

# Qing 言

**THE OFFICIAL PUBLICATION OF THE BCATML  
A PROVINCIAL SPECIALIST ASSOCIATION OF THE BCTF**



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Cover photo, by Kayla Beiler, taken in North Vancouver, Seymour Demonstration Forest, on the traditional and unceded territory of the Tsleil Waututh Nation



## PRESIDENT'S MESSAGE

By Rome Lavrencic

With daylight savings time here, warmer weather bringing with it cherry blossoms, spring is just around the corner! A time for hope, new plans, and warmer days ahead. I hope you were able to rest, relax, and recharge during the spring break holiday.

At the time of writing this address, I just completed my fourth and final day attending the BCTF Annual General Meeting. I was impressed by the amount of planning and coordination needed to run an online AGM. It made me think back to our joint national conference with CASLT in 2020 when our committee had to pivot to an online format connecting teachers from coast to coast, and beyond. It is no small feat and I tip my hat to all the delegates and organizers in making this BCTF AGM a success. I would also like to take a moment to thank Teri Mooring and offer my heartfelt gratitude for her incredible leadership during the pandemic.

In a time where restrictions, different mask mandates, and waves of COVID-19 variants made the future impossible to predict, Teri's patience and unwavering calmness helped many of us navigate these constant changes with more confidence and reassurance. Teri will complete her term as BCTF president in June, with Clint Johnston as president elect, Carole Gordon as 1st Vice President, Robin Toczak as 2nd Vice President, Rick Joe as Aboriginal Member-at-large, Benula Bunjun as Racialized Member-at-large along with Violette Baillargeon, Jelana Bighorn, Mariah Franzmann, Lisa LaBoucane, Jody Polukoshko, Katherine Trepanier and Winona Waldron as Members-at-large.

Looking ahead, BCATML is in the midst of organizing several professional development events this spring. Full details about these free events can be found under the Pro-D tab of our website. Don't miss out!

- Apr. 13: Support for Gr. 4-7 Core French Teachers
- Apr. 14: BCATML virtual Book Club
- May 11: Support for Gr. 4-7 Core French Teachers
- May 26: Inclusive language in French classrooms Part 1 with N Curtis, C Goguen & L Kamarn
- June 2: Inclusive language in French classrooms Part 2 with Chantal Goguen & Lily Kamarn

BCATML's Conference Committee is busy planning our annual in person fall conference, **Celebrating Languages 2022**, to be held at the Executive Hotel Vancouver Airport in Richmond on Friday, October 21st . We are thrilled to announce Greater Victoria School District's Trevor Mackenzie as this year's conference keynote speaker. Some of you may recognize Trevor's name from our virtual book club. He is an accomplished teacher and expert exploring inquiry-based learning. In addition, the committee has decided to provide a limited selection of online workshops for those teachers who are not at ease or unable to travel to the Lower Mainland to attend the conference in person. Details about registration, workshop lineup, AGM and more will soon be posted on our website. It is lining up to be a fantastic, incredible event and something to look forward to this fall! Many thanks to Lidija Bakovic, Antonella Bullen, Tanya Campbell, Kindra Harte, Trish Kolber, Andrew McFayden, and Wendy Yamazaki who are organizing this year's conference. We can't wait for your arrival!

Lastly, I would like to remind teachers of grade 12 students about the BCATML Student Scholarship. We are awarding four \$500 scholarships to BC graduates taking a second language course in their first year at a post-secondary institution. The deadline to apply is May 1st. Application forms and complete details can be found online by visiting <https://www.bcatml.org/student-scholarships.html>



Wishing you every success with your students and may this spring see the end to the global pandemic in short order! Please enjoy the rest of this edition of Lingo!

# BCATML TEACHER STUDY GRANT

BY ROME LAVRENCIC

BCATML is proud to support second language teachers in British Columbia with continued professional development in their pursuit of additional languages. Now entering its third year, the BCATML Teacher Study Grant offers current members up to \$500 for post-secondary course work towards improving their proficiency and/or acquisition of a language they teach or would like to teach.

The BCATML Teacher Study Grants support teachers who wish to pursue and improve their abilities in any second language by completing coursework at a post-secondary institution or community centre, for example. The grant, however, may not be used to attend a professional development workshop or conference.

## **BCATML Study Grant Testimonials:**

I am very grateful to have received the BCATML teacher study grant. I recently decided to start working towards UBC's certificate in "French Language and Culture." Thanks to the grant from BCATML, I took the "Lower Intermediate Reading and Writing" course. With this course, I was able to expand my vocabulary by reading a variety of documents such as film reviews, online articles and press releases. I improved my French writing through expressing my opinion and using more complex grammatical structures. Thank you for providing me with this opportunity!

~Mirella Lioce



I am very grateful to have received the BCATML teacher education grant. Completing my Master of Education degree in French Language and Literacy was a wonderful and fulfilling experience professionally and personally. My learning throughout this experience has strengthened my professional practice in the classroom and has also enhanced my competence and confidence as a leader, a teacher, a colleague, a parent, and as a person. Many thanks to the BCATML for this gift of financial assistance.

~Linda Cavaliere

As someone who is passionate and curious about languages, I was excited to stumble upon the BCATML's teacher study grant on their website. Thanks to the grant from the BCATML, I have been able to take an online pronunciation course through the University of Toronto's School of Continuing Studies. Though I already speak French at a fairly advanced level, I've been able to learn the explicit ins and outs of French pronunciation that I wasn't aware of before. As a French Immersion teacher and non-native speaker of French, taking this course helped build my knowledge and confidence as an educator. This has been a fantastic learning experience for me, and I highly recommend applying for this grant if you want to build your language skills, no matter what your level. Thank you to the BCATML for providing me with this learning opportunity!

~Reiko Domai

**BCATML Conference 2022!!**  
**A Message from your Conference Chairs**

Welcome! Welcome! We cannot tell you how excited we are to co-host our BCATML October 2022 conference : Celebrate Languages! Celebrate You!

Friday October 21, 2022....mark your calendar!

We have so many exciting things to share about this upcoming, in-person professional development experience for language teachers! We will be hosting this event in beautiful Richmond, BC at the Executive Hotel Vancouver Airport. The hotel resides on the Musqueam territory. Rooms will be blocked off and held for the conference. Stay tuned for more information about booking your hotel room. BCATML will be hosting a 'Welcome' event on Thursday evening in the pub at the hotel. Hope to see you there!

We are very proud and excited to welcome Trevor Mackenzie as our keynote speaker to inspire us! Trevor is a very successful author and has presented workshops and webinars to teachers all over the world. Trevor is very inspiring and motivating and has a wealth of experience and resources to share. His background includes inquiry, assessment, and teacher-student relationship building. Included with our conference registration you will be able to choose 1 of his 3 books!! He will also be available on site to sign your personal copy.

