

Ça marche! 2 Scope and Sequence

Theme	Experience	Communication	Language (language re-entry)		Culture	General Language Education
			Use and usage	Vocabulary		
<p><i>L'école de l'avenir</i></p> <ul style="list-style-type: none"> • Intro/Review Unit • Intermediate / Transition 	<ul style="list-style-type: none"> • Create an invention designed to make life at school easier and more fun. • Write a description of the invention. • Present and promote the invention at an Inventor's Fair. • Vote for the most creative invention. 	<p>Listening</p> <ul style="list-style-type: none"> • Listen to a poem. • Listen to the theme song. • Listen to a discussion about classroom-related frustrations. • Listen to a telephone call made to a technical support helpline. <p>Speaking / Interacting</p> <ul style="list-style-type: none"> • Express an opinion on inventions. • Discuss classroom frustrations, inventions to make school easier, and the inventions that will be most important in the future. • Work in groups to create an invention. • Present a description of an invention. • Work in a group to evaluate other groups' inventions. • Participate in a role play. • Play a cooperative game. <p>Reading</p> <ul style="list-style-type: none"> • Read a questionnaire to identify classroom frustrations. • Read notes by inventors about their inventions and how they work. • Read instructions for using a futuristic invention. <p>Writing</p> <ul style="list-style-type: none"> • Respond to a questionnaire about classroom frustrations. • Write captions for a comic strip. • Draft instructions for the use of the group's invention. • Give written feedback on a favourite classroom invention. <p>Viewing</p> <ul style="list-style-type: none"> • Watch a an interview with an industrial designer and a segment on women inventors and entrepreneurs. • Watch the video of the final project model. 	<ul style="list-style-type: none"> • Describe future events using the present tense of <i>aller</i> + infinitive, in the affirmative and negative. • Express quantities using partitives <i>du, de la, de l', des</i> (e.g., <i>du succès</i>) • Justify opinions using the conjunction <i>parce que</i>. • Give orders and suggestions using the imperative of regular -er, -ir and -re verbs. • Give instructions and respond negatively in the imperative using regular verbs (e.g., <i>Écoute!, Ne tire pas la corde!</i>) • Give oral instructions using irregular verbs (e.g., <i>j'appuie, j'écris, je mets</i>) • Use prepositions of place when giving instructions (e.g., <i>Appuyez sur le bouton.</i>) • Replace multiple subjects (e.g., <i>Paul et moi</i>) with the correct pronoun. • Use correct subject verb agreement with multiple subjects (e.g., <i>Paul et moi mangent</i>). • Describe events using <i>avoir</i> and <i>être</i>. 	<ul style="list-style-type: none"> • Identify and use vocabulary for <ul style="list-style-type: none"> – agreement and disagreement (e.g., <i>je suis d'accord, je ne suis pas d'accord</i>) – technology and machines (e.g., <i>un clavier</i>) – classroom objects (e.g., <i>un crayon, des livres pesants</i>) – classroom activities (e.g., <i>faire des recherches, travailler en paires</i>) – inventions (e.g., <i>un transporteur</i>) – shape, size and appearance of places and objects (e.g. <i>brisé, désorganisé</i>) 	<p>Regional</p> <ul style="list-style-type: none"> • Discover Montreal inventors Robert Cusson and Sylvain Langlais • Discover young inventor Rachel Zimmerman and her printer <p>National</p> <ul style="list-style-type: none"> • Learn about industrial designer Philippe Beaulparlant. • Discover the importance of patent law. <p>International</p> <ul style="list-style-type: none"> • Discover French inventors of classroom tools such as the pencil, the computer and the calculator • Begin to understand why words are borrowed from other languages (e.g. <i>Eurêka!</i>) <p>Authentic Documents</p> <ul style="list-style-type: none"> • A detailed description of an invention, <i>Le Robobiblio</i>. • View an excerpt from a documentary <i>Les inventrices</i> 	<p>Learning Strategies / Social and Groupwork Strategies</p> <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>J'utilise de nouveaux mots et de nouvelles expressions.</i> [BLM on graphic organizers, semantic webs or word banks.] • <i>J'utilise une aide visuelle.</i> <p>Oral Interaction / Groupwork:</p> <ul style="list-style-type: none"> • <i>Je pose des questions quand je ne comprends pas.</i> [See language in <i>Guide de la communication</i> under this heading.] <p>Viewing:</p> <ul style="list-style-type: none"> • <i>Je regarde les images pour comprendre le message.</i> • <i>Je regarde les images pour avoir des idées.</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> [BLM on dictionary skills.]

