



# LINGUISTIC DUALITY DAY

## Activity kit



FRANÇAIS POUR  
**L'AVENIR**  
FRENCH FOR  
**THE  
FUTURE**

#DualitéLinguistique #LinguisticDuality

[linguisticduality.ca](http://linguisticduality.ca)

# Celebrate Linguistic Duality Day with this activity kit from French For The Future!

The team from French For The Future is proud to join the Linguistic Duality Network and the Council of the Network of Official Languages Champions to bring awareness to Linguistic Duality Day. French For The Future aims to encourage high school students from grades 7 to 12 in learning French and appreciating the francophone cultures in Canada. We offer programs and activities that provide a positive experience with francophony for young Canadians both inside and outside the classroom.

This toolkit contains activities, ressources and suggestions to celebrate linguistic duality on September 9, 2021. On the next page, click on the elements of the table of contents that interest you to go to the specific section in the document.



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# LINGUISTIC DUALITY DAY

## Activity 1

French Facts Treasure Hunt

# French Facts Treasure Hunt

- **For who is this activity?**
  - Students from grades 7 to 12.
- **Pedagogical objectives:**
  - Spoken comprehension
  - Spoken communication
  - Reading for understanding
- **General objectives**
  - An ideal opportunity to present a few highlights about francophone communities in Canada and how they contribute to linguistic duality.
- **Synopsis**
  - Students take part in a treasure hunt in class. The student who gathers the most french facts wins a prize.
- **Preparation**
  - Print and cut the french facts included on pages 7 and 8.
  - Can attach the cut facts to objects, candy or other treats.
  - Hide the french facts in various places in the classroom.

# French Facts Treasure Hunt

## How to play

- Print and cut out the french facts found on the following pages;
- Hide the facts in the classroom, throughout the school or in another designated space;
- Choose your preferred progress of the activity:
  - Students can freely search for facts in the classroom;
  - The teacher can give hints to small groups to help them find the hidden facts;
  - A group of students can hide the french facts and help the other students with hints;
  - A treasure map can be designed by the students who hid the french facts to guide the students trying to find them;
  - Variant: the teacher gives a french fact when a student gives a good answer during class and encourages students to collect them for a prize at the end of class;
- Prizes can be distributed to students who found the most french facts (at the teacher's discretion).
- Take the opportunity to speak about linguistic duality and about the french facts they found with the students.

## French Facts List (to print and cut)

New Brunswick is the only Canadian province to be officially bilingual.	The Northwest Territories' official languages are English, French, Inuktitut, and Inuinnaqtun.
On February 22nd 2016, then Premier Kathleen Wynne offered her apologies on behalf of the government of Ontario to Franco-Ontarians for the enforcement of Bill 17 and the government's long practiced policy of assimilation of the francophone population.	According to part IV of the <i>Official Languages Act</i> , in certain areas designated as bilingual, citizens have the right to get service from the federal government in the official language of their choice. Service in both official languages must be available in federal institutions' head offices.
Scientific studies associate speaking more than one language with a higher attention span, better grades, and a higher level of studies.	Within the anglophone population in Canada, many bilingual students (French-English) during high-school tend to lose their French after the age of 18.
Bilingualism rate is increasing in Quebec: from 25.5% in 1961, it is now at 44.5%.	The percentage of the Canadian francophone population was 8.2% in 1901. In 2016 this percentage is 3.8%.
In Quebec, bilingual persons more often have English as their first language than French (69% compared to 40% who have French as their first language).	Outside of Quebec, Ontario is the province with the largest number of francophones. There are over 600 000 francophones in Ontario.
Gabrielle Roy, the Canadian author known for her novel <i>Bonheur d'occasion</i> (The Tin Flute), which has been translated in over ten languages, was born in Saint-Boniface, Manitoba, in 1909.	<i>Le Cercle Molière</i> , in Manitoba, is the oldest theatre company to present an uninterrupted program. It was founded in 1925.
In British Columbia, the vast majority of francophones were born outside the province.	When Manitoba became part of the confederation, the province was officially bilingual. Louis Riel initiated this law.
32% of the New-Brunswick population has French as their first official language.	Damien Robitaille is a franco-ontarian singer-songwriter.
The stand-up comic Katherine Levac is a franco-ontarian from the village of St-Bernardin.	1 million Canadians outside Quebec have French as their first spoken language.

