

Ça marche! 1 Scope and Sequence

Theme	Experience	Communication	Language (language re-entry)		Culture	General Language Education
			Use and usage (bold appears in <i>Comment ça marche?</i> and <i>Langue express</i>)	Vocabulary		Learning Strategies/Social and Groupwork Strategies
<p>Mémo-photos</p> <ul style="list-style-type: none"> • Introductory Unit • Easy/ Transition 	<ul style="list-style-type: none"> • Create a photo web. • Prepare a written and oral presentation about your photographs. • Use information from photo webs to play a game. 	<p>Listening</p> <ul style="list-style-type: none"> • Listen to the theme song. • Listen to student conversations about family, pets, food preferences. • Listen to descriptions of extraordinary photos. • Listen to an interview about physical activities. <p>Speaking/Interacting</p> <ul style="list-style-type: none"> • Survey classmates on favourite photos. • Present a family member or pet to the class. • Play a game about food preferences. • Ask and answer questions about food and drink preferences. • Conduct a class survey of leisure activities. • Play the game <i>Qui est mon clone?</i> • Present a photo web. <p>Reading</p> <ul style="list-style-type: none"> • Read emails and match them to photos. • Read captions about extraordinary photos. • Complete a survey and read the results. • Read authentic survey results. <p>Writing</p> <ul style="list-style-type: none"> • Describe a favourite relative or pet. • Create a menu. • Write photo captions. • Keep a journal. • Prepare a script for the photo-web presentation. <p>Viewing</p> <ul style="list-style-type: none"> • Watch a sample final project. • View film footage by the Lumière brothers. 	<ul style="list-style-type: none"> • Talk about oneself and people in general using the pronoun <i>on</i> (e.g., <i>on trouve, on voit</i>). • Specify people using demonstrative adjectives (e.g., <i>voici une photo de</i>). • Describe people using the verbs <i>être / avoir</i>. • Use the expression <i>peut-être</i> to hypothesize. • Express preferences using regular –er verbs (e.g. <i>aimer, détester</i>) + infinitive • Ask questions with <i>Est-ce que</i>. • Ask questions with <i>est-ce que</i> + (e.g., <i>Qu'est-ce que, Qui est-ce qui, Quand est-ce que</i> and <i>Quel</i>). • Describe activities using <i>faire + de, du, de la, de l'</i> (e.g. <i>faire du vélo, de la natation</i>). • Describe objects using the impersonal <i>il y a</i>, as well as <i>il a</i> and <i>il est</i>. • Respond in the negative, changing the indefinite articles (e.g., <i>j'ai un chat, je n'ai pas de chat</i>). • Respond to <i>Est-ce que</i> questions using a verb + infinitive (e.g., <i>Oui, j'aime faire / manger / jouer... Non, je n'aime pas...</i>). • Use expressions with the verb <i>avoir</i> (e.g., <i>avoir faim, avoir soif, avoir dix ans</i>). 	<ul style="list-style-type: none"> • Recognize and use words for <ul style="list-style-type: none"> – classroom survival, places and objects (e.g. <i>Puis-je emprunter un crayon?</i>) – personal relationships (e.g., <i>C'est mon frère, C'est mon père</i>) – food and drink (e.g., <i>les gâteaux, le chocolat chaud, la fondue, les gaufres</i>) – leisure activities (e.g., <i>faire du ski, lire, jouer du piano</i>) • Express opinions using <i>Selon moi / Selon toi</i>. • Express agreement and disagreement using the expressions <i>Je suis d'accord: Je ne suis pas d'accord</i>. • Use language for social and groupwork strategies. 	<p>Regional</p> <ul style="list-style-type: none"> • Listen to Francophone youth in Ontario, New Brunswick, Alberta, Saskatchewan. • Compare local leisure activities to those elsewhere in the Francophone world. • Learn about a typical dish from Québec. <p>National</p> <ul style="list-style-type: none"> • Discover Francophone communities in Canada. • Discover facts on bilingualism across the country. <p>International</p> <ul style="list-style-type: none"> • Discover typical dishes from Belgium and Switzerland. • Discuss leisure activities popular in France and sports popular in Haiti, Martinique, Switzerland and Sénégal. • Discover France's contributions to the world of photography and film (the Lumière brothers). • Recognize <i>tu</i> and <i>vous</i> and use them appropriately. <p>Authentic Documents</p> <ul style="list-style-type: none"> • Song. • Statistics Canada document on francophone population distribution. • <i>Télerama France</i> survey on teen activities. • Authentic videoclip from the Lumière brothers (1895). 	