

Voix du monde 2

Pacing Guide

Welcome to *Voix du monde 2*!

Voix du monde 2 is a continuation of your students' 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 2 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 2*, 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-ish minute video featuring real-world street interviews and scenarios 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.

Entrevue 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 prereading 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.

Sondage This set of survey questions serves as a great review of chapter vocabulary and provides a springboard for lively class discussions.

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.

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 2*. 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 2* 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. Encourage students to use basic French to describe what they see in the pictures. Use yes/no questions and either/or questions where appropriate to draw out students and provide comprehensible input	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

-		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 describe rooms in a house.	
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10	<i>À la maison (Les pièces de la maison & Les autres espaces de la maison)</i>	Project an image of a house, for example from the presentation <i>Dans la maison</i> , and ask students to name the rooms and parts of the house in French. Point to the rooms and ask them “ <i>Qu’est-ce que c’est ?</i> ” to elicit answers. You could do a kinesthetic activity by asking, for example, “ <i>Où est la cuisine ?</i> ” and having a student come up and point it out on the image. Students can log in and refer to the vocabulary list on this page to help them answer	Project for class.
10	<i>À la maison (Les meubles et les appareils électroménagers)</i>	Continue with the activity as above, making use of the projected image to introduce the vocabulary interactively	Project for class.
10	<i>À la maison (Les étages & Vocabulaire supplémentaire)</i>	Continue with the activity as above, making use of the projected image to introduce the vocabulary interactively	Project for class.
5	Listening practice	Have all students stand up. Begin making generalized statements about homes, such as // <i>y a deux salles de bains dans ma maison</i> or <i>Ma chambre est au premier étage</i> . Students remain standing for all statements that are true about their homes and sit as soon as they hear a false statement. See who is the last student standing.	Speak aloud for class.
15	<i>À la maison Activités 1–3</i>	Have students complete <i>Activités 1–3</i> and then go over the activities as a 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.
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 answer simple questions about a house.	
15	<i>Présentation : Dans la maison</i>	Students will work on this slideshow with a partner to practice the house vocabulary. They	Students log in and go to the

		take turns reading the questions and answers. They can also formulate their own questions. They will record a conversation with their partner	page.
10	<i>Documents authentiques</i> <i>Visite d'une maison typique américaine</i>	Show the whole video and ask students questions about what they see: <i>Est-ce que la maison est grande ou petite ?</i> <i>Combien de chambres y a-t-il ?</i> <i>Que vois-tu dans la maison ?</i> <i>Pourquoi dit-il « living room », pas « salon » ?</i>	Project for class.
10	<i>Documents authentiques</i> <i>Plan de maison</i> <i>Maison à vendre</i>	Have students complete the questions and then go over the activities as a class.	Students log in and go to the pages.
15	<i>À la maison</i> <i>Activités 4–7</i>	Assign <i>Activités 4–7</i> for students to complete in class.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and complete the self-assessment. Print out Exit Ticket 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-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can have a conversation about what a home is like. I can describe my home.	
10	<i>Exploration culturelle</i> <i>Les maisons en France</i>	As an introduction to today's explorations of French homes, have students read this English selection about homes in France. Have them answer the questions at the bottom of the page, then discuss the correct answers as a class.	Students log in and go to the page.
15	<i>Exploration culturelle</i> <i>Les logements en ville, en banlieue et à la campagne en France</i>	Read the selection aloud to your students. Stop at key points to ask questions that assess your students' comprehension of what you have read and/or prompt them to compare the information in the reading to their homes.	Project for class.

10	<i>Exploration culturelle</i> <i>Les logements en ville, en banlieue et à la campagne en France</i>	Students answer the questions at the bottom of the page.	Students log in and go to the page.
10	<i>Parlons un peu !</i> Interpersonal #2	Students record a conversation with a partner.	Students log in and go to the page.
5	<i>Parlons un peu !</i> Presentational #1	Students record a description of their home.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and complete the self-assessment. Print out Exit Ticket 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.
Friday			
-		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 answer simple questions about my chore preferences.	
15	<i>Les tâches ménagères</i>	In this section students will learn new vocabulary related to chores. Introduce the topic by saying some chores you do, making it comprehensible with images or actions. Ask them <i>Qu’est-ce que vous faites à la maison ?</i> and get a few answers. Then introduce the <i>tâches ménagères</i> list and have students repeat.	Project for class.
15	<i>Les tâches ménagères :</i> Verb conjugations	In this section, students will review and recycle the present tense conjugation rules for regular verbs, as well as three irregular verbs. Go over the conjugation rules and let students volunteer to conjugate different verbs.	Project for class.
5	<i>Les tâches ménagères :</i> Verb conjugations	Ask students to complete the conjugation questions at the bottom of the page.	Students log in and go to the page.

5	Listening practice	Make generalized statements about chores using various verb conjugations, such as <i>Je fais la vaisselle</i> or <i>Mes parents mettent la table</i> . Students stand and switch places with another student who is standing for all statements that are true about their households. They remain seated when they hear a false statement. See who gets to move the greatest amount of times.	Speak aloud for class.
10	<i>Les tâches ménagères</i> <i>Activités 8-12</i>	Have your students apply what they have practiced.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and complete the self-assessment. Print out Exit Ticket 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
-		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 listen to short conversations and determine whether or not they are logical. I can read a letter explaining a family's responsibilities.	
10	<i>Devoir, pouvoir et vouloir</i> Conjugation of <i>devoir</i>	Present the conjugation of the verb and the example sentences. Do the practice questions as a class.	Project for class.
10	<i>Devoir, pouvoir et vouloir</i> Conjugation of <i>pouvoir</i> and <i>vouloir</i>	Present the conjugations of the two verbs and read through the example sentences.	Project for class.
5	<i>Devoir, pouvoir et vouloir</i> Conversation	Play the conversation out loud for students to follow along. Then have students practice reading the dialogue with a partner.	Project for class.

