TEACHING STANDARD GRADE FRENCH

THROUGH

INTEGRATED COMMUNICATIVE PROJECTS

(I.C.Ps)
Differentiation without stigma

Motivation

Responsibility

Unity

Purposeful

Independence training

Topical
Introduction

Education aims to promote learning, i.e. the ability to think for oneself, to develop the various skills of the individual and to make the individual independent and capable of making judgements.

Education must adapt and respond to the needs of society and the role of the teacher is not only to be aware of those needs but to think through the best way to implement a given syllabus in order to meet as many individual needs as possible. A teacher is a facilitator.

It is with the view of facilitating learning and making it enjoyable that I developed a series of Integrated Communicative Projects or I.C.Ps for the Standard Grade French course.

In order to facilitate learning and to find out what methods and level would be best suited for the learner, I initially studied the contents of the French course. A range of topic areas and of functions are prescribed and they constitute a single through-syllabus for all learners to tackle when striving to develop their four skills of speaking, writing, listening and reading.

The topic areas for the Standard Grade French course range from "self identity", "home", "school", "events", "goods and services" to "clothes", "fashion" and "immediate plans" etc...

The functions prescribed are very varied too and cover a lot of social purposes such as greeting, thanking, apologising, expressing good wishes. They also serve the purpose of equipping the learner with the ability to express likes and dislikes, opinions, intentions, suggestions etc...

This study and analysis of the contents showed how comprehensive the syllabus is and guided the creative part of my experimentation with I.C.Ps, i.e. the writing of scenarios which would structure the project.

A current development for the Standard Grade Course is that of Languages for All, demanding a far greater need for differentiation. Despite the three levels of assessment (Foundation, General and Credit) I perceived, through observation, the need for strong motivating elements at both ends of the scale. The results of my questionnaire (see appendix) confirmed that, unless the teachers pitch courses at an appropriate level for their pupils, loss of interest and disruption occur.

I also observed that the main de-motivating element (when it existed) among both teachers and learners especially at 4th year level was often due to a sense of "useless repetition". Acquiring a language is a cumulative process and many topic areas and functions are therefore approached in varying degrees of depth. Through discussion with professional teachers I noted that some found it difficult to renew interest with topics like "self identity" which are introduced from the first year of secondary schooling. Similarly a questionnaire and informal interviews of pupils sometimes uncovered a feeling of confidence ("I know it all already") which threatened to lead to dangerous self-complacency and de-motivation.

I decided to create I.C.Ps after perceiving, among the 3rd and 4th year learners, the needs illustrated on the first page. I.C.Ps therefore aim to respond to the perceived need for a shift of responsibility from the teacher to the learner in order to foster independence and to better organise differentiation. I.C.Ps also aim to improve the motivation of the learners by giving a
sense of unity and purpose, by putting an emphasis on relevance and authenticity through topical I.C.Ps whenever possible.

The Integrated Communicative projects which I developed are very much in keeping with Krashen's Monitor Theory. In "Language Two", Krashen claims that conscious learning is available to the performer only as a Monitor. He wrote that in general, utterances are initiated by the acquired system because our fluency in production is based on what we have picked up from active communication.

When implementing I.C.Ps, it is therefore essential that the target language be used all the time not only to improve the learners' listening skills but also to favour unconscious acquisition. Techniques such as Total Physical Response, learning games, story telling and discussion contributed to the implementation of I.C.Ps sometimes for the whole class, sometimes to single individuals but also for groups and pairs.

Finally another reason why I developed I.C.Ps was as a result of findings exposed by Margaret Tumber in the All Magazine. She wrote an article on "Developing pupil autonomy" in which it was revealed that learners generally retain:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they themselves say
- 90% of what they themselves do.

In this paper I first of all propose to define I.C.Ps, to give concrete examples of I.C.Ps and to evaluate the advantages of using the I.C.P method over other methods observed in the schools I visited, namely Currie High School and Dunbar Grammar School.

Mention will be made of the requirements imposed by the sole use of I.C.Ps for the implementation of the Standard Grade Course. This will be followed by an analysis of what factors were found to influence the particular success of the experiment within the placements framework.

\[\checkmark\]

Definition

An I.C.P consists of a variety of activities linked by a common theme with all the participants in the class contributing to an overall goal. It may be topical. One of the I.C.Ps I created for the purpose of experiment was on "The Olympic Games at Albertville" at the very time when all the learners could follow the events on television and through the Media (see appendix). Another non topical I.C.P experimented was "Organising a surprise party for a French friend". A detailed example of this particular I.C.P will be presented below.

