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**CORE FRENCH**

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# Core French

A Curriculum Guide for Grades 7-12

September 1988





A CURRICULUM GUIDE FOR

GRADES 7 - 12

CORE FRENCH

SASKATCHEWAN DEPARTMENT OF EDUCATION  
OFFICIAL MINORITY LANGUAGE OFFICE

SEPTEMBER 1988

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1. The first part of the report

is devoted to a description

of the experimental

method used in the investigation

and the results obtained

The results of the investigation are presented in the following table

| Time (min) | Temperature (°C) | Pressure (atm) | Volume (ml) |
|------------|------------------|----------------|-------------|
| 0          | 20               | 1.0            | 100         |
| 10         | 25               | 1.0            | 100         |
| 20         | 30               | 1.0            | 100         |
| 30         | 35               | 1.0            | 100         |
| 40         | 40               | 1.0            | 100         |
| 50         | 45               | 1.0            | 100         |
| 60         | 50               | 1.0            | 100         |
| 70         | 55               | 1.0            | 100         |
| 80         | 60               | 1.0            | 100         |
| 90         | 65               | 1.0            | 100         |
| 100        | 70               | 1.0            | 100         |

J'ai le plaisir de vous présenter ce programme d'études entièrement révisé et mis à jour pour le français de base pour les années 7 à 12. Qu'on me permette de souligner, au nom du Bureau de la minorité de langue officielle, la contribution de tous ceux qui ont participé à cette entreprise.

Les membres du comité de travail: Bev Anderson, Humboldt Rural S.D. No. 47; Harvey Chatlain and Valerie Deane, Bureau de la minorité de langue officielle; Janise Frank, Saskatoon (East) S.D. No. 41; Darryl Hunter, Melville S.D. No. 108; Jeannette Mantie, Saskatoon S.D. No. 13; Marion Piché, Gravelbourg S.D. No. 109; Sandra Tonnellier, Regina S.D. No. 4; Carol Wright, Regina R.C.S.S.D. No. 81. Leur expérience et expertise ont été une aide précieuse dans la réalisation de ce projet.

Les enseignants-membres du comité de révision, pour leurs conseils et suggestions judicieux.

Les commissions scolaires qui ont facilité la collaboration de leurs enseignants avec nous.

Les animateurs des ateliers d'implantation sans lesquels l'implantation adéquate du nouveau programme n'aurait pas pu être assurée, et plusieurs collaboratueurs et collaboratrices qui ont contribué au succès de ce projet.

M. Harvey Chatlain et Mme Valerie Deane, conseillers du B.M.L.O., qui ont assuré la coordination de tout le travail.

Mlle Donna Lajeunesse qui a mené à bien la tâche ingrate de la dactylographie de tous les manuscrits.

A tous et à toutes nous exprimons notre vive reconnaissance.

Le travail n'est pas pour autant terminé; c'est pourquoi nous adressons un appel tout spécial à nos enseignants, les premiers utilisateurs des programmes. Sans leurs observations, leurs critiques et leurs suggestions, il ne sera pas possible d'adapter aux besoins et aux conditions particulières de notre province, l'instrument que nous leur demandons aujourd'hui de mettre à l'essai.

Le directeur général du B.M.L.O.

*V.L. Tétreault*

Victor L. Tétreault

The Official Minority Language Office, Department of Education wishes to acknowledge the contributions of the following people who participated in the revision of this core French curriculum guide for grades 7 - 12:

The provincial curriculum committee: Bev Anderson, Humboldt Rural S.D. No. 47; Harvey Chatlain and Valerie Deane, Official Minority Language Office; Janise Frank, Saskatoon (East) S.D. No. 41; Darryl Hunter, Melville S.D. No. 108; Jeannette Mantie, Saskatoon S.D. No. 13; Marion Piché, Gravelbourg S.D. No. 109; Sandra Tonnellier, Regina S.D. No. 4; Carol Wright, Regina R.C.S.S.D. No. 81.

The implementation workshop leaders: Bev Anderson, Harvey Chatlain, Valerie Deane, Janise Frank, Marion Piché and Sandra Tonnellier who by sharing their knowledge and experience, assured the successful implementation of this 6-year core French program.

The many teachers throughout the province whose experience, insights and creative ideas have found their way into the guide.

The school boards who provided valuable release time for the teachers involved in the project.

Harvey Chatlain and Valerie Deane, Core French Consultants, Official Minority Language Office, who developed, elaborated and coordinated the project.

Donna Lajeunesse, Official Minority Language Office, who attended to the many details of manuscript preparation.

To all, our sincere appreciation.



Victor L. Tétreault  
Executive Director  
Official Minority Language Office



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## I. INTRODUCTION

The study of French in Saskatchewan schools may be divided into two broad categories:

- ° French for native speakers of French
- ° French for speakers of other languages

French as a Second Language instruction follows one of three patterns:

- ° Core French: Daily instruction in French where students study the language for a minimum of 30-40 minutes per day;
- ° Extended Core: Core French plus one or two other subjects where French is the language of instruction; and
- ° Immersion programs: An Immersion Program means a program of instruction consisting of various courses of study in which more than 50% of the total instructional time is in the French language.

This curriculum Guide is intended for the teaching of Core French beginning in grade 7 (6 year program).



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## II. RATIONALE

"A person who has failed to acquire minimal proficiency in at least one foreign language has missed an experience which is essential to understand the world he lives in."<sup>1</sup>

This statement by Frank Grittner summarizes the basic reason behind learning other languages. If we want our young people to mature into well-rounded and responsible adults, it is important that they be given opportunities to broaden their horizons, to learn about their nation and to explore another language and another culture.

Learning a second language should, therefore, have instant appeal, and acquiring new communication skills should be both an enjoyable and a challenging experience. However, as with all courses that improve and expand human consciousness, nothing can be achieved without considerable effort. The undertaking of learning a second language can be a delightful voyage full of new expressions and ideas, a voyage where one should be glad to go slowly and savour the trip.

Learning a second language promotes the ability to listen critically, to analyze, to reconstruct and to apply acquired knowledge to new situations, thus enhancing the development of problem-solving skills. It is the most effective medium by which, when properly taught, one can acquire a sensitivity to language. This in turn leads to an appreciation of the unique richness and unique limitations of one's own language. Once a second language is learned, other languages are more accessible and more easily mastered.

Growing global interdependence is a reality which cannot be overlooked. With widespread mobility, knowledge of more than one language is becoming increasingly valuable: tourists, technicians, business people, civil servants, diplomats, athletes - people from all walks of life - are travelling more frequently. In learning another language, we enable ourselves to consider critically the ideas as well as the cultural similarities and differences of the world. This can be a positive force in creating wholesome attitudes towards the people represented by that language, and the broadening of an understanding of people and of the world.

While the knowledge of any second language has its value, the learning of French as a second language is appropriate to Canadians not only because it is a language of world stature, but because it is the mother tongue of many of our fellow Canadians and one of the two official languages of our country. Learning both languages encourages the growth of communication and respect, both of which are needed to bind this nation together.

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1. Grittner, F. Teaching Foreign Languages. New York: Harper and Row, 1969.

Because of the limited time factor, native like fluency & bilingualism are not realistic objectives of the core French program. A six year program will however provide students with a basic knowledge of the oral and written aspects of the French language. Furthermore, such a program will give the students access to the thought and literature of French speaking people and enable them to recognize the influence and contribution of French language and culture to the Canadian and world civilization and to the Arts.

Relationship between the 6 year core French program and the Goals of Education for Saskatchewan

Like programs in any other discipline, the core French program must adhere to the goals of the education system of the province. The nature of the content of the program makes possible the development of the cognitive, affective and social values embodied in the series of statements detailing these goals.

The core French program enables students to communicate their ideas and experiences in a second language and in so doing makes them aware of the role language serves in developing a good understanding of the cross-cultural relationships in Canada and the world. By encouraging them to develop their language skills, to take an active interest in the world around them and to accept different ways of expressing thoughts and doing things, the core French program reinforces the knowledge, skills and attitudes needed by today's students in a changing world.



### III. GOALS AND OBJECTIVES

**Definitions:** In this curriculum guide, the following definitions apply:

**Goals:** These are general statements of purpose. They should be seen as broad, long-range statements which we are trying to achieve.

**Objectives:** These flow from the long-range goals, and should be attainable within the scope of the program.

**Learning Outcomes:** These describe the competence that the students should have acquired in relation to the content of the course.

**Content:** This refers to the tools used to achieve the objectives, i.e.: grammatical structures, vocabulary, and cultural content.

#### A. Goals

In addition to the "three R's", we expect students to learn about our democratic way of life, how to think for themselves, how to express themselves creatively, how to develop self-confidence, how to acquire moral values, etc. Briefly, we expect our schools to give students both the academic and social foundations which will equip them to become responsible citizens in our society.

Language learning occupies an important place in the building of these foundations. Through the exploration of the French language and culture, particularly as manifested in our country, we can reasonably expect students to broaden their horizons and to learn more about our nation.

The goals of the Core French program can be divided into three parts and defined individually. It must be stressed, however, that they are intertwined and should not be dealt with in isolation.

1. **Attitudinal:** The Core French program should enable students to develop a positive feeling towards the French language and francophone peoples throughout the world and more particularly, throughout Canada.
2. **Linguistic:** The Core French program should enable students to increase, within realistic limits, their ability to communicate effectively in French, and consequently, take advantage of vocational and leisure opportunities or meet post-secondary requirements. It should also enable students to gain a better understanding of language and language learning in general.

3. Cultural: The Core French program should enable students to develop an understanding and an appreciation of the French language and culture, particularly as experienced in Canada.

## B. Objectives

### 1. Need for Realistic Objectives

Realistic objectives are necessary for a number of reasons:

- to determine details of a program (time allotment, type of teacher required, beginning grade level, curriculum, etc.);
- to evaluate the effectiveness of the program;
- to provide parents with the information they need in choosing the program option suited to their child's needs; and
- to guide parents, students, teachers, administrators and trustees in assessing progress and achievement.

Sometimes parents have felt that they have been misled when they see how little their children are able to achieve in oral and written language after several years of study in a Core French program. This misunderstanding is often caused by the unrealistically high expectations of parents and students. Educators are now aware that the aims and objectives of second language programs should be made clear in order to enable parents to better understand the programs. What should be emphasized, in realistic terms, are the probable results students will achieve after studying French for a given number of hours. Stating that children would achieve a "limited" knowledge of the second language may not be precise enough for some parents.

The Gillin Report (1974) defined for the first time more realistic objectives for second language programs. It pointed out that students need a minimum of 1200 hours to attain a basic level of second language proficiency, oral and written. It also indicated that one would need 5,000 hours of second language instruction to become functionally bilingual.

As a result of this report parents and students began to see why it is unreasonable to expect that a 4 year High School program (300-400 hours) a 6 year program (500-600 hours) or even a 9 year program (700-800 hours) will produce students proficient in all four language skills. Expectations became more realistic, and therefore attainable. Today more parents accept that a Core French program will not produce a fully bilingual student and people are aware that something less than fully bilingual is still a worthwhile goal.

## 2. Objectives of a Core Program

While the intent of the Core French program is not to produce a bilingual graduate, it should meet the following objectives.

The student should:

- have a basic knowledge of the oral and written aspects of the target language. The student can build on this base later in life if he/she has the need or the desire to do so;
- acquire a better knowledge of his/her own language (English), its structure and vocabulary, because much of the grammar is common and many English words come from Latin or French roots;
- have access to the thought and literature of other linguistic groups;
- learn to accept the fact that other ways of expressing thoughts and doing things are equally valid and acceptable.

Specifically, the Saskatchewan Core French Curriculum sets out the following objectives:

### a) Attitudinal Objectives

By the end of the 6 year French Program, the student should:

- be aware of the role language serves in developing a good understanding of cross-cultural relationships in Canada and the world;
- derive a degree of satisfaction from the experience of studying French which should result in a continuing involvement with the French language and French speaking people outside the classroom and beyond the school curriculum;
- recognize the influence and contribution of French language and culture to Canadian and world civilization and to the arts.
- have developed a desire to learn about French speaking people in various parts of the world;

### b) Linguistic Objectives

By the end of a 6 year French program, the student should:

- be able to understand the spoken language within the range determined by the student's linguistic experiences and areas of interest; **LISTENING**;
- be able to participate in conversations, free from major vocabulary, grammatical and pronunciation errors, within the student's linguistic experiences and areas of interest; **SPEAKING**;
- be able to read French material of moderate difficulty for information and enjoyment; **READING**;
- be able to communicate in writing information and ideas at a level consistent with his/her linguistic experience; **WRITING**



c) Cultural Objectives

By the end of a 6 year French program, the student should:

- be aware that French is a primary language of communication in many countries of the world;
- be able to compare the various patterns of social behaviour and organization found in French speaking cultures with those of the student's own culture;
- have improved communication skills through involvement in activities that reflect practices typical of French speaking cultures.

#### IV. DIRECTIONS IN SECOND LANGUAGE TEACHING

Although today's programs use an oral approach to the teaching of French, all four skills must be developed. Comprehension must be the first step. The ability to understand when spoken to in French is a legitimate skill and should be developed systematically.

Although imitation and repetition are a necessary part of language learning, rote-without-reason is of very little value in second language learning. Exercises must be meaningful and mentally challenging and should be designed to bridge the gap between the acquisition and the use of these skills in meaningful communication.

The normal progression begins with listening comprehension. As the teacher presents a new concept, structure or vocabulary item, comprehension should be ensured before proceeding to the next phase.

Each student must have an opportunity to attempt to use the new structure orally, and to have this performance evaluated. He/she must then have an opportunity to use the structure again in a meaningful way, incorporating the feedback from the first attempt. This process must continue with each student until most of the students demonstrate a reasonable mastery of the structure. This process is very time consuming but is at the heart of true second language learning in the modern context. This need for intense pupil-teacher interaction is also the reason why the pupil-teacher ratio in French classes should be kept as low as possible.

In the early stages of learning a new language, reading and writing are mainly support activities, to help students retain the structures learned and practised orally. No attempt at formal composition involving new vocabulary structures is made at this stage.

As the students progress in their study of the new language, the skills of reading and writing are carefully and gradually developed.

The curriculum will permit teachers to help students attain a desirable degree of competence in reading and writing in French. Vocabulary and structures presented in a gradual progression should allow students by the end of grade 12 to read French material of moderate difficulty, and express their own ideas in writing.

The Saskatchewan Core French Curriculum requires the mastery of relatively few structures during the 6 year program. This will ensure that teachers have adequate time to help students make progress from skill acquisition to skill use. The study and practice of structures and vocabulary is essential, but students must be given an opportunity to use the newly acquired skills in genuine communication. While this last step is difficult, it is absolutely critical to communicative proficiency. Learning to speak a new language is a

demanding and time consuming task. While it is unrealistic to expect that a Core French program will enable students to speak French fluently without considerable follow-up study, teachers of Core French must constantly bear in mind two goals: linguistic competence and communicative competence. Both are equally important at every level. The aim of the French program is not to develop grammarians, but to develop competent language users, as competent as possible within the time available.

## V. USING THIS GUIDE

### A. Structural Base

The main portion of this curriculum guide is divided into three sections: grades 7-8, grades 9-10 and grades 11-12.

In each section a grammatical structure is presented under the heading "linguistic content". Each structure is followed by clarifying examples and a language function is indicated. Reinforcement games and activities are then proposed to complement, expand and develop the structures presented and to enable the students to use the structure in meaningful communication. It is important to note that at each level any language function may be realized by a number of different structures and that any structure may be involved in a number of different functions.

#### Example:

| <u>function</u> | <u>structure</u>                   |
|-----------------|------------------------------------|
| - inviting      | - veux-tu ...?                     |
|                 | - est-ce que tu peux ...?          |
|                 | - ça t'intéresse de ...?           |
|                 | - je t'invite à ...?               |
|                 | - vous êtes invité à ...<br>etc... |
| - requesting    |                                    |
| - ordering      | - impératif                        |
| - suggesting    |                                    |
| - directing     |                                    |

Although some of the activities suggested for reinforcement are designed to practise reading and writing, the majority are aimed at the acquisition of oral skills and are intended to encourage meaningful language use by the students.

The material presented in this guide should be dealt with in the following order:

- 1) the scope of the program as determined by the curriculum guide;
- 2) the sequence of the program as determined by the approved text being used; and,
- 3) the language use activities for reinforcing the structures taught by encouraging interactive communication.

It should be pointed out that the linguistic content included in this guide may not perfectly match the scope and sequence of each of the French texts used in Saskatchewan schools. Students should proceed through a continuous system of learning experiences which will permit a cumulative acquisition of knowledge and skills. **It is therefore suggested that each school follow the scope of this curriculum guide which will then serve as a checklist to ensure that the linguistic content for each level is covered. The sequence should be determined by the text in use.** It is important to note that the linguistic content expectations for each level include those presented in previous levels.

Teachers should make direct reference to the text in use for suggested teaching techniques and procedures appropriate to each level. These suggestions may serve as guidelines and should be adapted where necessary to take into account such things as time allotment, class size, class structure and personal teaching style.

The activities presented in this curriculum guide are not necessarily intended for the teaching of the structures presented but for meaningful practice of those structures once they have been taught.

#### **B. Time allotment**

This curriculum guide has been prepared with the following minimum time allotment in mind.

Grades 7-8: 80 hours per year, not less than 4/30 minute periods per week.

Grades 9-12: 100 hours per year.

Many factors contribute to the success of a French program: the skill and enthusiasm of the teacher, the student's motivation and aptitude for language, the school and community support, the time allocated to the program, the materials provided and the conditions under which the program is presented. It is hoped that this curriculum guide will help school boards and their teachers create, within their individual situations, a sound educational experience for their students.

#### **C. Communication in the classroom**

Emphasizing as it does the active use of the language, this curriculum guide is based upon a communicative approach. The choice of what to teach is determined by what the student would want or need to say in speaking with a native speaker of French. Since students are more motivated to learn when they see the immediate usefulness of what they are learning, every attempt should be made to present the language to them in a context with which they are familiar.

There is, for instance, a whole body of language which is natural in the classroom. French can very well be used to greet students, to organize activities, to plan future events, to explain new structures and vocabulary, to give praise, advice or help, to request information, to express approval or disapproval and in general to conduct all classroom business. By doing everything that needs to be done in the classroom in French, teachers can encourage real communication which is meaningful to all concerned.

#### **D. Role of the teacher**

In the traditional second language classroom, the teacher was always at the centre, explaining grammar and vocabulary, asking questions, correcting exercises. With the communicative approach, the teacher's role is different but remains equally important. The teacher still serves as a language model for the students and he/she is of course in charge of the classroom. While remaining the person with whom the students will communicate most often, one of the main functions of the teacher will now be to discover or invent ways to encourage students to communicate meaningfully with each other. Instead of actively directing and controlling all activities, the teacher will aim to set up conditions for meaningful practice and then take on the role of a resource person. Because the students are often working in small groups, the teacher will often be quietly observing the activities, noting problem areas for future work. In communicative activities, the teacher will be interrupting to correct students only if the errors are so serious as to block communication. The classroom becomes student-centered rather than teacher-centered; the students do most of the talking and the role of the teacher is to offer advice, guidance and help.

#### **E. Error Correction**

Errors are a natural, inevitable, and useful part of language learning and a general climate of goodwill in the classroom will help the students to take correction of those errors in the spirit intended, that is, not as personal criticism but as a means of improving ability.

In general, the more controlled the exercise, the more detailed the correction should be. If new vocabulary is being introduced, the pronunciation is important and should be corrected. If a verb form is being practised, the correct endings must be provided. In this way linguistic competence is progressively developed.

As the move on to more uncontrolled activities is made and students have more choice of what they will say, it is necessary only to correct those errors that hinder comprehension. The aim of these activities is to develop fluency and the ability to cope with "real" language in a meaningful context. It is less important for the development of communicative



competence to be grammatically perfect than to try to get the meaning across.

Language use involves learning by trial and error, and by language experience with the help and guidance of the teacher. How the teacher reacts to errors will influence whether the students learn from them and are encouraged to keep experimenting or whether they become discouraged, negative and afraid to try.

## VI. SPECIFIC ACTIVITIES FOR THE FOUR LANGUAGE SKILLS \*

### A. Listening

In their attempts to understand what they hear, students are doing many things while involved in listening activities. They are distinguishing sounds and words from each other, sorting out the important parts of the message from the unimportant parts and interpreting paralingual signs such as gestures and tone of voice.

It is important for the teacher to help students understand what they hear since listening is a useful activity only when at least part of the message is understood. Pictures, objects, gestures, actions, mime, tone of voice and facial expression can all be utilized to aid comprehension.

Students should have a purpose in listening and should be asked to demonstrate their understanding of what they have heard by carrying out an action or a task of some sort. Since it is often not necessary to understand every word but only what is essential to complete the task at hand, global rather than total comprehension should be the aim. It is helpful to present listening activities in context since expectations are very important to comprehension. As students progress they should be exposed to a greater variety of spoken language with variations of speed, accent, clarity and so on - the tapes provided with the approved texts are very helpful in this regard.

#### 1. Simple Listening Activities:

(In many of these activities, the students can later take the teacher's role and give the commands or lead the activity.)

- a) Say three words and have the students choose which one is in French. This is particularly useful since French shares many words with English. Cognates, as these related words are called, often look the same or similar but are rarely pronounced the same.
- b) Play very short excerpts of a variety of conversations and ask the students **not** to try to understand the words but to say how many people are talking, where they are, what emotions they are expressing, and so on. This is a good exercise for older students who are beginners.

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\*Activities in sections VI and VII have been adapted from those listed in the introduction to the "Heritage Language Curriculum Guide", Saskatchewan Culture and Recreation, August 15, 1984, prepared by the Centre for Second Language Instruction, Saskatoon.

- c) Display several pictures. Describe one of them and ask the students which one you are describing. Or display one picture and give several descriptions of it. Ask the students which description is most accurate.
- d) Have students respond to statements with "true" or "false". The statements may be made about situations, objects or people present, about a picture visible to the whole class, about a story recently read, and so on. Younger students can play in teams and line up. Label one chair TRUE and another one FALSE and place them at the front. The player in the front of each team tries to sit on the right chair before his opponent does. Award points to the first one to sit down.
- e) Prepare a large box or bag of objects known to the children. They take turns finding the object named by the teacher.
- f) Students can be given a series of pictures and asked to put them in sequence to correspond to a story told by the teacher. This can also be done with a series of tourist sites visited on an imaginary or real holiday.

## 2. Advanced Listening Activities:

- a) Have students fill in charts, or blanks in a text from orally presented information. This may be a T.V. schedule filled in from an announcement, an application form filled in from information given by an applicant, blanks filled in from a conversation overheard in the street, and so on. The chart, schedule or form gives clues to the context and creates expectations that aid comprehension.
- b) Students may be asked to listen to dialogues and then interpret and discuss the identity of the speakers based on their manner of speaking and what they said.
- c) Show students one or several pictures with groups of people in conversation, play a series of conversations and ask them to match the conversations with the pictures. In this case, the pictures provide the clues to the content of the dialogues.
- d) Play a recording of a weather report as you would hear it on the radio. As soon as the students are able to identify what it is, stop the tape and ask them what kinds of things they would expect to hear in a weather report this time of year in this part of the country. Make a list, listen to the tape again and add or subtract things from the list as the report is heard.

## B. Speaking

The ability to speak a second language is dependent on the ability to understand the language when spoken. You probably know people who can understand a language without being able to speak it, but have you ever met anyone who could speak a language without being able to understand it? We learn to speak mainly by modelling our speech on what we hear others say. This does not mean that students can be taught to speak by repeating what they hear, although this is a good way for them to become familiar with new vocabulary or a new structure. What it does mean is that the teacher should always strive to provide a good example of the spoken language and that the students will always be able to understand more than they can express. Their passive vocabulary (words they recognize when they hear or see them) will always be greater than their active vocabulary (words they can use when speaking or writing).

As with listening, speaking activities should be chosen on the basis of the student's experience and needs. New vocabulary and structures should be presented in a meaningful context and then practised by the students in exercises and activities that move from being very controlled (such as repetition) to being free (such as conversation). In learning to speak, more than in any other aspect of language learning, it is important to remember that we learn what we do. If the students speak only in controlled situations, they will never learn to express themselves freely in real life (uncontrolled) situations.

It is also important to present and practise the spoken language in context. What we say depends on where we are, to whom we are speaking and why we are speaking, as well as on many other factors. The best way to learn what is appropriate in various situations is always to associate the language with the context in which it would be used. If the students can see clearly what they can do with the language and how it is relevant to their life, they will be more motivated to learn.

### 1. Controlled Speaking Activities:

- a) Have all the students repeat together; this gives them confidence when learning new words. It is also useful with large groups.
- b) At first have individual students repeat only short, simple structures since it takes practice to develop the short-term memory in the second language.
- c) Ask questions that require a personalized but predictable answer.
- d) Have the students respond verbally to flash cards, pictures or objects.
- e) Have the students perform memorized dialogues.

## 2. Semi-Controlled Speaking Activities

### a) Cued Dialogues:

Have the students practise dialogues in pairs using role cards or conversation guides. You control the context but the students are free to choose the language they wish to use. As in real life they are uncertain about what the other will say. You can adjust the difficulty by the amount of detail you give the students. Props can be used for realism and to help the students assume their roles.

#### Sample Role Cards:

- i) Both students have same cards and create a conversation together.

A L'ÉCOLE

A. Qui est ton prof de .....?  
B. C'est .....  
A. Comment .....  
B. ....  
A. Mon prof est .....  
B. Oh c'est dommage!

- ii) Students have separate cards and create their own part of the conversation on their own.

A. Invitations - 2 friends

Invite B to a party

.....

Give reason for party

.....

Say when and where it is

.....

End conversation

B. Invitations - 2 friends

.....

Ask why there is a party

.....

Accept and ask the date

.....

Thank A and end conversation.

- iii) Students have separate cards and create their own part of the conversation on their own.

A. You are planning to visit your pen pal for two weeks. Ask him what kinds of activities you will be doing, what the weather is like this time of year, and what you should pack for the trip.

B. Your pen pal is coming to visit you. Tell him what kinds of activities you can do together, what the weather is like and what he should bring for the trip.



## B. Speaking

The ability to speak a second language is dependent on the ability to understand the language when spoken. You probably know people who can understand a language without being able to speak it, but have you ever met anyone who could speak a language without being able to understand it? We learn to speak mainly by modelling our speech on what we hear others say. This does not mean that students can be taught to speak by repeating what they hear, although this is a good way for them to become familiar with new vocabulary or a new structure. What it does mean is that the teacher should always strive to provide a good example of the spoken language and that the students will always be able to understand more than they can express. Their passive vocabulary (words they recognize when they hear or see them) will always be greater than their active vocabulary (words they can use when speaking or writing).

