




Guide du prof

Aspect de la vie / Chanson	Niveau du DELF	Description
Je me présente	A1, A2, B1	This driving, hip-hop song and unit introduce four different people and teach students how to introduce and speak about themselves, where they live, their interests and hobbies. Accompanying activities provide hours of practice perfecting proficiency, creating comfort and confidence.

Activités	Quoi faire	Ontario Curriculum Coverage (see codes on last page)	
Les sujets du jour / Les énigmes du jour (des DJ DELF Dailies)	Use them as Bell Work or for conversation starters. The subjects of the day are a great way to start each class reading, writing, listening and speaking in French. See this YouTube video for details: https://youtu.be/GD4b8OyhEG4	Listening	A1.1, A2.1, A2.2, EF/FI A1.3
		Speaking	B1.1, B1.2, B1.3
		Reading	C1.1, C1.2
		Writing	D2.1, EF/FI D1.3
Mardi musique (des DJ DELF Dailies)	Use them as Bell Work or for conversation starters. The Mardi musique tool and videos are a great way to spend the first part of a Tuesday class reading, writing, listening and speaking in French. See this YouTube video for details: https://youtu.be/GD4b8OyhEG4	Listening	A1.1, A2.1, A2.2, A3.1
		Speaking	B1.1, B1.2, B1.3
		Reading	C1.1, C1.2
		Writing	D2.1, EF/FI D1.3
Jeudimage (des DJ DELF Dailies)	Use them as Bell Work or for conversation starters. The Jeudimage tool and videos are a great way to spend the first part of a Tuesday class reading, writing, listening and speaking in French. See this YouTube video for details: https://youtu.be/GD4b8OyhEG4	Listening	A1.1, A2.1, A2.2, EF/FI A1.3
		Speaking	B1.1, B1.2, B1.3
		Reading	
		Writing	D2.1, EF/FI D1.3
STEP #1 BIG IDEAS	Starting the “Je me présente” life aspect: What final projects will we tackle? Discuss and co-construct your Big Ideas (end-goal, enduring understandings) with your students. Click HERE and go to page 2.	Listening	A1.1, A1.3, A2.2
		Speaking	B1.1, B1.2, B1.3
		Reading	
		Writing	
STEP #2 GET PACKED (Great 8+ Strategies)	How will we begin? Reinforcement via modelling and practice. Students will engage in 8+ research-based strategies that will guide them to packing their vocabulary toolbox for their journey with this life aspect. (Activité 1). Click HERE and go to page 2.		

