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An Eclectic Approach to Teaching a French Intermediate Class

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AN ECLECTIC APPROACH
TO TEACHING
A FRENCH INTERMEDIATE CLASS

BY

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the Master of Arts in Teaching degree at the School for
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This project by Sylvia Gaudet is accepted in its present form.

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Project Adviser 

Project Reader Ruth Epstein

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ABSTRACT

This Independent Professional Project is a curriculum designed for a French Intermediate class taught to adults at the School for International Training. This curriculum contains an introduction which includes: a description of students and their needs, a discussion of the purpose of the curriculum, an overview of the content and sequence of the lessons, a description of teaching and learning activities, the rationale for this Independent Professional Project, an explanation of validity of the lessons and of the development of the curriculum after the field test, as well as suggestions on how this curriculum can be utilized. The fifteen lessons provide a thirty-hour undergraduate course worth two credits.

Eric Descriptors: Curriculum Development
Educational Cooperation
Experiential Learning
French
Foreign Language Programs
Learning Activities
Teaching Methods

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Introduction

This Independent Professional Project is a curriculum originally designed for a French intermediate class taught to adults at the School for International Training (SIT). This curriculum consists of fifteen lessons for a thirty-hour undergraduate course worth two credits. This introduction includes: a description of students and their needs, a discussion of the purpose of the curriculum, an overview of the content and sequence of the lessons, a description of teaching and learning activities, a statement for this curriculum, an explanation of validity of the lessons, and of the development of the curriculum after the field test, as well as a number of suggestions on how the curriculum can be utilized.

The Students

During the spring term of the academic year, four MAT (Masters in the Arts of Teaching) students were granted the positions of teaching French and Spanish for the Department of Language Services - Special Language Programs. This curriculum was specifically designed for the future candidates who will be teaching the French intermediate level. In addition, other teachers of French who are looking for creative activities that deal with specific

grammar structures or specific topics in a functional way might find this curriculum a useful resource.

The students were those from the three main programs offered at SIT - the World Issues Program, the Program in Intercultural Management, and the Masters in the Arts of Teaching. The duration of each class was two hours.

They met twice a week for eight weeks.

Purpose

The main objective of this curriculum is to develop students' communicative competence in French. Additional objectives are as follows:

- 1) to provide opportunities for learners to take an active role in the learning process
- 2) to expand students' knowledge of the French language mainly through listening and speaking, and secondarily by reading and writing
- 3) to provide topics, situations, role plays and activities that are meaningful and relevant to the students' needs and interests
- 4) to encourage students to share and communicate their thoughts and feelings in a relaxed and non-threatening atmosphere
- 5) to review a number of basic grammar points
- 6) to gain an expanded vocabulary through functional activities

Content and Sequence of Lessons

Each lesson is divided into two main parts: the lesson itself and the vocabulary. The first part includes the objectives of each lesson, the materials needed, the procedure, written homework assignments, and notes or variations. These notes or variations are alternative suggestions based on the activities found in the procedure

section of each lesson. The second part is a French Lexique which consists of language samples which the teacher could use for the different activities. Each pair of lessons (i.e. lesson one and two, three and four, etc.) focus on a central theme and a specific grammar tense.

The sequence and content of the lessons take the students from here and now (introductions and leisure activities) through their past experiences (childhood experiences and prior education) and to their futures as well as everyday social interactions.

The first lesson deals with introductions, a brief course description, requirements of the course, a role activity and verbal feedback about the class and their expectations. The second lesson pertains to leisure activities. These two lessons allow the teacher to evaluate the students' levels of oral and written proficiency. The grammatical structures required are the present and past tenses. Lessons three to six focus on the past tenses (l'imparfait et le passé composé) and require students to communicate about their past, their education, occupations and job interviews. Lessons seven and eight centre around the future tense in which students create an ideal student centre and make predictions about each others' futures.

Students need to know how to invite, request information and give advice. These interactions require the conditional tense which are found in lessons nine and

ten. The subjunctive mood is an important one when speaking French. In order to provide meaningful and relevant activities that calls upon the subjunctive mood, the themes of expressing necessity, possibility, feelings and opinions are found in lessons eleven and twelve.

Food is the central theme for lessons thirteen and fourteen. This includes labelling, shopping, putting away groceries and visiting a restaurant. The last class is the course evaluation, and closure which is a cocktail party.

Thus the lessons cover the students as they are at present, delves into their past, explores their hopes and dreams and as well as touching upon appropriate behavior in certain circumstances.

Teaching and Learning Activities and Materials

Many kinds of teaching and learning activities are found throughout the lessons. The paragraphs which follow describe the five main techniques used in this curriculum. They are brainstorming, rods, pictures, mime and role playing.

Brainstorming is an excellent technique for pooling already existing knowledge that students bring. This technique is required in the majority of the lessons. All students' responses should be accepted in a non-judgemental manner and be recorded on newsprint. When students are having difficulties, the teacher can use gestures or mime, giving clues as to what the students have omitted. The

charts are then placed on the wall for the duration of the lesson to provide a point of reference if needed. The charts that depict specific grammatical structures (the form, the usage and examples of tenses) can be left on the wall for the appropriate classes.

Rods are very useful materials in the classroom for they allow visual linguistic representations. Some examples of these are: a layout for a variety of places (universities, town, sites, etc.); a specific room; and a person or a group of people doing different things. Students use the rods to generate their own language which makes the activity more personal and meaningful. Rods are used in lessons one (a special place), four (a university), six (past job situation) and seven (campus). There are numerous ways of teaching with rods. The teacher can have students guess what the rods represent or a volunteer student can describe a ground plan, then other students can restate the volunteer student's depiction. Students can also describe the actions of a volunteer student. Before ending a rod activity students should be allowed to question further, thus satisfying their curiosity. This kind of interaction allows students to communicate freely and openly.

Pictures are also useful materials. Lexicarry by Patrick Moran is a series of pictures that deal with rituals, sequences, operations and a variety of other topics. This useful book has been called for in lessons

two (sports/games), five (occupations), eleven (driving a car) and thirteen (the kitchen). The first step is to have each student identify the pictures. This is followed by the teachers' verification and clarification of the vocabulary. In order to expand students' knowledge the teacher would have them make sentences which describe the pictures (i.e. lesson 5 - Occupations; the doctor examines the patients and records the data). Using pictures is very helpful because it is visual so students can understand and relate to what is happening from past experiences.

Having students mime actions is a stimulating technique for students because they are physically involved. They have to use their imaginations and try to guess others' actions. This brings a lot of humor to the class. This technique is requested in lesson three (action games) where one student mimes what he/she did on the weekend. To enhance the differences of the two past tenses in French (l'imparfait et le passé composé) two students mime two different actions. In lesson five students have to mime occupations other than those they have just studied. This broadens their knowledge and expands their vocabulary. Also lesson twelve requires students to mime their feelings in an interesting way.

When reviewing grammatical structures and central themes, role playing is of great value. This activity is found in lesson two (personal data), six (interviews for a job), nine (invitations), twelve (stating opinions),

fourteen (restaurant) and fifteen (cocktail party). The situations are written on index cards and two students have to present a two-three minute role play for their peers. Students produce dialogues that are relevant and meaningful based on their realities and identities. They generate the content of materials by participating in class discussions, sharing their values and personal feelings, taking risks, questioning and responding in a secure atmosphere. This spontaneous kind of conversation is a natural way for reviewing what they have previously learned. Role playing sharpens students' listening comprehension and brings them in contact with new language.

Rationale

Language when considered as communicative competence, encompasses not only linguistics, but also paralinguistics, extralinguistics and sociolinguistics. In order to develop communicative competence a person must not only know the formal rules of grammar but what to say in a given situation. In addition language defines one's world view. Learning a second language broadens the mind and instills an awareness that can lead to greater mutual respect and understanding of peoples.

Learning a second language should be meaningful and meet the students' needs. For learning happens best when it is student invested. According to a government source:

"Learning a language is a thinking process and

the development of communicative competence requires student involvement in meaningful, authentic language activities". (Ministry of Education Curriculum Development 69)

Students learn best when they see the relevance of the subject matter.

The two assumptions, that language is communicative competence and that learning should be meaningful, stress the importance of the learners and their needs. Moreover this approach takes into account the setting in which the target language is likely to be used. In our case, it was mainly American students who took the French intermediate class. The students offered a broad spectrum of social, economic and religious beliefs and practices. Some had travelled and worked in foreign countries, acquiring a third or fourth language. The students requested a general review of basic grammar. They wanted to communicate everyday needs, meet people and describe reality and past experiences.

A nonthreatening classroom allows for greater attainment of knowledge. The teacher's tone of voice should be warm, calm, and reassuring. He/she should be sensitive, caring, understanding, friendly and should act as a resource person to meet students' needs. Students should be encouraged to look within themselves and use their resources to make choices. They will become responsible for their own learning. Students will learn from each others' responses, sharing what they know and taking risks.

The eclectic approach found in this curriculum meets the students' needs. The techniques and activities are adapted from a combination of teaching methods. For example: rod activities hale from the Silent Way method, miming and role playing are from the Natural Approach method, and the philosophy that the classroom should be a warm and secure place is taken in part from the Community Language Learning method.

The teacher's and students' roles are reciprocal. It's an ongoing process. The teacher to provides comprehensible input and associates meaning with words by incorproating pictures, games, role plays, mimes and the use of extra linguistics. Opportunities to communicate and create situations are integrated into the lessons to motivate students to communicate and use the structures they have acquired in a natural way. The students reflect on meaningful events in their lives. They discuss and practice a particular language skill. Students problem solve in pairs, groups or as a class. Students express their inner selves, their thinking and their description of the world.

Validity

Many of the activities were tested in the classroom during the spring of 1986. Feedback was obtained from the students to validate the lessons. Two evaluations were required, a mid-term evaluation and a combined course and

self-evaluation. These evaluations provided information on: relevance of learning activities, language usage, comprehension, participation, instructor's contributions, likes and dislikes, special concerns, and other matters.

Evaluation results indicate that:

"The most useful part of the course was the overall process, not a specific activity. Regarding the process what was useful was having the opportunity to share personal experiences within the group and building a special intimacy among the few who were in the class".
(Dalglish)

Sheri Wilkinson provides additional support:

"Always fun, interesting activities, good rapport between students and instructor. I'm impressed with the pacing, selection of topics and activities".

Feedback was continually obtained from the students both in and out of class. Several MAT's commented on the various techniques used, particularly the use of brainstorming, rods, role playing and miming. The evaluations are found in Appendices A, B, and C.

Development

During actual field experience, there were four students in class. They did not want an undergraduate credit, nor did they want any homework. Their main goal in taking this course was to review basic grammar and to converse. Even so, this curriculum is designed for a class of twelve students. Written homework is required for students to receive two undergraduate credits. The reasons

for the alterations were: other language courses during the spring term would probably be larger, beginning French and Spanish and intermediate Spanish had six to twelve students, several students did want credit. Taking this into consideration, I felt it was important to provide a sound curriculum geared for a larger number of students who want credit.

In retrospect I realized that there was no real continuity or cohesiveness of the lessons, in terms of the order of tenses. The sequence of lessons were changed to make them flow smoothly in logical order. To this end the topics have been maintained, and take the students from the present, to the past, and then to the future. Lessons nine and ten contain the conditional tense. These lessons are new to the curriculum. The activities deal with practical daily routines. This is followed by the subjunctive mood. Food is dealt with at the end of the course (lesson thirteen and fourteen) for it provides a review of all tenses previously learned. Also, this topic is good preparation for the last class, a party, which could be held at one of the students' homes.

Each lesson has been more thoroughly developed incorporating additional activities. The writing activities provide a strong base for students' written homework. The teacher utilizes the inductive approach. This allows the teacher to analyze what the students already know and use this analysis to act accordingly and

determine what further information is required.

How to Use The Curriculum

I strongly believe that teachers should never be controlled by their lesson plans. Teachers should use the activities they feel comfortable with, should be flexible, and should be open to their own creative powers. Adapt the lessons to suit students' needs. If an activity flows smoothly don't stop because of the time allotted for the activity. Change activities if students get bored.

Some suggestions follow on how to adapt this curriculum. At the beginning of each class, ask students how they are doing and briefly discuss current events. This is a great warm up exercise which gets everyone involved in using the language. If a student arrives late have him/her explain his/her reasons and encourage other students to question their behavior. This may be humorous and may lead to discussion of pertinent issues. Give students a five minute break half way through the lesson. This allows the students and the teacher to get to know each other better. Also, it can be valuable time to receive feedback on what students have just learned. At the end of the class, advise the students of the topic and tense for the next lesson. This allows students to prepare for the next class.

Here are a variety of ways to correct students' errors. On the first day of class, ask students how

they like to be corrected. Consider their requests. The teacher may take notes on student's errors. After class indicate the errors and the correction to the student. Either at the beginning or end of the class inform the class of common errors. Group strong students with weaker ones during group activities. Students learn by working and sharing together. Stronger students guide weaker ones. Have students write paragraphs on the board and have the whole class correct them. The teacher verifies and clarifies the errors when students are not able. Another useful technique is to rephrase students' responses by using the proper grammatical structure.

Culture and media are important aspects of learning a language. That should be the teacher's choice, based on his/her French cultural experiences. Students were exposed to Québécois songs in class. The Cloze procedure is useful for songs or poetry. This technique requires students to supply every fifth word omitted in the song or poetry. This could be followed by a discussion of meanings and interpretations of the songs or poetry. Contrasting cultural aspects enhances cultural sensitivity.