## French Facts List (to print and cut)

The <i>fransaskois</i> festival that takes place in Saskatoon since 1978 used to be called « <i>On s'garroche à Batoche.</i> » (We rush to Batoche)	<i>Mi-carême</i> (half-Lent) is a small carnival where children dress up and parade from door to door to gather treats.
The <i>fleur de lys</i> is represented on most of the flags of the Canadian francophony, except on the Acadian flag, and on the flags of Manitoba, Newfoundland and of the Yukon.	The Northwest Territoires, Nunavut, New-Brunswick, Québec and the Yukon are the provinces and territories that have French as an official language.
29 countries in the world have French as an official language.	Francophones from Saskatchewan are called <i>Fransaskois</i> .
The French newspaper in Yukon is called <i>L'aurore boréale</i> and has been in circulation since 1983.	The only French newspaper in Newfoundland and Labrador is called <i>Le Gaboteur</i> and had been in circulation since 1984.
There are 14 millions francophones in North America.	49% of young Canadians study French.
14% of the Yukon population speaks French and English. Only Quebec and New-Brunswick have a larger bilingual population.	In Newfoundland-and-Labrador, 5% of the population is bilingual (English-French) but only 0.5% of the population has French as their first language.
Following the victory of William The Conqueror (1066), England had French as its official language for 300 years.	The <i>Festival du vent</i> in St-John's, Newfoundland, celebrates french music and culture in Newfoundland-and-Labrador.
Western history attributes the "discovery" of Canada to the French explorer Jacques Cartier in 1534.	These French words do not rhyme with any other French word: <i>quatorze, monstre, simple, pauvre</i> and <i>belge</i> .
International Francophonie Day is on March 20.	Nunavut has English, French, and Inuktitut as its official languages.
Since 1881, August 15 has been National Acadian Day.	The <i>fransaskois</i> flag is recognized as one of Saskatchewan's official symbols since 2005.





# LINGUISTIC DUALITY DAY

## Activity 2

Borrowed Words

# Borrowed Words

- **For who is this activity?**
  - For students from grades 7 to 12.
- **Pedagogical Objectives**
  - Reading for comprehension
  - Writing
  - Vocabulary development
- **General Objectives**
  - Showing the link between French and English languages by highlighting the French words borrowed by the English language, and English words borrowed by the French language.
- **Synopsis**
  - Students read a short text, which include borrowed words from the other official language.
- **Preparation**
  - Print copies of the text for each student. (page 12 for the French text and page 13 for the English text)
  - Have access to dictionaries, whether in book form or online with a smartphone or tablet.
  - The texts with the answers can be found on pages 14 and 15.
- **How to play?**
  - Students read a short text in one of the two official languages that borrows words from the other official language.
  - They are asked to identify the borrowed words, to define them, and to replace them with a synonym, if possible.
  - Variant: Ask the participants to come up with other borrowed words and write their own stories.

## Borrowed Words – Context

Whether we are aware or not, several words in French and in English are borrowed from other languages.

Fluidity and the evolution of languages mean that these words quickly become an integral part of the francophone or anglophone vocabulary.

Some words are obviously borrowed, like the word “cowboy” in French, or “fiancé” in English. However, many borrowed words are less obvious. We can think of the word “autobiographie” in French or “detour” in English.

The following texts were written in one language with as many borrowed words as possible, all the while keeping the text realistic and understandable.

## Borrowed Words (French text)

Bruno va faire le ménage de son casier pour la fin des classes. Il se dit que ça sera fun de faire comme un touriste qui collecte des artefacts offrant un panorama de son année scolaire, presque comme une autobiographie.

En ouvrant son casier, il se dit que ce serait plus facile de le nettoyer avec un bazooka. Il faudrait creuser un tunnel pour voir le fond de son casier : il est aussi hors d'atteinte que du permafrost en Sibérie. Découragé, Bruno allait ajourner sa session de nettoyage mais il aperçoit son pointeur laser qu'il croyait perdu. Quelles autres choses cool va-t-il retrouver?