<p>Listening</p> <ul style="list-style-type: none"> • <i>J'utilise mes expériences personnelles.</i> <p>Speaking</p> <ul style="list-style-type: none"> • <i>J'utilise de nouveaux mots et de nouvelles expressions.</i> <p>Oral Interaction/ Groupwork</p> <ul style="list-style-type: none"> • <i>Je prends des risques.</i> • <i>Je fais des efforts pour parler français.</i> • <i>Je pose des questions quand je ne comprends pas.</i> <p>Reading</p> <ul style="list-style-type: none"> • <i>Je regarde les images.</i> • <i>Je lis les titres.</i> <p>Writing</p> <ul style="list-style-type: none"> • <i>J'utilise le dictionnaire et d'autres ressources.</i> <p>Viewing</p> <ul style="list-style-type: none"> • <i>J'utilise le contexte pour faire des prédictions.</i>

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<p>Salut, mes amis!</p> <ul style="list-style-type: none"> • Social Dimension • Easy/ Intermediate 	<ul style="list-style-type: none"> • Prepare a "Speakers' Corner"-type oral opinion piece about friendship. • Give opinions about the personality traits of a friend or a celebrity. • Describe a dream vacation for a group of friends. 	<p>Listening</p> <ul style="list-style-type: none"> • Listen to a theme song. • Listen to adolescents describing their friends. • Listen to adolescents talk about their dream vacation. <p>Speaking/Interacting</p> <ul style="list-style-type: none"> • Present the qualities of a good friend. • Play a trivia game and a matching game. • Plan an ideal trip with a friend. • Discuss emails and keypals. • Discuss what friends do to help each other. <p>Reading</p> <ul style="list-style-type: none"> • Read profiles of four celebrities. • Read e-mails from key-pals. • Complete a questionnaire about friendship. • Read articles about francophone travel destinations for friends. • Read a United Nations document on tolerance. <p>Writing</p> <ul style="list-style-type: none"> • Describe the qualities of a good friend. • Keep a journal. • Prepare a friendship code. • Write an introductory e-mail to a francophone key-pal. <p>Viewing</p> <ul style="list-style-type: none"> • View a video of a youth talk show on friendship issues. • View a model of <i>À vous la parole!</i> 	<ul style="list-style-type: none"> • Identify qualities of a friend using the correct form of descriptive adjectives (e.g., <i>une fille indépendante</i>). • Express ownership using singular and plural possessive adjectives (e.g., <i>mon, ma, mes; son, sa, ses</i>). • Describe the frequency of events using adverbs (e.g., <i>souvent, jamais</i>). • Talk about outings and activities with friends using the irregular verbs <i>aller</i> and <i>faire</i>. • Respond negatively or affirmatively using exclamatory expressions (e.g., <i>Bonne idée! On a de la chance!</i>). • Use expressions with <i>avoir</i> (e.g., <i>avoir besoin de, avoir hâte de</i>). • Express preferences negatively or affirmatively using <i>avoir</i> or verb + infinitive (e.g., <i>j'aime boire, quand j'ai faim</i>). • Observe and use nouns with definite and indefinite articles. • Replace nouns with pronoun subjects • Identify and distinguish between <i>-er, -ir, and -re</i> verbs. 	<ul style="list-style-type: none"> • Identify and use vocabulary for <ul style="list-style-type: none"> – types of friends (e.g., <i>un ami de quartier</i>) – personality traits (e.g., <i>intelligent(e), gentil(le), amusant(e)</i>) – fields of expertise (e.g., <i>les sports, les arts</i>) – leisure activities (e.g., <i>aller au cinéma, faire du vélo</i>) – friendship behaviors (e.g., <i>prêter, partager</i>) – letter-writing and emails (e.g., <i>raconter, À bientôt</i>) – expressing opinions (e.g., <i>selon moi, à mon avis</i>) – francophone countries around the world (e.g., <i>la France</i>). • Use language for social and group-work strategies (e.g., <i>Qui va présenter?