

TEACHING PORTFOLIO: FRANÇAIS

by

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B.A., Wellesley College, 1998

A REPORT

submitted in partial fulfillment of the requirements for the degree

MASTER OF ARTS

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College of Arts and Sciences

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Approved by:

Major Professor  
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## **Abstract**

This portfolio presents demonstrably proven effective guidelines for classroom activities in accordance with the widely accepted, communicative approach to teaching foreign languages. Stemming from the author's own personal experience with eighth-grade French students, these examples are based on the standard principles of Communicative Language Teaching.

As graphically and comprehensively illustrated in this portfolio with student-friendly, image- and table-enhanced templates, the author identifies and explains how structured input and output activities might be developed to encompass the four components of teaching a language: namely, listening; reading; writing; and speaking.

Beyond the objective of showing the usefulness of this teaching/learning method through examples of structured activities, the author augments the portfolio with valuable associated teacher's materials including a current professional teaching CV, a philosophy of teaching statement, a working syllabus, a classroom management plan, and a rationale for the activities included -- all of which are applicable to typical classroom environment situations. These carefully constructed worksheets and visuals are amply and appropriately interspersed throughout the sectional contents of the portfolio, thereby adding to the understanding of the textual descriptions of recommended teacher and student activities. In this manner, the author has documented a tested and practical set of working materials designed to promote the facility, ease and enthusiasm of learning languages from both the teacher and student points-of-view and needs.

The compartmentalized contents of this portfolio, organized into 13 sections as listed in the table of contents, comprise a wide range of actual classroom activities that evolved from the author's daily teaching experiences. The portfolio instructions and examples also incorporate the well-founded and well-known teaching techniques documented in the professional literature as cited throughout the narrative text. For this purpose then, this portfolio delivers a complete and thorough description of possible teacher and student activities in various foreign language classroom scenarios.

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## **Dedication**

To my family, my professors at Kansas State University, and my students for their  
wisdom, support and understanding

## CHAPTER 1 - CV

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# Lydia Buckley

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### Experience

August 2006-Present  
Sept. 1999-June 2003

**Milford Middle School East**, Milford, Massachusetts

*French/Spanish Teacher.* Plan, prepare and teach middle school French and Spanish classes at the novice, intermediate, and advanced level. Contributed to the development and revision of the Curriculum Guide and Pacing Guide. Co-authored a successful technology grant proposal for the Modern Language department.

Summer 2007  
Summer 2008

**Embassy CES**, Newton, Massachusetts

*EFL/ESL Instructor.* Planned and taught English grammar and conversation classes to international students at Lasell College.

August 2004-May 2006

**Kansas State University**, Manhattan, Kansas

*Graduate Teaching Assistant.* Planned, prepared and taught university level I-IV French classes. Attended weekly collaboration meetings with the other Graduate Teaching Assistants and the Coordinator.

Feb. 2001-April 2001

**North Attleboro Community School**, North Attleboro, Massachusetts

*French Instructor.* Designed and taught an adult introductory French class.

### Education

June 2004-Present

**Kansas State University**, Manhattan, Kansas

Enrolled as a GTA in a master's program in French with a focus on second language acquisition. Coursework includes: Foreign Language Pedagogy, French Culture, French Literature, Second Language Acquisition. Member of Phi Kappa Phi honor society and Pi Delta Phi French honor society. Recipient of the 2005-2006 William L. Stamey Teaching Award. GPA: 4.0.

June 2001-July 2002

**Framingham State College**, Framingham, Massachusetts

Enrolled in intermediate Spanish course, graduate level foreign language methodology course offered by the DOE, and graduate level education courses.

Sept. 1999- May 2001

**Quinsigamond Community College**, Worcester, Massachusetts

Enrolled in Spanish language courses for personal and career development.

Sept. 1998-May 1999

**Wellesley College**, Wellesley, Massachusetts

Post Baccalaureate Teacher Certification Program. Program included education methodology courses, classroom observation, and student teaching for certification in French at the secondary school level.

Sept. 1994-May 1998

**Wellesley College**, Wellesley, Massachusetts

BA degree, May 1998. French and Language Studies double major. Course work included: French Culture and History, French Language, Modern French Literature, and Francophone Literature; Phonetics, Psycholinguistics, Bilingualism, Ethnolinguistics, Language and Society. French Major GPA: 3.6; Language Studies GPA: 3.3.

Oct. 1996-May 1997

**L'Université de Provence, Aix-en-Provence, France**

Studied at a French University through the Wellesley-in-Aix Program. Enrolled in university classes for total immersion into the French University system. Assisted professor in teaching English to French High School students.

## **CHAPTER 2 - Philosophy of Teaching**

As for all teachers, a middle school language teacher's job is split between helping the students grow as human beings and teaching them about the specific discipline, in my case French. Throughout my years teaching French to middle schoolers between the ages of 12 and 14, I have been more than just a language teacher to my students. Amongst the various roles, I have found myself in the role of guidance counselor, social worker, friend and disciplinarian, just to name a few.

Still, as a French teacher of novice and intermediate level classes, my primary role is to introduce students to the French language and francophone culture. As the students' first exposure to the francophone world, my objective is to foster in them a favorable disposition towards studying the language and culture. Above the doorway to my classroom, I have a sign that says in French, "Everyone is happy here, some because they're arriving, some because they're leaving." I think this sign is very appropriate. Some students are automatically excited about studying the language, while others have no interest in French at all; they are just taking it to fill a requirement. My goal is to maintain the excitement and enthusiasm for the language for those who already show an interest, yet build it for students who have none. One way to do this is by conveying to the students my own excitement and enthusiasm. By sharing personal experiences related to the language and culture, the students' interest is piqued. Similarly, I think it is effective to tailor the class to the students' interests. For example, students love to watch French music video clips on sites such as youtube. In no time, they're singing along to current Francophone artists such as Ilona Mitrecey and Pigloo! By getting to know the students and incorporating their likes in the classroom, they are more likely to participate in the class should the topics at hand lose their interest.

Another way in which I foster their positive attitude is by making my classroom a very comfortable place to be in. Not all students are at ease verbally interacting and communicating in the foreign language classroom. I think one of my strengths as a teacher has been my understanding of the students. I try to encourage my students to build their confidence in their growing language ability. Instead of forcing a student to respond and spot-lighting him

or her in the class, I try to bring the student to the point where he or she is comfortable enough to volunteer and participate. This is effective because it creates a relaxed atmosphere where students aren't afraid to make mistakes. I also give students incentives for participation. A great motivator, I've discovered, is giving out stickers that once accumulated earn them a prize (valued at \$1.00 or less!). It's hard to believe, but 12 to 14 year olds love getting stickers! In a comfortable classroom environment, students are free to enjoy learning a new language and thus appreciate the value of knowing this other language.

Since not all students learn the same way, there is no one perfect way to teach (or learn) a language. I try to take into account each student's learning style and differentiate accordingly in the classroom -- although this is not always feasible. Further, I try to give students multiple ideas about how they might practice the language outside the classroom (using flashcards, writing repetition, speaking with classmates, labeling vocabulary items at home, etc.) and ask students for ideas about how they best learn languages. Although I agree that communication and interaction in the target language should be what a foreign language teacher strives for, I also think that grammar instruction and vocabulary memorization are important goals. Novice and intermediate foreign language classrooms at the middle-school level should be a mix of learning the structure of the language and using the language to complete information-based tasks...all within a culture-rich context. By building the enthusiasm for the language, personalizing the class, differentiating for the students and establishing a comfortable classroom setting, I believe I provide a good atmosphere for meaningful communication and learning to take place.



## **CHAPTER 3 - 10-Point Classroom Management Plan**

### **10-point personal classroom management plan:**

1. I will keep myself organized and I will be prepared.
2. I will make the classroom procedures known and adhere to them.
3. I will keep myself and the class on task.
4. I will not waste time or allow openings for confusion and disruption to develop.
5. Students will know ahead of time what is expected of them.
6. The students and I will be ready for class when the bell rings.
7. The class will be positive yet work-oriented.
8. I will have an open, welcoming and positive attitude towards students.
9. I will keep the physical classroom clean and organized.
10. I will be consistent.

These ten points are important because they help establish a classroom that prevents chaos and confusion. By taking these steps right from the onset, I will be able to thwart many disruptions and avoid wasting time. By keeping myself organized and on task, I will model the type of behavior I expect from the students. If students know what is expected of them, they will not feel as though they are being treated unfairly and there will be fewer chances of complaining and feet-dragging. If I am consistent with my expectations, students will learn the routine and look forward to an organized class where there is no room for confusion.

## **CHAPTER 4 - Classroom Management**

My classroom management is based on three principles: Keeping myself and the class organized, being consistent with my expectations of the class, and maintaining a welcoming and open atmosphere.

Much classroom management is proactive rather than reactive. Many disruptions can be prevented by taking steps to prepare the class ahead of time (Wong and Wong 91-94). A teacher who is organized will portray this to her students, and they in turn will know that there is no room for getting off track. Having my class organized and being prepared as soon as they walk in helps set the tone for the whole year (Partin 219-224). Students see me as being on top of things and caring about the class, rather than simply teaching a lesson (Wong and Wong 82-90).