BCATML welcomes back our amazing exhibitors. There are so many new resources hot off the press to share with you!

Thank you to everyone who submitted a workshop proposal. There are so many incredible sessions to choose from.

At this time we would like to thank our BCATML Conference Committee for their hard work and countless volunteer hours putting this event together. We also want to say thank you to all of you - our BC language teachers! Welcome back in person! We are so excited to see you!

Be sure to watch for more details to follow. Sign up now for BCATML conference 2022 and be sure to book your hotel room early to avoid disappointment. More information to follow!

We will also be sending out information this spring about another Book Club with Trevor Mackenzie and also TPRS sessions with Michelle Metcalfe and Adriana Ramirez.

Save the date! Mark your calendars!

Kindra and Wendy  
Conference Co-Chairs



# Professional Development Webinar Series for Spring 2022

## Rome Lavrencic

BCATML has been hard at work this year in order to provide more services and opportunities for teachers to learn and grow. We have hosted a number of online professional development opportunities for both members and non-members.

We are currently hosting two online book clubs exploring the world of inquiry and connecting with students online. Both book clubs are facilitated by Kindra Harte and Trish Kolber who have done a wonderful job with keeping everyone engaged and to be reflective about our own practice.

As well, Tanya Campbell has facilitated a free monthly after school series with MyPITA to support Elementary and Intermediate Core French teachers.

If you missed the Glenn Cake series, we have another free series which may interest you. Introduction to inclusive language in French classrooms – Part I Thursday, May 26th, Part II Thursday, June 2nd from 3:30 – 5:00 pm. Join helping teachers, Nicole Curtis, Chantal Goguen and Lily Kamarn, from Surrey School District as they lead two 90-minute sessions exploring inclusive language and practices in French classrooms. Educators are working to become more inclusive of LGBTQ2+ students, staff, and families. Part of that work is examining biases and gaps in curriculum delivery and school practices. Creating safe, inclusive spaces where all students see themselves reflected in their learning is key. Simple shifts can have large impacts.

Part I of the series will focus on how to begin embedding inclusive language in French such as subject and object pronouns and how to incorporate inclusive and neutral pronouns in French.

Part II will delve deeper into inclusive language options for written and spoken French including more complex structures such as possessive adjectives, agreements with adjectives and passé composé. All BCATML members are invited to attend. More information and how to register for free are found online.

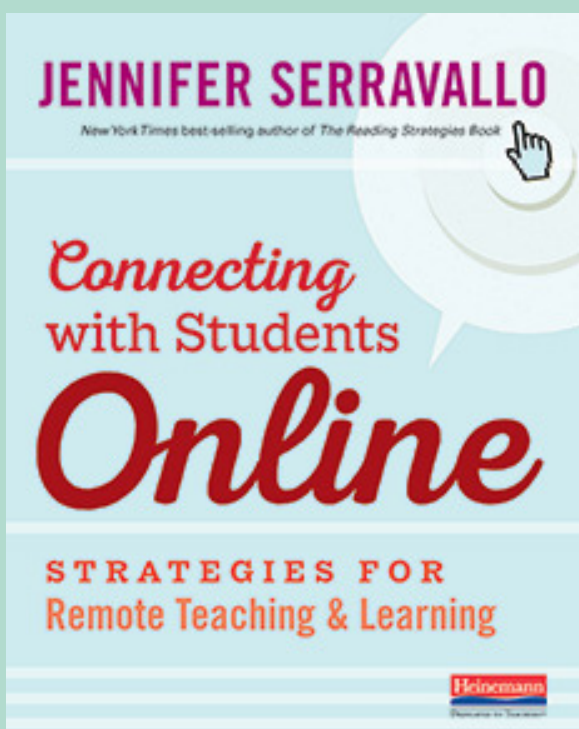
If you have not joined any of these opportunities, please take a moment to learn more about them under the [Pro-D tab](#) of our website.



# Book Club Journey

Kindra Harte

The journey continues with our two book club selections. Our reading adventure has been wonderful and inspiring! There will be a final session for **Connecting With Students On-line** on April 14th at 4pm. We hope you will hop onboard and join us for some exciting collaboration. Let's continue this great work!



We will certainly be back with more sessions with Trevor Mackenzie, author of **Inquiry Mindset: Assessment Edition**. Hope to see everyone there! If you are wanting to join us but are not already a book club participant, no problem...feel free to attend!

With your BCATML conference 2022 registration You will receive a free copy of your choice of one of the three books Trevor has authored, with your BCATML Conference 2022 registration!

INQUIRY MINDSET: ASSESSMENT EDITION

BOOK CLUB RESOURCE



caslt  
acpls

## CASLT Rep Report

As your BC Rep for CASLT's National Council I proudly represent all of you and our beautiful province.

There are so many exciting opportunities for language teachers at this time.

## Ways to be involved:

- Check out our brand new website: <https://www.caslt.org/>
- Remember your BCATML membership includes a CASLT membership  
Access professional development resources on such topics as assessment, action-oriented approach, and more
- Participate in our video contest with your students - information is found on the CASLT website
- Attend the upcoming National Conference in Toronto - May 24-26, 2023
- Submit a proposal for the National Conference - Deadline is May 31, 2022

Your CASLT Rep! *Kindra*

## Professional learning opportunities 2022

### Linguistic lessons and immersive experiences

- Summer French immersion – [UBC in Quebec city - July 4-22](#)
- Summer French Institute – [UBC Vancouver campus - July 11 – 29](#)
- Summer Adult classes - [Alliance Française de Vancouver](#) – variable dates

### Webinars, Podcasts, Academic articles, and networking

- ACPI – French Immersion teachers
- CASLT – All Second Language teachers including Immersion



# Summer Immersion Programs 2022

## SUMMER IMMERSION PROGRAMS - Programmes d'été 2022

EXPLORE JUNIOR – for students 13-15 years of age								
School		Dates	Location	mode	Age	Accommodation	Deposit (Refundable)	Registration (Non-refundable)
<a href="#">Centre linguistique, Cégep de Jonquière</a>	<a href="#">Read more</a>	July 18 to August 04, 2022	Quebec	In-person	13-15	Residence	\$150	\$275
<a href="#">Centre linguistique, Cégep de Jonquière</a>	<a href="#">Read more</a>	June 27 to July 14, 2022	Quebec	In-person	13-15	Residence	\$150	\$275
<a href="#">University of Alberta (La Pocatière)</a>	<a href="#">Read more</a>	July 04 to July 22, 2022	Quebec	In-person	13-15	Residence	\$40	\$275
<a href="#">Université de Moncton</a>	<a href="#">Read more</a>	July 25 to August 12, 2022	NB	In-person	13-15	Residence	-	\$275
<a href="#">York University – Glendon Campu</a>	<a href="#">Read more</a>	July 10 – July 30, 2022	Ontario	In person	13-15	Residence	\$100	\$275