As with listening, speaking activities should be chosen on the basis of the student's experience and needs. New vocabulary and structures should be presented in a meaningful context and then practised by the students in exercises and activities that move from being very controlled (such as repetition) to being free (such as conversation). In learning to speak, more than in any other aspect of language learning, it is important to remember that we learn what we do. If the students speak only in controlled situations, they will never learn to express themselves freely in real life (uncontrolled) situations.

It is also important to present and practise the spoken language in context. What we say depends on where we are, to whom we are speaking and why we are speaking, as well as on many other factors. The best way to learn what is appropriate in various situations is always to associate the language with the context in which it would be used. If the students can see clearly what they can do with the language and how it is relevant to their life, they will be more motivated to learn.

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- b) At first have individual students repeat only short, simple structures since it takes practice to develop the short-term memory in the second language.
- c) Ask questions that require a personalized but predictable answer.
- d) Have the students respond verbally to flash cards, pictures or objects.
- e) Have the students perform memorized dialogues.



## 2. Semi-Controlled Speaking Activities

### a) Cued Dialogues:

Have the students practise dialogues in pairs using role cards or conversation guides. You control the context but the students are free to choose the language they wish to use. As in real life they are uncertain about what the other will say. You can adjust the difficulty by the amount of detail you give the students. Props can be used for realism and to help the students assume their roles.

#### Sample Role Cards:

- i) Both students have same cards and create a conversation together.

A L'ÉCOLE

A. Qui est ton prof de .....?  
B. C'est .....  
A. Comment .....  
B. ....  
A. Mon prof est .....  
B. Oh c'est dommage!

- ii) Students have separate cards and create their own part of the conversation on their own.

A. Invitations - 2 friends

Invite B to a party

.....

Give reason for party

.....

Say when and where it is

.....

End conversation

B. Invitations - 2 friends

.....

Ask why there is a party

.....

Accept and ask the date

.....

Thank A and end conversation.

- iii) Students have separate cards and create their own part of the conversation on their own.

A. You are planning to visit your pen pal for two weeks. Ask him what kinds of activities you will be doing, what the weather is like this time of year, and what you should pack for the trip.

B. Your pen pal is coming to visit you. Tell him what kinds of activities you can do together, what the weather is like and what he should bring for the trip.

### 3. Free-Speaking Activities:

#### a) Simulations and Role Play:

These are similar to cued dialogues except that the students have more freedom as to what they say and how the situation will turn out. In general terms, simulations are different from role-plays in that they are more elaborate and require more preparation. They are nonetheless very rewarding and useful, especially for advanced groups of older students.

Here are some examples of possible role-plays:

##### i) At home:

Child arrives late from school.  
Mother tries to find out why.

##### ii) At the store:

A customer (child) wants to buy a bathing suit.  
A clerk who is waiting on him.

##### iii) At the medical clinic:

A child is afraid of needles.  
A nurse is giving vaccinations.

#### b) A simulation could be serious or make-believe:

i) Public Debate - choose a controversial issue of concern to the students, eg. whether or not to close down the old skating rink. Provide them with background information and some group roles to play, eg. taxpayers whose taxes would go up if the rink were renovated, parents who are concerned about safety in the old rink, children who have no other place to skate, and town council who wants to build a new rink to attract people to the town. Each group must formulate its position in accordance with its role. Then hold a public meeting with a debate and a vote. Each group can later write up its account of the meeting for the newspaper.

ii) Detective - prepare a plan of a house and the details of a murder. Assign roles of the various characters, indicating their attitude to the victim and to each other, and appoint the detective and investigating officers. The detective must find out who the murderer is by questioning each suspect.

### 4. Information Gap Activities:

The teacher or one student has information that he/she must convey to one or more others by answering questions or by giving instructions.

It is important that the information gap be real. Look at the following situations:

- The teacher holds up a pen and says, "Qu'est-ce que c'est?" The students answer, "C'est un stylo". There has been no real exchange of information other than how to label the object in French. The students already knew that the object was a pen.
- The teacher takes something out of the desk and hides it behind his/her back. He/She asks, "Qu'est ce que c'est?" The students guess, "C'est un crayon?" "C'est un stylo?", etc. The students are motivated to practise the same vocabulary item in French because they do not know which object the teacher is hiding but are aware of various possibilities. There has been a real exchange of information and meaningful communication has taken place.

a) Sample Information Gap Activities for Class Work:

- i) One person thinks of an object or person and the others ask questions to guess what or who it is.
- ii) Put an object in a box. Students can tilt, shake, smell and listen to the box as well as ask questions about it to guess what is in it.
- iii) Several students stand with their hands behind their backs. Someone puts a small wrapped object into their hands. They can feel it and answer questions about it and then everyone makes a guess about what it is. The objects are then unwrapped.
- iv) The teacher draws one line and asks the students what he/she is going to draw. Then he/she adds a second line and asks again. He/she continues in this way until the drawing is complete or the students have guessed correctly.

b) Sample Information Gap Activities for Pairs:

- i) Student A has 6 different pictures glued in a file folder. Student B has 1 picture which is the same as one of Student A's pictures. Student A must find out which picture B has.
- ii) Student A has 6 pictures in sequence glued in a file folder. Student B has the same 6 pictures but in disorder. Student B must ask questions to put the pictures in the same order as Student A.
- iii) Student A has a complete picture. Student B has the same picture with pieces cut out of it. Student A must find out what pieces are missing.

- iv) Student A has a room with furniture in it.  
Student B has the same room and must place his furniture by asking A where to put each piece.
- v) Student A has a map with people and buildings on it.  
Student B has the same map and must find out where to place his people and buildings.

c) Problem-Solving Activities:

Give the students a problem to solve. Have them work in small groups to come to a solution which they must explain or justify to the rest of the class. These problems can be chosen or made up to practise the vocabulary and structures they are learning. Here are a few examples:

- i) Give the students a list of things they might need on a camping trip and the weight of each. They must choose items for a total of no more than 25 pounds and justify their choice.
- ii) Give the students a catalogue listing gifts and prices. They must choose gifts for their families and not exceed a given amount of money.
- iii) Give the students tourist information and a map and have them plan an excursion that takes into account everybody's interests.
- iv) Give the students multiple choice questions with several possible answers and have them justify their choice in each case.

d) Discussion and Debate:

Students work in small groups discussing a topic of interest to them. It is a good idea to plan this kind of activity after a film, a reading selection, a recorded interview or some other presentation designed to provoke discussion. Don't hesitate to take an unpopular stand in order to get the discussion started, although the students should be arguing against each other, not against you. Try to group them so that students in any one group have a variety of opinions. If you wish to join a group it should be as a participant, not as an authority. Have the students sit in circles and be sure to sit on the same level with them.

e) Story-Telling and Reporting:

Have students present short reports about things they have done or plan to do, stories they have made up or have read, or demonstrate skills they have acquired and so on. Whenever possible, they should show pictures or objects as they talk. The rest of the students should be encouraged to ask questions or make comments after the presentation.

d) Interviews:

Have the students prepare questions beforehand for interviews of invited guests, people met on field trips or other special events, or for public opinion surveys. Whenever possible, these interviews should be recorded, as they provide a good source of listening activities for students whose motivation to understand will be enhanced by their participation in the preparation of the material.

f) Dramatic and Theatrical Activities:

Short plays, monologues, poetry readings, puppet shows and other activities of a similar nature can be prepared, even written by the students, rehearsed and performed either for the rest of the class or for the public at special events. The props, costumes, puppets and other accessories can be constructed in class as part of the regular activities. Much valuable speaking practice can be gained by group work of this kind and motivation will be high if the presentation is for public view.

C. Reading

In teaching reading, one should keep in mind the reasons for reading. People read for knowledge in newspapers, books and magazines, for direction in how to perform tasks, for information as to the time and location of events. Reading signs, timetables, programs, announcements, menus, advertisements also provide information. People also read for enjoyment, excitement or escape in novels, short stories or poems.

In the core French program, reading is an important component. Reading reinforces what the student has learned orally, expands vocabulary, gives a "feel" for the language and deepens the knowledge of other cultures. Oral reading improves pronunciation, enunciation and intonation. Reading can also be used to stimulate conversation and discussion, and provides variety in language activities.

Reading is a skill and it needs regular, systematic practice. As with any skill, one can form good or bad habits. The following comments will help to ensure that the student acquires good reading habits in French.

Reading is a form of communication, of communicating ideas. When students read in French, they should concentrate on the message, the idea and not on individual words. With practice, they will be able to identify the key words and will have a global understanding of the author's message.



1. Stages in the Development of Reading:

The student will be led progressively to develop the ability to read, more and more fluently and independently, materials of increasing difficulty.

Stage 1

Initially the student learns to read what has been mastered orally (identification and recognition of an oral message in graphic form).

In oral reading, the student practises the correct production of sounds with the appropriate intonation and phrasing.

Stage 2

The purpose now is to recognize meaningful segments of thought and read in coherent word groupings. The student is asked to recognize known elements in new combinations.

Stage 3

At this stage, the readings are no longer solely based on material previously practised orally. Most vocabulary is known but the meanings of new vocabulary and structures can be deduced from context, illustrations and cognates.

Stage 4 - Reading Practice

At this stage, students practise their reading skills within a wider range of language which includes semi-authentic French texts. These passages are accessible to the student and, being written specifically for the classroom, avoid complex style, verb tenses and specialized vocabulary.

Stage 5 - Expansion

The student begins to read a variety of materials in the original form. He/she learns to read more rapidly, scanning for information and extracting major ideas. The student's reading level is now approaching his/her interest level.

Stage 6 - Autonomy

Independent reading of authentic texts in which the students can explore special interests.

A list of suggested reading materials is provided in section XI of this guide to ensure that teachers may provide suitable reading material at each grade level.

2. Early Reading Activities:

- a) Match words with pictures.

- b) Classify words into groups such as colours, things you eat, animals which live on the farm, or things you do on Saturday.
- c) Find known words in a text.
- d) Make labels for classroom objects or pictures. Students take turns putting the labels on the objects at the beginning of each class.
- e) Write words on grey construction paper and cut them out in the shape of stones. Students take turns reading the words and, if correct, stepping on the stones to cross an imaginary river.
- f) Various commands can be written on cards. Show the cards one at a time and ask students to put up their hands if they know what it means. Name one student to perform the action required.
- g) Write on the blackboard the words of a song, rhyme or verse that the students know. Point to the words as they sing or recite. Students may be asked to do the same, as they learn to recognize the words.
- h) Have the students make word books. On each page of a small note book have them write the letters of the alphabet, in alphabetical order. Each one then chooses a word beginning with each letter and either makes a drawing or glues a picture on the page to go with the word.
- i) Make a class dictionary. After each class in which the students have learned to read one or more new words, write each word on a sheet of paper with the beginning letter at the top of the page. Glue a picture in the centre to illustrate the word and at the bottom write a sentence using the word so as to illustrate its meaning. If you do not have suitable pictures on hand, ask the students to bring some from home. The sheets should be kept in alphabetical order in a three-ring binder in a place where they can be consulted by the students.
- j) Make cards with a word on one side and a corresponding illustration on the other. These may be used by students on an individual basis or in pairs. They can look at the word, read it and check with the picture to see if they are correct, or they can look at the picture and say the word, using the written form to check.

### 3. Reading Activities for Older Students:

- a) Give the students a copy of a text of interest to them. Read the text aloud and deliberately make changes. The students should follow along on their copy and stop you when they notice one of the changes.

- b) Find an interesting picture and write a description of it with several details that do not correspond to the picture. The students then read the description and find the errors. They can write a corrected version.
- c) Do the same thing with a series of pictures that tell a story.
- d) A similar activity can be done using two texts, for example two different newspaper accounts of the same event. If these are too difficult to find, write the two texts yourself, eg. the statements of two witnesses to the same accident or crime. Students must say how the two accounts differ.
- e) Write four sentences or short texts on the board. Ask the students if they believe in telepathy. One student should be asked to be the medium; he must think about one of the texts. Each of the other students tries to tune in to the thoughts of the medium in order to decide which text he has chosen. They write down that text and then everyone takes turns reading out the text they have written. Put a check beside the blackboard copy as each choice is revealed, then ask the medium to say which one he was thinking about. Discuss the validity of telepathy. This activity can be done using single words with less advanced students.

#### D. Writing

Although writing will probably not be stressed until the later stages of the program, it is advisable to have at least some writing activities in class and for homework. Like other parts of the program, writing activities should reflect the interests and needs of the students. They should be presented only after the students have a good oral command of the structures and vocabulary required, and have had experience reading. As usual, exercises should progress gradually from controlled to free expression.

Controlled writing exercises should be corrected in detail since the objective is the mastery of specific language items. Creative writing activities should be corrected in detail only if intended for public display. Otherwise, only those errors which hinder comprehension should be drawn to the attention of the students. As with oral activities, if the goal of communication has been achieved, considerations such as spelling and grammar can be downplayed until the specific linguistic items occur in the program.

##### 1. Copying Activities:

- a) Make labels and name tags for people and objects.

- b) Match subjects with verbs, 2 parts of a sentence, sentences to pictures, questions with answers, and so on.
- c) Unscramble words and sentences.
- d) Copy stories written by the whole class.
- e) Make a choice from a list.  
eg. from a list of foods, make a picnic menu; from a list of objects, make a list of things needed on a desert island; from a list of tourist sites, make an itinerary.
- f) Find the intruder and rewrite the sentence correctly.  
eg. To make an omelet, you need eggs, oranges, salt, pepper.

2. Directed Writing Activities:

- a) Fill in the blanks expressing personal opinions and preferences.  
eg. J'aime \_\_\_\_\_, je déteste \_\_\_\_\_.
- b) Make word boxes or personal dictionnaires of new words. Have examples, definitions or illustrations to clarify meaning.
- c) Solve simple riddles.  
eg. On prépare les repas dans \_\_\_\_\_.
- d) Do simple crosswords from definitions, pictures, or lists of words. Make sure there is only one possible solution.
- e) Make as many words as you can from the letters of one long word.
- f) Make sentences expressing personal opinions from columns of possibilities.

|                 |          |                                    |
|-----------------|----------|------------------------------------|
| eg.             | hockey   | c'est amusant                      |
| J'aime jouer au | baseball | parce que mes amis jouent avec moi |
|                 | tennis   | j'aime l'hiver                     |
|                 | football | je peux gagner                     |

- g) Transfer information from one form to another.  
i.e. Read a text and fill in a chart with information learned from the text.
- h) Read a text and answer questions about it in writing.

3. Free Writing Activities:

- a) Make lists of things to do or to buy.
- b) Take messages.
- c) Write invitations to special events.
- d) Write postcards and letters. Have a mail box in the classroom.
- e) Write directions or instructions.
- f) Write stories and poems.
- g) Write dialogues for pictures or cartoons.
- h) Write modernized versions of fairy tales and traditional stories.  
eg. Little Red Riding Hood in Blue Jeans
- i) Write reports of field trips, concerts, special guests.
- j) Wall newspaper.  
i.e. Make different groups of students responsible for different  
sections: news, sports, fashion, cartoons, want ads, etc.





## VII. OTHER ACTIVITIES

### A. Songs and Rhymes

Songs and rhymes are very useful for teaching a second language. They can help the students to acquire the natural rhythmic flow of the language. They can aid the memory and reinforce learning by repetition. They provide a pleasant alternative to more formal activities as well as being an important source of culture, history and poetry.

#### Writing songs and rhymes:

- ° If you cannot find a song to practise a particular structure or vocabulary, you may be able to write one. Choose a melody which is already known to the students and try to fit words to it. Try to keep the natural patterns of stress and intonation of the language as you fit the words to the music. If the first melody you try does not work, use another one.
- ° Older students who have some knowledge of the language may be able to write or to help you write songs and simple poems. In the case of poetry, use an existing poetry form to provide a structure.

### B. Films, and other Video Materials

#### 1. Kinds of films:

Different kinds of films are useful for different purposes. Some films are designed specifically to teach the language, others have another subject and are aimed at a public other than language students. What you can do with the film depends on what kind of film it is.

- a) Films in the second language which are specially prepared for language teaching are usually accompanied by materials for the teacher. If not, you will have to prepare your own. The important thing to remember is that students should be prepared for the linguistic content of the film beforehand and that this content should be reinforced by exercises and activities following the presentations.
- b) Films in the second language which are made for native speakers can be used like any authentic audio document. They will be even easier for the students to understand than sound recordings because the visual element will give clues about what is being said. Films of this kind are particularly useful for their cultural content, especially for students at the advanced level. They can serve as a stimulus for conversation as well as a source of information.

- c) Films with no words can be used in much the same way as pictures and other static visual materials. The students can view the film and then be asked to do the commentary or play the characters themselves. They can write the story as they understood it. And they can engage in a variety of activities related to the theme or story of the film.
- d) Films in English or other languages can be used in the same way as films with no words by turning off the sound. If some words are necessary to understand the film, you can say them yourself. In this way you can adjust the level of the language to suit your students.

### **C. Stories, Tales and Legends**

Folk tales and legends form part of the cultural heritage of every linguistic group. As such they will be an important part of any class which aims at teaching culture as well as language. They are especially useful for students because of their imaginative content and liberal use of fantasy. Authentic Canadian folk tales and legends may be read aloud in English to provide the students with an increased awareness of their national heritage.

# VIII. STRUCTURES AND ACTIVITIES FOR THE 6 YEAR CORE FRENCH PROGRAM

## A. List of structures - Grades 7 and 8

| LIST OF STRUCTURES  | GRADES 7 & 8  |
|---|---|
| Structure   | Example   |
| 1(a) C'est + proper noun  | C'est Marie.<br>C'est Pierre.   |
| 1(b) C'est / ce sont + definite article<br>+ noun   | C'est le directeur.<br>C'est la salle de classe.<br>C'est l'école.<br>Ce sont (c'est) les cahiers.  |
| 1(c) C'est / ce sont + indefinite article<br>+ noun   | C'est un garçon.<br>C'est une fille<br>Ce sont (c'est) des élèves.  |
| 2. C'est / ce sont + completeive?<br>with rising intonation   | C'est Marie?<br>C'est Pierre?<br><br>C'est le directeur?<br>C'est la salle de classe?<br>C'est l'école?<br>Ce sont (c'est) les cahiers?<br><br>C'est un garçon?<br>C'est une fille?<br>Ce sont (c'est) des élèves?  |
| NOTE - FROM NOW ON STUDENTS SHOULD RECOGNIZE THAT RISING INTONATION MAKES A<br>STATEMENT INTO A QUESTION. |   |
| 3. Ce n'est pas / ce ne sont pas<br>+ completeive   | Ce n'est pas Marie.<br>Ce n'est pas Pierre.<br><br>Ce n'est pas le directeur.<br>Ce n'est pas la salle de classe.<br>Ce n'est pas l'école.<br>Ce ne sont pas (ce n'est pas)<br>les cahiers.<br><br>Ce n'est pas un garçon.<br>Ce n'est pas une fille.<br>Ce ne sont pas (ce n'est pas)<br>des élèves. |

4. **C'est / ce sont + definite article  
+ noun + de + proper noun** C'est le père de Monique.  
C'est la classe de Mme Leblanc.  
Ce sont les amis de Pierre.
5. **Qui + completive?** Qui est-ce?  
Qui chante?  
Qui a un stylo?
6. **Est-ce que c'est + completive?** Est ce que c'est un stylo?  
Est-ce que tu regardes la télé?  
Est-ce qu'il y a un stylo sur  
la table?

**NOTE - FROM NOW ON STUDENTS SHOULD BE ABLE TO USE INTERROGATIVE "EST-CE QUE" WITH ALL VERBAL STRUCTURES PRESENTED.**

7. **Qu'est ce que + completive?** Qu'est-ce que c'est?  
Qu'est-ce qu'il y a à la télé?
8. **Noun / subject + est / sont  
+ preposition of place + completive** Maurice est dans la rue.  
Le party est chez Margo.  
Les toilettes sont en bas,  
à gauche.
9. **Où + est / sont + completive?** Où est Maurice?  
Où est le party?  
Où sont les toilettes?
- 10(a) **Voici / voilà + completive** Voici ma carte!  
Voilà le frère de Georges!
- 10(b) **Il y a + completive** Il y a un téléphone dans la cuisine.  
Il y a deux lits dans la chambre.
- 10(c) **Il n'y a pas de + completive** Il n'y a pas de lait dans le frigo.  
Il n'y a pas de piscine chez moi.
- 11(a) **Subject + être + completive** Je suis une fille.  
Il est dans la classe.  
Nous sommes de Régina.  
Ils sont chez Roger?
- 11(b) **Subject + ne + être + pas + completive** Tu n'es pas une fille.  
Elle n'est pas dans la classe.  
Vous n'êtes pas de Régina?  
Elles ne sont pas chez Roger.



12(a) Subject + **être** + adjective

Je suis triste.  
Il est grand.  
La bicyclette est bleue.  
Nous sommes intelligents.  
Elles sont gentilles?

12(b) Subject + **ne** + **être** + **pas** + adjective

Tu n'es pas content?  
Elle n'est pas petite.  
La bicyclette n'est pas verte.  
Vous n'êtes pas stupides.  
Ils ne sont pas riches.

13. Subject + **avoir** + completive

J'ai un frère.  
Elle a un chat.  
Vous avez une maison.  
Ils ont des soeurs.

14. Subject + **ne** + **avoir** + **pas** + **de**  
+ completive

Tu n'as pas de frères?  
Il n'a pas de chien.  
Nous n'avons pas d'argent.  
Elles n'ont pas d'auto.

15. Subject + **regular 'er' verb**  
+ completive

Tu aimes l'école?  
Nous habitons dans une maison.  
Mes parents travaillent en ville.

**NOTE - IRREGULAR 'ER' VERBS SHOULD BE TAUGHT AS NEEDED FOR COMMUNICATION OR AS THEY OCCUR IN YOUR PROGRAM.**

16. Subject + **ne** + **verb** + **pas** (+ **de**)  
+ completive

Je ne suis pas une fille  
Tu n'aimes pas la pizza?  
Elle ne mange pas de soupe.  
Nous n'habitons pas en ville.  
Ils n'ont pas d'argent.

**NOTE - FROM NOW ON STUDENTS SHOULD BE ABLE TO USE THE NEGATIVE WITH ALL VERBAL STRUCTURES PRESENTED.**

17. **Imperative forms of 'er' verbs**  
+ completive

Monte l'escalier!  
Entrez dans le gymnase!  
Ne mange pas de gomme!  
Ne jouez pas en classe!

**NOTE - OTHER IMPERATIVE VERB FORMS SHOULD BE TAUGHT AS NEEDED FOR COMMUNICATION OR AS THEY OCCUR IN YOUR PROGRAM.**

18. **Possessive adjectives** + noun

Voilà ma maison!  
Ton frère est grand.  
Ses amis sont ici.

19. **A + definite article**  
à l'école  
à la maison  
au cinéma  
aux magasins
20. **Subject + aller + completive**  
Tu vas au cinéma?  
Nous allons à l'école.  
Ils ne vont pas au restaurant.
21. **Combien de + noun + completive**  
Tu as combien de frères?  
Combien d'élèves aiment la  
musique rock?
22. **A qui + (est / sont) + completive**  
A qui (est) le stylo?  
A qui (sont) les crayons?
23. **Subject + est / sont + à  
+ proper noun / pronoun  
[moi, toi, lui, elle]**  
Le stylo est à Paul.  
C'est à lui.  
Les crayons sont à elle.
24. **Verb (+ t) + pronoun subject  
+ completive  
question by inversion**  
As-tu une soeur?  
Va-t-elle à l'école?  
Chante-t-elle?

**NOTE - FROM NOW ON STUDENTS SHOULD BE ABLE TO FORM QUESTIONS BY INVERSION WITH ALL VERBAL STRUCTURES PRESENTED.**

25. **Subject + faire**  
Qu'est-ce que tu fais?  
- Je fais mes devoirs.
- 26(a) **Comment [+ est-ce que + subject]  
+ verb + completive**  
Comment est-ce que tu chantes?  
Comment vas-tu?
- 26(b) **Quand [+ est-ce que + subject]  
+ verb + completive**  
Quand est-ce que tu travailles?  
Quand joue-t-il au hockey?
- 26(c) **Où [+ est-ce que + subject]  
+ verb + completive**  
Où est-ce qu'ils jouent?  
Où travailles-tu ce soir?
- 26(d) **Pourquoi [+ est-ce que + subject]  
+ verb + completive  
Parce que + completive**  
Pourquoi est-ce que Nicole  
est absente.  
- Parce qu'elle est malade.  
Pourquoi marches-tu lentement?  
- Parce que je suis fatigué.
- 26(e) **A quelle heure [est-ce que + subject]  
+ verb + completive**  
A quelle heure est ce que tu  
vas au cinéma?  
- A sept heures.

27(a) **Quel/quelle + noun**  
[+ est-ce que + subject] + verb

Quelle émission est-ce que tu préfères?  
Quel temps fait-il?  
Quelle heure est-il?

27(b) **Quel/quelle est + déterminer + noun**

Quelle est la date?  
Quelle est ton adresse?  
Quel est ton numéro de téléphone?

27(c) **De quelle couleur est + déterminer + noun**

De quelle couleur est ta bicyclette?

28(a) **Subject + verb + partitive article + noun**

Je prends souvent de la soupe.  
Il a de l'argent.  
Nous achetons du pain.  
Ils mangent des fruits comme dessert.

28(b) **Subject + ne + verb + pas de + noun**

Je ne prends pas de soupe.  
Il n'a pas d'argent.  
Nous n'achetons pas de pain.  
Ils ne mangent pas de fruits comme dessert.

29(a) **Subject + aller + infinitive**

Tu vas être riche un jour.  
Ce soir nous allons regarder la télé.

29(b) **Subject + regular 'er' verb + infinitive**

J'aime faire du ski.  
Je déteste sortir quand il fait froid.



**B. Suggested activities for reinforcement - Grades 7 and 8**

**LINGUISTIC CONTENT: 1**

**EXAMPLE**

1(a) C'est + proper noun

C'est Marie.  
C'est Pierre.

1(b) C'est / ce sont + definite article  
+ noun

C'est le directeur.  
C'est la salle de classe.  
C'est l'école.  
Ce sont (c'est) les cahiers.