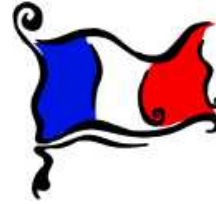
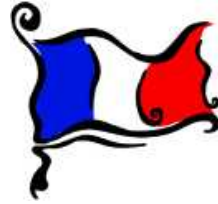
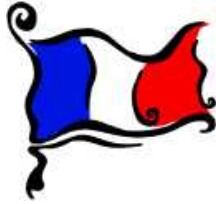
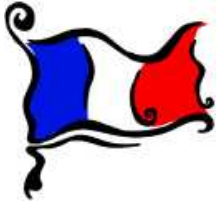
In addition to being organized and prepared, it is also important to be consistent in the classroom. Consistency with my expectations of the class and individual students, as well as consistency with my class routine and responses, circumvents many behavior problems and moments of chaos and confusion. By knowing what is expected of them ahead of time, students are less likely to feel as though they are being treated unjustly or are having surprises sprung on them (Wong and Wong 82-90). Also, by clearly stating what is expected of them (on an assignment, throughout the year, etc.), students are forced to take responsibility for their own work, preparation and behavior (Partin 7-10). Further, by being consistent with my class routine, students know what to do and when, so there is less wasted time and fewer opportunities for getting off track (Burden and Byrd 236-239).

In addition to having structure to my classes and my teaching through preparedness, organization and consistency, I also foster a welcoming and open environment in

my classroom. By being respectful, friendly and caring towards my students, I model the attitude that I want them to have with each other and with me. By creating a positive classroom environment, students feel liked and appreciated. In turn, they will have higher academic achievement and be more productive in the class than in an environment where they did not feel liked or appreciated (Burden and Byrd 262-267).

In conclusion, the three guiding principles for my management plan are organization, consistency and a friendly atmosphere. In these ways, I have planned for a classroom where students understand what is expected of them, are treated fairly, and feel comfortable. Establishing this sort of an atmosphere helps my classroom run smoothly and efficiently.

## CHAPTER 5 - Syllabus



Bienvenue à la classe de français!

Welcome to French class!

**Teacher:** Madame Buckley

**Course:** French

**Room:** 9

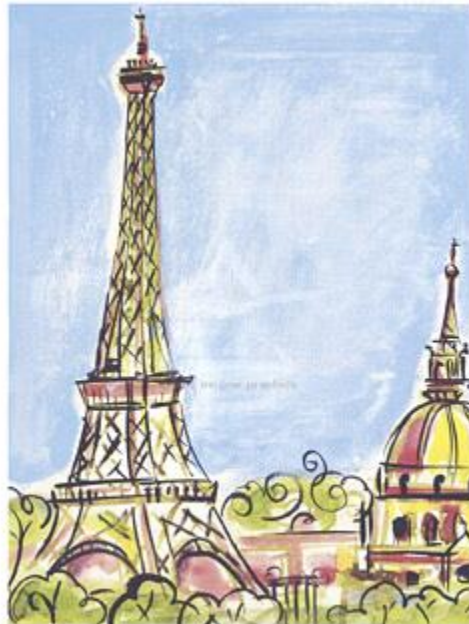
**Planning period:** Period 7

**Email:** lbuckley@milfordma.com

**Phone:** (508) 478-1170

**Extra Help Day :** Monday

**Text:** Allez, viens! Austin, Texas :  
Holt, Rinehart and Winston, 2003.



### **Course Description:**

A continuation of the beginning level French class offered at Stacy Middle School. The class stresses the four language skills: Listening, reading, writing, and speaking, with an emphasis on meaningful communication and cultural awareness. Students will be able to talk about themselves, their families, their favorite pastimes, and situational themes.

### **Purposes and Goals of the Course:**

- To continue with the development of the four basic language skills in a way that promotes student interest in the language and confidence in his/her growing language ability.
- To promote interest in Francophone (French-speaking) culture.
- To convey the practical advantages of knowing a second language in the United States.

### **Course Requirements of the Student:**

- **Homework is prepared on time**
  - Late homework is not accepted. If you do not have your homework in class with you when it is due, you will receive a zero.
- **Absences**
  - It is your responsibility to make up missed work. Assignments due on the day of an absence are to be turned in on your return to school. Assignments and classwork missed on the day of the absence must be made up and passed in the next day.
  - Excused absences from class don't excuse you from classwork. Please see me (after school, before school, at the start/end of class if appropriate, during hallway pass time, or before lunch), turn in your work, and get the next assignment. Consult the classroom binder and the Homework Board to see what items you missed in class.
  - Tests and quizzes are to be made up within 5 days of absence or no credit. See me to schedule a make-up time (Academic Enrichment, after school, before school, lunch).
- **Active participation in class activities**
  - Students are expected to bring all their materials to class with them. You will not be allowed to go back to your locker.
  - Students should be attentive during class and willing to volunteer.

- Heads should not be on desks and students should not be engaged in discussions not related to the classroom.
- **Oral review and practice of class material at home**
- Students should review their vocabulary, grammar and culture at home regularly. If there is no official homework assigned, students should be studying their flashcards.
- **Examinations**
- Quizzes
- Tests
- Oral exams
- Major assignments with grades lower than 70% must be signed by parent/guardian and returned to me.
- Students who receive lower than 70% on major assessments will be allowed to make corrections and receive up to half of the points they originally lost. For example, if a student receives a 60, he/she lost 40 points. If the corrections are fully completed, the student will be able to add 20 points (half of the points taken off) to their grade. The grade that will go into the gradebook would then be 80, not 60.
- Students will have one week from the day the assessment was returned in class to do the corrections. It is the student's responsibility to do the corrections and submit them to me.
- **Class projects**
- Each grading period, students will complete a presentation/project. Topics include: Francophone (French speaking) Country, Historical Figure/Famous Person in Francophone Culture, Current Events, and a Family Tree
- Students will be writing journal entries to me. They will be graded on content, not correct usage of structures. I will respond to the entry and ask follow-up questions.

### **Materials:**

It is suggested that students bring a pen, a pencil, a binder with folder, their workbook, and their textbook to every class unless otherwise specified.

### **Classroom Procedures:**

- **Entering the Classroom**

Enter the classroom quietly and calmly, get your needed class items out, put your unneeded belongings away quickly and do the *Faites-le maintenant!*

- **Faites-le maintenant!**

At the start of each class there is a bell work assignment posted on the board. Enter the classroom and get started on the assignment.

- **La Brève du Jour**

Copy down the word/ phrase/ factoid of the day. These will reappear as bonus questions on the tests.

- **Quieting the Class**

I raise my hand to quiet the class as a whole. When someone else is speaking, you do not speak. When the intercom or PA system comes on, you do not speak.

- **Greeting**

At the start of every class we greet one another with the greeting that is posted in the front of the room:

Mme B: Bonjour la classe! Vous allez bien aujourd'hui?

**Les étudiants : Très bien merci, et vous madame?**

Mme B : Très bien merci.

- **Restroom Breaks**

Only one student may use the restroom at a time. Fill in the blue pass and show me before leaving the room. Do not take the pass into the stall with you, please! Fill in the time when you return.

- **End of Class Dismissal**

The bell does not dismiss the class; I dismiss the class. Stay in your seats until I dismiss you.

- **ETC.**

As the year continues, we will learn the procedures for writing the homework heading, submitting homework, make-up work, etc.

### **Classroom Rules:**

- Be polite

- Be on task
- Follow Classroom Procedures

**Anti-cheating Policy:**

Work (including homework, tests, and classwork) is to be performed honestly and without unauthorized assistance.

**Grading:**

- Class participation-----20%  
(Including FLM, binder organization, attendance, preparation, behavior, attitude, classwork and groupwork)
- Homework-----20%
- Quizzes-----25%
- Tests-----35%  
(Projects will be graded as a test)

**Grading Scale:**

<b>A+</b>	<b>98-100</b>
<b>A</b>	<b>93-97</b>
<b>A-</b>	<b>90-92</b>
<b>B+</b>	<b>88-89</b>
<b>B</b>	<b>83-87</b>
<b>B-</b>	<b>80-82</b>
<b>C+</b>	<b>78-79</b>
<b>C</b>	<b>73-77</b>
<b>C-</b>	<b>70-72</b>



**D 65-69**

**F 64 and below**

**Text Overview:**

**Chapter 1 – Meeting someone**

- Greeting people and saying goodbye
- Express likes, dislikes, and preferences about things/activities

**Chapter 2 - School**

- Agreeing/disagreeing
- Asking for and giving information
- Asking for and expressing opinions

**Chapter 3 –Shopping for school**

- Making and responding to requests
- Saying what you'd like and what you'd like to do
- Getting someone's attention, asking for information, saying thanks

**Chapter 4 – Sports and pass-times**

- Telling how much you like/dislike something
- Exchanging information
- Making, accepting, and turning down suggestions

**Chapter 5 – Going to a restaurant**

- Making suggestions, excuses, recommendations
- Getting someone's attention; ordering food and beverages
- Inquiring about and expressing likes/dislikes; paying the check

**Chapter 6 – Having fun**

- Making plans
- Extending/responding to an invitation
- Arranging to meet someone

### **Chapter 7 – Family**

- Identify and introduce people
- Describe and characterize people
- Asking for, refusing, and giving permission

### **Chapter 8 – At the market**

- Expressing need
- Making, accepting, declining requests; Telling someone what to do
- Offering, accepting, and refusing food

### **Chapter 9 – The telephone**

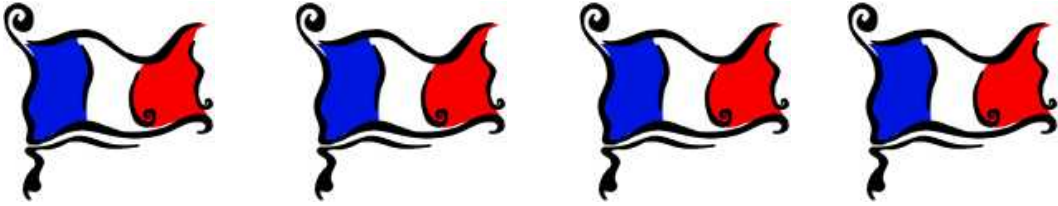
- Inquiring about/relating past events
- Making and answering a telephone call
- Sharing confidences, consoling others
- Asking for and giving advice

### **Chapter 10 – Clothing store**

- Expressing need/inquiring
- Asking for an opinion; paying a compliment; criticizing; hesitating; making a decision

At MSE, we will be reviewing what students learned at Stacy for the first week and a half. We will take a review quiz on that material, and then we will start with Chapter 5 in the textbook. We will finish through Chapter 10 by the end of the year.

