

Voix du monde 1

Pacing Guide

Welcome to *Voix du monde 1*!

Voix du monde 1 is your students' first exposure to the exciting experience of learning a second language! Through thematic vocabulary lists, objective-oriented activities, native speaker examples, and engaging authentic materials, students will learn the basic vocabulary they need to interact with people in their new language. Lively photos, cultural notes, travel blogs, and comprehensible authentic resources will take your students on a virtual tour of the places, people, and practices of the French-speaking world.

What's in a chapter?

Voix du monde 1 has a wide range of grammatical, interpersonal, cultural, and kinesthetic components to keep your students actively engaged as they learn about the French language and francophone cultures. Here's what you will find in *Voix du monde 1*, with some ideas for how to use each component:

Présentation de... This section introduces the country/countries of focus for the chapter. Before diving in, explore the images with your class and ask questions about what they think they will learn about this country. Continue with the country flag, basic facts, and map. To finish, have students complete the interview questions at the end and compare answers. This page sets the stage for exploring the cultural content woven throughout the rest of the chapter.

Vocabulary and Grammar pages These sections are the “heart” of the chapter. While they will be the primary focus of the first day of instruction, you will want to spend some time over the first few days reviewing these concepts with your students. You may even wish to break this content into smaller, more manageable chunks that correspond to each day's learning objective and present each subset one day at a time.

Vidéos et présentations This section begins with a five-minute video featuring James Innes of “French with Mr. Innes” to demonstrate the chapter grammar and vocabulary in context. To follow up, you'll find one or two slideshows to further demonstrate the key vocabulary or grammar concepts of the chapter. You might use these as review before assigning the *Épreuves* or chapter *Examen*.

Activités This section allows students to practice the language learned in the two previous sections. Assign the activities as homework or complete them together in class!

Documents authentiques Each chapter includes several authentic resources to help your students see the interplay between language and culture. Each resource relates back to the vocabulary and grammar themes of the chapter. From commercials to infographics to narrated videos, the *Documents authentiques* are sure to help your students appreciate the real-world applications of their learning.

Voyageons... This section encourages students to imagine themselves as a tourist in each country. Here you will find maps, videos, panoramas, and travel blogs that will transport your students to the different countries.

Exploration culturelle Each chapter includes additional readings, infographics, and videos that explore different cultural points that might not be covered elsewhere in the chapter. This section celebrates what makes each French-speaking culture unique.

Entrevues Interviews by various native French speakers are included in each chapter and provide unique perspectives relating to the chapter content. These videos are followed up by a speaking activity that gets students answering the same questions answered by the interviewees.

Histoire These stories are yet another effective way for students to explore the language in context. Included are pre-reading activities to prepare students for new vocabulary and post-reading activities to assess comprehension of the stories. There are so many ways to get students involved in the storytelling process: try asking students to take turns reading it aloud, act out the story, draw cartoon strips of story events, write their own alternative ending, and more!

Parlons un peu ! Each chapter comes with three or more discussion prompts to get your students conversing in the target language. Pairs of classmates will be able to record and submit conversations on a variety of topics.

Lectures These embedded readings include three versions of the same nonfiction text that increase in difficulty. Read these as a class to learn about significant historical and cultural aspects of the target countries.

Activités kinesthésiques Get your students up and moving with a selection of different games. Use these as a brain break or for a special occasion in your classroom.

Épreuves Here you will find a short quiz for each of the vocabulary and grammar pages at the start of the chapter.

Examen du chapitre This two-part test allows you to assess students' progress in the target vocabulary and grammar topics of the chapter.

Integrated Performance Assessment In addition to the more traditional *Examen*, we have included this assessment that tests your students in three modes of communication under one scenario. This form of assessment allows students to practice using the language in a real-world context.

Game Center Located in the top toolbar, the Game Center gives your students opportunities to review chapter vocabulary through play. Students can choose to play alone or with a partner in

games such as Match, Round Up, and Flash Card Challenge, or you can engage the whole class in a spirited Blooket game.

Pacing Your Course

Below, you will find one option for pacing the material in *Chapitre 1* in *Voix du monde 1*. This same pacing could be applied to later chapters and is meant to be an example of what a teacher *could* do; not a prescription of what a teacher *should* do.