Resource materials are important. Students should have a good French/English dictionary. La Grammaire à l'Oeuvre by John Barson is a good grammar text but it is expensive. Students could buy Lexicarry, and Lexicarry Français by Patrick Moran. This could be used as a textbook or for personal use to expand vocabulary. Other

resources available on SIT campus are the language laboratory, and the FLO resource room. The latter has a fairly good selection of French books and a picture file. Staff personnel and MAT colleagues are among the best human resources available.

Students should speak for most of the class time, as this class is intermediate level. They are quite capable of using the language components. Encourage students to communicate with as many French speaking people outside of class as possible, staff, fellow classmates, and students from other programs (especially the International students of English).

The most important factor in teaching a second language course is to develop a warm classroom environment. Teachers should treat all students as equals and accept them for who they are and for what they can offer. There is nothing greater in this life than to have recognition and support for your existence. With this philosophy students have a good chance to become truly motivated to learn French.

LESSON 1: INTRODUCTIONS

Objectives: For students to introduce each other in pairs, write about themselves answering questions, and to know what is expected of them to fulfill course requirements.

Materials: Index cards (3x5), flip chart, felt pens, rods.

- Procedure:**
- A. Name Game** (5 min)
1. Introduce yourself by saying "*Je m'appelle Sylvia et j'aime les saucisses*".
 2. Student repeats what the student before he/ she said and does the same introduction: "*Elle s'appelle Sylvia, elle aime les saucisses, je m'appelle Brenda et j'aime le brocoli.*" etc.
- B. Introductions** (45 min)
1. Ask students what kinds of questions do people ask each other when they meet new people.
 2. Elicit responses from the students and write them on the blackboard.
 3. Put students in pairs and have them ask and answer the questions.
 4. Students introduce their partners to the class.
 5. Students can ask the teacher questions.
- C. Index Cards** (15 min)
1. Give each student an index card, and have them write the answers to the questions below and hand in the cards to you.
 - a) *nom, adresse & numéro de téléphone*
 - b) *Où avez-vous appris le français?*
 - c) *Pourquoi voulez-vous apprendre le français?*
- D. Course Description** (10 min)
1. Give a brief description of the course, and what is expected of students in order to receive credit.

E. Rod Activity (40 min)

1. Using rods to portray landmarks have one student describe a place that holds a special meaning for him/her.
2. Students ask additional questions for more information.

F. Feedback (5 min)

1. Elicit verbal feedback from the students about what they would like to learn in this course.

G. Homework

Ecrivez un ou deux paragraphes répondant à la question suivante: Pourquoi êtes-vous venu à SIT, et comment avez-vous appris au sujet de cette école?

H. Notes and Variations**E. Rod Activity**

1. When teaching the Rod activity, there will probably be a few MAT students who will be familiar with the rods and the teacher could have one of them demonstrate what is required for this activity. If not, the teacher could set up the rods that represent a special place for him/her, such as a park. Have students try to guess what the construction is and once they know it is a park they can guess what the rods represent.
2. Have students play 20 questions when trying to discover the rod representation.
3. Have students use all the Wh questions, *où, quand, qui, pourquoi, combien de temps, quoi*.

LEXIQUE 1: INTRODUCTION

B. Introduction

1. D'où venez-vous?
2. Pourquoi êtes-vous venu à SIT?
3. Quel programme suivez-vous?
4. Où avez-vous voyagé?
5. Qu'avez-vous fait avant de venir ici?

D. Description du cours

1. Objectifs généraux: approfondir sa connaissance de la langue française principalement en parlant et en écoutant, et secondairement en lisant et en écrivant. Pour développer une compétence linguistique à travers une étude grammaticale.
2. Deux crédits pour étudiant non diplômé.
3. Trente heures en classe.
4. Date: du 8 avril au 29 mai
5. Matériaux: Obligatoire - un dictionnaire Fr/Ang, Eng/Fr. Texte recommandé: La Grammaire à l'Oeuvre 3ème édition par John Barson (\$22.00) Lexicarry et Lexicarry Français par Patrick Moran
6. Evaluation: basée sur la compétence orale de FSI, avec un minimum de 1+ (accent, grammaire, vocabulaire, parler couramment, et compréhension). Evaluation à mi-terme et à la fin sur eux-mêmes, le professeur et le cours.

LESSON 2: LEISURE ACTIVITIES

Objectives: Students will be able to brainstorm various leisure activities according to these categories: sports, art, crafts, and other. They will be able to write statements about themselves and will then describe each others' personal interests in order to discover the similarities and differences amongst each other.

Materials: Magazines, scissors, newsprint, felt pens, glue, handouts from Lexicarry by Patrick Moran, page 76 - Sports/Games.

- Procedure:**
- A. Brainstorm (40 min)**
1. Have students categorize the different leisure activities. Write the categories (sports, art, crafts, and other) on four separate sheets of newsprint which are taped to the blackboard.
 2. Ask students to brainstorm all the leisure activities they can think of according to the categories described above. Write them on the newsprint.
 3. Give students the handouts from Lexicarry and ask them if there are any activities that they have omitted from their brainstorming, which ones and which category would they belong to.
- B. Personality Posters (1 hour)**
1. Have students make their own posters depicting what their interests are and to write captions underneath, using magazines, scissors, glue, paper and felt pens. Read over each students' written captions and make corrections with them.
 2. Once students have completed their posters take one and tape it on the blackboard. The other students can guess whose poster it is and proceed to describe that students' interests.

3. Students are encouraged to ask questions such as:

Où avez-vous appris cela?

Pourquoi ce loisir vous a-t-il intéressé?

Qu'est ce qu'il vous faut pour faire ça?

Combien de temps passez-vous à faire cela?

C. Personal Data (20 min)

1. Have two students come to the front of the class and give them an index card with a question about their personal data. One student acts as an interviewer, the other as an interviewee. They have three minutes to complete the task.
2. Repeat above procedure until all students have performed.

D. Homework

Répondez la question, "Que faites-vous pendant votre temps libre?"

E. Notes and Variations

A. Brainstorm

1. Reverse steps number 2 and 3. Also have students give you the spelling of the words.

B. Personality Posters

1. After the students have made their own posters, have them share with each other to do corrections. Put the more advanced students with the weaker ones.

LEXIQUE 2: LES ACTIVITES DE LOISIR

A. Brainstorm

Sports

le ski nautique
le ski alpin
la natation
la balle molle
le badminton
le soccer
la bicyclette
la planche à voile
le cricket
jouer aux quilles
l'alpinisme
la raquette
le camping
l'équitation

Art & Spectacles

les actualités
le choeur
le cirque
les comédiens
les discours
le théâtre
un musée
une galerie
une exposition
un vernissage
un concert de musique
le cinéma
la danse

L'Artisanat

la broderie
le tricot
le crochet
le tissage
la couture
les dessins
les gouaches
les aquarelles
les tableaux à huiles

Autre

se promener
jardiner
voyager
écouter la musique
faire la lecture
magasiner
décorer une maison
recevoir des amis
dancer

C. Vos Préférences

1. Quel est votre musique préféré?
2. Quel est votre couleur préférée?
3. Qu'est ce que vous pouvez faire très bien?
4. Comment vous reposez-vous?
5. Qu'est ce que vous détestez faire?
6. Qu'est ce que vous adorez faire?
7. Quel est votre film préféré?
8. Quel animal aimez-vous?
9. Quelle journée de la semaine aimez-vous?
10. Est-ce que vous êtes une personne de journée
ou de nuit?

LESSON 3: PAST EXPERIENCES

Objectives: For students to deduce the rules and forms of the past tenses in French (*passé composé* and *l'imparfait*). Students will practice the tenses in controlled and free activities.

Materials: newsprint, felt pens, La Grammaire à l'Oeuvre by John Barson, page 43, # 1 and page 36, Part C.

- Procedure:**
- A. The Weekend** (35 min)
1. Ask the students "*Qu'est-ce que vous avez fait pendant la fin de semaine (le weekend)?*" also about last night, yesterday.
 2. Students answer using the past tense (*passé composé*).
 3. Ask the students what tense are they using and why? How is the verb formed?
 4. Write down the form and rule used for the *passé composé* on newsprint which is taped to the blackboard. Also include the verbs that the students used in describing their weekend.
- B. Action Game** (15 min)
1. Have one student mime an action and then stop to ask the other students "*Qu'est ce qu'elle a fait?*"
 2. Students give the answers using the *passé composé*.
 3. Repeat the procedure above several times, and write the action verbs on newsprint.
- C. Childhood Experiences** (30 min)
1. Ask students "*Quand vous étiez jeune qu'est ce que vous faisiez tous les dimanches? chaque année? d'habitude? tous les jours?*"
 2. Students answer using *l'imparfait*.
 3. Ask "*Quel est la règle, la forme? Quels mots vous indiquent que vous avez besoin de l'imparfait?*"
 4. Write the rule and form of *l'imparfait*

on newsprint which is taped to the blackboard, including the verbs that the students used.

D. Alternating between l'Imparfait and the Passé Composé (20 min)

1. Ask students when do we choose between the two past tenses.
2. Students give the rule as the teacher writes it on newsprint.
3. Have two students come to the front of the class, student A will do one continuous action while student B will do one completed action. (e.g. While the teacher writes on the blackboard, the student claps his/her hands.)
4. Ask students "*Qu'est-ce qu'elles ont fait?*"
5. Students answer using both past tenses.
6. Repeat procedure to provide additional practice opportunities for students.

E. Verification (20 min)

1. Using the text La Grammaire à l'Oeuvre ask the students to make sentences with the verbs alternating between the two past tenses.
2. On page 36, part C, read the passage leaving the verb form blank and ask the students which tense is needed.

F. Homework

Quand vous étiez jeune quel jouet (vacance, livre, endroit, chanson, nourriture, etc.) préféreriez-vous? Pourquoi?

G. Notes and Variations

A. The Weekend

Have students mime the actions of what they did on the weekend while other students guess.

C. Childhood Experiences

Reverse steps 1 and 3, having students explain when *l'imparfait* is used, the form and rule and then have them practice the structure.

LEXIQUE 3: LES EVENEMENTS DE NOTRE PASSEE

A. Le Passé Composé

La Forme - Utiliser le verbe avoir ou être au présent de l'indicatif plus le participe passé.

L'Emploi - le passé composé désigne une action-point, dans un contexte moins formel ou familier.
- aussi quand l'action est arrivée à un moment précis du passé ou pendant une durée clairement énoncée.

- Exemple:**
1. Je suis allé en ville pour faire mes achats.
 2. Nous avons fait une promenade en campagne.
 3. J'ai étudié pendant quatre heures samedi, ensuite j'ai bouffé avec mes amis chez un de nos copains.
 4. On est allé faire une excursion sur la montagne dimanche après-midi.
 5. Nous avons fait de la bicyclette hier après nos classes.

B. Jeu d'action

Exemple: Elle a chanté. Il s'est tourné. Il s'est mis à quatre pattes. Elle a sauté. Elle est sortie de la classe. Il a frappé à la porte.

C. Les Expériences de Notre Jeunesse

L'imparfait: La formation est régulière pour tous les verbes (excepté être). On remplace la terminaison **ons** de la 1ère personne du pluriel de l'indicatif présent par les terminaisons de l'imparfait: **ais, ais, ait, ions, iez, aient.**

L'emploi: - quand l'action est en train de se dérouler dans le passé.
- quand l'action est répétée un nombre de fois

- Exemples:**
1. Quand j'étais jeune, nous allions à la campagne pour visiter notre parenté tous les dimanches.
 2. Ma famille allait à Montréal tous les deux étés pour rendre visite à la parenté de ma mère.
 3. Je me levais tous les jours à huit heures du matin pour aller à l'école.

D. L'alternation entre le passé composé et l'imparfait

Exemples de deux actions simultanées des étudiants:

- a) Brenda courait autour des bureaux quand Sheri est entrée dans la classe.
- b) Bill tapait ses mains et Marie a frappé à la porte.
- c) Louise a volé une craie pendant que le professeur enseignait.

LESSON 4: EDUCATION

Objectives: For students to practice and use the past tenses in French (*le passé composé, et l'imparfait*). Students will be able to express and discuss their past experiences at university.

Materials: newsprint, felt pens, rods

Procedure: **A. Brainstorm about University Courses**
(35 min)

1. Have students brainstorm about all the courses they studied at University, including the different departments.
2. Students give their answers as the teacher writes them up on newsprint, asking the students to give the proper spelling for each.

B. Rod Activity (30 min)

1. All the students sit on the floor in a circle.
2. Ask one student to be a volunteer in order to describe their university layout using the rods.
3. The other students guess the buildings and layout of the university campus.
4. The volunteer student can then take one rod to represent himself/herself and go through the actions that he/she usually did on a typical day at campus.
5. The other students describe his/her actions.
6. All students are encouraged to ask questions.

C. Conversation Inspirations (25 min)

1. Have two students come to the front of the class and give them an index card with a question on it for them to read and then to discuss with the whole group, acting like an interviewer/interviewee. (*i.e. Quel était votre sujet préféré à l'école primaire, secondaire, universitaire?*)
2. Repeat the above procedure until all

students have discussed and expressed their personal views.

D. Chain Story (20 min)

1. Have students write one sentence that could be the beginning of a story, using the past tenses.
2. All students should sit in a circle.
3. Ask for a volunteer to read his/her first sentence. The student sitting next to him/her will continue the story, making it up as he/she goes along. The third student continues the story and so on until the teacher or students feel that they'd like to end and start a new story.

E. Homework

Estimez-vous que l'université vous a préparé pour l'avenir? Comment? Sinon, comment pourrait-elle le faire, selon vous?