</i>) 	<p>Regional</p> <ul style="list-style-type: none"> • Explore cultural background of class members. • Discover the region of Quebec known as <i>Saguenay-Lac-Saint-Jean</i>. <p>National</p> <ul style="list-style-type: none"> • Discover an exchange program for Canadians called <i>Rendez-vous de la Francophonie</i>. • Discuss social conventions of Francophone Canadians: <i>tu</i> vs. <i>vous</i>. • Discover Canadian celebrities such as Julie Payette, Shania Twain and Gilles Villeneuve, and their contribution to the community. <p>International</p> <ul style="list-style-type: none"> • Examine a poster promoting tolerance. • Discover exciting travel destinations in Senegal and Louisiana. • Discuss customs among friends in various countries, particularly in Francophone regions. <p>Authentic Documents</p> <ul style="list-style-type: none"> • Images of francophone travel destinations. • UNESCO poster promoting tolerance. 	<p>Listening</p> <ul style="list-style-type: none"> • <i>J'écoute une première fois pour comprendre le sens général.</i> • <i>J'écoute de nouveau pour trouver des informations précises.</i> <p>Speaking</p> <ul style="list-style-type: none"> • <i>Je regarde l'auditoire.</i> • <i>Je me corrige si je fais des erreurs.</i> <p>Oral Interaction / Groupwork</p> <ul style="list-style-type: none"> • <i>Je donne mon opinion et je respecte l'opinion des autres.</i> <p>Reading</p> <ul style="list-style-type: none"> • <i>Je cherche des mots familiers.</i> • <i>J'identifie le contexte.</i> <p>Writing</p> <ul style="list-style-type: none"> • <i>J'utilise de nouveaux mots et de nouvelles expressions.</i> • <i>Je vérifie mon texte.</i> <p>Viewing</p> <ul style="list-style-type: none"> • <i>J'écoute l'intonation et le ton de la voix.</i> • <i>Je regarde les images pour avoir des idées.</i>

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<p>Bon appétit!</p> <ul style="list-style-type: none"> Physical Dimension Easy/ Intermediate 	<ul style="list-style-type: none"> Prepare a recipe card for a favourite family holiday recipe. Present the recipe as a demonstration on a television cooking show. 	<p>Listening</p> <ul style="list-style-type: none"> Listen to the theme song. Listen to conversations about cultural celebrations and food. Listen to young people choosing pizza toppings. Listen to student recipe presentations. Listen to descriptions of various cultural celebrations and food festivals. <p>Speaking/Interacting</p> <ul style="list-style-type: none"> Express preferences and give opinions about favourite foods. Discuss cultural celebrations and dishes. Play games <i>C'est quelle célébration? Qu'est-ce que je mange?</i> and <i>La bonne mesure</i> Present a favourite family recipe and explain its significance. Discuss televised cooking shows and enact a segment on a cooking show. Describe ingredients in a dish. <p>Reading</p> <ul style="list-style-type: none"> Read and follow recipes. Read captions about cultural traditions and dishes. Read an article about food festivals. <p>Writing</p> <ul style="list-style-type: none"> Keep a journal. Create a recipe card. Write a script for a TV cooking show. <p>Viewing</p> <ul style="list-style-type: none"> View footage of cultural celebrations and festivals. Watch a TV cooking show. View a model of the final project. 	<ul style="list-style-type: none"> Express preferences using verbs of preference (e.g., <i>je préfère, je n'aime pas</i>) Express quantities using partitives <i>du, de la, de l', des</i> (e.g., <i>du chocolat, de la farine</i>) Respond in the affirmative or negative, changing the indefinite article or partitive to <i>de</i> only in the negative) (e.g. <i>je n'ai pas de chocolat</i>) Give oral instructions using <i>-er, -ir</i> and <i>-re</i> verbs (e.g., <i>je coupe, j'ajoute, je couvre, je choisis, je mets, je prends</i>). Describe the sequence of events using adverbs and ordinal numbers (e.g., <i>d'abord, ensuite, deuxièmement, finalement</i>). Give written instructions in a recipe using infinitive verbs (e.g., <i>mélanger, cuire, ajouter, mettre</i>) Specify measurements with expressions of quantity (e.g., <i>une tasse de, trop de, beaucoup de, assez de</i>) 	<ul style="list-style-type: none"> Recognize and use words related to <ul style="list-style-type: none"> foods and dishes (e.g., <i>les biscuits, les pâtes, les gâteaux, la soupe</i>) ingredients (e.g., <i>le sucre, le sel, la farine</i>) measurements (e.g., <i>une tasse, une cuillère à tasse</i>) recipe instructions (e.g., <i>mélanger, couper</i>) celebrations (e.g., <i>l'Action de grâce, un anniversaire</i>) festivals (e.g., un concours, une mascotte) making predictions (e.g., <i>peut-être</i>) expressing opinions (e.g. <i>selon moi, à mon avis</i>) Welcome and conclude in the context of the cooking show. Use language for social and group-work strategies. 	