*Merci et bonne année scolaire!*



## **CHAPTER 6 - Rationale for Activities Included in Teaching Portfolio**

The activities included in this teaching portfolio are based largely upon the communicative approach to teaching languages as presented in the text, Making Communicative Language Teaching Happen by Lee and VanPatten. Communicative Language Teaching (CLT) focuses on the negotiation of meaning rather than non-contextualized drilling of grammar forms. Additionally, while designing activities, I often rely on the principles of structured input and output that Lee and VanPatten established. The guidelines for developing structured input and output activities are as follows: present one thing at a time; keep meaning in focus; move from sentences to connected discourse; use both oral and written input; have the learner do something with the input; and keep the learner's processing strategies in mind (Lee & VanPatten 154). Beyond following the guidelines for developing structured input and output activities, the activities included are a sampling of the four components of language learning: reading, listening, speaking and writing.

Using structured input and output activities in my class has helped me transition from teacher-fronted instruction to student-focused instruction in the classroom. Before incorporating the techniques I learned throughout my studies at Kansas State University, my teaching reflected my fear of not being in complete control. I felt I was responsible for everything that took place, or didn't take place, in the classroom learning environment. I later learned that I had the Atlas Complex. The Atlas Complex, as coined by Finkel and Monk in regards to teachers (Lee & VanPatten 8), describes the typical classroom roles of teacher as the "transmitter and verifier of information while learners assume the role of knowledge recipient" (Lee & VanPatten 22). Although the process of letting go of the responsibility has been gradual, implementing structured input and output activities has made this transition much easier. By their very nature, structured activities, such as the ones included in this portfolio, are broken down into segments students can manage. I no longer fear that students will not be able to handle the work I expect them to do because the structured input and output activities I create are scaffolded into comprehensible sections.

In addition to the structured input and output activities, the purpose-driven information-exchange tasks I use in class reinforce the fundamentals of the communicative approach to teaching languages. That is, instead of just performing grammar drills, students must use the language to accomplish an end task: the purpose. While the structures and forms of a language are an integral component of my teaching, the communicative language teaching I try to incorporate in class focuses on meaningful communication instead of the repetition of non-contextualized grammatical forms that became popular with the Audiolingual Methodology (ALM). The activities included in this portfolio, therefore, reflect the ideals that I strive for within my teaching -- teaching language in a structured, contextualized and meaningful manner.

## CHAPTER 7 - Structured Input Activities

Descriptions of the structures presented and practiced in the input activities:

### **Input Activity 1:**

#### **La vie quotidienne**

In this activity, students practice the first person singular form of the verb faire.

### **Input Activity 2:**

#### **En ville**

In this activity, students practice à plus the definite articles, noting that there are contractions with some forms.

### **Input Activity 3:**

#### **Mes choses favorites**

In this activity, students practice the possessive adjectives in the first and third person forms.

### **Input Activity 4:**

#### **Le temps et les saisons**

In this activity, students practice the use of faire with weather terms.

### **Input Activity 5:**

#### **À quelle heure**

In this activity, students practice the structure for telling “at what time”.

### **Input Activity 6:**

#### **Les passe-temps**

In this activity, students practice the first person and third person conjugations of regular –er verbs

## La vie quotidienne



Decide if the following statements are typical statements concerning your daily routine during the week and on the weekend. Check off Typique if they are typical or Pas Typique if they are not.

### **Pendant la semaine...**

	<u>Typique</u>	<u>Pas Typique</u>
1. <b>je fais</b> les devoirs.	<input type="checkbox"/>	<input type="checkbox"/>
2. <b>je fais</b> les courses.	<input type="checkbox"/>	<input type="checkbox"/>
3. <b>je fais</b> le ménage.	<input type="checkbox"/>	<input type="checkbox"/>
4. <b>je fais</b> la fête.	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>je fais</b> du shopping.	<input type="checkbox"/>	<input type="checkbox"/>

### **Le week-end...**

	<u>Typique</u>	<u>Pas Typique</u>
6. <b>je fais</b> les devoirs.	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>je fais</b> les courses.	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>je fais</b> le ménage.	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>je fais</b> la fête.	<input type="checkbox"/>	<input type="checkbox"/>
10. <b>je fais</b> du shopping.	<input type="checkbox"/>	<input type="checkbox"/>

## En ville



### Où est-ce que vous allez?

1. Fill in the following chart stating how often you go to the following places.

Je vais...	Jamais	Une fois par mois	Une fois par semaine	Chaque jour
à la banque				
à la bibli				
à la poste				
au restaurant				
au supermarché				

2. Now, working with two other students, fill in the following charts. First, write your partners' names on the line. Then ask your partner how often they go to the following places by starting the question with « quand est-ce que tu vas... ».

_____ va...	Jamais	Une fois par mois	Une fois par semaine	Chaque jour
à la banque				
à la bibli				
à la poste				
au restaurant				
au supermarché				




_____ va...	Jamais	Une fois par mois	Une fois par semaine	Chaque jour
à la banque				
à la bibli				
à la poste				
au restaurant				
au supermarché				

3. Where does everyone go the most often? \_\_\_\_\_  
 Where does everyone go the least often? \_\_\_\_\_











## Mes choses favorites

I. Finish the following statements by filling in **your** favorites.

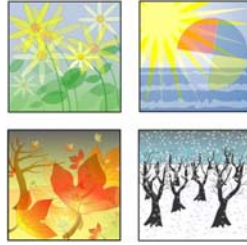
1.		Ma chanson favorite est _____.
2.		Mes émissions favorites sont _____ et _____.
3.		Ma saison favorite est _____.
4.		Mon magasin favori est _____.
5.		Mes sujets favoris sont _____ et _____.
6.		Mon repas favori est _____.
7.		Ma couleur favorite est _____.
8.		Mon sport favori est _____.

## Ses choses favorites

II. Finish the following statements by filling in what you think are your **teacher's favorites**.

1.		Sa chanson favorite est _____.
2.		Ses émissions favorites sont _____ et _____.
3.		Sa saison favorite est _____.
4.		Son magasin favori est _____.
5.		Ses sujets favoris sont _____ et _____.
6.		Son repas favori est _____.
7.		Sa couleur favorite est _____.
8.		Son sport favori est _____.

## Le temps et les saisons



Decide which types of weather are typical for each season in Massachusetts. Match the weather phrases with the appropriate season. Write the phrase relating to weather in the box for each season. You can use the weather phrases for more than one season.

**Dans l'état de Massachusetts...**

<b>Au printemps</b>	<b>En été</b>
<b>En hiver</b>	<b>En automne</b>

1. Il fait beau.
2. Il fait chaud.
3. Il fait frais.
4. Il fait froid.
5. Il neige.
6. Il pleut.

## À quelle heure?



Here are six daily activities. Based on the pictures, check off the most logical time of day a person would do the activity. Then, put the activities in order of when they are done in the day (starting with the earliest) by writing the numbers one through six beside the picture.



\_\_\_\_\_



\_\_\_\_\_

1.

\_\_\_ À une heure et demie du matin

\_\_\_ À sept heures du matin

\_\_\_ À trois heures de l'après-midi

3.

\_\_\_ À quatre heures moins dix de l'après-midi

\_\_\_ À sept heures du matin

\_\_\_ À dix heures et quart du soir



\_\_\_\_\_

2.

\_\_\_ À huit heures dix du matin

\_\_\_ À onze heures du soir

\_\_\_ À une heure et quart de l'après-midi



\_\_\_\_\_

4.

\_\_\_ À neuf heures et demie du soir

\_\_\_ À quatre heures du matin

\_\_\_ À huit heures et demie du matin



\_\_\_\_\_

5.

\_\_\_\_ À sept heures du soir

\_\_\_\_ À deux heures du matin

\_\_\_\_ À midi



\_\_\_\_\_

6.

\_\_\_\_ À onze heures et demie du soir

\_\_\_\_ À deux heures moins vingt du  
matin

\_\_\_\_ À midi

## Les passe-temps



Indicate how often you do the following activities by checking off the appropriate box.

	<u>Souvent</u>	<u>De temps en temps</u>	<u>Rarement</u>
1. J'écoute de la musique.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Je joue à des jeux vidéo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. J'étudie.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Je regarde la télévision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Je téléphone à mes amis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now, get together with a partner and share your information.

	<u>Souvent</u>	<u>De temps en temps</u>	<u>Rarement</u>
Mon partenaire...			
1. écoute de la musique.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. joue à des jeux vidéo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. étudie.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. regarde la télévision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. téléphone à ses amis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there an activity that you both do often? From time to time? Rarely? Write the activity you have in common or write “rien” if there is nothing you both do.

Souvent: \_\_\_\_\_

De temps en temps: \_\_\_\_\_

Rarement : \_\_\_\_\_

## CHAPTER 8 - Structured Output Activities Teacher Copies

Descriptions of the structures practiced in the output activities:

### **Output Activity 1:**

#### **Où vas-tu aller ce week-end?**

In this activity, students practice the near future (le futur proche).

### **Output Activity 2:**

#### **Qu'est-ce que tu as fait hier?**

In this activity, students practice the past tense (le passé composé).