I use the term "integrated" for two main reasons. It integrates the four skills of reading, speaking, writing and listening on the one hand and it integrates a range of topic areas and functions. For example "Organising a surprise party for your French friend" was a project which integrated the topics of food and drink, shopping, post office, bank, accidents and many more as can be seen further on. The project is therefore a slice of real life, imitating language and requiring linguistic skills as in the real world.
Pupils who were seen to be disruptive and generally switched off during observation, suddenly found French to have particular relevance to them and their situation. Productivity and learning outcomes both increased dramatically.

An integrated project seems perfect for a communicative approach which is defined by Brumfit as meaning focused as opposed to form focused. Indeed language is held together by mutual need arising out of the structure of the project, the function of the participants and the motivation to communicate.

I.C.Ps are not simply role-plays although they may include some because they are designed for the whole class not for groups only. In role-plays a group sets up a situation, often based on their own experience. Members of the group develop this situation by acting the parts of the people involved and therefore using role-plays only would have meant that the language was limited to a given situation.

I.C.Ps are not "scenarios" as defined by Robert J. Di Pietro either. In "Interactive Strategies" he defines scenarios as "real life happenings that entail the unexpected and require the use of language to resolve them". Three types of activities must take place before one can speak of scenarios and they are: rehearsal, performance, debriefing. Unlike scenarios, I.C.P.s do not include the activity of rehearsal. They are spontaneous interactions.

I.C.Ps are very close to simulations, the essence of which is action. A simulation as defined by Ken Jones is "reality of function in a simulated and structured environment". It was not a simulation strictly speaking as the environment was that of the classroom mainly, but I.C.Ps are very close to simulations because in both cases the language has two main characteristics: it is cohesive and functional.

Integrated Communicative Projects in action.

Here is a particular example of an I.C.P which was presented to a fourth year class comprising 27 pupils of mixed ability in Dunbar Grammar School. Four weeks and three days were spent to complete the organisation of a party for a penfriend in France.

The Scenario (as presented to the learners): "Votre meilleur(e) ami(e) en France vous invite à passer 15 jours chez lui/elle. Votre séjour correspond à la date de son anniversaire. Vous décidez d'organiser une surprise-partie. Etant donné que vous n'avez passé que de brefs séjours en France, il va falloir vous familiariser avec l'environnement, la nourriture, les boissons, les magasins, l'argent français, les habitudes culinaires, vestimentaires, les goûts musicaux et autres de votre ami(e) pour que le succès soit total et parfait."

A vous de décider:
- l'identité de cet(te) ami(e)
- la ville où elle/il vit
- l'organisation de la surprise-partie (le local, le format de la soirée, les invitations)
- le budget
- la tactique pour faire une surprise parfaite
- votre tenue le jour J
- la musique que vous allez jouer
D'autres décisions devront probablement être prises.

A vous de vous débrouiller en cas de problèmes pendant votre séjour :

- A la poste
- A la banque
- Sur la route

Et peut-être ailleurs...

STAGE 1

AIMS :

Get to know the pupils and present them with the idea of a scenario.
Emphasise the fact that the responsibility for the majority of the events is theirs in their small groups.
Try and perceive what specific needs will have to be met with that particular class.

OBJECTIVES :

Decide on the identity of the friend the party will be organised for.
Discuss and justify their choice.
Learn to reach compromise and agreement on one issue.

MATERIAL USED :

A blank identity card to be filled in when agreement within the group has been reached.

STAGE 2

AIMS :

Feed back on stage 1, with a tape made up by myself with information on the specific towns where their friend ( the one the party is organised for ) supposedly lives.

Get familiar with the environment, with a particular emphasis on shops and buildings and the products or services they provide.

OBJECTIVES :

- Make sure they all have a basic knowledge of the names of the shops and the products available in each through a combination of "Granny's goes to the market game" and "brain storming game". Example : "Je suis allé à Biarritz dans une boulangerie-pâtisserie et j'ai acheté.....
- Reinforce this knowledge through a link-up exercise (work sheet in Appendix) in groups of 4 or 5 while one representative from each group goes to the listening posts to find out some information relevant to the town where their friend lives in France.

- Report of information about town to the rest of the group from the pupils who went on to the listening posts.

- Show a video of "ICI PARIS" on the town and the suburb.

MATERIALS USED:
- Cards for the warm-up exercise.
- Recorded tapes with information on the various towns chosen.
- Video tape of "ICI PARIS"

STAGE 3

AIMS:

Present the pupils with various activities which will introduce them to French money and how to work out exchange rates when shopping for various purposes. Reinforce speaking and listening skills.

Introduction: "Le cours de la livre sterling est de 10 francs. Voici une liste de prix et la liste des commissions que j'ai fait. Combien ai-je dépensé?"