<p>Regional</p> <ul style="list-style-type: none"> Discover a traditional Quebec musical group from the 1970s. Examine two traditional Quebecois recipes, <i>la tourtière</i> and <i>le sucre à la crème</i>. Discuss local food festivals in New Brunswick and Quebec. Discover the Quebecois meal <i>Réveillon</i>. <p>National</p> <ul style="list-style-type: none"> Discuss Canadian holidays, festivals (and their foods), including the native <i>Le pow-pow</i>. <p>International</p> <ul style="list-style-type: none"> Explore cultural celebrations all over the world, including <i>Diwali, Kwanzaa, Chanukah</i> and <i>Le Nouvel An chinois</i>. Discover traditional francophone festivals in Louisiana and France. <p>Authentic Documents</p> <ul style="list-style-type: none"> a song by <i>La Bottine Souriante</i> video footage of global cultural celebrations video of the cooking show <i>Chef à l'antenne</i>. 	<p>Listening</p> <ul style="list-style-type: none"> <i>J'utilise le contexte.</i> <i>Je cherche des mots familiers.</i> <p>Speaking</p> <ul style="list-style-type: none"> <i>Je parle assez fort et clairement.</i> <i>J'utilise une aide visuelle.</i> <p>Oral Interaction/ Groupwork</p> <ul style="list-style-type: none"> <i>Je participe activement au travail de groupe.</i> <p>Reading</p> <ul style="list-style-type: none"> <i>Je lis pour comprendre le sens général.</i> <i>Je relis pour trouver des informations précises.</i> <p>Writing</p> <ul style="list-style-type: none"> <i>Je demande à un ou une partenaire de vérifier mon texte.</i> <p>Viewing</p> <ul style="list-style-type: none"> <i>Je regarde les images pour avoir des idées.</i> <i>Je regarde les gestes et les expressions.</i>

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<p>Venez chez nous!</p> <ul style="list-style-type: none"> Leisure Dimension Easy/ Intermediate 	<ul style="list-style-type: none"> Prepare a tourist kit or video (targeted to teen visitors) about one's own region. Present your tourist kit or video to the class. Participate in an awards ceremony. 	<p>Listening</p> <ul style="list-style-type: none"> Listen to a song. Listen to a soundscape of tourist attractions. Listen to in-flight announcements. Listen to conversations about festivals/cultural events. <p>Speaking/Interacting</p> <ul style="list-style-type: none"> Discuss students' travel experiences, as well as their own hometown and province. Express preferences / opinions about local attractions. Seek information about various regions. Participate in a survey on travel destinations and activities. Give opinion orally about favourite activity. Describe a local festival or cultural event. Play vocabulary games and a Canadian trivia game. Present a press kit or create a tourism video. <p>Reading</p> <ul style="list-style-type: none"> Read teen introductions. Consult maps of Canada and Morocco. Read articles about cultural events and festivals in Morocco and Quebec. Read a travel brochure. Read a promotional flyer. <p>Writing</p> <ul style="list-style-type: none"> Write cards for a trivia game. Keep a journal. Create a map. Create a brochure for teen travellers. <p>Viewing</p> <ul style="list-style-type: none"> Watch a video about festivals in Morocco and Quebec. Watch a video of teen interviews. Watch a model of the final project, including an awards ceremony. 	