Timing for these tasks is approximate. Remember that if you are talking with your students—about a story, a culture, or their personal lives—and your students are engaged and having fun or finding what you’re saying interesting, then keep going! Don’t let a schedule stop you.

Also keep in mind that *Voix du monde 1* can be customized and edited to suit your and your students’ needs. For more information on how to edit material or for more ideas on how to implement the curriculum, call 800-848-0256 or email info@vocesdigital.com.

1 Unit = ~3 weeks, 50-minute classes, 5 days a week			
Week 1			
Monday			
Minute	Section	Details	Device
10	Can-Do Pre-Assessment	Introduce Can-Do goals for the chapter and ask students to self-assess their language skills.	Students log in and go to the page.
10	<i>Présentation de la France</i>	Project the photos for your class to see and then ask questions like: <i>Qu'est-ce que tu vois sur ces photos ?</i> <i>Vois-tu quelque chose de familier sur les photos ? Quoi ?</i> On the first day of class, you might decide to pose these questions in English.	Project for class.
15	<i>Présentation de la France</i>	Take a look at the <i>Informations sur le pays</i> section with your students and ask these questions: What information here surprises you? How does this information compare with facts about the United States? How does it compare to other countries you've studied in other classes?	Project for class.
15	<i>Présentation de la France</i>	Next, have students fill out the written questions and respond to the interview questions at the end of the page. When they've finished, take a look at the pie charts and discuss the answers of the class.	Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Billet de sortie – Aujourd'hui, j'ai appris</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
10	<i>L'alphabet</i>	You might choose to introduce the alphabet by singing your preferred version of the alphabet song or listening to the audio recordings at the top of the page. Ask students to sing along or repeat after the recordings.	Project for class.
10	<i>L'alphabet</i> Grammar Notes	Read through these sections with your students, asking them to repeat out loud each example. Ask if they can think of any other	Project for class.

		words in French that use these sounds.	
5	Class practice	As you spell words aloud in French, have students listen and write down the letters and words you're saying. Check for accuracy after each word. Repeat this process several times until more students are gaining confidence and are ready to try spelling to a partner in the next activity.	Paper/pencil
5	Partner practice	Have students practice with a partner! Students should spell out loud in French their name, favorite color, favorite animal, and any other simple concepts that you suggest. As one student spells aloud, the partner should listen carefully and write the letters down, having the speaking partner check for accuracy. Then switch roles.	Paper/pencil
5	<i>L'alphabet</i>	Ask students to complete the recording activity at the bottom of the page.	Students log in and go to the page.
10	<i>Exploration culturelle : Le clavier AZERTY</i>	Talk about accent marks and special characters in French. Point out how students are able to include these characters in the activities they complete in Voces Digital, and ask how they think native speakers do it. Then have students log in to read the page and complete the activities.	Students log in and go to the page.
5	<i>L'alphabet Activités 1–3</i>	Have students complete <i>Activités 1–3</i> and then go over the activities as a class. You might decide to assign <i>Activités 4–7</i> as homework.	Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Billet de sortie – Aujourd'hui, j'ai appris</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can greet someone.	
10	<i>L'alphabet</i>	Review yesterday's concepts: Sing the alphabet song as a class. Pronounce each letter in random order and have students tell you which letter you say. Practice spelling some words like	Project for class. Pencil/paper

		you did yesterday.	
10	<i>Les salutations</i>	Introduce the different greetings and vocabulary words to your students. Listen to the audio recordings and repeat aloud. In pairs, have students practice using the greetings in different situations: Walking into class in the morning, meeting someone for the first time, saying goodbye to a friend after school, and more!	Project for class.
5	<i>Les salutations Exemples</i>	Listen to the two <i>Exemples</i> with your class. You might have them read along or listen to the audio without the transcript. You could point out letter sounds to reinforce the alphabet again.	Project for class.
5	<i>Les salutations</i>	Ask students to complete the short answer questions at the bottom of the page.	Students log in and go to the page.
10	<i>Les salutations Activités 8–10</i>	Have students complete <i>Activités 8–10</i> and then go over the activities as a class. Students may need to finish this as homework.	Students log in and go to the page.
10	<i>Exploration culturelle : Greeting Friends in France: La bise</i>	Ask students what physical contact they might make with someone they are meeting for the first time versus someone they know very well. Tell students that they are going to learn about how the French greet one another, then have them complete the activities on the page.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess and/or have students complete the <i>Billet de sortie – Aujourd’hui, j’ai appris</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. I can communicate basic information about myself.	
5	<i>Activités kinesthésiques : Hangman</i>	Take a few minutes to review the alphabet by playing hangman with a partner.	Scrap paper/pencil
5	<i>Vidéo : Les salutations</i>	Watch the video with your students, taking a moment to introduce the two phrases under the video. Have students mark each time they	Project for class.