EXPLORE – for students 16 - 17								
School		Dates	Location	mode	Age	Accommodation	Deposit (Refundable)	Registration (Non-refundable)
<a href="#">York University - Glendon Campus</a>	<a href="#">Read more</a>	July 04 to August 05, 2022	Ontario	In-person	16-17	Residence	\$100	\$275
<a href="#">La Cité universitaire francophone (Gaspé)</a>	<a href="#">Read more</a>	July 03 to August 04, 2022	Quebec	In-person	16-17	Residence	\$50	\$275
<a href="#">École de français, Cégep de Rivière-du-Loup</a>	<a href="#">Read more</a>	June 27 to July 28, 2022	Quebec	In-person	16-17	Residence	N/A	\$275
<a href="#">Collège Saint-Charles-Garnier (Quebec City)</a>	<a href="#">Read more</a>	July 04 to August 04, 2022	Quebec	In-person	16-17	Residence	\$100	\$275
<a href="#">Centre linguistique, Cégep de Jonquière</a>	<a href="#">Read more</a>	June 30 to July 29, 2022	Quebec	In-person	16-17	Host-Family	\$150	\$275
<a href="#">Cégep de Trois-Rivières</a>	<a href="#">Read more</a>	July 05 to August 05, 2022	Quebec	In-person	16-17	Residence	N/A	\$275
<a href="#">University of Alberta (La Pocatière)</a>	<a href="#">Read more</a>	July 04 to August 05, 2022	Quebec	In-person	16-17	Residence	\$40	\$275

YMCA SUMMER WORK EXCHANGE	
Dates	July 2022 to August, 2022
City, Province	Quebec
Program	Work Exchange
Accommodation	Quebecois Exchange Family
Age	16-17
Registration fee	\$125

## Read letters from Japanese Canadian Teenagers written during WWII

150 letters written by young Japanese-Canadians interned in camps during the Second World War were recently donated to UBC Rare Book and Special Collections. They were written to Joan Gillis in 1942 by friends she met at Queen Elizabeth Secondary in Surrey, B.C. In early 1942, the Canadian government sent Japanese-Canadians living in B.C. to be interned for the duration of the war. During that time, their homes and businesses were sold to finance the camps. Miss Gillis, then 13, years old had a several friends from the Japanese-Canadian community who corresponded with her during the wartime years exchanging updates that are surprisingly typical correspondence by teens all over the world. They were not so different from typical teenagers.



The public can view the correspondence between Gillis and her friends by booking a tour with the UBC library or by visiting the Digital Exhibition at <https://ubc-library-rbcs.github.io/gillis-2021/>

# Black Lives Matter and Black History month in Japanese class

Submitted by Trish Kolber

Teaching Black History in the Japanese context is tricky but not impossible. Teachers might be able to adapt articles from English language media into easy Japanese readings or they may be springboards for discussions. Seeing thorny issues from different perspectives greatly deepens understanding of these issues and may create deeper connections to the personal experience of the learner.

Japan had peaceful protests in several large cities:

- <https://www.japantimes.co.jp/community/2020/06/08/voices/why-marching-black-lives-japan-protests/>
- <https://www.japantimes.co.jp/news/2020/06/21/national/blm-rally-held-kyoto-honor-george-floyd-denounce-police-brutality/>
- <https://www.japantimes.co.jp/community/2020/12/21/our-lives/black-lives-matter-japan-2020/>

Black History Month is raising awareness across the Pacific:

- <https://www.japantimes.co.jp/community/2019/02/20/our-lives/onus-still-us-black-history/>

There are many people of mixed ancestry in Japan... Naomi Osaka and Ariana Miyamoto being two very famous ones:

- <https://www.insider.com/naomi-osaka-tennis-us-open-face-masks-pictures-2020-9>
- [https://www.washingtonpost.com/world/asia\\_pacific/japanese-tennis-player-naomi-osaka-speaks-out-for-black-lives-matter-faces-backlash/2020/06/08/f8432ca0-a92f-11ea-a43b-be9f6494a87d\\_story.html](https://www.washingtonpost.com/world/asia_pacific/japanese-tennis-player-naomi-osaka-speaks-out-for-black-lives-matter-faces-backlash/2020/06/08/f8432ca0-a92f-11ea-a43b-be9f6494a87d_story.html)
- <https://www.japantimes.co.jp/community/2015/04/19/general/meeting-miss-universe-japan-half/>
- <https://www3.nhk.or.jp/nhkworld/en/news/backstories/1568/>
- <https://www.washingtonpost.com/world/2020/12/24/japan-black-race-identity-naomi-osaka/>

Did you know that YouTube has a channel called The Black Experience Japan:

- <https://www.youtube.com/channel/UCM9uvq7NiMDmqZnaepEvcOA>
- Kokujin Experiences: The Evolution of Blackness in Japan
- <https://rijs.fas.harvard.edu/events/neoliberal-intimacies-global-blackness-and-kokujin-hafu-experience-toward-anthropology>
- <https://www.tandfonline.com/doi/abs/10.1080/10371397.2019.1628612>

Anti-racism is not necessarily embraced Japan

- <https://www.nytimes.com/2020/07/01/world/asia/japan-racism-black-lives-matter.html>
- <https://asia.nikkei.com/Spotlight/Asia-Insight/BlackLivesMatter-shines-light-on-racism-in-Japan-and-across-Asia>
- <https://theworld.org/stories/2020-09-16/blm-tokyo-tackles-japan-s-own-issues-anti-black-racism>

# Japan Bowl 2022

by Wendy Yamazaki

On Saturday, March 12th, students from seven metro Vancouver schools participated in the fifth annual Metro Vancouver Japan Bowl, held at the Nikkei National Museum & Cultural Centre in Burnaby.

The Metro Vancouver Japan Bowl is a Japanese language and culture competition for high school students studying Japanese as a foreign language. It started in Washington, D.C. in 1992 by the Japan-America Society of Washington DC and has since expanded globally. Teams of 2 or 3 students compete against each other, answering questions read out in Japanese and English, and the top three scoring teams move on to the championship round.

Seaquam sent three teams to the competition. The Japanese classes had only started at the beginning of the second term at the start of February, so by the time students were recruited and teams were put together, we had only a week to prepare for the event! Despite that, our students had a lot of fun participating in the Japan Bowl and are eager to try again next year.