	<p>All 8+ strategies springboard off “Je me présente - Activité 1” from your DJ DELF Kit. Students will learn about the 4 characters, speak, share, interact, rap, get out of their seats and have a great time building their own confidence via real language acquisition. When you are done doing these Great 8+ strategies, your students’ Activité 1 recording tools will look something like exemplar. Click here to view: https://djdelf.com/wp-content/uploads/2018/10/DJ-DELF-Student-Work-Exemplar-Je-me-presente.pdf</p>										
<p>Strategy #1</p>	<p>Have students grab a brand-new sheet of paper and pen or access a digital recording tool and ask them to be prepared to write or type “as many French words” as they hear you read aloud. At a regular pace (not too slow, not too fast) and with a loud voice, read the words to the “Je me présente” story/song (teacher modelling) found in your Resources Package. Students are to write or type as many words from the story/song as they can as you read it through, one time only. When done reading, have students count the total number of words that they have recorded. Survey the class to discover the average range of words recorded. Then, grab your DJ DELF Kit ball or frisbee and play the following game. Pass the ball/frisbee around the class. When a student has the ball/frisbee, they must read a word from their list. Verify that the word was indeed in the story/song. Pass the ball/frisbee to another student and continue until your students get 3 strikes. Strikes occur when students either say a word that was previously mentioned by another student or when students say a word not found in the story/song. Have an independent student “keep score” or “keep a list” by writing the words on the board or central area for all students to see. The latter technique will minimize repeated words by students. When done (by getting 3 strikes or by running out of words), keep record of how many words they have accumulated. Keep track of this “class record” in order to encourage the next class to “beat the record.” Congratulate students on how many words they have accumulated; knowing that they have already been engaged and listening to, speaking, reading and writing many words from the story/song. What a great start! What a great way to evaluate what words and expressions your students already know. What a great way to practice new words and expressions.</p>	<table border="1"> <tr> <td>Listening</td> <td>A1.1, A1.2, A1.3, A2.1</td> </tr> <tr> <td>Speaking</td> <td>B1.1, B1.2, B2.2</td> </tr> <tr> <td>Reading</td> <td></td> </tr> <tr> <td>Writing</td> <td>D1.3</td> </tr> </table>	Listening	A1.1, A1.2, A1.3, A2.1	Speaking	B1.1, B1.2, B2.2	Reading		Writing	D1.3	
Listening	A1.1, A1.2, A1.3, A2.1										
Speaking	B1.1, B1.2, B2.2										
Reading											
Writing	D1.3										
<p>Strategy #2</p>	<p>Pass along the “Je me présente - Activité 1” sheet to your students. Ask students not to write on the sheet. Discuss possible answers. They can choose words from the answer box or think outside of that box. Discuss how answers could vary. (Student modelling as they read phrases or entire paragraphs)</p>	<table border="1"> <tr> <td>Listening</td> <td>A1.1, A1.2</td> </tr> <tr> <td>Speaking</td> <td>B1.1, B1.2, B1.3, B2.1, B2.2</td> </tr> <tr> <td>Reading</td> <td>C1.1, C1.2, C1.3</td> </tr> <tr> <td>Writing</td> <td>D1.3</td> </tr> </table>	Listening	A1.1, A1.2	Speaking	B1.1, B1.2, B1.3, B2.1, B2.2	Reading	C1.1, C1.2, C1.3	Writing	D1.3	
Listening	A1.1, A1.2										
Speaking	B1.1, B1.2, B1.3, B2.1, B2.2										
Reading	C1.1, C1.2, C1.3										
Writing	D1.3										
<p>Strategy #3</p>	<p>Play the song from the DJ DELF CD, USB or digital files. Ask students to write answers. (DJ DELF modelling, audio</p>	<table border="1"> <tr> <td>Listening</td> <td>A1.1, A1.2, A1.3</td> </tr> <tr> <td>Speaking</td> <td></td> </tr> </table>	Listening	A1.1, A1.2, A1.3	Speaking						
Listening	A1.1, A1.2, A1.3										
Speaking											

