

VISAGES 3	THÈME 1	THÈME 2	THÈME 3	THÈME 4	THÈME 5	THÈME 6
THEME	Natalie au Québec	Pauvre Alphonse!	Au travail	Au restaurant	Au camp de vacances	Le monde sous-marin
CROSS-CURRICULAR CONNECTIONS	<ul style="list-style-type: none"> • geography • music • science • drama • language arts • relationships 	<ul style="list-style-type: none"> • social studies • art • music • relationships 	<ul style="list-style-type: none"> • careers • music • social studies • relationships 	<ul style="list-style-type: none"> • health & nutrition • drama • careers • relationships 	<ul style="list-style-type: none"> • physical education • music • art • relationships 	<ul style="list-style-type: none"> • science • art • social studies • relationships
CULTURE	<ul style="list-style-type: none"> • learning about the different regions in Québec, specifically <i>la région de l'Estrie</i> around Sherbrooke • viewing historic landmarks in Québec • discovering the differences in family traditions and customs • learning about typical French Canadian cuisine • discovering the customs attached to making traditional maple syrup 	<ul style="list-style-type: none"> • discussing a rural festival in France • discovering that English & French-speaking people wear similar types of clothing • talking about what one does at a fair • exploring a celebration related to animals in rural France 	<ul style="list-style-type: none"> • discovering that similar professions exist in all cultures • learning about the occupations of celebrities • discovering that cultures value the same positive attributes in careers 	<ul style="list-style-type: none"> • learning about traditional French cuisine • learning about foods in Louisiana • learning how to make a salad in French • reading a French menu • viewing authentic French markets in Provence • discovering the similarities in appropriate serving techniques among cultures 	<ul style="list-style-type: none"> • discussing summer camps in the francophone world • reading an authentic summer camp brochure • reading a French registration form • listening to radio jingles about a summer camp • discovering similarities in summer camp experiences in all cultures 	<ul style="list-style-type: none"> • learning about the islands in the Caribbean, specifically Martinique • learning about life in Martinique • discussing the concept of underwater diving • learning that concern for underwater life is shared among many cultures
COMMUNICATIVE CONTENT	<ul style="list-style-type: none"> • reading and discussing an English girl's visit to Québec • using second language comprehension and communication strategies in appropriate situations • using second language pronunciation and reading strategies in appropriate situations • talking about buying clothes in French • exploring and discussing different types of stores • chanting a rap song • discussing different types of movies and selecting an appropriate one for a given audience • demonstrating how to set a table • talking about school events • discussing things that are fun to do • presenting a role-play wherein second language comprehension and communication strategies are applied 	<ul style="list-style-type: none"> • learning and identifying articles of clothing • describing clothing colours • describing what classmates are wearing • using composite drawings to demonstrate understanding of descriptions • using a partner's description to identify things and people • role-playing witnessing a crime and assessing a partner to identify the criminal 	<ul style="list-style-type: none"> • singing about professions • identifying one's attributes and predicting to which professions these may be linked • discussing the importance of career day in the school • inviting professionals to school to discuss their careers • comparing likes & dislikes • classifying professions • brainstorming lists of questions for an interview • presenting an interview with a partner or a group 	<ul style="list-style-type: none"> • listening to orders and identifying meals ordered from a menu • discussing food items on a menu • creating a personal menu • discussing the attributes of good waiters and waitresses • reading and talking about the work of waiters and waitresses • exploring and applying the polite forms of language with which to address a customer • role playing a waiter or waitress • identifying and assessing the qualities of a good waiter or waitress as role-played by another student 	<ul style="list-style-type: none"> • singing about activities at a summer camp • writing a postcard • reading and discussing brochures on summer camps • filling out a registration form • identifying different activities offered at a summer camp • identifying landmarks on a map • giving directions to a particular site at a summer camp • creating different forms of publicity for a summer camp 	<ul style="list-style-type: none"> • exploring specific salt-water marine animals • identifying which types of fish are predators • talking about life under the sea • identifying different ways to gather information for research purposes • planning and organizing a research project on fish • creating an aquarium with a group
END-OF-UNIT PERFORMANCE TASK	<ul style="list-style-type: none"> • students create role-play scenarios and evaluate each other on their ability to use appropriate learning strategies for effective communication 	<ul style="list-style-type: none"> • students work in pairs to solve a crime and present their descriptions of the perpetrator 	<ul style="list-style-type: none"> • students describe their interest and attributes and predict which professions they will choose and why 	<ul style="list-style-type: none"> • students create a menu for their restaurant & role play a waiter/waitress 	<ul style="list-style-type: none"> • students create a radio ad, a brochure and a jingle for a summer camp 	<ul style="list-style-type: none"> • students discover and assess the compatibility of marine animals & create & present their own aquarium
LANGUAGE STRUCTURES	<ul style="list-style-type: none"> • polite form: <i>vous</i> • <i>le futur proche</i> • <i>aller</i> • <i>les sons français</i> • consolidation of language patterns from other units and previous levels of <i>Visages</i> 	<ul style="list-style-type: none"> • <i>avoir</i> • <i>avoir</i> + descriptive adjectives • familiar vs. polite: <i>tu</i> & <i>vous</i> • some adjectives that come in front of the noun and some that come after the noun • adjectives of color • consolidation of language patterns from other units and previous levels of <i>Visages</i> 	<ul style="list-style-type: none"> • <i>ER</i> verbs • <i>être</i> • <i>aimer</i> + infinitive • gender & number of adjectives • <i>il faut = il est nécessaire</i> • three ways to ask a question • consolidation of language patterns from other units and previous levels of <i>Visages</i> 	<ul style="list-style-type: none"> • <i>IR</i> and <i>RE</i> verbs • <i>prendre</i> • <i>du, de la, de l', des</i> • <i>au, à la, à l', aux</i> • consolidation of language patterns from other units and previous levels of <i>Visages</i> 	<ul style="list-style-type: none"> • <i>faire + de</i> • <i>jouer + à</i> • <i>faire</i> • <i>aller</i> • <i>futur proche</i> • consolidation of language patterns from other units and previous levels of <i>Visages</i> 	<ul style="list-style-type: none"> • prepositions of place • <i>voir</i> • consolidation of language patterns from other units and previous levels of <i>Visages</i>