

<b>DESTINATIONS 4</b>	<b>UNITÉ A Se connaître</b>	<b>UNITÉ B Les langues et la communication</b>
<b>THEME</b>	<ul style="list-style-type: none"> <li>personality traits</li> </ul>	<ul style="list-style-type: none"> <li>languages and peoples of the world</li> </ul>
<b>SUB-TOPIC</b>	<ul style="list-style-type: none"> <li>individual behaviour</li> <li>getting along with others</li> <li>right and left-brain characteristics</li> </ul>	<ul style="list-style-type: none"> <li>verbal and non verbal communication</li> <li>characteristics of a good communicator</li> <li>languages spoken in Canada</li> </ul>
<b>CULTURE</b>	<ul style="list-style-type: none"> <li>magazine articles on personality</li> <li>selection of poems</li> <li>magazine survey on French adolescents</li> <li>adolescent Canadian author</li> </ul>	<ul style="list-style-type: none"> <li>articles on various languages spoken around the world</li> <li>Kashtin: a musical group from Québec</li> <li>selection of poems</li> <li>articles about the francophone world including a world map</li> <li>quotes from world famous francophones</li> <li>magazine article on students from around the world</li> </ul>
<b>LANGUAGE STRUCTURES (GRAMMAR)</b>	<ul style="list-style-type: none"> <li>agreement of adjectives</li> <li>agreement of the past participle of verbs conjugated with avoir and the direct object: me, te, nous, vous, le, la, les, que</li> <li>reflexive verbs in the present</li> </ul>	<ul style="list-style-type: none"> <li>the pronouns lui and leur + present or passé composé</li> <li>reflexive verbs in the present</li> <li>the pronoun y: + présent or passé composé</li> <li>the pronoun y: to replace a place; used after certain verbs followed by a preposition</li> <li>the pronouns lui and leur in front of an infinitive</li> <li>passé composé of the verbs prendre, apprendre, être, avoir, faire, devoir, pouvoir, vouloir, mettre and lire</li> </ul>
<b>LANGUAGE FUNCTION</b>	<ul style="list-style-type: none"> <li>describing oneself</li> <li>expressing good and bad moods</li> <li>describing one's relationship with others</li> <li>talking about a person or a thing in the past without naming him/her/it</li> <li>talking about one's preferences</li> </ul>	<ul style="list-style-type: none"> <li>talking about languages spoken throughout the world</li> <li>discussing verbal and non verbal communication</li> <li>pinpointing a location</li> <li>speaking about one person or several without naming them</li> <li>expressing frequency</li> <li>talking about a place or a thing without naming it</li> <li>expressing an action in the past</li> </ul>
<b>LANGUAGE LEARNING/ LANGUAGE SKILLS</b>	<ul style="list-style-type: none"> <li>vocabulary development</li> <li>preparing and presenting a personal description</li> <li>writing a poem</li> <li>developing an appreciation of poetry</li> <li>creating an improvisational dialogue</li> <li>taking a side and justifying one's opinions</li> <li>problem solving</li> <li>conducting a survey</li> <li>reading for global comprehension</li> <li>recognizing and using preceding direct object pronouns in the past tense</li> <li>editing written work</li> </ul>	<ul style="list-style-type: none"> <li>attempting phrases in other languages</li> <li>developing an appreciation for poetry</li> <li>organizing an itinerary for a trip</li> <li>developing strategies for communicating in a second language</li> <li>presenting researched information</li> <li>describing personal photos</li> <li>problem solving and justifying one's opinions</li> <li>researching</li> <li>writing a letter</li> <li>reading for global comprehension</li> <li>recognizing and using irregular past participles</li> <li>recognizing and using preceding object pronouns</li> <li>editing written work</li> </ul>

<b>UNITÉ C La publicité</b>	<b>UNITÉ D Le monde autour de nous</b>	<b>UNITÉ E L'avenir</b>
<ul style="list-style-type: none"> <li>advertising</li> </ul>	<ul style="list-style-type: none"> <li>ways of changing the world, of making a difference</li> </ul>	<ul style="list-style-type: none"> <li>the future</li> </ul>