F. Notes and Variations

A. Brainstorm about University Courses

1. Have students brainstorm the different departments of a university first and then have them list the classes they have studied.

D. Chain Story

1. This activity could be an oral exercise versus a written one.

LEXIQUE 4: EDUCATION

A. Cours d'université

l'histoire	la géographie
la sociologie	la géométrie
les sciences	la biologie
la chimie	la physique
l'informatique	la comptabilité
le marketing	l'économie
le droit	la médecine
la chirurgie	la psychiatrie
la musique	le dessin
la peinture	la poterie
l'agriculture	l'horticulture
l'ingénieur	l'architecture
les sciences politiques	l'enseignement
les sciences infirmières	la psychologie

B. Conversations Inspirées

1. Quel était votre sujet préféré à l'école primaire, secondaire, universitaire?
2. Est-ce que vous aimiez l'école quand vous étiez jeune?
3. Quelles sont les qualités les plus importantes chez un professeur?
4. Quelles sont les caractéristiques que vous n'aimez pas chez un professeur?
5. Quelle pédagogie est la plus efficace pour que vous étudiez?
6. Est-ce qu'il y a quelque chose que vous avez appris quand vous étiez jeune qui est inutile maintenant?
7. Pensez-vous qu'une éducation collégiale est importante? Pourquoi? Pourquoi pas?
8. Pensez-vous que les enfants ont une éducation plus élevée dans la classe où en dehors?
9. Est-ce qu'il y a des choses qu'on ne doit pas enseigner à l'école? Pourquoi?

LESSON 5: OCCUPATIONS

- Objectives:** Students will be able to name, discuss, and describe various occupations using the two past tenses, and the present tense.
- Materials:** newsprint, felt pens, handout from Lexicarry, p 62, # 95 - Occupations
- Procedure:**
- A. Occupations** (25 min)
 1. Give handouts of Lexicarry, to students in order for each one to write the corresponding occupation with the picture.
 2. Group students in pairs for them to share and clarify their responses.
 3. Have students write descriptive statements about the careers. (*i.e. Le docteur examine la patiente.*)
 - B. Verification** (15 min)
 1. Go over the names of the careers with students, and write their answers on newsprint (include the names of the occupations and the action verb that corresponds).
 - C. Miming Actions** (20 min)
 1. Have students think of other occupations people have, and have one student at a time, come to the front of the class to mime the actions of that particular job.
 2. Have other students guess the career, and then to make statements about the careers answering the following questions:
 - a) *Qu'est ce qu'ils font?*
 - b) *Où travaille-t-il?*
 - D. Description of Past Jobs** (1 hour)
 1. Have students brainstorm the action words, pertaining to their past employment experiences. (Other than those listed above in Procedure 1).
 2. As students respond write their words on newsprint.

3. Have students write a paragraph describing one of their past jobs, answering the Wh questions, (*qui, quoi, où, quand, durée, pourquoi*).
4. Place students in groups of two for them to share their paragraphs and to help each other with corrections.
5. Ask for one volunteer to write their job description on the board.
6. Have the whole class correct the paragraph.
7. Repeat steps 5 & 6 a few more times.

E. Homework

Dans le domaine du travail est-ce que les femmes doivent être égales aux hommes? Pourquoi? Pourquoi pas?

F. Notes & Variations

A. Occupations

When using handouts such as Lexicarry, I have found it very useful for students to try writing the words/sentences individually first. This allows the students to be aware of their own knowledge and also allows the teacher to take the students from the known to the unknown.

C. Miming Actions

The teacher could give a handout from *Lexique 5 - Occupations Supplémentaires*, (page 32) and have the students choose an occupation from the list for them to mime.

D. Job Descriptions

1. While one student is writing his/her descriptions on the blackboard during the whole class correction activity, the teacher could have other students converse about some of their past job experiences so as not to waste class time in silence.
2. The students should correct the paragraph one sentence at a time, and only when they can't do corrections on their own should the teacher clarify.

LEXIQUE 5: LES OCCUPATIONS

A. Occupations: Lexicarry Français

1. le scaphandrier (plonge, explore)
2. le maçon (construit, bâtit, bétonne, cimente, plâtre)
3. l'ingénieur (crée, planifie, dessine, projète)
4. le chef d'orchestre (dirige, orchestre)
5. le cordonnier (répare)
6. le soldat (entraîne, tire, occupe, combat, tue)
7. le chef cuisinier (cuisine, crée, prépare, planifie)
8. l'arpenteur (mesure, parcourt, arpente)
9. l'opticienne (examine, prescrit, ajuste)
10. le menuisier (construit, bâtit, finit)
11. la savante (étudie, recherche, conclue, écrit)
12. le garçon (sert, nettoie, suggère)
13. l'artiste (crée, peint, tisse, dessine)
14. l'électricien (répare, installe)
15. le clown (fait rire, fait pleurer, se moque, mime)
16. le dentiste (répare, examine, arrache)
17. la caissière (prend, donne, additionne, soustrait)
18. le pompier (éteint, combat, sauve)
19. le voleur (vole, brise, défonce)
20. le mécanicien (répare, graisse)
21. le peintre (peint, vernit, nettoie)
22. le tailleur (mesure, coud, raccommode)
23. l'architecte (crée, planifie, dessine)
24. le jardinier (cultive, vend, transplante)
25. le boulanger (cuit, décore)
26. le plombier (installe, répare)
27. la dactylographe (tape à la machine)
28. le coiffeur (coupe, peigne, teint, lave)
29. le docteur (examine, soigne, prescrit, opère)
30. le laveur (nettoie, poli, lave)
31. le photographe (prend, développe)

Occupations Supplémentaires

1. l'agent du développement (discute, entraîne, prépare)
2. l'artisan (fait, fabrique, crée, tisse)
3. l'astronaute (voyage, explore, expérimente)
4. l'astronome (regarde, étudie, observe)
5. l'aubergiste (donne, accomode, loge, accueille)

6. **l'avocat** (défend, prépare, recherche, plaide)
7. **le banquier** (donne, garde, prête, exige)
8. **le bibliothécaire** (prête, informe, renseigne)
9. **le bûcheron** (coupe, scie)
10. **le charcutier** (coupe, pèse, cuit, prépare)
11. **le chasseur** (tue, tire, chasse)
12. **le chimiste** (recherche, étudie, mélange, expérimente)
13. **le chirurgien** (examine, coupe, opère)
14. **le commerçant** (achète, vend, échange)
15. **le commis** (informe, aide, range, aménage)
16. **le contrôleur** (contrôle, décide, exécute)
17. **le couturier** (coud, taille, mesure)
18. **le dramaturge** (présente, écrit)
19. **l'écrivain** (écrit, crée, recherche)
20. **l'éditeur** (publie, édite)
21. **le facteur** (distribue, délivre)
22. **le fermier** (cultive, produit, sème, récolte)
23. **le fleuriste** (arrange, délivre, vend)
24. **le fonctionnaire** (exécute, décide, dirige, traduit)
25. **le formateur** (anime, recherche, enseigne, communique)
26. **l'horloger** (fabrique, répare)
27. **l'infirmière** (soigne, garde, donne, injecte)
28. **le journaliste** (écrit, expose, rapporte, s'informe)
29. **le laitier** (délivre)
30. **le libraire** (vend, commande, range)
31. **le mendiant** (quête)
32. **le mineur** (explore, ramasse, remplit)
33. **le pêcheur** (pêche, nettoie, coupe, prépare)
34. **le pharmacien** (remplie, mélange, vend)
35. **le vétérinaire** (soigne, examine, prescrit, opère)

C. Actions à Mimer

1. L'avocat défend ses clients au Palais de Justice.
2. Le banquier prête l'argent aux fermiers. Il travaille dans une banque.
3. L'écrivain crée une histoire chez lui (dans sa maison).
4. Le pharmacien remplit les ordonnances des patients dans une pharmacie.
5. L'infirmière soigne les malades à l'hôpital.

LESSON 6: JOB INTERVIEWS

Objectives: Students will be able to describe what tasks they performed for a certain job. They will discuss possible solutions concerning alternatives for a low-paying job. Students will brainstorm various questions asked at an interview and then will do role plays.

Materials: rods, newspapers, newsprint and felt pens, Idea Bank by Stephen Sadow, page 125, "Flim-Flam".

- Procedure:**
- A. Rods (20 min)**
1. Have all the students sit on the floor in a circle.
 2. Have one student set up a representation of one of their past job situations using rods.
 3. Students guess what the rods might represent, where the job is situated, etc.
 4. The volunteer student can only answer yes or no.
 5. Once the rods (the job) have been identified, the volunteer takes one rod and goes through the motions of what he/she would do on a regular daily basis.
 6. The other students restate his/her actions while the volunteer student clarifies.
 7. Students are encouraged to ask questions.
 8. Repeat the above procedure with another volunteer student several times.
- B. Idea Bank - Flim-Flam (40 min)**
1. Read the passage "Flim-flam" p 125. (The passage is about a poor professor who wants to get rich quick and easy. He/she is open to suggestions as long as he/she doesn't go to jail.)
 2. Check for comprehension of the passage and the task, clarifying when needed.

3. Have students give you suggestions as to how to make extra money.
4. Continue the discussion by asking the following questions:
 - a) *Qu'est-ce que le professeur doit faire?*
 - b) *Est-ce que le plan est malhonnête ou illégal? Comment?*
 - c) *De quelle façon peut-on devenir riche rapidement?*
 - d) *Quels plans sont les plus connus pour tricher la société?*
 - e) *Est-ce que tricher est acceptable ou non? Pourquoi?*

C. Newspapers (30 min)

1. Ask students "*Où trouve-t-on les offres d'emplois dans un journal?*"
2. Students will give their answer (*les annonces classifiées*).
3. Give students the classified sections of several newspapers and have each student find a job that they would be interested in applying for.
4. Once they have chosen a position that appeals to them, students work in pairs to share the information (*quel emploi, l'endroit, les qualifications, les exigences de travail, et les raisons pourquoi ils voudraient travailler là*).

D. Interviews (30 min)

1. Ask students "*Quelles questions sont posées pendant une entrevue?*"
2. Write students' responses on newsprint. Also elicit possible answers from students.
3. Have students work in pairs to act as interviewer/ee using the above questions as guidelines.
4. Have two students come to the front to role play an interviewer, interviewee and repeat the role play with other students.

E. Homework

Citez une ou deux expériences où vous avez fait preuve d'initiative.

F. Notes and Variations**B. Idea Bank - "Flim-flam"**

Students could work in pairs to come up with different suggestions first, and then the whole class could discuss the various ideas.

C. Newspapers can be found in the MAT Resource Room or in the library (old issues).

D. Instead of doing step D - Interviews, you could do role plays of an interview using Index Cards with different situations written on them. (See Lexique 6 - p. 36 **Variations Utilisant des Cartes d'Index.**)

LEXIQUE 6 LES ENTREVUES

C. Les Journaux

EXEMPLAIRE D'UNE ANNONCE

Le Centre Français d'Education est à la recherche de formateurs(trices) intéressés(ées) à animer un cours d'études communautaires dans leurs milieux respectifs.

Idéalement, chaque personne posséderait:

- une formation universitaire ou une formation équivalente vécue, préférablement dans les domaines de sociologie, démographie, ou pédagogie
- un niveau de dynamisme élevé
- un intérêt profond dans le développement de la communauté française
- une expérience dans l'animation de groupe

Le cours à animer, "Lecture de son milieu", durerait 40 heures- environ 3 heures par semaine pour 13 semaines entre le 1er janvier et le 31 mars 1987.

Le salaire est d'environ \$25.00/heure

Les communautés suivantes sont impliquées: Bellevue, Prince Albert, Debden, North Battleford, Régina, Saskatoon

Envoyez votre curriculum vitae à:

Donald Marchand
125 - 14ème rue Ouest
Regina, Saskatchewan
Canada

D. Questions posées à une Entrevue

1. Quel est votre objectif de carrière?
2. Quel domaine (marketing, finance, production, etc.) vous attire le plus? Pourquoi?
3. Pour quelles raisons aimeriez-vous travailler dans notre société?
4. Que savez-vous à propos de notre société?
5. Etes-vous prêt à aller où la société vous enverra?

6. Pourquoi pensez-vous vous plaire dans ce genre d'emploi?
7. Vous entendiez-vous bien avec vos camarades d'école ou de faculté?
8. Admettez-vous facilement les gens qui n'ont pas la même formation ou les mêmes intérêts que vous?
9. Préférez-vous travailler en équipe ou vous débrouiller vous-même?
10. Que faisiez-vous à la maison lorsque vous étiez enfant?
11. Quel est votre principal atout?
12. Citez une ou deux expériences où vous avez fait preuve d'initiative.

Variations utilisant des Cartes d'Index

Ecrire les situations suivantes sur les cartes:

1. Vous allez à une entrevue pour un emploi, mais vous n'avez pas d'expérience. Expliquez au interviewer pourquoi vous devriez avoir cet emploi.
2. Parlez à votre patron et demandez-lui pour une augmentation de salaire.
3. Dites à votre patron qu'il y a quelqu'un qui vole l'argent de la compagnie.
4. Allez à un Centre d'Emploi et demandez s'il y a un emploi pour vous.
5. Un de vos co-travailleurs vous parle constamment, vous trouvez cela très difficile pour compléter votre travail. Parlez-en avec lui/elle.
6. Expliquez à votre patron que la raison pour laquelle vous ne pouvez pas accomplir vos tâches: c'est que vous avez des problèmes à la maison.
7. Demandez à un de vos employés pourquoi il/elle est toujours en retard.
8. Vous voulez vendre votre bicyclette usagée. Discutez le prix avec un/e ami/e qui pense l'acheter.
9. Votre patron vous appelle à son bureau pour vous informer que votre position est maintenant remplacée par un ordinateur.