### **Output Activity 3:**

#### **Qu'est-ce que tu faisais quand tu étais à l'école primaire?**

In this activity, students practice the imperfect (l'imparfait).

### **Output Activity 4:**

#### **Si j'avais un million de dollars...**

In this activity, students practice the conditional in if clauses (les phrases avec si plus le conditionnel).



## Output Activity 1

### Où vas-tu aller ce week-end?

#### Teacher's background information:

---

Grammatical Focus: Near future (le future proche)

Principle: To express future plans.

Guidelines Incorporated:

- Present one thing at a time. *First person conjugations of aller plus infinitive.*
  - Keep meaning in focus. *Stating where you are going to go this weekend.*
  - Use both written and oral output. *Writing sentences and sharing them with a partner.*
  - Others must respond to the content of the output. *Sharing sentences and filling in a chart with a partner.*
  - The learner must have some knowledge of the form or structure. *Input activities for aller, future construction, negation and places in town.*
- 

#### Student handout :

### Où vas-tu aller ce week-end?

#### **I. Première étape**

Write four statements about where you are going to go this weekend.

Modèle

Ce week-end, je vais aller au cinéma.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.

#### **II. Deuxième étape**

Write two statements about where you are not going to go this weekend.

Modèle

Ce week-end, je ne vais pas aller au zoo.

1. \_\_\_\_\_.
2. \_\_\_\_\_.

#### **III. Troisième étape**

- Now present your sentences to a partner. Your partner will then present his or her sentences to you.
- Based on the sentences, you and your partner will fill in the following chart. First, under “les endroits,” write down all the places that you and your partner mentioned (from the première and deuxième étapes).
- Then, based on the sentences you both wrote, check off either OUI or NON. Oui means you are going to the place mentioned, non means you are not.

Les endroits	Étudiant A		Étudiant B	
	OUI	NON	OUI	NON
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

#### IV. Post-activité

Are there any places that you are both going to go this weekend? Are there any places that neither of you are going to go this weekend? If so, write two sentences stating what you have in common.

Modèle

**Nous allons** aller au cinéma.

**Nous n'allons pas** aller au zoo.

1. **Nous allons** \_\_\_\_\_.

2. Nous **n'allons pas** \_\_\_\_\_.

## Output Activity 2

Qu'est-ce que tu as fait hier?

### Teacher's background information:

---

Grammatical Focus: Past tense (le passé composé)

Principle: To express past actions.

Guidelines Incorporated:

- Present one thing at a time. *First person singular forms of the passé composé.*
  - Keep meaning in focus. *Describing what you did yesterday.*
  - Move from sentences to connected discourse. *Writing sentences in paragraph form to describe what you did yesterday.*
  - Use both written and oral output. *Writing a paragraph, reading the paragraph, filling in a chart.*
  - Others must respond to the content of the output. *Filling in a chart based on information heard. Deciding if any commonalities exist.*
  - The learner must have some knowledge of the form or structure. *Knowledge of the formation and usage of the passé composé.*
- 

### Student handout :

Qu'est-ce que tu as fait hier?

#### I. Première étape

Write a short paragraph describing what you did yesterday in the morning, in the afternoon and in the evening. Mention at least **four things** that you did and **four places** you went.

Modèle

Hier, j'ai mangé le petit-déjeuner chez moi.

---

---

---

---

---

---

---

---



### Output Activity 3

#### Qu'est-ce que tu faisais quand tu étais à l'école primaire?

##### Teacher's background information:

---

Grammatical Focus: Imperfect (l'imparfait)

Principle: To express habitual past actions.

Guidelines Incorporated:

- Present one thing at a time. *First person singular forms of the imperfect.*
  - Keep meaning in focus. *Stating what you used to do on a regular basis.*
  - Use both written and oral output. *Writing sentences about what you used to do, sharing the sentences with the class.*
  - Others must respond to the content of the output. *Stating whether you did or did not do activities.*
  - The learner must have some knowledge of the form or structure as well as vocabulary (verbs). *Knowledge of the imperfect formation and usage.*
- 

##### Student handout :

#### Qu'est-ce que tu faisais quand tu étais à l'école primaire?

##### **I. Première étape**

Write five sentences describing what you used to do when you were in elementary school.

Modèle:

Quand j'étais à l'école primaire, je chantais l'alphabet.

Quand j'étais à l'école primaire...

je \_\_\_\_\_.

je \_\_\_\_\_.

je \_\_\_\_\_.

je \_\_\_\_\_.

je \_\_\_\_\_.

## **II. Deuxième étape**

Are there any activities that you still do now? Put a star to the left of any of the activities that you still do now.

## **III. Troisième étape**

Circulate in the room and see if any of your classmates used to do any of the activities that you listed.

You will read your phrases and then ask, “And you?”

→ “Quand j’étais à l’école primaire, je chantais l’alphabet. Et toi?”

Your classmates will respond “Me too” or “Not me.”

→ “Moi aussi/Pas moi.”

If any of your classmates also did the activities you listed, have them sign their name to the right of your sentence.

## **IV. Post-activité**

Working together as a whole class, discuss your results. Were there any original activities that no one else did?

## Output Activity 4

### Si j'avais un million de dollars...

#### Teacher's background information:

---

Grammatical Focus: Use of conditional with "si phrases"

Principle: To express hypothetical situations.

Guidelines Incorporated:

- Present one thing at a time. *First person singular form of the conditional.*
  - Keep meaning in focus. *Stating what you would do if you had a million dollars.*
  - Use both written and oral output. *Writing sentences and then sharing them in groups of four.*
  - Others must respond to the content of the output. *Making a list of all the things the group members and the class would do and deciding which things were the most and least popular.*
  - The learner must have some knowledge of the form or structure. *Knowledge of how to form conditional and when to use it after si phrases.*
- 

#### Student handout :

### Si j'avais un million de dollars...

#### I. Première étape

Que feriez-vous? Using the conditional, write three statements stating what you would do if you had a million dollars.

Modèle:

Si j'avais un million de dollars, j'achèterais une nouvelle voiture.

Si j'avais un million de dollars, moi...

je \_\_\_\_\_.

je \_\_\_\_\_.

je \_\_\_\_\_.



## **II. Deuxième étape**

- Working in groups of four, discuss your sentences.
- Then, make a list of the things you and your partners said you would do.
- Beside the activity, put the number of students in your group who said they would do that activity.
- Then, as a whole class, put all the activities on the board along with the number of students who chose those activities.

## **III. Post-activité**

Determine the most and least popular things the students would do if they had a million dollars.

## CHAPTER 9 - Structured Output Activities Student Handouts

**Où vas-tu aller ce week-end?**

### **I. Première étape**

Write four statements about where you are going to go this weekend.

Modèle

Ce week-end, je vais aller au cinéma.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.

### **II. Deuxième étape**

Write two statements about where you are not going to go this weekend.

Modèle

Ce week-end, je ne vais pas aller au zoo.

1. \_\_\_\_\_.
2. \_\_\_\_\_.

### **III. Troisième étape**

- Now present your sentences to a partner. Your partner will then present his or her sentences to you.
- Based on the sentences, you and your partner will fill in the following chart. First, under “les endroits”, write down all the places that you and your partner mentioned (from the première and deuxième étapes).
- Then, based on the sentences you both wrote, check off either OUI or NON. Oui means you are going to the place mentioned, non means you are not.

Les endroits	Étudiant A		Étudiant B	
	OUI	NON	OUI	NON
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

#### IV. Post-activité

Are there any places that you are both going to go this weekend? Are there any places that neither of you are going to go this weekend? If so, write two sentences stating what you have in common.

Modèle

**Nous allons** aller au cinéma.

**Nous n'allons pas** aller au zoo.

1. **Nous allons** \_\_\_\_\_.

2. **Nous n'allons pas** \_\_\_\_\_.



- Then, read your paragraph to your partner and he or she will fill in an identical chart based on your paragraph.

Prénom de mon/ma partenaire: \_\_\_\_\_

Quoi	Où	Quand		
		Le matin	L'après-midi	Le soir

### III. Post-activité

Are there any activities that you both did yesterday? Are there any places you both went?

## **Qu'est-ce que tu faisais quand tu étais à l'école primaire?**

### **I. Première étape**

Write five sentences describing what you used to do when you were in elementary school.

Modèle:

Quand j'étais à l'école primaire, je chantais l'alphabet.

Quand j'étais à l'école primaire...

je \_\_\_\_\_.

je \_\_\_\_\_.

je \_\_\_\_\_.

je \_\_\_\_\_.

je \_\_\_\_\_.

### **II. Deuxième étape**

Are there any activities that you still do now? Put a star to the left of any of the activities that you still do now.

### **III. Troisième étape**

Circulate in the room and see if any of your classmates used to do any of the activities that you listed.

You will read your phrases and then ask, "And you?"

→ "Quand j'étais à l'école primaire, je chantais l'alphabet. Et toi?"

Your classmates will respond "Me too" or "Not me."

→ "Moi aussi/Pas moi."

If any of your classmates also did the activities you listed, have them sign their name to the right of your sentence.

#### **IV. Post-activité**

Working together as a whole class, discuss your results. Were there any original activities that no one else did?

## Si j'avais un million de dollars...

### I. Première étape

Que feriez-vous? Using the conditional, write three statements stating what you would do if you had a million dollars.

Modèle:

Si j'avais un million de dollars, j'achèterais une nouvelle voiture.

Si j'avais un million de dollars, moi...

je \_\_\_\_\_.

je \_\_\_\_\_.

je \_\_\_\_\_.

### II. Deuxième étape

- Working in groups of four, discuss your sentences.
- Then, make a list of the things you and your partners said you would do.
- Beside the activity, put the number of students in your group who said they would do that activity.
- Then, as a whole class, put all the activities on the board along with the number of students who chose those activities.