		recognize a word or phrase that the speakers say.	
10	<i>Vidéo : Les salutations</i>	Have students view the video again, completing the activities below as they watch. Discuss the answers your students came up with during the last few minutes.	Students log in and go to the page.
10	<i>Activités kinesthésiques : Conversations</i>	Give your students a chance to use their vocabulary in context with a series of mini-conversations. This activity will require you to make name tags with a variety of French names on them.	Name tags
10	<i>Parlons un peu ! Interpersonal 1–2</i>	Have your students apply what they have practiced by recording two conversations with a partner.	Students log in and go to the page.
10	<i>Les salutations Activités 11–14</i>	Have students finish the day with some independent practice.	Students log in and go to the page.
Friday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can understand lyrics to a song when they are supported by gestures. I can understand familiar vocabulary in a commercial. I can understand the general idea of a comparison in French.	Project for class.
10	<i>Présentation : Les salutations</i>	Starting on the title slide, have students call out all the greetings they can remember. Go through the slideshow slide by slide, having students respond to each prompt.	Project for class.
5	<i>Les salutations</i>	Further review the greetings vocabulary: Say various words or phrases aloud and have students act them out (Wave for <i>Salut !</i> , hand shake for <i>Enchanté(e) !</i>). Say various words or phrases aloud and have students respond appropriately (You say <i>Comment allez-vous ?</i> and they say <i>Bien, merci.</i>). Practice a simple conversation as a class. Have students meet and greet their classmates in French.	Project for class.
10	<i>Documents authentiques :</i>	Pre teach the words <i>poisson, rouge, bouge,</i> and <i>qui tourne en rond</i> using the gestures that	Project for class.

	<i>Petit poisson</i>	students will see in the video. Play the video once through for students to watch. You might choose to slow down the video or display captions to aid with comprehension. Discuss what students understood from the video, and answer the first two questions on the page together. Play the video a second (and possibly a third) time and encourage students to do the gestures along with the video.	
5	<i>Documents authentiques : Petit poisson</i>	Students complete the activities on the page.	Students log in and go to the page.
5	<i>Documents authentiques : Les salutations - Carte bleue Visa</i>	Students complete the activities on the page.	Students log in and go to the page.
5	<i>Documents authentiques : Formel vs. informel</i>	Students complete the activities on the page.	Students log in and go to the page.
10	<i>Les salutations Activités 15–17</i>	Students complete the activities on the pages.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess and/or have students complete the <i>Billet de sortie – Aujourd'hui, j'ai appris</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

Week 2			
Monday			
Minute	Section	Details	Device
10	<i>Les nombres de 0 à 30</i>	Go through the numbers zero to thirty aloud with your students. After counting to thirty by ones, try counting by twos or fives. Then say a number and have students show you that number on their hands.	Project for class.

		Read the text about related numbers and combined numbers to help students better recognize the numbers.	
5	<i>Les nombres de 0 à 30</i>	Present the vocabulary to talk about age and math problems. Ask students to volunteer their age, then give students a few simple math problems to solve in their heads.	Project for class.
10	<i>Les nombres de 0 à 30</i>	Listen to the <i>Exemples</i> and discuss with your students what they think each is about. Then, have them answer the questions on the bottom of the page.	Students log in and go to the page.
10	Partner Practice	First as a class, then in pairs, have students practice greetings, numbers, and the alphabet in short conversations where they greet each other and introduce themselves, spell their first and last names, and share their phone numbers. Have students do this with several different partners to get more practice.	
5	<i>Parlons un peu !</i> Interpersonal #3	Have students complete Interpersonal #3.	Students log in and go to the page.
10	<i>Les nombres de 0 à 30</i> <i>Activités 18–20</i>	Have students complete <i>Activités 18–20</i> . You may choose to assign further activities as homework.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess and/or have students complete the <i>Billet de sortie – Aujourd'hui, j'ai appris</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can understand short conversations about age. I can understand basic information from a website. I can understand basic numbers in French.	Project for class.
10	<i>Activités kinesthésiques : Numéros</i>	Review numbers with a counting game.	Project for class.

