"HELP ME HELP MYSELF"

A STUDY IN SELF-DIRECTED LEARNING

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Many thanks should also go to a group of teachers from Lothian schools working on self-access, and with whom I made my first steps into Self-Directed Learning.

And finally, to some of the teachers I have had at school and university in France, as well as some teachers I have met in Scottish schools, for making me aware that I didn't want to teach in the way I had been taught!
I have chosen to discuss Autonomy / Self-Directed Learning which is not a new trend in education, but is certainly one which is more and more mentioned nowadays.

Since I came across this concept I have been very enthusiastic about it, and it opened some new horizons for my conception of education. Through my work I would like to share with you what I learnt from others and what I experienced in schools.

Reading this paper you might think that it is totally unrealistic and you might well put it aside, but if you are ready to take a challenge I hope that my enthusiasm will be infectious.

In part one of my work I talk about the political background of the concept of Autonomy Learning, and also about the geographical extent of its various applications.

In part two I give some definitions of the notions of Autonomy Learning, Self-Directed Learning and Individualisation which are closely related but subtly distinct. I also speak about the prerequisites of the setting-up of an autonomy learning environment.

In part three I talk about natural needs to learn, embedded in each of us. I also try to show what autonomy learning means for a child in a school context, and how beneficial it is for his personal development. Then I analyse the teacher's attitude and role in a similar context.

In part four I expose some practical organisational problems of a Self-Directed Learning situation, and explore the ways to adapt slow learners to this context.

Finally, in part five I relate some personal experience I have had in setting up an autonomy learning situation.

As a last point, I would like to say that for the convenience of the reader I decided to avoid the 'he/she' dilemma, because it makes the reading more difficult. I used 'he' and 'she' in an interchangeable way.
1

POLITICAL BACKGROUND TO THE MOVEMENT TOWARDS
AUTONOMY LEARNING

The idea of 'Autonomy Learning' is not new. It dates back to the 60's when people concerned with education really started to think about it. The concept of 'Autonomy Learning' itself appeared earlier in the century, without having been thoroughly explored at that time.

In the 60's, an urge for Democracy emerged, stronger than ever before, all over Europe and in America. Part of this was a claim made by young people that they be given a better education, towards which they would have some power of decision, and which would be more equal for everybody.

At any level in society there was a socio-political tendency in favour of social progress. The main idea was to improve the 'quality of life' by giving more importance to the individual within society.

The idea had great repercussions on education where the whole process was meant to start.

Generally speaking, if democratic societies were to have adults who would think and act as independent and responsible individuals, the system of education had to be re-thought and adapted to give more autonomy to people in their own learning.

Another argument in favour of the movement was that the system of education should adapt gradually to an ever changing society.

One of the strongest protagonists for a change in the education field I have heard about so far, is the American psychologist Carl R. Rogers who claimed that

"The only man who is educated is the man who learned how to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security." (C. Rogers, 1983)

The delivery of a package of knowledge and skills to passive people was felt to be no longer adequate; the individual needed to be aware of what he learnt and how he learnt it, so that he would be "better equipped to face the changing and developing situations which he [would be] likely to meet in adult life." (J.L.M. Trim, 1976)

In this way the learner would have the tools to continue his learning by himself rather than "simply being left with the residual product of learning, which atrophies the longer the learning experience is left behind." (J.L.M. Trim, 1976)

But this new approach to education meant a real revolution, a complete reshaping of the educational system and methodology, a radical change that
not everybody was ready to face.
This enthusiastic movement met opponents from the start and is still
objected to nowadays. For some people the change represented a threat which
was directed at this prospect of a radical change in education, and also
implied a re-thinking of the training of people who would be involved in
education.
In spite of fairly strong opposition, the idea of autonomy learning was
first applied to adult education, to be extended later to tertiary,
secondary and primary education.
Although some changes have taken place, we would be wrong in thinking that
the idea is universally accepted nowadays. Only a few Western countries
have adopted the idea, but so far only a small number of experiments in
each country have started.
GEOGRAPHICAL EXTENT OF AUTONOMY LEARNING EXPERIMENTS

a- Throughout the World

Experiments in autonomy learning have been carried out in many parts of the World, Canada, America, New-Zealand and Europe. Although all the people involved in the movement were guided by the same urge for democracy, their approach to the idea of autonomy learning differed according to their political background, the state of their educational system at that time, the motivation of each individual and other factors.

But for the moment I will concentrate specifically on Europe, which concerns us more directly.

The idea of autonomy learning was taken in hand by the Council of Europe whose aim has been to spread the reality of democracy in education within Europe. The eight countries which have experimented with the concept of autonomy learning in education include Denmark, Finland, Belgium, Italy, Switzerland, Ireland, France and Great Britain.

In the experiments, each country adapted the new notion to its educational system in different ways according to the context at that time. Therefore the diversity in the application of autonomy is great and depends on several factors:

1. the institutional context

The range of experiments took place in different institutions : schools, universities, adult education centres and colleges of education.

2. the human context

Considering the variety of institutions involved, it implied that very different people, from school children to adults, took part in the experiments.

3. Other factors

In the different countries, a variety of subjects have been the object of the experiments. For instance in Denmark, the notion of autonomy is applied throughout the curriculum, whereas one of the experiments in France concentrates on foreign languages.

Each country adapted the notion to its context and the objectives range from a total autonomy to a partial autonomy in learning.

Methodologies adopted varied from place to place according to the people who initiated them.

And finally, another important factor is the socio-cultural environment which varies from country to country and involves questions about educational policies and the ideological context.

Although these experiments have evolved along different lines they hold something in common. The word flexibility is common to all of them. There
are so many ways of applying the notion of autonomy learning to an educational system that it offers a lot of possibilities of adaptation according to the personality of the initiators involved, materials used and facilities available.

b- In contemporary Scotland

In Scotland the notion of autonomy learning appeared concretely in the 80's when the new educational programme 'Standard Grade' was undertaken. It also emerged at the same period with what was called 'Open/Flexible Learning', about which I will speak later. Along with Standard Grade was introduced the idea of giving more responsibility to the learner for his own learning. In the package about Standard Grade produced by the SCCC (see note 1), the terms 'Resource Based Learning' are used. They also imply an idea of self-responsibility on the part of the learner. The following definitions are given:

"Resource Based Learning is learning which uses a variety of materials [...] which cover a wide range of difficulty. This allows pupils of all abilities to work at their own level and pace." (SCCC, Standard Grade, Modern Languages).

Among the advantages that they stress are a "greater flexibility" for the course, and the fact that it "encourages self-reliance" among pupils. Within such a system they see that

"the experience gained by pupils in retrieving and returning materials, using answer sheets, being responsible for their own work, etc is as important as the content of the activities." (SCCC, Standard Grade, Modern Languages).

In other respects, a certain degree of autonomy is already given in some Scottish schools. I think that an increasing number of people in the education field have become aware of the need for more autonomy in learning and try to promote it in their schools or in other educational institutions. Some meetings are actually held in some schools to raise awareness among teachers of the possibilities in autonomy learning.

To come back to the notion of 'Open/Flexible Learning' (above), this is another field in which autonomy learning was promoted. The project was initiated in the early 80's in Colleges and one of its first aims was

"To focus on Learner Autonomy thus attempting to create independent learners who are prepared for lifelong learning, as a resource for the future."


The main focus of the current re-thinking in Scottish education is thus developing along the lines of autonomy learning.
I believe that this is a big step forward in education which has to be promoted, but a great number of people still have to be convinced. I think that if schools could change their educational policies — focussing on teaching children how to take responsibilities for their personal development within and outwith the school context —, then they would achieve a big step forward.

REFERENCES

3
SOME DEFINITIONS

There are three main terms applying to the same notion of autonomy learning with subtle differences. In this section I will attempt, as far as I can, to give you a definition of the jargon I will be using in the following sections.

a— Autonomy Learning

Autonomy learning is defined as "the ability to assume responsibility for one's own affairs." (H.Holec, 1980).

The degree of responsibility accepted by each individual varies a lot according to personality. In some cases, the individual will need more help from the outside, either from the teacher or from other members of the group.

Before going any further I should set out clearly the different aspects of learning for which the individual could take responsibilities:

"1. determining the objectives
2. defining the contents and progressions
3. selecting methods and techniques to be used
4. evaluating what has been acquired."

(H.Holec, 1980)

The totally autonomous learner (in an ideal situation) would be able to make decisions concerning each step of the process of learning.

The degree in decision-making varies according to the individual if he is given the opportunity to take any responsibility.

The extreme opposite to total autonomy is more common in our educational systems throughout Europe and perhaps elsewhere also. In this situation the learner receives the information passively in a set-up where everything has been thought-out and planned for him. In this case, the learning is almost completely external to the learner as opposed to an autonomy learning environment where the learning is his.

For Leslie Dickinson "autonomy represents the upper limit of self-directed learning measured on a notional scale from total direction to full freedom." (L.Dickinson, 1976). I will come back to the notion of self-directed learning (SDL) later.