As a class warm-up where everyone has got the list of prices and I will ask the first person with the correct price to volunteer information (appeal to competition spirit momentarily)

Get the pupils to take responsibility in working out the budget for the party (in their working groups)

OBJECTIVES:

- Individually: Listen to a tape. Note down the list of messages they hear. Consult a price list and work out how much money they have spent in French francs and what the equivalent is in sterling. (half of the class)

- In pairs: same exercise with one pupil with-holding the information, the other finding out. (practise of questioning)

- Pairs of two pupils sent to the BBC programme on shops.

The above activities will take place simultaneously. The following part will be pursued by the whole class in their working groups.

The task will be: to decide on the budget for the party and how it will be subdivided. This will be done in groups, through discussion and with the support of a work sheet attached here.
MATERIAL USED:

- Sheet with food and drink products and their price.
- Sheets with a list of messages to be done.
- Computer and BBC disc.
- Sheet with instructions and reminders / advice for the budget.

STAGE 4

AIMS:

The organisation of the party, and more specifically the location of the place where the party should be held, the organisation of the room and the sharing of responsibilities.

OBJECTIVES:

- Have a brainstorming session in order to facilitate the following discussion about what should be thought about beforehand (eg: things to be done to find a room, furniture and arrangements, list of messages to be done, re-arrangement of the place as it was and cleaning up before handing the keys back to the owner).
- Once the tasks have been assigned: individual or pairs of individuals work.
- Design of the invitations to the party.
- Design a menu for the buffet and for the bar if need be.

MATERIALS USED:

- Sheets to guide the discussion about the organisation of the party.
- Cards, glue, pencils, scissors and felt-pens provided for the various tasks to be designed.
- A3 paper for the possible drafting of a plan showing how the room will be organised.
- Paper provided for the design of a road map if necessary.

STAGE 5

AIMS:

In addition to providing traditional French food and drink usually found in parties you want to add a Scottish touch: Choose something typically Scottish that you think your friend will like and cook it for him / her.

OBJECTIVES:

- Decision making time about the dish that could be prepared for the French friend.
- Jotting down of the recipe for it.
- Game: les salades.
- Practical cooking session.
MATERIALS USED:

- Recipe work sheet to be filled in once the decision has been reached.
- Home economics premises.
- Game : les salades.

STAGE 6

AIMS:

Selection of the music for the party. Anglo-saxon music is very popular in France but your friend likes a few French singers.

The selected music will be played on the last day when the "real" party takes place.

OBJECTIVES:

- Listen to Francis Cabrel, Jean-Jacques Goldman songs and other singers presented to the class through the medium of a tape and a written version with gaps to be filled in by the learners.
- As and if appropriate: small session on discussing the contents of a particular song with the class or in groups.

I might choose to integrate this stage of music selection in stages at the end of a class sessions.

MATERIALS USED:

- Tapes of French singers.
- Written version of some songs with gaps to be filled in. Same principle as cloze tests.

STAGE 7

AIMS:

La mise en scène.
What excuse is to be given to the French friend to get him / her to come to the place arranged.

OBJECTIVES:

- Role-plays to be acted out by the learners. Various suggestions will be made, eg: a car accident, a problem at the post office that I cannot solve because I cannot understand the French of the post office clerk, a fake "télégramme" or something even more extravagant like a mock kidnapping while the French friend is drawing money outside the bank.
MATERIALS USED:
- Role-play cards
- Props as appropriate.

STAGE 8

AIMS:
Le jour " J " approche. Tout est près sauf moi !
What am I going to wear?
Decision making about dress.

OBJECTIVES:
- Depending on the decisions made about the format of the party and the way the friend will be "brought" to the premises, in other words depending on the extravagence of the events as they have developed: setting up of a fashion show by a group of pupils and selection of dress by the rest of the class.

ALTERNATIVE: Work sheet with a set budget and another opportunity given to the learners to develop their discussing skills who then have to decide what to buy with the money.

MATERIALS USED:
- Introductory work sheet on " what would I wear on which occasion? "
- Worksheet on budgetting for an outfit.

STAGE 9: EVALUATION

[Handwritten note: Connect or the evaluation would have been frustrating.]
Advantages of using I.C.Ps over other teaching methods.

Two main approaches to teaching the Standard Grade French curriculum seem to prevail in Scottish schools.