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Aventures en plein air! <ul style="list-style-type: none"> Physical/leisure Dimension Easy / Intermediate 	<ul style="list-style-type: none"> Students form their own adventure travel company, create itineraries for two different trips. Present their trips to the class Choose a favourite trip and explain reasons. 	<p>Listening</p> <ul style="list-style-type: none"> Listen to a theme song. Listen to adolescents discussing outdoor activities. Listen to adolescents comparing two excursions. <p>Speaking / Interacting</p> <ul style="list-style-type: none"> Discuss preferences that affect excursion choices. Participate in a trivia game about Canada's national parks. Survey classmates about outdoor activity preferences. Cooperatively decide upon an adventure travel trip. <p>Reading</p> <ul style="list-style-type: none"> Read about outdoor safety tips. Read descriptions of national parks. Read advertising brochures about travel companies. <p>Writing</p> <ul style="list-style-type: none"> Create an adventure travel itinerary. Prepare survival kit and equipment lists. Make a map. <p>Viewing</p> <ul style="list-style-type: none"> Watch a model of the Final Project. View students giving testimonials about their travel guides. 	<ul style="list-style-type: none"> Describe modes of travel using the prepositions à and en (e.g., <i>à pied, en voiture</i>). Describe people, objects or events using the comparatives plus, moins and aussi + adjective + que (e.g., <i>aussi long que</i>) Give directions using imperative regular and irregular verbs (e.g., <i>Ne touchez pas aux plantes!</i>) Express instructions and tips using <i>vouloir</i> and <i>devoir</i>. 	<ul style="list-style-type: none"> Identify and use vocabulary for <ul style="list-style-type: none"> transportation (e.g., <i>à vélo, en canot</i>) outdoor activities (e.g. <i>le canotage, le ski de fond</i>) features of national parks (e.g. <i>une vallée, un petroglyph, un ours</i>) excursions (e.g. <i>un traîneau à chiens, le vélo de montagne, un sentier</i>) camping (e.g., <i>un feu de camp, une rivière</i>) outdoor safety (e.g., <i>la déshydratation, un coup de soleil</i>) Use language for social and groupwork strategies. 	<p>Regional</p> <ul style="list-style-type: none"> Learn about available outdoor education programs in your region. Discover the region of Saguenay, Quebec. Discover two Quebecois adventure companies and their founders, <i>Fondation sur la pointe</i> and <i>Fjord en kayak</i> <p>National</p> <ul style="list-style-type: none"> Discover and explore Canada's National Parks: Kejimikujik (NS), Yoho (BC), Mauricie (QU) and Kluane (YK) <p>Authentic Documents</p> <ul style="list-style-type: none"> Outdoor adventure advertisements and brochures National Park photos and maps. 	<p>Listening</p> <ul style="list-style-type: none"> <i>J'utilise mes expériences personnelles.</i> <i>J'écoute l'intonation et le ton de la voix.</i> <p>Speaking</p> <ul style="list-style-type: none"> <i>J'utilise des gestes.</i> <i>Je prépare un aide-mémoire.</i> <p>Oral Interaction / Groupwork</p> <ul style="list-style-type: none"> <i>Je prends des risques. Je fais des efforts pour parler français.</i> [See language in <i>Guide de la communication</i> under this heading.] <p>Viewing</p> <ul style="list-style-type: none"> <i>J'utilise le contexte.</i> <p>Reading</p> <ul style="list-style-type: none"> <i>Je comprends de nouveaux mots à l'aide du contexte.</i> <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>J'utilise de nouveaux mots et de nouvelles expressions.</i> [BLM on graphic organizers, semantic webs or word banks.]