10. *Demandez à un/e de vos camarades (qui est d'un autre pays) quels sont les opportunités de travail dans son pays.*

LESSON 7: OUR FUTURE

Objectives: Students will know how the future tense is formed and its usage. They will be able to express their daily routines using the future tense. Also they will create the ideal student centre using the future tense.

Materials: felt pens, newsprint, rods, chart of daily routines, Idea Bank by Stephen Sadow, p. 127, "Student Center".

- Procedure:**
- A. Future Form and Usage (20 min)**
1. Ask students "*Que ferez-vous demain?*"
 2. As students respond write the action words on the blackboard.
 3. Ask students "*Quel est le temps, la forme, et l'emploi?*"
 4. Write students' responses on newsprint.
- B. Chart Pattern Usage (30 min)**
1. Tape a chart of daily routines on the blackboard (to wake, shower, dress, eat, leave home, study, leave school, watch TV, and go to bed)
 2. Review verbs that correspond with each picture with students. Write their responses on newsprint which is taped by the chart.
 3. Use the question and answer chain with the future tense:
Teacher - "*A quelle heure se lèvera-t-il?*"
Student 1 - "*Il se lèvera à 7 heures.*"
Teacher - "*A quelle heure prendra-t-il sa douche?*"
Student 2- "*Il prendra sa douche à 7:15.*"
 4. Continue step # 3 until all actions have been covered.
 5. Have students ask and give their personal variations on the original practice. (student 1 to student 2 to student 3, etc. in a circular fashion.)

C. Rods using the Future tense. (35 min)

1. Brainstorm with students all possible action verbs needed around SIT using the future tense. Write students' responses on newsprint.
2. Have one student set up the representation of SIT campus.
3. Go over the names of the buildings with students.
4. Have one student go through the actions that they would do the following day, using a green rod to represent themselves.
5. The other students predict what the volunteer student is going to do using the future tense.
6. Ask students if any of them do different things, and if so to use a green rod to go through their own actions.
7. Repeat steps 4-6 several times.

D. Student Centre (35 min)

1. Read the passage "Student Centre".
(Students have been selected to design a very modern student centre. Money is not a problem.)
2. Clarify vocabulary and task with students.
3. Ask students "*Quelles questions posera l'architecte?*"
4. Write the students' questions on the blackboard.
5. Divide the class into groups of three to five. Tell them to prepare a description of the student centre in writing and if they wish, to design and draw the plan.
6. One student from each group will report their description to the class. Encourage the other students to ask questions and make comments whether they agree with the description or not.

E. Homework

Dites-moi ce que vous ferez pendant la fin de semaine.

F. Notes and Variations**A. Future Form and Usage**

Do the steps in reverse, asking the students how the future tense is formed and used. Then elicit responses from students about what they will do tomorrow, the weekend, etc.

B. Chart Pattern Usage

Students may need an explanation of reflexive verbs during the presentation of daily action verbs - depending on their proficiency level. If so give them a short grammar lesson, or ask students if any of them know about reflexive verbs and have them explain this to the others.

D. Student Centre

Prior this activity you could lead a discussion on what is missing at SIT. For example **The Other Side** doesn't have a bar, not enough entertainment and variety of activities, etc. Then proceed with the Student Centre activity.

LEXIQUE 7: LE FUTUR

A. Le Futur

1. **Les Formes régulières** du futur simple sont formées en ajoutant les terminaisons du futur à l'infinitif du verbe utilisé. Lorsque la lettre finale de l'infinitif est **e**, celle-ci disparaît.

Exemple: je parlerai, tu aimeras, il bâtira, nous bâtirons, vous partirez, ils croiront.

2. **L'Emploi du futur simple:** est pour exprimer une action ou un état postérieur au moment présent.

Pour plus de renseignements voyez La Grammaire à l'Oeuvre par John Barson, page 60-63.

B. Usage d'affiche

3. a) Je me réveillerai à 7h.
b) Je prendrai ma douche à 7:15.
c) Je m'habillerai à 7:30.
d) Tu déjeuneras à 7:45.
e) Il partira de la maison à 8:05.
f) Nous étudierons à 3:00.
g) Vous quitterez l'école à 4:30.
h) Elles regarderont la télé à 8 heures du soir.
i) Elle se couchera à minuit.

C. Les Réglettes

1. **Brainstorm** avec les verbes d'action nécessaire sur le campus de SIT. (les exemples sont à la première personne)
courrai, mangerai, étudierai, lirai, parlerai, communiquerai, danserai, jouerai, écouterai, conduirai, partirai, arriverai, stationnerai, discuterai, analyserai, accepterai, rejèterai, raconterai, sortirai, m'assoierai

3. Les Bâtiments sur le campus

Les dortoirs Janeway, Gamble, Ellsworth, Bolton, Oak, Winner, Blackmountain, Dickinson, Autres: L'Edifice de l'Administration Boyce, l'Edifice des Etudiants Non Diplômé, Le Carriage House (le réfectoire), et le Centre des Etudiants, La Bibliothèque Donald Watt, Le Centre de Santé "Appel", La Buanderie, L'Edifice des Gradués

(MAT), L'Auditorium, les petites salles de classes, L'Autre Côté (The Other Side), et Le Bureau des Logements (Housing Office).

5. Prédire ce que l'étudiant fera demain.

Elle stationnera son auto. Elle ira à la salle de classe. Elle écoutera son professeur de linguistique. Elle parlera avec ses collègues des cours. Elle mangera à La Tienda avec ses amis. Elle achètera un breuvage au petit magasin. Elle étudiera à la bibliothèque. Elle partira du campus et retournera chez elle.

D. Centre D'Etudiants

3. Questions posées par un architecte

- a) Quel sera la grandeur du centre?
- b) Quel sorte de pièce y aura-t-il?
- c) Quelles activités ferez vous?
- d) Quels sports pratiquerez-vous?
- e) Quels autres choses pourront faire les étudiants?
- f) Quels caractéristiques spéciales y aura-t-il?
- g) Quel sera le décor?

5. Description d'un centre

Le nouveau centre d'étudiants aura au moins quatre pièces. Il y aura un bar où on pourra acheter de la bière, et de la boisson. Aussi il y aura des danses tous les vendredi et samedi soirs. Nous pourrons jouer aux cartes, aux dames et aux échecs quand nous voudrons. Il y aura un endroit où les étudiants pourront discuter les événements politiques et tout autre sujet mondial. Il y aura un centre de lecture où nous pourrons lire des revues, des journaux et autres publications.

LESSON 8: PREDICTING THE FUTURE

Objectives: Students will discuss the topic of fortune tellers, horoscopes etc. in order for them to read and write about their futures. Students will review descriptive adjectives of people. Students will write about their own predictions and guess each others using the future tense.

Materials: newsprint, felt pens, handouts on Votre Horoscopes from C'est La Vie - Lectures d'Aujourd'hui by Paul Pimsleur, p 50-55, large white sheets, magazines, scissors, glue.

- Procedure:**
- A. Fortune Tellers (15 min)**
 1. Ask students "*Comment peut-t-on prédire l'avenir?*"
 2. Write students' responses on the blackboard. (look for fortune tellers, horoscopes, numerology, Chinese horoscopes, etc.)
 - B. Horoscopes (1 hour)**
 1. Have students brainstorm adjectives that describe people's characteristics in two separate columns (negative and positive aspects).
 2. Have students tell you what are the component parts of Horoscopes (sign, dates, charts, elements, etc.).
 3. Ask students to tell you the month that they were born in. Write the students' names and the corresponding month of birth on the blackboard.
 4. Give handouts on horoscopes (a brief description of each sign of the zodiac with exercises at the end). Have students read their own horoscope first and then to try and guess their fellow classmate signs (for each zodiacal sign consists of two months).
 5. With the whole class, students guess each others zodiacal sign and give their reasons why.

6. Have the students do the exercises at the end, page 54. (*Les Substantifs qui correspondent à chacun des verbes, i.e. flatter = la flatterie, et Les Adjectifs qui conviennent, i.e. Une personne qui travaille beaucoup est travaillant.*)

C. Travelogue (45 min)

1. Explain that the students should put together a sequence of pictures showing what they will be doing in the future. (either traveling, working, raising a family, volunteering etc.)
2. Students will work individually making a poster that will represent their future, (they can cut pictures from a magazine, or draw them if they wish).
3. After they have made their poster, students should write captions on it using the future tense. (Verify students' writing before they put it on the poster.)
4. Group students in pairs for them to share the information. Students can ask or guess about each others future based on their posters. They must use the future tense.
5. Collect all posters, mix them up and take one at a time to show the whole class. Students will describe the student's picture using the future tense. Encourage students to ask questions and make additional comments.

E. Homework: Do either 1 or 2.

1. Répondez à la question suivante: Où serez-vous dans cinq ans? Gardez les questions suivantes en tête:
 - a) Où vivrez-vous?
 - b) Comment passerez-vous votre temps libre?
 - c) Qui seront vos amis les plus intimes?
 - d) Quelle sera une journée typique?
2. Quels sont les dangers et les limites de l'astrologie?

F. Notes and Variations

A. Fortune Tellers

Continue this activity with a discussion on whether the students believe in fortune tellers, why some people do, if

any of them have had personal experiences, what were they, if any predictions came true, etc.

- B. **Horoscopes** Step 4, clarify vocabulary if necessary.
- C. **Travelogue** - The teacher could choose a certain theme such as travel plans and be very specific, i.e. buying a ticket, date of departure, arrival time, etc. I choose the exercise where students make individual plans for it's more student-centered. This activity is adapted from the one found in Action Plans by Macdonald & Rogers-Gordon, p 40.
- D. There are a number of activities related to the use of the future tense in Caring and Sharing by G. Moskowitz, pages 8, 77, 78, 88, 92, 98, 106.

LEXIQUE 8: PREDIRE LE FUTUR

A. Prédire le Futur

les astrologues
les mages coiffés
une cartomancienne
les chiromanciens
les mediums, les psychiques (une séance)
un diseur de bonne aventure
le Zodiac Chinois
les horoscopes
les liseurs dans le marc de café, ou les feuilles de thé

B. Les Horoscopes

1. Les adjectifs supplémentaires

Positif

calme
raisonnable
lucide
sérieux
réservé
chaleureux
affectueux
émotif
sympathique
ouvert
communicatif
exubérant
détendu
tendre
romantique
idéaliste
doux
juste
bienveillant
optimiste
gai
fort
énergique
délicat
mignon
persévérant
ferme
loyal
honnête
franc

Négatif

calculatrice
orgueilleux
fervent
exclusif
agressif
insociable
timide
complexé
inquiet
instable
malveillant
moqueur
sarcastique
difficile
ombrageux
têtu
vantard
rêveur
amer
pessimiste
coléreux
indécis
bête, sot
bizarre, étrange
désagréable
ennuyeux
opiniâtre
lâche
peureux
craintif

2. Les parties de l'horoscope

les douze signes zodiacaux
la positions du soleil, et les astres à l'heure de
naissance, les éléments (l'eau, la terre, l'air,
le feu), la date et l'endroit de naissance

6. Les exercices à la fin du texte**Les substantifs**

- a) flatter - la flatterie
- b) décider - la décision
- c) travailler - le travailleur
- d) libérer - la liberté, libération
- e) inspirer - l'inspiration

Les Adjectifs

- a) travailleur
- b) économe
- c) égoïste
- d) impulsif
- e) imaginatif

C. Exemple d'un plan pour voyager

Je consulterai une agence de voyage et je lierai les brochures. Je réserverai ma place pour le 7 janvier 1987 et la confirmerai avant mon départ.

J'embarquerai sur l'avion à 15h et je voyagerai en classe économique. L'avion décollera à 15h15 et on atterrira à Bangkok le 8 janvier à 18h. Le douanier fouillera mes bagages et me laissera passer. Je descendrai à l'hôtel en taxi. Je visiterai les monuments et ruines pendant mon séjour là-bas.

LESSON 9: INVITATIONS & REQUESTS FOR INFORMATION

Objectives: Students will be able to make invitations, and know how to make phone calls to request information. They will know how to use the conditional tense.

Materials: felt pens, newsprint, index cards.

- Procedure:**
- A. Invitations (45 min)**
1. Ask students "*Quelles sortes d'invitations pouvons-nous faire?*" Write students' responses on newsprint (i.e. coffee, movie, date, etc.).
 2. Ask students "*Comment invitons-nous les gens et comment répondons-nous aux invitations?*" Write students' responses on newsprint.
 3. Ask students "*Quel est le temps, la forme et l'emploi du verbe?*" Write these on newsprint.
 4. Group students in pairs for them to practice what they've just learned - inviting and responding using the conditional mood.
 5. Have pairs produce what they've just practiced in front of the whole class.
- B. Requesting information (50 min)**
1. Ask students "*Pourquoi utilisons-nous le téléphone?*" (To chat, ask for information, make appointments etc.)
 2. Ask the following questions and write the students' responses on newsprint:
 - a) *Comment demandons-nous à parler à quelqu'un?*
 - b) *Quelles réponses peut-on donner?*
 - c) *Comment faisons-nous un rendez-vous?*
 - d) *Comment demandons-nous des renseignements?*
 3. Give students a copy of an appointment book page. Have the class complete the dates, and times on the page (for the coming week), filling in a number of spaces with imaginary or realistic

appointments. Not all the spaces should be filled in.

phone, and make appointments with each other.