### III. Post-activité

Determine the most and least popular things the students would do if they had a million dollars.



## CHAPTER 10 - Purpose-driven Information-exchange Task

### Purpose-driven Information-exchange Task

#### L'emploi du temps

#### Teacher's background information:

---

**Function:** Ask for and obtain information in order to fill out a schedule

**Duration:** Pre-activity – 10 minutes  
Activity – 15 minutes  
Post-activity – 5 minutes

**Materials:** Overhead transparency  
Activity sheets A and B  
Student instruction sheet

**Objectives:** Communicate in French  
Exchange information in order to complete a final task  
Ask questions  
Review/use structures and vocabulary

**Vocabulary:** Numbers 0 to 60  
Days of the week  
Telling time  
School subjects

**Structures:** Verb avoir  
Telling time  
Asking questions (à quelle heure, quand)

**Desired outcomes:**

After exchanging information, students will fill out a school schedule and decide which classes they have in common. Students will speak in French for at least 20 minutes. They will exchange information in order to complete a final task (purpose-driven activity). They will review and use numbers 0 to 60, days of the week, telling time, and school subjects. They will use the verb avoir (in the je, tu and vous forms), and they will ask time questions (à quelle heure, quand).

---

**Pre-activity**

- Warm-up to review the days of the week  
Ask questions such as: Quel jour est-ce? Et demain, quel jour est-ce? Quels jours font le week-end? Quels jours est-ce qu'on va au collège?
- Warm-up to review telling time  
Show students the overhead transparency with the pictures of daily activities. Students will orally respond with the time they do the activities pictured.
- Warm-up to review school subjects  
Put students in groups of two. Pass out white lined paper. Ask the groups to make a list in French of the classes they have this year. As a whole class, go over the classes and tell the students to keep the sheet for later.

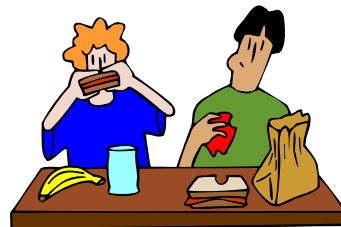
**Activity**

- Have students stay in their groups of two
- Pass out the student instruction sheets
- Pass out Student Sheet A to one student in each group and pass out Student Sheet B to the other student in each group (if there is an odd number of students, form one group of three with two students being Student A)
- Tell students not to look at their partner's sheet
- Read the instructions together as a class
- Review the question formation needed in the activity
- Give students 20 minutes to complete the activity

**Post-activity**

- As a whole class, ask the groups which classes they will have together
- Ask what other classes they will have and at what time
- Ask students to take out the list of classes they had brainstormed during the pre-activity
- Ask which classes are both on the list they created and in the activity
- Ask if they have any of the classes from the activity this year
- Ask what classes from the activity are not offered at their school
- Ask students to point out differences they notice between their real school schedule and the school schedule from the activity
- Ask students which class is their favorite

À quelle heure?



## **L'emploi du temps**

### **Student instructions**

#### **Quelle classe?**

You and your best friend will be going to the same school in France this year as exchange students. You have both just received your schedules. You are so excited because you find out you're both taking the same classes. Unfortunately, you soon realize that although you're taking the same classes, you are in different sections for all of the classes except one.

*Your task is to fill out your friend's schedule and give your friend your schedule information so that you can see which class you will have together.*

#### **How to complete the activity:**

- You may start with one student's schedule (student A for example) and fill out the entire schedule before switching roles and filling out the schedule for student B. Or, you may go back and forth asking each other about your schedules.
  
- There are several ways you might go about formulating your questions:  
You may ask when they have certain classes:
  - **Quand ...?                      Quand est-ce que tu as la classe de français?**
  
  - **À quelle heure... ?    À quelle heure est-ce que tu as la classe de français ?**
  
- You may ask what class they have at certain times :
  - **Tu as quelle classe à huit heures et demie ?**
  
- If you don't have class at a certain time, state that you don't have class at that time :
  - **Je n'ai pas de classe à huit heures et demie.**

**Bonne chance !**

## L'emploi du temps

### Student A

Voici les classes:

Dessin

Histoire

Latin

Français

SVT (Sciences vie et terre)

Géographie

Maths

Informatique

Anglais

Physique

EPS (Education physique et sportive)

#### A. L'emploi du temps de \_\_\_\_\_

	LUNDI	MARDI	MERCREDI	JEUDI	VENDREDI	SAMEDI
8h30 à 9h30	Histoire	Dessin		Informatique		Français
9h30 à 10h30	Anglais	Français	Anglais	Physique	Dessin	Français
10h30 à 11h30	EPS	Français	Informatique	Maths	Latin	Latin
11h30 à 12h30	Français	Latin	Maths		SVT	Histoire
12h30 à 14h00	REPAS	REPAS	REPAS	REPAS	REPAS	REPAS
14h00 à 15h00	SVT	Maths		Dessin	Etude dirigée	
15h00 à 16h00	Géographie	Maths		EPS		
16h00 à 17h00	Physique	Anglais				

#### B. L'emploi du temps de \_\_\_\_\_

	LUNDI	MARDI	MERCREDI	JEUDI	VENDREDI	SAMEDI
8h30 à 9h30						
9h30 à 10h30						
10h30 à 11h30						
11h30 à 12h30						
12h30 à 14h00	REPAS	REPAS	REPAS	REPAS	REPAS	REPAS
14h00 à 15h00					Etude dirigée	
15h00 à 16h00						
16h00 à 17h00						

Quelle est la classe que vous avez ensemble ? \_\_\_\_\_

## L'emploi du temps

### Student B

Voici les classes:

Dessin

Histoire

Latin

Français

SVT (Sciences vie et terre)

Géographie

Maths

Informatique

Anglais

Physique

EPS (Education physique et sportive)

#### B. L'emploi du temps de \_\_\_\_\_

	LUNDI	MARDI	MERCREDI	JEUDI	VENDREDI	SAMEDI
8h30 à 9h30	Dessin		Français	EPS		Français
9h30 à 10h30	Latin	Histoire	Latin	SVT	Géographie	Français
10h30 à 11h30	Informatique	Dessin	EPS	Maths	Anglais	Anglais
11h30 à 12h30	SVT	Anglais	Maths		Physique	Dessin
12h30 à 14h00	REPAS	REPAS	REPAS	REPAS	REPAS	REPAS
14h00 à 15h00	Physique	Maths		Histoire	Etude dirigée	
15h00 à 16h00	Français	Maths		Informatique		
16h00 à 17h00	Français	Latin				

#### A. L'emploi du temps de \_\_\_\_\_

	LUNDI	MARDI	MERCREDI	JEUDI	VENDREDI	SAMEDI
8h30 à 9h30						
9h30 à 10h30						
10h30 à 11h30						
11h30 à 12h30						
12h30 à 14h00	REPAS	REPAS	REPAS	REPAS	REPAS	REPAS
14h00 à 15h00					Etude dirigée	
15h00 à 16h00						
16h00 à 17h00						

Quelle est la classe que vous avez ensemble ? \_\_\_\_\_

## **CHAPTER 11 - Listening Activities**

Descriptions of the themes and vocabulary practiced in the listening activities:

### **Listening Activity 1:**

#### **Au marché**

Cultural activity

In this activity, students listen to a script about shopping at the market. Students practice their food and places to shop vocabulary. Students compare their shopping habits with the shopping habits in Québec.

### **Listening Activity 2:**

#### **On est malade !**

Non-cultural activity

In this activity, students listen to a script about two people who are sick: one person has a cold, and the other has the flu. Students practice their vocabulary about sickness and health. Students discuss what they did the last time they were sick.



## **Listening Activity 1**

### **Au marché**

#### **Teacher's background information:**

#### **Cultural activity**

#### **Pre-listening activity:**

- Ask students to describe how they do their food shopping. Working in groups of three, they will discuss this topic in French.

#### **Listening activity:**

- Distribute the listening comprehension questions to the students.
- Read the listening activity out loud using images on the overhead projector to help situate the text.
- Students will individually answer the questions with written responses.
- Discuss the answers with the whole class by calling on individual students to give their answers.

#### **Post-listening activity:**

- Distribute the comparisons sheet to the students.
- Working in the same groups as before, students will compare their food shopping habits with those they have learned about in class from the francophone world.
- Ask students to find at least two advantages to each way of shopping.

To differentiate for lower-level students of French, I would allow the students to do the pre-listening in English, and I would take their ideas and express them in French. I would also allow them to use English on the comparison sheet as needed.

## **Listening Script :**

### **French version**

**Read at a slower pace than normal speech, short pauses after each sentence (two seconds), longer pauses after each paragraph (five seconds)**

Camille fait des achats au marché. Elle va au marchand de légumes pour acheter des carottes, des oignons et des pommes de terre. Camille va faire de la soupe avec les carottes, les oignons et les pommes de terre. Même si les haricots verts et les petits pois sont bon marché, elle n'achète pas de haricots verts ou de petits pois parce qu'elle ne les aime pas.

Camille va au marchand de fruits pour acheter des pommes et des raisins. Camille prend toujours une pomme pour le déjeuner. Camille adore prendre les raisins pour le goûter. Camille n'achète pas de pêches au marchand de fruits. Elle achète les pêches dans une boîte. Elle achète les pêches au supermarché.

Camille va à la boucherie pour acheter du bœuf et du poulet. Le boucher de Camille a les meilleurs prix pour la viande et la volaille dans la ville entière. Le boucher ne vend pas de porc, donc, Camille va à la charcuterie pour acheter du jambon et du porc. Camille aime mettre du jambon dans sa soupe avec les carottes, les oignons et les pommes de terre.