One approach consists in following a text-book with a great range of structures and topic areas organised together in various chapters. Despite the fact that a few professionals happily and successfully use that option to implement the curriculum, I find that a single text-book may carry more constraints than advantages. After all it is someone else's curriculum and, even though differentiated activities may be available, they may not meet the specific needs of a specific class. Moreover, all the teachers favouring that option nevertheless admitted that they sometimes failed to implement a particular page because they did not understand the relevance of it. The learners are presented with single items on a daily basis with very little insight into the general relevance of the activity carried out and left to perceive the connection between one small unit and another.

Another, more widespread approach, currently consists in implementing the contents of the French course through units covering one specific topic area and integrating the relevant functions. Both in Currie High and in Dunbar, the learners were presented with a whole unit of language and related activities along with a check-list of the long term aims and objectives. Good progress and good learning outcomes were generally observed. One slight disadvantage to that approach was the length of time spent on one specific unit, that of food and drink for example lasted for three weeks, and a slight loss of motivation occurred after the first week.

The learners, on the whole took responsibility for their learning especially if a fair amount of laisser-faire was enforced but also if a variety of activities accompanied the unit booklet. However, some teachers were unfortunately observed to use the booklet as a complete substitute for teaching or helping out, becoming mere babysitters. No positive interaction was witnessed in those cases and French was perceived by the learners as a very boring subject.

In essence the language booklets are often grammar-based and they concentrate more often on language patterns than real communication. As with the text-book approach, the components of the unit are frequently disjointed and form no overall framework, linked only through a common topic.

In *Communicative Methodology in Language Teaching*, Christopher Brumfit wrote that learning a concept is like learning to play tennis, not like learning the rules and principles that govern them. I.C.Ps are very much in line with this belief. One of their strengths lies in the fact that more than one topic area may be integrated and therefore repeated without the learners being consciously aware of it. Rather than directing learning through a check-list, I.C.Ps lead the learner to adopt a more active decision-making position because of the open-ended nature of the scenarios. In addition, I.C.Ps offer a greater scope for the learner to develop his or her personality because the interaction is not just with materials but also with the peer-group. All must agree at one stage or another and since this is particularly positive a sense of cooperative responsibility is achieved.

A particular sense of enjoyment was found to be derived from I.C.Ps. because of the element of authenticity and of suspense involved and undoubtedly also because of the novelty aspect. But the greatest advantage of I.C.Ps perhaps, is that it leaves the teacher free to decide on the
organisation of the curriculum and to adapt the project to address specific needs as it progresses. In addition, the stigma often attached to low ability learners disappears. The tasks are differentiated but the basic ones are as important for the overall completion of the I.C.P as the more sophisticated ones.

The relative freedom and responsibility given to the learners were found to be key motivating elements.

Constraints imposed by the sole use of scenarios.

The creation of I.C.Ps requires a considerable amount of time spent in imagining and renewing scenarios time and time again, in preparing suitable materials, in ensuring that a wide variety of activities can take place and, most of all, in organizing and presenting very clear aims and objectives to the learners. However the latter requirement benefits both the teacher and the learner in that there is a strong sense of purpose as soon as the language classroom is entered. Good management skills are also important since the groups for one type of activity are not systematically composed of the same members for another type of activity.

A pre-requisite of basic linguistic ability and of good reference skills must exist for the purpose of successful communication. For I.C.Ps to be successfully attainable an eclectic approach must therefore be adopted. Even when the learners are of Credit level, a language leaflet is required to support their linguistic input and to foster further progress.

I.C.Ps have got no value unless they are worked through in the target language. I also found that, unless an agreed code of behaviour was adopted by the whole class, the implementation of an I.C.P should be delayed.

In Dunbar Grammar school I spent a whole week minimizing the discipline problems that prevailed in a 3rd year class before even hinting at the possibility for the whole class to engage on a project on Albertville which linked various topic areas such as "travel", "sports and leisure", "weather"....( see Appendix). My belief is that one should establish a healthy relationship with a class before learning can take place and during my first observation week in Dunbar, I noted that one particular 3rd year learner, Shane X, seemed to enter the language classroom for the sole purpose of causing disruption. I felt that should he want to attract attention it should be in the target language and for something positive! I therefore spent some time exploring possibilities and working out what would motivate him into being more productive. I soon found out that he responded extremely well to competition-based activities as did the majority of his peers.

Only when some common respect and understanding were established, did I attempt to present the project to the class. That seemed to ensure success and a dramatic change of attitude and behaviour among the learners.

Despite the few constraints of time and having to resort to a language booklet ( see sample in appendix which was designed for a project entitled "Preparing for an Open Day" programmed for a 3rd year in Currie High) I.C.Ps offer considerable rewards for the learner and for the teacher. Indeed once the long term planning is established the teacher has more time and flexibility to offer to individual learners. The events do not develop in a similar manner twice hence the element of interest and stimulation for exploring other possibilities as they occur.
Questionnaire Results: Analysis of factors affecting motivation.