1(c) C'est / ce sont + indefinite article  
+ noun

C'est un garçon.  
C'est une fille.  
Ce sont/cèst des élèves.

**LANGUAGE FUNCTION**

- identifying and giving factual information about people, places and things.

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Find the object**

Skill areas: Listening, speaking

Materials: A box or carton containing various classroom objects, e.g.: pencils, pens, chalk, notebooks, etc.

Procedure: Divide the class into 2 teams. Put into a large box all the objects the names of which have been taught. Make sure that you have more than one of some of the objects. A member of one of the teams comes up, picks an object out of the box, holds it up, shows it to the class and names it. A point is awarded if he/she is correct. If he/she cannot name the object, a member of the opposing team has a try. Teams alternate until all objects have been named and removed from the box.

**2. Concentration**

Skill areas: Listening, speaking

Materials: Deck(s) of playing cards, or pictures of known objects.

Procedure: Divide class into pairs. Each pair is given 8 or 9 different cards. They set the cards out, face up, on the table in a pattern. Both players study the cards for a minute or so in an attempt to memorize their identities and positions. The cards are turned face down and the game begins. Player A points to a card & says: "C'est le / la \_\_\_\_\_". Player B tries to recall whether Player A is telling the truth or not. If he/she agrees and says "oui", Player A keeps the card and scores a point whether or not it is in fact the card named.



If player B does not believe that Player A has named the card correctly he/she says "non" - the card is turned over. If it is the card that Player A named, Player A scores 2 points. If it is not the card that Player A named, Player B scores 2 points. The play alternates between A and B as points are scored.

**3. "Je pense à quelque chose..."**

Skill areas: Listening, speaking

Materials: None

Procedure: Have students take turns on saying "Je pense à un objet (dans la salle de classe) qui commence par \_\_\_\_\_", while other students try to guess the object by saying: "C'est un / une \_\_\_\_\_".

**4. Un tour de l'école**

Skill areas: Listening, speaking

Materials: Plan of the school

Procedure: Students are given a plan of the school, on which all rooms are numbered. Give an oral description of the school (e.g. "Numéro 1 c'est la classe de M. Lemieux. Numéro 2 c'est la bibliothèque", etc.) Ask questions to establish comprehension and vocabulary, and have various students present the plan to the class (or to each other in pairs).

Variations: Once the appropriate vocabulary has been taught, students can present their houses or their hometown in a similar way.

**LINGUISTIC CONTENT: 2**

2. **C'est / ce sont + completeive?  
with rising intonation**

**EXAMPLE**

C'est Marie?  
C'est Pierre?  
  
C'est le directeur?  
C'est la salle de classe?  
C'est l'école?  
Ce sont (c'est) les cahiers?  
  
C'est un garçon?  
C'est une fille?  
Ce sont (c'est) des élèves?

**NOTE: FROM NOW ON STUDENTS SHOULD RECOGNIZE THAT RISING INTONATION MAKES A STATEMENT INTO A QUESTION.**

**LANGUAGE FUNCTION**

- seeking factual information

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Seven Up**

Skill areas: Listening, speaking

Materials: None

Procedure: Choose 7 students to stand at the front of the room. Remaining students put their heads down on their desks, with their eyes closed, keeping their hands, with thumbs up, on the desk. Each of the 7 students touches one student only. As a student is touched, he/she hides thumbs. When all 7 students have been touched, give command "debout". The students who were touched stand and try to guess who touched them by saying "C'est \_\_\_\_\_?" If they guess correctly, they change places with the students at the front.

**2. "Qu'est-ce que c'est?"**

Skill areas: Listening, speaking

Materials: Pictures of known objects, classroom objects.

Procedure: Collect a number of classroom objects, or have on hand a number of pictures of objects known to the students. Review the names of all objects with all students. Call 3 students to the front of the class and give each one an object/picture without letting the class see what it is. Each student asks a student in the class "Qu'est-ce que c'est?" to have him/her guess the object. The same object may not be guessed twice in a row. When a student guesses correctly, he/she changes places with the student at the front.

### LINGUISTIC CONTENT: 3

3. Ce n'est pas / ce ne sont pas  
+ completive

### EXAMPLE

Ce n'est pas Marie.  
Ce n'est pas Pierre.

Ce n'est pas le directeur.  
Ce n'est pas la salle de classe.  
Ce n'est pas l'école.  
Ce ne sont pas (ce n'est pas)  
les cahiers.

Ce n'est pas un garçon.  
Ce n'est pas une fille.  
Ce ne sont pas (ce n'est pas)  
des élèves.

### LANGUAGE FUNCTION

- giving factual information about  
people, places & things.

### SUGGESTED ACTIVITIES FOR REINFORCEMENT

#### 1. "Ce n'est pas"

Skill areas: Listening, speaking

Materials: Pictures of known objects, classroom objects.

Procedure: Distribute pictures/objects among students. One student starts off by holding up an object and saying for example: "C'est un crayon. Ce n'est pas un livre." The student who has a book will stand and say, "C'est un livre. Ce n'est pas une gomme." The one who has an eraser will continue.

#### 2. Call my bluff.

Skill areas: Listening, speaking

Materials: Pictures of known objects.

Procedure: Bring 4 students to the front of the class and give each a picture without the class seeing who has what. The first student makes an affirmative statement about his/her picture, for example: "C'est un éléphant." (This statement may be true or false.) A member of the class replies either "Oui, c'est un éléphant" or "calls the bluff" by saying "Non, ce n'est pas un éléphant." If the student in the class has called the bluff correctly they will change places. If not, the student at the front gets a new picture for the second round and the play passes to the next student.

### 3. Mon invention.

Skill areas: Listening, speaking

Materials: Paper, coloured pencils.

Procedure: Have students invent and draw an object for use in the 21<sup>st</sup> century. The students will make up 5 negative clues to go with each drawing (e.g. ce n'est pas dans la maison, ce n'est pas grand, ce n'est pas une auto, ce n'est pas un stylo, etc.) Each student presents his/her drawing to the class who tries to guess what it is; "Est-ce que c'est un/une ...?"

**LINGUISTIC CONTENT: 4**

**EXAMPLE**

4. **C'est / ce sont + definite article**  
+ noun + de + proper noun

C'est le père de Monique.  
C'est la classe de Mme Leblanc.  
Ce sont les amis de Pierre.

**LANGUAGE FUNCTION**

- establishing ownership

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. "Ce sont les photos de la classe"**

Skill areas: Listening, speaking

Materials: Photos provided by the students.

Procedure: Have each student bring a photo of something that is his/her's (house, brother, dog, car, bike, etc.). Mount the photos on a large bulletin board and number them. Indicate each one in turn asking either "Qui est-ce?" or "Qu'est-ce que c'est?" Students identify as many as they can "C'est la maison de Robert", "C'est le frère de Susan", etc.

**2. "C'est le crayon de Marie"**

Skill areas: Listening, speaking

Materials: Large garbage bag

Procedure: Walk around the room and ask students to put something that belongs to them into the bag. (e.g. shoe, pencil, glasses, notebook, etc.) Hold up the objects one at a time and have the students identify them.

**3. Aux objets trouvés**

Skill areas: Listening, speaking

Materials: School's lost and found articles

Procedure: Have students attempt to recognize these articles (most students know what belongs to whom) and actually return them to their rightful owners.



**LINGUISTIC CONTENT: 5**

**EXAMPLE**

**5. Qui + completive?**

Qui est-ce?  
Qui chante?  
Qui a un stylo?

**LANGUAGE FUNCTION**

- identifying people

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. My favorite person**

Skill areas: Listening, speaking  
Materials: Pictures provided by students.  
Procedure: Ask students to bring photo, picture or poster of their favorite movie/rock star or T.V. character. Each student stands and shows picture to class while asking "Qui est-ce?"

**2. "Qui est-ce?"**

Skill areas: Listening, speaking  
Materials: Baby photos provided by students.  
Procedure: Have each member of the class bring in a baby picture of him/her self and write his/her name on the back. Mount the photos on a large bulletin board and number them. Indicate each one in turn, asking the question "Qui est-ce?" Students identify as many as they can either orally or in writing.

**3. Blindman's bluff**

Skill areas: Listening, Speaking  
Materials: Scarf or hankerchief  
Procedure: Blindfold one of the students. This student then tries to catch one of the others and guess whom he/she has caught. As he/she catches someone, the caught student says "Qui est-ce?" disguising his/her voice as much as possible. The blindfolded student guesses by saying "C'est \_\_\_\_\_" and if successful (or after 3 tries) they change places.

**4. Photos de la famille**

Skill areas: Listening, speaking  
Materials: Family pictures  
Procedure: Have students bring photos of family and friends to class. Students write out a list of names in jumbled order to accompany the pictures. Divide students into pairs. Each student displays his / her photos and gives a list to his / her partner. The partner tries to identify everyone and once he has correctly done so, he keeps the photos and list to present orally to a different student, or to the teacher.

LINGUISTIC CONTENT: 6

EXAMPLE

6. Est-ce que + completive?

Est-ce que c'est un stylo?  
Est-ce que tu regardes la télé?  
Est-ce qu'il y a un stylo sur  
la table?

NOTE: FROM NOW ON, STUDENTS SHOULD BE ABLE TO USE INTERROGATIVE 'EST-CE QUE'  
WITH ALL VERBAL STRUCTURES PRESENTED.

LANGUAGE FUNCTION

- seeking verification of information

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. "Est-ce que c'est...?"

Skill areas: Listening, speaking

Materials: Deck(s) of playing cards.

Procedure: Divide class into pairs. Each pair is given 5-8 different cards. They are given a few moments to try to memorize the cards. These cards are then shuffled and put face down in a stack on the table. Student A picks up first card, looks at it, does not show it to B but says: "Qu'est-ce que c'est?" Student B guesses by saying "Est-ce que c'est \_\_\_\_\_?" A correct guess wins a point. Player A replaces card on the table, beginning a separate stack of discards which will in turn become the new playing deck.

2. Dix questions.

Skill areas: Listening, speaking

Materials: None

Procedure: One student thinks of an object or person known to the class. The other students try to guess who or what it is by asking questions beginning "Est-ce que c'est...?" - there is a limit of 10 questions. The student who guesses correctly takes the "thinker's" place. If no one guesses correctly, the "thinker" is limited to 2 turns.

3. "Est-ce que tu...?"

Skill areas: Listening, speaking

Materials: Picture cards depicting an activity

Procedure: Distribute cards to students (in such a way as other students do not see them). Students work in small groups (4) and by asking "Est-ce que tu \_\_\_\_\_?" try to discover activities on all 4 cards.

**LINGUISTIC CONTENT: 7**

**EXAMPLE**

7. Qu'est-ce que + complétive?

Qu'est-ce que c'est?

Qu'est-ce qu'il y a à la télé?

**LANGUAGE FUNCTION**

- seeking factual information

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. "Je vois de mes petits yeux."**

Skill areas: Listening, speaking

Materials: None

Procedure: Choose one student who must think of an object he/she can see in the classroom. He/she says "Je vois un objet. Ça commence par 'x'. Qu'est-ce que c'est?" The other students guess and whoever correctly identifies the object changes places with the "thinker".

**2. "Qu'est ce qu'il y a dans le sac?"**

Skill areas: Listening, speaking

Materials: Large garbage bag; several objects for which the vocabulary is known.

Procedure: Place the objects into the garbage bag. Divide class into two teams. Have a student reach into the bag and hold an object without removing it from the bag. He/she asks a student from the other team "Qu'est-ce que c'est?" If the object is correctly identified, the team has a point, if not, the student removes it from the bag and if he/she can identify it correctly, scores a point for his/her team.

LINGUISTIC CONTENT: 8

EXAMPLE

8. Noun / subject + est /sont  
+ preposition of place + completeive

Maurice est dans la rue.  
Le party est chez Margot.  
Les toilettes sont en bas, à gauche.

LANGUAGE FUNCTION

- describing the location of  
people, places & things

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. "Où suis-je?"

Skill areas: Listening, speaking

Materials: None

Procedure: Have one student mentally choose a place to hide and the others ask questions to find out the hiding place (e.g. "Est-ce que tu es sur le pupitre de Robert? Est-ce que tu es sous le livre de John. etc.)

The students may agree in advance on a specific area in which they must hide for example, the classroom or the person hiding may begin by giving the general area "je suis en ville, dans la maison", etc.

The hiding place need not be a place where the student could actually hide.

2. "Où est-il, où est-elle?"

Skill areas: Listening, speaking

Materials: Large plastic garbage bag.

Procedure: Have 2 students come to the front of the class and give them the garbage bag. One student takes a position in, under, on, etc. the garbage bag and the other student asks members of the class (who may or may not be divided into teams) "où est-il?" or "où est-elle?"

As a variation, have one of the students turn his/her back while the other student gets into the position. The whole class can then ask "où est-il?" or "où est-elle?" and the student whose back is turned must try to guess the position.

Note - a chair, a table or a desk may be substituted for the garbage bag.

### 3. Mon dessin

Skill areas: Listening, speaking

Materials: Pencil and paper for all students

Procedure: Have each student draw a small picture containing five objects, (e.g. a chair, a table, a cat, a window, a lamp). Divide the class into pairs. Each student must describe his/her picture to a partner who must draw it. They compare pictures to see how accurate they have been. Alternatively, this may be used simply as a listening exercise with the teacher giving the instructions.

### 4. Trouve le bonbon!

Skill areas: Listening, speaking

Materials: Bag of wrapped candy.

Procedure: Hide a candy on, under, in, etc. a desk, table or chair either before the students come into class or while they have their eyes closed. Ask individual students "où est le bonbon" and have them guess "sous la chaise de Marie", "sur le pupitre de John", etc.

### 5. C'est comme ça!

Skill areas: Listening, speaking

Materials: Classroom objects

Procedure: Divide class into groups of 3 or 4 and make sure that each group has a pen, a pencil, a notebook, a ruler and an eraser. Have one group of students come to your desk and secretly arrange their objects so that their classmates cannot see them. Each member of the group makes a statement about the position of an object e.g. "la gomme est sur le cahier" until the total placement has been revealed. Each group tries to follow the directions of the group at the front to duplicate the hidden arrangement.

NOTE: See also the activities suggested for Linguistic Content 9.



**LINGUISTIC CONTENT: 9**

**EXAMPLE**

9. Où + est / sont + complétive?

Où est Maurice?

Où est le party?

Où sont les toilettes?

**LANGUAGE FUNCTION**

- seeking information about the location  
of people, places & things

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. "Où est le stylo?"**

Skill areas: Listening, speaking

Materials: Classroom objects; a cloth or scarf

Procedure: Choose a student to come to the front of the room and have him/her close his/her eyes while you arrange some objects on your desk. Cover the objects with the scarf. Have the student open his/her eyes while you uncover the objects for 15 seconds or so. Then replace the scarf and ask the student 3 questions concerning the location of the objects: "où est le cahier? où est le stylo?" etc. Allow several students to have a turn and then let students take turns in arranging the objects and asking the questions.

**2. Complète le dessin!**

Skill areas: Listening, speaking

Materials: Sets of pictures with parts missing

Procedure: Prepare sets of pictures which are identical except for some information missing. Information that is missing in picture 1 must be complete in picture 2 and vice versa. For example: picture 1 contains a dog, a bed, a chair and a radio and student must find a T.V., a table, a book and a cat; picture 2 contains a T.V., a table, a book and a cat and student must find a dog, a bed, a chair and a radio. The students work in pairs, asking each other for the information missing in their picture. When they have completed their picture, they compare them to make sure they followed directions accurately.

### 3. Ma maison idéale

Skill areas: Listening, speaking

Materials: Paper, coloured pencils

Procedure: Once the appropriate vocabulary has been taught, have students each design their dream home. Divide students into pairs. Students will take turns in describing their houses to their partner who will attempt to draw a plan verifying the information by asking "Où est la salle de bains?" etc. Students compare plans to see how well they have done.

Note: See also the activities suggested for Linguistic Content 8.

LINGUISTIC CONTENT: 10(a)

EXAMPLE

10(a) **Voici / voilà** (+ determiner)  
+ noun

Voici ma carte!  
Voilà le frère de Georges!

LANGUAGE FUNCTION

- identifying location of people,  
places and things

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. **Le voilà!**

Skill areas: Listening and speaking

Materials: None

Procedure: Divide the class into 2-4 teams. Ask students individually "montre-moi la fenêtre / montre-moi ton doigt", etc. Students must answer correctly indicating "voilà la fenêtre! voici mon doigt" to score points for their team.

2. **Voici/voilà...**

Skill areas: Listening, speaking

Materials: None

Procedure: Start the game by going up to an object, touching it and saying: "voici le bureau". The next player touches the same object "voici le bureau" and something else "voici la chaise". The 3rd player continues the sequence and the game continues until no one can repeat the whole sequence correctly.

As a variation - to use 'voilà' have student point to the objects rather than touch them.

### 3. Ma maison idéale

Skill areas: Listening, speaking

Materials: Paper, coloured pencils

Procedure: Once the appropriate vocabulary has been taught, have students each design their dream home. Divide students into pairs. Students will take turns in describing their houses to their partner who will attempt to draw a plan verifying the information by asking "Où est la salle de bains?" etc. Students compare plans to see how well they have done.

Note: See also the activities suggested for Linguistic Content 8.

LINGUISTIC CONTENT: 10(a)

EXAMPLE

10(a) **Voici / voilà** (+ determiner)  
+ noun

Voici ma carte!  
Voilà le frère de Georges!

LANGUAGE FUNCTION

- identifying location of people,  
places and things

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. Le voilà!

Skill areas: Listening and speaking

Materials: None

Procedure: Divide the class into 2-4 teams. Ask students individually "montre-moi la fenêtre / montre-moi ton doigt", etc. Students must answer correctly indicating "voilà la fenêtre! voici mon doigt" to score points for their team.

2. Voici/voilà...

Skill areas: Listening, speaking

Materials: None

Procedure: Start the game by going up to an object, touching it and saying: "voici le bureau". The next player touches the same object "voici le bureau" and something else "voici la chaise". The 3rd player continues the sequence and the game continues until no one can repeat the whole sequence correctly.

As a variation - to use 'voilà' have student point to the objects rather than touch them.

**LINGUISTIC CONTENT: 10(b)**

**EXAMPLE**

10(b) Il y a + completive

Il y a un téléphone dans la cuisine.  
Il y a deux lits dans la chambre.

**LANGUAGE FUNCTION**

- identifying location of places  
and things

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. "Qu'est-ce qu'il y a dans mon sac aujourd'hui?"**

Skill areas: Listening and speaking

Materials: Large carrier bag, various objects or pictures of objects.

Procedure: Place a number of objects / pictures of objects into bag without students seeing. Ask them "Qu'est-ce qu'il y a dans mon sac aujourd'hui?" and have them guess "il y a un / une \_\_\_\_\_". The class may or may not be divided into teams and score points during this activity.

As a variation, have one of the students prepare a bag full of "surprises" and ask the question to his / her classmates.

**2. "Qu'est-ce qu'il y a de différent?"**

Skill areas: Listening, speaking

Materials: Various classroom objects

Procedure: One or several students leave the room while the remaining students move the position of a dozen or so objects. The students are recalled and go about the room trying to find the objects that have been moved and telling the class what they have found. For example: "il y a un livre dans la poubelle, il y a un stylo sur le plancher", etc.

Note: See also the activities suggested for Linguistic Content 10(c).



LINGUISTIC CONTENT: 10(c)

EXAMPLE

10(c) Il n'y a pas de + completeive

Il n'y a pas de lait dans le frigo.  
Il n'y a pas de piscine chez moi.

LANGUAGE FUNCTION

- verifying location of objects

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. Trouve les erreurs!

Skill areas: Listening and speaking

Materials: Sets of pictures that are basically identical but with minor differences.

Procedure: Present groups of students with a set of 2 pictures and have them detail the differences (e.g.: "il n'y a pas de fleurs dans le jardin, il n'y a pas de chien sous l'arbre", etc.)

2. Il n'y en a pas

Skill areas: Listening, speaking, reading, writing

Materials: None

Procedure: Divide the class into small groups. Each group must (within a time limit) make a list of various things that are not in a certain location (e.g.: "Dans la salle de classe il n'y a pas de télé, il n'y a pas d'autos, etc.") Each group reads out its list after a given length of time. If another team has mentioned the same object, no one can score the point. The team with the longest list wins.

Note: See also the activities suggested for Linguistic Content 10(b).

# LINGUISTIC CONTENT: 11

## EXAMPLE

11(a) Subject + être + completive

Je suis une fille.  
Il est dans la classe  
Nous sommes de Régina.  
Ils sont chez Roger?

11(b) Subject + ne + être + pas + completive

Tu n'es pas une fille.  
Elle n'est pas dans la classe.  
Vous n'êtes pas de Régina?  
Elles ne sont pas chez Roger.

## LANGUAGE FUNCTION

- describing, narrating

## SUGGESTED ACTIVITIES FOR REINFORCEMENT

### 1. D'où est-tu?

Skill areas: Listening, speaking

Materials: Cards with names of cities and towns on them. One needed for each student.

Procedure: Distribute cards so that each student has one. Start by asking any student "D'où es-tu?" The student will answer "Je suis de \_\_\_\_\_" using whatever city name is on the card. This student then asks another student "D'où es-tu?" until all have had a chance to ask and answer the question. The activity may be varied slightly to include practice of the other forms of the verb "être".

### 2. D'où est-il, est-elle?

Skill areas: Listening, speaking

Materials: Student notebooks.

Procedure: Have the students draw the following grid in their notebooks.

|           |            |          |
|-----------|------------|----------|
| Régina    | Halifax    | Québec   |
| Saskatoon | Saint-Jean | Edmonton |
| Vancouver | Toronto    | Montréal |

Announce 3 names, e.g. "Paul, Lise, Guy" and have the students fill in the names in 3 of the squares. Working in pairs, the students take turns in asking questions (e.g.: "Est-ce que Paul est de Régina", etc.) to discover where their partner placed the 3 names.

Variation:

|                      |                            |                   |
|----------------------|----------------------------|-------------------|
| chez Roger           | dans la salle<br>de classe | dans la<br>rue    |
| dans la<br>cuisine   | chez Marie                 | devant<br>la télé |
| derrière<br>la porte | dans la<br>chambre         | chez<br>Nicole    |

**LINGUISTIC CONTENT: 12**

**12(a) Subject + être + adjective**

**EXAMPLE**

Je suis triste.  
Il est grand.  
La bicyclette est bleue.  
Nous sommes intelligents.  
Elles sont gentilles?

**12(b) Subject + ne + être + pas + adjective**

Tu n'es pas content?  
Elle n'est pas petite.  
La bicyclette n'est pas verte.  
Vous n'êtes pas stupides.  
Ils ne sont pas riches.

**LANGUAGE FUNCTION**

- identifying characteristics of people, places and things

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. "Qui est-ce?"**

Skill areas: Listening, speaking, reading, writing

Materials: Paper, squares of colored construction paper

Procedure: Give each student a sheet of paper and a square of colored construction paper. The students fill in the sheets as indicated below. On the top line they write "qui est-ce?" In the box they draw a picture of a T.V./movie/comic strip personality and cover it with the coloured paper. Sentences describing the character are written on 4 lines below the picture and the 5th line may be used for il/elle est de \_\_\_\_\_. The project is presented to the class and they try to guess the identity.

**Q U I E S T - C E ?**  
(picture)

1. Elle est riche.
2. Elle est belle.
3. Elle est méchante.
4. Elle est mariée.
5. Elle est du Texas.

**Variation:** Students are told that they will play a guessing game in which they will make up clues as to the identity of famous people, students in the class, animals or objects. To do so, they must use adjectives that typify the selected person, animal or object. One student will have something in mind and will go before the class and make up 3 or 4 statements for them, after announcing which category he wishes to deal with. (e.g. "C'est une personne dans la classe. Elle est grande." etc.) The class may guess the identity of the person or thing after each statement. They must try to make a correct guess as soon as they can. If after 4 guesses the class is unable to identify the person or thing, that identity will be revealed. The person who makes a correct guess will be the next one to think of something for the class to identify.

## 2. Classified Ads

**Skill Areas:** Writing  
**Materials:** Student notebooks, pens  
**Procedure:** For this activity, students bring in examples of classified advertisements in English or French. The ads may be of several types since people advertise to buy or sell various products, homes or apartments, cars, etc. The class may discuss the characteristics of the ads they bring in before writing their own (e.g. abbreviations, missing words, and accumulation of adjectives, etc.). They may also examine the reasons behind these characteristics (e.g. space = money, etc.). Students then make up their own personal or product ads, using imagination and humour. It is suggested that students write out the ads in full before condensing down to advertising form. The teacher may reproduce the ads for the class, they may be submitted to the school newspaper or displayed on a bulletin board. Students may then write letters of reply to the ad of their choice.

### An Example of a Product Ad:

A vendre: Bicyclette CCM pour garçons, 10 vitesses, bleue, jamais utilisée. Demande 150 \$. Négociable.  
Tél: après 6h, 231-8192.

# Linguistic Content: 13

## 13. Subject + avoir + completive

## Example

J'ai un frère.  
Elle a un chat.  
Vous avez une maison.  
Ils ont des soeurs.

## Language Function

- to identify possessions of one's own and those of other people

## Suggested Activities for Reinforcement

### 1. "Trouve quelqu'un qui..."

Skill areas: Listening, speaking, reading, writing

Materials: Sheet prepared for each student.

Procedure: Give each student the prepared page of squares each containing part of a sentence. They must find someone who fits the description in the squares by moving around the classroom and asking the question, "Est-ce que tu as \_\_\_\_\_?" A student who answers "Oui, j'ai....." must sign the square in question. The first student to acquire 5 signatures in a straight line vertically is the winner. He/she must read aloud the information collected. The game continues with the first students to complete the squares horizontally, then diagonally also being winners. The grand winner is the person who has a signature for all the squares. The game may be varied to practise other forms of the verb "avoir".

|                                   |                                |                         |                      |   |
|-----------------------------------|--------------------------------|-------------------------|----------------------|---|
| a<br>des lunettes                 | a<br>un chien                  | a<br>2 soeurs           | a<br>une piscine     | a<br>une bicyclette rouge               |
| a<br>un téléphone dans sa chambre | a<br>un ordinateur             | a<br>des skis           | a<br>un frère        | a<br>une guitare                        |
| a<br>un disque de Corey Hart      | a<br>des yeux bleus            | a<br>des cheveux blonds | a<br>un stylo vert   | a<br>une gomme rose                     |
| a<br>un pantalon bleu             | a<br>une tuque rouge           | a<br>un hamster         | a<br>un crayon rouge | a<br>une maison blanche                 |
| a<br>une collection               | a<br>une radio dans sa chambre | a<br>des cheveux bruns  | a<br>des yeux bruns  | a<br>un anniversaire au mois de février |



## 2. "Va à la pêche!"

Skill areas: Listening, speaking

Materials: Deck(s) of playing cards.

