

Voix du monde 3

Pacing Guide

Welcome to *Voix du monde 3*!

Voix du monde 3 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 3 has a wide range of grammatical, interpersonal, and cultural 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 3*, 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.

Présentations Within this section 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.

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 3*. 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 3* 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 | <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> Encourage students to use French to describe what they see in the pictures. Combine simple yes/no questions and either/or questions with open-ended questions 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

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| - | | 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 identify food items based on a description. I can recognize ingredients in iconic French dishes. | |
| 10 | <i>Le plat parfait</i> | Project the images of different types of food at the bottom of the page and ask students to | Project for class. |

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| | | name the food they see in French. Point to the food items 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 un croque-monsieur ?</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 | |
| 10 | <i>Le plat parfait</i> | Students will now choose their top five favorite and least favorite foods from the vocabulary list and write them down. Arrange students in groups or pairs and instruct them to ask each other “ <i>Qu’est-ce que tu aimes manger ?</i> ” and “ <i>Qu’est-ce que tu n’aimes pas manger ?</i> ”. Students should take notes on who likes or dislikes each food. | Project for class. |
| 15 | Listening practice | Have all students stand up. Begin making generalized statements about food, such as “ <i>Je préfère boire de la limonade.</i> ” Students remain standing for all statements that are true about their preferences and sit as soon as they hear a statement they disagree with. See who is the last student standing. | Speak aloud for class. |
| 15 | <i>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-Dos at the beginning of class. Write them on the board, project them, or display them on the day’s agenda. I can respond to questions about food and ingredients. I can identify different specialty dishes from French regions. | |
| 10 | <i>Exploration culturelle : Les spécialités régionales en France</i> | As an introduction to today’s topic, have students read this section about food in different regions 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. |

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| 15 | <i>Exploration culturelle : Les sauces mères</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 own experiences. | Project for class. |
| 10 | <i>Exploration culturelle : Les sauces mères</i> | Students answer the questions at the bottom of the page. | Students log in and go to the page. |
| 10 | <i>Parlons un peu ! Presentational #1</i> | Students record an audio about their preferences for ingredients and flavors. | Students log in and go to the page. |
| - | Exit Ticket | Have students click on the Can-Dos and complete the self-assessments. 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

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| - | | 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 sentences about cuisine using irregular verbs in the present tense. | |
| 10 | <i>Le présent des verbes réguliers</i> | Present the conjugation of the verb and the example sentences. Do the practice questions as a class. | Project for class. |
| 15 | <i>Le présent des verbes réguliers</i> | Present the conjugations of the two verbs and read through the example sentences. | Project for class. |
| 25 | <i>Activités 6–10</i> | Assign <i>Activités 6–10</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. 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

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| - | | Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on | |
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| | | the day's agenda. I can write sentences about cuisine using irregular verbs in the present tense. | |
| 15 | <i>Les verbes servir, mettre et battre</i> | In this section, students will review and recycle the present tense conjugation for regular verbs, as well as three irregular verbs. Go over the conjugations and let students volunteer to conjugate different verbs. | Project for class. |
| 5 | <i>Les verbes servir, mettre et battre</i> | Ask students to complete the conjugation questions at the bottom of the page. | Students log in and go to the page. |
| 15 | Listening practice | Make generalized statements about food using various verb conjugations with <i>servir, mettre, et battre</i> . Students stand and switch places with another student who is standing for all statements that are true about their own experiences. They remain seated when they hear a false statement. See who gets to move the greatest amount of times. | Speak aloud for class. |
| 15 | <i>Activités 11–14</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. 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 | | | |
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| Monday | | | |
| Minute | Section | Details | Device |
| 15 | <i>Le partitif et les adverbess de quantité</i> | Using a bottle of water and a cup as props, ask students the following questions in order to demonstrate the difference between <i>un/une</i> and <i>du, de la, des</i> . <i>Veux-tu une bouteille d'eau ?</i> <i>Veux-tu de l'eau ?</i> You can then continue asking questions about various classroom items or food vocabulary from the chapter list to reinforce the difference | Project for class. |

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| | | in meaning. | |
| 15 | <i>Présentations : Le partitif et les adverbes de quantité</i> | Students will work on this slideshow with a partner to practice the food vocabulary. They take turns reading the questions and answers. They can also formulate their own questions. | Students log in and go to the page. |
| 15 | <i>Activités 27–28</i> | Complete <i>Activités 27–28</i> together as a class. If needed, assign <i>Activités 28–29</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. |
| 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 identify the steps to preparing a pie recipe. I can communicate ingredient and food preferences. I can respond to questions about food and ingredients. | |
| 20 | <i>Documents authentiques : Recette de la tarte aux noix de pécan</i> | Project the article and read through the steps of the recipe. For each step, ask students questions about whether they think they have the ingredients they will need or if they understand what is required for each step. | Project for class. |
| 15 | <i>Documents authentiques : Recette de la tarte aux noix de pécan</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 with the restaurant server. | 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-Dos and complete the self-assessments. Have students | Print out Exit Ticket |