	and visual/reading) [Seen in blue pen written words on exemplar]	<table border="1"> <tr> <td>Reading</td> <td>C1.1, C1.2, C1.4</td> </tr> <tr> <td>Writing</td> <td>D1.3</td> </tr> </table>	Reading	C1.1, C1.2, C1.4	Writing	D1.3				
Reading	C1.1, C1.2, C1.4									
Writing	D1.3									
Strategy #4	Play the lyric video from the DJ DELF DVD, USB or digital files. Students can check their answers. (DJ DELF modelling, audio and visual/reading). To verify answers further, play the video once more and encourage them to “rap” along.	<table border="1"> <tr> <td>Listening</td> <td>A1.1, A1.2</td> </tr> <tr> <td>Speaking</td> <td>B1.1, B1.2, B1.3, B2.1, B2.2</td> </tr> <tr> <td>Reading</td> <td>C1.1, C1.2</td> </tr> <tr> <td>Writing</td> <td></td> </tr> </table>	Listening	A1.1, A1.2	Speaking	B1.1, B1.2, B1.3, B2.1, B2.2	Reading	C1.1, C1.2	Writing	
Listening	A1.1, A1.2									
Speaking	B1.1, B1.2, B1.3, B2.1, B2.2									
Reading	C1.1, C1.2									
Writing										
Strategy #5	Using a PEN or PENCIL, have students circle ANY and ALL statements (ex. J’adore le chocolat) that they can identify with personally. (Self-reading and discovery). [Seen in blue pen circles on exemplar]	<table border="1"> <tr> <td>Listening</td> <td>A1.1, A1.2</td> </tr> <tr> <td>Speaking</td> <td></td> </tr> <tr> <td>Reading</td> <td>C1.1, C1.2</td> </tr> <tr> <td>Writing</td> <td></td> </tr> </table>	Listening	A1.1, A1.2	Speaking		Reading	C1.1, C1.2	Writing	
Listening	A1.1, A1.2									
Speaking										
Reading	C1.1, C1.2									
Writing										
Strategy #6	Then, using a different coloured pen, pencil, marker, etc., ask students to circle the name of the character they identify with most. [Seen in red on exemplar]	<table border="1"> <tr> <td>Listening</td> <td>A1.1, A1.2</td> </tr> <tr> <td>Speaking</td> <td></td> </tr> <tr> <td>Reading</td> <td>C1.1, C1.2</td> </tr> <tr> <td>Writing</td> <td></td> </tr> </table>	Listening	A1.1, A1.2	Speaking		Reading	C1.1, C1.2	Writing	
Listening	A1.1, A1.2									
Speaking										
Reading	C1.1, C1.2									
Writing										
Strategy #7	Using the Four Corners strategy (as seen on Shop Talk each week), put the names of each of the four characters in the four corners of the classroom. Ask students to bring a highlighter with them (students may share highlighters, or you may wish to be ready with some extras on hand) on this in-classroom adventure. Students have to get up out of their seats and go to the corner of the classroom of the character that they MOST identified with. Note: It will be interesting to see the dynamics of what students ended up where!	<table border="1"> <tr> <td>Listening</td> <td>A1.1, A1.2</td> </tr> <tr> <td>Speaking</td> <td></td> </tr> <tr> <td>Reading</td> <td>C1.2, C1.4</td> </tr> <tr> <td>Writing</td> <td></td> </tr> </table>	Listening	A1.1, A1.2	Speaking		Reading	C1.2, C1.4	Writing	
Listening	A1.1, A1.2									
Speaking										
Reading	C1.2, C1.4									
Writing										
Strategy #8	From their corners, ask students to share with each other which of that character’s statements they have in common (thus learning what traits they have in common with each other). Then, each corner must share their circled traits with the class, while the entire class highlights traits that THEY had also circled on their sheet (for all characters). [Seen in yellow highlighter on exemplar]. Return to seats. Discuss.	<table border="1"> <tr> <td>Listening</td> <td>A1.1, A1.2, A1.3, A2.1, A2.2</td> </tr> <tr> <td>Speaking</td> <td>B1.1, B1.2, B1.3, B2.1, B2.2</td> </tr> <tr> <td>Reading</td> <td>C1.2, C1.3, C1.4</td> </tr> <tr> <td>Writing</td> <td></td> </tr> </table>	Listening	A1.1, A1.2, A1.3, A2.1, A2.2	Speaking	B1.1, B1.2, B1.3, B2.1, B2.2	Reading	C1.2, C1.3, C1.4	Writing	
Listening	A1.1, A1.2, A1.3, A2.1, A2.2									
Speaking	B1.1, B1.2, B1.3, B2.1, B2.2									
Reading	C1.2, C1.3, C1.4									
Writing										
STEP #3	<p>How will we get there? Use the easy-to-follow scaffolded, action-oriented, task-based road markers of success (criteria) all the way to your destination (French fluency). (Activités 2-15+).</p> <p>Please note that beginning level learners will require more modelling from the teacher. You may only wish to do Activités 1-5 (or so) before having them work on their project (their Step #1 chosen destination). Intermediate level students can be challenged further. You may wish to do Activités 1-10 (or so) with them before they begin their chosen project. Advanced level students can be encouraged to try all Activités in this life aspect before they begin their final project</p>									
Les paroles de la chanson	Communicatively speaking, we recommend that you play the song at least once before showing students the complete lyrics to a song. Having students listen to a song and write down words they recognize onto a blank	<table border="1"> <tr> <td>Listening</td> <td>A1.1</td> </tr> <tr> <td>Speaking</td> <td></td> </tr> <tr> <td>Reading</td> <td></td> </tr> <tr> <td>Writing</td> <td>D2.1</td> </tr> </table>	Listening	A1.1	Speaking		Reading		Writing	D2.1
Listening	A1.1									
Speaking										
Reading										
Writing	D2.1									