	d'élimination		
10	<i>Documents authentiques :</i> Devine son âge !	To prepare students to watch the video, pre teach the word <i>devine</i> , then show students images of well-known celebrities and ask them to guess their ages. If students don't know your age (and you're comfortable with it), have them guess your age. Turn it into a guessing game by telling them <i>plus</i> or <i>moins</i> and seeing who can guess correctly. Finally, show students the still shot of the video and ask them to answer the first question on the page.	Project for the class.
5	<i>Documents authentiques :</i> Devine son âge !	Watch the video with your students. Each time someone makes a guess, ask students if they think the guess is correct or if her real age is more (<i>plus</i>) or less (<i>moins</i>). When she finally reveals her age, ask students to raise their hands if they guessed correctly. Say the numbers out loud in French as you count the raised hands (if there are any).	Project for the class.
5	<i>Documents authentiques :</i> Devine son âge !	Students complete the activities on the page.	Students log in and go to the page.
10	<i>Mots apparentés</i>	Have students read through the page with a partner and answer the questions. As students are finishing, hold a class discussion about what they read. What other cognates can they think of? If they struggle to come up with more, write a few more on the board and see if they can figure out their meanings. Additionally, review the French letter sounds with your class and have them pronounce each of the cognates aloud. Discuss false cognates and French punctuation.	Students log in and go to the page.
5	<i>Documents authentiques :</i> Salut Bonjour	Students complete the activities on the page.	Students log in and go to the page.
5	<i>Les nombres de 0 à 30</i> <i>Activités 21–22</i>	Students complete the activities on the page.	Students log in and go to the page.
Wednesday			

-		<p>Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda.</p> <p>I can understand basic information about someone.</p> <p>I can answer questions in French about myself.</p> <p>I can introduce myself to a group of people in French.</p>	Project for class.
10	<i>Présentation : Les nombres</i>	<p>Review numbers by displaying the presentation for your students. With each picture, ask « <i>Combien de ____ y a-t-il sur cette photo ?</i> »</p> <p>For the first few slides, you could give several possible answers in French to help guide them to what you're looking for and then take the options away as you continue. After going through all the slides, you could continue this process with various items around the classroom, using cognates when possible.</p>	Project for the class.
10	<i>Vidéo : French with Mr. Innes</i>	Watch the video with your students. Pause the video when he asks students to provide information and prompt students to say what they think the answer is.	Project for the class.
5	<i>Vidéo : French with Mr. Innes</i>	Students complete the activities on the page.	Students log in and go to the page.
10	<i>Entrevue : Christelle</i>	Play Christelle's interview for the class, then have students briefly discuss what they understood. Then, have students rewatch the video on their own and answer the questions	Students log in and go to the page.
5	<i>Entrevue : Et toi ?</i>	Students record their answers to the same questions that they heard Christelle respond to.	Students log in and go to the page.
5	<i>Parlons un peu ! Presentational #1</i>	Students record an introduction of themselves.	Students log in and go to the page.
5	<i>Les nombres de 0 à 30 Activités 23–25</i>	Depending on the time students have remaining, assign one or all three of the activities.	Students log in and go to the page.
Thursday			
20	<i>Histoire - Avant la lecture</i>	Introduce the students to the target structures using Total Physical Response and discussion	Project for the class.