Procedure: Divide class into groups of 3 or 4. Shuffle cards well and deal them to players so that every one has the same number. The goal is to collect all 4 cards of the same face value in the different suits. Students take turns asking another player for the cards they need. For example: "Est-ce que tu as la dame de coeurs?" If the player has the card, he must say "Oui, j'ai la dame de coeurs" and must give it up; if not he says "Non, je n'ai pas la dame de coeurs, va à la pêche" and the student who made the request must take a card from the stack. The first player to lay down or lose all his cards is the winner.

## 3. La grille

Skill areas: Listening, speaking, reading, writing

Materials: Student notebooks

Procedure: Have students draw the following grid in their notebook.

|  |                     |                             |
|--|---------------------|-----------------------------|
| a des<br>cheveux blonds                | a deux<br>frères    | a un chat<br>blanc          |
| a un<br>chien noir                     | a des<br>yeux bleus | a une petite<br>soeur       |
| a un télé-<br>phone dans sa<br>chambre | a une<br>piscine    | a une guitare<br>électrique |

Announce 3 names, e.g. Marie, Robert, Nicole and have the students fill in the names in 3 of the squares. Working in pairs, the students take turns asking questions "Est-ce que Marie a des cheveux blonds?", etc. to discover who has what.

## 4. Qui a le stylo?

Skill areas: Listening, speaking

Materials: 2 pens

Procedure: Divide the class into 2 teams. While members of one team hide their eyes, the leader of the other team gives a pen to a member of the team. All members of the other team each take a turn trying to locate the pen. They ask "Est-ce que tu as le stylo Jason?" and will receive either "Oui j'ai le stylo" or "Non, je n'ai pas le stylo" as an answer. When the pen is found, the other team hides it.

## 5. Making Puppets

Skill Areas: Listening, speaking

Materials: body frames for 4 puppets  
detachable body parts

Procedure: In this activity, the students collaborate with each other to complete different puppets. There are 4 such puppets; a man, a woman, a clown and a child. Each puppet has a frame and a series of detachable body parts.

The teacher places each body frame in a different corner of the classroom.

Each student is then given a different body part to place on one of the 4 frames. (e.g. a big red nose to put on the clown's face) Students circulate, exchanging information and trying to agree on which physical features go together.

(e.g. Student A: "J'ai un oeil." Student B: "J'ai un nez." If the features match, the students stay together; if they don't, one of them seeks out another group.

Once all of the puppets have been completed, the students can prepare introductions for the puppets (in 4 sub-groups) and then present them to the class. (e.g. "Je m'appelle Bozo. J'ai les yeux bleus...")

LINGUISTIC CONTENT: 14

EXAMPLE

14. Subject + ne + avoir + pas + de  
+ complete

Tu n'as pas de frères?  
Il n'a pas de chien.  
Nous n'avons pas d'argent.  
Elles n'ont pas d'auto.

LANGUAGE FUNCTION

- indicating that one does not have something

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. "Trouve quelqu'un qui n'a pas de..."

Skill areas: Listening, speaking, reading, writing

Materials: List provided by teacher to each student.

Procedure: Give each student a sheet as follows.

Trouve quelqu'un qui:

- n'a pas de frères... \_\_\_\_\_
- n'a pas de soeurs... \_\_\_\_\_
- n'a pas de téléphone  
dans sa chambre.... \_\_\_\_\_
- n'a pas de maison blanche... \_\_\_\_\_
- n'a pas d'auto noire... \_\_\_\_\_
- n'a pas de chien... \_\_\_\_\_
- n'a pas de chat... \_\_\_\_\_
- n'a pas de télé dans  
la cuisine... \_\_\_\_\_
- n'a pas de crayon vert... \_\_\_\_\_

Students must find someone who fits the description by asking "Est-ce que tu as un/une/des \_\_\_\_\_?" as they move around the classroom. A student who answers "Non, je n'ai pas de \_\_\_\_\_" must sign in the appropriate place on the sheet. The winner is the first person to collect 10 different names. The list must be read aloud for verification.

## 2. A Card Game

Skill areas: Listening, speaking

Materials: one deck of cards for each group of 4 students

Procedure: Students play a card game similar to "Old Maid". They get into groups of 4 and each group receives a pack of cards. After the cards are shuffled, the dealer deals 6 cards to each of the 4 players. The remaining cards are placed in the centre of the group to form the drawing pile. The top card is turned face up beside the drawing pile to form the discard pile. The object of the game is to collect as many sets of like numbers as possible (e.g. four 2's, four Queens, etc.) Each player must draw, play and discard at every turn. The players to the left of the dealer begin. They draw a card and then ask one of the others for the specific numbers that they need (e.g. "Est-ce que tu as des 3?"). If the others have one, they must give it to the person who asked for it. The asker may continue asking for more numbers until the designated player doesn't have the number requested, in which case the reply is: "Je n'ai pas de \_\_\_\_\_", and the asker must discard. Then the next person to the left asks for the cards he/she needs, and so on. As soon as players obtain a set of numbers, they display it face up on the table in front of them. The game ends when one player has put down all his/her cards, or when there are no more cards left in the drawing or discard piles. Players then count the numbers on the cards left in their hands for a total score. The player with the lowest score wins the game. (This means that students will try and get rid of their high number cards as early in the game as possible, so as not to be caught with a high score at the end.)

LINGUISTIC CONTENT: 15

EXAMPLE

15. Subject regular 'er' verb  
+ completeive

Tu aimes l'école?  
Nous habitons dans une maison.  
Mes parents travaillent en ville.

NOTE: IRREGULAR 'ER' VERBS SHOULD BE TAUGHT AS NEEDED FOR COMMUNICATION OR AS THEY OCCUR IN YOUR PROGRAM. FOR EXAMPLE: acheter, payer, répéter, manger, commencer.

LANGUAGE FUNCTION

- describing / narrating activities

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. Quelle journée!

Skill areas: Listening, speaking  
Materials: Picture cards depicting a location.  
Procedure: Give each student a picture card depicting a location e.g. le cinéma, la maison, la cafétéria, etc... The first student holds up his/her card and says something he/she could do in that location. (e.g.: "Au cinéma je regarde un film".) The next student repeats what the first one said, holds up his/her card and adds an activity. (e.g.: "Au cinéma, je regarde un film, à la maison, j'écoute la radio".) The next player repeats everything said so far and adds yet another activity. Play continues until everyone has had a turn.  
This game may be played using times of day instead of locations.

2. "Qu'est-ce que je fais?"

Skill areas: Listening, speaking  
Materials: None  
Procedure: Give an example by miming an action such as watching T.V., asking "Qu'est-ce que je fais?" and having students guess what you are doing. The student who successfully guesses takes your place and mimes a different action. Some verbs to mime:  
- regarder la télé                      - travailler  
- manger une glace                      - marcher  
- fumer                                      - écouter  
- jouer au hockey                      - chanter  
- parler au téléphone                      - étudier  
- tailler un crayon                      - détester  
- préparer le dîner                      - tracer un cercle

### 3. Sondage

Skill areas: Listening, speaking, reading, writing  
Materials: List provided by teacher to each student.  
Procedure: Give each student a list as follows:

Trouve quelqu'un qui:

- déteste la pizza... \_\_\_\_\_
- adore le lait... \_\_\_\_\_
- regarde "Miami Vice"... \_\_\_\_\_
- travaille dans sa chambre... \_\_\_\_\_
- étudie à la bibliothèque... \_\_\_\_\_
- habite dans une maison verte... \_\_\_\_\_
- parle beaucoup en classe... \_\_\_\_\_
- joue au hockey... \_\_\_\_\_
- déteste le fromage... \_\_\_\_\_
- aime le baseball... \_\_\_\_\_

Students must find someone who fits the description by asking "Est-ce que tu \_\_\_\_\_?" as they move around the classroom. A student who answers "Oui, je \_\_\_\_\_" must sign in the appropriate place. The first person to collect 10 different names is the winner.

### 4. La grille

Skill areas: Listening, speaking, reading, writing  
Materials: Student notebooks  
Procedure: Have students draw the following grid in their notebooks.

|                         |                           |                             |
|-------------------------|---------------------------|-----------------------------|
| mange un<br>gâteau      | étudie dans<br>sa chambre | travaille<br>dans le garage |
| écoute de la<br>musique | joue de la<br>guitare     | parle au<br>téléphone       |
| regarde la<br>télé      | joue au<br>tennis         | visite ses<br>amis          |

Announce 3 names, for example: Sylvie, Marc et André and have the students fill in the names in 3 of the squares. Working in pairs the students take turns asking questions "Est-ce que Sylvie mange un gâteau?", etc. to discover who is doing what.



**LINGUISTIC CONTENT: 16**

**EXAMPLE**

16. Subject **ne + verb + pas (+ de)**  
+ **completive**

Je ne suis pas une fille.  
Tu n'aimes pas la pizza?  
Elle ne mange pas de soupe.  
Nous n'habitons pas en ville.  
Ils n'ont pas d'argent.

**NOTE - FROM NOW ON, STUDENTS SHOULD BE ABLE TO USE THE NEGATIVE WITH ALL VERBAL STRUCTURES PRESENTED.**

**LANGUAGE FUNCTION**

- describing / narrating actions

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Les interviews**

- Skill areas: Listening, speaking, reading, writing  
Materials: Notebooks  
Procedure: Give the students a prepared list of questions as follows:
- Est-ce que tu aimes la pizza?
  - Est-ce que tu joues au baseball?
  - Est-ce que tu nages bien?
  - Est-ce que tu manges beaucoup de fruits?
  - Est-ce que tu travailles à l'école?
  - Est-ce que tu étudies dans ta chambre?
  - Est-ce que tu regardes Sesame Street?
  - Est-ce que tu aimes l'école?
  - Est-ce que tu habites dans une maison?
  - Est-ce que tu parles beaucoup en classe?
  - etc.

Students interview each other and report their findings to the class. (e.g.: "Mary aime la pizza. Elle ne joue pas au baseball. Elle ne nage pas bien." etc.)

**2. Vive la différence**

- Skill areas: Listening, speaking, reading, writing  
Materials: Student notebooks  
Procedure: Have students make lists of statements of things they do/don't do on any day of the week or week-end. Call on various students to give their lists for various days. List on the board the most common findings. (e.g.: "Vendredi, je ne mange pas de viande; samedi, je ne travaille pas," etc.)

## LINGUISTIC CONTENT: 17

### 17. Imperative forms of 'er' verbs + complete

#### EXAMPLE

Monte l'escalier!  
Entrez dans le gymnase!  
Ne mange pas de gomme!  
Ne jouez pas en classe!

NOTE - OTHER IMPERATIVE VERB FORMS SHOULD BE TAUGHT AS NEEDED FOR  
COMMUNICATION OR AS THEY OCCUR IN YOUR PROGRAM.

## LANGUAGE FUNCTION

- giving directions

## SUGGESTED ACTIVITIES FOR REINFORCEMENT

### 1. "Simon dit..."

Skill areas: Listening, speaking

Materials: None

Procedure: Give a series of simple commands which the students are to follow. The students must, however, only respond to commands preceded by "Simon dit..." Those students who perform the action at any other time are "out" of the game.

### 2. Les ordres bizarres

Skill areas: Listening, speaking

Materials: None

Procedure: Ask individual students to perform actions making your commands as much fun as possible.

For example:

- "montre-moi ton soulier"
- "danse comme Madonna"
- "trace un petit cercle au tableau"
- "trace un rectangle imaginaire dans l'air"
- "chante comme Tina Turner"
- "touche la chaise de Robert"
- "marche comme Lady Di"
- "touche le dos de Diane"
- "croise les doigts", etc.

### 3. Giving and Understanding Directions

Skill areas: Listening, speaking

Materials: Paper, pens

Procedure: The teacher identifies ahead of time several places in the school (e.g. cafeteria, gymnasium, library, Principal's office, etc.) Students get into threes, and the teacher assigns each one a secret destination in the school. Each group must decide upon and draw a secret route from the classroom to its secret destination. Students are told that the route each group chooses may include several detours.

When everyone is ready, one student in each group explains his group's "surprise route" in turn. The rest of the class tries to understand the directions given and guess the identity of each secret destination.

The activity could be varied by using street maps, printed or hand drawn.

**LINGUISTIC CONTENT: 18**

**EXAMPLE**

**18. Possessive adjectives + noun**

Voilà ma maison!  
Ton frère est grand.  
Ses amis sont ici.

**LANGUAGE FUNCTION**

- indicating relationships between  
people, places and things.

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Ma famille**

Skill areas: Listening, speaking, reading, writing  
Materials: Scrapbook and photos provided by students.  
Procedure: Have each student prepare an illustrated scrapbook of family members, pets, house, car, etc. (real or idealised) that they can display and present to the class. Present your own family first as an introduction to this activity.

**2. La liste sans fin**

Skill areas: Listening, speaking  
Materials: None  
Procedure: Begin the activity with a statement like "Dans mon sac il y a mon stylo". The second player must repeat what was said and add another object. The third player repeats the list and adds one more object. The game continues until the players cannot think of anything else to add, or until they can no longer repeat the list. Variations are many and include: Dans ma famille, Dans ma salle de classe, Dans ma chambre, Dans mon jardin, etc. This works well as a small group activity.

**3. Arrêtez maintenant**

Skill areas: Listening, speaking  
Materials: Various classroom objects.  
Procedure: Have students stand in a circle and one student chosen to be "it" stand with his/her back to the group. The students pass any chosen object around saying as they do so "Ce n'est pas mon/ma \_\_\_\_\_, c'est ton/ta \_\_\_\_\_". At any time "it" chooses he/she may stop the action by calling out "arrêtez maintenant" and turning around to see who has been caught with the object. He/she points to that person and says "C'est le/la \_\_\_\_\_ de (name of student caught)". That person now becomes "it" and the game resumes with a different object being passed around.

#### 4. Je te présente...

Skill areas: Listening, speaking

Materials: Family pictures

Procedure: Begin by showing the class a picture of your family. Introduce family members and give some information about each one, including name, age, and relationship to the others (e.g. father, brother, etc.) You may even give several details about each family member, as well as tell family stories about some of the people in the picture.

Have the students each draw your family tree and explain it to one other person.

Students may then introduce their own families in pairs. Student A introduces his/her family to student B, and student B draws student A's family tree based on the information A tells him. Student A then verifies that the family tree B has drawn is correct. They then follow the same procedure for student B's family.

#### 5. C'est mon numéro

Skill areas: Listening, speaking

Materials: Small pieces of paper.

Procedure: Have students each write their phone number on a piece of paper. Collect them in. Have the students come one at a time, choose a paper and read the phone numbers aloud. As students recognize their own number they say "C'est mon numéro de téléphone." As a variation, the same game may be played with birthdates.

# LINGUISTIC CONTENT: 19

## EXAMPLE

### 19. A + definite article + noun

à l'école  
à la maison  
au cinéma  
aux magasins

## LANGUAGE FUNCTION

- inquiring about activities

## SUGGESTED ACTIVITIES FOR REINFORCEMENT

### 1. "Où sont-ils?"

Skill areas: Listening, speaking

Materials: Student notebooks

Procedure: Have a student draw the following grid in their notebooks.

|             |                   |               |
|-------------|-------------------|---------------|
| à l'école   | au cinéma         | au restaurant |
| à la maison | à la banque       | aux magasins  |
| au garage   | à la bibliothèque | au parc       |

Give three names, for example: Sylvie, Monique, Alain and have the students fill them in in 3 of the spaces. Working in pairs, the students take turns asking each other "Est-ce que Sylvie est au cinéma?" etc. to find where the 3 people are.

### 2. Quelle journée!

Skill areas: Listening, speaking

Materials: Picture cards depicting a location.

Procedure: Give each student a picture card depicting a location (e.g.: le cinéma, la maison, la cafétéria, etc.). The first student holds up his/her card and says something he could do in that location. (e.g.: "Au cinéma je regarde un film".) The next student repeats what the first one said, holds up his card and adds an activity. (e.g.: "Au cinéma je regarde un film, à la maison j'écoute la radio".) The next player repeats everything said so far and adds yet another activity. Play continues until everyone has had a turn.



**3. Où allons-nous?**

Skill areas: Listening

Materials: Student notebooks

procedure: Have students draw any 5 pictures of places in their notebooks (e.g. le cinéma, la maison, l'école, etc.). Make statements such as "Aujourd'hui, nous allons au cinéma" everyone who has drawn a cinéma crosses it out. First one to cross out all five wins.

Note: See also activities suggested for Linguistic Content 20.

LINGUISTIC CONTENT: 20

EXAMPLE

20. Subject + **aller** + completeive

Tu vas au cinéma?  
Nous allons à l'école.  
Ils ne vont pas au restaurant.

LANGUAGE FUNCTION

- identifying where someone is going

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. Où allez-vous?

Skill areas: Listening, speaking, reading, writing

Materials: Student notebooks

Procedure: Ask students to imagine a friend is coming to visit and they must think of at least 5 different places to take him/her. Working in pairs each student tries to find out the itinerary the other has planned. For example: "Est-ce que vous allez au cinéma?"  
- "Oui nous allons au cinéma" / "Non, nous n'allons pas au cinéma".

2. Où sont-ils?

Skill areas: Listening, speaking

Materials: Student notebooks

Procedure: Have a student draw the following grid in their notebooks.

|             |                   |               |
|-------------|-------------------|---------------|
| à l'école   | au cinéma         | au restaurant |
| à la maison | à la banque       | aux magasins  |
| au garage   | à la bibliothèque | au parc       |

Give the 3 forms "je vais", "nous allons" et "ils vont" and have the students fill them in twice each in 6 spaces. Working in pairs the students take turns asking "Est-ce que tu vas/vous allez/ils vont au \_\_\_\_\_?" to find out what statement the others have chosen.

### 3. La journée de Nathalie

Skill areas: Listening, speaking

Materials: Paper, pens

Procedure: The teacher describes to the students a typical Saturday in the life of a girl named Nathalie, concentrating on places she usually likes to go to. (e.g. Le samedi, Nathalie aime sortir. Elle va au stade ou au gymnase. Elle va chez son amie Christine, etc.) Students then each draw their own neighbourhood maps illustrating the places they like to go to on Saturdays. Students then interact with each other in pairs, describing what they like to do.

Note: See also activities suggested for Linguistic Content 19.

**LINGUISTIC CONTENT: 21**

**EXAMPLE**

21. Combien + de + noun + completeive?

Tu as combien de frères?  
Combien d'élèves aiment la  
musique rock.

**LANGUAGE FUNCTION**

- seeking information about quantity

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. L'inventaire**

Skill areas: Listening, speaking, reading, writing

Materials: Student notebooks

Procedure: Establish a list on board of vocabulary for all classroom equipment. Divide students into groups and have them do an inventory of all items. Do final inventory on board using input from all groups.

**2. An Opinion Poll**

Skill areas: Listening, speaking, writing

Materials: Paper, pens

Procedure: To help the school determine the most suitable and popular content for new programs to be broadcast on the school's student radio service, have students prepare an opinion poll to find out the preferences of the class with respect to the type of music they like to listen to, the kinds of programs they want to hear, etc. Divide the class into three groups. Assign to each group one of the following three themes: music, sports, and cultural events. Group members collaborate to prepare about 10 questions on their group's theme. Each student answers the questions on all three questionnaires. Each group tabulates the results for each question as follows:  
1) Combien d'élèves aiment la musique rock? 15 élèves  
2) Combien d'élèves désirent de la musique classique? 3 élèves, etc.  
Each group then presents its finding to the class and a summary is made of the students' taste in music, etc.

LINGUISTIC CONTENT: 22

EXAMPLE

22. A + qui (+ est / sont) + determiner  
+ noun

A qui (est) le stylo?  
A qui (sont) les crayons?

LANGUAGE FUNCTION

- identifying ownership

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. "Devine à qui est..."

Skill areas: Listening, speaking

Materials: Objects brought to the class by students.

Procedure: Ask students ahead of time to bring in objects that they feel best represent them and their interests. Collect in the objects and produce them one by one saying each time "Devine à qui est \_\_\_\_". Students guess "C'est à John" and John will say "Oui, c'est à moi", or "Non, ce n'est pas à moi".

**LINGUISTIC CONTENT: 23**

23. Subject + **est** / **sont** + à  
+ proper noun / pronoun  
[moi, toi, lui, elle]

**EXAMPLE**

Le stylo est à Paul.  
C'est à lui.  
Les crayons sont à elle.

**LANGUAGE FUNCTION**

- identifying ownership

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Les objets perdus**

Skill areas: Listening, speaking

Materials: Various articles belonging to students, a box or a bag.

Procedure: While the students are busy, collect a number of articles belonging to them. For example: attache, mittens, notebook, ruler, etc. Put them all into a box/bag. Show things one at a time asking, "A qui est \_\_\_\_\_?" Students identify articles by saying, "C'est à moi, à Paul, à Linda, à toi", etc.



**LINGUISTIC CONTENT: 24**

**EXAMPLE**

24. Verb (+ t) + pronoun subject  
+ complementive  
question by inversion

As-tu une soeur?  
Va-t-elle à l'école?  
Chante-t-elle?

**NOTE - FROM NOW ON STUDENTS SHOULD BE ABLE TO FORM QUESTIONS BY INVERSION WITH ALL VERBAL STRUCTURES PRESENTED.**

**LANGUAGE FUNCTION**

- seeking information

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Interview avec un inconnu**

Skill areas: Listening, speaking, reading, writing

Materials: Paper and pen

Procedure: Have students work in pairs. Each student is to assume the identity of a famous person (rock star, T.V. character, etc). They ask each other as many questions as needed to establish each other's identity. (e.g.: "Es-tu un homme/une femme? quel âge as-tu? as-tu une émission à la télé", etc.) Students may write questions/ answers if they wish.

Variation: To practise third person students will not assume the identity but answer questions about the person "quel âge a-t-il, a-t-il une émission à la télé", etc.

**2. Vingt questions**

Skill areas: Listening, speaking

Materials: None

Procedure: Ask students in turn to imagine they are any person, place or thing. The rest of the class has up to 20 questions to guess the identity.

**3. A Guessing Game**

Skill areas: Listening, speaking

Materials: Small slips of paper

Procedure: Each student thinks of a famous person (dead or alive) and writes down that person's name on a slip of paper without showing the name to anyone else.

The teacher collects all the slips of paper and sticks one onto each student's forehead or back. The student must not see the name he has been assigned.

Students circulate in the classroom. In order to determine the identity of this famous person, each student finds a partner to whom questions are asked using the above structure.

Students change partners after every three questions.

LINGUISTIC CONTENT: 25

EXAMPLE

25. Subject + faire

Qu'est-ce que tu fais?  
- Je fais mes devoirs.

LANGUAGE FUNCTION

- inquiring about activities

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. Qu'est-ce que tu fais?

Skill areas: Listening, speaking

Materials: Picture cards depicting actions.

Procedure: Distribute cards to students (in such a way as other students do not see them). Have student A show his/her card to student B and say e.g. "Je regarde la télé. Qu'est-ce que tu fais?" Student B will say to student C, e.g. "Je mange une pomme. Qu'est-ce que tu fais?" and so on around the class.

2. Tu es occupé!

Skill areas: Listening, speaking, reading, writing

Materials: Student notebooks

Procedure: Have the students draw the following grid in their notebooks.

|                          |                         |                              |
|--------------------------|-------------------------|------------------------------|
| je mange une<br>pomme    | j'étudie le<br>français | je regarde<br>la télé        |
| je parle au<br>téléphone | j'écoute la<br>radio    | je visite<br>mes amis        |
| je joue au<br>baseball   | je prépare<br>une pizza | je travaille<br>avec ma mère |

Give them the following times and have them fill them in wherever they want.

Lundi, mardi, mercredi, jeudi, vendredi, samedi matin, samedi soir, dimanche matin, dimanche soir.

Ask individual students "Qu'est-ce que tu fais lundi?" etc. They give their answer and everyone who has the same thing crosses it out. First one to cross out everything is the winner. Winner must read out the entire grid for verification.

LINGUISTIC CONTENT: 26(a)

EXAMPLE

26(a) **Comment** + [est-ce que + subject]  
+ verb + complete

Comment est-ce que tu chantes?  
Comment vas-tu?

LANGUAGE FUNCTION

- seeking factual information

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. **Comment est-ce que tu fais pour...?**

Skill areas: Listening, speaking

Materials: None

Procedure: Divide the class into groups and prepare a list of actions to be mimed. Taking turns, a student from group A consults the list, chooses an action, takes aside a student from group B without allowing the rest of the team to hear, asks "X, comment est-ce que tu fais pour manger une glace?" The student from group B must mime the action and gains a point for the team - if they can identify what is being done.

LINGUISTIC CONTENT: 26(b)

EXAMPLE

26(b) Quand [+ est-ce que + subject]  
+ verb + complete

Quand est-ce que tu travailles?  
Quand joue-t-il au hockey?

LANGUAGE FUNCTION

- seeking information

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. L'emploi du temps secret

Skill areas: Listening, speaking

Materials: Student notebooks

Procedure: Decide on a timetable for the class, but do not tell them what it is.

For example:

|            | lundi                | mardi     | mercredi    | jeudi         | vendredi       |
|------------|----------------------|-----------|-------------|---------------|----------------|
| matin      | les maths            | l'anglais | le français | l'histoire    | l'informatique |
| après-midi | l'éducation physique | le dessin | l'hygiène   | la géographie | la musique     |

Have students draw the following grid in their notebooks.

|            | lundi | mardi | mercredi | jeudi | vendredi |
|------------|-------|-------|----------|-------|----------|
| matin      |       |       |          |       |          |
| après-midi |       |       |          |       |          |

By asking you "Quand est-ce que nous étudions \_\_\_\_\_?" student try to establish the timetable.

As a variation a student may be chosen to make up the secret timetable.

LINGUISTIC CONTENT: 26(c)

EXAMPLE

26(c) Où [+ est-ce que + subject]  
+ verb + complementive

Où est-ce qu'ils jouent?  
Où travailles-tu ce soir?

LANGUAGE FUNCTION

- seeking factual information

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. Où est-ce que tu habites?

