

PLANIFICATION DE L'ÉTAPE 2: ANGLAIS SECONDAIRE 1

Thème abordé	Contenu	Devoirs	Évaluation
Unit 4 : Let's Eat! + Grammar section on the future(p.157 to 164) + various notions on how to tell the time of day	<ul style="list-style-type: none"> • Spelling • Learn words about food and food preparation • Discuss about “likes” and “dislikes” • Explore healthy food choices • Read and write menus • Learning how to use imperatives (not evaluated) • Learning how to use the simple future with “will” • Future substitute with “to be + going to” • How to tell the time of day (not part of this unit) • Learning about the order of adjectives (not evaluated) • Stalling for time (C1) 	Vérifier sur le Portail pour les devoirs et l'étude et/ou dans l'agenda de l'élève.	C1 : Participation Discussions on « likes » and « dislikes » C2 : English Rocks! 1.5 (simple future with “will”, future substitute with “to be + going to”, learning how to tell the time of day)
English Rocks! 1.7 “Invincible”	<ul style="list-style-type: none"> • Allowing students to measure their level of understanding of texts* while watching an interpretation of the real life story of Vince Papale in a Disney movie. 		C2 : English Rocks! 1.7 Demonstrating understanding of texts* <small>*In an ESL learning environment, the term “texts” is commonly used to describe a wide variety of communication tools, such as newspaper articles, books, magazines, posters, objects, movies and so on.</small>

<p>Unit 8: The Case of the Net Nuisance</p> <p>+</p> <p>Grammar section p.167 to 170</p>	<ul style="list-style-type: none"> • Students will learn about the different elements in a mystery story • Students will read and listen to a mystery story • Students will use logic to solve a puzzle • Students will practice grammar while using modals (can, must, and have to) • Students will practice using the simple present tense • Students will learn “to infer” in order to go beyond the text 	<p>Vérifier sur le Portail pour les devoirs et l’étude</p> <p>et/ou dans l’agenda de l’élève.</p>	<p>C1 : Participation and content of the message</p> <ul style="list-style-type: none"> • Students will « agree » or « disagree » on various situations
<p>English Rocks! 1.8</p>	<ul style="list-style-type: none"> • Allowing students to measure their level of understanding of texts after having read a short story on a bank robbery 		<p>C2 : English Rocks! 1.8 Demonstrating understanding of texts</p>
<p>English Rocks! 1.9</p>	<ul style="list-style-type: none"> • Students will write a short text that includes a series of question words (such as “where”, “when”, “who”, “why”...) in a thrilling crime scene that will be investigated by the police • Students will use the “simple past” to write their texts • Students will write a descriptive text on their characters 		<p>C2 : English Rocks! 1.9</p> <ul style="list-style-type: none"> • Students will create and write a mini-mystery while using the simple past tense • Students will write a short descriptive text of their characters • Students will give out information on the different question words to which they must answer <p>C3 : English Rocks! 1.9</p> <ul style="list-style-type: none"> • Students will be evaluated according to the C3 evaluation

			chart
End of year L.E.S. (to be determined)			All three competencies are evaluated.

Recommandations Regarder la télévision en anglais au moins 1 fois par semaine. (émission/film avec sous-titres en anglais).
Lire des livres et/ou des revues en anglais. (Disponible dans la classe)
Participer aux récupérations si nécessaire.

Devoir : Regarder une demi-heure de télévision et/ou films en anglais par semaine (M. Dulac).

Récupération : Sur rendez-vous avec Mme M. Nolet.

Aide aux devoirs*-----CHAQUE JOUR---12h10 jusqu'à 12h55---local B-128

*pour toutes les matières