5. Circulate around the room helping students with their French when needed and making corrections.

C. Index Cards Role Play (25 min)

1. Have two students come to the front of the class to role play different situations that are written on index cards.
2. Repeat above procedure several times.

D. Homework

Ecrivez un dialogue téléphonique. Faites un rendez-vous ou une invitation.

E. Notes and Variations

1. Reverse procedures A & B.

B. Requesting information

2. Have students practice telephone conversations (using an imaginary telephone) in pairs before making appointments with each other.

LEXIQUE 9: FAIRE DES INVITATIONS & DEMANDER DES RENSEIGNEMENTS

A. Des invitations

1. On peut faire des invitations pour: une promenade, un café, un film, un souper, une sortie, une soirée, une marche, une fête, une excursion sportive, etc.
2. **Questions**
 - a) Voudriez-vous faire une promenade à la campagne?
 - b) Pourriez-vous me rencontrer pour un café cet après-midi?
 - c) Aimerez-vous voir un film demain soir?
 - d) J'aimerais vous inviter à souper vendredi soir.
 - e) Aurais-tu le temps pour jouer au tennis dimanche?

Réponses

- a) J'aimerais bien faire une promenade avec toi.
- b) Je regrette mais cet après-midi est impossible, demain je pourrais.
- c) Oui, ce serait bien voir un film ce soir.
- d) Nous aimerions bien venir souper chez vous.
- e) Je voudrais bien jouer au tennis dimanche.

3. Le Temps est le Conditionnel Présent

La forme du Conditionnel Présent est exactement comme le futur (voyez Lexique 7), sauf les terminaisons sont les mêmes que celles de l'imparfait de l'indicatif. Le *e* final de l'infinitif des verbes en *-re* disparaît.

L'Emploi du Conditionnel

On se sert souvent du conditionnel dans des invitations et des suggestions. C'est aussi employé pour diminuer la force d'une demande ou pour exprimer un ordre poliment.

B. Demander pour l'information

1. On utilise le téléphone pour: jaser avec quelqu'un, demander des renseignements, faire des rendez-vous etc.
2. a) Pourrais-je parler avec Louise s.v.p.?
J'aimerais parler avec Elaine s.v.p.
Je voudrais parler avec Maurice s.v.p.
Est-ce que je pourrais parler à M. Godin?

- b) Réponses
 Un instant s.v.p.
 Ne quittez pas.
 La ligne est occupée.
 Vous vous êtes trompé de numéro.
 Excusez-moi.
- c) J'aimerais faire un rendez-vous avec le Dr. Lemoine pour le 30 mai s.v.p.
 Pourrais-je venir vous voir cette après-midi?
- d) Pourriez-vous m'aider?
 J'aimerais savoir si vous avez des voyages au Guatemala.
 Pourriez-vous me dire les heures de départ?
 Auriez-vous des prêts pour les étudiants?
4. Bonjour, j'aimerais parler avec Thérèse s.v.p.
 Allô, serais-tu libre mercredi après-midi pour un café?
 Voudrais-tu étudier avec moi lundi soir?
 Pourrais-tu me rencontrer mardi pour dîner?

C. Des Cartes d'index: Jeux de Rôles

1. Demande à un/e ami/e d'aller à un film.
2. Demande à un collègue de prendre un verre après la classe.
3. Demande à un collègue pour étudier avec lui/elle.
4. Demande à un collègue pour sortir un soir.
5. Vous devez partir mais vous voyez un collègue que vous voulez connaître davantage. Dites-lui cela et faites un rendez-vous pour plus tard.
6. Parlez à vos amis de votre nouvel appartement. Invitez-les chez vous.
7. Vous avez entendu qu'un de vos confrères a de la difficulté en français. Demandez à cette personne si vous pouvez l'aider.
8. Appelez votre ami/e. Dites-lui que vous vous ennuyez.
9. Vous êtes misérable aux Etats-Unis. Appelez votre famille et demandez-leur ce que vous devriez faire.
10. Vous avez mal aux dents. Appelez votre dentiste et faites un rendez-vous. Expliquez que c'est un cas d'urgence.
11. Votre docteur part en vacances demain. Vous avez été malade toute la journée. Appelez-le et demandez qu'il vous examine aujourd'hui.
12. Appelez votre ami/e et dites-lui que vous ne pouvez pas venir à la soirée.
13. Votre meilleure ami/e vous a invité à son mariage. Dites-lui que vous ne serez pas capable d'y aller.
14. Téléphonez chez vous (à votre famille), et demandez-leur de venir vous rendre visite.
15. Vous voulez acheter des billets pour un concert. Appelez le théâtre et renseignez-vous.

16. Vous cherchez un appartement. Appelez et renseignez-vous sur une annonce que vous avez vue.
17. Vous voulez rester aux Etats-Unis pour continuer vos études mais votre famille veut que vous retourniez chez vous. Téléphonnez et demandez-leur la permission.
18. Vous appelez votre ami/e mais la personne qui répond est très difficile à comprendre.
19. Vous appelez pour vous renseigner sur une annonce qui disait "Faites de nouveaux amis, et rencontrez de nouvelles personnes."
20. Votre w.-c. (cabinet de toilette) est brisé. Appelez un plombier.
21. Votre cuisinière (four) ne chauffe pas. Téléphonnez un électricien.

LESSON 10: GIVING ADVICE AND IMAGINING

Objectives: Students will be able to give advice by writing Dear Abby letters using the conditional mood. They will imagine themselves in different situations and describe these using the imperfect and conditional tenses.

Materials: felt pens, newsprint, slips of paper.

- Procedure:**
- A. Dear Abby (1 hour)**
1. Ask students "*Quels temps et verbes utilisons-nous lorsqu'on donne des conseils?*" Write students' responses on newsprint.
 2. Divide the class into pairs or groups of three. Each group should write at least one (or two, depending on the size of the class) letter to Dear Abby (*Chère Colette*) stating a problem they have encountered. Circulate around the class helping with vocabulary and clarifying when needed.
 3. When all students have completed their letters, they exchange and respond to them giving advice using the conditional tense.
 4. Have one representative from each group read the letter and the advice they gave to the rest of the class.
- B. What If.....? Real conditionals (30 min)**
1. Ask the class "*Comment utilisons-nous le conditionnel avec si...?*" Write the rule on newsprint.
 2. Divide the class into 2 groups.
 3. Tell group A to compose only the first half of the "if" clause sentences, using students proper names and to write them on slips of paper. (*i.e. Si Bill était à l'heure...*)
 4. Tell group B to complete the second part of the "if" clause sentences, also using students' proper names, and write them on slips of paper. (*i.e. elle chanterait.*)

5. Put group A's and group B's sentences in different piles. Taking turns, students take a sentence half from each pile and read them aloud, making a complete sentence.

C. The Unreal Conditional (30 min)

1. Ask the students "*Si vous gagniez le gros lot d'un million, que feriez-vous?*" Write the the verbs that the students use on newsprint.
2. Ask students what kinds of situations would they like to imagine themselves in and to write these down on paper.
3. Students put their slips of paper in one pile.
4. One student at a time takes a paper, reads it aloud and gives his/her response and reason for his/her answer.

D. Homework

Vous avez travaillé toute la journée. Vous retournez chez vous pour trouver votre maison (ou appartement) en feu. Les pompiers sont là. Un des pompier vous dit qu'il peut sauver seulement une chose. Que sauveriez-vous et pourquoi?

E. Notes and Variations

A. Dear Abby

Part A & B was adapted from Action Plans by Macdonald & Rogers-Gordon, pages 14 & 17.

Variations

1. Lead a discussion on letters written to Dear Abby, the kinds of situations and advice given, prior to the writing exercise itself.
2. Have the students compose a letter to *Chère Colette*, and respond to it together as a whole class.

B. What if.....?

Have students write full sentences with the if clauses, and then cut them up and place in separate piles. Continue with step 5.

LEXIQUE 10: DONNER DES CONSEILS & IMAGINER

A. Chère Colette

1. On se sert du conditionnel quand on veut donner des conseils.

2. Chère Colette,

Je suis une femme de 50 ans et je voudrais avoir un enfant de ma propre famille. Je pense demander à ma fille de 20 ans d'avoir un oeuf fertilisé du sperme de mon fils de 18 ans.

Est-ce que ce serait incestueux?

Je me demande

Chère demandante,

Ça ne serait pas seulement incestueux, mais aussi illégal, immoral et atroce.

B. Le Conditionnel Réel

1. Dans une phrase hypothétique, la proposition subordonnée est à l'imparfait et introduite par *si* (indiquant une condition, une hypothèse, ou une possibilité). Pour exprimer le résultat, on emploie le conditionnel.

ie: Si j'avais plus de temps je prendrais des leçons d'espagnol.

3 & 4. Exemples

- a) Si Brenda allait à la cafétéria elle mangerait du gâteau.
- b) Si Charles se levait plus tôt le matin il arriverait à l'heure pour ses classes.
- c) Si Paul était plus souriant les étudiants pourraient lui parler.
- d) Si Jeanne criait plus fort on deviendrait sourd.
- e) S'il faisait beau demain on pourrait aller à la campagne.

C. Le Conditionnel irréel

1. Si je gagnais le gros lot d'un million, je voyagerais autour du monde. Je visiterais les sites historiques. J'enverrais de l'argent à ma famille pour qu'ils viennent me rejoindre. J'acheterais une nouvelle maison face à l'océan.

2. a) *Si j'étais un oiseau, je serais un héron parce que les hérons sont majestueux.*
- b) *Si j'étais une couleur, je serais rouge parce que c'est une couleur passionnante.*
- c) *Si j'étais un animal, je serais un lion parce que les lions ont de la force et du pouvoir.*
- d) *Si j'étais une saison, je serais l'été parce que j'adore la chaleur et le soleil.*
- e) *Si j'étais un instrument de musique, je serais le piano parce que j'aurais toutes les notes et je pourrais exprimer tous mes sentiments.*

LESSON 11: EXPRESSING NECESSITY & POSSIBILITY

Objectives: Students will be able to express necessity and possibility using the subjunctive tense. In addition, they will review prepositions and carry out each other's commands in the classroom.

Materials: felt pens, newsprint, handouts from Lexicarry, p 43, #84 - Driving a Car.

Procedure: **A. Expressing Necessity and Possibility**

(1 hour)

1. Have students brainstorm expressions of necessity, possibility, permission and demands. Write students' responses on newsprint under the appropriate category.
2. Ask students "*Quel est le temps, la forme, et l'emploi du verbe qu'on utilise?*" Write the rules, form and usage on newsprint.
3. Indicate different interactions to students and have them express necessity, possibility and commands using the subjunctive tense (i.e. parents, teachers, director of programs, etc.).

B. Operations (20 min)

1. Give students handouts on the Operation of Driving a Car.
2. Have students write individually first about the actions of driving, using a structure that calls for the subjunctive tense.
3. Verify and clarify vocabulary of sentences step by step. (Alternate with: *Il faut que, il est nécessaire que, il est important que.*)
4. Give students verbal directions and have them mime the commands.
5. Students give the commands to the teacher for him/her to mime.
6. Place students in pairs for them to practice using the structures that require the subjunctive.

C. Prepositions (40 min)

1. Have students brainstorm prepositions of place and direction. Write students' responses on newsprint.
2. Take one volunteer student out of the class to blindfold and have him/her wait until invited back to class.
3. Tell students to rearrange the furniture in the classroom.
4. Have students give directions to the blindfolded student for him/her to get across the room. Students must use the subjunctive tense structures and alternate with *tu* and *vous* and various expressions of necessity.
5. Repeat steps 2-4 several times.

D. Homework

Vous êtes des parents et vous dites à vos enfants quoi faire pendant que serez partis pour la fin de semaine.

E. Notes and Variations**A. Expressing Necessity and Possibility**

Tell students you will only be dealing with expressions of possibility and necessity this class and that the next class will deal with emotions and opinions.

B. Operations

Depending on the students' level, you might choose an easier operation to deal with. See Lexicarry pages 34-43.

C. Prepositions

Have one student at a time give the blindfolded student the directions. Teacher or students can do corrections.

LEXIQUE 11: LA NECESSITE OU POSSIBILITE

- A. 1. **Les expressions de nécessité ou probabilité** sont:
il faut que, il est nécessaire que, il est important que, il est possible que, il est impossible que.

Les expressions de volonté sont: je veux que, j'exige que, j'insiste que, je propose que, je défends que, je souhaite que, je permets que.

2. **La forme du Présent du Subjonctif** est construit sur la 3ème personne du pluriel du Présent de l'Indicatif.
i.e. ils aiment (Indicatif Présent)
que j'aime (Subjonctif présent)

L'Emploi du Subjonctif est utilisé dans les propositions subordonnées qui dépendent d'un autre verbe et en complètent le sens. i.e. je regrette que vous ayez tant de travail cette semaine.

Pour plus de renseignements voyez La Grammaire à l'Oeuvre, Chapitre 10, pages 131-147.

3. Situations

- a) Il faut que vous laviez la vaisselle après les repas.
- b) Il est important que vous vous couchiez avant 10 heures.
- c) Il est nécessaire que vous fassiez vos devoirs avant dimanche soir.
- d) Il faut que vous lisiez vos chapitres après la classe.
- e) Il est nécessaire que vous fassiez des recherches pour vos dissertations.
- f) J'exige que vous soyez à l'heure pour les cours.
- g) Je veux que nous fassions une fête à la fin du cours.
- h) J'exige que vous donniez vos travaux en temps.