Skill areas: Listening, speaking

Materials: None

Procedure: Ask the students to imagine that they live in any city or town in North America. Now start the game by saying "J'habite à New York. Où est-ce que tu habites?" student A will say to student B "X habite à New York. J'habite à Toronto. Où est-ce que tu habites?" Student B will say to Student C. "X habite à Toronto. J'habite à Saskatoon. Où est-ce que tu habites?", etc.

## LINGUISTIC CONTENT: 26(d)

26(d) **Pourquoi** [+ est-ce que + subject]  
+ verb + completive  
**Parce que** + completive.

## EXAMPLE

Pourquoi est-ce que Nicole  
est absente?  
- Parce qu'elle est malade  
Pourquoi marches-tu lentement?  
- Parce que je suis fatigué.

## LANGUAGE FUNCTION

- seeking factual information

## SUGGESTED ACTIVITIES FOR REINFORCEMENT

### 1. Mais pourquoi?

**Skill areas:** Listening, speaking, reading, writing  
**Materials:** A sheet of paper & crayons/coloured pencils for each student.  
**Procedure:** Ask students to fold their paper in half into a greeting card format. On the front half of the card have them write a question beginning with "pourquoi" and illustrate it. For example: "Pourquoi est-ce que Snoopy est triste?" Inside the card have them write an answer beginning with "parce que" & illustrate that also. (e.g.: "Parce que Charlie Brown est malade.") Have each student present his card to the class which may or may not attempt to guess the reason before having it shown to them.



# LINGUISTIC CONTENT: 26(e)

## EXAMPLE

26(e) A quelle heure + est-ce que +  
subject + verb + completive

A quelle heure est-ce que tu  
vas au cinéma.  
- A sept heures.

## LANGUAGE FUNCTION

- seeking factual information

## SUGGESTED ACTIVITIES FOR REINFORCEMENT

### 1. A quelle heure?

Skill areas: Listening, speaking

Materials: Student notebooks

Procedure: Have students draw the following grid in their notebooks.

|         |        |         |
|---------|--------|---------|
| à 8h15  | à 6h30 | à 10h00 |
| à 5h30  | à 7h00 | à 6h00  |
| à 10h30 | à 7h30 | à 9h30  |

Give them 3 statements (e.g. je mange, je fais mes devoirs, je regarde la télé) and have them fill the statements in 3 of the squares. Working in pairs, students take turns asking questions (e.g. "est-ce que tu manges à 6h30?" etc.) to discover what each has chosen.

### 2. Mon emploi du temps idéal

Skill areas: Listening, speaking

Materials: Student notebooks.

Procedure: In their notebooks have students draw the time slots for their timetable. Brainstorm to establish a list of school subjects. Have each student design an ideal timetable by putting one of the subjects in one of the time slots. Working in pairs, students take turns asking questions, e.g.: "A quelle heure étudies-tu l'anglais?" etc. to discover their partner's timetable.

|             |           |
|-------------|-----------|
| 9-9h45      | 1h05-1h50 |
| 9h45-10h30  | 1h50-2h35 |
| 10h40-11h25 | 2h45-3h25 |
| 11h25-12h05 |           |

**LINGUISTIC CONTENT: 27**

**EXAMPLE**

27(a) **Quel / quelle + noun**  
(+ est-ce que + subject) + verb

Quelle émission est-ce que tu préfères?  
Quel temps fait-il?  
Quelle heure est-il?

(b) **Quel / quelle est + determiner + noun**

Quelle est la date?  
Quelle est ton adresse?  
Quel est ton numéro de téléphone?

(c) **De quelle couleur est + determiner + noun**

De quelle couleur est ta bicyclette?

**LANGUAGE FUNCTION**

- seeking factual information

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Qu'est-ce qu'ils préfèrent?**

Skill areas: Listening, speaking

Materials: None

Procedure: Ask 3 students to leave the room while you ask those remaining a question involving a choice. (e.g.: "Quel fruit est-ce que vous préférez? les pommes, les bananes, les oranges?") Note how many vote for each. Recall the 3 students and ask them how they think the class voted. e.g.: "Quel fruit est-ce qu'ils préfèrent? les pommes, les bananes, les oranges?") Repeat the activity with different students and different questions.  
This works well as a small group activity.

**2. Les interviews**

Skill areas: Listening, speaking, reading, writing

Materials: List of questions prepared by teachers

Procedure: Prepare a series of questions. For example:

Quel est ton nom?  
Quel âge as-tu?  
Quel est la date de ton anniversaire?  
Quelle est ton adresse?  
Quel est ton numéro de téléphone?  
De quelle couleur est ta maison?  
Quel est ton passe-temps favori?  
Quel est ton chanteur favori?  
Quel est ton sport favori?  
Quelle est ta matière favorite à l'école?

Students must interview any other student and present their findings to the class.

As a variation let the students assume the role of their favorite T.V. or rock star or an imaginary character.

### 3. Product planning

Skill areas: Listening, speaking

Materials: Student notebooks

Procedure: Students hold a brainstorming session to establish a list of products they could sell in order to raise money for a school project (e.g. magazine subscriptions, record albums, pencils, chocolate bars, calendars, socks, t-shirts, etc.). Student then work in groups. Each one picks a product and product areas for research and determines questions to put to the public to define how the product would be received (e.g. colour of packaging, size, flavours, etc.). Students could then test the effectiveness of their questions by interviewing people from other groups who would pose as homeowners/consumers. The people in the other groups could then put forward any suggestions they may have to improve the survey questions. It would be interesting, although not necessary, to have the students actually do the survey outside of the class. This would likely be done in English, but the results could be reported in French. Students could then choose to sell the product with the best sales potential.

**LINGUISTIC CONTENT: 28(a)**

**EXAMPLE**

28(a) Subject + verb + **partitive article**  
+ noun

Je prends souvent de la soupe.  
Il a de l'argent.  
Nous achetons du pain.  
Ils mangent des fruits  
comme dessert.

**LANGUAGE FUNCTION**

- expressing general quantity (some)

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. "Dans mon frigo..."**

Skill areas: Listening, speaking

Materials: None

Procedure: Start the game with the statement "Dans mon frigo, j'ai du lait".  
Next player repeats what has been said and adds another item.  
"Dans mon frigo, j'ai du lait et du fromage". Play continues until  
everyone has had a turn.

**2. Bon appétit!**

Skill areas: Listening, speaking

Materials: None

Procedure: Ask students to think of their ideal hamburger/pizza/sandwich or  
meal. Ask them to share their ideas with the class. For example:  
"Dans mon sandwich idéal il y a du pain, du fromage, etc." "Dans  
mon hamburger idéal il y a de la moutarde, des oignons, etc." "Sur  
ma pizza idéale il y a des champignons, du pepperoni, etc" "Pour  
mon repas idéal je mange du poulet, des frites, etc."

**3. Collecting Recipes for a Nutritious Meal**

Skill areas: Listening, speaking, reading, writing

Materials: Paper, pens

Procedure: The teacher asks students to plan a nutritious meal for Nutrition  
Week at the school. If the activity can be planned in conjunction  
with the Health classes, so much the better.  
The class is divided up into 3 groups. The first group prepares a  
list of what items are usually included in a school lunch box (une  
gamelle). The second group collects easy recipes, taking care to  
choose only those with healthy ingredients. The third group will  
be responsible for choosing the best recipes. This group should  
add any nutrition ideas of its own that will help promote good  
eating habits.  
The first two groups tell the third group what they have come up  
with.  
The third group then decides on a format for the collection of  
recipes and health tips for the school's Nutrition Week.

#### 4. Organizing a Concession Booth

Skill areas: Listening, speaking, reading, writing

Materials: Student notebooks, pens

Procedure: Explain to students that the school is hosting a "family fun night" and that their class is in charge of the concession booth. It is equipped with a microwave oven and small fridge and can only stock 10 items. Which items to they suggest?  
Prepare a checklist using suggestions from students.

|                    | Oui | Non |
|--------------------|-----|-----|
| Est-ce que tu veux |     |     |
| - des sandwichs?   |     |     |
| - du lait?         |     |     |
| - de la pizza?     |     |     |
| - des pommes?      |     |     |
| - des glaces?      |     |     |
| - des chips?       |     |     |
| - du coca?         |     |     |
| - des biscuits?    |     |     |
| - du yaourt?       |     |     |
| etc.               |     |     |

Have each student check off his own choices and then ask as many other students as possible within a set time (5 minutes?). Have students get together as a group of 4 and propose their list of 10 items. Have the class reach a consensus as to which items should be stocked.

If this activity can be planned to coincide with the school's actual "family fun night", so much the better.

**LINGUISTIC CONTENT: 28(b)**

**EXAMPLE**

28(b) Subject + ne + verb + pas de + noun

Je ne prends pas de soupe.  
Il n'a pas d'argent.  
Nous n'achetons pas de pain.  
Ils ne mangent pas de fruits  
comme dessert

**LANGUAGE FUNCTION**

- expressing general quantity (some, any)

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Au supermarché...**

Skill areas: Listening

Materials: Student notebooks

Procedure: Tell the students to listen to the following conversation and to make a list of items needed at the supermarket.

1. Est-ce que nous avons des tomates?  
- Malheureusement, nous n'avons pas de tomates.
2. Est-ce qu'il y a de la moutarde?  
- Effectivement, il y a de la moutarde.
3. Est-ce que nous avons de l'eau minérale?  
- Il nous reste de l'eau minérale.
4. Est-ce qu'il y a du poulet dans le frigo?  
- Un instant! Non il n'y a pas de poulet.
5. Est-ce que nous avons du fromage?  
- Je vais voir. Pas de fromage.
6. Est-ce qu'il y a des oranges?  
- Il y a cinq oranges.
7. Est-ce qu'il y a de la glace?  
- Vous avez tout mangé, nous n'avons pas de glace.
8. Est-ce que nous avons du pain?  
- Pas maintenant, il n'y a plus de pain.
9. Est-ce qu'il y a de l'orangeade?  
- Je vois une bouteille.
10. Est-ce que nous avons de la mayonnaise?  
- Mais non, nous n'avons pas de mayonnaise.

Students in pairs can be encouraged to make up their own conversations to present to their classmates.



## 2. Trouve quelqu'un qui...

Skill areas: Listening, speaking, reading, writing

Materials: List prepared by teacher

Procedure: Give each student a sheet with the 10 questions. They must ask each other "Est-ce que tu \_\_\_\_\_?" and complete their sheet as soon as possible. Winner is first one to have 10 different names and must read out the information collected.

Trouve quelqu'un qui:

- ne mange pas de pizza \_\_\_\_\_
- ne fais pas de sport \_\_\_\_\_
- ne joue pas de piano \_\_\_\_\_
- ne mange pas de mayonnaise \_\_\_\_\_
- n'a pas de soeurs \_\_\_\_\_
- n'a pas d'ordinateur \_\_\_\_\_
- ne fais pas de ski \_\_\_\_\_
- ne joue pas de guitare \_\_\_\_\_
- ne mange pas de glace \_\_\_\_\_
- n'a pas de chat \_\_\_\_\_

**LINGUISTIC CONTENT: 29(a)**

**EXAMPLE**

29(a) Subject + **aller** + infinitive

Tu vas être riche un jour.  
Ce soir nous allons regarder  
la télé.

**LANGUAGE FUNCTION**

- expressing future plans

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Quelle visite!**

Skill areas: Listening, speaking

Materials: None

Procedure: Ask students to plan a weekend for a visiting friend. They must include at least 6 different activities. Working in pairs students try to discover each other's plan. (e.g.: "Est-ce que vous allez visiter le musée?" etc.)

**2. Les prédictions**

Skill areas: Listening, speaking, reading, writing

Materials: 2 bags/boxes, small pieces of paper

Procedure: Give students 2 pieces of paper. On one they are to write their name and on the other a prediction of some kind. (e.g.: "Tu vas épouser Donna." "Tu vas avoir 10 enfants." "Tu vas être très riche", etc.)  
Collect up the papers in 2 bags (one for names, one for predictions). Have individual students come and pick a name and a prediction and read them to the class.

**3. Fortune-Telling**

Skill areas: Listening, speaking

Materials: Diagram of the lines of the hand

Procedure: The teacher introduces the topic by asking students if anyone they know has ever had their palm read. Students may relate any experiences they have had and describe how the palm-reading took place.

The teacher asks for a volunteer, who extends his left palm, and the teacher gives a sample palm-reading as follows: "Marie, donne-moi ta main gauche, s'il te plaît. Je vois que ta vie sera longue et fructueuse. Ah, regarde! Ces trois lignes-ci indiquent que tu vas avoir 3 enfants. Il y a la possibilité d'un accident d'auto, d'après cette rupture de ligne à gauche, etc."

Students are told that they will have a chance to do some fortune-telling themselves. First, they will get into groups of two and determine ahead of time what the lines of the hand indicate. For example, many wrinkles may mean: "You will live to a ripe old age." Depending on the level of interest, students may consult

fortune-telling books, or the teacher may make one chart that everyone will follow. The diagram on the following page may be useful.

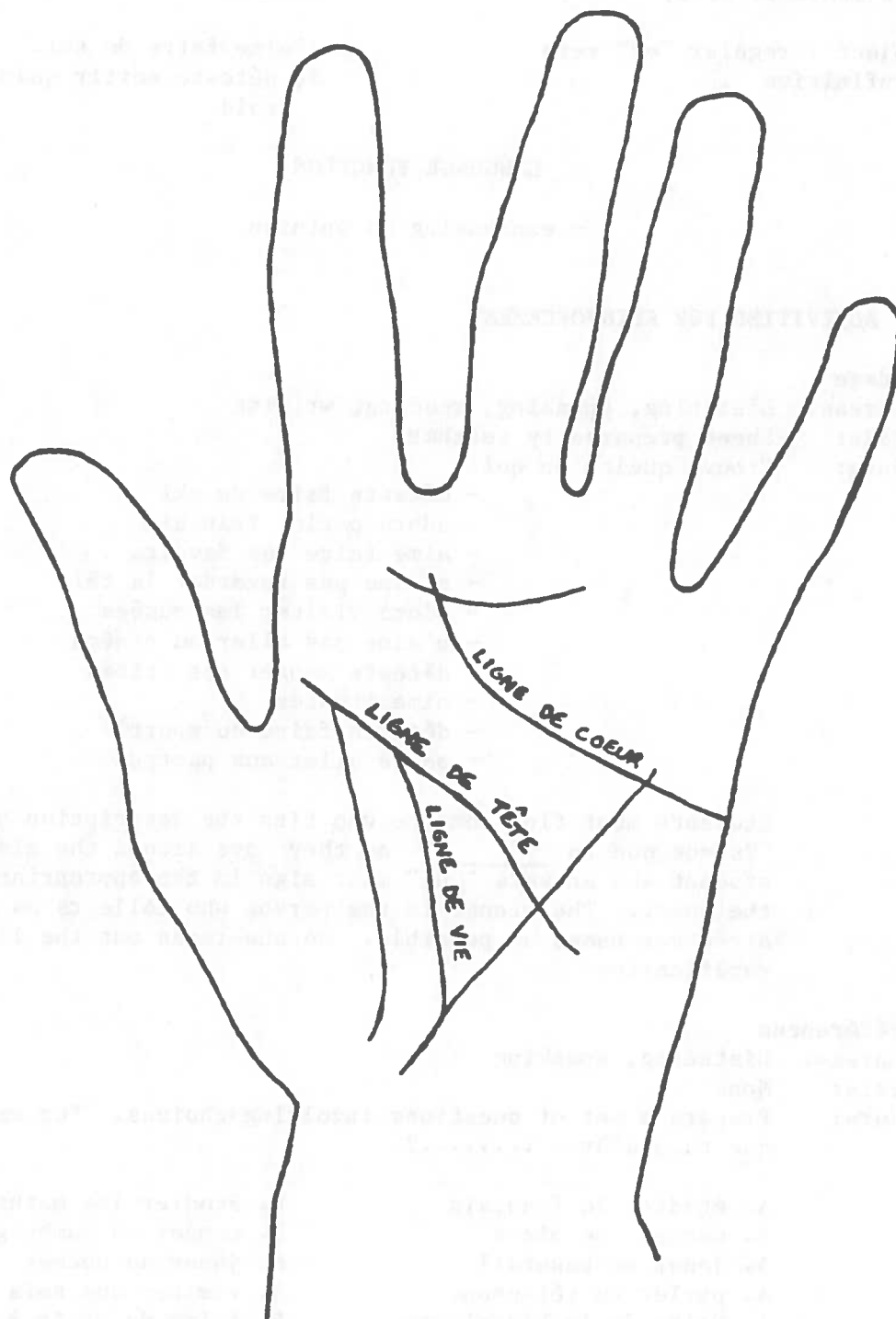
Students change partners and bring their charts and diagram to consult. One partner is the fortune-teller and the other is the client who wishes to find out about the future. The students switch roles.

Some sample predictions

If the line of the heart (sometimes referred to as the line of marriage) is distinct and clearly slopes upward, this stands for a satisfying love life.

If the life line is long and unbroken, then a long life awaits this person.

If a triangle may be seen in the centre of the palm of the hand (formed on two sides by the line of the head and the line of life), then this person will experience luck in life, etc.



**LINGUISTIC CONTENT: 29(b)**

**EXAMPLE**

29(b) Subject + regular "er" verb  
+ infinitive

J'aime faire du ski.  
Je déteste sortir quand il fait  
froid.

**LANGUAGE FUNCTION**

- expressing an opinion

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Un sondage**

Skill areas: Listening, speaking, reading, writing

Materials: Sheet prepared by teacher

Procedure: Trouve quelqu'un qui:

- déteste faire du ski
- adore parler français
- aime faire les devoirs
- n'aime pas regarder la télé
- adore visiter les musées
- n'aime pas aller au cinéma
- déteste manger des frites
- aime étudier
- déteste faire du sport
- adore aller aux partys

Students must find someone who fits the description by asking "Est-ce que tu \_\_\_\_\_?" as they move around the classroom. A student who answers "Oui" must sign in the appropriate place on the sheet. The winner is the person who collects as many different names as possible. He/she reads out the list for verification.

**2. Les préférences**

Skill areas: Listening, speaking

Materials: None

Procedure: Prepare a set of questions involving choices. For example: Est-ce que tu préfères .....?

- |                                 |                                 |
|---------------------------------|---------------------------------|
| A. étudier le français          | B. étudier les maths            |
| A. manger une pizza             | B. manger un hamburger          |
| A. jouer au baseball            | B. jouer au hockey              |
| A. parler au téléphone          | B. visiter des amis             |
| A. faire de la bicyclette       | B. faire du patin à roulettes   |
| A. écouter Corey Hart           | B. écouter Bryan Adams          |
| A. regarder les films à la télé | B. regarder les films au cinéma |
| A. manger chez MacDonalds       | B. manger chez A & W            |
| A. écouter la radio             | B. écouter une cassette         |
| A. habiter dans la prairie      | B. habiter dans les montagnes   |

Ask the questions and ask the students to indicate in their notebook how they think most people in the class will answer. Give the students a set amount of time (5-10 mins) and have them ask as many students as they can these same questions. They should then make any changes they think necessary to their predictions.

Ask the questions again and have the students answer by a show of hands. Keep score on the board and establish a list of the class preferences. Students can compare this to their original predictions.

### 3. Loto des connaissances

Skill areas: Listening, speaking

Materials: Small pieces of paper, one for each student, student notebooks.

Procedure: Have students each write their name on a small piece of paper and hand in. Have them draw the following grid in their notebooks and give them 3 questions such as these:

1. Comment t'appelles-tu?
2. Qu'est-ce que tu aimes faire?
3. Qu'est-ce que tu détestes faire?

Each student interviews 6 other students putting all the information gathered from 1 person in 1 box of the grid.

|                   |                   |          |
|-------------------|-------------------|----------|
| 1. _____<br>_____ | 2. _____<br>_____ | 3. _____ |
| 4. _____          | 5. _____          | 6. _____ |

When the interviews are complete, draw students' names one at a time. A student who interviewed the person whose name is drawn volunteers the information obtained. All students with that name on their grid cross it out. The first student to cross out all 6 names is the winner.





C. List of Structures - Grades 9 and 10

| Structure   | Example  |
|---|--|
| 1. Determiner + noun + adjective ✓  | Le chat noir<br>La maison blanche<br>Les cheveux bruns<br>Un chien méchant<br>Une fille intelligente<br>Des yeux bleus |
| 2. Determiner + adjective + noun ✓<br>[petit, grand, gros, gentil, joli,<br>jeune, bon, haut, nouveau, vieux,<br>beau, premier, deuxième, etc.]                           | Le jeune garçon<br>La petite fille<br>Les belles maisons<br>Un gros chat<br>Une jolie fleur<br>De vieilles autos       |
| 3. Subject + être + noun (profession)   | Il est pilote.<br>Elle est médecin.  |
| 4. Subject + regular 'ir' verbs<br>+ complete (including imperative)<br>[finir, grandir, réussir, rougir,<br>choisir, réfléchir, remplir, blanchir,<br>maigrir, ralentir] | Les classes finissent à 3h30.<br>Choisis bien!   |
| NOTE - IRREGULAR 'IR' VERBS SHOULD BE TAUGHT AS NEEDED FOR COMMUNICATION OR WHEN<br>THEY OCCUR IN YOUR PROGRAM. FOR EXAMPLE: partir, sortir, venir, dormir, etc.          |  |
| 5. Subject + regular 're' verbs<br>+ complete (including imperative)<br>[attendre, répondre, vendre,<br>défendre, dépendre, descendre,<br>entendre, etc.]                 | Ils vendent leur maison.<br>Attendez ici!  |
| NOTE - IRREGULAR 'RE' VERBS SHOULD BE TAUGHT AS NEEDED FOR COMMUNICATION OR WHEN<br>THEY OCCUR IN YOUR PROGRAM. FOR EXAMPLE: prendre, comprendre, etc.                    |  |
| 6. devoir + infinitive + complete   | Je dois étudier.<br>Devons-nous rester ici?<br>Ils ne doivent pas aller en ville.                                      |
| 7. pouvoir + infinitive + complete  | Est-ce que je peux aller au<br>bureau?<br>Vous pouvez acheter ce disque.<br>Elles ne peuvent pas sortir ce<br>soir.    |

8. **vouloir + infinitive + completive**

Je veux parler avec mes amis.  
Voulez-vous danser avec moi?  
Ils ne veulent pas écouter.

9. **on + 3rd person form of verb  
+ completive**

On parle français a Montréal.  
Vite! On est en retard.

**NOTE - IRREGULAR 'RE' VERBS SHOULD BE TAUGHT AS NEEDED FOR COMMUNICATION OR WHEN THEY OCCUR IN YOUR PROGRAM. FOR EXAMPLE: prendre, comprendre, etc.**

10. **Direct object pronoun [le, la, les]  
+ voici / voilà (+ completive)**

Où est Roger aujourd'hui?  
- Le voilà avec Marc.  
As-tu mes clés?  
- Non, les voilà sur la table.

- 11(a) **Subject + direct object pronoun  
(le, la, l', les) + verb  
+ completive**

Est-ce que tu aimes le jambon?  
- Non, je le déteste.  
Comment trouves-tu la soupe?  
- Je la trouve délicieuse.  
Aimes-tu mes souliers?  
- Oui, je les aime beaucoup.

- 11(b) **Subject + direct object pronoun  
(me, te, nous, vous) + verb  
+ completive**

Est-ce que Paul vient avec nous?  
- Non, il ne nous accompagne pas.  
Je ne peux pas, le professeur  
me regarde.

- 12(a) **Subject + indirect object pronoun  
(lui, leur) + verb + completive**

Qu'est-ce que tu donnes à Marie  
pour son anniversaire?  
- Je lui donne un disque.

- 12(b) **Subject + indirect object pronoun  
(me, te, nous, vous) + verb  
+ completive**

Mon ami me téléphone tous les  
tous les soirs.  
Attention, le professeur nous parle  
maintenant.

13. **Subject + verb + direct / indirect  
object pronoun + infinitive  
(+ completive)**

Est-ce que tu fais tes devoirs  
maintenant.  
- Non, je vais les faire plus tard  
ce soir.  
Michelle, je veux te voir après  
les classes.

14. **Disjunctive pronoun + completive**

Moi, je pense que...  
Lui, il est toujours comme ça!

- 15(a) Imperative + direct / indirect  
object pronoun

Apporte-moi un verre d'eau.  
Chantez-nous une chanson.  
Demande-lui 1'heure.  
Laissez-le parler.

- 15(b) ne + direct / indirect object pronoun  
+ imperative + pas

Ne m'apporte pas d'eau.  
Ne nous chantez pas de chanson.  
Ne lui demande pas 1'heure.  
Ne le laissez pas parler.

16. Subject + verb (+ noun)  
+ adverb / adverbial phrase  
[bien, mal, vite, lentement, souvent,  
toujours, à, heures, le matin,  
l'après-midi, le soir]

Je travaille bien.  
Il marche vite.  
Nous faisons nos devoirs le soir.

- 17(a) c'était

Aujourd'hui c'est lundi, hier  
c'était dimanche.

- 17(b) il y avait

Maintenant il fait beau mais la  
semaine passée il y avait beaucoup  
de neige.

18. Subject + verb in past tense  
(avoir + past participle) + completive

- (a) passé composé of regular 'er' verbs

J'ai regardé la télé hier soir.

- (b) passé composé of regular 'ir' verbs

Il a fini ses devoirs à 8h.

- (c) passé composé of regular 're' verbs

Ils ont répondu à toutes  
les questions.

NOTE - PASSÉ COMPOSÉ OF IRREGULAR VERBS SHOULD BE TAUGHT AS NEEDED FOR COMMUNICA-  
TION OR WHEN THEY OCCUR IN YOUR PROGRAM. FOR EXAMPLE: voir, prendre, etc.

19. Subject + direct object pronoun  
+ passé composé with avoir  
(+ completive)

Ce film? - Je l'ai vu hier.  
Les tomates? - Nous les avons  
mangées.

NOTE - POSITION OF PRONOUN RATHER THAN AGREEMENT OF PAST PARTICIPLE TO BE STRESSED.  
THE AGREEMENT OF THE PAST PARTICIPLE WILL BE DEALT WITH THOROUGHLY AT A  
LATER STAGE.