<ul style="list-style-type: none"> <li>effective publicity</li> <li>the evolution of advertising</li> <li>the effects of advertising on consumers</li> <li>becoming a responsible consumer</li> </ul>	<ul style="list-style-type: none"> <li>the environment</li> <li>working together</li> <li>looking after oneself: physical activities and health</li> <li>personal interests</li> </ul>	<ul style="list-style-type: none"> <li>inventions</li> <li>life in the 21st century</li> </ul>
<ul style="list-style-type: none"> <li>print ads and magazine covers from various sources</li> <li>yellow page ads</li> <li>publicity article about students in France</li> <li>François Mitterand's ad campaign for re-election</li> <li>International Film Advertising Festival in Cannes</li> <li>history of Levi jeans ad campaigns</li> <li>cartoons</li> <li>St-Hubert marketing and ad campaigns</li> <li>Tati Enterprises in Paris</li> </ul>	<ul style="list-style-type: none"> <li>international environmental symbols</li> <li>selection of poems</li> <li>l'Homme qui plantait des arbres</li> <li>Jean-Michel Cousteau</li> <li>Christine Jean: Madame Loire</li> <li>Florence Arthaud</li> <li>Cirque du Soleil</li> <li>Émeline Michel</li> <li>le Festival Juste pour rire</li> <li>le tour de la Martinique</li> </ul>	<ul style="list-style-type: none"> <li>selection of poems</li> <li>Marc Garneau and Roberta Bondar</li> <li>cartoons</li> <li>futuristic architecture and monuments in France</li> </ul>
<ul style="list-style-type: none"> <li>conditional of regular and irregular verbs</li> <li>the pronoun en to replace expressions of quantity with the present and the passé composé</li> <li>object pronouns with the imperative: le, la, les, lui, leur, y, en</li> <li>reflexive verbs in the imperative</li> </ul>	<ul style="list-style-type: none"> <li>impersonal expressions + infinitive: il est important, dangereux, amusant, etc. in the affirmative or negative</li> <li>the conditional + lui and leur</li> <li>sentences in the past containing an imparfait (continuous action) and a passé composé (an action which interrupts)</li> </ul>	<ul style="list-style-type: none"> <li>futur simple of regular and irregular verbs</li> <li>the relative pronoun dont</li> <li>ce qui and ce que + a verb</li> </ul>
<ul style="list-style-type: none"> <li>discussing the elements inherent in effective publicity</li> <li>talking about one's interests and preferences</li> <li>comparing the present and the past</li> <li>expressing a quantity</li> <li>persuading someone to do something</li> <li>asking for information in a formal manner</li> </ul>	<ul style="list-style-type: none"> <li>discussing various ways of safeguarding and respecting the environment</li> <li>discussing activities, both sports-related and non-sports-related</li> <li>suggesting activities</li> <li>expressing one's opinion</li> <li>giving advice</li> <li>justifying a choice</li> <li>inviting someone</li> <li>talking about two actions in the past which are of different duration</li> </ul>	<ul style="list-style-type: none"> <li>making predictions for the future</li> <li>talking about inventions</li> <li>comparing the present and the future</li> <li>directing a conversation</li> <li>stressing an idea</li> <li>expressing one's interest</li> <li>persuading someone</li> </ul>
<ul style="list-style-type: none"> <li>creating advertising slogans</li> <li>ordering on the telephone</li> <li>creating an effective yellow page ad</li> <li>creating an ad campaign</li> <li>problem solving</li> <li>justifying one's opinions and feelings</li> <li>encouraging people to take a specific point of view</li> <li>creating, writing and presenting a cover page for a magazine</li> <li>reading for global comprehension</li> <li>recognizing and using the conditional tense</li> <li>editing written work</li> </ul>	<ul style="list-style-type: none"> <li>researching members of the local community who "have made a difference" and explaining their involvement</li> <li>discussing one's personal solutions for saving the environment</li> <li>role-playing</li> <li>developing an appreciation for poetry</li> <li>writing and conducting a survey and tabulating results</li> <li>creating a project to encourage members of the class, the school or the community to "make a