On a psychological point of view, autonomy has been defined in these terms:

"learner autonomy is essentially a matter of the learner's psychological relation to the process and
content of learning. We recognise it in a wide variety of behaviours as a capacity of detachment, critical reflection, decision-making, and independent action."  
(D. Little, 1990)

But D. Little acknowledges also that

"The various freedoms that autonomy implies are always conditional and constrained, never absolute."  
(D. Little, 1990)

In other words, D. Little implies that there is a notion of interdependence, but not of total detachment, between the learner and his learning environment.

b- Self-Directed Learning

The principles of self-directed learning don't differ from those of autonomy learning. The subtle difference between the two notions lies in the degree of responsibility taken by each individual for her own learning. Therefore the definitions I will give in this section will be very similar, but it is for me an attempt to further clarify these confusing notions. The following definitions try to explain the role of the learner herself:

"[...] The defining characteristic of SDL is that the learner makes free choices at each of a series of node points in the learning path. Where all of these choices are made freely, we have fully self-directed learning, where only some are freely made we have some degree of self-directed learning." (L. Dickinson, 1976)

In this definition, the notion of "fully self-directed learning" is equivalent to total autonomy.
H. Holec describes SDL in these terms:

"[...] in self-directed learning the learner himself defines his objectives and the essential consequence of this will be the introduction of the learner's specific personal dimension. [...]"
"[...] he himself will decide what is indispensable, what is secondary, and what is useless. [...]"

(H. Holec, 1980)

In this definition, H. Holec introduces another notion related to SDL, "the learner's specific personal dimension" which is taken into account in the self-directed approach to learning. The learner is guided by her own personality in her choices she makes for her learning. Whereas in a traditional educational context, personality factors are very much underestimated and usually forgotten. This notion of 'personal dimension' relates in some ways to an aspect developed by C. Rogers that I will talk about later.
The concept of 'individualisation' is very closely related to the two previous concepts, although it is distinct from them. L.Dickson differentiates "individualised instruction/learning from autonomous self-directed learning. Individualisation does not necessarily mean autonomy, because individualised work can still occur in a strict teacher-directed context.

On the other hand, autonomy and SDL implies individualisation, although it is not restricted to this aspect only. However, individualised learning is a necessary condition for autonomySDL, but not sufficient.

In other words, it is very important to distinguish the two concepts. Autonomy in learning must also be achieved in contact with others throughout a co-operative learning.

In Scotland, some courses have been set up to apply the concept of SDL to some extent. The short course 'SCOTVEC' for example, incorporates a notion of SDL in its conception. It is presented as units of knowledge in a particular subject that students choose out of interest - theoretically at least. The only aspect of SCOTVEC I can see so far as being self-initiated is that primary choice made by the student. In practice, these short courses could be very appropriate to SDL, but unfortunately, they are often taught in a traditional way.
**PREREQUISITES TO AN AUTONOMY LEARNING / SDL ENVIRONMENT**

In this section I will use another term which hasn’t been defined yet. It is the word 'self-access' used in relation to self-directed learning. It describes the materialistic part of the system where learning materials are made available to pupils to use in their own way.

**a- Teamwork throughout the whole school**

There seems to be a common feeling among people I talked to and who have experienced SDL in their schools. It concerns the importance of a strong cohesion in the school educational staff working towards the same aim and promoting autonomy in a school. If everybody from the teachers to the managerial staff commonly agreed on lines to follow, then the situation would be ideal to develop an autonomy learning environment. In this educational approach, each individual needs a lot of support from the others. But unfortunately, most of the time the context is not perfect. It is more common to see a group of teachers in the same subject department, or even more common, single teachers putting all their energy in trying to create an autonomy learning context for their pupils.

Yet, it is encouraging that some experiments have been successful. I can only refer to schools I have heard about within Lothian Region in Scotland. I want to mention the Community High School in Wester Hailes. In 1985-86 they adopted a new approach to learning with the concept of self-directed learning as a basis. The experiment worked, because teachers were supported by the managerial staff who allocated some time for the teachers to set up self-access materials as a team.

Susan Sheerin, an experienced teacher, states that the setting-up of an SDL environment needs "coordination and the agreeing of clear objectives before materials preparation begins in order to lend coherence and balance to the materials produced." (S. Sheerin, 1989).

**b- Autonomy learning is a risk-taking 'business'**

The setting-up of an autonomy learning environment requires a lot of involvement from teachers, and the conviction that it is a positive approach to learning.

The American psychologist C. Rogers stated that no methods will be effective unless "the teacher's genuine desire is to create a climate in which there is freedom to learn." (C. Rogers, 1983)

Self-directed learning is a risk-taking approach for both the teacher and the learner. On the one hand, the teacher has to release the reins of power and control over the process of learning, which she must be ready to share with the pupils. On the other hand, the pupils must take some
responsibility for their own learning; make decisions.
in either way it is not an easy and comfortable situation to be in at the
start. It is one of the reasons why both teachers and learners should be
trained so that the system can work.

"L'autonomie s'apprend; ce n'est pas une attitude
innée." (René Richterich, 1988)

In other words,

"This ability is not inborn but must be acquired
either by 'natural' means or, as most often happens by
formal learning, i.e. in a systematic, deliberate way."
(H.Holec, 1980)

c- Co-operation of the learner

Autonomy can be a very difficult attitude for a child to adopt, therefore
he must be supported both by the adults and the other members of the group
in his approach to autonomy. It would not be surprising if a teacher
willing to create an autonomy environment was facing the reluctance of some
children, because autonomy learning implies a challenge that some children
might not feel strong enough to face. These pupils would be more difficult
to handle, but I believe that a majority of children who come to school for
the first time would be naturally attracted by some degree of autonomy at
least.

In this respect, I agree with what B.F. Skinner said about the learner:

"To acquire behavior the student must engage in
behavior." (B.F. Skinner, 1961)

Therefore, it will be understood that it is not enough to engage in
autonomy learning just 'for the sake of it'. It is necessary that it should
be felt as a positive thing to do both on the teachers' and the students'
sides. Regarding this aspect, C. Rogers stated that

"It does not seem reasonable to impose freedom on
somebody who does not desire it. When students are
offered the freedom to learn on their own
responsibility, there should also be provision for
those who do not want this freedom and prefer to be
instructed and guided." (C. Rogers, 1983)

d- What reluctant people argue

The setting-up of an autonomy learning environment is made all the more
difficult by people who are not convinced that it is a good way to approach
education. A lot of the negative reactions are quite understandable,
because getting involved in such a new system does require a lot of energy
and risks.
The main 'dangers' which are considered when the idea of autonomy learning is put forward are the following:

1. That setting-up a self-directed learning system would create big problems of organisation, some people even use the word 'anarchy'. I believe that it would be difficult to set up such a system at the beginning, but I also believe that if everybody assumes some responsibility in the project, i.e. both educational staff and pupils/learners, then the task could become lighter for each person involved. I think that in a traditional system, the burden of organisation is even heavier, because the educational staff assume all the responsibilities for the learning and don't share it with the learners. At least, if they were ready to share some of it, they would also be able to share the blame if something didn't work - e.g. if a pupil said that he is bored with the activity that he had chosen to do initially, then he could only blame himself for the bad choice.

2. Another concern is the programming and organising of a coherent learning experience if learners have to be involved in it also. I think that this argument is quite sensible really, because it could be a problem in some cases. This is another reason why autonomy learning cannot be set up overnight. It has to be thought out carefully but keeping in mind - and this aspect is very important - that both the staff and the learners have to be involved together from the beginning of the project. Hence the importance of good co-operation between the members of the same institution, because if the managerial staff is understanding, then some time could be allocated to set up the system.

3. The problem of 'ability discrimination' has also been raised. Some people argue that in a SDL context, the 'high-ability' children would form a group together and leave aside the so-called 'low-ability' children. I am actually not very sure about this point, but I tend to think that the children would be more attracted by the idea of forming a group of people with the same interests, helping each other in their work, and in this way it would be more likely that the group would be a mixed-ability one. Furthermore, it is also the role of the teacher to make sure that this kind of radical grouping does not occur and does not hinder the process of learning of each individual within the class. This is where the role of the adult is very important, because she is there to provide guidance and support to pupils who need it, and in such a setting, she is made more available to the individual or a group of individuals.

4. Some people argue that in a SDL environment, the equivalence in examinations would suffer. This is another good reason to think that autonomy should be adopted coherently. It is true that theoretically, in an SDL context, children are to some different extent responsible for the choice of content of their learning. But we must not forget that the teachers have a say in this process as well and could balance the content according to the requirements of the curriculum. I agree that setting-up an SDL environment is a risk-taking enterprise, but I am also convinced that if people are committed and believe in the idea, then it can be a very positive experience for both adults and children.
providing that the concept of autonomy/self-directed learning is not misunderstood.

REFERENCES

PART 3

5

A NATURAL URGE FOR LEARNING

"I don't mind being
done and feathers, Mum.
I just want to know what
I can do in the air and
what I can't, that's all.
I just want to know."

(Jonathan Livingston Seagull)

When I was a pupil at school I quite enjoyed it, because it was a place where I could learn many things, but quite often I did not feel totally involved in what was going on in the classroom. It is much later that I realised that my lack of interest was only due to the fact that some of the things which were taught were of very little or no relevance to me.

In one of my readings, I discovered that we all have something in common concerning knowledge:

"[...] there exists a fundamental urge to make sense of the world and bring it under deliberate control."

(Margaret Donaldson, 1978)

This urge for learning exists in each of us, but is unfortunately quite often inhibited when the child starts going to school, and especially when he enters secondary school where the delivery of knowledge is channelled towards examinations.

M. Donaldson also states that

"[...] there is a fundamental urge to be effective, competent and independent, to understand the world and to act with skill."