- |  |  |
|--|--|
| 20. Subject + <b>indirect object pronoun</b><br>+ <b>passé composé</b> with <b>avoir</b><br>(+ <b>completive</b> )     | As-tu parlé à Jean aujourd'hui?<br>- Non, mais je lui ai téléphoné hier.<br>C'était difficile, mais je leur ai expliqué le problème. |
| 21. Subject + <b>verb in past tense</b><br>( <b>être</b> + <b>past participle</b> )                                    | Samedi passé, elle est allée au cinéma.<br>Ce matin, nous sommes arrivés en retard.  |
| 22. <b>Expression of quantity</b> + <b>de</b> + <b>noun</b>  | J'ai un peu d'argent.<br>Nous avons assez de place.<br>Ils font trop de travail.   |
| 23. Subject + <b>en</b> + <b>verb</b><br>(+ <b>expression of quantity</b> )  | De l'argent? J'en ai un peu.<br>De la place? Nous en avons assez.<br>Du travail? Ils en font trop.                                   |
| 24. Subject + <b>y</b> + <b>verb</b> (+ <b>completive</b> )  | Quand vas-tu au cinéma?<br>- J'y vais après les classes.   |
| 25. Subject + <b>reflexive / pronominal verb</b><br>( <b>present tense</b> )   | Tous les matins, je me lève, je me lave et je me prépare pour l'école.   |
| 26(a) <b>Imperative forms of reflexive / pronominal verb (affirmative)</b>   | Réveille-toi à 7 h. et va déjeuner tout de suite.<br>Habille-toi avec des vêtements propres.   |
| 26(b) <b>Imperative forms of reflexive / pronominal verb (negative)</b>  | Ne te couche pas après 11 h.<br>Ne vous lavez pas avant 8 h.   |
| 27. <b>C'est</b> + <b>noun</b> + <b>qui</b> + <b>verb</b><br><br><b>C'est</b> + <b>noun</b> + <b>que</b> + <b>verb</b> | C'est Marie qui s'occupe des desserts.<br>Ce sont des desserts que nous mangeons.  |
| 28. <b>plus/aussi/moins</b> + <b>adjectif</b> + <b>que</b><br>also irregular forms of comparison,<br>e.g. meilleur     | Tu es plus grand que Marie.<br>Marie est aussi grande que Nicole.<br>Monique est moins grande que Nicole.                            |
| 29. <b>plus/aussi/moins</b> + <b>adverb</b> + <b>que</b><br>also irregular forms of comparison<br>e.g. mieux           | Tu cours plus vite que Marc.<br>Marc court aussi vite que Robert.<br>Robert court moins vite que Paul.                               |

**B. Suggested activities for reinforcement - Grades 9 and 10**

**LINGUISTIC CONTENT: 1**

**EXAMPLE**

**1. Determiner + noun + adjective**

Le chat noir  
La maison blanche  
Les cheveux bruns  
Un chien méchant  
Une fille intelligente  
Des yeux bleus

**LANGUAGE FUNCTION**

- describing

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Au voleur!**

Skill areas: Listening

Materials: Pictures of several people

Procedure: Display and number pictures of several different people. Tell students they will hear descriptions of various people wanted by the police for different crimes. They listen to the descriptions and attempt to identify the 'criminals'.

**2. La grille**

Skill areas: Listening, speaking, reading, writing

Materials: Student notebooks

Procedure: Have the students draw the following grid in their notebooks.

|                 |               |                |
|-----------------|---------------|----------------|
| un<br>manteau   | un<br>chapeau | un<br>pantalon |
| un<br>cahier    | un<br>bikini  | un<br>livre    |
| un<br>téléphone | un<br>stylo   | un<br>crayon   |

Give three colours. For example: bleu, blanc, rouge and have the students fill them in in 3 of the squares. Working in pairs, the students take turns asking questions, "Est-ce que tu as un manteau bleu?", etc. to find out what the other has chosen.

To practise feminine and plural forms of the adjectives, use feminine or plural nouns in the grid.

### 3. Description of Classmates

Skill areas: Listening, speaking

Materials: None

Procedure: Students get in pairs, back to back, forming two circles. Given their partner's name, they must describe that person's appearance (e.g. Elle a des cheveux blonds. Elle porte une veste rouge). They may also reveal details they know about the other person (e.g. Elle a un petit chien adorable). They may speak in turn, continuing as long as possible until one person loses by missing a turn. The two circles may rotate a few times in order to give everyone the chance to speak and to use new adjectives.



## LINGUISTIC CONTENT: 2

## EXAMPLE

2. Déterminer + adjective + noun  
[petit, grand, gros, gentil, joli,  
jeune, bon, haut, nouveau, vieux,  
beau, premier, deuxième, etc.]

Le jeune garçon  
La petite fille  
Les belles maisons  
Un gros chat  
Une jolie fleur  
De vieilles autos

## LANGUAGE FUNCTION

- describing

## SUGGESTED ACTIVITIES FOR REINFORCEMENT

### 1. Fais un beau dessin!

Skill areas: Listening, speaking

Materials: None

Procedure: Divide class into 2 teams. Have one student from each team come to the board to draw following your instructions, (e.g.: "un gros chat", "les belles maisons", etc.) The first one finished (and recognizable) gets a point. Leave drawings on the board (3 or 4) and ask students from each team "qu'est-ce que c'est?" If they can identify them correctly, they score a bonus mark for their team.

Variation: Have each student in the class write out a short phrase using an adjective and a noun on a small piece of paper. Collect them in and have student selected to draw choose from them.

Note: The activities listed for Linguistic Content 3 may be used with some variations.

### 2. C'est une jolie fleur

Skill areas: Listening, speaking

Material: Small pictures of various objects; adjectives which precede the noun written individually on small squares; sheet/game board prepared as indicated (using any numbers).

|   | P I C T U R E S |     |     |     |     |
|---|-----------------|-----|-----|-----|-----|
| A |                 |     |     |     |     |
| D | 437             | 35  | 74  | 3   | 81  |
| J |                 |     |     |     |     |
| E | 87              | 16  | 186 | 123 | 513 |
| C |                 |     |     |     |     |
| T | 372             | 48  | 2   | 757 | 70  |
| I |                 |     |     |     |     |
| V | 8               | 110 | 59  | 84  | 12  |
| E |                 |     |     |     |     |
| S | 24              | 143 | 5   | 77  | 259 |

Procedure: Divide students into 2-4 teams. With paper clips attach picture cards across top blanks on sheet and adjective cards down the side. Call out any number from sheet to students from each team in turn. Students must correctly answer "J'ai une petite maison; c'est une jolie fleur" or whatever combination is dictated by the number chosen in order to score a point. The team with the most points wins. The position of both pictures and adjectives can be varied over subsequent rounds.

**LINGUISTIC CONTENT: 3**

**EXAMPLE**

**3. Subject + être + noun (profession)**

Il est pilote.  
Elle est médecin.

**LANGUAGE FUNCTION**

- identifying

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. What's my line?**

Skill areas: Listening, speaking

Materials: None

Procedure: Divide class into 2-4 teams. One member of team mimes actions to indicate a person doing a job. Students who identify the activities correctly score a point for their team and perform their own mime.

Variation: Have students working in small groups come up with 3 sentences to define a profession. e.g. "Il travaille dans un bureau. Il porte un manteau blanc. Il examine les dents.", and have other students guess the answer.

**2. On fait ce qu'on peut**

Skill areas: Listening, speaking

Materials: Two sets of cards, one showing occupations, the other showing a variety of objects, people and animals.

Procedure: Divide students into 2 teams and place the two sets of cards face down on your desk. A player from team A draws a card from each pile and in order to score points for his/her team, must give a short explanation of how the object, person or animal relates to the occupation drawn. This calls for some imagination and some collaboration with teammates is allowed. Up to 3 points may be scored for a credible explanation - you are the judge. Team B then draws the cards and the game continues.

LINGUISTIC CONTENT: 4

EXAMPLE

4. Subject + regular 'ir' verbs  
+ completive (including imperative)  
[finir, grandir, réussir, rougir,  
choisir, réfléchir, remplir, blanchir,  
maigrir, ralentir]
- Les classes finissent à 3h30.  
Choisis bien!

NOTE - IRREGULAR 'IR' VERBS SHOULD BE TAUGHT AS NEEDED FOR COMMUNICATION OR AS THEY OCCUR IN YOUR PROGRAM. FOR EXAMPLE: partir, sortir, venir, dormir, etc.

LANGUAGE FUNCTION

- describing actions

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. "Qu'est-ce qu'ils font?"

Skill areas: Listening, speaking

Materials: Pen and paper

Procedure: Have the students draw the following grid in their notebooks.

|               |                |               |
|---------------|----------------|---------------|
| finissent     | grandissent    | réussissent   |
| les devoirs   | très lentement | en français   |
| =====         | =====          | =====         |
| rougissent    |                | choisissent   |
| facilement    |                | les bonnes    |
|               |                | réponses      |
| =====         | =====          | =====         |
| réfléchissent | blanchissent   | remplissent   |
| à l'avenir    | le linge       | un verre avec |
|               |                | du lait       |

Give the following pairs of names - Monique et Sylvie, Roger et Paul, Marc et Nicole and have the students fill them in 3 of the spaces. Working in pairs, the students take turns asking questions, e.g. "Est-ce que Monique et Sylvie finissent les devoirs?" etc. to discover who is doing what.

2. Une histoire comique

Skill areas: Listening, speaking, reading, writing

Materials: Paper and pen

Procedure: Have students work in pairs or small groups. Each group picks 5 'ir' verbs from the list and invents a song, poem or story in which the 5 verbs are used. The stories should be as humorous as possible.

Each group sings its song, says its poem or reads its story to the class.

LINGUISTIC CONTENT: 5

EXAMPLE

5. Subject + **regular 're' verbs**  
+ completive (including imperative)  
[attendre, répondre, vendre,  
défendre, dépendre, descendre,  
entendre, etc.]

Ils vendent leur maison.  
Attendez ici!

NOTE - IRREGULAR 'RE' VERBS SHOULD BE TAUGHT AS NEEDED FOR COMMUNICATION OR AS THEY OCCUR IN YOUR PROGRAM. FOR EXAMPLE: **prendre, comprendre, etc.**

LANGUAGE FUNCTION

- describing actions

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. "Raconte-nous un peu..."

Skill areas: Listening, speaking, reading, writing

Materials: Pen and paper

Procedure: Have students work in pairs or small groups. Each group picks 5 're' verbs from the list and invents a song, poem or story in which the 5 verbs are used. The stories should be as humorous as possible.  
Each group sings its song, says its poem or reads its story to the class.

See also Linguistic Content 4 activity 1 "qu'est-ce qu'ils font" and adapt.

**LINGUISTIC CONTENT: 6**

**EXAMPLE**

**6. Devoir + infinitive**

Je dois étudier.  
Devons-nous rester ici?  
Ils ne doivent pas aller en ville.

**LANGUAGE FUNCTION**

- indicating that an action should take place

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Learning about safety rules**

Skill areas: Listening, speaking, reading, writing

Materials: Map of school/diagram of house drawn by students

Procedure: Ask the students working in pairs or in small groups to work out an escape route and procedures to follow in case of fire.  
(e.g.: "Je dois sortir de la salle de classe", "Je dois appeler les pompiers", "Je dois aider mes amis", etc.)

Variation 1: Have students make a list of table manners - things one should/should not do at the table. (e.g.: "Je ne dois pas manger ma soupe avec une fourchette", etc.)

Variation 2: Have students make a list of things one must do before doing something else (e.g.: "Je dois ouvrir la porte avant de sortir", "Je dois penser avant de parler".)

**2. Tu dois trouver ton chemin**

Skill areas: Listening, speaking

Materials: Paper & pencils

Procedure: Have students work in pairs. Have student A draw a shape on his page. e.g.:

Student B looks at it, places his pencil at one side and then closes his eyes. Student A gives the directions necessary for reaching the other end. (e.g.: "Tu dois aller tout droit, tu dois monter un peu", etc.)

**LINGUISTIC CONTENT: 7**

**EXAMPLE**

**7. Pouvoir + infinitive + completive**

Est-ce que je peux aller au bureau?  
Vous pouvez acheter ce disque.  
Elles ne peuvent pas sortir ce soir.

**LANGUAGE FUNCTION**

- indicating the ability to act

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. "Est-ce que je peux...?"**

Skill areas: Listening, speaking

Materials: None

Procedure: Play this game with groups of 5/6 students at a time. One student stands at the front of the class, the other 4/5 in a line at the back. The object is to be the first one to get to the front. The student in front gives instructions to individual students. e.g. "Donna, tu peux prendre 2 grands pas. Roger, tu peux prendre 3 petits pas, etc." The student spoken to may not move until he/she says "Pardon - est-ce que je peux?" and received the answer "Oui, tu peux" or "Non, tu ne peux pas après tout". If the student moves before this exchange is complete, he/she must return to the starting point.

**2. Je rêve...!**

Skill areas: Listening, speaking, reading, writing

Materials: Paper, pen

Procedure: Tell students to imagine their parents are leaving them alone at home for the weekend. Have them make a list of at least 5 things (normally forbidden) that they could do. Have them read their list to their classmates.

As a variation, have them give a list to their parents of things they could do while the parents are away - it is unlikely the lists would be the same.

**3. Volunteer week**

Skill areas: Listening, speaking, reading, writing

Materials: None

Procedure: Explain to the class that the school has been asked to participate in a volunteer week "semaine de bénévolat" in the community. Working in small groups students make a list of what they each could do to help out (e.g.: "Je peux garder les enfants, je peux faire des achats, je peux nettoyer les jardins, etc...") They help each other think of special talents they might have. Together the class makes a list summarizing all the ways they can contribute.



**LINGUISTIC CONTENT: 8**

**EXAMPLE**

**8. Vouloir + infinitive + completive**

Je veux parler avec mes amis.  
Voulez-vous danser avec moi?  
Ils ne veulent pas écouter.

**LANGUAGE FUNCTION**

- expressing a wish or desire to act

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. The impossible dream**

Skill areas: Listening, speaking, reading, writing

Materials: None

Procedure: Ask students to say or write what they want to do during the Christmas/Easter/summer holidays and if possible to give reasons for their choices and an indication of how likely it is they will in fact do these things.

**2. Garçon!**

Skill areas: Listening, speaking

Materials: Pictures of food items prepared by students.

Procedure: Have each student draw an item that could be obtained at a restaurant (or provide pictures from magazines, etc.). Divide class into 2 teams, each of which chooses a "waiter". Players from team A take turns asking the waiter from team B for something they would like to eat or drink. (e.g.: "Garçon/mademoiselle, je veux manger/boire...") If the players on team B have an illustration of that item, they score 1 point and the waiter says "Voilà monsieur/madame" and gives it to team A. If he does not have the item, the waiter says "Je regrette monsieur/madame, pas aujourd'hui!" and team A scores a point. The game continues until all members of the teams have placed their orders.

**3. Planning a trip to Québec City, Montréal or other French speaking city**

Skill areas: Listening, speaking, reading, writing

Materials: Travel pictures, tourism brochures from travel agencies, tourist information agencies.

Procedure: You may prepare for this activity by having the class write a simple letter to tourist information offices in Québec, Montréal, Paris, etc. asking for information.  
"Nous sommes une classe de \_\_\_\_\_ année à l'école \_\_\_\_\_ à \_\_\_\_\_, Saskatchewan. Nous voulons des renseignements, des brochures touristiques, etc. sur votre ville et votre région s'il vous plaît. Nous vous remercions d'avance."

Working in small groups, students plan a visit to the city they have chosen mentioning the things they would like to do as well as those they don't want to do. Encourage them to use the verb *vouloir* as much as possible. (e.g.: "Nous voulons rester dans un grand hôtel; nous voulons visiter \_\_\_\_\_, nous voulons manger dans un bon restaurant", etc...)

The plans may be presented orally or in written form.

#### 4. Veux-tu y aller avec moi?

Skill areas: Listening, speaking, writing

Materials: Student notebooks.

Prodedure: Ask students to make a list of 5 places they like to go with friends (e.g. restaurant, movies, etc.). Students circulate and invite classmates to the places on their list by saying "Veux-tu aller au/à la \_\_\_\_\_ avec moi?" If the students being asked have listed the same place they must accept the invitation as long as they have not already accepted an invitation to that same place from another student. Invitations for places not on the students' own lists must be refused and reasons given for each refusal (e.g. je dois garder mon petit frère, etc.).

LINGUISTIC CONTENT: 9

EXAMPLE

9. On + 3<sup>rd</sup> person form of verb  
+ completive

On parle français à Montréal.  
Vite! On est en retard!

LANGUAGE FUNCTION

- describing actions

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. Student handbook

Skill areas: Listening, speaking, reading, writing

Materials: Pen and paper

Procedure: Working in pairs or in small groups, students are asked to write a handbook for students attending their school. They should mention things that are/are not allowed. Compile the results of the various groups and have the class produce the handbook.  
(e.g.: On ne doit pas arriver à l'école avant 8h45. On ne peut pas rester à l'école à midi, etc...)

Variation: Have students compile a handbook of rules for their French class.

**LINGUISTIC CONTENT: 10**

**EXAMPLE**

10. Direct object pronoun [le, la, les]  
+ voici / voilà + completeive

Où est Roger aujourd'hui?  
- Le voilà avec Marc.  
As-tu mes clés?  
- Non, les voilà sur la table.

**LANGUAGE FUNCTION**

- identifying locations of people, places & things

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Le voilà!**

Skill areas: Listening, speaking

Materials: None

Procedure: Divide the class into 2-4 teams. Ask students individually "montre-moi la fenêtre, montre-moi ton doigt", etc. Students must answer correctly indicating "la voilà, le voici" to score points for their team.

Variation: Ask the whereabouts of different students.

**2. Prenez une carte!**

Skill areas: Listening, speaking

Materials: Deck(s) of cards

Procedure: Have students work in small groups (4/5) and give each group a deck of cards. Each player is dealt 5 cards, the rest are placed face down in the middle of the table. The object is to collect all 4 cards of different suites. Student A will ask "Où est le 9 de piques". Anyone who has it must say "le voilà" and hand it over. If no-one has it the suggestion "Prenez une carte" is made and the turn passes to the player on the left.

**LINGUISTIC CONTENT: 11(a)**

**EXAMPLE**

11(a) Subject + direct object pronoun  
(le, la, l', les) + verb  
+ complementive

Est-ce que tu aimes le jambon?  
- Non, je le déteste.  
Comment trouves-tu la soupe?  
- Je la trouve délicieuse.  
Aimes-tu mes souliers?  
- Oui, je les aime beaucoup.

**LANGUAGE FUNCTION**

- giving directions to others on how to do things

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. A demonstration**

Skill areas: Listening, speaking, reading, writing

Materials: Props for actual demonstration, paper and pens

Procedure: Have students work in pairs or small groups. Each group will be asked to give a demonstration to the rest of the class of something they are able to do. (e.g.: tie a bow, make pancakes, build a model, etc.) An example might be "Pour faire une omelette, je prends 2 oeufs. Je les mets dans un petit bol et je les bats. Je verse le mélange dans un pôle et je le fais cuire pendant 2/3 minutes. Mon omelette est prête. Je la roule, je la mets sur une assiette et je la mange".

**2. Ce que nous aimons manger**

Skill areas: Listening, speaking

Materials: Picture cards of various foods

Procedure: Have students work in small groups. Give students a list of 10 food items (illustrated on the cards) and have them establish the order of preference of their group. Summarize findings on board - hold up a picture and one person from each group will give the information for the group (e.g.: "la pizza - nous la mettons en première place", etc.) When all groups have given their information, establish the favorite foods of the class.

**3. Je l'ai!**

Skill areas: Listening, speaking

Materials: Bingo cards

Procedure: Play bingo as usual - winner to call out "Je l'ai" instead of "Bingo"

Variations: 1. Have students make up their own bingo cards with vocabulary illustrations (establish list on board first).

2. Give students a list of 4 verbs and 16 nouns and ask them to make their own bingo cards following this example:

|             |             |            |               |
|-------------|-------------|------------|---------------|
| j'aime      | je déteste  | je mange   | j'achète      |
| la pizza    | le jambon   | les fruits | l'auto        |
| les frites  | les chiens  | la soupe   | les vêtements |
| les enfants | le baseball | le pain    | les disques   |
| la télé     | le vent     | le fromage | le pain       |

Ask various questions using different combinations (e.g.: "Aimes-tu la pizza?") Students who answer "Oui, je l'aime" cover that square. The first student to cover a row wins and must read back the correct answers, (e.g.: "La pizza - je l'aime; les frites - je les aime; les enfants - je les aime; la télé - je l'aime".)

# LINGUISTIC CONTENT: 11(b)

## EXAMPLE

11(b) Subject + direct object pronoun  
(me, te, nous, vous) + verb  
+ completive

Est-ce que Paul vient avec nous?  
- Non, il ne nous accompagne pas.  
Je ne peux pas, le professeur  
me regarde.

## LANGUAGE FUNCTION

- narrating

## SUGGESTED ACTIVITIES FOR REINFORCEMENT

### 1. Charades

Skill areas: Listening, speaking

Materials: Series of sentences using above structure cut into strips (e.g.:  
"Je te donne un stylo. Il me montre son cahier. Tu nous parles de  
tes vacances. Elle m'invite à sortir", etc.)

Procedure: Divide class into groups of three. Each group is given a strip of  
paper with a sentence. The group must devise a way to act out the  
structure to the rest of the class in a given amount of time (1  
minute). They earn 2 points if this sentence is guessed in the  
first 30 seconds, 1 point if guessed within the minute. If no-one  
can guess, they do not score.

### 2. Bingo

Skill areas: Listening, speaking

Materials: Student notebooks

Procedure: Give students list of direct object pronouns and 16 verbs and ask  
them to make their own bingo cards following this example:

|          |            |          |          |
|----------|------------|----------|----------|
| me       | te         | nous     | vous     |
| aimer    | adorer     | chasser  | préférer |
| préparer | détester   | trouver  | attendre |
| conduire | comprendre | regarder | écouter  |
| chercher | toucher    | arranger | voir     |

Ask various questions using different combinations (e.g.: "Est-ce  
qu'il vous voit? Est-ce qu'il te cherche? Il vous regarde?" etc.)  
Students who can answer "Oui, il nous voit; il me cherche; il nous  
regarde", cover that square. The first student to cover a row wins  
and must read back correct answers.



**LINGUISTIC CONTENT: 12(a)**

**EXAMPLE**

12(a) Subject + **indirect object pronoun**  
(lui, leur) + verb + completive  
+ completive

Qu'est-ce que tu donnes à Marie  
pour son anniversaire.  
- Je lui donne un disque.

**LANGUAGE FUNCTION**

- narrating

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Charades**

Skill Areas: Speaking

Materials: 3 series of cards - names of students; objects; verbs capable of taking an indirect object.

Procedure: Place cards with names in one pile, objects in another and verbs in a third. Designate a student to pick one card from each pile and act out the activity (e.g.: "Je montre une photo à Monica"). The person to identify the activity (e.g.: "Tu lui montres une photo") will win a point.

LINGUISTIC CONTENT: 12(b)

EXAMPLE

12(b) Subject + **indirect object pronoun**  
(**me, te, nous, vous**) + verb  
+ **completive**

Mon ami me téléphone tous  
les soirs.  
Attention, le professeur nous  
parle maintenant.

LANGUAGE FUNCTION

- narrating

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. **Qu'est-ce qu'ils disent?**

Skill areas: Listening, speaking

Materials: 3 series of cards - names of people (e.g.: ma mère, le professeur, le policier, mon ami, etc.); indirect object pronouns; statements (e.g.: rentrer avant 6h; faire les devoirs; mettre la ceinture; aller au cinéma, etc.)

Procedure: Place cards of people in one pile, pronouns in another and statements in a third. Designate a student to pick one card from each pile. Ask "Qui parle et qu'est-ce qu'il dit?" and student will answer according to the cards in hand (e.g.: le policier nous dit de mettre la ceinture).

**LINGUISTIC CONTENT: 13**

**EXAMPLE**

13. Subject + verb + direct / indirect  
object pronoun + infinitive

Est-ce que tu fais tes devoirs  
devoirs maintenant.  
- Non, je vais les faire plus tard  
ce soir.  
Michelle, je veux te voir après  
les classes.

**LANGUAGE FUNCTION**

- describing a course of action

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Aide-moi!**

Skill areas: Listening, speaking

Materials: None

Procedure: Have students work in pairs. Each student thinks of a problem (real or imagined) (e.g.: "Ma mère n'aime pas mes disques") and the other tries to come up with a solution ("Tu peux les écouter quand elle n'est pas là".) ("Je n'aime pas manger les épinards" - "tu peux les donner à ton chien", etc.)  
Have students change partners two or three times to hear other solutions to their problem. Collect in all problems and have a class discussion on alternative solutions.

**2. Solving Medical Problems**

Skill areas: Listening, speaking

Materials: None

Procedure: Students work in threes. The activity will be an exercise in giving and understanding advice and in reporting on the progress of a member of the family who is ill.  
One student is ill. He must decide on his symptoms and relate these to a second student.  
The second student is a good friend of the sick or injured person, and he therefore asks a third person for advice out of concern.  
The third student gives his advice for treatment.  
The good friend then reports on the progress of the sick person, as though it were one week later...  
Each group then acts out their skit for the benefit of the class. Illnesses and their treatments may be humorous or unconventional.  
e.g. "Mon ami a mal à la tête." -  
"Tu vas lui donner une pilule 4 fois par jour."  
"Tu dois lui faire boire un verre d'eau tous les soirs."  
"Tu peux lui lire un livre chaque après-midi."

LINGUISTIC CONTENT: 14

EXAMPLE

14. Disjunctive pronoun + completive

Moi, je pense que...

Lui, il est toujours comme ça!

LANGUAGE FUNCTION

- expressing opinions

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. Moi, j'ai ...

Skill areas: Listening, speaking

Materials: pictures of objects

Procedure: Pass out pictures of different objects to the students making sure that some are repeats, i.e. 2 different students receive cars, 3 receive houses, etc. Using a class list call out 2 names. The first student named says "Moi, j'ai une voiture. Lui/elle, il/elle a une maison." Call out 2 more names and repeat process until all students have called out their items. Group students that have the same objects together and practise the plural forms of disjunctive pronouns.

2. Discussion Panels

Skill areas: Listening, speaking, reading, writing

Materials: List of statements

Procedure: The whole class is given a list of statements to debate (e.g. Le Père Noël n'est plus qu'un agent de publicité pour les grands magasins. Tout Canadien doit être bilingue. L'hiver est une saison agréable.)

Students participate in a brainstorming session to discover ways of expressing opinions.

Students then work in groups of 4 or 5. Each group is given one statement. They must debate the validity of the statement and come to a consensus.

Each group designates a secretary, who later reports both the opinions of individuals and the final group decision to the class. (The structure is used both in the discussion and in the secretary's report.)

Other class members then have a chance to indicate whether they agree with the opinions and decisions, and also what other solutions they might have found.