A questionnaire (see Appendix) to establish learning preferences was distributed to two S4 classes comprising 57 pupils (30 girls and 27 boys). As can be seen from the graph below, speaking was by far the most popular mode of learning, followed by listening, reading and writing.

**Preferred learning modes.**

![Graph showing preferred modes of learning and perceived level of difficulty.]

This was significant as these results were very much in line with the weighting applied to each of the skills at Standard Grade, where writing is only an option. Although writing, the least popular mode of learning was also perceived as the most difficult of the four skills to master, there was no direct correlation between level of difficulty and preferred mode of learning. Indeed speaking was only marginally behind writing as the skill cited as the most difficult to come to terms with. There would seem then to be no direct link between the level of difficulty of the task and enjoyment. This was further borne out in response to question 7 of the questionnaire. Contrary to my own expectations, only a small majority (30 to 27) stated that work which was too difficult was a major demotivating force.

**Perceived relevance of games in the classroom.**

![Graph showing perceived relevance of games.]

The vast majority of the pupils (60% of the sample) found that the use of games in the
classroom was a valuable language learning experience. Some even mentioned that games particularly helped them to retain vocabulary and assimilate new language structures. Interestingly, there was a distinct sex differential among those who found games to be irrelevant. 16 out of the 23 questioning the validity of language games were found to be girls. When questioned further these girls expressed a desire to have more written explanations and a more “academic” approach to language learning. Reference to revision materials for exam purposes was frequently made. A wish to be spoonfed still seems to be prevalent among a sizeable number of the school population.

Motivating factors in learning a foreign language.

![Graph showing participation levels](image)

However, as the present graph shows, 91% of the learners questioned stated that they preferred active participation in class to the teacher dominating class proceedings too tightly. Only 5 pupils from the two classes expressed a preference for passivity. Those learners were extremely shy and reserved and they found interaction with other learners difficult whether in French or English. These tended to be isolates of the class throughout the school.

Conclusion.

I.C.Ps are rather long-term based and their structure is all important with clear aims and objectives. The majority of the learners questioned were found to value greatly the fact that they knew exactly where they were going and that the specific tasks they carried out were not lost in a vacuum. Despite the variety of tasks offered related to different topic areas, a certain unity prevailed, that which was imposed by the main lines of the scenario.

I.C.Ps entail group responsibility. The concept of responsibility, once established and accepted by all learners, led to the disappearance of discipline problems mostly through peer-group pressure because of self-motivation.

The whole class evaluation and personal self-assessment of the progress made at the end of the I.C.P means that the learners take more responsibility for their own learning. Appeal to reference skills encouraged by the I.C.P method leads to far greater independence on the part of the learners. They also progress in the areas where their particular weaknesses are because they perceive them as weaknesses.

The relevance, originality and authenticity of the I.C.P were mentioned time and time again and
also the element of suspense provided at one stage or the other of the I.C.P. These were found to be very attractive indeed by the teachers who observed my classes during placement and by the learners who, because they knew where they were going, were never de-motivated by any routine activity.

On some occasions, a visit to the Home-Economics department or to the Gym Hall in the case of the Albertville I.C.P. constituted a novelty element which was generally perceived as a motivating factor.
Great enjoyment was derived from the "doing activities" and the numerous opportunities to act out and to develop drama skills.

Importantly I.C.Ps offer great scope for the development of problem solving and decision making processes and as P.T Tawney and Derick Unwin have stated in "Simulation and Gaming in Education", it is now coming to be realised that learning is not an end in itself, but is rather the means by which the end is achieved.
The "Greening of Education" can take place through I.C.Ps because the learner's autonomy is promoted, his/her ego is protected through subtle differentiation and because a positive attitude prevails.

C. Brumfit claims that learning may occur willingly or unwillingly because it is internal and unobservable. Learning cannot be planned, cannot be directly related to conscientious effort nor can it be based on a syllabus. Learning cannot be administratively controlled but learning can be measured by observation of subsequent performance.