B. Opérations de conduite d'un automobile

1. Il faut que vous montiez dans la voiture.
2. Il est nécessaire que vous attachiez la ceinture de sécurité.

3. Il est important que tu mettes le levier de vitesse au neutre.
4. Il faut que vous mettiez la clé de contact.
5. Pour faire démarrer la voiture, il est nécessaire que vous tourniez la clé et appuyiez sur l'accélérateur.
6. Il est important que vous laissiez chauffer le moteur.
7. Ensuite il faut que nous déserrions le frein à main.
8. Il est nécessaire que vous mettiez le levier de vitesse en première.
9. Pour conduire, il est important que vous appuyiez sur l'accélérateur et leviez le pied de l'embrayage.
10. Il faut que vous passiez en deuxième.

C. Prépositions

1. sur, sous, devant, derrière, à la gauche, à la droite de, entre, parmi, à côté de, près de, loin de, au dessous de, au dessus de, au milieu de, en face de, au pied de, en haut de, hors de, contre, vers, à travers, autour,
4. a) Il faut que vous vous mettiez à quatre pattes.
b) Je veux que tu prennes 2 pas en avant.
c) Il est nécessaire que tu te lèves et que tu avances de 5 pas à la gauche.
d) J'exige que tu arrêtes, et que tu te tournes vers la droite.
e) Il est important que tu tournes lentement vers la droite et que tu t'accroupisses.

LESSON 12: FEELINGS & OPINIONS

- Objectives:** Students will be able to identify and express their feelings and opinions using the subjunctive with the appropriate structures.
- Materials:** felt pens, newsprint, index cards, pictures of people with different expressions.
- Procedure:**
- A. Feelings (1 hour)**
1. Have students brainstorm the kinds of feelings and emotions a person can have. Write their responses on newsprint.
 2. Explanation of the subjunctive tense with a singular subject or compound subjects.
 3. Students make sentences about how they can feel at different times of the day. (The subjunctive is not necessary at this time for there is only a singular subject.)
 4. Students make sentences expressing their possible feelings towards others. (The subjunctive is necessary because of compound subjects.)
 5. Have one student at a time mime a feeling while the other students guess what it is and the reason for it.
 6. Show one picture at a time of people with different expressions. Have students guess what they are feeling and give their reasons for it.
- B. Opinions (30 min)**
1. Have students brainstorm verbs used to express opinions.
 2. Explain the use of the subjunctive tense when expressing opinions and when questioning, (affirmative and negative).
 3. Have one student give his/her opinion in the affirmative, and the student beside him/her should say it in the negative.
 4. Give students a variety of topics for students to state their opinions about and work in pairs to practice the forms.

C. Index Cards (30 min)

1. Have two students come to the front to read a statement or question on index cards. One student asks questions and the other gives his/her opinion and reason.
2. Repeat the above procedure several times.
3. After a few pairs, have everyone express their opinions in a class discussion on the statements.

D. Homework

Que pensez-vous du SIDA (Syndrome d'immunité déficiente acquise), (Aids - Acquired Immune Deficiency Syndrome)?

E. Notes and Variations**A. Emotions and Feelings**

3. Have students write statements about how they feel and help with vocabulary and corrections. Have students put their written statements in a pile on a table. One student at a time picks one up and reads it aloud. The other students guess whose statement it is.
4. Have students brainstorm about the different topics that they would like to discuss and give their opinions on these.

LEXIQUE 12: LES SENTIMENTS ET LES OPINIONS

- A. 1. Les Sentiments sont:**
je suis content, (heureux, désolé, jaloux, furieux, fâché, surpris, étonné), j'ai peur, je crains, (aime, préfère, apprécie, regrette)
- 2. Les phrases à un ou deux sujets voyez la Grammaire à l'Oeuvre, page 137.**
- 3.** a) Je suis étonné de cette nouvelle.
b) Je suis jalouse de vous voir ensemble.
c) Je suis furieuse de voir des skidoos sur notre terrain.
d) Je crains de voir nos pistes de skis ruinées.
e) Je préfère aller voir un film ce soir.
- 4.** a) Je veux que vous soyez à l'heure précise.
b) Je suis désolé que tu recommences ta dissertation.
c) J'étais furieuse parce que nous n'allions pas fêter.
d) Je suis surprise que vous ayez si peu de temps pour faire vos recherches.
e) J'apprécie que vous m'invitiez à sortir ce soir.
- B. 1. Les verbes pour exprimer ses opinions sont:**
croire, penser, être, sûr, affirmer, déclarer, dire, espérer, se souvenir, être d'avis, être d'accord, supposer, se douter, il paraît, il me semble, il est probable
- 2. Voyez La Grammaire à l'Oeuvre, page 138.**
- C. Cartes d'Index**
1. Les femmes doivent rester à maison pour prendre soin des enfants.
 2. C'est mieux de ne pas avoir d'enfants.
 3. Il ne devrait pas avoir de lois pour les mariages.
 4. C'est seulement les gens faibles qui ont des problèmes psychiatriques.
 5. Les hommes et les femmes sont différents émotionnellement.
 6. Les professeurs ne doivent pas socialiser avec les étudiants.

7. La vie aux Etats-Unis est très facile.
8. Les enfants ne doivent jamais être frappés.
9. Les enfants aux Etat Unis ne respectent pas leurs parents.
10. La virginité est très importante.
11. Vivre ensemble avant de se marier devrait être exigé.
12. Les écoles privées sont meilleures que les écoles publiques.
13. Les gens ne doivent pas manger de viande.
14. Les homosexuels ne doivent pas élever d'enfants.
15. Les américains se croient supérieur.
16. Votre ami/e a toujours besoin de l'argent. Pour la troisième fois cette semaine, il/elle vous demande d'emprunter de l'argent. Dis-lui ce que tu penses qu'il/elle doit faire à propos de son problème financier.
17. Votre ami/e va avoir une entrevue pour un emploi demain. Il/elle veut votre avis à savoir, quoi porter, quoi dire, et quoi faire.
18. Votre ami/e prend des drogues. Dis-lui ce que tu penses qu'il/elle doit faire.
19. Vous avez une grande peur des avions. Parlez à votre psychiatre.
20. Vous voyez votre voisin battre ses enfants. Demandez à votre ami/e quoi faire.
21. Votre ami/e commence à être de plus en plus soûl (ivre) à une soirée. Dites-lui de ne pas boire autant.
22. Votre ami/e vous dit toujours quoi faire. Dites-lui que vous voulez prendre vos propres décisions.

LESSON 13: LABELLING & SHOPPING FOR FOOD

Objectives: Students will be able to label and describe different foods. They will know how to shop in different foodstores and where to put the food away once they are back home.

Materials: felt pens, newsprint, pictures of food, handouts from Lexicarry, p 90, #109 - Kitchen.

- Procedure:**
- A. Labelling Food (40 min)**
1. Show students pictures of individual foods and complete meals one at a time (meat, fruits, vegetables, dairy products, etc.).
 2. Students name them as teacher writes their responses on newsprint.
 3. Group students in pairs and have them describe their favorite meals to each other (time, meal, place etc.).
 4. Ask individual students to report their partner's favorite meal to the rest of the class.
 5. Have students compare and contrast the time, meals eaten, different customs of eating breakfast in different parts of the world.
- B. Shopping for food (40 min)**
1. Ask students "*Où pouvons-nous acheter la nourriture?*" Write students' responses on newsprint.
 2. Have students compare and contrast the different shopping areas for buying food in the different parts of the world.
 3. Ask students to brainstorm an imaginary food list.
 4. Ask students "*Comment demandons-nous pour quelque chose, et quelles réponses peut-on donner?*" Write students' responses on newsprint.
 5. Group students in pairs for them to role play a buyer and seller exchanging roles once they've played one part.
 6. Have several students replay what they've just practiced.

C. Putting Groceries Away in a Kitchen

(40 min)

1. Give students handouts from Lexicarry.
2. Have students label the parts of a kitchen individually first.
3. Verify and clarify vocabulary with students, writing their responses on newsprint.
4. Ask students "*Où rangez-vous la nourriture que vous avez acheté?*" (based on the grocery list they made in Part B. step 3).
5. Write their responses on newsprint.

D. Homework

Qu'est-ce que vous pouvez dire des gens parce qu'ils mangent?

E. Notes & Variations**A. Labelling Food**

1. Use handouts from Lexicarry on fruits and vegetables. Have students identify individually first. Then clarify and verify what they have written.
2. Brainstorm different categories and items of food with students.
3. Continue with steps 3-5.

B. Shopping

1. Change the classroom furniture around to represent different shopping areas.
2. Use rods for visual representation of different food shops. (Students in pairs make their own representations using rods.)
3. Have some students role play the different shopkeepers, while the other students role play the buyers. Then have them switch roles.

LEXIQUE 13: IDENTIFIER LA NOURRITURE ET FAIRE LE MARCHE

A. Identifier la Nourriture

1. **Les Viandes:** l'agneau, le bifteck, le boeuf, la côtelette, l'escargot, le foie, le jambon, le porc, le rosbif, le rôti, la saucisse, le veau, la volaille (le canard, la dinde, le poulet).
Les Poissons et les Fruits de Mer: l'anchois, le crabe, la crevette, le hareng, le homard, l'huitre, le maquereau, la morue, le saumon, le thon, la truite.
Les Légumes: l'ail, l'artichaut, l'asperge, l'aubergine, la betterave, la carotte, le céleri, le champignon, le chou, le chou-fleur, les choux de Bruxelles, le concombre, les épinards, les haricots, la laitue, le navet, l'oignon, la patate, les pois, les pommes de terre, le radis, la tomate.
Les Fruits: l'abricot, l'ananas, la banane, la cerise, le citron, la datte, la fraise, la framboise, la lime, le melon, la noix de coco, le pamplemousse, la pêche, la prune, le pruneau, le raisin.
Les Produits Laitiers: la crème, le fromage, le lait, les oeufs, le yogurt.
Les Breuvages: la bière (blonde, brune), la boisson, le café, la citronnade, le consommé, l'eau-de-vie, le jus de fruit, un lait frappé, le thé, le vin mousseux.
Les Mets Complètes: la tourtière, le ragoût de pattes, poisson et frites, Quiche Lorraine, coq au vin, poulet rôti, foie de veau épinard, viande froide garnie, steak tartare, coquille St. Jacques, canard à l'orange.
Termes Variés: les hors-d'oeuvres, le petit pain, les croissants, le sandwich, l'oeuf à la coque, l'oeuf brouillé, les céréales, la confiture, les épices, les herbes, le sel, le poivre, le cornet de crème glacé, bouillir, farcir, frire, griller, saignant, à point, bien cuit, sucré.
Les Desserts: les pâtisseries: la tarte au sucre, les mocha, la pêche au sirop, la crème de marrons, le parfait au café, la mousse au chocolat, les gâteaux, le pouding.
3. **Mon Met Préféré**
Mon met préféré est la tourtière. On mange ce met

pendant le temps des fêtes parce que c'est une tradition canadienne française. On la mange au réveillon de Noël. J'aime la manger avec des canneberges.

5. Les Japonais mangent du riz, (sans sauce soya), du poisson cru, des cornichons et un oeuf cru pour le déjeuner.

B. Faire le Marché

1. On peut acheter des produits alimentaires: à la charcuterie, à la boulangerie, à la boucherie, à la pâtisserie, à la poissonnerie, au supermarché.

4. Pour Demander:

- a) Est-ce-que je pourrais avoir une baguette, s.v.p.?
- b) Pourriez-vous me donner une livre du steak haché?
- c) Excusez, pourriez-vous me dire où sont les céréales?
- d) J'aimerais 100 grammes du pâté de campagne, s.v.p.

Les Réponses

- a) Voici une baguette, madame.
- b) Certainement monsieur. Voilà.
- c) Les céréales sont dans la troisième allée, au milieu à la gauche.
- d) Etes-vous certaine que vous voulez du paté de campagne? Aujourd'hui les cretons sont en spécial.

C. Ranger la Nourriture

2. Voyez Lexicarry Français de P. Moran, p 23, #109
4. Je range les fruits, les légumes et la viande dans le réfrigérateur. Je mets le jus congelé dans le congélateur. Je mets le riz, la farine, et l'huile dans le placard (l'armoire). Je range le savon à vaisselle sous l'évier. Je range le pain dans la boîte à pain.

LESSON 14: FOOD GAME AND GOING TO A RESTAURANT

Objectives: Students will understand the meanings of idiomatic expressions pertaining to food. They will also know how to order, complain, make requests, and answer properly in a restaurant.

Materials: felt pens, newsprint, index cards.

- Procedure:**
- A. Food Game (30 min)**
1. Group students in teams of four.
 2. Give each group an index card with the name of a certain food written on it.
 3. Tell students to write three clues about the food on a piece of paper. Assist students with corrections and vocabulary.
 4. One group at a time gives the first clue (then the second and third), as the other teams have one guess for each clue given.
 5. The team that guesses right wins a point.
 6. The team with the most points wins.
 7. Continue playing until all cards are used or until students get restless.
- B. Idiomatic Expressions (30 min)**
1. Give students handouts of a list of idiomatic expressions of food.
 2. Have students guess the meaning of the idioms.
 3. If students can't guess, give context clues using the expressions.
 4. Discuss meanings of idiomatic expressions with the students.
 5. Put students in pairs to write down different contexts and the expressions that may be found there.
 6. Have one student from each pair read their contexts and expressions.
- C. Restaurants (1 hour)**
1. Have students brainstorm language expressions of waitress or waiter taking

- orders and dealing with complaints and fussy clients. Write their responses on newsprint.
2. Have students brainstorm expressions of client's ordering, complaining and excusing him/herself. Write their responses on newsprint.
 3. Have two students come to the front of the class to read and to role play different situations on index cards.
 4. Lead a discussion about the role plays students did (other possibilities, responses, etc.).
 5. Have students volunteer to tell an anecdote about their personal experiences with the different customs of eating, restaurants, etc.
 6. Lead a discussion to probe further into cultural awareness and sensitivity. by asking:
 - a) *Pourquoi les gens ont-ils réagi comme ça?*
 - b) *Qu'est ce que ça nous dit de leur culture?*
 - c) *Quelles sont vos impressions de cette culture?*
 - d) *Pouviez-vous accepter les coutumes de leur culture? Pourquoi? Pourquoi pas?*

D. Notes & Variations

A. Food Game

1. Students write their own food items on index cards. Proceed with the subsequent steps.

B. Idiomatic Expressions

1. Have students brainstorm idioms they have heard and have the others guess the meanings.

C. Restaurant

1. Do a simulation of a restaurant, having students role play different parts (waiter, chef, cashier, complaining clients etc.).