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<p>Mon style, ma mode!</p> <ul style="list-style-type: none"> Physical Dimension Easy / Intermediate 	<ul style="list-style-type: none"> Create a clothing line of sports clothes, school clothes or special occasion clothing. Describe their clothing line using a catalogue or a website Present the clothing line as a fashion show, or on a poster Choose clothing for 4 or 5 friends during the presentations and explain choices. 	<p>Listening</p> <ul style="list-style-type: none"> Listen to a song. Listen to radio interviews about brand name preferences. Listen to descriptions of celebrities. <p>Speaking / Interacting</p> <ul style="list-style-type: none"> Express fashion preferences. Interview classmates about their clothes preferences. Make predictions about brand names. Choose a logo and brand name for a clothing line, along with a celebrity. Create individual outfits for the line. Play an oral communication game, <i>Objets perdus, objets trouvés</i>. Present fashion shows or posters. <p>Reading</p> <ul style="list-style-type: none"> Respond to a fashion questionnaire. Read profiles of authentic brand names. Read profiles of fashion designers Read about technology and clothing trends. Read and complete a cartoon strip. <p>Writing</p> <ul style="list-style-type: none"> Cooperatively prepare a description of a theme and season for a clothing line, as well as a brand name, logo and celebrity endorsement. Prepare individual descriptions of clothes for a catalogue or website. Write a conclusion for the final project. <p>Viewing</p> <ul style="list-style-type: none"> View a report on fashion trends through the ages, <i>Couleurs de la mode</i> Watch a model of the Final Project. View a description of Levi Strauss. View a fashion show by students at Ryerson Polytechnic University. View <i>Le Chandail de hockey</i> 	<ul style="list-style-type: none"> Justify an opinion or explain a preference using the conjunction <i>parce que</i> Specify choices or preferences using demonstrative adjectives <i>ce, cet, cette, ces</i> Identify origins using contractions with <i>de: de, du, de la, de l', des</i> Describe locations and seasons using <i>à, en, au, à l'</i> and <i>aux</i>. Describe clothes using adjectives and prepositional phrases (e.g., <i>une chemise à carreaux, un pantalon en coton</i>). Discuss what one wears by using the verb <i>porter</i>. Clarify purpose using <i>pour</i> + infinitive. 	<ul style="list-style-type: none"> Identify and use vocabulary for <ul style="list-style-type: none"> clothing (e.g., <i>un pantalon, une chemise</i>) technology (e.g., <i>un téléphone cellulaire</i>) colours and fabrics (e.g., <i>en laine, en velours</i>) styles (e.g., <i>à manches longues, sportif</i>) the fashion industry (e.g., <i>une marque, un fondateur</i>) Describe the career, origin and accomplishments of celebrities (e.g., <i>dans le monde de, une admiratrice</i>) Language for social and groupwork strategies. 	<p>Regional</p> <ul style="list-style-type: none"> Discover 3 designers working in Québec: Alfred Sung, Sheila Dassin and Andy Thê-Anh. Examine statistics on the fashion preferences of teenagers from Québec. <p>National</p> <ul style="list-style-type: none"> Read about brand names based in various parts of Canada, e.g., Roots, MEC, Parasuco. <p>International</p> <ul style="list-style-type: none"> Discover Levi Strauss and the origin of jeans. Learn about French couturier Christian Dior. Read about French brand names (e.g., <i>Gabs, Louis Garneau, Le château</i>). Discover clothing with technological components Learn the French origin of the words denim, jeans and gadget <p>Authentic Documents</p> <ul style="list-style-type: none"> Video excerpt of <i>Mass Exodus</i>, a student fashion show in Toronto. <i>Le Chandail de hockey</i> by Roch Carrier. Advertisements and logos Images of fashion and celebrities through the ages 	<p>Learning Strategies / Social and Groupwork Strategies</p> <p>Listening</p> <ul style="list-style-type: none"> <i>J'utilise le contexte.</i> <i>Je fais des prédictions et je vérifie mes prédictions.</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 participe activement au travail de groupe.</i> [See language in Guide de la communication under this heading.] <p>Viewing</p> <ul style="list-style-type: none"> <i>Je fais des prédictions et je vérifie mes prédictions.</i> <p>Reading</p> <ul style="list-style-type: none"> <i>Je cherche les mots familiers.</i> <i>Je cherche les mots amis.</i> <p>Writing</p> <ul style="list-style-type: none"> <i>Je demande à un ou une partenaire de vérifier mon texte.</i> <i>Je fais des corrections.</i> <i>Je vérifie mon texte.</i> <i>Je fais un brouillon.</i>