difference"</li> <li>writing a newspaper article</li> <li>reading for global comprehension</li> <li>researching</li> <li>recognizing and using preceding indirect object pronouns</li> <li>editing written work</li> </ul>	<ul style="list-style-type: none"> <li>making predictions</li> <li>developing an appreciation for poetry</li> <li>conducting an impromptu debate</li> <li>conceptualizing a new invention</li> <li>writing a descriptive paragraph</li> <li>presenting an argument to convince someone to do something</li> <li>recognizing idiomatic expressions</li> <li>recognizing the formation of compound nouns</li> <li>writing a letter</li> <li>recognizing and using the future tense</li> <li>editing written work</li> </ul>

<b>DESTINATIONS 5</b>	<b>UNITÉ A Voyages</b>	<b>UNITÉ B Le monde qui bouge</b>
<b>THEME</b>	<ul style="list-style-type: none"> <li>travelling</li> </ul>	<ul style="list-style-type: none"> <li>the world in motion</li> </ul>
<b>SUB-TOPIC</b>	<ul style="list-style-type: none"> <li>travelling in Canada</li> <li>adventure, nature &amp; culture throughout the world</li> </ul>	<ul style="list-style-type: none"> <li>sports &amp; professional athletes</li> <li>the "rat race"</li> </ul>
<b>CULTURE</b>	<ul style="list-style-type: none"> <li>Canadian trivia &amp; Canadian Festivals</li> <li>songs: <i>Le Festival du Voyageur</i> and <i>Viens voir l'Acadie</i></li> <li>international road signs</li> <li><i>Retrouvailles 1994</i>, Acadian Festival</li> <li>Antonine Maillet and <i>La Sagouine</i></li> <li>adventure in the Pyrénées</li> <li>whale watching in the St-Lawrence</li> <li>the marvels of Cambodia</li> <li>Christine Janin, mountain climber</li> <li>Francophone islands: Saint-Pierre &amp; Miquelon, Corsica, Tahiti, Martinique</li> <li>Les Îles-de-la-Madeleine</li> <li>Les grottes de Lascaux</li> </ul>	<ul style="list-style-type: none"> <li>evolution of the Canada Games</li> <li>profile of Bruny Surin and Manon Rhéaume</li> <li>profile of Mario Lemieux and Josée Chouinard</li> <li>Roch Carrier short story: <i>Une abominable feuille d'érable sur la glace</i></li> <li>the <i>Tour de France</i></li> <li>Raymond Devos poem: <i>Où courent-ils?</i></li> <li>Marshall McLuhan and the concept of the global village</li> <li>Brussels: capital of Belgium and home of Tintin</li> <li>profile of André Vigers et Guylaine Cloutier</li> <li>poem by la Fontaine: <i>Le lièvre et la tortue</i></li> </ul>
<b>LANGUAGE STRUCTURES (GRAMMAR)</b>	<ul style="list-style-type: none"> <li>review of the <i>futur simple</i></li> <li>the use of the <i>futur</i> with <i>quand, aussitôt, lorsque, dès que</i></li> <li>review of the imperative to give directions</li> <li>the present participle: formation &amp; use</li> <li>the present participle of pronominal verbs</li> <li>review of the conditional</li> </ul>	<ul style="list-style-type: none"> <li>review of the <i>imparfait</i></li> <li>review of the <i>conditionnel présent</i></li> <li>conditional sentences with <i>si</i>: the <i>imparfait</i> and the <i>conditionnel</i></li> <li>the use of the <i>plus-que-parfait</i> in indirect discourse</li> <li>homonyms</li> </ul>
<b>LANGUAGE FUNCTION</b>	<ul style="list-style-type: none"> <li>discussing travelling</li> <li>talking about adventures</li> <li>asking and answering questions</li> <li>greeting someone</li> <li>giving directions</li> <li>making predictions</li> <li>making personal choices</li> <li>discussing simultaneous actions</li> <li>accessing information</li> <li>making reservations</li> <li>planning a trip</li> <li>developing an appreciation for song and poetry</li> <li>developing an appreciation for other cultures and for the environment</li> </ul>	<ul style="list-style-type: none"> <li>discussing professional athletes and their sports</li> <li>talking about the stress of modern life</li> <li>discussing the concept of the information age</li> <li>discussing the pros and cons of being a professional athlete</li> <li>expressing choices</li> <li>making predictions</li> <li>describing something in the past</li> <li>expressing an action completed only when a condition is met</li> <li>reporting what someone has said or done</li> </ul>