Thanks to the organizers of the Metro Vancouver Japan Bowl, the Consulate-General of Japan in Vancouver, and the Nikkei National Museum & Cultural Centre for putting on this educational and fun event! We look forward to participating next year!

Wendy Yamazaki - BCATML Treasurer  
Japanese/Mathematics  
Seaquam Secondary



# Spring ushers in Mandarin Speech & Writing Contests

Ping Li

BCATML Mandarin Rep

The pandemic hasn't halted the steps of spring, nor has it prevented preparation for this year's Mandarin speech and writing contests for BC's K-12 Mandarin learners. The topic for both contests is "I've Grown up". Contests are to be held online with participants required to submit their videos for speech and/or writing by June 3rd, 2022.



The B.C. Mandarin speech (since 2012) and writing (since 2017) contests are two annual events (apart from the annual classical Chinese poetry recitation contest) organized by the Confucius Institute in Coquitlam and anticipated by Mandarin teachers and students from K-12 public and independent schools. Contestants use their own Mandarin learning experiences to demonstrate how acquiring a new language or keeping up with a heritage language can benefit them in their daily life or their future careers/endeavours. They are divided into heritage and non-heritages groups under seven categories based on their age and grade. The speech is judged based on the focus on the main topic, content, pronunciation and intonation, grammar, vocabulary and expression while the writing on the focus on the main theme, content, writing structure and logics, word and phrase usages and sentence structure, etc.

As a contest adjudicator and a language educator, I have been promoting the contests and encouraging my students to participate every year. I value the speech and writing contests as a great opportunity for students to hone their Mandarin skills, showcase the evidence and benefits of their learning, and share learning experience so as to motivate them further on their journey to the mastery of the Chinese language and the understanding of Chinese culture. Those valuable experiences and positive memories will surely propel them towards becoming a better learner and a more confident public speaker or writer. Therefore, I highly recommend Mandarin teachers promote these linguistic contests among their students. For further information, please go to:

<http://legacy.internationaleled.com/CLCI/news.shtml>

# 2022年BC省中小學生 中文演講比賽 “我長大了”

## 2022 Chinese Speech Contest for K-12 Students in BC *“I've grown up”*

主辦：高貴林孔子學院

Organizer: Confucius Institute in Coquitlam

活動時間：即日起至2022年6月3日

Entry Submission Deadline: June 3, 2022

活動詳情：

For more information, please visit:

<http://legacy.international.com/CLCI>

諮詢郵箱：

Contact Email: [confucius2022bisai@gmail.com](mailto:confucius2022bisai@gmail.com)

# 2022年BC省中小學生 中文寫作比賽 “我長大了”

2022 Chinese Writing Contest  
for K-12 Students in BC  
*“I've grown up”*

主办：高貴林孔子學院

Organizer: Confucius Institute in Coquitlam

活动时间：即日起至2022年6月3日

Entry Submission Deadline: June 3, 2022

活动详情：

For more information, please visit:

<http://legacy.internationaled.com/CLCI>

咨询邮箱：

Contact Email: [confucius2022bisai@gmail.com](mailto:confucius2022bisai@gmail.com)

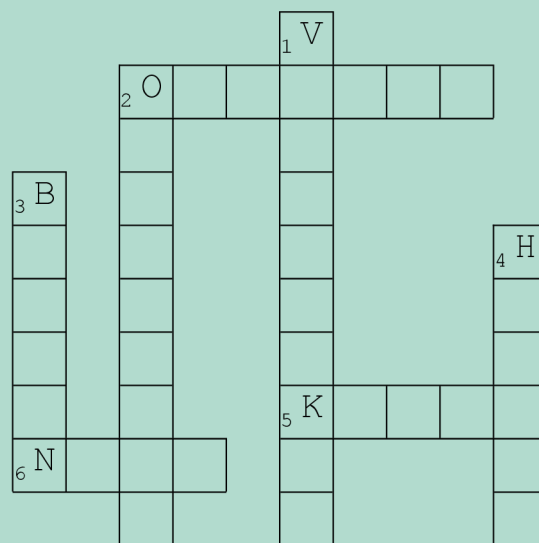




Name: \_\_\_\_\_

Datum: \_\_\_\_\_

## KREUZWORTRÄTSEL



→ waagrecht:

2. Das versteckt der Osterhase.
5. Die Babys von Hühnern heißen so.
6. Vögel bauen so etwas für ihre Eier.

↓ senkrecht:

1. Das macht der Osterhase mit den Eiern.
2. Ein Tier mit langen Ohren, das Eier versteckt.
3. Sie blühen im Frühling und im Sommer.
4. Diese Tiere legen die Eier für Ostern.

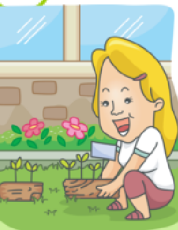






Im Frühling beginnt die Arbeit im Garten und am Balkon. Lies die Sätze und nummeriere die Bilder.

- Das Regenwasser sammelt Martin in einer großen Regentonne, Er verwendet es dann zum Gießen der Gartenpflanzen.
- Lukas möchte einen Komposthaufen anlegen.
- Carina bringt alle Gartengeräte und Setzlinge in einer Schubkarre vom Keller in den Garten.
- Frau Nolte hat keinen Garten, aber einen kleinen Balkon. Dort stehen verschiedene Pflanzentöpfe und Blumenkästen.
- Auch Frau Senger hat keinen Garten. Am Balkon wachsen ihre Küchenkräuter in Hängekörben.
- Erwin möchte einen Gemüsegarten anlegen. Dazu glättet er die Erde mit einem Rechen.
- Mit einer Heckenschere schneidet Hans die Hecke.
- Paula genießt den Sonnenschein und liest ein Buch in ihrer Hängematte.
- Rudi nutzt das Frühlingswetter und mäht den Rasen mit seinem neuen Rasenmäher.
- Lisa und Tim freuen sich sehr auf die Gartenarbeit!
- Claudia setzt junge Pflänzchen im Garten ein.
- Für das Gemüsebeet lockert Michael die Erde mit der Haue.
- Klara gießt ihre Salatpflanzen mit Wasser aus dem Gartenschlauch.
- Für die Gartenarbeit holt Günther am Vormittag die Gartengeräte aus dem Geräteschuppen.
- Stefan hackt Holz für seinen Kachelofen.
- Herr Ulrich hat ein neues Haus und verlegt jetzt einen Rollrasen in seinem Garten.
- Susi gießt ihre Balkonpflanzen mit der Gießkanne. Ihre Pflanzentöpfe sind aus alten Plastikflaschen.



## Wo liegen die Ostereier?



Das **rote** Ei liegt am Baum.