<ul style="list-style-type: none"> Discuss places, cities, provinces and countries using à + definite articles. (<i>au, à la, à l', aux</i>) and <i>en, dans</i>. Describe places using definite articles. Describe places using the irregular verb <i>aller</i>. Make suggestions using the imperative form of regular <i>-er, -ir, and -re</i> verbs in the affirmative and negative (e.g. <i>Viens célébrer! N'oublie pas</i>). Discuss desires and possibilities using the irregular verbs <i>vouloir, pouvoir</i>. Indicate locations using the pronoun <i>y</i> (e.g., <i>Oui, j'y vais</i>.) Describe the weather using the verb <i>faire</i> in expressions (<i>il fait beau</i>.) Describe things in general terms using the pronoun <i>on</i>. Describe the weather in various seasons using the prepositions <i>à, en</i> and the impersonal <i>il y a</i>, as well as <i>il est</i>. Use singular and plural possessive adjectives (e.g., <i>mon/ ma/ mes</i>) Describe events using the superlative form of descriptive adjectives (e.g., <i>les plus complets</i>). 	<ul style="list-style-type: none"> Recognize and use expressions for <ul style="list-style-type: none"> places (e.g., <i>un musée, un stade</i>) provinces and territories of Canada (e.g., <i>le Yukon</i>) greetings and introductions (e.g., <i>Salut, je m'appelle...</i>) geographic features (e.g., <i>des montagnes</i>) cultural activities (e.g., <i>aller au théâtre, des acrobates, un centre commercial</i>) Use language for social and group-work strategies. 	<p>Regional</p> <ul style="list-style-type: none"> Explore ethnicity and culture in one's own region. Describe attractions in one's own region: historic sites, natural sites, events, festivals. <p>National</p> <ul style="list-style-type: none"> Discover adolescents in New Brunswick, Manitoba, Nunavut and B.C. Discover Montreal attractions, activities, festivals, teen life. Discover two francophone festivals: <i>L'international de montgolfières de Saint-Jean-sur-Richelieu</i> and <i>La fête des neiges de Montréal</i> Discuss social conventions of Francophone Canadians: i.e. use of <i>tu</i> vs. <i>vous</i> <p>International</p> <ul style="list-style-type: none"> Discover Moroccan attractions, activities and teen life Examine <i>Le Festival national des arts populaires de Marrakech</i> <p>Authentic Documents</p> <ul style="list-style-type: none"> Maps, including <i>La carte de la francophonie</i> Travel flyers and photos of attractions in Quebec and Morocco Video footage of cultural events in Montreal and Morocco. 	<p>Listening</p> <ul style="list-style-type: none"> <i>Je fais des prédictions et je vérifie mes prédictions.</i> <i>Je cherche des mots familiers.</i> <p>Speaking</p> <ul style="list-style-type: none"> <i>Je fais attention à la prononciation</i> <i>J'exprime mes idées avec des phrases simples.</i> <p>Oral Interaction/ Groupwork</p> <ul style="list-style-type: none"> <i>Je respecte les autres dans la classe.</i> <p>Reading</p> <ul style="list-style-type: none"> <i>Je cherche des mots familiers.</i> <i>Je cherche des mots-amis.</i> <p>Writing</p> <ul style="list-style-type: none"> <i>Je fais un brouillon.</i> <i>Je demande à un ou une partenaire de vérifier mon texte.</i> <p>Viewing</p> <ul style="list-style-type: none"> <i>Je regarde les images pour comprendre le message.</i> <i>Je regarde les gestes et les expressions.</i>

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<p>À toi le choix!</p> <ul style="list-style-type: none"> • Civic Dimension • Intermediate/Advanced 	<ul style="list-style-type: none"> • Prepare a campaign poster against peer pressure. • Prepare, in a group, a televised public service message. • Choose the most persuasive public service message. 	<p>Listening</p> <ul style="list-style-type: none"> • Listen to the theme song. • Listen to peer-pressure scenarios. • Listen to a conversation about peer pressure. <p>Speaking/Interacting</p> <ul style="list-style-type: none"> • Role-play situations. • Discuss public service announcements. • Play a game called <i>Chasse aux choix!</i> • Dramatize a peer-pressure scenario. • Present an idea for a televised public service announcement. <p>Readings</p> <ul style="list-style-type: none"> • Read peer-pressure scenarios and identify types of pressure. • Read slogans in public service announcements and identify persuasion techniques. • Read storyboards and identify types of refusals. • Analyze statistics. <p>Writing</p> <ul style="list-style-type: none"> • Create a slogan. • Prepare a dialogue that encourages someone to make a positive choice. • Write a script for a dramatized public service announcement. • Keep a journal. <p>Viewing</p> <ul style="list-style-type: none"> • Watch French and Canadian TV ads. • Watch a cartoonist at work. 	