(M. Donaldson, 1978)

It is very sad to observe that these aspects are very often ignored in education, maybe not so much in primary schools where I have seen teachers giving great importance to pupils' interests, but certainly in secondary schools. For a teacher, it is a difficult thing to acknowledge, but if we start thinking back to the years when we were at school, is there not a bitter feeling of frustration coming back to our mind? If it is the case, then we should try by any means to avoid making our pupils have the same kind of feeling.
I don't want to go further at this stage, but I would like to mention a passage from a book, which deeply disturbed me because of the true feeling it carries. (see note 2).
AUTONOMY STEP BY STEP:
WHAT IT MEANS FOR THE CHILD / LEARNER

"That, however, is not my fault.
The grown-ups discouraged me in
my painter's career when I was
six years old, and I never learnt
to draw anything, except boa from
the outside and boa from the inside."
(The Little Prince)

a- Autonomy, Why?

'To learn how to learn' should be a primary aim in education today.
J.L.M.Trim states that

"No school, or even university, can provide its pupils
with all the knowledge and the skills they will need in
their adult lives."
(J.L.M.Trim, 1988)

Therefore it is more important that the children should learn how to take
responsibility for their own development. An autonomy learning context
seems to be ideal to develop the necessary skills, self-confidence, self-
esteeem and self-knowledge that are the keys to success for the individual
in his adult life.

b- The different steps towards autonomy

In this section I will use the four components of SDL as defined by
H.Holec:

"- determining the objectives
- defining contents and progressions
- selecting methods and techniques being used
- evaluating what has been acquired"
(H.Holec, 1980)

I would like to take each component and explain what it means for the
learner to be involved in each step of her learning.
"Determining the Objectives"

I believe that one of the essential things that teachers should remember before starting any kind of teaching is that the pupils who come to their classes are individuals who have a past, they have had good and bad experiences for which they had varied feelings. At the age of 11 or 12 when they come to secondary school, they are already experienced human beings and not hollow bodies. I think that it is a good reason to allow them some responsibility for their own learning. Each individual bases her learning on what she already knows, hence the fact that learning is a very personal thing, and the best way to develop it is to take charge of it oneself. Douglas Barnes is often quoted in this context:

"To learn is to develop a relationship between what the learner knows already and the new system presented to him, and this can only be done by the learner himself." (D. Barnes, 1976)

I myself, believe firmly in this statement that one can only learn if there is some relevance to one's personal world.

To refer to my personal experience as a pupil again, I remember that when I was 15, I was asked to go to computer classes, because it was part of the programme. Unfortunately at that time I built up a strong antipathy towards this subject, because it was totally irrelevant to my personal interests, and I had no idea when, how and why I would ever possibly want to use a computer.

But a few years later, I reconciled myself to computers and went, of my own free will, to learn how to use them, because then I could see their usefulness.

I would like to quote Barnes again, because I feel that what he says is very appropriate to what I experienced as a pupil and I believe that I share this feeling with other people as well:

"School knowledge is the knowledge that someone else presents to us. We partly grasp it, enough to answer the teacher's question, to do exercises, or to answer examination questions, but it remains someone else's knowledge, not ours." (D. Barnes, 1976)

Enough to demonstrate how important it is for the learner to take part in the decisions over what she wants to learn.

I know that some people will frown upon this idea. I also know that it sounds very idealistic, but I am convinced that it can work and can be very beneficial for both learners and teachers.

I am fully aware that this step of learning would vary a lot in its application from school to school according to the children involved, but the teacher has an essential role to help the children as much as needed to go through each stage of learning.

Some teachers who have set up an SDL system in their classroom told me that it was successful, but a lot of time had to be spent on teaching children how to take responsibilities, and at that time the study of the particular subject was not the primary objective.
I "defining contents and progressions"

I would like to take up the idea that Holec holds about contents and progressions. The second most important feature in self-directed learning is that the contents are no longer "brought-in" from the outside but are "created" by the learner herself. This creation will be the result of an observation of materials available to the learner (books, videos, etc...). As to progression it will be determined by the learner according to her own needs.

At this stage again, the learner will need a lot of help and guidance from the teacher.

The question could come up as to whether or not the learner will choose the 'right' materials to learn. Here again, the teacher has her share of responsibility. If for example, the teacher judges that a pupil has not chosen the appropriate material to develop a particular skill, she could discuss it with the pupil and come to terms with a reasonable solution. But the teacher must be careful that in this situation she does not impose her will upon the child, otherwise the whole idea of self-initiative would be hindered.

I "selecting methods and techniques to be used"

At this stage also, the learner will need some help and guidance and if there is disagreement over the methods and techniques chosen by the pupil, the teacher and the learner could discuss the issue together.

In choosing his methods and techniques for learning, Holec believes that the learner will proceed by trial and error. At first he will choose a way which he thinks is suitable, he will try it, and if it turns out to be unsuccessful, then he can try something else.

"The methods and techniques which will be available to the learner will include:
- those that he knows because he has used them in earlier studies;
- those he will learn of from other learners or in miscellaneous teaching materials;
- those he will design for himself."

(H.Holec, 1980)

I understand that here again, the teacher plays an important role.

I "evaluating what has been acquired"

It is essential to make the distinction between external and internal evaluation.

External evaluation is based on external criteria in relation to the curriculum and the national standard. It is the case of examinations and certificates at school. This kind of evaluation is almost totally external to the learner, she has no power over it.

The notion we are concerned with in SDL is self-evaluation. In this case the learner has almost total power over the process. She chooses her
criteria according to the importance she gives to the different parts of her learning and to her idea of what is satisfactory performance. It does not mean in any way that the teacher has nothing to say on the matter. At this stage the teacher has to be involved to compare his requirements on the level of acquisition with the learner's. In case of disagreement on the evaluation, the matter would have to be discussed with the learner. (see note 3)
Thus, evaluation is a constant activity between teacher and learner to evaluate aims and objectives, materials, activities, as well as learner's and teacher's role. I would like to mention Leni Dam's experience in Denmark where SDL has long been a tradition in education. He suggests four questions on which the learner could base her evaluation:

" - what [did] I / we do ?
 - why [did] I / we do it ?
 - how [did] I / we do it ?
 - what can it be used for ? "

(Leni Dam)

Teachers who have experienced SDL feel that self-evaluation is a key-level in the process of learning, because it is through it that the whole meaning and value of the individual experience of learning take shape. The whole process of learning is justified by self-evaluation.
TOWARDS AN AWARENESS OF ONESelf AND OTHERS

"You have to practice and see the real gut, the good in everyone of them, and to help them see it in themselves. That's what I mean by love. It's fun, when you get the knack of it."

(Jonathan Livingston Seagull)

SDL provides a very important experience for teachers and learners alike concerning human relationships. Through it learners develop self-esteem, self-respect and self-confidence in a first stage, and in a second phase each individual in relation to the others in the group will develop knowledge, respect and trust in the others.

Holec describes this aspect as being an objective for the learner:

"(...) to develop an awareness of his own role as well as that of other participants in the on-going teaching-learning process, to develop cooperative strategies, awareness of peer-tutoring techniques, and a sense of responsibility for social aspects of classroom interaction."

(H.Holec, 1988)

This whole attitude is something which has to be learnt as well. A successful experiment has been carried out in a Lothian School in Scotland (Castlebrae Community School) where teachers used the technique of the 'Talisman' to train pupils in respecting each other. (see note 4)

When such an atmosphere is developed in a classroom, learners and teachers feel a lot more relaxed in their relationships. C.Rogers collected some statements made by some American students who had a similar experience. (see note 5)
THE ATTITUDE AND THE ROLE OF THE ADULT
IN AN AUTONOMY LEARNING ENVIRONMENT

"The grown-ups' response, this time, was to lay aside my drawings of boa constrictors, whether from the inside or the outside, and devote myself instead to geography, history, arithmetic and grammar. That is why, at the age of six, I gave up what might have been a magnificent career as a painter." (The Little Prince)

A-An attitude

a- Being oneself in the classroom

It is important that the teacher should behave as a real person, a true human being in relation to the pupils and should avoid to appear like a "robot programmed to hurt people" as a little boy perceived them (statement collected by C. Rogers, 1983). If the teacher is being herself, without presenting a facade, a role in front of the pupils, the atmosphere in the classroom is more relaxed and facilitates learning and relationship within the group.

C. Rogers says that the teacher should let herself "experience positive attitudes toward the pupils - attitudes of warmth, caring, liking, interest and respect." (C. Rogers, 1967)

b- Mutual respect and understanding

In an SDL context, there is a good opportunity for the teacher to show respect and understanding to the pupils. In this matter, M. Donaldson says that

"If we do not genuinely respect and value the children, I am afraid they will come to know." (M. Donaldson, 1978)

It is important to respect their personal interests in learning and personal choices as to what they want to learn. The teacher should show to the child that she is confident in her ability to take in charge her learning.
B. Little approaches the same aspect in this way:

"[...] learning is internal to the learner [...] learners require time and psychological space in which to learn; and if [teachers] are too insistently interventionist in [their] pedagogical practice [they] can all too easily deprive them of that time and space." (D. Little, 1990)

B. Teacher's role: a re-thinking

In SDL, the teacher is meant to be a facilitator in pupils' learning. Her role is mainly to provide help when it is required by the learners, and help them to become more responsible for their own learning. C. Rogers states that "teachers who are interested in process, and facilitative in their interactions, produce self-initiated and creative responses in their students." (C. Rogers, 1969)

Teachers who have been involved in SDL relate that this way of teaching is very demanding on themselves and requires a lot of re-thinking of the traditional teaching style. I like what Danish education people have said regarding this aspect:

"It is the task of the teacher to create optimal conditions for the child to develop by himself or herself. The task is not to shape the child for specific purposes. In this respect the teacher might better be compared to a gardener, creating good conditions of growth for his plants, than a sculptor modeling his clay." (M. Jansen, B. Jacobsen, P. E. Jensen)

In order to create a favourable climate, it is important that the teacher explains his role as a facilitator to the pupils and that he tells them what he expects from them in an SDL context.