Schreibe die Sätze in dein Heft.

Die folgenden Wörter helfen dir, die Sätze richtig zu schreiben:

neben dem - neben der  
unter dem - auf dem  
am - im - in

rosa, dunkelblau, lila, hellblau, gelb, grün, orange, rot

Sessel, Tisch, Baum, Wäschekorb, Scheibtruhe, Wiese, Gießkanne

## April: Der erste April

### Fragen: Was glauben Sie: richtig oder falsch?

	richtig	falsch
Aprilscherze macht man in vielen Ländern.	<input type="checkbox"/>	<input type="checkbox"/>
Im April schickt man die Menschen ins Ausland.	<input type="checkbox"/>	<input type="checkbox"/>
Am 1. April sagt man statt „Guten Tag“: „April, April“.	<input type="checkbox"/>	<input type="checkbox"/>
Den Brauch gibt es schon seit 400 Jahren.	<input type="checkbox"/>	<input type="checkbox"/>
Für den Aprilscherz gibt eine ganz eindeutige Erklärung.	<input type="checkbox"/>	<input type="checkbox"/>

### Information – Der Aprilscherz

Am 1. April schickt man in den meisten europäischen Ländern und in Nordamerika seine Mitmenschen in den April. Man erfindet Geschichten und wenn der andere sie glaubt, ruft man „Aprilnarr“ oder „April, April“. Dieser Brauch ist schon sehr alt. Die Phrase „in den April schicken“ kann man schon in einem Text aus dem Jahr 1618 lesen.

Warum die Menschen das machen, weiß man nicht genau. Schon in der Antike war der 1. April ein Unglückstag. Es gibt aber auch andere Erklärungen, die nicht gesichert sind. Vielleicht spielt das Wetter im April eine Rolle, das in Mitteleuropa oft „verrücktspielt“, oder eine Kalenderreform, die im 16. Jahrhundert in Frankreich gemacht wurde?

Auf jeden Fall muss man am 1. April aufpassen. Nicht nur Bekannte und Freunde, sondern auch Zeitungen und Fernsehsender schicken die Menschen an diesem Tag in den April.

### Wortschatz klären: Ordnen Sie zu.

der Aprilscherz

jemanden in den April schicken

der Aprilnarr

der Brauch

das Wetter spielt verrückt

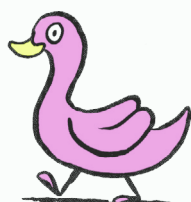
das Wetter ist nicht normal und wechselt oft

das macht man immer an einem bestimmten Tag

jemanden täuschen

ein Spaß am 1. April

jemand, den man getäuscht hat



A1

1. Zeigen Sie den LN das Foto mit den Gegenständen auf der Treppe und erzählen Sie folgende Geschichte. Fragen Sie: wahr oder falsch?

Als ich heute Morgen aus dem Haus gegangen bin, habe ich den Schal meiner Tochter auf den Stufen gesehen. Ich wollte ihn aufheben, aber der Schal hat sich bewegt. Ich bin erschrocken, aber dann hat meine Tochter gelacht. Da ist mir eingefallen, was für ein Tag heute ist.

Führen Sie die LN auf das Datum „1. April“ hin. Fragen Sie:

- Hat Sie schon einmal jemand in den April geschickt?
- Haben Sie schon jemanden in den April geschickt?



1. LN lesen zuerst die Sätze zum Text und überlegen, ob sie richtig sind oder nicht. Anschließend lesen sie den Infotext und vergleichen.
2. Zeigen Sie den LN zur Inspiration noch einmal das Bild. Klären Sie den Wortschatz: der Handschuh, die Flasche, der Schal, die Schokolade, die Bananenschale, die Rose, das Papierschiff, der Stift, das Taschentuch. Danach schreiben LN einen ähnlichen Text wie in Übung 1, lesen ihn vor und fragen: wahr oder falsch?

A2

1. Fragen Sie die LN: Welches Datum ist heute? Ist das ein besonderer Tag?
2. LN lesen zuerst die Sätze zum Text und überlegen, ob sie richtig sind oder nicht. Anschließend lesen sie den Infotext und vergleichen.
3. Zeigen Sie den LN das Video und machen Sie die Übung dazu (Arbeitsblatt A2).  
<https://www.youtube.com/watch?v=T6Zuv54RDJ8>  
Gruppenarbeit: Jede Gruppe wählt ein Beispiel, schaut sich den Film noch einmal (über das Handy) an und schreibt selbst einen Kommentar. Zeigen Sie anschließend den Film noch einmal und lassen Sie die Gruppe den Text sprechen.
4. Zeigen Sie das Foto mit den Gegenständen auf der Treppe. Jede Gruppe überlegt sich einen Aprilscherz, der zum Foto passt.

B1

1. Fragen Sie die LN: Welches Datum ist heute? Ist das ein besonderer Tag?
2. LN lesen zuerst die Sätze zum Text und überlegen, ob sie richtig sind oder nicht. Anschließend lesen sie den Infotext und vergleichen.
3. LN lesen die Zeitungsüberschriften und überlegen: Welche Meldung ist wahr, welche ist falsch? (Arbeitsblatt B1) (Lösung: A, D: richtig / B, C: falsch) vgl.  
<https://un glaublichegeschichten.de/2018/01/02/pinguine-zu-kalt/>  
<http://www.spiegel.de/panorama/justiz/gotha-hunger-auf-bratwurst-mann-in-thueringen-zieht-schreckschusspistole-a-1194690.html>
4. LN lesen eine Kurznachricht und suchen Antworten auf die 6 W-Fragen: Wer? Was? Wann? Wie? Wo? Warum?
5. Gruppenarbeit: Zeigen Sie den LN das Foto mit den Gegenständen auf der Treppe. LN sollen dazu eine Falschmeldung für die Zeitung schreiben. LN überlegen zuerst die „Fakten“ zu den W-Fragen und schreiben anschließend den Text. Die Texte werden vorgelesen bzw. im Kursraum aufgehängt.

1. Ordnen Sie die Begriffe den Nummern der Beispiele im Video zu.

Blue Screen

Video Nr.

Cola

Video Nr.

Euro

Video Nr.

Seife

Video Nr.

Ncage

Video Nr.

Duschgel

Video Nr.

Spaghetti

Video Nr.

Nagellack

Video Nr.