	Vocabulaire	questions.	
10	<i>Histoire - Avant la lecture</i> Vocabulaire	Students create a personal dictionary of the target structures for their reference.	Students log in and go to the page.
10	<i>Histoire - Avant la lecture</i> <i>Activités 1–3</i>	Students complete <i>Activités 1–3</i>	Students log in and go to the page.
10	<i>L’histoire : La nouvelle amie de Yasmine</i>	Double-click on each illustration to make it full screen. Ask questions about each picture, working in chapter vocabulary and story target structures as much as possible, such as: <i>Quel âge a-t-elle ?</i> <i>Où habite-elle ?</i> <i>Est-elle timide ?</i> <i>A-t-elle beaucoup d’amis ?</i> <i>Veut-elle des amis ?</i>	Project for the class.
Friday			
5	<i>Histoire - Avant la lecture</i> Vocabulaire	Review the TPR gestures and discussion questions you used to introduce the target structures yesterday.	Project for the class.
10	<i>L’histoire : La nouvelle amie de Yasmine</i>	Play the audio for the story as students read along. Discuss what students understood about the story.	Students log in and go to the page.
10	<i>L’histoire : La nouvelle amie de Yasmine</i>	Have student actors dramatize the story as you read it aloud.	Project for the class.
10	<i>L’histoire : La nouvelle amie de Yasmine</i>	Students read the story a second time with a partner.	Students log in and go to the page.
10	<i>Histoire - Après la lecture</i> <i>Activités 1–3</i>	Students complete <i>Activités 1–3</i> on their own.	Students log in and go to the page.
5	Voces Game Center	When students finish, they should review with the games in the Voces game center.	Students log in and go to page.

Week 3			
Monday			
Minute	Section	Details	Device
30	<i>Lectures :</i> Marie Curie	Ask students if they have heard of Marie Curie. What do they know about her? Work through <i>Version A</i> as a class, asking students what they understand as they go. Remind your class about cognates as they read and show them how the hover translations work. Answer questions 1–5 together. Then, move on to <i>Version B</i> and <i>Version C</i> as a class. Some of your students may not be ready to work through the final version, so you might decide to come back to this page near the end of the chapter to measure their progress.	Project for class.
20	<i>Exploration culturelle :</i> Les châteaux de la Loire	Have students work through the three pages individually.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess and/or have students complete the <i>Billet de sortie – Aujourd’hui, j’ai appris</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
30	<i>Lectures :</i> La pétanque	Ask students about the sports they like to play and how points are earned. Work through <i>Version A</i> as a class, asking students what they understand as they go. Remind your class about cognates as they read and show them how the hover translations work. Answer questions 1–5 together. Then, move on to <i>Version B</i> and <i>Version C</i> as a class. Some of your students may not be ready to work through the final version, so you might decide to come back to this page near the end of the chapter to measure their progress.	Project for class.
20	<i>Exploration culturelle :</i> Des choses à faire et à voir à	Have students work through the three pages individually.	Students log in and go to the page.

	Grenoble		
-	Exit Ticket	Have students click on the Can-Do and self-assess and/or have students complete the <i>Billet de sortie – Aujourd’hui, j’ai appris</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day’s agenda. I can understand the general idea of a French document. I can understand and respond to basic greetings and questions.	
15	Integrated Performance Assessment	Explain the idea and context of this unit’s Integrated Performance Assessment. Tell your students how these types of assessments work and talk through the rubrics.	Project for class.
15	Integrated Performance Assessment: Interpretive Reading	Have students work through the interpretive reading task. Give them as much time as they need.	Students log in and go to page.
15	Integrated Performance Assessment: Interpersonal Speaking	Have students work through the interpersonal speaking task.	Students log in and go to page.
5	Voces Game Center	When students finish, they should continue to review with the games in the Voces Game Center.	Students log in and go to page.
Thursday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. I can write a paragraph that gives basic information about myself using practiced and memorized French words and phrases.	
20		Review as a class—this might be a game of Jeopardy, practice conversations, singing the alphabet, counting practice, etc.	Project for class.

20	Integrated Performance Assessment: Presentational Writing	Have students work through the presentational writing task.	Students log in and go to page.
10	<i>Exploration culturelle : L'Hexagone/La francophonie</i>	When students finish the IPA, have them work through one or both of these topics.	Students log in and go to page.
Friday			
5	Can-Do Self-Assessment	Have students work through the self-assessment.	Students log in and go to page.
20	<i>Chapitre 1 : Examen Partie 1 : Évaluation intégrale</i>	Have students work through this section of the chapter test.	Students log in and go to page.
15	<i>Chapitre 1 : Examen Partie 2 : À toi de parler !</i>	Have students complete the speaking portion of the test.	Students log in and go to page.
10	<i>Voyageons en France</i>	Choose the page(s) that you would most like your students to explore.	Students log in and go to page.