**FAITES DU THÉÂTRE!**

**Activité culminant du roman *Où est passé Martin?***

Instructions: Avec un petit groupe, vous allez résumer un des chapitres *Où est passé Martin?* pour la classe. Suivez les étapes en bas. Soyez sûr de diviser le travail entre tous les membres du groupe.

Objectifs: Presentational Speaking

-Décrire les personnages et les endroits du chapitre.

-Résumer les évenements importants du chapitre.

-Intégrer le nouveau vocabulaire et structures dans la présentation.

-Communiquer et présenter les idées en français d’une manière créative et originale.

**Préparation**

**Étape 1:** Donnez un titre créatif au chapitre. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Étape 2:** Écrivez un résumé bref du chapitre (5-6 phrases).

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**Étape 3:** Divisez lesrôles des personnages du chapitre entre les membres du groupe. Écrivez le nom du personnage, le nom de l’étudiant qui va le représenter, et une courte description du personnage.

Personnage 1: Représenté par: Description:

Personnage 2: Représenté par: Description:

Personnage 3: Représenté par: Description:

Personnage 4: Représenté par: Description:

**Étape 4:** Choisissez les scènes les plus importantes pour représenter votre chapitre à la classe.

**Présentation**

1. Écrivez le titre et le numéro du chapitre au tableau.
2. Lisez votre titre et résumé devant la classe à haute voix.
3. Présentez les acteurs/actrices et une courte description de chaque (*each*) personnage.
4. Jouez la scène devant la classe.

**ÉCHELLE POUR LA PRÉSENTATION DE OÙ EST PASSÉ MARTIN?**

*4 à 5 MINUTES EN TOTALE*

*TOUT LE MONDE DOIT PARLER!*

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| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Speaks clearly**  Individual | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one to two words. | Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than three words. | Often mumbles or cannot be understood OR mispronounces more than three words. |
| **Enthusiasm**  Individual | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |
| **Volume**  Individual | Volume is loud enough to be heard by all audience members throughout the presentation. | Volume is loud enough to be heard by all audience members at least 90% of the time. | Volume is loud enough to be heard by all audience members at least 80% of the time. | Volume often too soft to be heard by all audience members. |
| **Preparedness**  Individual | Student is completely prepared and has obviously rehearsed.  Doesn’t use script or notes. | Student seems pretty prepared but might have needed a couple more rehearsals.  May have notes, but doesn’t hinder performance. | The student is somewhat prepared, but it is clear that rehearsal was lacking.  Reads directly from notes/script. | Student does not seem at all prepared to present.  Reads from script, stumbles over words, etc. |
| **Props**  Individual | Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better. | Student uses 1 prop that shows considerable work/creativity and which make the presentation better. | Student uses 1 prop which makes the presentation better. | The student uses no props OR the props chosen detract from the presentation. |
| **Vocabulary**  Individual | Student integrates at least 5 words from the newest vocabulary list into the presentation.  Student effectively uses circumlocution to communicate complex ideas or when more advance vocabulary or structure is needed. | Student integrates at least 3 words from the newest vocabulary list into the presentation.  Student attempts to use circumlocution to communicate complex ideas or when more advance vocabulary or structure is needed. | Student integrates at least 2 words from the newest vocabulary list into the presentation.  Student does not use circumlocution to communicate complex ideas or when more advance vocabulary or structure is needed. | Student integrates at least 3 words from the newest vocabulary list into the presentation.  Student resorts to English or Anglicism when trying to communicate complex ideas or more advance vocabulary or structure. |
| **Use of Class Time**  Group | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |
| **Content**  Group | Shows a full understanding of the novel. | Shows a good understanding of the novel. | Shows a good understanding of parts of the novel. | Does not seem to understand the novel very well. |

**JOUEZ!**

**Activité culminant du roman *Où est passé Martin?***

Bonjour!

**Vous avez 10 minutes pour réunir avec vos groupes.**

Pendant ce temps, vous devez:

* Remplir l’échelle du groupe
* Rendre l’échelle d’évaluation
* Répéter vos pièces de théâtre