Il trouve des brochures du comité pour boycotter la cafétéria qui servait de la malbouffe pour le lunch. Il trouve aussi ses chaussures de jogging, un chandail confortable, une bouteille de vitamines, son oreiller de camping, un survêtement de sport et une perruque de clown. En fouillant bien, il retrouve aussi un article qu'il avait écrit comme reporter pour le journal étudiant, un casque de jeu avec microphone, un cowboy en plastique que son bouledogue Max avait mâchouillé, un blouson en jeans, le paquebot jouet de son petit frère, et des billets pour un show de magie.

Au fond du casier, des fourmis se régalaient d'un vieux sandwich au rosbif, des restes du brunch de la Chandeleur, des sachets de Ketchup, d'un sac de chips et d'une barquette de banana split. Bruno va avoir besoin de pesticides pour débarrasser des fourmis et d'un conteneur pour ramener toutes ses choses à la maison.

## Borrowed Words (English text)

My fiancé and I were en route to our favourite little café. It is a lovely little place where they sell baguettes, croissants and sandwiches for lunch. We enjoy their joie-de-vivre and return every year. That day, however, we got lost on the way and turned down a cul-de-sac. It's like fate wanted to sabotage our day! We had to make a big detour before we hit the road again. We decided to remain optimistic and enjoy the rest of the day.

We arrived much later than expected and the little restaurant had changed ambiance for the evening clientele: it was very chic! We decided to discover their evening menu. We hadn't RSVP'ed before arriving but the maître-D showed us to our table. The garçon came over and told us the specials for tonight was a tomato soup, grilled salmon for the entrée, with a chocolate mousse for dessert. It sounded delicious! I ordered the specials while my partner ordered à la carte. It was nothing like the café au lait and the quiche I would have ordered normally. When the waiter came back with our soups, he tripped and the food spilled on my new suede shoes. You could say it was a faux-pas! The waiter felt terrible, after apologising he got the chef to come to speak to us. He offered us free escargot hors-d'oeuvres to make up for the gaffe. After wishing us bon appétit we devoured our meals. My fiancé and I had a lovely soirée despite all the little hiccups, we cannot wait to go back!

## Borrowed Words (French text with English words in bold)

Bruno va faire le ménage de son casier pour la fin des classes. Il se dit que ça sera **fun** de faire comme un **touriste** qui collecte des **artéfacts** offrant un **panorama** de son année scolaire, presque comme une **autobiographie**.

En ouvrant son casier, il se dit que ce serait plus facile de le nettoyer avec un **bazooka**. Il faudrait creuser un **tunnel** pour voir le fond de son casier : il est aussi hors d'atteinte que du **permafrost** en Sibérie. Découragé, Bruno allait **ajourner** sa session de nettoyage mais il aperçoit son pointeur **laser** qu'il croyait perdu. Quelles autres choses **cool** va-t-il retrouver?

Il trouve des brochures du **comité** pour **boycotter** la **cafétéria** qui servait de la malbouffe pour le **lunch**. Il trouve aussi ses chaussures de **jogging**, un chandail **confortable**, une bouteille de **vitamines**, son oreiller de **camping**, un survêtement de **sport** et une perruque de **clown**. En fouillant bien, il retrouve aussi un article qu'il avait écrit comme **reporteur** pour le journal étudiant, un casque de jeu avec **microphone**, un **cowboy** en plastique que son **bouledogue** Max avait mâchouillé, un blouson en **jeans**, le **paquebot** jouet de son petit frère, et des billets pour un **show** de magie.

Au fond du casier, des fourmis se régalaient d'un vieux **sandwich** au **rosbif**, des restes du **brunch** de la Chandeleur, des sachets de **Ketchup**, d'un sac de **chips** et d'une barquette de **banana split**. Bruno va avoir besoin de **pesticides** pour se débarrasser des fourmis et d'un **conteneur** pour ramener toutes ses choses à la maison. (36 borrowed words)

## Borrowed Words (English text with French words in bold)

My **fiancé** and I were **en route** to our favourite little **café**. It is a lovely little place where they sell **baguettes**, **croissants** and sandwiches for lunch. We enjoy their **joie-de-vivre** and return every year. That day, however, we got lost on the way and turned down a **cul-de-sac**. It's like fate wanted to **sabotage** our day! We had to make a big **detour** before we hit the road again. We decided to remain **optimist** and enjoy the rest of the day.