25	<i>Devoir, pouvoir et vouloir Activités 13–18</i>	Assign <i>Activités 13–18</i> for students to complete. They can work alone or in pairs.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and complete the self-assessment. Print out Exit Ticket 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 a magazine article about house chores. I can have a conversation about what chores I have to do. I can have a conversation about my home.	
20	<i>Documents authentiques Les tâches ménagères des enfants</i>	Project the article and read through the lists of chores. For each chore, ask students questions about whether they agree that children that age should be responsible for those chores, which chores they did as young children, and which chores they do now.	Project for class.
15	<i>Documents authentiques Les tâches ménagères des enfants</i>	Students complete the questions under the reading. Discuss the correct answers with the students once they have had time to finish.	Students log in and go to the page.
10	<i>Parlons un peu ! Interpersonal #1</i>	Students record a conversation about chores with their partner.	Students log in and go to the page.
5	<i>Parlons un peu ! Questions personnelles</i>	Students record their responses to spoken prompts.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and complete the self-assessment. Print out Exit Ticket 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 determine whether a statement is true. I can understand some spoken information about a house.	Project for class.
10	<i>Les prépositions</i>	Use stick drawings or objects in the classroom to introduce the prepositions from this vocabulary and grammar page.	
15	<i>Les prépositions</i>	Project the page and go over as a class, asking questions about objects around the classroom with "Où est-ce ?" Listen to the dialogue and ask students to identify the prepositions of place. Have a student volunteer to draw the house from the dialogue	Project for the class.
20	<i>Les prépositions</i> <i>Activités 19–23</i>	Students complete <i>Activités 19–23</i> .	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.
Thursday			
20	<i>Histoire : Avant la lecture</i> Vocabulaire	Introduce the students to the target structures using Total Physical Response and discussion questions.	Project for the class.
10	<i>Histoire : Avant la lecture</i> Vocabulaire	Students translate a mini story that uses the target structures.	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 : Un appartement pour Enzo</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 ont-ils ?</i> <i>Les élèves se plaignent-ils ? Pourquoi ?</i> <i>Ce garçon se plaint-il ? Pourquoi pas ?</i> <i>La famille est-elle contente ?</i> <i>Qu'est-ce que le garçon fait dans son</i>	Project for the class.

		<i>appartement ?</i>	
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 : Un appartement pour Enzo</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 : Un appartement pour Enzo</i>	Have student actors dramatize the story as you read it aloud.	Project for the class.
10	<i>L'histoire : Un appartement pour Enzo</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
-		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 read and understand a text about homes of famous artists in French.	Project for class.
30	<i>Lectures : Les maisons célèbres de France</i>	Ask students if they have heard of some of the artists mentioned in the readings. What do they know about them? Work through <i>Version A</i> as a class, asking students what they understand as they go. Remind your class about cognates as they	Project for class.

		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.	
15	<i>Entrevue : Séverine</i>	Play Séverine’s interview for the class, then have students briefly discuss what they understood. Make statements about Séverine and ask students questions that prompt them to compare their experiences and homes to hers. 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 Séverine respond to.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and complete the self-assessment. Print out Exit Ticket 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-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. I can read and understand an article about home lawns and gardens in France.	Project for class.
30	<i>Lectures : Le jardin, une autre pièce de la maison</i>	Ask students about the kinds of spaces they have outside their homes, what they like to do there, and who maintains them. 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	Project for class.

		progress.	
20	Vidéo : How much rent do Parisians pay to live in Paris?	Play the video for the class. Answer the questions together.	Project for class. Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and complete the self-assessment. Print out Exit Ticket 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-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture.	Project for class.
5	<i>Voyageons en France : La carte</i>	Tell the students that in this class they will be able to travel virtually to France. Look at the map and ask the questions on the page to answer as a class. Students can also have the page open on their devices and complete their answers at the same time. Ask them where they would like to go on the map and say that they will be reading about the best places to visit as a tourist.	Project for class. Students log in and go to the page.
10	<i>Voyageons en France : 10 Top Tourists Attractions in Paris</i>	Watch the video with the class. Discuss the answers to the questions.	Project for class. Students log in and go to the page.
10	<i>Voyageons en France : A Slow Day in Annecy & Chamonix</i>	Watch the video with the class. Discuss the answers to the questions.	Project for class. Students log in and go to the page.
15	<i>Voyageons en France : Panorama : Une</i>	Explore the panorama as a class and ask questions like <i>Qu'est-ce que vous voyez ?</i> or <i>Qu'est-ce qu'il y a dans la maison ?</i> Ask	Project for class. Students log

	<i>maison en France</i>	questions to practice the prepositions, like <i>Qu'est-ce qu'il y a sur la table/devant la fenêtre/dans la cuisine/etc. ?</i> Students can log in and complete the questions on the page.	in and go to the page.
10	<i>Voyageons en France : Paris Travel Guide</i>	Have students read the article with a partner and answer the questions.	Students log in and go to the page.
Thursday			
-		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 some information from a video about a home in France. I can exchange information about homes and chores in French. I can describe the furnishings and rooms in my home.	
5	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 Listening	Have students work through the interpretive listening 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.
15	Integrated Performance Assessment: Presentational Writing	Have students work through the presentational writing task.	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 :</i>	Have students work through this section of the	Students log

	<i>Examen Partie 1 : Évaluation intégrale</i>	chapter test.	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>Exploration culturelle</i>	Choose one of the remaining topics that you would most like your students to explore.	Students log in and go to page.
-	Exit Ticket	Have students click on the Can-Do and complete the self-assessment. Print out Exit Ticket 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.