	paper is highly recommended. This may be done individually or as a group. A class discussion of their recorded words is a great next step.		
Le vocabulaire (2 fiches)	Included in your package you will find a complete vocabulary sheet. This is a teacher copy for reference only. Use the synonym sheet for class discussion before or after the song is played. Have a class discussion about synonyms; practicing words from the song and this life aspect. This completed sheet will serve as students' very own private reference sheet for this life aspect and will help them with the creation of their skits and in preparation for a D.E.L.F. test. <u>Big Idea</u> : Use this vocabulary to help you host a "Soirée des stars" where students role-play being a celebrity at a party where they circulate and meet other celebrities for the first time.	Listening	A1.1
		Speaking	B1.1, B1.2, B2.2
		Reading	C1.1, C1.2, C1.4
		Writing	D2.1
Guide d'anticipation	Before beginning the song or unit, use this Anticipation Guide sheet as an opportunity for class discussion. Have students complete the left-hand column by circling whether they agree or disagree with each statement provided. Then, have students discuss their opinions as a class. At the end of the unit, revisit this sheet. Have students complete the right-hand column and discuss whether or not their opinions have changed.	Listening	A1.1,
		Speaking	B1.1, B1.2, B2.2
		Reading	C1.1, C1.2, C1.4
		Writing	D2.1
Activité 1	After having played the song, play the song again and have students engage with the song by filling in the blanks with the appropriate responses. <u>ANSWERS</u> : <i>sophistiqué, numéro, lis, joue, famille, habite, poétique, adore, semaine, nom, contactez-moi, vacances, anniversaire, réside, sportive, travaille</i>	Listening	A1.1, A1.2, A1.3, A2.1
		Speaking	B1.1, B1.2, B2.2
		Reading	C1.1, C1.2, C1.4
		Writing	D1.3
Activité 2	Photocopy this sheet double-sided onto one paper. While playing the song two more times, have students use the words they are hearing and/or the lyrics from Activité 1 to complete the personal profiles of the 4 people introduced in the song. Like several other activities in this unit, this sheet provides students with authentic practice of filling out forms. <u>ANSWERS</u> : <i>found directly in song</i>	Listening	A1.1, A1.2, A1.3, A2.1
		Speaking	
		Reading	C1.1, C1.2, C1.4
		Writing	D2.1, D1.3
Activité 3A	Have students ask themselves these key questions for the purpose of creating their own personal profile. This sheet contains many of the questions they might be asked when meeting someone new. You have the option of "whiting-out" the helper phrases in the answer squares before photocopying this sheet for your students. Students may opt to invent certain facts. They need not provide their real personal information if they are not comfortable. <u>ANSWERS</u> : <i>answers will vary</i>	Listening	A1.1, A1.2
		Speaking	
		Reading	C1.1, C1.2, C1.4
		Writing	D2.1, D1.3/D1.6
Activité 3B	Using the answers of their completed sheet Activité 3A, students are asked to create a personal profile.	Listening	A1.1, A1.2
		Speaking	
		Reading	C1.1, C1.2, C1.3
		Writing	D1.1, D1.2, D1.3, D1.6, D2.1, D2.3
Activité 4A	Working with a partner, have students ask their partner these key questions for the purpose of creating a personal profile on their partner. This sheet contains many of the questions they might be asked when	Listening	A1.1, A1.2, A2.1, A2.2
		Speaking	B1.1, B1.2, B1.3, B2.1, B2.2
		Reading	C1.1, C1.2, C1.4
		Writing	D1.2, D1.3, D1.6, D2.1, D2.3