Camille achète du pain et des croissants à la boulangerie. Camille a deux croissants chaque matin. Elle achète des tartes et des éclairs à la pâtisserie. Camille adore aller à la pâtisserie. Elle aime acheter des tartes aux pommes pour les grands repas en famille. Pour elle-même, elle aime acheter des éclairs.

### **English version**

Camille does some of her shopping at the outdoor market. She goes to the vegetable vendor to buy carrots, onions and potatoes. Camille is going to make a soup with the carrots, onions and potatoes. Even though the green beans and peas are at a good price, Camille doesn't buy green beans or peas because she doesn't like them.

Camille goes to the fruit vendor to buy apples and grapes. Camille always has an apple for lunch. Camille loves to have grapes for a snack. Camille doesn't buy peaches at the fruit vendor. She buys peaches in a can. She buys the peaches at the supermarket.

Camille goes to the butcher shop to buy beef and chicken. Camille's butcher has the best prices for meat and chicken in town. The butcher doesn't sell pork products, so she goes to the pork butcher shop to buy ham and pork. Camille likes to add ham to her soup with the carrots, onions and potatoes.

Camille buys bread and croissants at the bread baker. Camille has two croissants each morning. She buys pies and éclairs at the pastry shop. Camille loves going to the pastry shop. She likes to buy apple pies for family meals. For herself, she likes to buy éclairs.

# Au marché



**Comprehension questions:**

**Teacher copy**

1. Qu'est-ce que Camille achète au marchand de légumes pour mettre dans sa soupe?  
What does Camille get at the vegetable vendor to put in the soup she's making?
  
2. Est-ce que Camille achète des haricots verts et des petits pois?  
Does Camille buy green beans and peas?
  
3. Quels fruits achète Camille ?  
What fruit does Camille buy?
  
4. Où est-ce qu'elle achète ses pêches?  
Where does she buy her peaches?
  
5. Le boucher de Camille, est-il cher?  
Is Camille's butcher expensive?
  
6. Qu'est-ce que Camille achète à la charcuterie pour mettre dans sa soupe?  
What does Camille buy at the pork butcher for her soup?
  
7. Qu'est-ce que Camille prend chaque matin?  
What does Camille have every morning?
  
8. Quel magasin est-ce que Camille adore? La boucherie ou la pâtisserie ?  
What shop does Camille love? The butcher shop or the pastry shop?



## Listening Activity 2

### On est malade!

#### Teacher's background information:

##### Non-cultural activity

##### Pre-listening activity:

- For a pre-listening activity, students will think about the last time they were sick.
- They will then get in groups of three and write down what their most recent illnesses or conditions were on a piece of flip-chart paper.
- Then, they will brainstorm on the flip-chart paper the symptoms and remedies associated with the illness or condition.

For example:

#### **A Cold**

Runny nose

Cough

Sore throat

Tissues

#### **Un rhume**

Le nez qui coule

La toux

Mal à la gorge

Mouchoirs en papier

- The class will reconvene and discuss the various illnesses and remedies.

##### Listening activity:

- Distribute the listening comprehension chart to the students.
- Read the listening activity out loud.
- Students will individually fill in the chart.
- Discuss the answers in small groups.

##### Post-listening activity:

- Working in the same groups as before, students will decide if they do the same things when they have the flu or a cold as Michel and Nathalie.

To differentiate for lower-level students of French, I would allow the students to do the pre-listening in English, and I would take their ideas and express them in French. I would also allow them to use English during the post activity.



## **Listening Script :**

### **French version**

**Read at a slower pace than normal speech, short pauses after each sentence (two seconds), longer pauses after each paragraph (five seconds)**

Michel est malade. Il a un rhume. Il tousse beaucoup et il a mal à la gorge. C'est pourquoi il a une boîte de pastilles. En plus, il a le nez qui coule, alors il a besoin de beaucoup de mouchoirs en papier. Michel reste à la maison et boit des jus de fruits.

Nathalie n'est pas du tout en bonne forme; elle a la grippe. Elle a de la fièvre. Elle a mal au ventre et elle a des douleurs musculaires. Le médecin lui conseille de dormir et de prendre de l'aspirine. Il lui donne aussi une ordonnance pour des comprimés.

### **English version**

Michael is sick. He has a cold. He coughs a lot and has a sore throat. That's why he has a box of cough drops. Also, he has a runny nose, so he needs a lot of tissues. Michael stays home and drinks fruit juice.

Nathalie is not in good shape at all; she has the flu. She has a fever. She has a stomachache and she has body pains. The doctor advises her to sleep and take aspirin. He also gives her a prescription for some pills.



## CHAPTER 12 - Reading Activities

Descriptions of the themes presented and the skills practiced in the reading activities:

### **Reading Activity 1:**

#### **Éco-conseils**

In this activity, students read an authentic selection published by the government of Canada about being environmentally friendly. The article promotes the Canadian Environment Week (La semaine canadienne de l'environnement). Students discuss measures they take to help the environment and discover new ways to be eco-friendly based on the reading.

### **Reading Activity 2:**

#### **Adoptez-le !**

In this activity, students read about a dog that is up for adoption. Using their prior knowledge about pet-related vocabulary and their reading strategies, students answer comprehension questions in English as a formal assessment.

## Reading Activity 1

### Éco-conseils

#### Teacher's background information:

##### Pre-reading activities:

- **Brainstorming activity:**  
To situate the text, speak about the environment in general as a whole class. Then, in groups of three, discuss environmental issues that are a concern in your region and the efforts that citizens can make. What do you do to help the environment?
- **Previewing titles activity:**  
After distributing the text, still working in the same groups, have students scan the title and jot down what they think the article will be about.
- **Headings activity:**  
Have students scan the headings and jot down the main sections of the text.
- **Illustrations activity:**  
Have students study the five illustrations and give a summary of each illustration. Then have students look back at the headings to see if there is a connection between the illustrations and the headings. Students will then reread what they wrote about the subject of the article based on the title and decide if they still think it's correct.
- **Using word knowledge activity:**  
Have students skim the reading for cognates. Have students write down 10 cognates that they find in the reading.

##### Reading activities:

I. Distribute the reading excerpt and the comprehension questions to the students.

Give the students 10 minutes to complete the reading and answer the comprehension questions.

Working in the same small groups as before, the students will review their answers to confirm comprehension.

II. Assign each group a section of the article. The groups will find the main ideas presented by the text for their particular section. The groups will present their findings to the class, and students will take notes on all sections using the following chart.

## LES IDÉES PRINCIPALES

Énergie	Terre	Air	Eau

### **Post-reading activity:**

After presenting the main points of the article, students will decide what further efforts (suggested by the text) they can make to help the environment.

## Reading Activity 1

### Éco-conseils

#### Agir pour l'environnement

#### Éco-conseils



### *Semaine canadienne de l'environnement*

*du 5 au 11 juin*

En faisant des choix de consommation éclairés et en utilisant l'énergie avec sagesse, vous pouvez réduire les émissions de gaz à effet de serre (GES) qui accentuent les changements climatiques, et vous acheminer vers une réduction d'une tonne de ces émissions. Parmi les conseils ci-dessous, nombreux sont ceux qui pourront réduire la pollution tout en vous faisant faire des économies!

#### Énergie



- N'oubliez pas de nettoyer vos ampoules électriques (lorsque le courant est coupé). L'accumulation de poussière peut réduire l'intensité lumineuse de 25 p. 100.
- Vos appareils électroménagers ont aussi besoin d'une mise au point; nettoyez tous les filtres et les serpentins.
- Lorsque vous remplacez des ampoules électriques difficiles d'accès, comme les ampoules des porches à l'extérieur, utilisez des ampoules fluorescentes compactes éconergétiques. Il ne sera pas nécessaire de les changer pendant sept ans!
- Servez-vous des couvre-fenêtres afin de réchauffer ou refroidir votre maison.
- Lavez vos vêtements à l'eau froide. De nombreux détergents sont efficaces lorsqu'ils

sont utilisés dans l'eau froide.

- Rendez votre maison plus éconergétique par l'amélioration de l'isolation, du calfeutrage et des coupe-froid. Moins vous utilisez d'énergie, moins vous aurez d'impact sur l'environnement.
- Installez et utilisez un thermostat programmable. En diminuant votre thermostat de 1 °C, vous pouvez réduire vos frais de chauffage. La nuit, en réduisant la température de 3 °C et lorsque vous n'êtes pas à la maison le jour, vous pouvez réaliser des économies optimales et réduire les gaz à effet de serre d'une demi-tonne.
- Lors de l'achat d'un nouvel appareil électroménager, procurez-vous un appareil éconergétique.

## Terre



- Évitez de faire des ordures en utilisant des tissus et des chiffons réutilisables au lieu de vous servir d'essuie tout.
- Au lieu d'utiliser des produits chimiques et des essuie tout pour laver les fenêtres, servez-vous de 125 ml de vinaigre (1/2 tasse), d'un litre d'eau (4 tasses) et d'un racloir en caoutchouc.
- Si l'espace est restreint, faites pousser des légumes biologiques dans des contenants ou dans ses boîtes à fleurs de fenêtre.
- Faites une vente de garage afin de permettre de recycler des articles que vous ne voulez plus. Lorsqu'une personne se débarrasse de quelque chose, cela peut être utile à une autre personne.
- Donnez vos appareils électroniques à des groupes de recyclage ou faites-en vous-même le recyclage. Cela permettra de réduire la pression sur les lieux d'enfouissement.



