



A LA DECOUVERTE DE... INSTRUCTIONS

Your task: Complete the required number of activities for the country we are studying. You must complete ONE activity for every level. At the end of the unit, you will submit four different activities for evaluation (one level one, one level two, one level three, and one level four activity).

Instructions

1. Read over the package from your teacher.
2. Once you have read the package, pick four different themes that interest you the most.
3. From these themes, you will choose four activities to complete – one from each level. For example, you may choose a level one activity for sports and a level four activity for famous people.
4. Then, we will go to the library to complete your research. You will have library and class time to complete your research and dialogues.
5. You will hand in three written activities (levels one, two and three). You will present a dialogue to the class for the level four activity.
6. Read the rubric carefully to see how you will be evaluated.

Resources

- a. To start your research, visit the print and on-line resources suggested by your teacher.
- b. Read the resources to find the information related to your activity and theme (for example, food or music).
- c. Organize your information according the instructions of the activity.

What to hand in

- a. A good copy of CLEARLY LABELLED activities (level and theme).
- b. A formal bibliography (use the example provided by the school).
- c. Present your dialogue to the class, with props and costumes.

FSF 1D - A LA DÉCOUVERTE DE...

MUSIC

1. Level One: Find a traditional song from this country. Provide the lyrics, songwriter and singer. Explain, in English, why this song is significant to this country.
2. Level One: Modern music and artists: In English, research which genres of music are popular right now in this country. Make a playlist of 10 songs from that country would be on your iPod?
3. Level Two: Famous musicians and composers. Research, in English, three famous musicians and/composer who are linked to this country through birth or residence. Explain why they are famous and provide an example of their work.
4. Level Three: Learn and demonstrate a traditional dance from this country and explain the story behind it. This requires some research, in English, on your part to learn the dance and the story behind it.
5. Level Four: Write a song about this country using cultural references. Use expressions and incorporate cultural research (i.e. Switzerland: yodelling, Swiss Alps, chocolate, etc...). You can write and research in English.

FOOD

1. Level One: Find a regional recipe from this country. Name three ingredients in French that are used in this recipe. Describe the meal (breakfast, lunch or dinner?), and which ingredients are specific to this region.
2. Level Two: Create a menu fixe for dinner (appetizer, entree, dessert) after researching popular meals in this country. Your menu must be in French.

3. Level Two: Compare your lunch with a school lunch from this country – When is lunch? What is common to eat for lunch? How long do you have to eat lunch? Do you stay at school or stay home? All research may be done in English. You need to answer these questions for your own lunch and the lunch the in this country.
4. Level Two: Choose a regional/popular recipe and draw an illustrated guide using symbols to help someone make this dish. Your goal is to help someone who does not speak French, make the recipe. Include a written copy of the recipe with your illustration.
5. Level Three: Oral presentation. Find, read and understand a recipe from this country. For the class, demonstrate how to make the dish. Speaking in French, use the imperative and bring in the ingredients as if you have your cooking show.
6. Level Four: Create a dialogue, in French, with a partner, where you order a meal in a restaurant – use your survival guide to incorporate the appropriate French for greeting. Be sure to include your arrival at the restaurant, ordering the meal, paying the bill and saying goodbye.

TOURIST ATTRACTIONS

1. Level One: In English, name the top three visited tourist attractions and explain WHY each one is important. Include the cost of entry, if there is a dress code and the hours of operation.
2. Level Two: Name three souvenirs you can purchase to represent this country. You must purchase one for each member of your family and explain why it is appropriate for that family member. You must purchase for a minimum of four people. (i.e. J'achète un canif pour mon frère parce qu'il adore faire du camping.)
3. Level Three: In English, write a post card to send home. The post card must include: your favourite tourist attraction, some history about the attraction and why you think someone should visit (10 – 15 sentences)
4. Level Four: In French, and with a partner, create a dialogue between a tourist and a tourist information booth at the airport. You must include: Questions and answers that cover the following: hotels, transportation, restaurants and tourist attractions.

FESTIVALS AND SOCIAL CUSTOMS

1. Level One: In English, research typical social customs specific to this country. Using your research and in your own words, create and write an exchange between two friends who meet on the street. Describe a typical greeting and social exchange between friends in this country. What information would they share? What sort of physical contact is there (for example, in Canada we shake hands)?
2. Level Two: In English, name three major festivals/celebrations – explain what they celebrate, when the celebration is and if there are costumes, etc...

3. Level Three: In English, create a poster, video, or dialogue, to advertise a “fête.” Your advertisement should communicate to the audience the following information: reason for the festival, some history/background information, dates and duration of the celebration, food, music and costumes. (If you choose a poster, make sure you include a written component).
4. Level Four: In French, invite your friends and family to celebrate a cultural event (i.e. Grey Cup, Canada Day) from this country. Your invitation must include: the name of the celebration, a time, a place, a list of related foods you will be serving, to entice your guests. Write an explanation why it is important to recognize and celebrate this cultural event. Illustrate your invitation with an example of traditional clothing and/or costume.

ART AND ARCHITECTURE

1. Level One: In English, visit a virtual museum that houses art from this country. After taking a virtual tour, choose three pieces of art that appeal to you and explain, in English, why you like them. Be sure to include the names of the artist and work.
2. Level Two: In English, choose three different buildings representative of architecture of this country (modern and/or traditional). You must include: who is the architect, when it was built, what it is used for today and materials used to build it.
3. Level Three: In English, research a famous artist associated with this country and provide three examples of their work. Choose one of the three works and explain its significance (i.e. What it represents and why people are still drawn to it?)
4. Level Four: In French, using a laptop and the data projector, take the class on a virtual tour of a museum, art gallery or city from this country. You are the tour guide and expert. Your tour must include at least four art or architecture-related attractions and a commentary on each one.

SPORTS AND ACTIVITIES

1. Level One: In French, choose a team sport popular in this country. Sketch and label the terrain/playing field, the players and the equipment. See teacher for a template.
2. Level One: In French, name the national sports teams. Provide an example of each team’s jersey and logo. You must provide information about a minimum of three teams (local, club, national, Olympic).
3. Level 2: In English, create a mock Facebook Profile of a famous athlete from this country. You must include: picture, name, nicknames birthday, marital status, sports played, jersey and number, sponsors, hobbies/pass times.

4. Level Three: In French, compare the sports and activities available at your school to the sports and activities available in this country, through a school or club. If you lived in this country, which sport would you choose to play in winter and in summer and why?
5. Level Four: In French, plan a three-day camping trip to a national park in this country. Present the itinerary to the class. You must also present what you need to pack for this camping trip (Dans mon backpack, j'apporte...).

FAMOUS PEOPLE

1. Level One: In English, choose a famous person from this country. Explain why they are famous and three interesting biographical details about them.
2. Level Two: In English, research 3/5 facts about a famous person associated with this country. From those facts, determine three things you would buy them their birthday. Explain how the birthday presents represent this person.
3. Level Three: In English, create a time capsule to represent a famous person associated with this country. Choose 3 or 4 items that represent this person and why they are famous. Bury the time capsule in a ceremony with the class. By the end, the class should understand why this person is famous.
4. Level Four: In French, with a partner, present an "E! True Hollywood Story" that communicates the life and times of a famous person associated with this country.