I would like to point out another aspect which is vital to a good learning situation. The teacher must show the learners that she is part of the group and should not exclude herself by saying something like "it is your learning...", instead of including herself saying "it is our learning...". By excluding herself the teacher would deprive herself of her role, rights and power in decision-making as a member of the group.

REFERENCES

- Dam, L. in "Developing Autonomy in Schools. Why and How?". Copenhagen, Denmark.
in this part I will restrain my study to the context of Modern Languages that I know best.

a- The organisation of the classroom

The ideal situation would be to have a big room that could be divided in different parts where various activities could be carried out. For instance, in the Modern Languages classroom there could be an isolated part for pale units (individual units where pupils can listen to recordings), a quiet and comfortable library corner, and other places reserved to pupils who want to write or talk to each other.

Below is a setting suggested by S. Sheerin:
To set up a similar learning environment there is firstly a great need for financial help from the school, but also the need for time and space. It cannot obviously be organised overnight. Anyway, the access to materials and equipment should be made easy for the pupils who should be able to find their way on their own.

In a Modern Languages classroom, a small library would be very useful. It should ideally be a comfortable place where pupils could find silence whenever they needed to. It should include general interest books as well as magazines and coursebooks.

It is also important to have some quiet places in the classroom where pupils can retreat to work in silence. Teachers I have spoken to think that it is important to encourage and train pupils to work in silence when they feel they need to. It is also a matter of self-respect and respect for others.

I am aware that this kind of organisation is not easy considering the usual size of classrooms, but it could be discussed and agreed with the learners that different 'corners' of the classroom should each be used for a particular type of activity. A set of rules could be set up with the learners to respect each working area as such. If there is not enough room to organise a 'silent corner', then the library of the school could be used providing that a 'behaviour agreement' has been passed between teachers and learners.

Within the classroom both individual and group work could be set up depending on the tasks.

C. Rogers suggests many ways in dividing up large classes into small, "functional", "self-motivated" groups:

"Members can be clustered in terms of special interests or in terms of particular topics and in other ways." (C. Rogers, 1983)

Lastly, it would be very useful for the learners to be involved in the organisation of their learning environment. In this way they would know where things are and would also respect and understand more easily the need for silent places, and the attitude to adopt in other parts of the classroom.

b- The production of materials

S. Sheerin states 7 criteria for the design of materials. At this stage it is very important that teachers should work as a team and agree on aims.

* Teachers should be clear in what they expect from learners and what they aim at when they set up an SDL environment.

* Materials should be adequately classified to allow an easy access for the pupils (e.g. use of colours, letters, etc.). It is important that pupils should take part in this activity, because when it comes to using materials, they would know where to find them.
* It is important that materials should be attractive, especially if children are meant to make use of them of their own will.

* The activities presented to the pupils should be worthwhile. In other words, the learners should feel that they are learning something from them.

* The materials should not be 'dictatorial' in their instructions, so that learners could choose their own procedure for their learning.

* 'Feedback' : Since in an SDL situation the teacher is not available for everybody at the same time, it is important that self-access materials should have some 'self-access answers' for the pupils to check their work.

* S. Sheerin argues that "the provision of materials should be balanced and coherent, that is to say the quantity of material at each level and for each main focus should be more or less the same. There should also be a variety of activity types and aims." (S. Sheerin, 1989)

C. Rogers holds very strong opinions concerning materials presented to pupils:

"We frequently fail to recognise that much of the material presented to students in the classroom has, for the student, [...] a meaningless quality [...]. This is especially true for the underprivileged child whose background provides no context for the material with which he is confronted. [...] Thus, education becomes the futile attempt to learn material that has no personal meaning." (C. Rogers, 1983)

I think that the problem raised by Rogers is very common, and it is probably one of the reasons why teachers who have been involved in SDL are so concerned about creating their own materials adopted to their pupils, instead of using a coursebook as the guideline for pupils' learning.

Once again, like each step in the development of an SDL environment, the production of materials takes a lot of time. And maybe more than any other stage in SDL, cooperation of teachers is essential to agree on aims and lines of conduct for the use of self-access materials.
ADAPTING THE SYSTEM TO SLOW LEARNERS

"Look at Fletcher! Lowell! Charles-Roland! Are they also special and gifted and divine? No more than you are, no more than I am. The only difference, the very only one, is that they have begun to understand what they really are and have begun to practise it."

(Jonathan Livingston Seagull)

Low-ability learners will almost certainly need a lot of support from their teachers and peers. I think that it is a very important aspect of the teacher’s role in the classroom to create a 'helping' atmosphere where children would genuinely help each other.

M. Donaldson says that “If the child is defined as a failure he will almost certainly fail [...].” (M. Donaldson, 1978)

I believe that it is very true and that these pupils often need more support and encouragement than others.

Regarding the same aspect, Holec says that

"For [low-ability learners] to build confidence in their own capacity to cope and to define their own aims for learning requires time and persistence."

(H. Holec, 1988)

Even if by coping with the task is more difficult for them at the beginning, they often end up to enjoy this approach to learning better than a traditional one, because they feel that their whole person is accepted and taken into account. (see note 6)

It is also very important to take into account children with learning difficulties in producing self-access materials. (see note 7)
REFERENCES

When I first came across the idea of Autonomy Learning, I was very attracted and became very enthusiastic about it. I had never heard of it before in all the years I spent at school and at university, and from the beginning, the idea was a revelation to me.

I felt that the discomfort I had experienced through my years of learning found an explanation in the concept of 'autonomy learning'. When I started reading some books on the subject I felt that feelings of resentment about my school education that I carried inside me, but couldn't put into words, were suddenly clearly explained in that concept.

I decided that this should be the right path for me to follow if I wanted to become involved with children's learning. I felt very uncomfortable in undertaking a traditional way of teaching and, as far as possible, did not want children to endure what I had endured at school under a traditional teaching style.

Being a student teacher I thought that this was the time for me to try some things with my pupils.

**a- First experience**

My first attempt was the production of a booklet for a third-year class (see Appendix 1). The direction I was given at the very beginning was that this booklet should deal with the 'past tense' in French. So I went and gathered ideas for activities as varied as possible. This part of the work was exciting, but took a long time.

Later, for the production of the booklet, I borrowed some materials that other teachers had produced. I learnt a lot from them about the ways I should set up activities, and the progressive approach to the topic. It was then that I realised just how time-consuming the production of materials could be.

The aspect I was the most concerned about in producing this material was that it should not be a boring thing for the children to learn from, hence the need of a wide variety of tasks. I also got some hints from other teachers for the layout of the booklet so that it would be accessible to any child. It is very difficult to be aware of all the problems and I feel that they had to be pointed out to me. In this respect, Learning Support teachers are a great source of information.
The production of the booklet was only the first step. The second one was teaching with it. I learnt a lot from this experience, because I became aware very quickly of what was adequate in the booklet and what was not.

b- Second experience

In the same period, I was also given a class of second year beginners in French. The pupils came new to me, because they had not had French for a few weeks (they were on a rota system) and were meant to start with another teacher. That teacher was very kind to let me deal with this class from the beginning.
I took this great opportunity to try out what I had read in books about autonomy learning, I might sound very naive to some people, but I wanted to see how it could work in reality.
Firstly, I had planned to speak to the pupils about my idea and discuss with them what we would do, how we would proceed. They were happy about the idea and the discussion went well.
Then I decided to give them some written rules about the way to behave in the classroom. (I got the idea from Leni Dam, a Danish teacher). We read through these rules together and explained them to make sure that everybody had understood.
I think that at that stage lay my first big mistake. Although they had understood what the rules meant, the children were not applying them. No wonder! It was just another authoritarian act from a teacher! Only the presentation differed, I realised much later that I should have set up rules for behaviour with the pupils, asking them for instance what conditions they thought would be important to work effectively. Then only they would have felt concerned.
I had also decided that it would be good if they had an agenda on which they could keep track of what they had done each time we met, and write their homework. (Here again, I got the idea from Leni Dam). It was a success, because pupils liked to take some time at the end of the lesson to gather what they had learned during the period we were together. I collected some examples of these agendas. (see Appendix 2)

On the whole, my experience wasn’t a success, although I experienced some good moments with the children.
I learnt from that experience that setting up an SDL environment is indeed a long process. The fact is that I had only two periods (35 min each) a week over four weeks to experiment. Therefore I ended up being in too much of a hurry to see how it would develop, when I should have taken a lot more time to build the foundations of a sound SDL environment.
CONCLUSION

Being a student was a great opportunity for me to try out my methods, because I am aware that once in the job I will have to know more and have more experience on the matter of self-directed learning. I have learnt a lot from my experience already, and I will continue to learn from the mistakes I will make until I manage to set up a system that satisfies me and the children I will be working with. Far from discouraging me, my little experience has boosted my enthusiasm and I am more and more convinced that autonomy learning should be the way children should learn.
2. C. Rogers tried to explain what a young child feels the first time he goes to school and is confronted to a traditional system.