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Mordu du sport! <ul style="list-style-type: none"> Leisure Dimension Easy / Intermediate 	<ul style="list-style-type: none"> Present a sports broadcast featuring a sporting event / game of their choice. Prepare a sports card for a particular athlete. Interview an athlete. 	<p>Listening</p> <ul style="list-style-type: none"> Listen to the theme song. Listen to teens giving their opinion on sports. Listen to fan commentaries on sports events Listen to journal excerpts for a fictional <i>Tour de France</i> rider. Listen to a sports broadcast. <p>Speaking / Interacting</p> <ul style="list-style-type: none"> Express preferences and opinions about admired athletes. Survey classmates about their sports preferences. Announce and report sports scores. Play a game called <i>Défi sportif!</i> Present a sports broadcast. <p>Reading</p> <ul style="list-style-type: none"> Read a sports dialogue. Read statistics about a sports event / game. Read an article about a sporting event. <p>Writing</p> <ul style="list-style-type: none"> Keep a journal and/or a portfolio. Prepare a sports card for an athlete. Write a sports news bulletin and commentary. <p>Viewing</p> <ul style="list-style-type: none"> Watch a video of a sportscast. 	<ul style="list-style-type: none"> Discuss past events using the <i>passé composé</i> with <i>avoir</i> and regular verbs, in the negative and the affirmative. Describe people objects and events using the comparative <i>plus, moins</i> and <i>aussi</i> + adjective + <i>que</i> (e.g., <i>aussi créatif que</i>) Describe people, objects or events using quantitative comparisons <i>plus de, autant de, moins de</i> Express opinions using superlatives with adjectives (e.g., <i>le plus vite, le moins fort</i>) Describe people using the correct form of descriptive adjectives, before and after the noun. Use ordinal numbers: <i>le premier, la première, le/ la deuxième, le/ la troisième.</i> 	<ul style="list-style-type: none"> Identify and use vocabulary associated with : <ul style="list-style-type: none"> sports (e.g., <i>le hockey, la natation</i>) following sports (e.g., <i>regarder la télé, assister à un match</i>) athletes (e.g., <i>entraînement, carrière</i>). sporting events (e.g., <i>une épreuve, le programme court</i>) prizes given at sporting events (e.g., <i>un trophée, une médaille</i>) reporting sports results (e.g., <i>une période, un match, Coupe du monde</i>) <i>le Tour de France</i> (e.g., <i>un maillot, un vélo</i>) broadcasting (e.g., <i>chers téléspecteurs</i>) Use language for social and groupwork strategies. 	<p>Regional</p> <ul style="list-style-type: none"> Learn about well-known Canadian athletes Éric Gagné, Chantal Petitclerc, Jean-Luc Brassard and others. Identify local athletes. <p>National</p> <ul style="list-style-type: none"> Identify examples of sports events in francophone cultures. Discover similarities and differences in sporting events in francophone and other cultures (e.g., <i>le football</i>). <p>International</p> <ul style="list-style-type: none"> Discover sports played around the world (e.g. <i>le ski acro, un rallye</i>). Examine <i>le Tour de France</i> Learn about internationally-known francophone athletes. <p>Authentic Documents</p> <ul style="list-style-type: none"> Action photos of athletes around the world A sports broadcast Interview with a francophone athlete. 	<p>Listening</p> <ul style="list-style-type: none"> <i>Je cherche des mots familiers.</i> <i>Je cherche des mots amis.</i> <p>Speaking</p> <ul style="list-style-type: none"> <i>Je varie l'intonation et le ton de la voix.</i> <i>Je regarde l'auditoire.</i> <i>Je répète ma présentation.</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>[See language in <i>Guide de la communication</i> under this heading.] <p>Viewing</p> <ul style="list-style-type: none"> <i>Je regarde les gestes et les expressions.</i> <p>Reading</p> <ul style="list-style-type: none"> <i>J'identifie le contexte.</i> <i>Je comprends de nouveaux mots à l'aide du contexte.</i> <i>Je cherche les mots difficiles dans un dictionnaire.</i> [BLM on dictionary skills.] <p>Writing</p> <ul style="list-style-type: none"> <i>J'utilise de nouveaux mots et de nouvelles expressions.</i> [BLM on graphic organizers, semantic webs or word banks.] <i>J'écris la version finale de mon texte.</i>

