiaire</i>  <i>Tous pour un!</i> ISBN 88-536-0038-1  <i>Un cadeau pour toi</i> ISBN 88-8148-916-3</p> <p><i>Niveau intermédiaire</i>  <i>L'informateur</i> ISBN 88-8148-816-7  <i>Les gars sont tous pareils!</i> ISBN 88-8148-817-5</p> <p>Éditions ELI (RES), 2003.</p>								X	X

Type	Title	ISBN #	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
<b>Kits</b>	<b>Rosetta Stone: Language Success: Level 1 Study Student Study Guide</b>	1-88972--98-1	The Rosetta Stone is a widely used language program and provides about 700 hours of French language instruction in two levels. Student Workbooks (with Answer Key) are also included. As well, the Student Management System allows teachers to record the progress of individual students in one class or many. Lesson plans can also be created to meet the needs of various students, The Rosetta Stone is also available in Classroom Editions for one or more computers, in Network versions and Online. A home school edition is also available. A free demo CD can be obtained from the publisher. The program is suitable for students from all language backgrounds. This resource is recommended as a supplementary independent study program in class or for home use for review and reinforcement. North Vancouver: Fairfield Language Technologies (FLT), 2002				X	X	X	X	X	X
	<b>Rosetta Stone: Language Learning Success: Level 2 Study Study Guide</b>	1-883972-81-7	North Vancouver: Fairfield Language Technologies (FLT), 2002					X	X	X	X	X
	<b>À l'école</b>	N° 3951	Regina, Saskatchewan Education, Training and Employment, 1991. SBB. -									
	<b>Coeur à coeur</b>	N° M 72145	Scarborough: Prentice-Hall Canada, inc. – Summary: Colour filmstrips (4); Cassettes (4); Flashcards (22); Activity Sheets (16); Guide. PRN.									
	<b>Danses Métisses</b>	N° 3783	Regina, Saskatchewan Education, Training and Employment, 1991. – SSB.	X	X	X	X	X	X	X	X	X

Type	Title	ISBN #	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
	<i>Fête de la Sainte-Catherine (La)</i>	0-7744-02231	Ulmann, R.; Scane, J. Toronto: OISE Press, 1981.									
Print	<i>Un peu de tout: Volume 1</i>	1-55409-047-04	This resource package includes reproducible activities on a variety of topics. Some activities are to be completed with Website links provided. This material could be used as a supplement for reinforcement at a variety of grade and ability levels. Note: Some activities in Volume 1 and 2 appear to be the same or very similar. Hamilton: Tralco Educational Services (TES), 2003. 88p.					X	X	X	X	X
	<i>Un peu de tout: Volume 2</i>	1-5509-048-2	This resource package includes reproducible activities on a variety of topics. Some activities are to be completed with Website links provided. This material could be used as a supplement for reinforcement at a variety of grade and ability levels. Note: Some activities in Volume 1 and 2 appear to be the same or very similar. Hamilton: Tralco Educational Services (TES), 2003. 88p.					X	X	X	X	X
	<i>Book of Stuff: Volume 1</i>	TR03861	This supplementary resource is filled with activities to help develop and reinforce vocabulary and linguistic structures. Reproducible activity sheets for students are provided. Hamilton: Tralco Educational Services (TES), 2003.				X	X	X	X	X	X

Type	Title	ISBN #	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
Teacher's Use	<i>Difficultés expliquées du français for English Speakers : Niveau avancé</i>	209-033701-X	This reference resource was intentionally written for English- speakers learning French. It gives clear explanations to help correct common errors. The numerous practice exercises allow for intensive review of vocabulary and linguistic structures. Good teacher resource. Clé International (DDI), 2004.		X	X	X	X	X	X	X	X
	<i>Difficultés expliquées du français for English Speakers : Niveau avancé: (Corrigés)</i>	209-033844-X	Correction Key		X	X	X	X	X	X	X	X
Guide	<i>Collection Galaxie: French Readers</i>		This collection of leveled readers contains stories written in clear, simple French. A French-English lexicon is provided at the end of each reader. The teacher's guide, written in English, gives suggestions for pre-reading, reading and post-reading activities. It also includes reproducible pages with answers to accompany each reader.		X	X	X	X	X	X		
		0-7747-1824-2	Level 1 Teacher's Guide and 12 Readers									
		0-7747-1825-02	Level 2 Teacher's Guide and 12 Readers									
		0-7747-1826-9	Level 3 Teacher's Guide and 10 Readers									
			Heinemann Educational (NEL), 2004. (\$104.96)									
Magazines	<i>Coulicou</i>		St-Lambert: Les éditions Héritage inc. PER									