	meeting someone new. You have the option of “whiting-out” the helper phrases in the answer squares before photocopying this sheet for your students. Students may opt to invent certain facts. They need not provide their real personal information if they are not comfortable. <i>ANSWERS : answers will vary</i>		
Activité 4B	Using the answers from the sheet for Activité 4A, students are asked to create a personal profile.	Listening	A1.1, A1.2
		Speaking	
		Reading	C1.1, C1.2, C1.3
		Writing	D1.1, D1.2, D1.3, D1.6, D2.1, D2.3
Activité 5	Use this word search as an opportunity for students to get more familiar with the unit vocabulary. Put the word search up on a screen or smartboard and play class games.	Listening	A1.1, A1.2
		Speaking	B1.1, B1.2, B1.3, B2.1, B2.2
		Reading	C1.4
		Writing	
Activité 6	After meeting someone new, we might wish to contact them to begin a new friendship. Have students leave a text message, a phone message (cell phone message), and an email to some of the new people they met in the song. Students may wish to reference the text guide on Activité 6B. Use the “Grille d’évaluation (écrite).” <i>ANSWERS : answers will vary</i>	Listening	A1.1, A1.2
		Speaking	
		Reading	C1.1, C1.2
		Writing	D1.1, D1.2, D1.3, D1.6, D2.1, D2.2, D2.3
Activité 6B	Students may use this text code guide to assist them with writing French texts and messages.	Listening	A1.1, A1.2
		Speaking	
		Reading	C1.1, C1.2
		Writing	
Activité 7A	<u>Student sheet</u> : BINGO is a popular way for students to interact with the unit’s vocabulary. Have students fill in the empty squares with words found in the box of “réponses possibles.” Students can score 5 different games by putting check marks in the four corners of each box and then circling the word or expression for the last game.	Listening	A1.1, A1.2
		Speaking	
		Reading	C1.2, C1.4
		Writing	D1.3
Activité 7B	<u>Teacher sheet</u> : Use the checklist columns to play BINGO five different times. Randomly read the expressions in the “La phrase” column, while putting a check mark in the designated game number column (ex. #1) in order to keep track of expressions read. The “La réponse” column contains the vocabulary words or expressions that the students will have placed in their empty squares on sheet Activité 7A. Once a student has matched 5 squares (straight or diagonally), they must read their answers back to the teacher to confirm a match of all 5 answers. Teachers verify the 5 responses with the “La réponse” and the checked game columns. Enjoy!		
Activité 8A	Have students work with a partner. The skit allows students to freely interchange the vocabulary thus practicing the vocabulary in multiple variations. Have students switch roles and practice the skit a minimum of three times.	Listening	A1.1, A1.2, A2.1, A2.2
		Speaking	B1.1, B1.2, B1.3, B2.1, B2.2, B1.5
		Reading	C1.1, C1.2, C1.3, C1.4
		Writing	
Activité 8B	Working with a partner and using the sheet for Activité 8A as a guide, students will create their own skit using as much of the vocabulary as possible. You may wish to have students film their skits or present them to the class. Use the “Grilles d’évaluation (orale et écrite)”	Listening	A1.1, A1.2, A2.1, A2.2
		Speaking	B1.1, B1.2, B1.2, B2.1, B2.2, B1.5
		Reading	C1.1, C1.2, C1.3, C1.4
		Writing	D1.1, D1.3, D1.6