"A small boy enters school, his first day. He is eager to go, because it is a step toward being grown up. He knows that big boys go to school. On the other hand, he is frightened. It is a strange new situation, full of fearsome possibilities. He has heard stories about school—about punishments, about exciting times, about report cards, about teachers, friendly and unfriendly. It is a scary uncertainty.

He is directed to his room. His teacher is businesslike. Here is his desk and chair, one in a straight row of desks and chairs. Here are his books, and pencils. The teacher greets the group with a smile, but it seems forced. Then come the rules. He cannot leave his seat, even to go to the toilet, without first raising his hand and receiving permission. He is not to whisper or talk to his neighbors. He is to speak only when called upon. No one is to make unnecessary noise.

He thinks of yesterday. He was continually on the move, making as much noise as he pleased, shouting to his friends. School is so very different. [...]

His educational career has commenced. He has already learned a great deal, though he couldn't put it into words.

He has learned that:
- there is no place for his restless physical energy in the school room;
- one conforms or takes the unpleasant consequences;
- submission to rules is very important;
- making a mistake is very bad;
- the punishment for a mistake is humiliation;
- spontaneous interest does not belong in school;
- teacher and disciplinarian are synonymous;
- school is, on the whole, an unpleasant experience.

At the end of the day, he asked his parents, "How long do you have to go?" Gradually, he will learn that he has been sentenced to a very long term. [...]

Small wonder that he looks forward to vacations as being the time when one really lives. [...]

(C. Rogers, 1983)

3. In evaluating their own work, some teachers have noticed that pupils are honest with themselves. An American teacher relates her experience on the matter:

"In evaluating their work, I find them very perceptive, aware of their capacity and how it relates to their accomplishment. I rarely need to change grades. When I do, sometimes I must upgrade!"

(S. Shiel, a Sixth Grade teacher quoted in C. Rogers, 1983)

4. The 'Talisman' technique consisted in using an object, easy enough to handle and if possible harmless (e.g a soft ball) in a discussion exercise. The talisman was used in many different ways, but the principle was that the only person who was allowed to talk was the one who had the talisman, while the rest of the group had to listen and were not allowed to interrupt.
5. Statements collected by C. Rogers:
    "In this class, people seemed to be more truthful than they are in other classes, and they seem to be aware of other people's feelings."
    "This class has helped me to realise more than before that I am an individual. I do not want to be measured with other people, but as myself."
    "I have learned more by being aware of what others liked and disliked."
    (C. Rogers, 1983)

6. An American teacher of Sixth Grade relates her experience in SDL regarding both high and low-ability children:
    "I firmly believe that the gifted children were the ones who benefited the most from this program. They developed a keen sense of competition among themselves, interest in mutual projects, and they sailed ahead, not being restricted by the slow learners. Their achievement was amazing to me. I found that the children who had the most difficult learning also made great progress. [...] I cannot explain exactly what happened, but it seems to me that when their self-concept changed, when they discovered they could, they did! These slow learners became fast learners. Success built upon success."
    (S. Shiel in C. Rogers, 1983)

7. Some hints in preparing materials for low-ability children:
    "* Have as little as possible on a page
* Avoid extended text — once a text runs over onto the next line, it becomes harder to read.
* Opt for answer grids or tick charts which are easy to use, and do not require children to plough through laborious instructions."
    (B. Holmes, "First steps towards autonomy for pupils with learning difficulties", in Autonomy in Language Learning, CILT, January, 1990)

    We could also add to this list:
    * No intensive use of capital letters, it is too difficult to read.
    * Highlight important parts of the text by isolating them.
    * Use coloured paper if possible because it is more restful for the eyes, even for children who don't have learning difficulties.
Appendix
In this booklet you will learn how to deal with situations which happened in the past.
Up till now most of the French you have learnt dealt with situations which are happening at present or which happen on a regular basis. The ‘time’ or ‘tense’ you have been using is called the Present Tense.

e.g.: Je joue du piano.
      Mon frère regarde la télévision.

I play or am playing the piano.
My brother watches or is watching television.

**TASK 1:**
List at least 6 examples of the Present Tense, underline the verbs and write the English meaning beside them.

1-
2-
3-
4-
5-
6-

Now that you know how to speak or write in the Present Tense, it is important that you learn to deal with situations which happened, have happened or have been happening in the Past. You have met a number of examples of this before:

**TASK 2:**
Look at the following sentences and try to work out their meaning in English:

1- J'ai oublié mon livre.
2- Je n'ai pas compris, pouvez-vous répéter s'il vous plaît ?
3- J'ai perdu mon cahier.

In order to talk about the past you will have to use a different ‘time’ or ‘tense’. In everyday speech the most common way of doing this is to use the Perfect Tense.
Now look at the following sentence and how we might say it in English.

J'ai joué au tennis avec Pierre.
I played tennis with Pierre.
I have played tennis with Pierre.
I have been playing tennis with Pierre.

Note that the French doesn't change and that the number of words in English doesn't necessarily correspond to the number of words in French.

Can you see a pattern in French?
If you look carefully at the last sentence given in French you can see that there are three parts in the verb in the Perfect Tense.

\[
\begin{array}{ccc}
J' & ai & joué \\
1 & 2 & 3 \\
\end{array}
\]

au tennis avec Pierre.

*box No1: it is the subject of the sentence.
*box No2: it is the verb ‘avoir’ in the Present Tense.
*box No3: it is the Past Participle of the verb ‘jouer’.

These 3 parts form the Perfect Tense.

The example you were given above is with \textit{je}. It could be useful to be able to use the Perfect Tense with \textit{tu, il /elle, or vous}.

In the grid below is a little reminder of the verb ‘avoir’ in the Present Tense.

\[
\begin{array}{cc}
\text{The Present Tense of the verb ‘avoir’} \\
\hline
j' ai & il /elle a \\
tu as & vous avez \\
\hline
\end{array}
\]

The second part of the verb is going to change if the first part changes. \textit{The third part never changes.}.

Look at the following examples and try to find four sentences on your own in the Perfect Tense.

1- J’\textit{ai} oublié mon livre.
2- Tu as perdu ton stylo ?
3- Elle a joué au hockey.
4- Vous avez regardé la télévision ?

Your turn!

1- J’
2- Tu
3- Elle / il
4- Vous

Let’s look at box No3 which contains the Past Participle.

In French there are \textit{3 types of Past Participle}.

1- Verbs of the first group ending in \textit{-er} (they are regular verbs)
   a- take the infinitive
   \textit{regarder}
   \textit{regard}
   \textit{regardé}
   b- remove the \textit{-er}
   c- put \textit{-é} instead

THE END
2-Verbs of the second group ending in -ir (regular verbs)
   a-take the infinitive
   b-remove the -ir
   c-put -l instead
   finir
   fin
   fini

3-Verbs of the third group ending in -re (regular verbs)
   a-take the infinitive
   b-remove -re
   c-put -u instead
   perdre
   perd
   perdu

Unfortunately, there are some irregular verbs in French and the most commonly used is 'faire'. Look at the following examples and write three examples on your own.

1- Mon amie a fait du ski.
2- J'ai fait un gros gâteau d'anniversaire.
3- Je n'ai pas compris.

4-
5-
6-

The verbs you have just been studying are used with the verb 'avoir'. But not all the verbs are used with the verb 'avoir', some of them are used with the verb 'être'. Have you ever heard of Mrs Vandertamp? If you remember her name you will be able to remember the main verbs which use 'être' in the Perfect Tense. Mrs Vandertamp stands for the following verbs:

Monter
Rester
Sortir

Venir
Arriver
Naître
Descendre
Entrer
Retourner, Revenir, Rentrer
Tomber
Aller
Mourir
Partir

In your jotter draw two columns and put the French words on the left and their English meaning on the right.

Use a dictionary to find the meaning of each word.
Look at the following example in the Perfect Tense using the verb 'être':

\[
\text{Je} \quad \text{suis} \quad \text{allé} \quad \text{à la piscine.}
\]

You find again the three boxes:

- box No1: it is the subject.
- box No2: it is the verb 'être' in the Present Tense.
- box No3: it is the Past Participle of the verb 'aller'.

\textbf{Je} was used in the first example. It would be useful if you could also use \textbf{tu, il /elle, vous} with the verb 'être' in the Perfect Tense. The grid below will give you a quick reminder of the verb 'être' in the Present Tense.

<table>
<thead>
<tr>
<th>The Present Tense of the verb 'être'</th>
<th>je suis</th>
<th>il / elle est</th>
</tr>
</thead>
<tbody>
<tr>
<td>tu es</td>
<td></td>
<td>vous êtes</td>
</tr>
</tbody>
</table>

In this case again the second part is going to change if the first part changes. **But** this time the third part is going to change.

Look at the following examples:

1- \text{Il est allé à la piscine.}

2- \text{Elle est allée au cinéma.}

Can you notice a difference in the way the third part of the verb is written?

In the first example the first part, i.e the subject is \textbf{masculine}, \textit{il} and the verb is written \textbf{allé}.

In the second example the first part, i.e the subject is \textbf{feminine}, \textit{elle} and the verb is written \textbf{allée}.

When the first part, i.e the subject is feminine (e.g elle, Karen, etc...) , the third part of the verb, i.e the Past Participle takes an \textbf{e} in the end.

Look again at the following examples and write 6 examples with both masculine and feminine subjects in your jotter. Find out the English meaning of each sentence. Use a dictionary if necessary.

1- \text{Elle est restée à la maison.}  
2- \text{Mark est parti en voyage.}  
3- \text{Elle est partie en Amérique du Sud.}
**TASK 3**

Using a dictionary to help you, find the English meaning of the following verbs, and find the Past Participle of each verb.