2. Wählen Sie ein Beispiel. Sehen Sie das Video noch einmal an.  
Markieren Sie die Wörter, die zu Ihrem Beispiel passen.

tauscht aus | nimmt einen Trichter | klebt | ladet herunter  
geht auf Bildersuche | lackiert | lasst trocknen | brecht ab  
entfernt den Deckel | schneidet die Folie ab | die Flasche  
die Sojasoße | duschen | die Bildersuche | das Klebeband  
der Webstore | der Toilettensitz | ersetzen | der Deckel  
die Frischhaltefolie | aufheben | eine böse Überraschung erleben

3. Wie finden Sie die Aprilscherze? Schreiben Sie einen kurzen Kommentar.



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Eine „Zeitungssente“ ist eine Falschmeldung in einer Zeitung. Am 1. April gibt es in Zeitungen oft solche falschen Berichte. Was glauben Sie: Welche Information ist richtig, welche falsch?

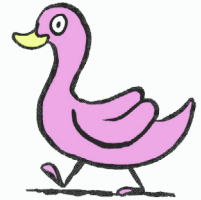
A Weil es draußen zu kalt ist, holt ein Zoo seine Pinguine rein ins Warme.

B Handyverbot für Fußgänger

C **Briefmarken für E-Mails?**  
Um die Flut der Spam-Mails drastisch einzudämmen, ist jetzt eine Briefmarke für E-Mails im Gespräch.



D **HUNGER AUF BRATWURST - MANN ZIEHT PISTOLE**



1. Lesen Sie den Text und suchen Sie Informationen. Die W-Fragen helfen.

Wer? Was? Wann? Wie? Wo? Warum?

### Handyverbot für Fußgänger

Weil die Menschen immer mehr auf die Handys und immer weniger auf den Straßenverkehr achten, hat die Stadtverwaltung von Zürich jetzt eine Verordnung erlassen: Ab 1. April ist es verboten, als Fußgänger auf der Straße oder auf dem Gehweg ein Handy zu benutzen. „Wir hoffen, dass wir die Zahl der Unfälle mit Fußgängern so reduzieren können“, sagte der zuständige Verkehrsstadtrat. Auf unsere Frage: „Was ist, wenn das Handy klingelt?“, antwortete er: „Dann müssen Sie es entweder klingeln lassen oder Sie setzen sich auf eine der vielen Bänke und telefonieren dort.“

2. Sehen Sie das Foto mit den Gegenständen auf der Treppe an und lesen Sie den Text.

Zu welchem Foto passt er? Wählen Sie einen Gegenstand und schreiben Sie selbst eine „Zeitungssente“. Sammeln Sie zuerst die „Fakten“ zu den W-Fragen und schreiben Sie dann den Text. Wer hat die witzigste Geschichte?



### Kommunikation mit Aliens

Jedes Jahr in der Nacht vom 31. März auf den 1. April legt Fernanda M. eine Botschaft auf die Stufen ihres Hauses. „Ich kommuniziere so mit meinen Freunden im All.“ sagt die 48-Jährige. „Ich teile ihnen mit, wie es mir geht und dass sie mir fehlen.“ Dieses Jahr hat sie ihnen auch eine Tafel Schokolade hingelegt. Und am nächsten Morgen war sie zur Hälfte aufgeessen. Als Dankeschön lag eine rote Rose auf der Stufe. Warum gerade in dieser Nacht? „Da sind sie der Erde am nächsten“, erklärt Fernanda. „Ich freue mich schon auf das nächste Jahr.“

**Osterwoche im Goethe Institut:****Teil 1: „Osterspaziergang“****Aufgabe 1:**

Lese die drei Verse des Gedichts mehrmals laut. Findest du einen melodischen Rhythmus?

**Osterspaziergang**

Vom Eise befreit sind Strom und Bäche,  
Durch des Frühlings holden, belebenden Blick,  
Im Tale grünet Hoffnungs-Glück;  
Der alte Winter, in seiner Schwäche,  
Zog sich in rauhe Berge zurück.

Von dorther sendet er, fliehend, nur  
Ohnmächtige Schauer körnigen Eises  
In Streifen über die grünende Flur;  
Aber die Sonne duldet kein Weisses,  
Überall regt sich Bildung und Streben,  
Alles will sie mit Farben beleben;  
Doch an Blumen fehlts im Revier,  
Sie nimmt geputzte Menschen dafür.

Kehre dich um, von diesen Höhen  
Nach der Stadt zurück zu sehen.  
Aus dem hohlen finstern Tor  
Dring ein buntes Gewimmel hervor.  
Jeder sonnt sich heute so gern.  
Sie feiern die Auferstehung des Herrn,  
Denn sie sind selber auferstanden,  
Aus niedriger Häuser dumpfen Gemächern,  
Aus Handwerks- und Gewerbes Banden,  
Aus dem Druck von Giebeln und Dächern,  
Aus Strassen quetschender Enge,  
Aus der Kirchen ehrwürdiger Nacht  
Sind sie alle ans Licht gebracht.

(Johann Wolfgang von Goethe, deutscher Dichter, 1749-1832;  
erste drei Versen des Osterspaziergang, Faust, die Tragödie erster Teil)

Quelle und vollständiges Gedicht: <http://www.gedichte-zitate.com/goethe/osterspaziergang.html>

## Aufgabe 2:

Die Tragödie „Faust“, in der das Gedicht erschienen ist, wurde im Jahr 1808 von Goethe veröffentlicht. Die Sprache ist schon sehr alt und viele Wörter werden heute so nicht mehr benutzt. Findest du trotzdem Wörter oder Abschnitte, die den Frühling beschreiben?



**Frühling**

Überall regt sich Bildung und Streben,  
Alles will sie mit Farben beleben;

## Aufgabe 3:

Was ist Ostern genau und warum feiern wir jedes Jahr Ostern?

Finde mehr Informationen und schreibe eine kurze Antwort.

Das [Youtube Video](#) hilft dir dabei.

<https://www.youtube.com/watch?v=yCIAvFitVzI>



# Las tiendas: A Spanish Unit

By Andrew McFayden - Spanish Rep

It is normal for teachers to want to create resources, to put their own personal stamps on their learning materials. I have always pushed myself further and felt the need to create my own units for students. I know that a lot of us do this, but with me it can sometimes be a bit of a compulsion.

One example of this is a unit that I created for my Entry Spanish 9 course.

We had just changed textbook programs to one called *Asi se dice*. I was finding that it did not cover all that I felt it should cover for a beginning level course. Therefore, I decided to insert a unit at about the halfway point in the course on *Las Tiendas* (shops). The end project was the creation of a classroom market. Students were divided into groups of two or three, depending on the overall size of the class, and were assigned a "tienda" to create for the market.

"Las tiendas" the students created were as follows:

- La panadería (bakery)
- La ropería (clothing store)
- La verdurería (vegetable store)
- La frutería (fruit store)
- La papelería (the stationer's store)
- La carnicería (the butcher's store)
- La hamburguesería (fast food joint)
- La lechería (dairy)



The students learned a core set of vocabulary for each store but only one group would be responsible for creating an actual "tienda" in the market.