## Websites

URL	Description	K	1	2	3	4	5	6	7	8
<a href="http://www.tralco.com">www.tralco.com</a>	Catalogue – foreign languages	X	X	X	X	X	X	X	X	X
<a href="http://www.pearson.ca">www.pearson.ca</a>	Catalogue – section for foreign languages						X	X	X	X
<a href="http://www.scholarschoice.ca">www.scholarschoice.ca</a>	Catalogue – section for foreign languages (posters, stickers, buttons, key chains etc.)						X	X	X	X
<a href="http://www.posterpals.com">www.posterpals.com</a>	Catalogue – posters, key chains, stickers etc.						X	X	X	X
<a href="http://french.typeit.org">http://french.typeit.org</a>	Accents used in typing French	X	X	X	X	X	X	X	X	X
<a href="http://www.estudent.ca">www.estudent.ca</a>	French grammar resources	X	X	X	X	X	X	X	X	X
<a href="http://www.nadtdec.org/itcworkshop">www.nadtdec.org/itcworkshop</a>	Integrating technology into the Curriculum workshop	X	X	X	X	X	X	X	X	X
<a href="http://www.readingatoz.com">www.readingatoz.com</a>	Easy level reading of printable books.	X	X	X	X	X	X			
<a href="http://www.cpf.ca">www.cpf.ca</a>	Canadian Parents for French website with many links	X	X	X	X	X	X	X	X	X
<a href="http://www.chansonduequebec.com">www.chansonduequebec.com</a>	Reference site of Francophone music				X	X	X	X	X	X
<a href="http://www.utm.edu/departement/french/french.html">www.utm.edu/departement/french/french.html</a>	Tennessee Bob's links to a variety of French Websites	X	X	X	X	X	X	X	X	X
<a href="http://www.sosdevoirs.org">www.sosdevoirs.org</a>	Help to complete homework – Gr. 1-12		X	X	X	X	X	X	X	X
<a href="http://www.readinga-z.com">www.readinga-z.com</a>	Lots of downloadable leveled readers – (fee)	X	X	X	X	X	X			
<a href="http://www.tfo.org/">http://www.tfo.org/</a>	French TV Ontario – many programmes available for older levels				X	X	X	X	X	X
<a href="http://www.tfo.org/">http://www.tfo.org/</a>	Primary/Junior/Interm. Info on Book Clubs. Access to many other French links	X	X	X	X	X	X	X	X	X
<a href="http://www.francophonie.hachette-livre.fr/contenu.html">http://www.francophonie.hachette-livre.fr/contenu.html</a>	French dictionary				X	X	X	X	X	X
<a href="http://www.otffeo.on.ca">http://www.otffeo.on.ca</a>	Resources to support the French language					X	X	X	X	X
<a href="http://www.ont.ca/jeunesse">www.ont.ca/jeunesse</a>	Games on the National Film Board site					X	X	X	X	X
<a href="http://www.enchantedlearning">www.enchantedlearning</a>	A picture dictionary, information quizzes, etc.				X	X	X	X	X	X
<a href="http://fslactivities.sd61.bc.ca">http://fslactivities.sd61.bc.ca</a>	French activities and resources for learners and teachers			X	X	X	X	X	X	X
<a href="http://www.bonjourdefrance.com">www.bonjourdefrance.com</a>	A comprehensive site for French	X	X	X	X	X	X	X	X	X
<a href="http://www.carnaval.gc.ca">www.carnaval.gc.ca</a>	Official site of the Quebec Winter Carnival					X	X	X	X	X