<table>
<thead>
<tr>
<th>infinitive</th>
<th>meaning</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>manger</td>
<td></td>
<td></td>
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<tr>
<td>croire</td>
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<tr>
<td>écouter</td>
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<td>dormir</td>
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<td>tenir</td>
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<td>envoyer</td>
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<td>lire</td>
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<td>boire</td>
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<td>naître</td>
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<td>prendre</td>
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<td>vouloir</td>
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<td>courir</td>
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<td>aller</td>
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<td>pleuvoir</td>
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<td>payer</td>
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<td>savoir</td>
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<td>plier</td>
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<td>jeter</td>
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<tr>
<td>aimer</td>
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</tbody>
</table>

Add two other examples on your own to the list.
In French in the Perfect Tense we use either the verb *avoir* or *être* before the Past Participle. As a general rule, we can say that the verb *être* is always used with reflexive verbs in the Perfect Tense.

**Example 1:**

Je me suis couché(e) à 10 heures.

I went to bed at 10pm.

**Example 2:**

Vous avez mangé un sandwich pour votre déjeuner?

With the other verbs either *être* or *avoir* is used.

**Example 1:**

Vous avez mangé un sandwich pour votre déjeuner?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Present Tense of 'avoir'</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>vous</td>
<td>avez</td>
<td>mangé</td>
</tr>
</tbody>
</table>

**Example 2:**

Je suis allé(e) au cinéma avec mes amis.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Present Tense of 'être'</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Je</td>
<td>suis</td>
<td>allé(e)</td>
</tr>
</tbody>
</table>

**Task 4**

Look at the following sentences in the Perfect Tense and circle the three parts (subject, *avoir* or *être*, and Past Participle) as shown in the first sentence. Then make four sentences in the Perfect Tense either on your own or with a partner, and write them in the space provided on the next page.

1. Mon frère a **joué** au football le weekend dernier.
2. J'ai **bu** un verre de lait avant d'aller faire du sport.
3. Ma mère a **dormi** toute la journée dimanche.
4. J'ai **écouté** des disques chez mon amie hier soir.
5. Mon père a **fait** un gâteau, mais il a brûlé.
6. Ma soeur est **allée** faire des courses au supermarché la semaine dernière, cette semaine c'est mon tour.
8. Mon amie Isabelle est venue me chercher à huit heures hier soir pour aller à la discothèque.
Have you noticed anything different about the Past Participles you have circled?

Have you found what was different? Well done!

In the Perfect Tense you add an E at the end of the Past Participle when the subject is feminine, but only when the verb used is 'être'.

You also have to add an S at the end of the Past Participle when the subject of the sentence is plural.

N.B.: Remember that the subject is the person (or the animal or the object) who did the action. The Past Participle must agree with the subject of the sentence.

Look closely at the following sentences:

1-Marie est allée à la banque.

2-Jean est allé au restaurant.

3-Isabelle et Annette sont allées à la piscine.

4-Pierre et André sont allés au cinéma.

Can you explain why the verb 'aller' has a different ending in each case?

Work with a partner and write your suggestions below for each sentence:

1-

2-

3-

4-

Check your answers with your teacher.
Now make up four sentences using the rule studied on the previous page.

1.

2.

3.

4.

This rule is only used when you are **writing** in French. It doesn't make any difference when you are **speaking** in French, because the endings *é, éé, és, ésé* are usually pronounced in exactly the same way.

**Talking about your daily routine in the past.**

**TASK 5** (to be recorded)

With a partner talk about what you did from the moment you got up in the morning to the moment you went to bed at night. **Record your conversation.**

*Remember that when you use reflexive verbs a certain pattern is required in French:

e.g. : Moi je me suis levé(e) à 7 heures ce matin.

If you are not quite sure about it, go back to your last workbook about "Les loisirs" page 9 and look over it.

**Talking about somebody else's routine in the past.**

**TASK 6**

Now that you know what your partner's daily routine is, report it to somebody else (i.e gossip!). **Beware!** This time you will have to use either 'il' or 'elle' and the pattern used for reflexive verbs changes a little bit:

e.g. : Il s'est levé à huit heures hier matin.

**TASK 7 : ESPIONNAGE**

Work in a small group (2, 3 or 4 persons). Choose one of the two situations below to work with your partners, and write down your ideas on the diary page on page 10.

**Situation No1 :**

From your bedroom window you can observe accurately without being seen the daily routine of a person whom one of you would really like to meet (e.g. because you fancy the person!). But first of all you want to know what the person does, when and with whom, so that you can choose a good time to meet him/her. On the evening you are writing every thing they did on that day.

**Situation No2 :**

Same task as in situation No1, but this time you are part of a gang who is organising a shop or a bank robbery. Your role is to observe closely (with the other members of the gang) what the members of the staff are doing everyday.
Look at the example for Monday and write things for the other days of the week.

février

lundi
Madame Martin est arrivée à la banque à 8 heures ce matin. Elle avait un sac noir à la main. A midi, elle est allée au café à côté de la banque pour son déjeuner. Elle est retournée à la banque à 13 heures. Elle a fini son travail à 5 heures. Elle est sortie de la banque, elle est montée dans sa voiture (Renault 5 rouge) et elle est partie dans la direction du centre sportif.

mardi

mercredi

jeudi

vendredi

samedi  

dimanche
How did you get on? Is it going to be a successful mission?

So now you know how to speak about your daily routine and somebody else’s daily routine. Are you sure you feel confident enough about it? Well then, pass on to the next activity. If you are not very sure about some things ask your teacher to go over the difficult points with you.

What about your hobbies? How do you speak about the way you spent your free time in the past? Well, try to find out.

In the last workbook on “Les loisirs” you learnt how to speak about your hobbies and things you do during your free time, all in the Present Tense. Now you are going to learn how to speak about your spare time in the past or the Perfect Tense.

**TASK 8**

Work with your partner and think about 8 things you do in your spare time in the Present Tense.

1- 

2- 

3- 

4- 

5- 

6- 

7- 

8-

It is also very useful to speak about what you did, you have done or you have been doing in your free time. Look at the following sentences and make up four sentences in the Perfect Tense on the same pattern. Write the English meaning of the first three sentences beside them.

1- J’ai joué de la guitare.

2- Mon frère a regardé la télévision toute la journée.

3- Ma sœur est allée au théâtre le weekend dernier.

4- 

5- 

6- 

7-
NB: Be careful how you write Past Participles with the verb 'être'. If you are not sure check the rule at the end of TASK 4.

As well as using the Perfect Tense when you are talking about the Past, it is also useful sometimes to know a few words and expressions which indicate that the event happened in the past. Below you will find a list of words and expressions you could use when you talk about something which happened in the past. Look for the English meaning and use a dictionary when necessary.

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>hier</td>
<td></td>
</tr>
<tr>
<td>avant-hier</td>
<td></td>
</tr>
<tr>
<td>il y a deux jours, il y a trois jours, etc...</td>
<td></td>
</tr>
<tr>
<td>la semaine dernière</td>
<td></td>
</tr>
<tr>
<td>le mois dernier</td>
<td></td>
</tr>
<tr>
<td>l'année dernière</td>
<td></td>
</tr>
<tr>
<td>lundi dernier, mardi dernier, etc...</td>
<td></td>
</tr>
<tr>
<td>le weekend dernier</td>
<td></td>
</tr>
<tr>
<td>à Noel</td>
<td></td>
</tr>
<tr>
<td>à Pâques</td>
<td></td>
</tr>
<tr>
<td>pendant les vacances d'été</td>
<td></td>
</tr>
<tr>
<td>pendant les grandes vacances</td>
<td></td>
</tr>
</tbody>
</table>

Since these phrases and words are used to speak about the past, don't forget to put the verb of your sentence in the Perfect Tense.

Look at the following sentences and make up three sentences on your own using the words or expressions listed above.

1- La semaine dernière j'ai visité le musée d'Art Moderne.

2- Lundi soir je suis allée dîner chez mes amis.

3- 

4- 

5-
Talking about what you did last weekend or during your last holiday.

**TASK 9**

1- Ask your partner what he/she did last weekend:
   "Qu'est-ce que tu as fais le weekend dernier ?"

2- Ask your partner what he/she did during the last Xmas holiday:
   "Qu'est-ce que tu as fais à Noël ?"

The questions you asked in TASK 9 are very general questions and can lead to a big variety of answers. You might want to be a bit more specific in your questions. Look at the following questions and write down the English meaning beside them.

1- Tu as fais du sport le weekend dernier ?

2- Tu as joué au football la semaine dernière ?

3- Tu as joué au hockey jeudi dernier ?

4- Tu as fais du ski à Noël ?

5- Tu as regardé la télévision à Noël ?

6- Tu es allé(e) au théâtre hier soir ?

Look at the last set of questions. What do you have to do to make them sound like real questions when you speak?

Now write four questions on the same pattern.

1-

2-

3-

4-

What would you have to say if you asked the same questions but to an adult?

1-

2-

3-

4-
**TASK 10**

Finding out what people did yesterday and during their summer holidays.

Prepare five questions on your own and write them down in the space provided below. Use your questions to find out what people did yesterday and during their summer holidays.

**Questions:**

1.-

2.-

3.-

4.-

5.-

Note the answers in the grid below.