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| | | complete the <i>Billet de sortie – Aujourd’hui, j’ai appris</i> , which you can find in the Resource Library under Additional Resources. | 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 recognize correct object pronouns to replace the objects of sentences. I can use object pronouns to replace objects in sentences. I can write sentences using object pronouns. | Project for class. |
| 10 | <i>Les pronoms compléments d’objet direct et indirect</i> | Introduce the lesson for the day by giving your students commands to follow using the model below. You may use props from home such as a pot, bowl, and ladle for serving. <i>“Marie, sert la soupe à Pierre, s’il te plaît. Classe, Marie lui sert la soupe. Pierre, est-ce que tu aimes la soupe ? Classe, Pierre l’aime.”</i> | Project for class. |
| 15 | <i>Les pronoms compléments d’objet direct et indirect</i> | Listen through the dialogue at the bottom of the page once with your class, making sure students are reading along. Next, invite two students to act out the dialogue as you listen through a second time. You might use some pictures of the foods mentioned in the dialogue as props. If the students are confident, they can read the dialogue out loud instead of listening a second time. | Project for the class. |
| 20 | <i>Activités 20–26</i> | Students complete <i>Activités 20–26</i> . You may choose to work through these activities as a class to ensure comprehension. | 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. |
| Thursday | | | |
| 20 | <i>Histoire : Avant la lecture Vocabulaire</i> | Introduce the students to the target structures using Total Physical Response and discussion questions. | Project for the class. |
| 10 | <i>Histoire : Avant</i> | Students translate a mini story that uses the | Students log |

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| | <i>la lecture</i> <i>Vocabulaire</i> | target structures. | 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 : Une recette parfaite en Bretagne</i> | Read aloud the first paragraph of the story and then stop to ask your students to write down one prediction about the story. You can give them sentence starters such as: <i>Je pense que Jérémy va faire/étudier/voyager...</i> <i>Je pense que Jérémy ne va pas...</i> When you continue the story the next day, see how many of your students predicted accurately. You might even hold a vote to see which prediction your students think is most likely. | Project for the class. |
| - | 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. |
| Friday | | | |
| 5 | <i>Histoire : Avant la lecture</i> <i>Vocabulaire</i> | Review the TPR gestures and discussion questions you used to introduce the target structures yesterday. | Project for the class. |
| 10 | <i>L'histoire : Une recette parfaite en Bretagne</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 : Une recette parfaite en Bretagne</i> | Review your students' predictions from the previous day. Who was right? | Project for the class. |
| 10 | <i>L'histoire : Une recette parfaite en Bretagne</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 1–2</i> | Students complete <i>Activités 1–2</i> on their own. | 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. |

| Week 3 | | | |
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| Monday | | | |
| Minute | Section | Details | Device |
| - | | <p>Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda.</p> <p>I can read an article about the repas gastronomique—a cultural practice connecting food, family, and heritage.</p> | Project for class. |
| 30 | <i>Lectures : Le repas gastronomique</i> | <p>Ask students if they have heard of some of the artists mentioned in the readings. What do they know about them?</p> <p>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 1–3 together.</p> <p>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.</p> | Project for class. |
| 15 | <i>Entrevue : Thibaud</i> | <p>Play Thibaud's interview for the class, then have students briefly discuss what they understood. Make statements about Thibaud and ask students questions that prompt them to compare their experiences with French dishes.</p> <p>Then have students rewatch the video on their own and answer the questions.</p> | 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 Thibaud respond to. | Students log in and go to the page. |
| - | Exit Ticket | Have students click on the Can-Do and complete the self-assessment. 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 | | | |
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| - | | 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 understand information about the French culinary school « Le Cordon Bleu ». | Project for class. |
| 30 | <i>Lectures : Le Cordon Bleu</i> | Ask students about the culinary schools they know in their area. 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>Documents authentiques L'évolution du budget alimentaire des Français</i> | Read the article in 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. 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. |
| 10 | <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 | Project for class. Students log in and go to the page. |

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| | | 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. | |
| 10 | <i>Voyageons en France : Bienvenue en France - Normandie</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 : Le canoë et le kayak en Normandie</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 : le Mont-Saint-Michel</i> | Explore the panorama as a class and ask questions like <i>Qu'est-ce que vous voyez ?</i> Ask questions to practice the pronouns, like <i>Qu'est-ce qu'ils achètent ? Ils achètent les cartes postales. Ils les achètent.</i> Students can log in and complete the questions on the page. | Project for 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. |
| 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 identify the main steps and some supporting details from a video recipe. I can interact with a friend while cooking, asking and answering questions about the recipe. I can write a simple recipe to post on social media. | |
| 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: | Have students work through the interpretive listening task. Give them as much time as they need. | Students log in and go to page. |

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| | Interpretive Listening | | |
| 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 : 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>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 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. |