# LINGUISTIC CONTENT: 15

## EXAMPLE

15(a) Imperative + direct / indirect  
object pronoun

Apporte-moi un verre d'eau.  
Chantez-nous une chanson.  
Demande-lui l'heure.  
Laissez-le parler.

(b) Ne + direct / indirect object pronoun  
+ imperative + pas

Ne m'apporte pas d'eau.  
Ne nous chantez pas de chanson.  
Ne lui demande pas l'heure.  
Ne le laissez pas parler.

## LANGUAGE FUNCTION

a) requesting others to act

b) forbidding others to act

## SUGGESTED ACTIVITIES FOR REINFORCEMENT

### 1. Giving Orders

Skill areas: Listening, speaking

Materials: None

Procedure: Students get into threes.

The teacher tells students to imagine that one member of the group has control/power over the other two people. They may imagine one of several situations: a gang leader and his friends, a company boss and his employees, a king and his subjects, a teacher and his students, a parent and his children, etc.

For a period of 3 minutes, one member of each group may tell the other two students to do whatever he wants them to do / not do. Students must try and use the above structure as much as possible in this activity and see how many commands they can come up with. The other students in the group will attempt to comply with the requests as far as possible.

Students take turns being in charge of their group.

Variation: Provide students with a list of commands (5-10) (e.g.: Dites à votre camarade de vous chercher un stylo.) In groups of three, person #1 says the sentence to person #2. Person #2 relays the command ("Cherche-moi un stylo") to person #3 who executes the order and becomes person #1 for the next sequence.

LINGUISTIC CONTENT: 16

EXAMPLE

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| 16. Subject + verb (+ noun)          | Je travaille bien.                |
| + adverb/adverbial phrase            | Il marche vite.                   |
| [bien, mal, vite, lentement, souvent | Nous faisons nos devoirs le soir. |
| toujours, à _____ heures, le matin   |                                   |
| l'après-midi, le soir]               |                                   |

LANGUAGE FUNCTION

- describing actions

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. C'est comme ça!

Skill areas: Listening, speaking, reading, writing

Materials: Student notebooks

Procedure: Establish a list of adverbs and a list of activities.

For example:

|           |           |
|-----------|-----------|
| j'étudie  | mal       |
| je danse  | lentement |
| je nage   | bien      |
| je mange  | vite      |
| je parle  | toujours  |
| je marche | souvent   |
| etc...    | etc...    |

and ask students to rearrange them to make as many true statements about themselves and their activities as they can.

LINGUISTIC CONTENT: 17

EXAMPLE

17(a) c'était

Aujourd'hui c'est lundi, hier  
c'était dimanche.

(b) il y avait

Maintenant il fait beau mais la  
semaine passée il y avait  
beaucoup de neige.

LANGUAGE FUNCTION

- reporting (describing)

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. Comic Strip Descriptions

Skill areas: Listening

Materials: Transparencies of comic strips

Procedure: Comic strips are presented to students on overhead transparencies. One comic strip is assigned to each group of 2/3 students. Each group orally makes up a story that corresponds to the illustration they see.  
Then, students find a new group and tell their story.  
The teacher then picks 3 names out of a hat and the 3 students named tell the stories they were told in turn. Each one tells his/her story while the comic strip, from which it was created, is shown to the rest of the class on an overhead projector. (But the speaker cannot see it.) The class must report on how closely each tale follows the story line shown on the overhead projector.



LINGUISTIC CONTENT: 18

EXAMPLE

18. Subject + verb in past tense  
(avoir + past participle) + completive

- |   |   |
|---|---|
| (a) passé composé of regular 'er' verbs | J'ai regardé la télé hier soir.         |
| (b) passé composé of regular 'ir' verbs | Il a fini ses devoirs à 8h.             |
| (c) passé composé of regular 're' verbs | Ils ont répondu à toutes les questions. |

NOTE - PASSÉ COMPOSÉ OF IRREGULAR VERBS SHOULD BE TAUGHT AS NEEDED FOR COMMUNICATION OR WHEN THEY OCCUR IN YOUR PROGRAM. FOR EXAMPLE: voir, prendre, etc.

LANGUAGE FUNCTION

- describing past actions

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. Qu'est-ce que tu as fait?

Skill areas: Listening, speaking, reading, writing

Materials: Sheet prepared for each student

Procedure: Give each student the prepared sheet. They must find someone who fits the description by asking "Est-ce que tu as \_\_\_\_?" A student who answers "oui" must sign the square in question.

|  |   |                                      |   |
|--|---|--------------------------------------|---|
| a regardé<br>la télé<br>hier soir                        | a mangé au<br>Burger King<br>le weekend passé | a fini ses<br>devoirs<br>hier soir   | a choisi la<br>couleur de sa<br>bicyclette          |
| a répondu à<br>une question<br>dans la classe<br>de math | a vendu quelque<br>chose à un ami             | a parlé au<br>téléphone hier<br>soir | a réussi à<br>l'école l'année<br>passée             |
| a visité<br>Toronto                                      | a gardé de<br>petits enfants                  | a grandi vite<br>cette année         | a acheté un<br>disque samedi<br>passé               |
| a voyagé<br>l'été passé                                  | a joué pour une<br>équipe de hockey           | a étudié dans<br>sa chambre hier     | a entendu sa<br>chanson favorite<br>à la radio hier |

The first student to acquire 4 signatures in a straight line vertically is the winner. He/she must read aloud the information collected. The game continues with the first one to complete the squares horizontally, then diagonally. The grand winner is the first person to have signatures for all squares, and must read out the information collected.

## 2. Strange messages

Skill areas: Listening, speaking, reading, writing

Materials: Paper, pen

Procedure: Each student has a blank sheet of paper. You will give them 4 instructions and they will act accordingly.

1) Écris un temps dans le passé (e.g.: hier, vendredi passé, en 1905, etc.)

Plie le papier et passe-le à ton voisin.

2) Écris les noms de 2 personnes (e.g.: Marie et Monique, Pierre et Marc, etc.)

Plie le papier et passe-le à ton voisin.

3) Écris un verbe - 3e personne du pluriel au passé composé plus un nom si tu veux (e.g.: ont mangé, ont chanté, ont fini)  
(un gâteau)(une chanson)(les devoirs)

Plie le papier et passe-le à ton voisin.

4) Écris un nom qui indique un endroit (e.g.: dans la rue, au cinéma, à l'école.)

Garde le papier, déplie-le et lis-nous ton message.

e.g. Hier Marie et Monique ont mangé un gâteau dans la rue.

## 3. Putting Events in Order

Skill areas: Listening, speaking, (writing)

Materials: Comic strip

Procedure: Use a comic strip representing a series of events that together make up a coherent story (preferably events involving more than one person to allow for use of a variety of subject pronouns). Mix up the order of the pictures and present them to the students in this way.

The students break up into sub-groups, each of which has a copy of the pictures and a pair of scissors.

Each group determines an order for the pictures, and then a narration to accompany it. The narration may be oral or written (this depends on the group level, etc.).

LINGUISTIC CONTENT: 19

EXAMPLE

19. Subject + direct object pronoun  
+ passé composé with avoir  
(+ complement)

Ce film? - Je l'ai vu hier.  
Les tomates? - Nous les avons  
mangées.

NOTE - POSITION OF PRONOUN RATHER THAN AGREEMENT OF PAST PARTICIPLE TO BE STRESSED.  
THE AGREEMENT OF THE PAST PARTICIPLE WILL BE DEALT WITH THOROUGHLY AT A  
LATER STAGE.

LANGUAGE FUNCTION

- describing an action

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. Radio Phone-In Show

Skill Areas: Listening, speaking, (writing)

Materials: none

Procedure: Students will animate discussions on a radio phone-in show. The show may be the type in which an expert in a certain field (such as gardening or pet care) is invited, and people phone in to explain problems and ask for advice.

Problems may be invented by the students and related principally in the passé composé. (e.g. J'ai une plante. Je l'ai mise au soleil. Je l'ai arrosée tous les jours. Je l'ai traitée avec soin. Elle est morte et je ne sais pas pourquoi.)

The expert may ask questions of the person on the phone. He may then give his diagnosis of the problem.

LINGUISTIC CONTENT: 20

EXAMPLE

20. Subject + indirect object pronoun  
+ passé composé with avoir  
(+ completive)

As-tu parlé à Jean aujourd'hui?  
- Non, mais je lui ai téléphoné  
hier.  
C'était difficile, mais je leur ai  
expliqué le problème.

LANGUAGE FUNCTION

- narrating

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. Story-Telling

Skill Areas: Listening, (writing)

Materials: None

Procedure: Describe to the class something that happened to you last week or an incident that took place, such as a car accident or an appointment mix-up. The description should contain 3 or 4 examples of the structure focused on here (e.g. La semaine dernière, c'était l'anniversaire de ma mère. Je lui ai apporté un bouquet de fleurs...) Have the students act out the story in mime to demonstrate comprehension. They may attach a commentary to the skit, or they may then each draw a picture sequence illustrating the story and write a sentence or two to accompany each frame.

2. C'était son anniversaire!

Skill areas: Listening, speaking

Materials: None

Procedure: Ask students to think of a classmate and a gift they would buy for that person. Designate any student who will say something along the lines of, "C'était l'anniversaire de Denis. Je lui ai acheté une voiture. Il m'a dit que c'était formidable/affreux." The class will decide whether Denis would think that the gift was in fact "formidable" or "affreux" and then Denis will be asked his opinion. He will then state the gift he would have purchased for another classmate and the sequence is played out again.

**LINGUISTIC CONTENT: 21**

**EXAMPLE**

21. Subject + verb in past tense  
(être + past participle)

Samedi passé elle est allée  
au cinéma  
Ce matin, nous sommes arrivés  
en retard.

**LANGUAGE FUNCTION**

- describing past actions

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Qu'est-ce qui est arrivé?**

Skill areas: Listening, speaking

Materials: Pen and paper

Procedure: Have the students draw the following grid in their notebooks.

|                           |                                     |   |
|---------------------------|-------------------------------------|---|
| est allé<br>au Mexique    | est venu<br>à l'école à<br>pied     | est arrivé<br>à l'heure<br>aujourd'hui      |
| est parti<br>en vacances  | est tombé<br>sur la glace           | est sorti<br>avec Monique                   |
| est descendu<br>trop vite | est entré<br>en classe<br>en retard | est rentré<br>très tard<br>après le concert |

Give three names e.g. Marc, Robert and Paul and have students fill them in in 3 of the squares. Working in pairs the students take turns asking questions to find out who has done what.

Variations: - use feminine names and agreement of past participle  
- use 2 names and agreement of past participle

**2. Où es-tu allé et qu'est-ce que tu as fait?**

Skill areas: Listening, speaking

Materials: Picture cards depicting locations

Procedure: Divide class into teams. Hold cards face down and have one student from a team come and pick a picture card at random. Someone from another team must ask the question "Où es-tu allé et qu'est-ce que tu as fait?"  
The student looks at his card and tries to answer (e.g.: "Je suis allé au centre d'achats et j'ai acheté un disque".) Up to 3 points for a correct answer - you are the judge.

**3. Es-tu bon témoin?**

Skill areas: Listening, speaking

Materials: Appropriate slides or frames from film strip

Procedure: Show a series of pictures or a very short film strip, set of slides, etc., which tell a story of some kind. The students, individually or in groups, must describe what they have seen as if telling it to the police. If there is disagreement as to what actually took place, show the scene again.

**4. Quel weekend!**

Skill areas: Listening, speaking

Materials: None

Procedure: Ask each student in turn to tell you what they did last weekend and allow the rest of the class to take notes if they wish. After you have been around the class make a series of statements and have students indicate whether they are true or false. e.g. "Alain est allé au cinéma. Monique a joué au basketball", etc.

**5. Alibi**

Skill areas: Listening, speaking

Materials: None

Procedure: Set the scene in the following way - a crime has been committed - a local store or bank was broken into one evening recently - and two people are suspected of the crime. They deny any knowledge of it. They were together at the time, but nowhere near where it happened. They claim to have the perfect alibi. Two students are chosen as 'suspects'. They leave the room and invent together a detailed story to account for their movements on the evening of the crime. They must be able to say where they met, where they went, what they did, what time they got home, etc...

While they are concocting their story, the class decides on the kinds of questions they will ask the suspects. It is a good idea to ensure that each member of the class has at least 2 questions to ask.

The 'suspects' are questioned individually and then together and the class decides whether they are guilty or not.

**6. Problem-Solving (activity to review all forms of passé composé)**

Skill areas: Listening, speaking

Materials: None

Procedure: The teacher draws the following diagram on the board and tells students that it has to do with a certain Mr. Simard, who lost his wallet.

Students must try to find out the circumstances surrounding the loss of the wallet, as well as how it was later found. They ask questions using où, quand, comment, pourquoi, etc., to find the answers.

Students deal with one branch of the drawing at a time. First, they ask all the questions they can think of about M. Simard.

e.g. - What does he do for a living?

- How old is he?

- Where does he live? etc.

(If a question is not important to the story, you may say so)

Then they ask questions about the loss of the wallet.

e.g. - Where did he lose it?

- When did he lose it?

- Did he ever find it?

- How did he get it back? etc.

Then they ask questions about the wallet itself.

e.g. - What colour was it?

- Did it have any money in it?

- Did it have any credit cards in it?

- Did anyone use them? etc.

By the end of the question period concerning the third and final branch of the diagram, the students should have established the full story. One student may recount the tale as a summary. (Refer to the following summary of the Simard story.)

#### THE M. SIMARD STORY

M. Simard used to work as a telephone installer for the Bell Telephone company. He is now 67 years old, happily retired and lives in an apartment building in a quiet residential area.

He lost his brown leather wallet at work 25 years ago. It contained \$ 26.50 and some identification. The wallet was never found.

Last week, Mme Moreau contacted him and returned his wallet to him. She had found the wallet, with the money and identification intact, in an old dresser. She had inherited it from her aunt, Mme Arsenault. It seems that Mrs. Arsenault had found the wallet, but died before she could return it. Mme Moreau, her niece, didn't return the wallet until last week because it had fallen in behind the drawers of the dresser when she moved it to her house. She was full of apologies for such a long delay in restoring the wallet to its rightful owner.

Once they know the details of the story, students may role-play the meeting between M. Simard and Mme Moreau in pairs, and then act out their skits for the class.

## 7. Relating Gossip About a Neighbour to a Third Person

Skill areas: Listening, speaking, writing

Materials: Paper, pens

Procedure: Students work in groups of 3 or 4. They must invent a dialogue between two nosy neighbours, who gossip about the comings and goings of a third neighbour. Two people from the group may then present the dialogue to the class.

If the teacher wishes to give students written practice in agreement, he may change the context slightly. He tells students to imagine that they are concerned citizens who have been watching the comings and goings of a neighbour and they are convinced that their neighbour is responsible for a crime. They have even noted down his most suspicious activities in a notebook, and have finally decided they have enough evidence to bring the matter to the attention of the police.

Students note down suspicious activities in their sub-groups. Students may then act out the meeting between the police officers and the citizens in skits.



LINGUISTIC CONTENT: 22

EXAMPLE

22. Expression of quantity + de + noun

J'ai un peu d'argent.  
Nous avons assez de place.  
Ils font trop de travail.

LANGUAGE FUNCTION

- giving information about quantities

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. Les opinions de mon ami

Skill areas: Listening, speaking, reading, writing

Materials: Prepared questionnaire

Procedure: Give each student the following questionnaire:

1. Fais-tu un peu/assez de travail à l'école?  
beaucoup/trop
2. Fais-tu un peu/assez de travail à la maison?  
beaucoup/trop
3. As-tu un peu/assez de temps libre?  
beaucoup/trop
4. Fais-tu un peu/assez de sport?  
beaucoup/trop
5. Y a-t-il peu/assez d'activités intéressantes pour les jeunes à  
beaucoup/trop Régina.
6. Écoutes-tu un peu/assez de musique?  
beaucoup/trop
7. Regardes-tu peu/assez d'émissions à la télé?  
beaucoup/trop
8. D'habitude as-tu peu/assez d'argent?  
beaucoup/trop
9. Achètes-tu peu/assez de vêtements?  
beaucoup/trop
10. Achètes-tu peu/assez de disques?  
beaucoup/trop

Have each student ask any 2 others the questions and describe their friends to the class, e.g. "Marie fait beaucoup de travail à l'école et un peu de travail à la maison", etc.

## 2. Bon appétit!

**Skill areas:** Listening, speaking, reading, writing  
**Materials:** Student notebooks  
**Procedure:** Ask students to invent a recipe for anything they would like - the ultimate dessert, the perfect sandwich, the supreme pizza, etc. These creations need not be realistic! Have the students read out their recipes to their classmates.

## 3. Planning a School Dance

**Skill areas:** Listening, speaking, writing  
**Materials:** Detailed inventory of required materials and food (e.g. how many chairs, tables and games to provide, and how much food and drink to prepare.)  
 List detailing the budget, space allocation and hours, as well as how many people to plan for, etc.  
**Procedure:** Students plan for a school dance. They get into groups and examine the two lists. Students adjust the totals wherever necessary, adding activities or any items that have been overlooked, and reducing any estimates that are too high.  
 Students present their plans to the class after their group discussions.

### Examples of Lists:

| 1 <sup>e</sup> liste               | 2 <sup>e</sup> liste   |
|------------------------------------|------------------------|
| - 100 chaises                      | - 75 personnes         |
| - 15 tables                        | - budget de 50 \$      |
| - 50 ballons à 10¢ 1e ballon       | - de 19 h à 22 h, etc. |
| - 25 sacs d'arachides à 50¢ 1e sac |                        |
| - 75 sacs de chips à 30¢ 1e sac    |                        |
| - 25 bouteilles de jus             |                        |
| - 10 jeux de société, etc.         |                        |

**LINGUISTIC CONTENT: 23**

**EXAMPLE**

23. Subject + en + verb  
(+ expression of quantity)

De l'argent? - J'en ai un peu.  
De la place? - Nous en avons assez.  
Du travail? - Nous en faisons trop.

**LANGUAGE FUNCTION**

- giving information about quantities

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. L'inventaire**

Skill areas: Listening, speaking, reading, writing  
Materials: Paper and pen  
Procedure: Have students prepare an inventory of equipment in the classroom. Ask a series of questions beginning "Combien de \_\_\_\_\_" and have them begin their answers with "il y en a \_\_\_\_\_"  
e.g. Combien de pupitres - il y en a 30  
Combien de chaises - il y en a 33  
Combien de magnétophones - il y en a 1  
Combien de tableaux noirs - il y en a 2, etc...  
Summarize the inventory on the board.  
Variation: Have students do an inventory of their possessions. Combien de paires de jeans as-tu? Combien de paires de souliers as-tu? Combien de disques par Bryan Adams as-tu? Combien de téléphones à la maison.  
etc...

**2. "Combien de....?"**

Skill areas: Listening, speaking  
Materials: None  
Procedure: Divide class into teams. Ask questions involving numbers. The students must answer correctly using "il y en a \_\_\_\_\_" to score points.  
e.g.: "Combien de jours y a-t-il dans 6 semaines?  
Combien de minutes y a-t-il dans 2 heures?  
Combien de secondes y a-t-il dans 5 minutes?  
Combien de pages y a-t-il dans ton livre de français?  
etc...

### 3. "J'en prends"

Skill areas: Listening, speaking

Materials: Student notebooks

Procedure: Have students work in pairs. Announce a specific mealtime (e.g.: le dîner.) Students decide what they would like to eat if given the choice. They take turns trying to discover what their partner has chosen. (e.g.: "Prends-tu du poulet? - Oui, j'en prends / Non, je n'en prends pas", etc.)

### 4. Making Tests

Skill areas: Listening, speaking, reading, writing

Materials: Paper, pens

Procedure: Students prepare a questionnaire to find out about the habits of class members in any given area. They decide on the subject to prepare questions for (e.g.: eating habits, physical fitness, social life, etc.)  
Students answer the questions using one or two categories: beaucoup, assez, peu; souvent, rarement, jamais.  
The class may be divided into two groups, each of which prepares a test and answers the other group's test. A class discussion may follow.

#### Example: Test sur la forme physique

1) Est-ce que tu fais de la course à pied?

J'en fais souvent \_\_\_\_\_  
rarement \_\_\_\_\_  
jamais \_\_\_\_\_

2) Est-ce que tu fais de la bicyclette?

J'en fais souvent \_\_\_\_\_  
rarement \_\_\_\_\_  
jamais \_\_\_\_\_

3) Est-ce que tu manges des fruits?

J'en mange beaucoup \_\_\_\_\_  
assez \_\_\_\_\_  
peu \_\_\_\_\_

LINGUISTIC CONTENT: 24

EXAMPLE

24. Subject + y + verb (+ completive)

Quand vas-tu au cinéma?

- J'y vais après les classes.

LANGUAGE FUNCTION

- giving information about places

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. "Pourquoi y vas-tu?"

Skill areas: Listening, speaking

Materials: Picture cards depicting a location

Procedure: Divide class into teams and give each team a number of picture cards depicting a location. (e.g.: le cinéma, le restaurant, la maison, etc.) Each team takes turns and holds up a card. e.g. le restaurant and asks a student on another team "Pourquoi vas-tu au restaurant?" A point is scored for asking the question correctly. 2 points are given for the correct answer. "J'y vais pour manger un hamburger", etc.

2. "Tu peux y aller"

Skill areas: Listening, speaking

Materials: None

Procedure: Choose 2 students ahead of time and let them decide upon what condition they will set for allowing people to go to Ottawa (or any other city) e.g. they must take something that begins with the letter 's'; something that is round; something that is in the classroom, etc. The rest of the class take turns saying "Je vais à Ottawa et je prends \_\_\_\_." According to the prearranged condition, the leaders say "oui, tu peux y aller" or "non, tu ne peux pas y aller". From the permission granted or refused, the class tries to figure out what the condition is. As soon as the condition is guessed, the game is over, and may begin again with new leaders.

### 3. Sondage téléphonique

Skill areas: Listening, speaking, writing

Materials: list prepared as suggested

Procedure: Tell students that they have been selected to respond to a Statistics Canada survey which consists of two parts: a written questionnaire and a follow-up telephone confirmation on the use of local public buildings, of local businesses and Saskatchewan tourist locations.

Each student is given a list of ten public buildings, businesses or tourist spots. Each location on the list is preceded with a blank in which the student must fill the name of a family member or friend and an activity which he/she customarily performs there. e.g. "David joue au ballon-balai au stade. Nous regardons les animaux au Musée d'histoire naturelle à Regina. Nicole et Anne font du ski nautique au lac Waskesieu."

Students exchange their completed questionnaires with a classmate, who plays the role of telephone survey analyst. Survey analysts rephrase each point on the list into an oral question, to which the respondent must answer with the adverb "y". e.g. "Est-ce que David joue au ballon-balai au stade?" "Oui, il y joue au ballon-balai."

LINGUISTIC CONTENT: 25

EXAMPLE

25. Subject + reflexive /pronominal verb  
(present tense)

Tous les matins, je me lève, je  
me lave et je me prépare pour  
l'école.

LANGUAGE FUNCTION

- describing actions

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. A Comparative Study of the Customs of Various Cultures

Skill Areas: Listening, speaking, writing

Materials: Paper, pens

Procedure: Students are told that they will prepare a list of morning rituals they follow each day and then compare them to determine cultural differences.

Students prepare a list of the morning rituals they usually go through each day. Students include any details they wish (e.g. Je me lave avec de l'eau froide. J'utilise un peigne de bois pour me peigner les cheveux.).

The whole group together compiles a list of similar activities and activities that differ, based on their individual lists.

The participation of students who are from different cultural backgrounds will be especially useful at this stage.

The teacher may then use this activity as an introduction to a class discussion on cultural differences.

If there are not many ethnic groups represented in the class, this activity may be adapted to other topics, such as comparative study of the habits of boys and girls in the class, or of what students think other cultural practices are, etc.

**LINGUISTIC CONTENT: 26(a)**

**EXAMPLE**

26(a) Imperative forms of reflexive / pro-nominal verb (affirmative)

Réveille-toi à 7h. et va  
déjeuner tout de suite.  
Habille-toi avec des  
vêtements propres.

**LANGUAGE FUNCTION**

- advising others to do something

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Making Recommendations to Improve Group Outings**

Skill Areas: Listening, speaking, writing

Materials: Paper, pens

Procedure: Students think back to times when they have stayed in a hotel, a youth hostel, a campground, or have gone to a summer resort, Disneyland, etc. They each think of problems then encountered due to crowding (e.g. no hot water in the shower, no free tables in the cafeteria, etc.). Each makes a list of things to do to avoid similar difficulties and disappointments in the future. Students present their recommendations to the class (e.g. Si vous allez à l'auberge de jeunesse "La Chouette" à Québec, apportez un sac de couchage. Réveillez-vous tôt. Lavez-vous tout de suite si vous voulez de l'eau chaude, etc."). The other students may note down the recommendations given for future reference.



LINGUISTIC CONTENT: 26(b)

EXAMPLE

26(b) Imperative forms of reflexive / pro-nominal verb (négative)

Ne te couche pas après 11h.  
Ne vous lavez pas avant 8h.

LANGUAGE FUNCTION

- warning others not to do something

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. Establishing Rules for a Class Outing

Skill Areas: Listening, speaking, writing

Materials: Paper, pens

Procedure: Students will make up rules to follow for an educational class outing to a summer/winter camp. They must establish rules for the showers, general housekeeping, curfew time and wake up time, that is, rules for both their timetable and specific locations. The class is divided into two groups. The first group is in charge of evening and morning organization (that is, curfew time and wake-up time), and the second group deals with the showers and general housekeeping. Each group writes out its rules on a poster to be brought with the class and used on their excursion.

2. C'est la règle de la maison

Skill areas: Speaking, listening, writing

Materials: Paper, felt marker

Procedure: Students will make up new household rules for their parents' guidance. They must establish rules for the washroom, for general housekeeping, for curfew time and for wake-up times. Students may work in teams of two, with one student establishing rules for father, and the other for mother. Each illustrate the rules on a poster. The finished posters may be presented to the class. To receive credit for this project, students must take the poster home, obtain their parent(s)' signature on the back, and submit the endorsed poster for marking later during the week!

**LINGUISTIC CONTENT: 27**

27. **C'est + noun + qui + verb**

**C'est + noun + que + verb**

**EXAMPLE**

C'est Marie qui s'occupe  
des desserts.

Ce sont des desserts que  
nous mangeons.