- Lorsque vous achetez une clôture et du mobilier de jardin en bois, tenez compte du fait que le bois provienne d'une forêt bien gérée. Le déboisement constitue un grave problème dans certaines régions du monde, ce qui entraîne la perte de la terre arable et cause des inondations, entre autres.
- Lorsque vous vous promenez en bateau, évitez de remuer les sédiments dans le fond de l'eau avec l'hélice. Évitez les endroits où il n'y a pas suffisamment d'eau et qui sont des habitats essentiels aux poissons frayants, aux plantes et aux invertébrés aquatiques.
- Les chasseurs et les pêcheurs devraient utiliser des balles et du matériel de pêche exempts de plomb afin de ne pas empoisonner les oiseaux qui mangent les balles de fusil utilisées ou les plombs pour la pêche qui sont perdus.

## Air



- Utilisez du pot-pourri au lieu d'aérosols.
- Achetez des produits locaux, car ils entraînent moins de frais associés à la pollution qui est causée par les moyens de transport.
- Compostez les feuilles et les arbustes sur votre terrain. Si vous les faites brûler, cela aura pour effet d'accroître les émissions de dioxyde de carbone.
- Achetez une tondeuse à gazon manuelle. Cela vous permettra de faire de l'exercice et de réduire les émissions de dioxyde de carbone.
- N'utilisez pas de souffleuse à feuilles, utilisez plutôt un râteau. Vous et vos voisins apprécierez le fait qu'il n'y a pas de bruit et cela permettra de réduire les émissions de dioxyde de carbone.
- Assurez-vous de faire faire la mise au point de votre véhicule et que les pneus contiennent la pression exacte afin d'obtenir un rendement optimal du carburant.

- Encouragez le covoiturage lorsque c'est possible! Affichez une carte au bureau afin d'encourager le covoiturage et de faciliter les liaisons entre les usagers.

## Eau



- Utilisez un balai plutôt qu'un tuyau d'arrosage afin de nettoyer les allées pour piétons, les entrées de cour et les trottoirs.
- Recueillez l'eau de pluie et utilisez-la afin d'arroser votre pelouse et vos plantes. Cette eau est gratuite et meilleure pour vos plantes.
- Évitez les produits nettoyants qui contiennent des phosphates. Lorsqu'ils entrent dans les rivières et les lacs, ils sont la source de prolifération d'algues, ce qui prive l'eau d'oxygène et fait mourir toute vie aquatique par la suite.
- Réparez les fuites des tuyaux d'arrosage et des embouts qui fuient. Cela évitera de mouiller vos chaussures et vos vêtements et permettra d'économiser l'eau.
- Assurez le bon fonctionnement de votre fosse septique! Versez 250 ml de bicarbonate de soude dans les toilettes et les tuyaux d'évacuation une fois par semaine. Le bicarbonate de soude favorise la création d'un environnement favorable au potentiel d'hydrogène (pH) en créant une action bactérienne optimale.
- Installez des pommes de douche qui permettent d'économiser l'eau.
- Ne laissez pas couler l'eau lorsque vous vous brossez les dents, vous rasez, lavez la vaisselle ou nettoyez les légumes.

URL de cette page: [http://www.ec.gc.ca/e-week/tips\\_f.htm](http://www.ec.gc.ca/e-week/tips_f.htm)

## Reading Activity 1

### Éco-conseils

#### Student Handout :

#### Reading comprehension questions

#### Énergie

1. What effect can the accumulation of dust have on a light bulb?

\_\_\_\_\_.

2. How long do fluorescent light bulbs usually last?

\_\_\_\_\_.

#### Terre

3. If space is restricted, where does the text suggest growing home-grown vegetables?

\_\_\_\_\_.

4. What does the text suggest doing instead of throwing away unwanted items?

\_\_\_\_\_.

5. What do you think “déboisement” is?

\_\_\_\_\_.

#### Air

6. To freshen the air, the text suggests using \_\_\_\_\_ instead of aerosol spray products.

7. According to the text, why is it better to buy products that are made locally?

\_\_\_\_\_.

#### Eau

8. What are two advantages to using rainwater?

1. \_\_\_\_\_ 2. \_\_\_\_\_

9. Why should cleaners that contain phosphates be avoided?

\_\_\_\_\_.

10. The text suggests not keeping water running while doing these activities (name two):

1. \_\_\_\_\_ 2. \_\_\_\_\_

## Reading Activity 2

### Adoptez-le!

#### Teacher's background information:

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#### Reading test:

After having studied pets, students will complete this reading test in class. Students will complete the reading in French and then answer the comprehension questions in English.

#### Skills incorporated:

To assist in comprehension, students will:

- use their background knowledge about pets
  - use the context clues in the reading
  - use the glossed vocabulary
- 

### Reading Test

Read the following advertisement, and then answer the questions that follow.

**Milou Mâle Chien de Chasse<sup>1</sup> Blanc et Orange, né en 1998, taille<sup>2</sup> moyenne/grande**



**Il vous attend!!!**

**Adoptez-le!!!**

Milou est un chien courant typique, c'est à dire : gentil avec les gens, patient avec les enfants, doux<sup>3</sup> et tolérant et plutôt calme. Pour le moment il est tout simplement malheureux<sup>4</sup> et perdu<sup>5</sup> d'être dans un refuge après le décès de son maître. La tristesse se lit<sup>6</sup> dans son regard et il se demande<sup>7</sup> bien ce qui se passe. Ce chien très sociable

---

<sup>1</sup> Chien de chasse = hunting dog

<sup>2</sup> Taille = size

<sup>3</sup> Doux = gentle

<sup>4</sup> Malheureux = unhappy

<sup>5</sup> Perdu = lost

<sup>6</sup> Se lit = can be read/seen

<sup>7</sup> Il se demande = he asks himself

avec ses congénères<sup>8</sup> et sans une parcelle<sup>9</sup> d'agressivité devrait retrouver rapidement un autre foyer<sup>10</sup>, si possible avec un jardin. Ce chien sportif à la voix profonde<sup>11</sup> peut faire un bon chien de compagnie mais il lui faudra<sup>12</sup> des maîtres patients qui lui donnent le temps nécessaire de s'adapter à sa nouvelle vie.

**Text adapted from :** Allez, viens! Austin, Texas : Holt, Rinehart and Winston, 2003.

**\*\*Answer the following questions in ENGLISH. If you answer the questions in French, you will not receive any credit.\*\***

1. How would you describe Milou? List three adjectives that would describe him.
2. How did Milou wind up in the SPA (shelter)?
3. How is Milou feeling now that he's at the SPA (shelter)?
4. Does Milou get along with other dogs? Explain.
5. What kind of family would be a good fit for Milou?

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<sup>8</sup> Les cogénères = puppy pound pals

<sup>9</sup> Sans une parcelle = without an ounce

<sup>10</sup> Un foyer = home

<sup>11</sup> À la voix profonde = with a deep voice

<sup>12</sup> Il lui faudra = he will need

## CHAPTER 13 - Writing Activities

Descriptions of the themes presented and the skills practiced in the writing activities:

### **Writing Activity 1:**

#### **Qui suis-je?**

In this activity, students will write an introductory email to their new French penpal. In the email, students will introduce themselves and describe their family and town. In order to prepare students for the writing assignment, students will brainstorm topics to include in the email. They will also complete an information web to help them organize their thoughts.

### **Writing Activity 2:**

#### **Un monde parfait**

In this activity, students will write a paragraph describing their perfect world. They will focus on using the conditional in this assignment. In order to prepare students for the writing assignment, they will complete a structured input pre-activity. They will also fill in a chart describing their perfect world.

## **Writing Activity 1**

### **Qui suis-je?**

#### **Teacher's background information:**

##### **Pre-writing activity:**

- As a whole class, brainstorm topics that students can include in an email to their new French penpals.  
For example:  
Age  
Likes/dislikes  
Family  
Where I live  
What's in my town
- After brainstorming as a class, students will individually fill in an information web using complete sentences to help them get started. Show students the sample information web as a guide.

##### **Writing activity:**

- Using the topics they brainstormed earlier and their information webs, students will write an email to their new French penpals.



# Qui suis-je?

Il y a cinq personnes dans  
ma famille.

J'aime parler  
au téléphone et  
envoyer les  
textos.

C'est moi!