<ul style="list-style-type: none"> • Use infinitives to express choices. • Use the imperative of regular <i>-er, -ir, -re</i> verbs and the verbs <i>aller</i> and <i>faire</i> to influence choices. • Use the negative form of the imperative to discourage an action. • Express opinions using <i>Il faut / Il ne faut pas + infinitive</i> verbs. • Encourage choices and express necessity using the verb <i>devoir</i> in the negative and the affirmative. • Use refusals to turn down an offer (e.g., <i>Jamais de la vie!</i>). • Use <i>tu peux choisir de / d' + infinitive</i>, to communicate a choice. 	<ul style="list-style-type: none"> • Use vocabulary and expressions related to <ul style="list-style-type: none"> – peer-pressure issues (e.g., <i>sécher les cours, le vol à l'étalage</i>) – adjectives that express personal reactions (e.g., <i>amusant(e), dégoûtant(e)</i>) – body parts affected by smoking (e.g., <i>le cerveau, les dents, les poumons</i>) – statistics and percentages (numbers over 50) – the elements of a persuasive ad campaign (e.g., <i>les couleurs, la musique, les statistiques, les images frappantes</i>). – persuasion techniques (e.g., <i>un fait scientifique, une statistique</i>) • Use language for social and group-work strategies. 	<p>Regional</p> <ul style="list-style-type: none"> • Discuss local awareness campaigns, public service announcements, such as <i>Le Réseau conseil de la Gang allumée</i> in Quebec. • Discover Rudeluck, a band from Montreal. <p>National</p> <ul style="list-style-type: none"> • Discuss Québec anti-smoking campaigns. • Look at smoking trends across Canada. <p>International</p> <ul style="list-style-type: none"> • Examine gestures and expressions used by francophones (e.g., <i>mon oeuil!</i>). • Discuss various European awareness campaigns. <p>Authentic Documents</p> <ul style="list-style-type: none"> • A public service announcement featuring francophone Canadian actor Marcel St. Pierre. • Health Canada statistics about smoking trends. 	<p>Listening</p> <ul style="list-style-type: none"> • <i>J'utilise le contexte.</i> • <i>J'écoute l'intonation et le ton de la voix.</i> <p>Speaking</p> <ul style="list-style-type: none"> • <i>Je varie l'intonation et le ton de la voix.</i> <p>Oral Interaction/ Groupwork</p> <ul style="list-style-type: none"> • <i>J'exprime un un accord ou un désaccord de façon positive.</i> <p>Reading</p> <ul style="list-style-type: none"> • <i>Je lis pour comprendre le sens général.</i> • <i>Je relis pour trouver des informations précises.</i> <p>Writing</p> <ul style="list-style-type: none"> • <i>Je fais des corrections.</i> • <i>J'écris la version finale de mon texte.</i> <p>Viewing</p> <ul style="list-style-type: none"> • <i>J'utilise le contexte.</i> • <i>Je fais des prédictions et je vérifie mes prédictions.</i>

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			Use and usage (bold appears in <i>Comment ça marche?</i> and <i>Langue express</i>)	Vocabulary		Learning Strategies/ Social and Groupwork Strategies
<p>Incognito</p> <ul style="list-style-type: none"> Intellectual Dimension Intermediate/Advanced 	<ul style="list-style-type: none"> Create a mask or face paint design. Participate in a class mask/face paint exhibit. Explain your mask to people visiting the exhibit. 	<p>Listening</p> <ul style="list-style-type: none"> Listen to the theme song. Listen to an interview. Listen to opinions on performing artists. <p>Speaking/Interacting</p> <ul style="list-style-type: none"> Discuss personal experiences about applying make-up. Express preferences and give an opinion. Discuss and describe masks and the culture associated with them. Play games <i>Les arts du spectacle. C'est faux!</i> and <i>Quel masque?</i> Give information about one's interests and personality traits. Prepare for a class exhibit. <p>Reading</p> <ul style="list-style-type: none"> Read an informative article about masks. Read mask or face paint descriptions. Examine a poster. Complete and analyze a personality quiz. <p>Writing</p> <ul style="list-style-type: none"> Write a mask or face paint description. Keep a journal. Write a personality profile. Write a <i>cinquain</i> poem. Prepare a list of materials to create the mask or face-paint design. <p>Viewing</p> <ul style="list-style-type: none"> Watch a video about masks and face paint. Watch a video showing a professional make-up artist and mask maker at work. Watch a model of a class exhibit. 	