<b>LANGUAGE LEARNING/ LANGUAGE SKILLS</b>	<ul style="list-style-type: none"> <li>vocabulary development</li> <li>reporting and narrating</li> <li>creating a publicity campaign for an event</li> <li>researching</li> <li>improvising a situation</li> <li>extracting information from oral and written texts</li> <li>problem-solving</li> <li>planning a trip</li> <li>asking for and giving directions</li> <li>stating and justifying opinions</li> <li>justifying personal decisions</li> <li>creating a travel diary</li> <li>listening to other points of view</li> <li>taking risks</li> <li>recognizing and using the future tense</li> <li>reading for global comprehension</li> <li>writing letters and faxes to make reservations</li> <li>evaluating one's personal progress and efforts</li> <li>working cooperatively with partners</li> <li>editing written work</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary development</li> <li>planning and organizing</li> <li>reporting and narrating</li> <li>creating a résumé of an event</li> <li>researching information</li> <li>stating and justifying opinions</li> <li>creating a newspaper editorial on a controversial subject</li> <li>conducting a survey &amp; tabulating the results</li> <li>conducting an interview</li> <li>listening to other points of view</li> <li>taking risks</li> <li>recognizing and using conditional sentences</li> <li>extracting information from oral and written texts</li> <li>reading for global comprehension</li> <li>preparing and role-playing a situation</li> <li>evaluating one's personal progress and efforts</li> <li>working cooperatively with partners</li> <li>editing written work</li> </ul>

<b>UNITÉ C Les visages de l'amour</b>	<b>UNITÉ D L'Imagination</b>	<b>UNITÉ E Carrières</b>
<ul style="list-style-type: none"> <li>the many faces of love</li> </ul>	<ul style="list-style-type: none"> <li>the creative use of imagination</li> </ul>	<ul style="list-style-type: none"> <li>careers</li> </ul>
<ul style="list-style-type: none"> <li>the modern family</li> <li>love in the arts</li> </ul>	<ul style="list-style-type: none"> <li>using one's imagination in all aspects of everyday life</li> <li>the world of the future — virtual reality</li> </ul>	<ul style="list-style-type: none"> <li>planning for a career</li> </ul>
<ul style="list-style-type: none"> <li>Gabrielle Roy short story: <i>Le Vieillard et l'enfant</i></li> <li>short story: <i>Joachim de des ennuis (Le petit Nicolas series)</i></li> <li>profile of Hart-Rouge</li> <li>Hart-Rouge song: <i>Inconditionnel</i></li> <li>résumé of <i>Cyrano de Bergerac, La Belle et la Bête, Le Fantôme de l'Opéra</i> and <i>Carmen</i></li> <li><i>la Saint-Valentin</i></li> <li>descriptions and reproductions of 3 Impressionist paintings by Degas, Morisot and Monet</li> </ul>	<ul style="list-style-type: none"> <li>Pierre Gamarra poem: <i>Imaginos</i></li> <li>various articles on new technologies for the 21st Century</li> <li>profile of René Magritte</li> <li>Tristan Demers, cartoonist</li> <li>short story: <i>Un taxi pour les étoiles</i></li> <li>Canadian legends</li> <li>profile of Jules Verne and description of his works</li> </ul>	<ul style="list-style-type: none"> <li>Françoise Bouthiller, <i>couturière</i></li> <li>article on a cooperative education project</li> <li>Camara Laye short story: <i>L'Enfant noir</i></li> <li>profiles of Canadians in non-traditional careers, including Karen Reynolds, chemist, Francis Béland, deep sea diver, Vicky Morin, jockey and Frédéric Tremblay, clothes designer</li> </ul>
<ul style="list-style-type: none"> <li>the <i>conditionnel passé</i></li> <li>conditional sentences with <i>si</i>: the <i>plus-que-parfait</i> and the <i>conditionnel passé</i></li> <li>the <i>passé composé</i> of pronominal verbs</li> <li>identifying direct and indirect objects with pronominal verbs in the <i>passé composé</i></li> </ul>	<ul style="list-style-type: none"> <li>formation of the <i>présent du subjonctif</i></li> <li>the use of the <i>présent du subjonctif</i> to express emotion</li> <li>the use of the <i>présent du subjonctif</i> to express <i>un souhait, un ordre, un conseil, une permission ou une défense</i></li> <li>review of adverbs; formation and types</li> </ul>	<ul style="list-style-type: none"> <li>review of the formation of the <i>présent du subjonctif</i></li> <li>the use of the <i>présent du subjonctif</i> with impersonal expressions</li> <li>the relative pronoun <i>lequel</i> in all its forms</li> <li>the use of the pronoun <i>lequel</i> with <i>à</i> and <i>de</i>, including <i>dont</i></li> </ul>