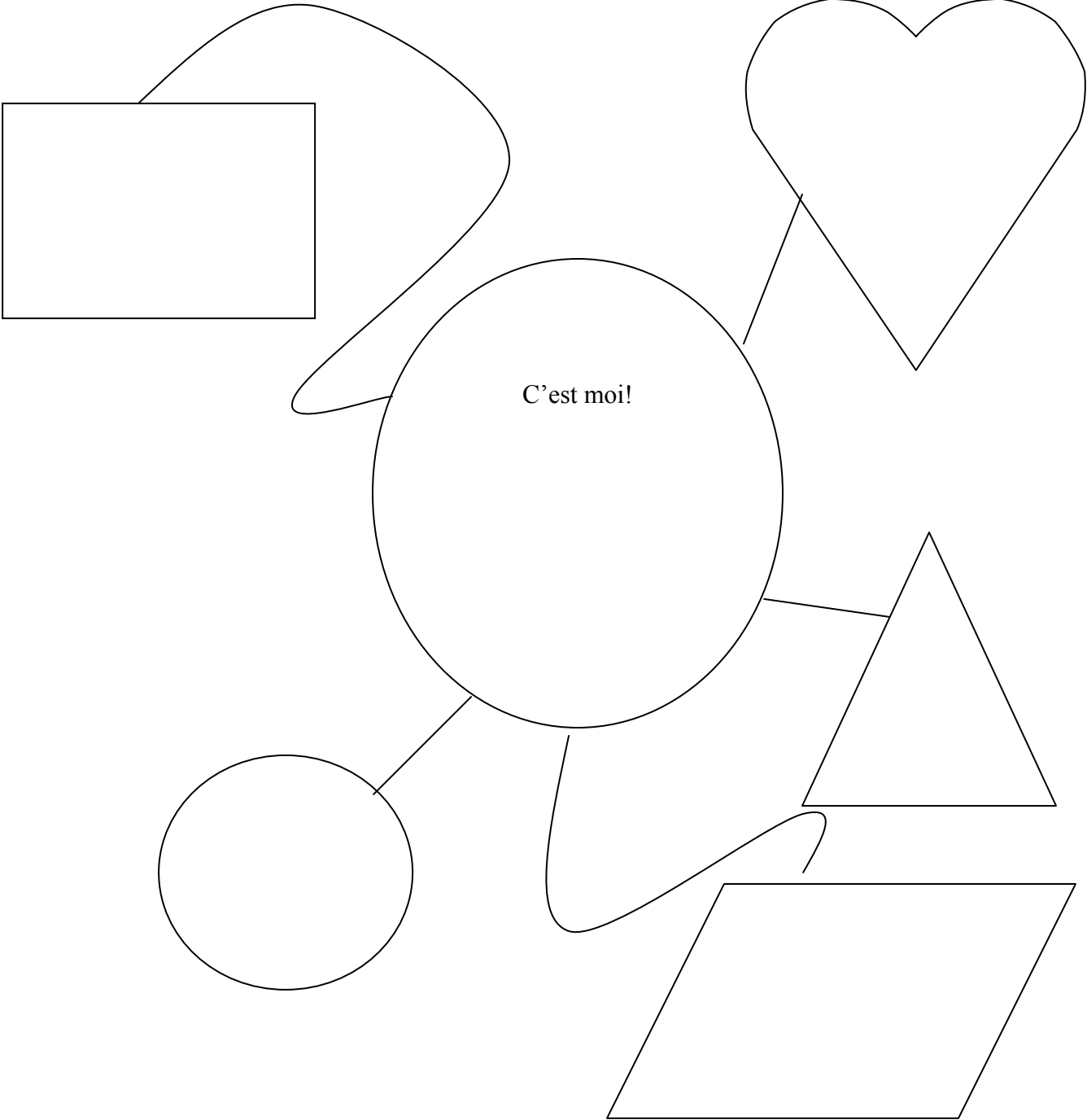
Je m'appelle Jen.

J'ai treize  
ans.

J'habite à  
Milford.

Il y a des magasins,  
une bibliothèque et un  
hôpital à Milford.

**Qui suis-je?**





## Writing Activity 2

### Un monde parfait

#### **Teacher's background information:**

##### **Pre-writing activities:**

- Distribute pre-writing exercise.
- Students will individually complete the exercise by checking off which of the two choices best describes their perfect world.
- As a class, go over the pre-writing exercise.
- Have students brainstorm things they would include or not include in their perfect world.
- After the class discussion, have students fill out the information chart to guide them with their writing assignment. Have them come up with at least four additional situations.

##### **Pre-writing exercise**

#### **Student handout:**

Imagine you have found a charm that allows all your wishes to come true. Describe your perfect world.

Check off the phrase that best matches what you would do:

1.  J'achèterais une nouvelle voiture.  
 Je garderais ma propre voiture.
2.  Je voyagerais partout.  
 Je resterais dans l'état de Massachusetts.
3.  J'irais à la ville de New York pour acheter des vêtements chers.  
 Je garderais mes vieux vêtements.
4.  Je construirais une maison à trois étages.  
 J'habiterais dans un petit appartement.

5.      Je donnerais beaucoup d'argent aux plusieurs organisations caritatives.
- Je ne donnerais pas d'argent à personne.

Go over what the students chose as a whole class. Have students think about other things they would do or would never do in their perfect world.

After the class discussion, have students fill out the following chart to guide them with their writing assignment. Have them come up with at least four additional situations:

## Writing Activity 2

### Un monde parfait

Où j'habiterais...	
Avec qui je serais ami...	
Ce que je ferais...	
Quand je me lèverais le matin...	
Ma voiture...	
A qui je donnerais de l'argent...	
Où je voyagerais...	
1.	
2.	
3.	
4.	

### Writing activity

- After completing the pre-writing activities, students will write their own paragraph describing their perfect world. They should use the chart and the model below to help them with their writing.

Dans un monde parfait, je serais mariée à George Clooney. J'habiterais dans un château au bord de la mer. Je conduirais une Rolls Royce...

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## Un monde parfait



Imagine you have found a charm that allows all your wishes to come true!  
Check off the phrase that best matches what you would do in your perfect world:

1.  J'achèterais une nouvelle voiture.  
 Je garderais ma propre voiture.
  
2.  Je voyagerais partout.  
 Je resterais dans l'état de Massachusetts.
  
3.  J'irais à la ville de New York pour acheter des vêtements chers.  
 Je garderais mes vieux vêtements.
  
4.  Je construirais une maison à trois étages.  
 J'habiterais dans un petit appartement.
  
5.  Je donnerais beaucoup d'argent aux plusieurs organisations caritatives.  
 Je ne donnerais pas d'argent à personne.

## Un monde parfait

Fill out the following chart describing your perfect world. At the bottom of the chart, create four additional situations:

Où j'habiterais...	
Avec qui je serais ami...	
Ce que je ferais...	
Quand je me lèverais le matin...	
Ma voiture...	
A qui je donnerais de l'argent...	
Où je voyagerais...	
1.	
2.	
3.	
4.	





## **CHAPTER 14 - Speaking Activity**

Description of the skills practiced in the speaking activity:

### **Speaking Activity 1:**

#### **La vie quotidienne**

#### **Oral assessment**

In this activity, using the photo-collage they individually created as a conversation piece, students will have a conversation with their teacher and a classmate. Students will have already made their photo-collage before the oral exam. Students will be given a list of topics beforehand that they should review. The topics are ones that have already been covered in class.

## Speaking Activity 1

### La vie quotidienne

#### Teacher's background information:

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##### **Oral Assessment:**

After having studied the unit on daily life (la vie quotidienne), students will take an oral exam. The oral exam will consist of a conversation between the teacher and two students working as partners. Each student will bring his or her photo collage that was completed earlier during the unit. It will act as a conversation starter.

##### Rubrics:

- Completion of linguistic task
  - Effort and enthusiasm
  - Structures
  - Vocabulary
  - Pronunciation and comprehensibility
- 

##### Student handout:

##### Oral exam guidelines:

The oral evaluation consists of a conversation in French between you, your partner, and your French teacher. You will bring in the photo collage you worked on during this unit to help generate questions and guide the conversation. I will ask you questions pertaining to your photo collage. Based on your answers and your partner's answers, you will both need to determine three things you have in common (related to any of the topics discussed) and one thing that is unique to you and your partner.

This exam will be based on themes covered in the unit, La Vie Quotidienne. You should be able to talk about your **preferences**, make basic **descriptions** about people and places, and talk about **daily routines**. You should also be able to use **le présent**, **le passé composé** and **le futur proche (aller + infinitive)**. In addition, you will be required to **ask at least three questions** of

your teacher during the interview. Remember to be polite and use the correct question formation (try to avoid using only intonation to form questions).

As you prepare for the oral exam, be sure to review the vocabulary related to the following topics:

Family	Time
Pastimes	Holidays
Weather	Daily routines
School	Places in town

Keep in mind that memorizing a script is NOT RECOMMENDED... if you forget something, you might get blocked. Memorization of a script also makes it hard to sound natural and speak at a normal pace. Try to show what you know and say as much as you can about the topic. You and your partner should help each other speak as much as possible. You can even ask each other questions. If you don't understand something, use French to ask for clarification.

**Your oral exam grade will be based on the following:**

- **Completion of linguistic task and Effort/Enthusiasm:** your ability to understand what is asked or said, the appropriateness of your responses, how much you can say about the topic, the pace at which you speak, how easy it is to understand you and have a meaningful conversation with you, your ability to hold up your end of the conversation (if you only give short or one-word answers, forcing your teacher or partner to ask you question after question, you are not holding up your end of the conversation)
- **Structure:** your use of grammar and the degree of variety and accuracy in your use of structures
- **Vocabulary:** your use of vocabulary, that is, do you use a wide range of appropriate vocabulary and do you avoid English (or another language)
- **Pronunciation/Comprehensibility:** native-like pronunciation is not expected; however, the extent to which errors in pronunciation or intonation do or do not interfere with effective communication will determine this grade

## **Speaking Activity 1**

### **La vie quotidienne**

#### **Oral exam**

#### **Sample questions**

##### La famille

- Il y a combien de personnes dans ta famille ?
- Qui est-ce?
- Il s'appelle/elle s'appelle comment ?
- Qu'est-ce que ta famille fait pour les jours fériés et les fêtes ?
- Quelle est ta fête préférée ?

##### Le temps et les saisons

- Quel temps fait-il aujourd'hui ?
- Quel temps fait-il sur cette photo ?
- Quelle est ta saison préférée?
- Quelle saison est-ce sur cette photo ?
- Qu'est-ce que tu fais pendant cette saison ?

##### La vie quotidienne et les passe-temps

- Qu'est-ce que tu fais pendant la journée?
- A quelle heure est-ce que tu fais ces choses?
- Qu'est-ce que tu fais sur cette photo ?
- Qu'est-ce que tu aimes faire?
- Où est-ce que tu vas en ville?
- Qu'est-ce que tu fais à la/au ... ?

##### L'école

- Tu vas à l'école à quelle heure ?
- Tu as quelles classes ?

- Quelle est ta classe préférée ?
- Qu'est-ce que tu fais après l'école ?

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