We arrived much later than expected and the little **restaurant** had changed **ambiance** for the evening **clientele**: it was very **chic**! We decided to discover their evening **menu**. We hadn't **RSVP'ed** before arriving but the **maître-D** showed us to our table. The **garçon** came over and told us the specials for tonight was a tomato **soup**, grilled salmon for the **entrée**, with a chocolate **mousse** for dessert. It sounded delicious! I ordered the specials while my partner ordered **à la carte**. It was nothing like the **café au lait** and the **quiche** I would have ordered normally. When the waiter came back with our soups, he tripped and the food spilled on my new **suede** shoes. You could say it was a **faux-pas**! The waiter felt terrible, after apologising he got the **chef** to come to speak to us. He offered us free **escargot hors-d'oeuvres** to make up for the **gaffe**. After wishing us **bon appétit** we devoured our meals. My fiancé and I had a lovely **soirée** despite all the little hiccups, we cannot wait to go back! (32 borrowed words)



LINGUISTIC  
DUALITY DAY

## Activity 3

The origins of Linguistic Duality



# The Origins of Linguistic Duality

- **For who is this activity?**
  - Students from grades 7 to 12.
- **Pedagogical objectives:**
  - Spoken comprehension
  - Spoken communication
  - Reading for understanding
  - Vocabulary development
- **General objectives**
  - Showing the connection between linguistic duality and the Confederation of 1867.
- **Synopsis**
  - Students watch a video and discuss what they understood of the facts mentioned.
  - Then, with the help of the script of the video (available on page 19), students underline the words they do not know, find their definition, and then write a sentence using each word.
  - Finally, to review the informations mentioned in the video, students can play a Kahoot game.
- **Preparation**
  - Print one copy per student of the script of the video (page 19)
  - Have smartphones or iPads with an internet connection available to play the Kahoot game.

# The Origins of Linguistic Duality

## How to proceed

1. Show students the link between linguistic duality in Canada and the Confederation of 1867 by viewing the video created by French for The Future provided with this activity (only available in French): <https://youtu.be/UqSU8CMdnjc>
2. Ask students to take notes about the highlights / important facts and/or words they recognize (relative of the level of the class). If you ask students to do both, watch the video at least twice.
3. After watching the video, ask students to discuss in groups of 2 to 3 people what they understood. Then, discuss as a class to see if they properly understood the video.
4. Distribute the script of the video (provided on page 19).
5. Give a few minutes to students to look at the text and indicate the words they do not understand.
6. Ask a volunteer to read the first sentence of the script of the video.
7. Ask students to raise their hand if there is a word they don't understand in that sentence. Write the words on the board. Repeat steps 6 and 7 until the whole text is read.
8. Tell students to choose a word on the board and find its definition in the dictionary. Once they understand the meaning of the word, ask them to compose a sentence using that word.
9. Play the video one last time. To verify what information the students have retained, you can play the following Kahoot game (only available in French): <https://create.kahoot.it/share/a2d56fc1-2ab4-4351-9fff-a503acf8dd85>

# Text of the video on the origins of linguistic duality (only available in French)

## Quel est le lien entre la Dualité linguistique canadienne et la confédération de 1867?

Lors de la Conférence de Québec en 1864, la deuxième réunion pour discuter du projet confédératif, une seule résolution concernait la langue : la 46<sup>e</sup> résolution.

*Les langues anglaise et française pourront être simultanément employées dans les délibérations du Parlement général ainsi que dans la législature du Canada-Est, et aussi dans les cours fédérales et les cours du Canada-Est.*

Cependant, les autres colonies qui formaient l'Amérique du Nord britannique n'étaient pas soumises à un quelconque bilinguisme.

Le projet confédératif voit finalement le jour en 1867 avec l'Acte de l'Amérique du Nord britannique. Dans cet acte, appelé Loi constitutionnelle de 1867 par la suite, l'article 133 stipule que tout député a le droit d'utiliser l'anglais ou le français au Parlement du Canada et à la Législature de la province de Québec ; de plus, dans toute plaidoirie devant les tribunaux fédéraux du Canada et devant tous les tribunaux du Québec, tout citoyen peut faire usage de l'une ou l'autre de ces deux langues.