<ul style="list-style-type: none"> Describe objects and people using the irregular verbs <i>être</i> and <i>avoir</i>, and regular <i>-er, -ir, -re</i> verbs Use expressions with <i>avoir</i> (e.g., <i>avoir tort, avoir hâte</i>) Describe events using the impersonal pronoun <i>on</i>. Describe masks and face paint using the impersonal structure <i>Il y a</i> Describe objects using <i>avoir</i> and <i>être</i>. Use the word <i>peut-être</i> when making predictions Specify objects using demonstrative adjectives <i>ce, cet, cette, ces</i>, and possessive adjectives <i>mon, ma, mes, nos, ses</i>) Describe desires and possibilities using irregular verbs <i>vouloir</i> and <i>pouvoir</i> Describe masks, face paint designs and people using adjectives in the correct gender and number (e.g., <i>un nez pointu, une fille indépendante</i>). Use descriptive adjectives, changing <i>des</i> to <i>de</i> when before a noun (e.g., <i>de grandes oreilles</i>). Describe objects using indefinite and partitive articles (<i>un, une, des / du, de la, de l', des</i>) Ask questions using intonation, <i>est-ce que</i>, inversion, as well as interrogative words <i>comment, en quoi, quel(les), où, pourquoi</i>. Use expressions with <i>avoir</i> such <i>avoir l'air de</i> Use generic demonstrative expressions such as <i>ce truc-là</i> 	<ul style="list-style-type: none"> Use words and expressions that relate to <ul style="list-style-type: none"> masks and why they are worn (e.g., <i>un gardien de but, pour se protéger</i>) colours (e.g., <i>noir, bleu</i>). parts of the face (e.g., <i>les yeux, le menton</i>) shapes (e.g., <i>un carré, un triangle</i>) line types (e.g., <i>une ligne courbe, ondulée</i>) size (e.g., <i>grand, gros, petit</i>) materials (e.g., <i>en bois, en argile</i>) origin (e.g., <i>mexicain</i>) adverbs expressing time (e.g., <i>toujours, plutôt, souvent, quelquefois, jamais</i>) tools for making masks (e.g. <i>la colle, un pinceau</i>) personality traits and interests (e.g., <i>actif, sportif, sociable, courageux</i>) emotions and feelings stating opinions using the expressions <i>selon moi, d'après moi, à mon avis</i>. idiomatic expressions to describe personalities (e.g., <i>tu vois la vie en rose</i>) handwriting analysis (e.g., <i>monter, descendre, verticale</i>). Use language for social and group-work strategies. 	<p>Regional</p> <ul style="list-style-type: none"> Discuss la Mi-Carême in Acadie. Listen to Francophone youth in B.C., N.B., N.S., Québec. Meet a Québécois make-up artist, Patrice Boudreau. <p>National</p> <ul style="list-style-type: none"> Discuss le Cirque du Soleil. Discuss pow-wows and First Nation traditions. <p>International</p> <ul style="list-style-type: none"> Respond to authentic creative works from the francophone world: e.g., le Fantôme de l'opéra, Marcel Marceau, Pierrot. Discuss French haute-couture models and their make-up. <p>Authentic Documents</p> <ul style="list-style-type: none"> Song: Au bal masqué (La compagnie créole) Profile of Ned Bear, New-Brunswick mask maker Photos of masks and painted faces from all over the world 	<p>Listening</p> <ul style="list-style-type: none"> <i>J'écoute une première fois pour comprendre le sens général.</i> <i>J'écoute de nouveau pour trouver des informations précises.</i> <p>Speaking</p> <ul style="list-style-type: none"> <i>Je regarde l'auditoire.</i> <i>Je varie l'intonation et le ton de ma voix.</i> <p>Oral Interaction/ Groupwork</p> <ul style="list-style-type: none"> <i>Je donne mon opinion et je respecte les opinions des autres.</i> <p>Reading</p> <ul style="list-style-type: none"> <i>J'identifie le contexte.</i> <i>Je cherche les mots difficiles dans un dictionnaire.</i> <p>Writing</p> <ul style="list-style-type: none"> <i>J'utilise le dictionnaire et d'autres ressources.</i> <i>J'utilise de nouveaux mots et de nouvelles expressions.</i> <p>Viewing</p> <ul style="list-style-type: none"> <i>Je regarde les images pour comprendre le message.</i>