Through I.C.Ps the fluency, confidence and enjoyment of the learners increased dramatically because there no longer existed a teacher-centered approach which was generally perceived as a barrier.
In order to facilitate learning our conclusion is therefore that the teacher must be an initiator, an initiator of experience for all and each individual to progress at whatever pace is most appropriate.
The amount of laissez-faire to be given to the learners is difficult to quantify. The teacher, in his/her position of initiator, must constantly evaluate and rethink what best strategies are appropriate at one stage or at another and what is best suited for a particular learner.
BIBLIOGRAPHY

TEACHING THROUGH ENCOURAGEMENT
Prentice-Hall (1980) R. J. Martin

SIMULATIONS IN LANGUAGE TEACHING

SIMULATION AND GAMING IN EDUCATION
Methuen Educational Ltd (1969) P. J. Tawney & D. Unwin

METHODOLOGY IN EDUCATION
USA (1969) R. K. Means

KNOWHOW
ITC London ((1970) R. Hare

STRATEGIC INTERACTION

SECOND LANGUAGE ACQUISITION & SECOND LANGUAGE LEARNING

COMMUNICATIVE METHODOLOGY IN LANGUAGE TEACHING
Cambridge University Press (1990) C. Brumfit

DEVELOPING COMMUNICATION SKILLS
APPENDIX 1

1- Questionnaire

2- Sample of language booklet designed for an I.C.P called "Preparing for your school Open-Day"
QUESTIONNAIRE

Please tick the box that corresponds best to your personal opinion.

1- What do you like best?
   a/ individual work
   b/ pair work
   c/ group work

2- What do you prefer?
   a/ listening
   b/ speaking
   c/ reading
   d/ writing

3- What do you find most difficult?
   a/ listening
   b/ speaking
   c/ reading
   d/ writing

4- What kind of group work do you enjoy?
   a/ group work where everyone must contribute
   b/ individual task within a given group

5- What type of lesson do you find most exciting and fulfilling?
   a/ when you are doing things
   b/ when you sit, listen and make notes
6- What makes you work?
   a/ threat from the teacher
   b/ personal interest
   c/ prospect of exams
   d/ parental pressure
   e/ when I like the teacher

7- What puts you off most?
   a/ when the work is too difficult
   b/ when the work is too easy

8- What do you think of games in the language classroom?
   a/ irrelevant and a waste of time
   b/ good fun but irrelevant
   c/ help to learn a lot while enjoying oneself

9- Do you prefer to be taught from a book or from activities?
   a/ from a text book
   b/ from activities

10- What do you prefer?
    a/ the teacher to stand in front of the class and to speak to the class as a whole.
    b/ the teacher to work with groups and speak to individuals.
Match the following objects found in a classroom with the French words below.

une affiche
le bureau du professeur
une carte du monde
une chaise
un écran
une étagère
la fenêtre
un globe
un magnétophone
un ordinateur
un placard
la porte
un rétroprojecteur
le tableau
une table
1- Identify the objects below.

2- Write the French near the corresponding box.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Computer" /></td>
<td><img src="image2" alt="Ruler" /></td>
<td><img src="image3" alt="Pen" /></td>
</tr>
<tr>
<td><img src="image4" alt="Pencil" /></td>
<td><img src="image5" alt="Eraser" /></td>
<td><img src="image6" alt="Notebook" /></td>
</tr>
<tr>
<td><img src="image7" alt="Pencil" /></td>
<td><img src="image8" alt="Notebook" /></td>
<td><img src="image9" alt="Calculator" /></td>
</tr>
<tr>
<td><img src="image10" alt="Notebook" /></td>
<td><img src="image11" alt="Calculator" /></td>
<td><img src="image12" alt="Compass" /></td>
</tr>
<tr>
<td><img src="image13" alt="Atlas" /></td>
<td><img src="image14" alt="Dictionary" /></td>
<td><img src="image15" alt="Trunk" /></td>
</tr>
</tbody>
</table>

un atlas
un cahier
une calculatrice
un cartable
une cassette
un compas
un crayon
un dictionnaire

un feutre
une gomme
un livre
un ordinateur
une règle
un stylo
une trousse
Les matières scolaires

Identify the subjects below.

allemand
anglais
chimie
dessin
éducation physique
et sportive
espagnol
français
géographie
histoire
informatique
italien
mathématiques
musique
physique
sciences naturelles
travaux manuels
LES HORAIRES

1- Le lundi j'ai anglais de 8.40 à 9.15.

2- Je vais à l'école du lundi au vendredi.

How is "from" translated in phrases 1 and 2 above?

How is "to" translated in phrases 1 and 2 above?

What do you reckon?

1- What must be used when you speak of the time in terms of hours?

2- What should be used when you speak of the time in terms of days?

Write down 4 sentences giving details about what you do at school and when, i.e. from what time to what time, from what day to what day.

1 ..................................................................................................................................................

2 ..................................................................................................................................................

3 ..................................................................................................................................................

4 ..................................................................................................................................................
LE PLAN DE CURRIE HIGH

You may on various occasions be required to give directions. The school is very large and spread out and it is not easy to know your way initially. So look up the words below and write the English or draw a symbol that gives the correct direction.

