

C·o·m·p·u·l·s·o·r·y C·o·u·r·s·e·s



ENGLISH

Academic English (ENG1D)

If you take this course you can anticipate:

- one or more novel studies;
- frequent writing activities;
- independent reading assignments;
- group projects and/or presentations;
- studying a full-length Shakespearean play.

Below is a sample of Level 3 Work for Grade 9 Academic English. The student was asked to write a paragraph about what makes a school community "good".

Participation Is The Key To Success

The active involvement of students, teachers and parents makes a school community "good". The primary reason is that with the support of students and teachers, the school is able to hold a variety of extra-curricular activities such as pep rallies, sports teams, clubs, and special events. While these events may sound somewhat ordinary, they increase school spirit, and the social aspect of school. As well, with the School Parent Committee, the parents work together to create the school's atmosphere. Therefore, concerns such as bullying are addressed. In general, with the participation of teachers, students, and parents, an interesting, educational, and social environment is created at school.

Applied English (ENG1P)

If you take this course you can anticipate:

- at least one novel study;
- writing activities;
- a variety of reading activities;
- cooperative work;
- excerpts from various plays.

Below is a sample of Level 3 Work for Grade 9 Applied English. The student was asked to write a paragraph about the most sympathetic character in a novel.

The Most Sympathetic Character

I think Kevin is the character who most deserves our sympathy. First, he loses his father before he even gets a chance to know him. Second, he gets treated as an outcast by the kids at school who don't realize how smart he is. Finally, he knows he's going to die and still manages to be a happy kid looking for adventures. It's his positive attitude that makes us like him. When you read about a character like Kevin, you look at all the things you take for granted and it makes you kind of sad.

Ask yourself: Which paragraph best matches your writing?



FRENCH

Academic French (FSF1D)

If you take this course you can anticipate:

- listening and speaking activities
- short writing assignments emphasizing accurate language usage;
- guided, group and independent reading activities;
- independent and group projects;
- exposure to culture

Applied French (FSF1P)

If you take this course you can anticipate:

- listening and speaking activities
- structured grammar and vocabulary exercises
- structured reading activities
- exposure to culture

Try the following exercise:

Le journal de Martine

Voici une page du journal de Martine. Choisissez le présent du verbe convenable pour compléter cette page.

finir	perdre	manger	nager	adorer
jouer	arriver	attendre	parler	

Le 2 août

Moi, j' _____ les vacances! Le matin Catherine et moi, nous _____ au volley avec des filles de l'école. Nous ne _____ jamais parce que nous sommes très bonnes! On commence à 10h00 et on _____ à midi. Puis, j' _____ mes amis Laurent et Adja devant le fast-food. Quand ils _____, nous _____ des hamburgers et des frites. Après le déjeuner nous allons à la plage où nous _____ à nos amis. Tout le monde _____ dans la mer jusqu'à 16h00, et après ça, on rentre à la maison. L'été, c'est super!

How Did You Do?

(Answers are on the back page.)

Before choosing between Academic and Applied French, be sure to consider your marks in Grade 7 and 8, your learning preferences and your post-secondary plans.

It would also be a good idea to get advice from your Grade 8 teacher regarding levels.

French Immersion

In the French Immersion programme, students will communicate and interact with growing confidence in French, while developing the knowledge, skills and perspectives they need to participate fully as citizens in Canada and in the world.

Students will develop their speaking skills in rehearsed and spontaneous settings, read, listen to and interact with authentic materials destined for a Francophone audience, and develop their writing skills in a variety of ways. By the end of the four-year programme, students will be able to take courses in university or college in which French is the language of instruction. They will be able to function in a French-speaking community, as well as accept employment in which French is a working language.

Students who have been enrolled in the French Immersion programme in grade 8 are eligible for the French Immersion programme at GCI. In grade 9, French Immersion students are *required* to take **French (FIF1DI)** and **Géographie (CGC1DF)**, and have the *option* to take **Alimentation et Nutrition (HFN10F)** and/or **Technologies de l'information et de la Communication (BTT10F)**.