Cet article n'établit pas le bilinguisme officiel, mais il reconnaît et rend possible l'usage du français et de l'anglais sur un pied d'égalité au Parlement fédéral, à la Législature du Québec, ainsi que dans les tribunaux de la province de Québec et dans ceux (à créer) du gouvernement fédéral. On peut donc dire que l'article 133 contient un « **embryon de bilinguisme officiel** », dans les mots du sénateur Gérard-A. Beaudoin.

Sources: Le rapport Durham et ses solutions, site de l'aménagement linguistique au Canada (SALIC); La loi constitutionnelle de 1867 et la question linguistique, site de l'aménagement linguistique au Canada



# LINGUISTIC DUALITY DAY

## Activity 4

The Voice of Youth

# The Voice of Youth

- **For who is this activity?**
  - Students from grades 7 to 12.
- **Pedagogical objectives**
  - Spoken comprehension
  - Spoken communication
- **General Objectives**
  - This activity aims at bringing students to consider how they view linguistic duality in Canada, all the while encouraging them to reflect on its stakes in their every day. The theme of inclusion is also addressed to facilitate a discussion on its relation with linguistic duality.
- **Synopsis**
  - Students are asked to answer four questions about their view of linguistic duality and inclusion, first in small groupes, and then with the whole class.
- **Preparation**
  - Print the questions or write them on the board / project them onto a screen (available on page 22).
  - Visit the Linguistic Duality Network to ensure everyone is familiar with the concept of linguistic duality:  
<https://linguisticduality.ca/what-is-linguistic-duality/>

# The Voice of Youth

## How to proceed

- Get students to become familiar with what is linguistic duality by either explaining the term, or by visiting <https://linguisticduality.ca/what-is-linguistic-duality/> for a definition of the concept.
- Ask students break into small groups (3 to 4 people).
- Put the following questions on the board / screen and ask each group to discuss how they would answer each question.
  - a. How does linguistic duality manifest itself in your daily life?
  - b. How do you think linguistic duality can be an entry point for inclusion?
  - c. How can you integrate linguistic duality in your social circle?
  - d. What would you say to someone who rejects / does not see the importance of linguistic duality?
- After about 10 minutes, after students reconvene in class, ask volunteers to share their answers with the class.



**LINGUISTIC  
DUALITY DAY**

# Resource

Linguistic Duality Playlist

[#DualitéLinguistique](#) [#LinguisticDuality](#)

[linguisticduality.ca](http://linguisticduality.ca)

# Linguistic Duality Playlist

- **Who is this resource for?**
  - Everyone!
- **General objectives**
  - The playlist sets the tone during activities for Linguistic Duality Day. It also highlights how both official languages are present in our everyday, in the songs we listen to!
- **Preparation**
  - Open and play the music on the *Spotify* playlist:  
<https://open.spotify.com/playlist/38F2ibeuSfSlg3z3wCFrCU?si=eb59f70c49354f5f>
- **Variation**
  - Find and print the lyrics of some songs to distribute to listeners to help them understand the words. Ask listeners to translate the words in the other official language.





# LINGUISTIC DUALITY DAY

## What Else?

Social Media

## Other Ideas to Celebrate Linguistic Duality Day

- Go on the Linguistic Duality Day portal on the Government of Canada website to get more resources and ideas for activities by [clicking here](#).
- Visit the Linguistic Duality Network to learn more about our projects and initiatives by [clicking here](#).
  - Follow the Linguistic Duality Network on [Twitter](#) and [Facebook](#).
  - Consult [this guide](#) for more ideas on how to support and celebrate virtually on Linguistic Duality Day.
  - Show your support by [clicking here](#) to sign up to our newsletter.
- Get active on social media:
  - Publish a photo or video and share:
    - What linguistic duality represents for you;
    - A moment when you experience linguistic duality;
    - How you intend to celebrate Linguistic Duality Day.
  - Use the hashtag #LinguisticDuality or #DualitéLinguistique.
  - Enter the Linguistic Duality Network Contest by uploading your video and you could win many prizes! You can find the instructions to submit your video [here!](#)

**Happy Linguistic Duality Day!**