	included with this resource to help you evaluate student work.									
Activité 9	While playing the song three more times, have students use the words they are hearing and/or the lyrics from Activité 1 to answer the open-ended questions provided. Have students answer in complete sentences. Challenge them to add another question and answer it. Use this sheet to engage students in a class discussion. Ask these questions of the students themselves. ANSWERS : <i>Qui? : Jean Que? : aux échecs / answers will vary</i> <i>Quel? 426-2520 Pourquoi? : pas trop âgée Où? : Toronto</i> <i>Comment? : Elle va au cinéma. Quand? : l'année passée</i> <i>Qu'est-ce que? : chanter Combien? : answers will vary</i>	<table border="1"> <tr> <td>Listening</td> <td>A1.1, A1.2, A1.3,</td> </tr> <tr> <td>Speaking</td> <td>B1.1, B1.2, B1.3, B2.1, B2.2, B1.5</td> </tr> <tr> <td>Reading</td> <td>C1.1, C1.2, C1.3, C1.4</td> </tr> <tr> <td>Writing</td> <td>D1.2, D1.3, D1.3/1.6</td> </tr> </table>	Listening	A1.1, A1.2, A1.3,	Speaking	B1.1, B1.2, B1.3, B2.1, B2.2, B1.5	Reading	C1.1, C1.2, C1.3, C1.4	Writing	D1.2, D1.3, D1.3/1.6
Listening	A1.1, A1.2, A1.3,									
Speaking	B1.1, B1.2, B1.3, B2.1, B2.2, B1.5									
Reading	C1.1, C1.2, C1.3, C1.4									
Writing	D1.2, D1.3, D1.3/1.6									
Activité 10	Respond to the multiple intelligences of your students. Have students create a poster in the boxed, space provided filled with images that best represent the lives and personalities of the four people introduced in the song.	<table border="1"> <tr> <td>Listening</td> <td>A1.1, A1.2, A1.3</td> </tr> <tr> <td>Speaking</td> <td></td> </tr> <tr> <td>Reading</td> <td>C1.1, C1.2, C1.4</td> </tr> <tr> <td>Writing</td> <td></td> </tr> </table>	Listening	A1.1, A1.2, A1.3	Speaking		Reading	C1.1, C1.2, C1.4	Writing	
Listening	A1.1, A1.2, A1.3									
Speaking										
Reading	C1.1, C1.2, C1.4									
Writing										
Activité 11	Respond to the multiple intelligences of your students. Students must read the sentence and draw (to the best of their ability) a complete drawing (a detailed scene) that best represents each sentence. For the last box, students must add a sentence of their own and make a drawing.	<table border="1"> <tr> <td>Listening</td> <td>A1.1, A1.2, A1.3</td> </tr> <tr> <td>Speaking</td> <td></td> </tr> <tr> <td>Reading</td> <td>C1.1, C1.3, C1.4</td> </tr> <tr> <td>Writing</td> <td></td> </tr> </table>	Listening	A1.1, A1.2, A1.3	Speaking		Reading	C1.1, C1.3, C1.4	Writing	
Listening	A1.1, A1.2, A1.3									
Speaking										
Reading	C1.1, C1.3, C1.4									
Writing										
Activité 12	R.A.F.T.S. stands for Role, Audience, Format, Topic and Strong verb. Students will choose one of the R.A.F.T.S. choices provided (or create one for teacher approval) and get creative with the vocabulary and theme of this song and unit. The idea is to choose one box from each column and create a skit for presentation to the class. You may wish to encourage students to film their skit.	<table border="1"> <tr> <td>Listening</td> <td>A1.1, A1.2, A1.3</td> </tr> <tr> <td>Speaking</td> <td>B1.1, B1.2, B1.3, B2.1, B1.5, B1.4</td> </tr> <tr> <td>Reading</td> <td>C1.1, C1.2, C1.4</td> </tr> <tr> <td>Writing</td> <td>D1.1, D1.2, D1.3, D1.4, D1.5, D1.6, D2.1, D2.2, D2.3</td> </tr> </table>	Listening	A1.1, A1.2, A1.3	Speaking	B1.1, B1.2, B1.3, B2.1, B1.5, B1.4	Reading	C1.1, C1.2, C1.4	Writing	D1.1, D1.2, D1.3, D1.4, D1.5, D1.6, D2.1, D2.2, D2.3
Listening	A1.1, A1.2, A1.3									
Speaking	B1.1, B1.2, B1.3, B2.1, B1.5, B1.4									
Reading	C1.1, C1.2, C1.4									
Writing	D1.1, D1.2, D1.3, D1.4, D1.5, D1.6, D2.1, D2.2, D2.3									
Activité 13	Another chance to practice their French and the vocabulary of this song and unit. Have students respond to the questions in the question column. Then, have students circulate the class asking each other the same questions. If they find a member of the class with the same (or similar) answer, they will ask for that person's initials or record their name. Follow-up this activity with a class discussion.	<table border="1"> <tr> <td>Listening</td> <td>A1.1, A1.2, A1.3, A2.1, A2.2</td> </tr> <tr> <td>Speaking</td> <td>B1.1, B1.2, B1.3, B2.1, B2.2</td> </tr> <tr> <td>Reading</td> <td>C1.1, C1.2, C1.3, C1.4</td> </tr> <tr> <td>Writing</td> <td></td> </tr> </table>	Listening	A1.1, A1.2, A1.3, A2.1, A2.2	Speaking	B1.1, B1.2, B1.3, B2.1, B2.2	Reading	C1.1, C1.2, C1.3, C1.4	Writing	
Listening	A1.1, A1.2, A1.3, A2.1, A2.2									
Speaking	B1.1, B1.2, B1.3, B2.1, B2.2									
Reading	C1.1, C1.2, C1.3, C1.4									
Writing										
Activité 14	Have students listen to the song 3 times and/or look at the sheet for Activité 1 while filling in the squares with the appropriate responses of "Qui est-ce?". ANSWERS : <i>1. Jean 2. Dan 3. Chantal 4. Jenny 5. Jenny 6. Chantal 7. Jean 8. Dan 9. Jenny 10. Jean 11. Dan 12. Chantal 13. Jean 14. Jean 15. Chantal 16. Jenny 17. Dan 18. Dan 19. Jean 20. Chantal 21. Jean 22. Chantal 23. Dan 24. Jean 25. Chantal 26. Jenny 27. Chantal 28. Chantal 29. Jean</i>	<table border="1"> <tr> <td>Listening</td> <td>A1.1, A1.2, A1.3</td> </tr> <tr> <td>Speaking</td> <td>B1.2, B1.3, B2.2</td> </tr> <tr> <td>Reading</td> <td>C1.1, C1.2, C1.3, C1.4</td> </tr> <tr> <td>Writing</td> <td></td> </tr> </table>	Listening	A1.1, A1.2, A1.3	Speaking	B1.2, B1.3, B2.2	Reading	C1.1, C1.2, C1.3, C1.4	Writing	
Listening	A1.1, A1.2, A1.3									
Speaking	B1.2, B1.3, B2.2									
Reading	C1.1, C1.2, C1.3, C1.4									
Writing										
Activité 15	Internet Research : Have students choose a historical figure, research that figure, and complete the sheet. You may wish to have students use this information sheet to create a presentation introduce the life and facts of their person to their classmates. Use the "Grilles d'évaluation (orale et écrite)."	<table border="1"> <tr> <td>Listening</td> <td>A1.1, A1.2, A1.3</td> </tr> <tr> <td>Speaking</td> <td>B1.1, B1.2, B1.3, B1.4, B1.5</td> </tr> <tr> <td>Reading</td> <td>C1.1, C1.2, C1.3, C1.4, C2.1, C1.5</td> </tr> <tr> <td>Writing</td> <td>D1.1, D1.2, D1.3, D1.4, D1.5, D1.6, D2.1, D2.2, D2.3</td> </tr> </table>	Listening	A1.1, A1.2, A1.3	Speaking	B1.1, B1.2, B1.3, B1.4, B1.5	Reading	C1.1, C1.2, C1.3, C1.4, C2.1, C1.5	Writing	D1.1, D1.2, D1.3, D1.4, D1.5, D1.6, D2.1, D2.2, D2.3
Listening	A1.1, A1.2, A1.3									
Speaking	B1.1, B1.2, B1.3, B1.4, B1.5									
Reading	C1.1, C1.2, C1.3, C1.4, C2.1, C1.5									
Writing	D1.1, D1.2, D1.3, D1.4, D1.5, D1.6, D2.1, D2.2, D2.3									