<ul style="list-style-type: none"> <li>discussing the concept of a modern family and the importance of family</li> <li>identifying and discussing one's dreams and plans</li> <li>resolving a difference of opinion or a conflict</li> <li>personalizing using known vocabulary</li> <li>stating personal preferences</li> <li>expressing an action that depends on the completion of a condition</li> <li>developing an appreciation for the arts</li> </ul>	<ul style="list-style-type: none"> <li>identifying ways in which we use our imagination</li> <li>seeking to find solutions to problems using one's imagination</li> <li>classifying articles in an imaginative way</li> <li>analyzing the need for imagination in the future</li> <li>justifying one's decisions</li> <li>improvising situations</li> <li>making predictions</li> <li>expressing a wish or an order</li> <li>allowing or forbidding someone to do something</li> <li>giving advice</li> <li>discussing the concept of being imaginative</li> <li>assessing the importance of imagination in all aspects of everyday life</li> <li>predicting</li> <li>resolving conflict</li> </ul>	<ul style="list-style-type: none"> <li>discussing careers for the future</li> <li>talking about one's work habits and career expectations</li> <li>discussing one's talents, abilities and personal accomplishments</li> <li>assessing what makes a good employee</li> <li>discussing female entrepreneurs</li> <li>analyzing personal conduct before and during an interview</li> <li>giving advice</li> <li>personalizing using known vocabulary</li> <li>predicting</li> <li>problem-solving</li> <li>resolving conflict</li> </ul>
<ul style="list-style-type: none"> <li>vocabulary development</li> <li>conducting an interview</li> <li>creating a survey and tabulating the results</li> <li>writing a poem</li> <li>writing a descriptive paragraph</li> <li>role-playing a situation involving conflict</li> <li>composing metaphors</li> <li>reporting and narrating</li> <li>stating and justifying opinions</li> <li>extracting information from oral and written texts</li> <li>listening to other points of view</li> <li>taking risks</li> <li>recognizing and using conditional sentences</li> <li>reading for global comprehension</li> <li>evaluating one's personal progress and efforts</li> <li>working cooperatively with partners</li> <li>editing written work</li> </ul>	<ul style="list-style-type: none"> <li>composing a poem</li> <li>composing an imaginative tale</li> <li>creating an epilogue to a story</li> <li>improvising situations using one's imagination</li> <li>reporting and narrating</li> <li>stating and justifying opinions</li> <li>researching</li> <li>extracting information from oral and written texts</li> <li>listening to other points of view</li> <li>taking risks</li> <li>recognizing and using the present subjunctive</li> <li>reading for global comprehension</li> <li>preparing and role playing a scenario</li> <li>evaluating one's personal progress and efforts</li> <li>working cooperatively with partners</li> <li>editing written work</li> </ul>	<ul style="list-style-type: none"> <li>planning and organizing for the future</li> <li>reporting and narrating</li> <li>making decisions</li> <li>assessing one's personal character traits</li> <li>stating and justifying decisions</li> <li>creating a personal profile</li> <li>role playing an interview and evaluating its merits</li> <li>writing a letter of application</li> <li>researching</li> <li>extracting information from oral and written texts</li> <li>listening to other points of view</li> <li>taking risks</li> <li>recognizing and using the present subjunctive</li> <li>reading for global comprehension</li> <li>evaluating one's personal progress and efforts</li> <li>working cooperatively with partners</li> <li>editing written work</li> </ul>