**LANGUAGE FUNCTION**

- describing food/meal

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Planning a Potluck Supper**

**Skill Areas:** Listening, speaking

**Materials:** Paper, pens

**Procedure:** Students plan a potluck supper to take place in a nearby neighbourhood park. In sub-groups, students make up lists detailing what each student is to bring.

Each group takes care of one stage or aspect of the meal (e.g. les entrées, le repas principal, les desserts, les breuvages, et l'organisation matérielle du repas - assiettes, nappes, ustensiles, etc.).

When each sub-group is ready, the class gets together to plan the coordination of all the parts of the menu.

One member of each group explains his group's choices to the class (e.g. Comme entrée, qu'est-ce qu'on mange? Ce sont des crudités avec trempette que nous mangeons et des feuilles de vignes farcies. C'est Marie qui s'occupe des crudités. C'est Jacques qui connaît des recettes, etc.).

**LINGUISTIC CONTENT: 28**

**EXAMPLE**

28. **plus / aussi / moins + adjective + que**  
also irregular forms of comparison  
ex: meilleur

Tu es plus grand que Marie.  
Marie est aussi grande que Nicole.  
Monique est moins grande que Nicole.

**LANGUAGE FUNCTION**

- describing people, places and things

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Quelle est la longueur?**

Skill areas: Listening, speaking

Materials: Coloured chalk

Procedure: Have 5/6 students take turns drawing a straight line on the board. Each line should be of a different colour and a different length but the lengths should not be too varied. It helps if some of the lines cross. Challenge the class to judge the relative length of the lines. e.g. "la ligne rouge est plus longue que la ligne bleue", etc. Finally, measure the lines and write the measurements next to them.

Variation 1: Prepare a transparency with coloured lines of different lengths and have students come up with as many statements as possible regarding relative lengths.

Variation 2: Have students work in pairs. Each student draws a number of coloured lines on a paper and writes a number of sentences, some of which are true and some false. e.g. "la ligne jaune est plus courte que la ligne verte. La ligne noire est plus longue que la ligne rouge", etc. They change papers and must judge the validity of each other's statements.

**2. Les comparaisons**

Skill areas: Listening, speaking

Materials: 2 sets of cards, 1 set depicting adjectives, the other pictures of various objects.

Procedure: Have students work in small groups and choose a leader for each group. The leader chooses 4 cards from the picture set and places them so that the others can see. He/she then gives an adjective card to each player. The leader mentally chooses one of the picture cards and the others in the group must try to guess which one it is by asking questions using a comparison. The question must include the adjective on their card. (e.g.: if a student has "lourd", his question might be "est-ce que c'est plus lourd qu'un livre?") When each person has asked a question, someone from the group may make a guess as to the identity of the object. If

correct, that person becomes leader. If not, everyone passes their adjective card to the right and another round of questions begins. A new set of picture cards is used for each leader.

### 3. A bragging/modesty contest

Skill areas: Listening, speaking

Materials: None

Procedure: The students work in pairs. One makes a boastful statement about his/her attributes or possessions. The other counters with a statement of his/her own. They continue until one is unable to counter. They then each summarize their contest. (e.g.: "Je suis plus grande que Lisa mais elle est plus forte que moi", etc.) and report to the class.

LINGUISTIC CONTENT: 29

EXAMPLE

29. plus / aussi / moins + adverb + que  
also irregular forms of comparison,  
mieux

Tu cours plus vite que Marc.  
Marc court aussi vite que Robert.  
Robert court moins vite que Paul.

LANGUAGE FUNCTION

- describing

SUGGESTED ACTIVITIES FOR REINFORCEMENT

2. Writing an ad

Skill areas: Reading, writing

Materials: French magazines, labels of products found in the house, etc.

Procedure: Have students do some research as to how products are described in ads, in magazines or on product labels. They share their findings. Each student decides on one item he would like to create an ad for and designs the ad listing the product's best features, etc.

E. List of Structures - Grades 11 and 12

| Structure   | Example   |
|---|---|
| 1. le / la / les + plus / moins<br>+ adjective + de + completive<br>also irregular forms of the<br>superlative, ex: le meilleur | Marie est la fille la plus gentille<br>de la classe.<br>Marc est le garçon le plus fort<br>de tous.<br>Nous sommes les étudiants les plus<br>intelligents de l'école. |
| 2. le + plus / moins + adverb (+ de)<br>+ completive<br>also irregular forms of the<br>superlative, ex: le mieux                | Ryan court le plus vite de tous<br>les garçons.<br>Monique danse le plus souvent de<br>toutes les filles.<br>Marianne dessine le mieux de toute<br>la classe.         |
| 3. subject + verb (+ preposition)<br>+ infinitive   | Il commence à s'entraîner à<br>6 heures.<br>Deux heures avant la course, il a<br>fini de se préparer.<br>Il espère gagner.  |
| 4. subject + venir de + infinitif<br>- le passé immédiat  | Tu est trop tard, l'autobus<br>vient de partir.   |
| 5(a) Subject + ne + verb (+ preposition)<br>+ personne / rien / plus / jamais   | Je ne bois jamais de Coke.<br>Il n'a rien entendu.<br>Nous n'avons vu personne.   |
| (b) Personne / rien + ne + verb   | Personne n'est arrivé avant 7h.<br>Rien ne m'inquiète.  |
| 6. Subject + reflexive / pronominal<br>verb in passé composé<br>(+ completive)  | Il s'est lavé dans la salle<br>de bains.<br>Elle s'est reposée après une<br>journée, bien fatigante.  |
| 7(a) Preposition + quoi + verb ?  | A quoi penses-tu?<br>De quoi parle-t-il?<br>Avec quoi prépare-t-on une quiche?<br>Avec qui sors-tu vendredi?  |
| (b) Preposition + qui + verb ?  | De qui parles-tu?   |



(c) verbe + infinitif

Je vais vous la passer.  
Je pouvais l'y prendre  
tous les jours.  
Tu veux la leur envoyer.

(d) à l'impératif négatif

Ne me la passe pas!  
Ne l'y prends pas!  
Ne la leur envoie pas!

17. Order of pronouns after the verb  
(à l'impératif affirmatif)

|        |     |   |          |          |
|--------|-----|---|----------|----------|
|        |     |   | me (moi) |          |
|        |     |   | te (toi) |          |
|        | le  |   | lui      |          |
| Verb + | la  | + | nous     | + y + en |
|        | les |   | vous     |          |
|        |     |   | leur     |          |

Passe-la-moi!  
Prends-l'y!  
Envoie-la-leur!

18.✓ Subject + verb (au conditionnel)

Pourriez-vous m'indiquer où se  
trouve le bureau de poste?  
Je voudrais une douzaine de ces  
oranges là-bas.

19(a) Celui / celle / ceux / celles  
+ qui / que + complétive

Celle qui parle est la fille de  
mon voisin.  
Celui que tu vois là-bas est  
mon fils.

(b) Celui / celle / ceux / celles  
+ ci / là + complétive

Lequel de ces livres préfères-tu?  
- Celui-ci.  
Celui-ci est plus intéressant que  
celui-là.

20. Ce + qui / que + complétive

Je comprends ce que tu veux dire.  
Elle veut savoir ce qui l'inquiète.

21. Il faut que + subject  
+ verb (au subjonctif)

Il faut que je prévienne  
l'infirmière de l'accident.  
Il faut que tu téléphones pour  
une ambulance.

22. Agreement of the past participle

(a) verbs with 'avoir' as an auxiliary

Tes clés? - Je les ai vues sur  
la table.  
La ville que nous avons visitée  
était très jolie.

(b) verbs with 'être' as an auxiliary

Marie est partie avec Richard.  
Ils sont sortis ensemble.



(c) reflexive / pronominal verbs

Elle s'est lavée.  
Elle s'est lavé les mains.

23(a) Subject + **ne** + verb + **que**

Combien d'argent as-tu?  
- Il ne me reste que 2 \$.

(b) Subject + **ne** + verb + **ni... ni**

Je ne veux ni le voir  
ni lui téléphoner.

24. **Quand** + subject + verb (au futur simple) + completive, + subject + verb (au futur simple) + completive

Quand j'aurai le temps,  
je passerai te voir.

25. Subject + **vouloir** + **que** + subject + verb (au présent du subjonctif)

Mon prof de piano veut que je pratique 2 heures par jour.  
Il veut que je fasse des gammes tous les jours.  
Mon médecin veut que je mange plus de légumes et de fruits.

✓ 26. **Si** + subject + verb (à l'imparfait), subject + verb (au conditionnel)

Si j'étais riche, je partirais en voyage.  
Si j'étais directeur de l'école, nous serions en congé le vendredi.  
Si j'avais une moto, j'irais à Québec.

27. Subject + verb (au plus-que-parfait)

Ils étaient déjà partis quand l'autobus est arrivé.  
J'avais préparé un repas spécial et ils sont arrivés en retard.

28. Subject + **dire** (au présent / au passé composé) **que** + subject + verb (au présent / au futur / au conditionnel)

Il dit que le chien est méchant.  
Elle dit que sa mère sera fâchée.  
Nous avons dit que nous ferions le travail.

29. Subject + (indirect object pronoun) + **dire** / **demander** (+ **à** + noun) + **de** + infinitive + completive

Je lui ai demandé de porter la valise pour moi.  
Elle m'a demandé d'acheter des provisions.  
As-tu dit à Sue d'apporter ses disques.  
Il leur a dit de l'attendre chez eux.

30. Subject + verb (au passé simple)

Il entra et ferma la porte.

NOTE - TEACH FOR RECOGNITION AND UNDERSTANDING ONLY, NOT FOR MASTERY.

- |  |  |  |
|--|--|--|
| 31.  | Subject + verb (au futur antérieur)                                | <p>Tu iras te baigner quand tu auras appris à ramer.</p> <p>Je t'achèterai un violon quand tu auras étudié la musique.</p> <p>Tu iras au cinéma quand tu auras fini de manger.</p> |
| <p>NOTE - TEACH FOR RECOGNITION AND UNDERSTANDING ONLY, NOT FOR MASTERY.</p> |  |  |
| 32.  | Subject + verb (au conditionnel antérieur)                         | <p>Si les Japonais avait découvert le Canada, les habitants auraient parlé le japonais.</p>  |
| 33.  | en + present participle  | <p>Je peux chanter en courant.</p>   |
| 34.  | negative + infinitive  | <p>Combien de fois est-ce qu'on t'a dit ne ne pas fumer ici.</p> <p>On m'a conseillé de ne jamais y aller.</p>   |
| 35.  | possessive pronouns  | <p>Prête-moi ton stylo!</p> <p>- Pourquoi, où est le tien?</p> <p>Notre maison est bien plus grande que la leur.</p>   |
| 36.  | Voilà / il y a / ça fait<br>+ length of time + que<br>+ completive | <p>Ça fait trois ans que je ne t'ai pas vu</p> <p>Voilà deux jours que je téléphone chez lui sans succès.</p> <p>Il y a deux semaines qu'elle est partie en voyage.</p>            |
| 37.  | C'est + disjunctive pronoun<br>+ qui + verb (+ completive)         | <p>C'est moi qui l'ai fait.</p> <p>C'est elle qui joue le mieux.</p> <p>C'est nous qui avons trouvé la bonne solution.</p>   |
| 38.  | Il (Impersonal subject)<br>+ verb (+ preposition) + infinitive     | <p>Il faut partir tout de suite.</p> <p>Il vaut mieux lui parler.</p> <p>Il est important de comprendre.</p> <p>Il est défendu de s'arrêter ici.</p>                               |
| 39.  | Subject (+ pronoun) + faire<br>+ infinitive + completive           | <p>Hier, je me suis fait couper les cheveux.</p> <p>Il a fait réparer sa voiture par un mécanicien.</p>  |



**E. Suggested activities for reinforcement - Grades 11 and 12**

1. le / la / les + plus / moins  
+ adjective + de + completeive  
also irregular forms of the  
superlative, ex: le meilleur

Marie est la fille la plus  
gentille de la classe.

Marc est le garçon le plus fort  
de tous.

Nous sommes les élèves les plus  
intelligents de l'école.

**LANGUAGE FUNCTION**

**- expressing approval/appreciation**

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Making greeting cards / Appreciation Day**

Skill areas: Writing

Materials: Paper, pens, coloured pencils

Procedure: Have students establish a list of compliments that could be paid to people that they know (e.g.: "Tu es le garçon le plus fort de la classe". "Tu es la fille la plus intelligente de la classe".) Write names of all students on pieces of paper and put them in a box or hat. Have students draw a name from the hat - they must design a card using one of the compliments already listed (or any other). Have them present their cards to each other and display them to the class.

**LINGUISTIC CONTENT: 2**

**EXAMPLE**

2. **le + plus / moins + adverb (+ de)**  
+ completive  
also irregular forms of the  
superlative, ex: le mieux

Ryan court le plus vite de tous  
les garçons.  
Monique danse le plus souvent de  
toutes les filles.  
Marianne dessine le mieux de toute  
la classe.

**LANGUAGE FUNCTION**

- describing

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. A survey of class aptitudes**

Skill areas: Listening, speaking, reading, writing

Materials: Paper, pens

Procedure: Have the students work in pairs or small groups to design a questionnaire for the class to determine who is the most talented in several different areas. Students decide on the categories they want to include (dance, music, sports, etc.) - the required structure need not be used for the questions but on reporting conclusions, (e.g.: "Joues-tu d'un instrument de musique? Le(s)quel(s)? Depuis combien de temps? Est-ce que tu joues bien? etc.")

Once all the questions are compiled, each member of each team joins a different group. Everyone in the new group asks their questions of the group. Everyone switches to a new group several times until all questions have been asked of everyone.

Everyone returns to their original group and each group comes up with one statement for every question - following the required structure wherever possible.

Summarize the results on the board.

LINGUISTIC CONTENT: 3

EXAMPLE

3. Subject + verb (+ preposition)  
+ infinitive

Il commence à s'entraîner à 6h.  
Deux heures avant la course,  
il a fini de se préparer.  
Il espère gagner.

LANGUAGE FUNCTION

- advising others to do something

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. A Student Radio Report

Skill Areas: Listening, speaking

Materials: None

Procedure: Students plan a radio show to be broadcast on the student radio service. It will deal with every aspect of an athlete's training program before, during and after a competition (e.g. son régime alimentaire, son réchauffement, son rythme, la préparation de son matériel, etc.).

The show's format may be that of a documentary report or of an in-person interview with a top-ranking athlete.

Example: Reportage

- Le skieur de fond commence à faire du ski tôt dans la saison.
- Avant une course, il peut décider de dormir une dizaine d'heures.
- Pour déjeuner, il préfère manger des aliments sains et consistants, etc.

LINGUISTIC CONTENT: 4

EXAMPLE

4. Subject + **venir de + infinitive**  
- le passé immédiat

Tu es trop tard, l'autobus  
vient de partir.

LANGUAGE FUNCTION

- describing events which have just happened

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. Refusing Invitations

Skill Areas: Listening, speaking

Materials: Paper, pens

Procedure: The class makes lists of activities to do and places to go, on the blackboard.

Example: Choses à faire

- patiner

- courir

- manger

Endroits où aller

- aller au cinéma

- aller voir des amis

- aller au parc

Students make up invitation sentences, using the lists for inspiration. (e.g. Est-ce que tu veux patiner ce soir? Veux-tu venir au restaurant?)

They do the same for ways to refuse invitations. (e.g. Non, je viens de finir de manger. Merci, mais je viens d'y aller.)

Students practice inviting and refusing invitations in groups of three.

2. Inventing explanations

Skill areas: Writing, listening, speaking

Materials: None

Procedure: Prepare a list of questions to ask the class. Ask questions to the whole class and give time for them to come up with individual responses in writing. Have them discuss their answers in groups and have the groups report the most interesting answers back to the class.

Sample questions:

Qu'est-ce qui vient d'arriver?

1. Tu es dans la cuisine et tu entends un grand bruit qui vient du salon.
2. Tu as rendez-vous avec un de tes amis. Il arrive en retard très sale et très fatigué.
3. Tu parles à un de tes amis au téléphone quand elle dit "un instant s'il te plaît" et tu n'entends plus rien.
4. Ton petit frère rentre à la maison tout trempé. Mais il ne pleut pas dehors.

**LINGUISTIC CONTENT: 5**

**EXAMPLE**

5(a) Subject + **ne** + verb (+ preposition)  
+ **personne / rien / plus / jamais**

Je ne bois jamais de Coke.  
Il n'a rien entendu.  
Nous n'avons vu personne.

5(b) **Personne / rien** + **ne** + verb

Personne n'est arrivé avant 7h.  
Rien ne m'inquiète.

**LANGUAGE FUNCTION**

- Accusing/denying

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Accusing and Denying**

Skill areas: Listening, speaking

Materials: Student's names on slips of paper in a hat

Procedure: The class makes a list of situations in which a person must defend himself against an accusation. These need not be formal court situations, but events from everyday life (e.g. being accused of sipping someone else's Coke in the cafeteria at lunch, of taking someone else's coat from the coat rack at the dance, of stealing a purse from a school locker, or of spreading a juicy piece of gossip, etc.).

The teacher then pulls two names from a hat at a time.

The person whose name is called first must accuse the second person of one of the items on the list.

The accused must deny the story.



**LINGUISTIC CONTENT: 6**

**EXAMPLE:**

6. Subject + **reflexive / pronominal**  
**verb in passé composé**  
(+ completive)

Il s'est lavé dans la salle  
de bains.  
Elle s'est reposée après une  
journée bien fatigante.

**LANGUAGE FUNCTION**

- narrating

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Describing a Comic Strip Sequence**

Skill areas: Listening, speaking

Materials: Eight separate numbered comic strip frames

Procedure: Students get into eight groups and elect one representative per group.

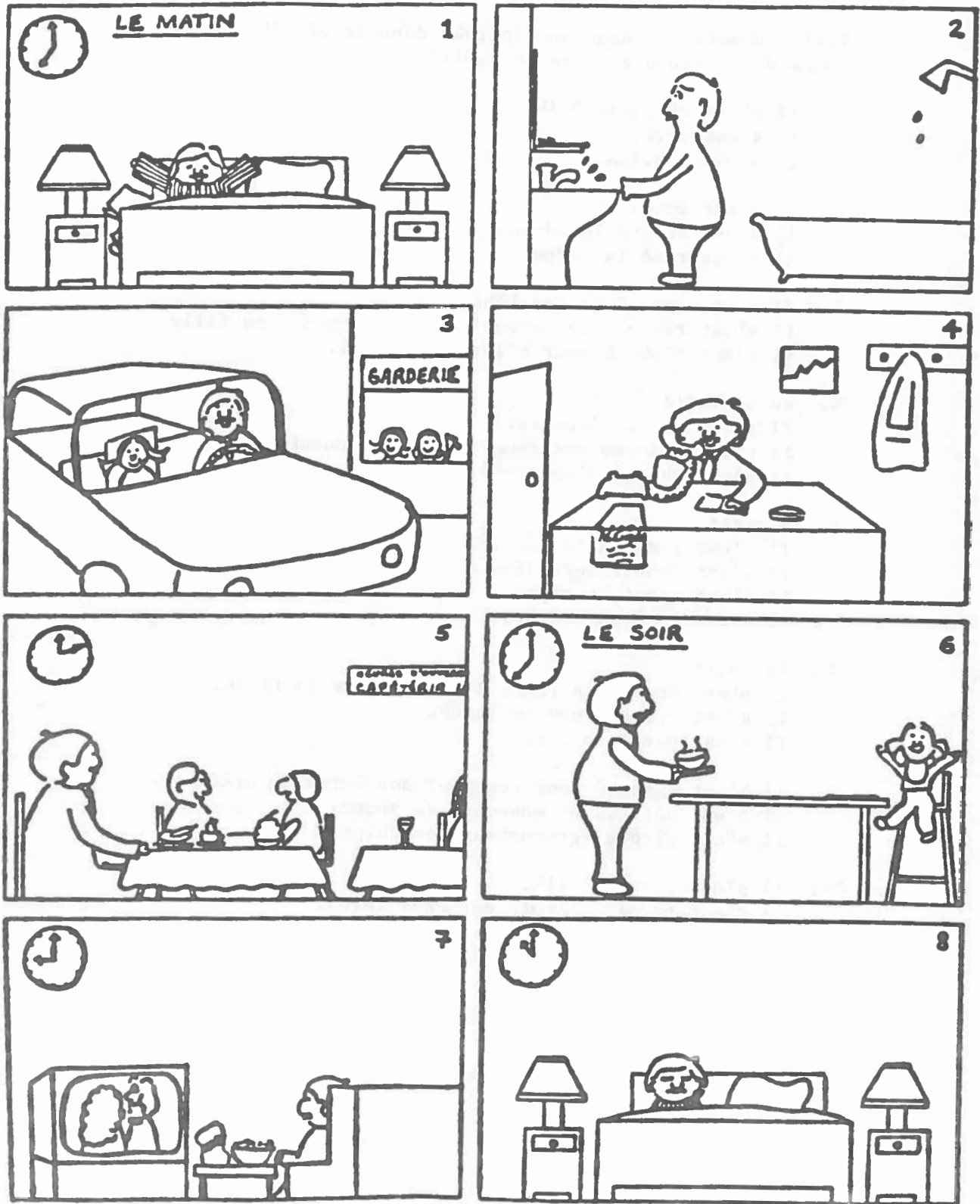
Each group is given one numbered frame of an 8-frame comic strip sequence. The teacher tells students that the frames illustrate a day in the life of a man named Eric Moreau. The teacher calls attention to the number in the top right hand corner of each frame. Each group makes up at least 3 sentences for its frame, of which at least one sentence uses the above structure in the past tense.

The eight representatives stand up in front of the class. They stand in order, according to the numbers on the frames, in order to relate the complete story.

Each representative says his/her 3 sentences in turn.

Representatives listen to what the other representatives say to make sure the story makes sense. The rest of the class helps with corrections as the representatives proceed in order, picking out mistakes in logic, etc. (refer to the comic strip sequence on the following page).

UNE JOURNÉE DE LA VIE D'ÉRIC MOREAU



Note: Comic strip is taken from Parler et Écrire, avec la bande dessinée - C.E.C.

Voilà comment se passe une journée dans la vie d'Eric Moreau, homme de carrière et père de famille:

1. Il s'est réveillé à 7h.  
Il s'est levé.  
Il s'est habillé.
2. Il s'est lavé.  
Il s'est brossé les dents.  
Il s'est rasé la barbe.
3. Il s'est occupé de son bébé.  
Il s'est rendu à la garderie pour y déposer sa fille  
Il s'est dépêché pour aller au travail.
4. au travail:  
Il s'est mis à l'oeuvre.  
Il s'est informé des réunions de la journée.  
Il s'est chargé d'un grand projet.
5. à midi:  
Il s'est rendu à la cafétéria.  
Il s'est changé les idées en mangeant.  
Il s'est servi un repas.  
Il s'est payé un dessert.
6. le soir:  
Il s'est occupé de faire à manger pour sa fille.  
Il s'est préparé une omelette.  
Il s'est servi un café.
7. Il s'est dépêché pour regarder son émission préférée.  
Il s'est détendu en ensemble de sport.  
Il s'est gâté en grignotant des chips.
8. Il s'est couché à 11h.  
Il s'est promis d'avoir de beaux rêves.  
Il s'est endormi.

**LINGUISTIC CONTENT: 7**

**EXAMPLE:**

7(a) **Preposition + quoi + verb ?**

A quoi penses-tu?  
De quoi parle-t-il?  
Avec quoi prépare-t-on une quiche?  
Avec qui sors-tu vendredi?  
De qui parles-tu?

(b) **Preposition + qui + verb ?**

**LANGUAGE FUNCTION**

- seeking factual information

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Class Survey**

Skill areas: Listening, speaking, writing

Materials: Paper, pens

Procedure: Students get into groups of 3 or 4 and make up questions based on a theme. (e.g. la cuisine: "A quoi sert une serviette? Avec quoi mange-t-on la soupe? De quoi a-t-on besoin pour mettre le couvert? etc.")

All groups pool their questions, which are then written up on one sheet. The questions must all have the same structure.

Each student receives a copy of the sheet and marks down an answer for each question.

When the students have completed the questionnaire, they circulate around the classroom and ask each other the same questions.

Whenever they come across a student whose answer is the same as their own, they mark down that person's name beside their own answer.

The first student to find five other people with the same answer for five different questions is the winner.

**2. A quoi penses-tu?**

Skill areas: Listening, speaking

Materials: None

Procedure: Choose a word (blanc, fleur, musique, téléphone, voiture, soleil, etc.) and write it on the board.

Ask a student "A quoi te fait penser le mot 'blanc'" and write the answer given on the board, e.g. neige, while asking student to justify choice. Ask another student "A quoi te fait penser le mot 'neige'" and write the answer again. Continue for 10 - 12 students then start with a new word.

Variation

Have students make list of their own word associations and present them to their classmates.

LINGUISTIC CONTENT: 8

EXAMPLE

8. Noun + preposition  
lequel / laquelle / etc. + completive

Le stylo avec lequel j'écris  
est à mon père.  
Je ne connais pas le livre duquel  
tu parles.

LANGUAGE FUNCTION

- describing

SUGGESTED ACTIVITIES FOR REINFORCEMENT

1. A Guessing Game

Skill areas: Listening, speaking, writing

Materials: Paper, pens

Procedure: Students get into threes and think of objects for which they make up a sentence using the above structure. The sentence serves as a clue to the identity of the object and is written down. Students get into threes again, making sure that they are not with the same people that made up the original group. In turn, each student announces his/her clues to the others in the new group and they try to guess the identity of the mystery objects. Students share the best puzzles with the class.  
(e.g. La chose avec laquelle j'attache ensemble deux feuilles d'habitude est faite de métal plié.  
Solution: une trombone  
L'objet dans lequel tu mets tes vêtements avant un voyage est pratique pour le camping.  
Solution: un sac à dos.)

**LINGUISTIC CONTENT: 9**

**EXAMPLE**

9. Noun + preposition + qui  
+ completive

Je connais la femme pour qui  
il travaille.

**LANGUAGE FUNCTION**

- expressing facts about people and events

**SUGGESTED ACTIVITIES FOR REINFORCEMENT**

**1. Clue**

Skill areas: Listening, speaking

Materials: Cue cards, text

Procedure: Introduce the text about the robbery. Tell the students that they are expected to describe how the crime was committed. Have the students get into groups of 4. Make sure that everyone has a cue card and that each group has a complete set of 4 cards. Have the students share the information on the cue cards and try to reconstruct the details of the crime. Have different groups share their findings and discuss any disagreements.

















































































































































































































