Tout droit
A droite
A gauche
Au rez-de-chaussée
Au premier étage
Au deuxième étage
Au troisième étage
Dans le bâtiment principal
Dans le bâtiment A
Dans le bâtiment B
Dans le bâtiment C
A côté de
En face de

La salle de monsieur Raffaelli se trouve dans le bâtiment principal, au deuxième étage à droite.

What does this mean?........................................................................................................................................
PROFIL SCOLAIRE

You may be asked to speak about school and how well you are doing on various occasions. These words will then become very useful. Look them up in your dictionary.

bon / bonne .................................................................
moyen / moyenne ...........................................................
faible .................................................................
nul / nulle .................................................................
dissipé / dissipée ..............................................................
travailleur / travailluse ........................................................
sérieux / sérieuse ..........................................................

Why do most of these words have two different spellings?

* Je suis bon anglais * Who is speaking? (a boy or a girl?) ..........................................................

* Je suis très mauvaise en maths * Who is speaking? ..........................................................

* Je suis sérieux en classe * Who is speaking? ..........................................................

Make up a list of 8 subjects of your choice and say how good or bad you are at them.

Did you notice how to say " at " a subject when describing your abilities?

1. ...........................................................................

2. ...........................................................................
There are several ways to say which subjects you do at school:

1- 'Je fais ' + du, de la, de l', des + school subject

A Currie, je fais de l'anglais.

A Currie, je fais de la biologie.

A Currie, je fais du sport.

A Currie, je fais des maths.

What is different in each of these examples?

1- ......................................................... 2- ..........................................................

3- ......................................................... 4- ..........................................................

Can you work out why "de" changes slightly in these 4 examples? What causes the change?

du ........................................................................................................................................

de la ......................................................................................................................................

de l' .......................................................................................................................................

des ........................................................................................................................................

Solution:

du is used when the school subject is a "le" word

de la is used when the school subject is a "la" word.

de l' is used when the school subject starts with a vowel (a,e,i,o,u,y)

des is used when you speak or write about more than one school subject.
Now, using "je fais" give 6 examples of your own.

1. ................................................................................................................

2. ................................................................................................................

3. ................................................................................................................

4. ................................................................................................................

5. ................................................................................................................

6. ................................................................................................................

2- A second way of saying what you do at school, especially when you are speaking of a particular day and describing your timetable is as follows:

Aujourd'hui j'ai histoire, français et informatique.

What differences do you note in sections 1 and 2 above?

"Je fais" is followed by: .................................................................

"J'ai" is followed by: .................................................................

Solution: je fais + du, de la, de l', des + school subject.

j'ai + subject without de du, de la, de l', des.

Answer the following questions after finding out what they mean.

Quelles matières fais-tu à Currie? (give a minimum of 4)

Je fais ................................................................................................................

................................................................................................................

................................................................................................................

................................................................................................................

................................................................................................................
Quelles matières as-tu aujourd'hui à l'école? (give a minimum of 4)

Aujourd'hui j'ai...


UNE ÉCOLE FRANÇAISE

1-LES COURS COMMENCENT À HUIT HEURES LE MATIN.

2-ON COMMENCE L’ÉCOLE EN CLASSE DE SIXIÈME.

3-LES COURS DURENT UNE HEURE.

4-ON VA À L’ÉCOLE LE SAMEDI.

5-IL N’Y A PAS DE RETENUE EN GENERAL.

6-ON NE PORTE PAS D’UNIFORME.

7-LES REPAS DE MIDI DURENT 2 HEURES.

8-LES COURS FINISSENT À 5 OU 6 HEURES MEME.

9-SOUVENT LES ÉLEVES VONT AU COLLEGE, PUIS AU LYCEE.

10-L’HISTOIRE-GEO C’EST UNE SEULE MATIERE.

CURRIE HIGH, c’est différent?

Quelles sont les différences exactement?
# L'EMPLOI DU TEMPS

<table>
<thead>
<tr>
<th>lundi</th>
<th>mardi</th>
<th>mercredi</th>
<th>jeudi</th>
<th>vendredi</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. What do these words mean?

libre: ........................................

récration: ......................................

déjeuner: ......................................

2. Include them in your timetable.
**PROGRESS CARD**

**Now I can:**

- Describe my classrooms
- Name classroom objects
- Say what subjects I do
- Speak about my timetable
- Speak about my abilities in different subjects
- Say where various classrooms are
- Ask where various classrooms are
APPENDIX 2

1- A topical I.C.P : the Olympic Games at Albertville

2- Selection of materials used for the "SURPRISE PARTY" I.C.P
GENERAL INTRODUCTION: "Bonjour je m'appelle.... et j'aime........." (mimé un sport).