There is no written assignment for the next class is the last one.

LEXIQUE 14: JEU DE NOURRITURE ET VISITE AU RESTAURANT

A. Jeu de Nourriture

2. Choisissez les noms de la nourriture dans le Lexique 13, p 67, Section A. # 1.

3. Les Indices de Nourriture

- a) C'est froid.
Il y a différents parfums.
On les mange de préférence l'été.
(cornet de crème glacé)
- b) Il y a du porc haché.
C'est dans une tarte.
On la mange au temps des fêtes.
(la tourtière)
- c) C'est très sucré.
C'est une tarte.
C'est renommé par les canadiens français.
(tarte au sucre)
- d) Il y a du poulet.
Il y a beaucoup d'épices.
Le vin donne le bon goût.
(coq au vin)

B. Expressions Idiomatiques

- a) Etre bon comme du bon pain. (être très bon)
- b) Elle est rouge comme une tomate. (très rouge)
- c) Il est trempé comme une soupe. (très mouillé)
- d) Il est chauve comme un oeuf. (très chauve)
- e) Elle est haute comme trois pommes. (toute petite)
- f) Méles-toi de tes oignons. (Ça ne te regarde pas)
- g) Avoir du pain sur la planche. (avoir beaucoup de travail)
- h) Gagner son pain à la sueur de son front. (gagner sa vie en travaillant durement)
- i) Ça ne mange pas de pain. (Ça ne cause pas de dépense)
- j) Le pain quotidien. (la nourriture qu'il faut gagner chaque jour)
- k) Vacher. (être paresseux)
- l) Avoir les baguettes en l'air. (avoir les bras levés en signe de colère)
- m) Fort comme un boeuf. (très fort)

C. Au Restaurant

- a) Dites à votre serveuse que la boisson qu'elle vous a servie n'a pas d'alcool et que vous en voulez un autre.

- b) Vous êtes une serveuse très occupée. Un de vos clients vous appelle plusieurs fois pour changer sa commande.
- c) Vous êtes assise dans un restaurant très chic. L'homme qui est assis près de votre table fait du bruit en mangeant et vous dérange. Demandez à votre hôtesse de changer de table.
- d) Vous dînez seule. Il y a un homme à la table voisine qui vous fait des clins d'oeil. Dites-lui d'arrêter.
- e) Vous finissez votre repas et demandez l'addition mais vous vous rendez compte que vous n'avez pas assez d'argent avec vous pour régler l'addition.
- f) Votre serveuse vous a apporté la mauvaise commande. Dites-lui de l'échanger.
- g) Vous avez commandé le steak tartare pensant que ça serait bien cuit. Expliquez à votre serveur que vous ne pouvez pas manger la viande sans qu'elle soit cuite.
- h) Vous êtes dans un avion et votre hôtesse de l'air vous apporte votre repas. Vous êtes végétérienne, expliquez-lui pourquoi vous ne pouvez pas manger de la viande.
- i) Votre serveur trébuche et fait tomber le plateau sur votre tête. Dites à votre serveur qu'il est responsable du nettoyage.
- j) Votre ami/e vous invite à souper à un restaurant japonais. Dites-lui que vous n'aimez pas la nourriture japonaise.
- k) Vous marchez vers votre table. Accidentellement vous cognez le bras de quelqu'un et il/elle verse du café sur vous.
- l) Dites à votre serveuse qu'il y a des fumeurs dans la section pour des non-fumeurs.
- m) Vous êtes dans un restaurant très élégant. Votre serveur vous apporte l'addition et vous vous rendez compte qu'il vous a rajouté un surplus de \$50.00.
- n) Vous êtes serveuse dans un restaurant. Un de vos clients est très impoli avec vous.
- o) Vous goûtez votre nourriture et c'est très mauvais. Dites-le à votre serveur.
- p) Vous êtes serveuse dans un restaurant très chic. Un de vos clients vous fait des avances. Dites-lui d'arrêter.
- q) Vous sortez avec quelqu'un pour la première fois. Après souper, votre partenaire met de l'argent pour la moitié de l'addition sur la table. Vous n'avez pas apporté assez d'argent pour payer votre part. Expliquez ceci à votre partenaire.

LESSON 15: COURSE EVALUATION AND CLASS PARTY

Objectives: Students will express what they have learned, what was the easiest and the hardest in the course. They will also try to discover who the murderer is playing a game at a cocktail party.

Materials: felt pens, newsprint, index cards.

Procedure: **A. Synthesizing What the Students Learned**
(one hour)

1. Ask students the following questions:

- a) *Qu'avez-vous appris pendant ce cours de français?*
- b) *Qu'est-ce qui était le plus facile pour vous?*
- c) *Qu'est-ce qui était le plus difficile pour vous?*
- d) *Qu'est-ce qui vous a aidé à apprendre?*
- e) *Qu'est-ce qui vous a empêché d'apprendre?*
- f) *Quelle était l'activité la plus intéressante?*

2. Allow lots of time for students to answer and share their feelings.

3. Ask students "*Est-ce-qu'il y a quelqu'un dans la classe qui a fait quelque chose de très spécial, que vous avez aimé, ou apprécié?*"

4. Let students think a moment and then have each student express who that person is and to share it with the whole class.

B. Cocktail Party (1 hour)

1. Set the scene for students to role play: a birthday party where a murder has been committed.

2. Tell the students that each one will receive an index card with the description of a character written on it, and that they are to assume that role. Give them each a card.

3. If students have difficulty understanding the vocabulary or description of their character, clarify the difficulties outside of the classroom.
4. Let the students mingle and talk to each other as they try to solve the mystery.
5. When the students have discovered the mystery murderer conclude the game.
6. Have students describe each others' characters and write them on newsprint.

C. Bid each other Farewell!!!!

D. Notes and Variations

When I had the last class we had planned on meeting at one of the students' homes to have supper together. We had a discussion much like Part A of this lesson. This was a great exercise to evaluate the students' progress and their communicative abilities. We had free conversation afterwards which was a natural flow of communication. I strongly recommend that the teacher have students organize a last party at someone's home for this allows students the freedom from classroom constraints.

The Cocktail party was adapted from Index Card Games for ESL by R. Clark. This game will be very dependent on the students' level and the number of students in the class. There are several other games you could play and adapt found on pages 56-74.

LEXIQUE 15: L'EVALUATION DU COURS ET LA GRANDE FETE

B. Le Meurtre

1. **Martin Gauthier.** Vous avez 65 ans. Vous êtes très riche mais détesté par presque tout le monde. Vous fêtez l'anniversaire de votre fille Yvette. Après votre premier verre de boisson vous mourez. Quelqu'un dans la chambre vous a empoisonné.
2. **Solange Gauthier.** Vous avez 35 ans. Vous avez marié Martin Gauthier pour son argent et espérez l'avoir quand il mourra.
3. **Marcela Gauthier.** Vous avez 62 ans. Vous étiez marié à Martin Gauthier pendant 37 ans quand il vous a demandé un divorce pour qu'il puisse épouser une femme plus jeune. Martin et vous avez eu deux enfants.
4. **Benjamin Gauthier.** Vous avez 35 ans. Vous êtes le fils de Martin et Solange Gauthier. Votre père vous a renvoyé de sa compagnie, mais vous ne savez pas pourquoi.
5. **Yvette Leblanc.** Vous avez 32 ans. Vous êtes la fille de Martin et Solange Gauthier. Votre père que vous aimez vous a toujours donné tout ce que vous vouliez et encore plus. Vous êtes marié avec David Leblanc.
6. **David Leblanc.** Vous avez 38 ans. Vous êtes marié avec Yvette Leblanc. Vous êtes le vice-président de la compagnie de son père. Vous adorez dépenser l'argent, la vôtre et celle de votre femme.
7. **Charles.** Vous êtes le serviteur chez les Gauthier. Vous avez 65 ans. Vous travaillez pour les Gauthier depuis 37 ans. Vous n'avez jamais accepté le divorce de Martin Gauthier avec Marcella et le mariage avec Solange. Vous n'aimez ni Solange ni Martin Gauthier.
8. **Rose.** Vous êtes la femme du serviteur Charles. Vous êtes la cuisinière chez les Gauthier depuis 37 ans. Vous aimiez votre travail avant que Martin Gauthier se soit divorcé de sa première femme, Marcella. Vous détestez sa nouvelle femme Solange.
9. **Charlotte Lalonde.** Vous avez 32 ans. Vous êtes marié avec Laurent Lalond mais vous êtes amoureuse de Martin Gauthier et de son argent.

10. **Laurent Lalonde.** Vous êtes le meilleur ami de Martin Gauthier. Vous êtes allé au Collège avec lui dans les années 1930. Vous vous êtes marié dernièrement à votre deuxième femme Charlotte qui a 30 ans de moins que vous. Vous venez de mettre du poison dans le verre de Martin parce que vous venez de découvrir qu'il voyait secrètement votre nouvelle femme Charlotte, que vous adorez plus que n'importe quoi au monde. Personne ne sait que c'est toi l'assassin.

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APPENDIX A

Progress Report for Foreign Language Classes

FOREIGN LANGUAGE OFFICE

PROGRESS REPORT FOR FOREIGN LANGUAGE CLASSES

Now that you have completed a portion of your language course, please take a few moments to reflect on your class and your participation in it, and provide the following information.

Name (optional) BRENDA Language and level FRENCH INTERMEDIATE
Date MAY 8/86

I. CLASS: The learning activities in class so far have been ...

very relevant and useful somewhat useful not at all relevant

COMMENTS: we've had opportunities to talk about ourselves, what we've done, what our plans are. This has been useful to get to know the others better and relevant because it's something we will always have an opportunity to use.

II. USAGE: At this point, I can use the target language in oral communication ...

with success with difficulty not very well

I need more practice with:

Comments: everything, especially 1) constructing sentences in a "French" way not just translating from English structures + 2) pronunciation
I am speaking more + trying to express ideas I wouldn't have expressed earlier, so of course I'm having more difficulty

III. COMPREHENSION: I feel that I am understanding the spoken language ...

very well fairly well not very well

I need more help with: distinguishing meaning esp. according to the verb tense used

Comments: my comprehension is still at a higher level than my production of French

IV. PARTICIPATION: Currently I feel ...

more motivated to interact in class about the same less motivated

Comments: the class is small, I feel I can relax, I'm not afraid to make mistakes

V. Some reasons I feel good about my language class are:

I enjoy interacting with the others in French. It gives me confidence to try speaking French with I.S.E.s and others on campus

VI. Some things that I dislike about my language class are: it's so small that if even one person is away, the class ~~loses~~ loses momentum

VII. I have attempted to articulate my reactions to the class with the instructor, with the following results:

She is very responsive to, and encourages, our suggestions.

FOREIGN LANGUAGE OFFICE

PROGRESS REPORT FOR FOREIGN LANGUAGE CLASSES

Now that you have completed a portion of your language course, please take a few moments to reflect on your class and your participation in it, and provide the following information.

Name (optional) Mary Dinday Language and level French. Intermediate/med.
Date May 9

I. CLASS: The learning activities in class so far have been ...

very relevant and useful _____ somewhat useful _____ not at all relevant

COMMENTS: The activities have provided us with a lot of practice time - plus review.

II. USAGE: At this point, I can use the target language in oral communication ...

with success with difficulty _____ not very well
I need more practice with:

my own language usage.

Comments: I came into the class after many years of no French & have had difficulty in "catching up"!

III. COMPREHENSION: I feel that I am understanding the spoken language ...

very well _____ fairly well _____ not very well

I need more help with:

Comments: We get a lot of time to hear French both the Teacher's and each other's

IV. PARTICIPATION: Currently I feel ...

_____ more motivated to interact in class about the same _____ less motivated

Comments: It's hard to take the class at this low, & for that reason alone my motivation hasn't increased.

V. Some reasons I feel good about my language class are:

Sylvia, the teacher - & the practice time

VI. Some things that I dislike about my language class are:

the hour - the mixed levels.

VII. I have attempted to articulate my reactions to the class with the instructor, with the following results:

Encouragement.

VIII. I have not attempted to communicate special concerns with my instructor because ...

N/A. I have expressed my concerns.

IX. Some things I can do as a learner to improve my performance during the remainder of the program are ...

To do more outside "catch-up" work.

X. What I need from the instructor to help me learn more effectively is ...

Activities which meet our/my level.

XI. Other learning activities I would like to have in class are ...

Just lots more practice (as we already do).

XII. Any additional comments are welcome.

it is a good class - it is doing what I wanted - its a good review of French & a chance to use it.

