

## IRP & Visages 3

### Communicating

It is expected that students will:

- connect ideas to form a brief oral message, use common vocabulary with gestures and other support, and use writing as a tool for language development

### **Visages 3**

<i>Natalie au Québec</i>	<i>Pauvre Alphonse!</i>	<i>Au travail!</i>	<i>Au restaurant</i>	<i>Au camp de vacances</i>	<i>Le monde sous-marin</i>
• describe movies and customs of Quebec	• describe facial features, appearance and clothing	• describe their own personal qualities and attributes and what activities they like and dislike	• describe different restaurant meals and servers	• describe what activities they and others enjoy	• describe different types of fish
• sing songs about second language learning strategies	• ask questions about how a person looks or is dressed	• sing songs about different professions	• sing songs about a restaurant menu and a specialty recipe	• ask questions about what activities others like and are planning to do	• identify different ways to gather information for research purposes
• use common phrases to clarify meaning in unfamiliar settings		• develop and conduct interviews with classmates about personal attributes and preferred activities	• create a restaurant skit	• sing about activities at a summer camp	• present an aquarium they have created
• role play various learning strategies					

**Communicating** (continued)

- develop and apply a range of language learning strategies to assist in comprehension and expression

**Visages 3**

Natalie au Québec	Pauvre Alphonse!	Au travail!	Au restaurant	Au camp de vacances	Le monde sous-marin
•recognize cognates in oral & written language	•recognize cognates in order to interpret oral descriptions of people	•recognize cognates in order to read about different professions	•recognize cognates in order to interpret different menus, recipes, and restaurant scenes	•recognize cognates in order to read authentic materials	•recognize cognates in order to read authentic materials
•recognize language patterns: -aller, avoir, pouvoir + verb -the verb faire -il faut... il est nécessaire	•focus on key information about country fairs and a police station	•focus on key information about various vocations, training and aptitude	•focus on key information about the cuisine of France and Louisiana	•use reference materials to learn about recreation opportunities	•use research materials in order to organize information about tropical fish
•monitor individual progress in learning logs or auto-évaluation pages	•recognize language patterns: -polite form of tu & vous -placement, gender and number of adjectives -the verb "avoir"	•recognize language patterns: -regular er verbs -the verb être -the polite form of vous -adjectival agreement -il faut + infinitive	•recognize language patterns: -constructions with de & à -"er", "ir" and "re" verbs: apporter, commander, prendre, choisir -aller + verb -il faut + verb -polite form of vous	•recognize language patterns: -constructions with à & de -aimer + verb -the verbs "aller" & "faire" -regular -er, -ir and re verbs	•recognize language patterns: -the verb "voir" & "savoir" -aller & verb -il faut & verb
	•monitor individual progress in learning logs or auto-évaluation pages	•monitor individual progress in learning logs or auto-évaluation pages	•monitor individual progress in learning logs or auto-évaluation pages	•monitor individual progress in learning logs or auto-évaluation pages	•monitor individual progress in learning logs or auto-évaluation pages

### Acquiring information

It is expected that students will:

- extract specific information from age-appropriate French resources in order to complete an authentic task, and convey the information orally and visually, using graphs, charts or lists

### **Visages 3**

Natalie au Québec	Pauvre Alphonse!	Au travail!	Au restaurant	Au camp de vacances	Le monde sous-marin
• identify information in movie reviews and stories	• identify crime lists from oral & written descriptions	• identify information in recorded interviews and transcripts	• identify items from a menu, ingredients in a recipe, and patron orders in a restaurant	• identify key elements of effective brochure and radio advertisements	• identify sources of information related to research
• role play using various learning strategies	• produce a drawing of a crime suspect from oral and written descriptions and reports	• develop and conduct a personal interview about vocational choices	• create a restaurant menu	• design and produce a publicity campaign for an ideal camp	• identify ways to organize one's notes and research
• interpret information in order to produce a movie review	• create and present a composite drawing	• classify information about careers	• create and present a restaurant skit	• create and present a design, map and brochure for a camp	• planning and presenting an aquarium
	• categorize and reproduce facial features and clothing items		• categorize menu items into different courses		
			• record & keep track of patron orders in a restaurant		

## **Experiencing Creative Works**

It is expected that students will:

- view, listen to, and, to some extent, read creative works with visual and contextual support, and respond to them in a personal way

### **Visages 3**

Natalie au Québec	Pauvre Alphonse!	Au travail!	Au restaurant	Au camp de vacances	Le monde sous-marin
•read the story of a young girl's visit to Quebec	•listen to and view classmates' composite drawings	•listen to and view classmates' interviews about their vocational choices	•listen to and view classmates' restaurant skits	•evaluate the publicity presentations of other students' camps	•assess the compatibility of marine animals within one's own aquarium and those of others
•listen to and view classmates' role play presentations	•respond to presentations in a learning log or auto-évaluation pages	•respond to presentations in a learning log or auto-évaluation pages	•respond to presentations in a learning log or auto-évaluation pages	•respond to presentations in a learning log or on an auto-évaluation page	•respond to presentations in a learning log or on an auto-évaluation page
•respond to presentations in a learning log or auto-évaluation pages					

**Understanding Cultural Influences**

*It is expected that students will:*

- *identify and share their own family customs and routines*
- *identify elements of francophone cultures present in British Columbia and Canada*

**Visages 3**

<i>Natalie au Québec</i>	<i>Pauvre Alphonse!</i>	<i>Au travail!</i>	<i>Au restaurant</i>	<i>Au camp de vacances</i>	<i>Le monde sous-marin</i>
• identify and share family customs related to pets, specialty foods and seasonal events		• identify and share family customs related to occupations	• identify and share family customs related to dining out in restaurants	• identify and share family customs and routines related to visiting different camps in British Columbia and elsewhere	
• identify common elements between Québécois and British Columbians, such as school activities, the home, movies and seasonal events		• identify common elements between Québécois and British Columbian interviewees and their career choices		• read about French Canadian camps in Quebec and New Brunswick	• read about life in the Caribbean, in particular Martinique