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Musique- mania! <ul style="list-style-type: none"> • Intellectual Dimension • Easy / Intermediate 	<ul style="list-style-type: none"> • Present a favourite song and its artist. • Write a short biography of a favourite musical group or artist. • Create a Top 10 Hits list of songs of various styles. 	<p>Listening</p> <ul style="list-style-type: none"> • Listen to a theme song. • Listen to various styles of Francophone music. • Listen to teens talk about their favorite style of music, and their favourite song and artist. <p>Speaking / Interacting</p> <ul style="list-style-type: none"> • Express and ask about preferences regarding music. • Discuss the role music plays in daily life. • Play games like <i>Qui est-ce?</i> • Present a favorite song and artist. • Discuss fashion elements associated with musical genres. • Create a Top 10 Hits list. <p>Reading</p> <ul style="list-style-type: none"> • Read an article about the history of rock music. • Read a biography of a francophone music artist and group. <p>Writing</p> <ul style="list-style-type: none"> • Write a short biography. • Write about the musical preferences of another generation. • Create a Top-10 list. <p>Viewing</p> <ul style="list-style-type: none"> • View a a discussion about the link between music and emotion. • View a model of the final project. 	<ul style="list-style-type: none"> • Use the <i>passé composé</i> with <i>avoir</i> and <i>être</i>. • Observe the correct agreement in using <i>passé composé</i> with <i>être</i>. • Make descriptive observations and express opinions using the superlative with adjectives (e.g., <i>le plus talentueux, le plus rebelle, etc.</i>) • Pose questions using inversion (e.g., <i>Aimes-tu la musique rock? etc.</i>) • Use the preceding direct object in the affirmative and the negative (e.g., <i>Oui, je le trouve talentueux. Non, je l'aime pas.</i>) • Use expressions such as <i>selon moi, à mon avis, c'est ton tour, je suis d'accord</i> to express opinions. • Express opinions and feelings using <i>je me sens</i> and <i>j'ai envie de</i>. 	<ul style="list-style-type: none"> • Identify and use vocabulary for <ul style="list-style-type: none"> – Styles of music (e.g., <i>la musique rock, country.</i>) – types of musical instruments (e.g., <i>un clavier, une guitare</i>) – elements of music (e.g. <i>le rythme, le message.</i>) – types of activities involving music (e.g. <i>l'exercice, les devoirs</i>) – emotions and feelings elicited by music (e.g., <i>triste, énergique.</i>) – naming and describing clothes (e.g. <i>un jean ample.</i>) – biographical information (e.g. <i>lieu de naissance.</i>) • Use language for social and groupwork strategies. 	<p>Regional</p> <ul style="list-style-type: none"> • Identify local artists. • Learn about the Quebec music industry awards, <i>les Félix.</i> • Examine the musical preferences of Quebecois adolescents. <p>National</p> <ul style="list-style-type: none"> • Discover Canadian francophone artists, such as Robert Charlebois, <i>Les Cowboys Fringants, Dubmatique, and Gabrielle Destroismaisons.</i> <p>International</p> <ul style="list-style-type: none"> • Discover international francophone artists. • Discuss the connection between music and culture, especially fashion. • Learn about the origins of rock 'n' roll, including B.B. King, Chuck Berry and Elvis Presley. <p>Authentic Documents</p> <ul style="list-style-type: none"> • Music and song lyrics from Canadian and international francophone artists. • Photographs of musical celebrities from around the world. 	<p>Learning Strategies / Social and Groupwork Strategies</p> <p>Listening:</p> <ul style="list-style-type: none"> • <i>J'utilise mes expériences personnelles.</i> • <i>Je cherche des mots-amis.</i> <p>Speaking:</p> <ul style="list-style-type: none"> • <i>Je parle assez fort et assez clairement.</i> • <i>Je regarde l'auditoire.</i> <p>Oral Interaction / Groupwork:</p> <ul style="list-style-type: none"> • <i>J'exprime un accord et un désaccord de façon positive.</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 gestes et les expressions.</i> <p>Reading:</p> <ul style="list-style-type: none"> • <i>Je cherche des mots familiers.</i> • <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> • <i>Je fais des corrections.</i>

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Theme	Experience	Communication	Language (language re-entry)		Culture	General Language Education
			Use and usage	Vocabulary		Learning Strategies / Social and Groupwork Strategies