FOREIGN LANGUAGE OFFICE

PROGRESS REPORT FOR FOREIGN LANGUAGE CLASSES

Now that you have completed a portion of your language course, please take a few moments to reflect on your class and your participation in it, and provide the following information.

Name (optional) Bill Moore Language and level mid. intermediate
Date 5/8/86

I. CLASS: The learning activities in class so far have been ...

very relevant and useful _____ somewhat useful _____ not at all relevant

COMMENTS: *I was interested in a refresher course and this was good for that.*

II. USAGE: At this point, I can use the target language in oral communication ...

* with success _____ with difficulty _____ not very well
I need more practice with:

Comments: ** There should be a category between "with success" + "w/ difficulty". I feel that I can communicate without difficulty but not with complete success.*

III. COMPREHENSION: I feel that I am understanding the spoken language ...

very well _____ fairly well _____ not very well

I need more help with:

Comments:

IV. PARTICIPATION: Currently I feel ...

more motivated to interact in class _____ about the same _____ less motivated

Comments: *The atmosphere of the class was very supportive and encouraging.*

V. Some reasons I feel good about my language class are:

It was a small class with lots of interaction. It was also a relaxed atmosphere which helps in learning a language.

VI. Some things that I dislike about my language class are:

Having it at night has been difficult at times.

VII. I have attempted to articulate my reactions to the class with the instructor, with the following results:

VIII. I have not attempted to communicate special concerns with my instructor because ...

IX. Some things I can do as a learner to improve my performance during the remainder of the program are ...

*Spend more time outside of class.
This has been difficult because of my other PIM classes.*

X. What I need from the instructor to help me learn more effectively is ...

XI. Other learning activities I would like to have in class are ...

XII. Any additional comments are welcome.

FOREIGN LANGUAGE OFFICE

PROGRESS REPORT FOR FOREIGN LANGUAGE CLASSES

Now that you have completed a portion of your language course, please take a few moments to reflect on your class and your participation in it, and provide the following information.

Name (optional) Shen Williamson Language and level French. Inter-mid
Date MAY 8, 1986

I. CLASS: The learning activities in class so far have been ...

very relevant and useful somewhat useful not at all relevant

COMMENTS: relevant in the sense that they help me to remember what I learned years ago - in terms of prep for going overseas it's not a consistent syllabus - BUT what is not what students are looking for in the class.

II. USAGE: At this point, I can use the target language in oral communication ...

with success with difficulty not very well
I need more practice with: verb tenses - conversation

COMMENTS: however, this is my individual need - the length of this course will not be sufficient to truly improve

III. COMPREHENSION: I feel that I am understanding the spoken language ...

very well fairly well not very well

I need more help with: aural comp

COMMENTS: instructor is clear & has other students paraphrase -

IV. PARTICIPATION: Currently I feel ...

more motivated to interact in class about the same less motivated

COMMENTS: I only wish that my regular academic schedule allowed time for me to devote more time to studying French

V. Some reasons I feel good about my language class are:

always fun, interesting activities, good rapport between students & instructor - I'm impressed w/ the pacing, selection of topics & activities - a big applause to Sylvia.

VI. Some things that I dislike about my language class are:

VII. I have ~~attempted to~~ articulate ^{of} my reactions to the class with the instructor, with the following results:

well received - the purpose of my comments were to inform the instructor of my frustration in lack of time to devote to outside studying for the class.

VIII. I have not attempted to communicate special concerns with my instructor because ...

IX. Some things I can do as a learner to improve my performance during the remainder of the program are ...

drop my classes & spend time studying french.

X. What I need from the instructor to help me learn more effectively is ...

XI. Other learning activities I would like to have in class are ...

XII. Any additional comments are welcome.

APPENDIX B

COURSE AND SELF EVALUATION

LANGUAGE CULTURE CENTER (LCC)

Course & Self-Evaluation

Language FRENCH /Level INTER

Cycle I () II () III () IV () Program _____

Instructor SYLVIA GAUDET Date _____

Please provide comments about the language course you have just completed. Return this form to your instructor for forwarding to the LCC.

1. Course goals/objectives (relevance to your needs/interests)

Not at all 0 1 2 3 4 5 Directly related

2. Areas covered (relevance/appropriateness)

Not at all 0 1 2 3 4 5 Very much so

3. Homework/lab/texts & other materials - N/A

Not useful 0 1 2 3 4 5 Extremely useful

4. Class format/process/activities

Disliked 0 1 2 3 4 5 Liked totally

5. Instructor's contributions (strengths/weaknesses)

Minimal 0 1 2 3 4 5 Very valuable

6. Here's space to qualify any of the above, or for other comments: The class was something I looked forward to every week because it was an opportunity to sit and discuss all sorts of things and practice French at the same time. The instructor was very adept at getting us to talk, by picking up on a topic and probing and pursuing that topic by asking the opinion of the others.

7. Now write a paragraph evaluating yourself, citing what you achieved in terms of language acquisition. These comments are important and will form part of the instructor's evaluation of your performance in the course. (Use other side if needed). Thank you.

In terms of language acquisition, I think I became consistent about using the correct verb tenses. I mean more haltingly) towards the end because I was thinking about what to say and conscious of using different verb tenses and structures. During the first part of the course, ~~on this~~ I just
Good correction techniques and also very good at figuring out what we meant to say and restating it in a straight-forward clear way.

Signature Brenda Dalghosh

wanted to feel comfortable speaking. Within a few weeks, I was willing to just speak up & not worry about making mistakes. However I was aware that the structures I was using were somewhat limited so I started pushing myself to try and express something in a different manner. Consequently, I started making more mistakes but because the instructor and class members were supportive and not judgemental, I ~~was~~^{was} willing to take more risks.

LANGUAGE CULTURE CENTER (LCC)

Course & Self-Evaluation

Language French / Level mid-intermediate
Cycle I () II () III () IV () Program PIM
Instructor Silvia Date 5/27/86

Please provide comments about the language course you have just completed. Return this form to your instructor for forwarding to the LCC.

1. Course goals/objectives (relevance to your needs/interests)

Not at all 0 1 2 3 4 5 Directly related

2. Areas covered (relevance/appropriateness)

Not at all 0 1 2 3 4 5 Very much so

3. Homework/lab/texts & other materials

Not useful 0 1 2 3 4 5 Extremely useful

4. Class format/process/activities

Disliked 0 1 2 3 4 5 Liked totally

5. Instructor's contributions (strengths/weaknesses)

Minimal 0 1 2 3 4 5 Very valuable

6. Here's space to qualify any of the above, or for other comments:

7. Now write a paragraph evaluating yourself, citing what you achieved in terms of language acquisition. These comments are important and will form part of the instructor's evaluation of your performance in the course. (Use other side if needed). Thank you.

Given the constraints under which I took the class (evening class, full schedule of other classes, etc.) I feel that it was valuable for me. I wish that I had been able to put more time into it. One thing that I gained from this class was confidence - both in my ability to communicate in French and in my ability to learn French. I had felt before that I was in a rut & was not going to advance easily. Given the time, I now feel that I could make

Signature Bill Moore much progress

LANGUAGE CULTURE CENTER (LCC)

Course & Self-Evaluation

Language French / Level Intermediate
Cycle I () II () III () IV () Program MAT
Instructor Sylvia Grandet Date May 1986

Please provide comments about the language course you have just completed. Return this form to your instructor for forwarding to the LCC.

1. Course goals/objectives (relevance to your needs/interests)

Not at all 0 1 2 3 (4) 5 Directly related

2. Areas covered (relevance/appropriateness)

Not at all 0 1 2 3 (4) 5 Very much so

3. Homework/lab/texts & other materials

Not useful 0 1 2 3 (4) 5 Extremely useful

4. Class format/process/activities

Disliked 0 1 2 3 4 (5) Liked totally

5. Instructor's contributions (strengths/weaknesses)

Minimal 0 1 2 3 4 (5) Very valuable

6. Here's space to qualify any of the above, or for other comments:

I thoroughly enjoyed the class -- Sylvia's use of techniques were varied, interesting & were appropriate for adults. Sylvia was concerned about her occasional lapse of forgetting a word in French but her confidence in her ability to teach superceded this small detail.

7. Now write a paragraph evaluating yourself, citing what you achieved in terms of language acquisition. These comments are important and will form part of the instructor's evaluation of your performance in the course. (Use other side if needed). Thank you.

① My facility or ease in using French significantly increased - this was due to class conversations -- willingness of other students to participate - teacher initiating certain topics to get us started.

② Much of my knowledge of French grammar came back to life! I had studied grammar in high school.
Signature Sheri Wilh

college & had a solid base to work from. The conversations helped resurface what I knew.

The weakest area for me was increasing my vocabulary. The teacher provided excellent formats for reviewing/learning voc. The fault lies with me in that I could not set aside time to study French due to heavy schedule outside of class. (4) Sylvia was always enthusiastic - always with a smile and a laugh. It was obvious that she knew what she wanted to present & how to get it out of the students. (5) For reasons other than ^{direct} plans, ^{for me} I was glad to have taken the class to remind me how difficult & frustrating it is to learn a lang -- this reawakening will be quite useful when I teach langs this summer.

APPENDIX C

EVALUATION DE LA CLASSE FRANÇAISE

Evaluation de la classe française (intermédiaire)

Birula
Dalglish

This evaluation form is for my own personal use which will help me in writing my thesis (Curriculum design for a French Intermediate class). I'd really appreciate your answers to the following questions.

1. What was the most useful activity and the least useful activity in class? Why?

The least useful was the pronunciation chart. Working on pronunciation was fine (in fact, I would like more of it) but the chart itself didn't help me much.

The most useful part of the course was the overall process, not a specific activity so much. The structured practice on verb tenses helped me ("When I was young....." used to practice l'imparfait) and the obstacle course to practice subjunctif. Regarding the process what was useful was having the opportunity to share personal experiences within the group and building a special intimacy among the few who were in the class.

2. What are some recommendations that could have helped you further in learning?

I would have helped myself more if I had done homework but the nature of the language classes here is that they are a low priority. The MAT courses usually demand more work and after a day of classes it's nice to be able to just go to a class that doesn't demand prior preparation and where you get a chance to talk.

I think I would have liked more information and exposure to French culture for example, the film "Pocket Change" was great and brought out a lot of cultural points.

If I travel in a French-speaking country what I need is the languages for situations such as ordering in a restaurant, checking into a hotel and asking directions. The role plays we did were good for practicing that language.

I also liked listening to songs. I needed to listen to more French. The instructor let us talk as much as we wanted, which was great for practicing + communicating, but I would also have liked to get more input and hear the language modelled. Partially that's because of my learning style and that I'd rather sit back and listen even though my comprehension level is already higher than my production.

Evaluation de la classe française (intermédiaire)

Mary
Dinoff

This evaluation form is for my own personal use which will help me in writing my thesis (Curriculum design for a French Intermediate class). I'd really appreciate your answers to the following questions.

1. What was the most useful activity and the least useful activity in class? Why?

There were many useful activities in class - The ones I found most engaging, though, were the ones which were personalized - &/or active. For me, the jobs & vegetables weren't useful in the context of French as a Foreign Language. However doing Islamabad giving directions, or having natural (student centered) discussions - were far more interesting & I think as a student I got more out of these.

2. What are some recommendations that could have helped you further in learning?

I think that a continuity in points of the language that were being stressed. I liked the fact that various different topics were used... but I think that some continual review with ample practice time would have been perfect. For me, the most important thing was being able to talk as much as we did. However maybe 15 minute guided reviews during each class would compensate for my sometimes unintelligible grammar use. Anyway, it was a very good class! Thanks.

This evaluation form is for my own personal use which will help me in writing my thesis (Curriculum design for a French Intermediate class). I'd really appreciate your answers to the following questions.

1. What was the most useful activity and the least useful activity in class? Why?

It would be hard for me to identify the most useful activity because there were many. I appreciated the time that was put into the choosing and planning the various activities. For instance I don't think that I can forget the subjunctive tense. I will always think of the maze that we used. Anything of that sort that gets people to use the things that we are learning, makes it easier.

A danger with this, is the activity that is very time consuming without making people use the language enough. An example is the drawings that we did. Fun + enjoyable, but so time consuming that more time was spent in drawing

2. What are some recommendations that could have helped you then in speaking further in learning?

I think that maybe a quick review of grammar at the beginning would have been helpful. I mean real quick, maybe just enough to refresh our memory of terminology. (esp. for those of us who are not Mat's)

I recommend the role playing as a good tool to get people to use vocabulary that might not otherwise come up in class. Role playing is also good because it forces people to think and speak faster.

The use of media (songs, films, etc.) is helpful because you hear other speakers, accents, etc. You also hear the lang. as it is used every day. No matter how hard a teacher tries, it is difficult to keep from slowing the speech down and speaking very distinctly. It helps (and is humbling) to be able to judge how you're doing vs. the "real world".

a warm up exercise but it served 2 purposes very well.
② you didn't stifle anyone -- you let conversations flow naturally. I would occasionally find myself blabbing at the mouth more than I should have but -- it was only because at those times, I felt comfortable using the language & I had ideas that I wanted to express or practice using some particular form. So at times, I made myself plan up to let others talk -- my apologies for being a blabbermouth. (P.S. I wouldn't have blabbed if I didn't enjoy the class)

The least useful activity -- hmm? I honestly can't think of one.

Thanks very much for teaching us Sylvia. I appreciate the time it took out of your regular schedule to prepare for the classes. I thoroughly enjoyed the chance to "interact" with you. you provided me with a lot of encouragement which helped ease my lack of confidence in using the language. Meru beamang!

Sheri