<table>
<thead>
<tr>
<th>Personne numéro 1</th>
<th>Réponses</th>
<th>Personne numéro 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>nom:</td>
<td></td>
<td>nom:</td>
</tr>
<tr>
<td>1.-</td>
<td></td>
<td>1.-</td>
</tr>
<tr>
<td>2.-</td>
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<td>2.-</td>
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<td>4.-</td>
<td></td>
<td>4.-</td>
</tr>
<tr>
<td>5.-</td>
<td></td>
<td>5.-</td>
</tr>
</tbody>
</table>
TASK 11

Below is a postcard which was sent by a French boy to his Scottish penpal. On this postcard he speaks about his last Xmas holiday. Read the postcard and answer the questions below it.

Cher Scott,
A Noël je suis allé en vacances chez mes grands-parents. Moi et mes cousins on s’est bien amusés. Et on a beaucoup mangé pour le repas de Noël. J’ai eu beaucoup de cadeaux - J’espère que tu y as bien et qu’il ne pleut pas en Ecosse.
A bientôt.
Pascal

Questions:
1- Where did Pascal go for Xmas?
2- What did he do there?
3- Did he get anything in the way of Xmas presents?
4- What does he say to you about Scotland?

TASK 12

If you were Scott what would you write back to Pascal about your Xmas holiday? Write on the back of the postcard, which you will find on the next page, giving details about the place where you spent Xmas, what you did there, what you got in the way of Xmas presents and what you had for your Xmas meal.
Now that you are an expert in the Perfect tense, you could start an activity which will require regular work over a week.

**TASK 15: News!**

Collect one piece of news each day of the week either from newspapers, television or the radio, and keep a record of them in the space provided below. It is important that you provide a variety of news over the week. Later you will be asked to act as a journalist and you will give a summary of events at the end of the week.

<table>
<thead>
<tr>
<th>lundi</th>
</tr>
</thead>
<tbody>
<tr>
<td>mardi</td>
</tr>
<tr>
<td>mercredi</td>
</tr>
<tr>
<td>jeudi</td>
</tr>
<tr>
<td>vendredi</td>
</tr>
<tr>
<td>samedi</td>
</tr>
<tr>
<td>dimanche</td>
</tr>
</tbody>
</table>
The last task will take you a long time, so in the meantime you can carry on with other activities.

Finding out what happened

**TASK 16:** Enquiry (to be recorded)

Work with a partner.
One of your friends has had an accident (e.g. je me suis cassé la jambe (I broke my leg)) during his / her holiday.
Enquire about what happened in detail.
When you are satisfied with your dialogue, record it on tape.
Don't forget that you must speak using the Perfect tense.

Finding excuses to escape from bad situations

**TASK 17:** Qu'est ce qui s'est passé ? (to be recorded)

Work with a partner.
Choose a few of the situations suggested below and explain why and how these things happened (in the Perfect Tense of course!).

* e.g. : situation : tu as raté le bus

**partner number 1:** Qu'est- ce qui s'est passé? Tu as raté le bus ?

**partner number 2:** C'est la faute de mon réveil, il n'a pas sonné ce matin.

Your turn!

**suggested situations**

- un disque rayé
- un téléphone cassé
- une cassette débobinée
- tu as raté le bus
- tu as perdu ton porte-monnaie
- le ballon de football est dégonflé (flat ball)
- la selle de ton vélo a disparu
- ta montre ne marche plus
- ta chemise est tachée
- la corde de la guitare est cassée
- le vase de ta mère est cassé
- tu es arrivé(e) en retard à l'école

You can also make up situations on your own.
Poème de Jacques Prévert

Working with your partner(s) try to answer in English the following questions about the poem.

1-Who is involved in the story?

2-What is the poem about?

3-What are the four main actions in this poem?

4-Where does the scene take place?

5-Which kind of atmosphere is there in the poem?

6-If you had to make a painting from this poem what would you actually draw (persons, objects, place, etc...) and what are the colours you would use? You can either draw or write what you think in the space provided below.
Making an object

In the following activity you will make something out of paper which then you will be able to use as a game. This thing is called a 'SHADDOCK' in France.

If you have any difficulty with the task, ask one of your partner or your teacher to help you.

**TASK 19 : A vous de jouer aux Shaddocks !**

For this task you can work in small groups so that you can help each other. The instructions to make the Shaddock will be given in French. Follow them carefully without missing any stages otherwise you could spoil your Shaddock!

**Matériel :** ciseaux, règle, crayon à papier, crayons de couleurs ou feutres.

**Instructions :**

---

**DECOUPAGE**

1. Découpe le carré en suivant les lignes indiquées par les ciseaux. Le carré est dessiné sur la page suivante.

2. Prends le papier du côté où il y a les dessins de la famille de Donald.

3. Avec ton crayon et ta règle trace les deux diagonales du carré.


5. Trace deux lignes droites pour joindre les marques.

**ATTENTION !** : Ces deux lignes droites doivent couper les deux diagonales au milieu du carré. A la fin tu a le dessin d'une étoile.

---

**COLORIAGE**

1. Choisis 8 crayons de couleurs ou 8 feutres de couleurs différentes si possible.

2. Colorie chacune des portions du carré avec une couleur différente.

---

**TEXTE**

1. Dans chaque portion du carré écris une question de ton choix ou un ordre.
   - e.g. : question:
     - Quel est ton sport préféré ?
     - etc...

2. e.g. : ordre :
   - mime un sport
   - imite un cri d'animal, etc...

Écris une question ou un ordre pour chaque couleur.
PLIAGE
1-Tourne ton papier du côté blanc.
2-Plie le papier sur les lignes du grand carré. Regarde le dessin et copie.

3-Tourne ton papier du côté du texte.
4-Plie le papier sur les lignes du petit carré. Regarde le dessin et copie.

5-Maintenant tu as un petit carré avec 8 couleurs d’un côté et 4 dessins de la famille Donald de l’autre côté.
6-Plie le carré en deux. Regarde le dessin et copie.

7-Déplie le carré.
8-Plie le carré en deux sur l’autre ligne. Regarde et copie.

9-Déplie le carré.
LE SHADDOCK EST FINI. BRAVO!
Maintenant tu peux jouer.

Instructions du jeu :

1-Mets le premier et le troisième doigt de ta main gauche sous la tête de Donald et Daisy.
2-Mets le premier et le troisième doigt de ta main droite sous la tête de Picsou et le neveu.

Joue avec un partenaire :

1-Demande à ton partenaire de choisir un nombre, par exemple 10.
2-Compte jusqu'à 10 et actionne ton Shaddock.
3-Demande à ton partenaire de choisir une couleur.
4-Ouvre ton Shaddock à cette couleur.
5-Lis la question ou l'ordre à ton partenaire.
6-Ton partenaire répond à la question ou à l'ordre.

Tu as un problème ? Demande à ton professeur.
Talking about things I usually do but didn't manage to do this time.

Look at the following sentences and work out their meaning in English.

1. D'habitude je dors bien la nuit, mais la nuit dernière j'ai très mal dormi.

2. D'habitude je me lève à 7 heures pour aller à l'école, mais ce matin je me suis levé(e) à 8h30 parce que le réveil n'a pas sonné.

*Can you recognize the tense of the verb in the first part of the sentence up to the comma?

*Can you recognize the tense of the verb in the second part of the sentence after the comma?

You will also notice that the full negation NE........PAS is used. Note that this negation is reduced to N'........PAS and is placed on each side of the verb 'AVOIR':

\[
\text{je N' ai PAS bien dormi.}
\]

**TASK 1**

Work with a partner and find 5 things you usually do but didn't manage to do this time.

1.

2.

3.

4.

5.
Transcript of listening exercise

Bonjour, je m'appelle Céline. J'habite à Calais dans le nord de la France. Je vais au collège à Calais. L'école a recommencé maintenant et c'est bien dommage parce que j'ai passé des vacances formidables. D'habitude avec mes parents on va à l'étranger pour les vacances d'été, mais cette année on a décidé de rester en France. C'était la première fois que je visitais la France et c'était fantastique ! On est parti de Calais le 2 juillet avec la voiture et la caravane.


La troisième semaine on est allé à Marseille. C'est une très grande ville au sud de la France. C'est presque aussi grand que Glasgow. C'est une ville au bord de la mer. Alors on a visité le port de pêche et le port commercial. C'est immense et il y a des bateaux magnifiques. Un jour on a pris le bateau pour faire une promenade en mer. C'était très intéressant parce qu'on a rencontré beaucoup de bateaux de pêche.

La quatrième semaine on est allé à Biarritz. C'est une ville très touristique près des Pyrénées. C'est à côté de l'Espagne. On est allé en Espagne pendant un jour, mais c'est dommage parce que je ne comprend pas l'Espagnol. À Biarritz nous sommes allés à la plage pendant trois jours. Avec mon frère on s'est bien amusé on a beaucoup nagé dans la mer parce que l'eau était chaude.

La cinquième semaine nous sommes allés à Nantes. C'est très différent parce que Nantes se trouve en Bretagne. La Bretagne c'est un peu comme l'Écosse, les paysages sont un peu semblables et il pleut assez souvent. On a fait un voyage en bateau pour aller sur les îles. On a aussi visité les marchésaux poissons. Ça c'était très intéressant, mais on s'est levé tôt, à 5 heures du matin. Un soir on est allé au restaurant pour manger des crêpes. C'était délicieux !

A la fin de la cinquième semaine nous sommes retournés à Calais. En somme j'ai passé des vacances fantastiques. L'année prochaine j'aimerais bien retourner dans les Alpes parce que c'est l'endroit que j'ai préféré.
TASK 12

If you were Scott, what would you write back to Pascal about your Xmas holiday?
Write on the back of the postcard below.
You must give details about:
- the place where you spent Xmas
- what you did there
- what you got in the way of Xmas presents
- and what you had for your Xmas meal.
TASK 13

Talking about really good things you have done or seen.