Over the course of the unit, the students learned the different verb types, demonstratives, and how to ask and answer questions. They did constant speaking practices where they simulated situations between shop keepers and customers, starting with very simple conversations and become progressively more difficult. They had the understanding that they should not use notes on the market day.

On Market Day, the groups would have their Tienda poster completed and would hang it on the wall. One of the group members would act as a shop keeper, and the other member or members would act as shoppers. I would give the class specific instructions on how many stores they had to visit, what they had to shop for, and sometimes even a budget. However, the budget specification sometimes backfired so I stopped doing that. Nevertheless, the students had to keep track of what they spent, where, and what they bought.

About halfway through, I had the shop keepers and shoppers switch places and the market negotiations continued.

At the end of the process, I had the students self-assess based on how good they felt about what they accomplished, how comfortable they were with speaking Spanish, and whether they had to cheat and use notes or not. I also had them do a written report in Spanish telling me what they bought, where they went, and how much they spent using very basic past tense phrases that I supplied.

On the whole, based on the students' self-assessment they truly enjoyed this unit and felt very comfortable speaking Spanish!

## ¡Aprenden con FluentU!

FluentU crea lecciones en vídeo utilizando programas de televisión populares. Algunos vídeos y guías del profesor son gratuitos. Son muy eficaces y bastante cómicos.

Sería una actividad fantástica para dejarle a un profesor sustituto o si quieren ustedes descansar un poco y reír con sus alumnos. Puedes echarle un vistazo desde casa haciendo click [aquí!](#)

Buscuen estos titolos:

- 1) The Big Bang Theory con guia del profesor.
- 2) ¡El sándwich de Ross!" de Friends con guia del profesor.

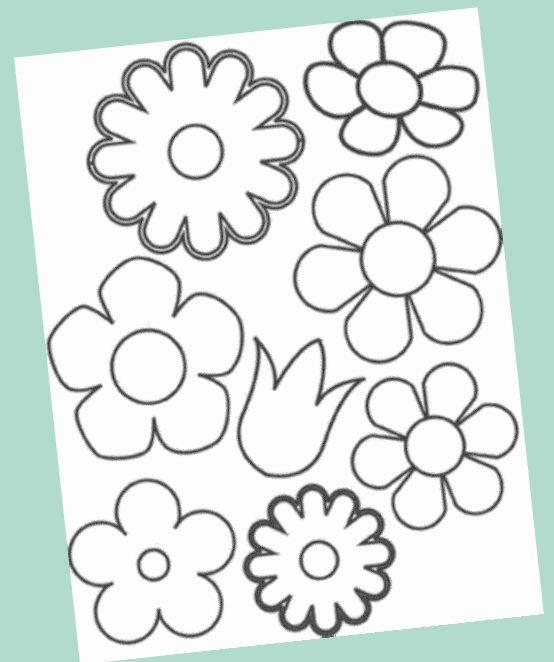
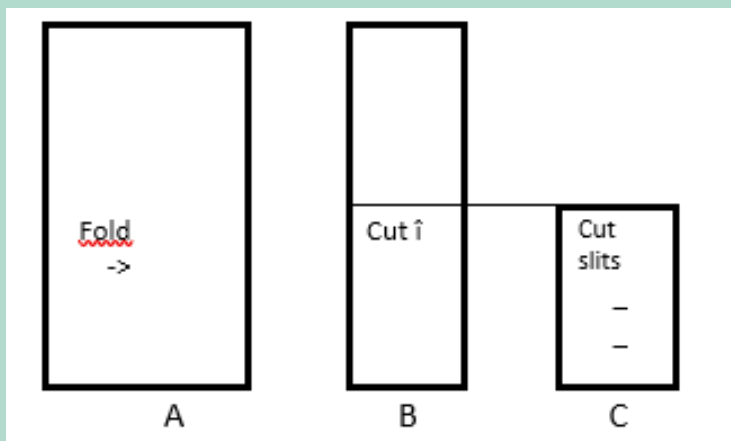


# Une Carte de Voeux

Par Trish Kolber

In an effort to be inclusive, Favourite Person Day, is a great way for students to acknowledge an important person in their lives. As Mother's Day and Father's Day approach, give your students an opportunity to show their gratitude.

For this craft, you will need coloured paper, scissors, coloured pencils or markers, and glue. White paper can also be used if coloured paper is not available. Students will make 3-5 flowers and each will have a stem on which they write, in the target language, something they appreciate about the person they wish to celebrate. On the back of the stem, they can translate the target language into the heritage language spoken by their favourite person.



A Fold an 8 ½ x 11" sheet of paper in half lengthwise.

B Cut the folded paper in half to make 2 cards . Now you have 2 cards that are 4.25 x 5.5 inches.

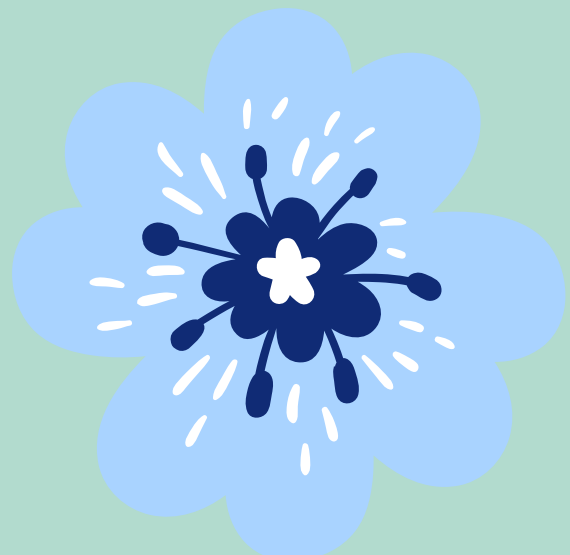
C Cut 2, 2.5cm horizontal slits on the front of the card.

D Cut and color 3 - 5 blossoms 4 x 4 cm square.

E Cut 3-5 stems approximately 1 x 5 inches in length.

F Write kind thoughts & memories using the target language and heritage language.

G Slide the stems through the 2 slits on the front of the card



# Mixed French Languages

Compiled by Trish Kolber

## French Rep

Have you ever wanted to discuss dialects or mixed languages with your students? As we know, French spoken in Canada, Europe, Africa, and the Caribbean can vary greatly in vocabulary and accents. Below is a list of some of the languages which went a step beyond and incorporated a certain number of elements of another distinct language into their dialect. We compiled several videos and articles which discuss various examples of this phenomenon.