Get your French culture on! The DJ DELF Kit also provides for authentic French cultural opportunities.



TESTIMONIALS

Thank you so much for a wonderful concert! It was amazing and a perfect way to end a school year. My admin told me multiple times how reasonable they felt the cost was as well, so thank you for that. The concert was 100% what we expected. Thanks again! Preparing for this concert kept my students motivated right until the end of the year, and everyone left French on a very high note! - Jenn Barros (Montcrest School)

The concert on Friday was worth the wait. Perfect for the age of the students and for the French program. I will recommend them to other schools looking for a French concert. Thanks again. - Debbie Hock (Helen Wilson Public School)

Teachers!!! I highly suggest having DJ DELF, Nate Vedette and friends come to your school! They performed at ours Friday morning and it was awesome!!! They engaged the kids, had them practice parts of songs so they could sing along with them, they ventured out into the crowd, danced along with the groups and before the concert started, they were giving high fives and signing posters. My students were star-struck and the teachers were impressed by how much it felt like a Real concert! (w/ lights on the ceiling, fun, upbeat, videos playing. It was a great time and they made sure to sign EVERY Single Poster put before them which was quite a few, and take pics with any kids who asked. Talk about bringing French alive! So again, if you have cultural money to spend, or are able to host a concert, they are a great choice, you won't regret it! - Janine Madsen (Grand Bend PS)

DJ DELF + Nate Vedette were fantastic and our students were really engaged! The kids had a really great time and the kids who just wanted to go crazy with all the excitement were really into it. Here is my pic with Nate. I'll let our French Facilitator know how effective the concert was. The kids learned a lot of vocab and they enjoyed the culture piece. The kids were crazy over the boys! - Lisa Swank (Roland Michener PS)

Pre-concert package includes: A concert poster, poster and videos, French songs, lyrics, and fun facts, French songs, lyrics, and fun facts, French songs, lyrics, and fun facts, French songs, lyrics, and fun facts.