Think of about five things you have done or seen since you were a child.

Write your ideas in the space provided below.

e.g. : A 2 ans j'ai gagné le championnat de 100 mètres natation.

A 10 ans j'ai vu le monstre du Loch Ness.

You must use the Perfect Tense since you are speaking about things which happened in the past.

If you can't think of real events make them up.

1-

2-

3-

4-

5-
TASK 14

Understanding a person speaking about her holiday in France.

Work with a partner.
You will hear a French girl speaking about her holiday in France.

You will have to understand:
- where she went
- and what she did there

On the next page you will find a map of France.

1- Listen to the tape and circle the names of the places where the girl went.

2- Listen a second time to the tape.

In the grid below put the names of the places where the girl went and write down what she did in each place.

<table>
<thead>
<tr>
<th>Places</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>
Listen to the tape and circle the names of the places where the girl went.
We are going to do something a bit different now. The following task is just to show you how poetic a daily routine can be!

**TASK 18**: Poème de Jacques Prévert

This poem has been written by a famous French poet Jacques Prévert. French pupils quite often learn some of his poems at school.

You can work with one or two partners.

Read the following poem and try to understand it as much as you can.

Use dictionary if necessary.

Circle the verbs which are in the **Perfect tense**.

---

**Déjeuner du matin**

- Il a mis le café
- Dans la tasse
- Il a mis le lait
- Dans la tasse de café
- Il a mis le sucre
- Dans le café au lait
- Avec la petite cuiller
- Il a tourné
- Il a bu le café au lait
- Et il a reposé la tasse
- Sans me parler
- Il a allumé
- Une cigarette
- Il a fait des ronds
- Avec la fumée
- Il a mis les cendres
- Dans le cendrier
- Sans me parler
- Sans me regarder
- Il s'est levé
- Il a mis
- Son chapeau sur sa tête
- Il a mis
- Son manteau depluie
- Parce qu'il pleuvait
- Et il est parti
- Sous la pluie
- Sans une parole
- Sans me regarder
- Et moi j'ai pris
- Ma tête dans ma main
- Et j'ai pleuré
Le Cercle des Poètes disparus

Will you become part of the group 'Le Cercle des poètes disparus'?

Using the same theme of the daily routine, write a poem as long as you want. Give a title to your poem.
Activities check - list

Work through the following list of activities on the Past Tense, noting down and learning new vocabulary as you go along. You should make sure that you do a variety of activities; speaking, listening, reading and writing. In the case of writing you should hand in your work to your teacher for correction. In the case of speaking you should either record your conversations or ask your teacher to listen to them.

**Porte Ouverte**

**Speaking**

<table>
<thead>
<tr>
<th>Page</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>64</td>
<td>1</td>
</tr>
<tr>
<td>65</td>
<td>6</td>
</tr>
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<td>66</td>
<td>9</td>
</tr>
<tr>
<td>67</td>
<td>10</td>
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<td>9</td>
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<tr>
<td>126</td>
<td>6</td>
</tr>
<tr>
<td>129</td>
<td>10 (1)</td>
</tr>
</tbody>
</table>

**Listening**

<table>
<thead>
<tr>
<th>Page</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>129</td>
<td>10 (2)</td>
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<tr>
<td>150 &amp; 151</td>
<td>5</td>
</tr>
</tbody>
</table>

**Reading**

<table>
<thead>
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<th>Page</th>
<th>Task</th>
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</thead>
<tbody>
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<td>69</td>
<td>5</td>
</tr>
<tr>
<td>110</td>
<td>4</td>
</tr>
</tbody>
</table>

(You've had a bad trip because the facilities offered or the brochure were not what you expected. Write a letter to complain to SNCF, the Railway Board in France.)

(In the end you went to visit 4 of these places. Write a letter to your parents saying where you went, why you chose to go there, what you saw there, and what you liked best.)

**Writing**

<table>
<thead>
<tr>
<th>Page</th>
<th>Task</th>
</tr>
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<tbody>
<tr>
<td>74</td>
<td>4</td>
</tr>
<tr>
<td>75</td>
<td>6</td>
</tr>
<tr>
<td>129</td>
<td>10 (3)</td>
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</tbody>
</table>

**A vrai dire**

**Speaking**

<table>
<thead>
<tr>
<th>Pages</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>77 &amp; 78</td>
<td>B to E</td>
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<tr>
<td>79</td>
<td>1 &amp; 3</td>
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**Listening**

<table>
<thead>
<tr>
<th>Pages</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>76 &amp; 77</td>
<td>2 (Katrine)</td>
</tr>
</tbody>
</table>

**Corresponding with a French penfriend**

**Reading**

<table>
<thead>
<tr>
<th>Pages</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 &amp; 17</td>
<td>1 &amp; 2</td>
</tr>
</tbody>
</table>
### Standard Grade French

**Speaking**
- Page 24 task 2
- Page 27 task 2

**Take your partners**
- Speaking
  - Page 14 Sort it out
  - Page 31 Spot the difference

**Tu parles !**
- Page 42
- Page 44

**Tricolore 2**
- Reading
  - Page 93 (letter)
  - Page 100 (story)
  - Page 172 task 10
- Page 173
- Writing
  - Page 171 task 4

### Extra activities: Standard Grade French. The Past

- Worksheet A: News
- Worksheet B: task 16 task 17
- Worksheet C
- Worksheet D1, D2, D3 (to be done in a small group with your teacher or the French assistant)
- Worksheet E

**Tu parles encore !**
- Pages 38 & 39 No16
PROGRESS SHEET

By the end of this unit you should be able to talk about your daily routine and somebody else's routine in the past. You should be able to speak about what you did in your spare time and about your hobbies in the past. You should be able to talk about what you did during your last holidays. You should also be able to use the Perfect Tense for other purposes. Things with one star * are things you should know perfectly well. Do as many extra things as you can. Two stars ** is more difficult.

- I can talk about my daily routine in the past.
- I can say what someone did in the past using 'il/elle'.
- I can talk about how I spent my free time in the past.
- I can talk about my hobbies in the past.
- I can use words or expressions indicating that the event happened in the past.
- I can talk about what I did last weekend.
- I can talk about what I did during my last holiday.
- I can find out what other people did in the past (e.g. holiday, etc...).
- I can write about things I did in the past.
- I can understand somebody talking about his/her holiday.
- I can recognise the Perfect Tense.
- I can use the Perfect Tense.
Extra Self-Access Material
Appendix

2
Agenda

février

jeudi 28 février
contrôler les devoirs (checked homework)
on a fait un dossier (we made a folder)
apprendre les jours de la semaine (learned days of the week)

devoirs : apprendre les jours de la semaine (learn days of the week)

mars

jeudi 7 mars
on a copié les nombres (we copied the numbers)
on a appris un chanson (we learned a song)
on a révisé les jours de la semaine.
(revised the days of the week)

devours : réviser les nombres de 1 à 20
apprendre les nombres de 20 à 60

jeudi 14 mars
on a révisé les nombres
(revised numbers)
on a appris les mots (we learned words)
date d'anniversaire

devoirs : apprendre les mots de page 1

jeudi 21 mars

devoirs :
Agenda

février

jeudi 28 février

Les jours de la semaine, on a fait un dossier (we made a file)

devoirs : contrôler des devoirs, apprendre les jours de la semaine

mars

jeudi 7 mars

Les jours les nombres, on a appris une chanson, on a révisé les jours de la semaine

devoirs : réviser les nombres de 1 à 20, apprendre de 20 à 60

jeudi 14 mars

On a révisé les nombres
On a appris les mois anniversaire
date d'anniversaire

devoirs : apprendre les mois

jeudi 21 mars

devoirs : 
Agenda

février

jeudi 28 février

des jours de la semaine
contrôler les devoirs
on a fait un essai

devoirs : learn the days of the week

mars

jeudi 7 mars

we copied the numbers
we learnt a song

devoirs : review the numbers and learn

jeudi 14 mars

we revised numbers
we learned months.
we learned birthdays

devoirs : learn the months

jeudi 21 mars

devoirs :
<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 février</td>
<td>Des jours de la semaine (days of the week)</td>
</tr>
<tr>
<td></td>
<td>Contrôler les devoirs (check homework)</td>
</tr>
<tr>
<td></td>
<td>On a faisi un dossier</td>
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<tr>
<td>mars</td>
<td></td>
</tr>
<tr>
<td>7 mars</td>
<td>On a copié les nombres (numbers)</td>
</tr>
<tr>
<td></td>
<td>On a appris une chanson (song)</td>
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<tr>
<td></td>
<td>Learn the numbers (up to 60)</td>
</tr>
<tr>
<td></td>
<td>(we learnt months)</td>
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<td></td>
<td>On a appris les mois (we learnt months)</td>
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<td>We learnt months</td>
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<td>On a appris les mois (we learnt months)</td>
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<tr>
<td></td>
<td>On a appris les mois (we learnt months)</td>
</tr>
<tr>
<td>14 mars</td>
<td>On a révisé les nombres (we learnt months)</td>
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<tr>
<td></td>
<td>We learnt months</td>
</tr>
<tr>
<td></td>
<td>Apporter les mois (bring months)</td>
</tr>
<tr>
<td>21 mars</td>
<td>devoirs:</td>
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