What do your students think of this practice? Have they ever encountered this in their life? Do they think it is good or bad? Avoidable or inevitable?

Bolze, is a mixture of French and Swiss German spoken in the Basse-Ville district of Fribourg, Switzerland.

Brayon is a dialect of French in New Brunswick and Northern Maine.

Camfranglais is a hybrid language used in Cameroon, which has developed from the contact between Cameroonian indigenous languages, Pidgin English, English, and French.

Chiac (or Chiak), is a variety of Acadian French spoken mostly in southeastern New Brunswick.

Creole languages, are the result of communities of speakers of nonstandard varieties of European languages and speakers of non-European languages. Creole languages include varieties that are based on French, such as

- Haitian Creole,
- Louisiana Creole,
- Mauritian Creole

Joual is an accepted name for the linguistic features of Quebec French that are associated with the French-speaking working class in Montreal.

## Videos

WIKITONGUES: Jacques and Yvette speaking Chiac

New Brunswick French: Brayon & Chiac

Louisiana Creole vs French Speakers | Can they understand it?

Haitian Creole vs French Speakers | Can they understand it?

Time to Learn French Creole - YouTube

Trinidadian French Creole

Example of French Spoken in Martinique & Video

## Articles

Say Bonjour to 7 Different Types of French Spoken Today!

9 Types of French Spoken Around the World

Parlez-vous franglais? The Phenomenon of Mixing Languages

In Montreal, we speak franglais. How a mélange of French and English gives rise to a unique cultural language

Franglais became Canada's unofficial third language

Parlez-vous Franglais? Montreal's bilingual rappers speak their own language

Michif

Une totally different method pour learning French

French Dialects, Varieties, Creoles, Accents Across the World

Different French Accents Video

New language for divided Cameroon

# Manie Musicale

par Trish Kolber



In March of every year, since 2017, the nonprofit Manie Musicale Collaborative has worked to promote French language and culture through music. Manie Musicale 2022 included participation from 3400 schools in 50 states, 10 Canadian provinces and 2 territories, as well as sixteen countries. Activities center around every aspect of music: opinions, analysis, appreciation, preferences and so much more. Visit their website and try a few of the pre-made activities, some of which were produced by TV5 Monde. Get your students talking about this year's songs on FLIPGRID! In addition, Manie sometimes features a TikTok like competition with prizes! Give it a try using SeeSaw, FlipGrid or another video sharing app. Watch student engagement blow through your classroom ceiling, as you engage them in appreciation of French songs, culture, and their favorite social media.

<https://www.maniemusicale.info/how-it-all-works>

@ManieMusicale on Twitter and Instagram

@carbonneaufournier on Facebook

<https://enseigner.tv5monde.com/fiches-pedagogiques-fle/paroles-de-clips>





YMCA Summer Work Student Exchange



# This Summer Do Something Different

July 2 to August 13, 2022

## Join the YMCA Summer Work Student Exchange (SWSE) Program

### Will you be 16 or 17 this summer?

Sign up for SWSE and for six weeks you can:

- Travel to Québec and get a chance to expand and practice your French skills
- Meet youth on exchange and make friends
- Get paid work experience during your exchange
- Stay with a local host
- Enjoy fun group activities exploring your surroundings
- Build on your skills for the future!

Qualified staff will support you through the entire experience. The program will cover the cost of travel between provinces and program activities. There is a modest fee to participate.

Your family must also receive a youth participant at home while you are away. If this is a challenge, please get in touch.



**Become a host family. When you share your home with a youth participant, you are providing a cross-cultural experience, making a meaningful contribution in participants lives and helping to forge new connections.**

Any adult can apply to host a youth on exchange from another part of the country for six weeks.

Your support will include:

- Meals and a comfortable place to stay
- Inclusion in family structure and activities
- Guidance to the youth in new surroundings

Youth will work full-time and attend group activities during weekends, so they'll be busy! Program coordinators will be there to support you. If you need financial assistance to qualify as a host or have any other questions please contact us.

**Employ a youth participant. As a non-profit organization, you can provide employment for a youth this summer at minimal cost to you.**

The SWSE program will subsidize your new employee's salary at the minimum wage in your province, up to 35 hours/week.

You will provide:

- Six weeks of professional exposure
- Opportunities for skill development
- Supportive supervision

You can play an invaluable role in young people's career growth! Apply online to get started.



## Apply Now!



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# BCATML Newsletter Guidelines

The BCATML Newsletter is the official publication of the B.C. Association of Teachers of Modern Languages, a provincial specialist association of the B.C. Teachers' Federation. Three issues are published each year.

## STATEMENT OF PURPOSE

The BCATML Newsletter is the professional journal of the BC Association of Teachers of Modern Languages. As such it:

- 1) acts as a communication vehicle for ideas, trends and new developments in the field;
- 2) supports a professional network of Modern Language teachers who are committed to innovative teaching strategies;
- 3) promotes the teaching and learning of additional languages, through the BC curriculum.

Subscription to the BCATML newsletter is included with membership in the BCATML. The 2021-22 fees are: BCTF members \$40, Subscribers \$65.00; Pre-Service Teachers/TTOC/Retired BCTF members \$15. Fees include the BCATML Newsletter, membership in CASLT (Canadian Association of Second Language Teachers) if you attend BCATML's annual fall conference, and information about conferences, workshops, projects, and other BCATML publications and activities. BCATML memberships run for 12 months from the time applications are processed by the BCTF.

## NOTICE TO CONTRIBUTORS

Articles submitted for publication should be sent with a covering letter that contains:

- the author's full address, telephone number and/or email address
- a short description of the author and their current work or position
- a brief disclaimer allowing the editor editing and publishing rights
- a photograph of the author
- a photograph or high-resolution graphic to accompany the article.

We encourage material submitted by email in .doc and .png format as most articles are reformatted to our publication style. Graphics should be sent as separate files. Please send articles as an e-mail attachment to: [msagarcia314@gmail.com](mailto:msagarcia314@gmail.com). Length of articles usually varies from 300 to 1,000 words. Articles longer than 1,000 words may be shortened for publication. Authors must take particular care with diagrams and drawings. These are best reproduced if they are high contrast. Please do not submit items from copyright publications, if you have not included permission to publish them. The editor reserves the right to alter the text in any way necessary to conform to the objectives and mandate of the BCATML.

Submission Deadlines: **November 1st, March 1st, August 1st.**

Submission topics: curriculum implementation, back to school, cultural festivals & celebrations, aboriginal ways of knowing and perspectives aligned to the curriculum, assessment & evaluation, reporting, use of technology in a second language classroom context, etc. Advertisers should contact the Editor for rates and specifications. Copyright of articles resides with the original authors.

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