CULTURAL COMPONENT	Quoi faire	Ontario Curriculum Coverage	
		Listening	Speaking
Personal profiles from a francophone country	Have students use the personal profiles of activity tool 2B or 3B and create personal profiles of French people from different French speaking countries. Study the contrast in interests, hobbies, etc.	Listening	A1.1, A1.2, A1.3
		Speaking	
		Reading	C1.1, C1.2, C1.3, C1.4, C1.5
		Writing	D1.1, D1.2, D1.3, D1.4, D1.5, D1.6, D2.1, D2.2, D2.3, D3.1, D3.2
Concerts	Book a live French concert for your school or area. www.djdelf.com/concerts	Listening	A1.1, A1.2, A1.3, A2.2
		Speaking	B1.2, B1.3, B2.2, B3.1, B3.2
		Reading	
		Writing	
Interviews	Book a live interview with DJ DELF	Listening	A1.1, A1.2, A1.3
		Speaking	B1.1, B1.2, B1.3, B2.1, B2.2, B3.1, B3.2
		Reading	
		Writing	D1.1, D1.2
French Playground	Book "Skype" activities with other French classes around the world	Listening	A1.1, A1.2, A1.3
		Speaking	B1.1, B1.2, B1.3, B2.1, B2.2, B3.1, B3.2
		Reading	
		Writing	
Chantons les classiques	Learn about French Canadian culture via the songs and activity package found with the Chantons les classiques album. https://educorock.com/products/chantons-les-classiques-activity-guide	Listening	A1.1, A1.2, A1.3, A3.1, A3.2
		Speaking	
		Reading	C1.1, C1.2, C1.3, C1.4, C3.1, C3.2
		Writing	

Ontario Ministry of Education French Expectation Codes

	Core French 4-12	Extended French 4-12 & French Immersion 1-12
Listening	A1.1 Using Listening comprehension strategies A1.2 Demonstrating understanding A2.1 Using interactive listening strategies A2.2 Interacting A2.3 Metacognition A3.1 Intercultural awareness A3.2 Awareness of sociolinguistic conventions	A1.1 Using listening comprehension strategies A1.2 Understanding purposes for listening/demonstrating understanding (FI 9-12) A1.3 Listening for meaning A1.4 Media literacy (A1.3 FI 9-12) A2.1 Using interactive listening strategies A2.2 Interacting A2.3 Metacognition A3.1 Intercultural awareness A3.2 Awareness of sociolinguistic conventions
Speaking	B1.1 Using oral communication strategies B 1.2 Producing oral communications B1.3 Speaking with fluency B2.1 Using speaking interaction strategies B2.2 Interacting B2.3 Metacognition B3.1 Intercultural awareness B3.2 Awareness of sociolinguistic conventions	B1.1 Using oral communication strategies B 1.2 producing oral communications B1.3 Speaking with fluency B1.4 Media literacy EF/FI 9-12 B1.5 Applying language structures B2.1 Using speaking interaction strategies B2.2 Interacting B2.3 Metacognition B3.1 Intercultural awareness B3.2 Awareness of sociolinguistic conventions
Reading	C1.1 Using reading comprehension strategies C1.2 Reading for meaning C1.3 Reading with fluency C1.4 Developing vocabulary C2.1 Purpose of text forms C2.2 Characteristics of text forms C2.3 Metacognition C3.1 Intercultural awareness C3.2 Awareness of sociolinguistic conventions	C1.1 Using reading comprehension strategies C1.2 Reading for meaning C1.3 Reading with fluency C1.4 Developing Vocabulary C1.5 Media Literacy C2.1 Purpose of text forms C2.2 Characteristics and stylistic elements of text forms C2.3 Metacognition C3.1 Intercultural awareness C3.2 Awareness of sociolinguistic conventions
Writing	D1.1 Identifying purpose and audience D1.2 Writing in a variety of forms D2.1 Generating, developing and organizing content CF 7-12 D1.3 Applying Language Conventions/Structures D2.2 Drafting and revising D2.3 Producing finished work D2.4 Metacognition D3.1 Intercultural awareness D3.2 Awareness of sociolinguistic conventions	D1.1 Identifying purpose and audience D1.2 Writing in a variety of forms D1.3 Developing Vocabulary D1.4 Using stylistic elements (personal voice, POV...) D1.5 Media literacy (D1.3 FI 9-12) FI 6-8 D1.6 Applying Language Conventions (FI 9-12 D1.4) D2.1 Generating, developing and organizing ideas D2.2 Drafting and revising D2.3 Producing finished work D2.4 Metacognition D3.1 Intercultural awareness D3.2 Awareness of sociolinguistic conventions

Because the DJ DELF Kit is a living French resource, more authentic activities are always added. Check the Members' Section of the website for updated Booster Packs and for extra activities added to webpages for each life aspect. You will find Kahoot games, Quizlets, Jenga activities, BreakOut challenges, exemplars and more. Each of these added activities bring with it innumerable amount of covered curriculum and CEFR expectations.