<p>Action jeunesse</p> <ul style="list-style-type: none"> • Civic Dimension • Intermediate / Advanced 	<ul style="list-style-type: none"> • Create, in a group, a fundraising plan for a humanitarian cause • Present the plan with the aim to attract volunteers. • Choose the most interesting fundraising plan based on the presentations. 	<p>Listening</p> <ul style="list-style-type: none"> • Listen to the theme song • Listen to a conversation about humanitarian organizations • Listen to adolescents talk about volunteers they admire • Listen to a conversation about fundraising tasks <p>Speaking / Interacting</p> <ul style="list-style-type: none"> • Express opinions and preferences about humanitarian causes. • Interview a classmate about his or her fundraising experience. • Choose your favourite fundraiser and explain your choice. • Orally describe a humanitarian organization. • Assess and improve fundraising budgets • Present your fundraising plan to the class <p>Reading</p> <ul style="list-style-type: none"> • Read articles about humanitarian organizations. • Read fundraising posters <p>Writing</p> <ul style="list-style-type: none"> • Record the names of humanitarian organizations • Write a description of 3 volunteers' fundraising tasks • Write narratives to accompany cartoon strips • Write a fundraising plan • Keep a journal. <p>Viewing</p> <ul style="list-style-type: none"> • Watch an excerpt of <i>Ryan's Well</i> • Watch an interview with an events planner. • Watch a video of the final project model. 	<ul style="list-style-type: none"> • Make comparisons and offer alternatives using the conjunctions <i>mais, ou, et, alors</i> and <i>parce que</i>. • Refer to things that happened in the past using the <i>passé composé</i> with <i>avoir</i> of regular and irregular verbs. • Give advice or express opinions using the verb <i>devoir</i>. • Indicate possibility or capacity using the verb <i>pouvoir</i>. • Indicate knowledge or aptitude using the verb <i>savoir</i>. • Describe future events using <i>aller</i> + infinitive, in • Respond in the negative with double-verb constructions (e.g., <i>je ne vais pas travailler</i>). • Describe a fundraiser using descriptive adjectives correctly. • Describe places, cities, provinces and countries using <i>en, dans</i> and <i>à</i> with or without definite articles (<i>au, à la, à l', aux</i>) 	<ul style="list-style-type: none"> • Vocabulary related to <ul style="list-style-type: none"> – humanitarian issues and missions (e.g., <i>les gens sans-abri, le conflit, l'exclusion</i>) – fundraising (e.g., <i>une collecte de fonds</i>) – personal skills and interests (e.g., <i>diriger une équipe</i>) – technology (e.g. <i>le nom utilisateur</i>) – numbers (date, time and money). • Identify and use words in word families (e.g., <i>cent, une centaine</i>). • Identify abbreviations of terms that are used in a dictionary. • Language for social and groupwork strategies. 	<p>Regional</p> <ul style="list-style-type: none"> • Discover local projects by 4 young Canadians in BC, MB, ON and QU <p>National</p> <ul style="list-style-type: none"> • Discover Jean Vanier and the <i>Arche</i> program. • Learn about TakingITglobal • Examine a Canadian volunteerism website • Discover the Keewatin Youth Initiative in Winnipeg <p>International</p> <ul style="list-style-type: none"> • Discover Luck Mervil's humanitarian efforts in Haiti • Learn about the groups <i>Clowns sans frontières</i> and <i>À chacun son Everest</i> <p>Authentic Documents</p> <ul style="list-style-type: none"> • Video excerpt of <i>Ryan's Well</i> • Posters from Canadian and French fundraising campaigns 	<p>Listening</p> <ul style="list-style-type: none"> • <i>J'utilise le contexte.</i> <p>Speaking</p> <ul style="list-style-type: none"> • <i>Je fais attention à la prononciation.</i> • <i>J'utilise une aide visuelle.</i> <p>Oral Interaction / Groupwork</p> <ul style="list-style-type: none"> • <i>Je respecte les autres dans la classe. érifie mon texte.</i>[See language in <i>Guide de la communication</i> under this heading.] <p>Viewing</p> <ul style="list-style-type: none"> • <i>Je fais des prédictions et je vérifie mes réponses.</i> <p>Reading</p> <ul style="list-style-type: none"> • <i>J'identifie les mots de la même famille.</i> • <i>Je cherche les mots difficile dans un dictionnaire.</i> <p>Writing</p> <ul style="list-style-type: none"> • <i>Je fais un brouillon.</i> • <i>Je vérifie mon texte.</i>

Language elements that appear in *Comment ça marche!* are indicated in bold. Others appear in Language Focus opportunities or *fiches* that accompany the teacher's guide.

NOTE – This is a working document and is subject to change.