URL	Description	K	1	2	3	4	5	6	7	8
<a href="http://www.lescale.net/fetes.htm">www.lescale.net/fetes.htm</a>	<i>Noël</i> , la fin des classes, etc.					X	X	X	X	X
<a href="http://www.quia.com/dir/french">www.quia.com/dir/french</a>	Quia users have created activities in the topics of <i>vocabulaire</i> , <i>verbes</i> , <i>saisons</i> , etc.					X	X	X	X	X
<a href="http://www.languageguide.org/francais">www.languageguide.org/francais</a>		X	X	X	X	X	X	X	X	X
<a href="http://www.aimlanguagelearning.com">www.aimlanguagelearning.com</a>	Resources for use with the gestures approach					X	X	X	X	X
<a href="http://www.cortland.edu/french/civ/fetes/fetes.htm">www.cortland.edu/french/civ/fetes/fetes.htm</a>	Festivals and traditions					X	X	X	X	X
<a href="http://www.onterm.gov.on.ca">www.onterm.gov.on.ca</a>	Ontario government bilingual terminology website							X	X	X
<a href="http://www.scholastic.ca/editions">www.scholastic.ca/editions</a>	Information on book clubs. Access to other French links	X	X	X	X	X	X	X	X	X

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## Clavier Français

If you are in English mode and you want to write French characters, you need to press Alt + Shift to get into a French mode. The mode will appear at the bottom right hand side of your screen as 'Fr'. You may also click on "En" and select the French mode in lieu of using Alt + Shift to get the French mode. Here is how you may use the French «clavier».

Accent Aigu {é}: Accent Grave {è}: {à}: Accent Circonflexe {ê}: La Cédille {ç}: Le Tréma {ë}: L'apostrophe { ' }: The question mark {?} Guilmet {»}:  <b>Or</b>  To go to French keyboard  Start Settings Go to Control Panel Go to Language (click) Regional or Language Options Language Details Add French Canada Click OK Language Box (check) Click Apply	Press a forward slash (/) Press the second key right of the letter "L". To place the Accent Grave on the letter "ù" you will need to press on "ctrl" + "~" key located at the upper left hand corner of your key board. Press the third key from the letter "P". Press the key right of the letter "P" plus the letter. Press the second key right of the letter "P" plus the letter. Press shift plus the second key right of "P" plus the letter. Press shift + comma (first key right of "M"). Press shift = 6 above the letter "T" and "Y". Shift and ">" or Press "Alt" = 175 on the number key pad Or shift + period.
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<http://french.typeit.org/>

<http://www.french.uiuc.edu/Courses/100Level/TypingAccents.htm>

<b>Average PC*</b>		
é	(e accent aigu)	control + ' , the e by itself
à	(a accent grave)	control + ` , the a
è	(e accent grave)	control + ` , the e
ô	(o accent circonflexe)	control + shift + 6, the o
â	(a accent circonflexe)	control + shift + 6, the a
î	(i accent circonflexe)	control + shift + 6, the i
ï	(i tréma)	control + colan (:), then i
ë	(e tréma)	control + colan (:), then e
ç	(c cedille)	control = comma (,) , then c
<p>* These are the guidelines for use with Microsoft word that accompanies MS Windows 95 and MS Office 97. Guidelines are similar for Windows 98 and Windows 2000.</p>		
<b>Macintosh Computers</b>		
é	(e accent aigu)	option + e, then e by itself
à	(a accent grave)	option + ` , then a
è	(e accent grave)	option + ` , then e
ô	(o accent circonflexe)	option + 1, then o
â	(a accent circonflexe)	option + i, then a
î	(i accent circonflexe)	option + i, then i by itself
ï	(i tréma)	option + u, then i
ë	(e tréma)	option + u, then e
ç	(c cédille)	option + c

## Bibliography

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- British Columbia Education [www.bced.gov.bc.ca/irp/cfrench512/lis.htm](http://www.bced.gov.bc.ca/irp/cfrench512/lis.htm)
- Manitoba Education [www.edu.gov.mb.ca/ks4/docs/support/b\\_french/index.html](http://www.edu.gov.mb.ca/ks4/docs/support/b_french/index.html)
- New Brunswick Education [www.gnb.ca/0000/publications/curric/frenchsec.asp](http://www.gnb.ca/0000/publications/curric/frenchsec.asp)
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