- survey round the class: Quels sont les sports les plus populaires dans la classe?

THE JOURNEY TO FRANCE

- les jeux d'Albertville.
- Comment y aller? (moyens de transport possibles)
- Qu'est-ce qu'il y a à faire? (passe-temps)
- Comment est la région?
- Survey: quels sont vos passe-temps favoris? Quels sont les passe-temps plus populaires dans la classe?

On est arrivé. C'est le jour "J": l'ouverture des jeux.

- vidéo de l'ouverture et commentaires en français sur cassette.
- division de la classe en groupes d'athlètes représentant divers pays.

BACK IN DUNBAR.

- opening of the games in the class: PRESENTATION DE CHAQUE EQUIPE

- compétitions:

THE DIARY OF THE GAMES (keep a record of what happens in Albertville on a daily basis)

A QUESTION OF SPORT (questions made up by pupils who then test each other)

THE RACE FOR DRAWINGS (pictionary type of game: suggestion d'un sport à une personne qui doit le transmettre-style téléphonique arabe-aux membres de sa file. La dernière personne doit faire un dessin compréhensible de ce sport)

SPORTING PERFORMANCES OF EACH TEAM (entrainement et concours en français dans le gymnase = T.P.R à l'état pur: A vos marques, prêts, partez etc, chronométrage et commentaires, remise des médailles, interviews sur l'aut-évaluation des participants = role plays).
Vous allez passer 15 jours en France chez votre ami(e) français(e). Ça correspond à la date de son anniversaire. Vous décidez d'organiser une surprise-partie !

A vous de décider (en groupe) :

- l'identité de l'ami(e)
- la ville où il / elle habite
- sa personnalité
- ses goûts
- des détails particuliers qui sont importants

Etant donné que vous ne connaissez pas la France parfaitement, il faut vous familiariser avec :

- l'environnement
- la nourriture
- les boissons
- les magasins et autres services en France
- l'argent
- les habitudes culinaires
- les habitudes vestimentaires
- la musique
QUESTION: OÙ PEUT-ON ACHETER DES BAGUETTES ?

RÉPONSE: À LA BOULANGERIE / DANS LA BOULANGERIE

Exemple: La boulangerie. Des baguettes

<table>
<thead>
<tr>
<th>Commerces</th>
<th>Produits</th>
</tr>
</thead>
<tbody>
<tr>
<td>la boulangerie</td>
<td>Du beurre</td>
</tr>
<tr>
<td>La boucherie</td>
<td>Des parapluiés</td>
</tr>
<tr>
<td>Le bureau de tabac</td>
<td>Des petits fours</td>
</tr>
<tr>
<td>La quincaillerie</td>
<td>De l'aspirine</td>
</tr>
<tr>
<td>La boutique de sport</td>
<td>Des cigares</td>
</tr>
<tr>
<td>La boutique de vêtements</td>
<td>Du saucisson</td>
</tr>
<tr>
<td>La charcuterie</td>
<td>Du parfum</td>
</tr>
<tr>
<td>La crèmerie</td>
<td>Des clous</td>
</tr>
<tr>
<td>Le grand magasin</td>
<td>Des baguettes</td>
</tr>
<tr>
<td>Le magasin de chaussures</td>
<td>Des oignons</td>
</tr>
<tr>
<td>Le magasin de primeurs</td>
<td>Des pantoufles</td>
</tr>
<tr>
<td>La parfumerie</td>
<td>Des chemises</td>
</tr>
<tr>
<td>La pâtisserie</td>
<td>Du savon</td>
</tr>
<tr>
<td>La droguerie</td>
<td>Du veau</td>
</tr>
</tbody>
</table>
LE BUDGET POUR LA SURPRISE-PARTIE

Il faut décider :

La somme totale d'argent que l'on va dépenser : ------------ Frs.

La liste des dépenses :

----------------------------------------------------------------------------------------------------------------------------------

----------------------------------------------------------------------------------------------------------------------------------

----------------------------------------------------------------------------------------------------------------------------------

----------------------------------------------------------------------------------------------------------------------------------

----------------------------------------------------------------------------------------------------------------------------------

----------------------------------------------------------------------------------------------------------------------------------


A votre disposition il y a / vous avez accès à :

- 5 grandes assiettes, un four à micro-ondes, 12 chaises, 4 tables.

N'oubliez pas de considérer :

- Le nombre d'invités.
- Le matériel nécessaire.
- Les commissions.
- La musique.
LE LOCAL

Situation :
- En ville.
- A la campagne.
- En banlieue.

A vous de choisir !
N'oubliez pas de faire une liste des avantages et des inconvénients pour chacune des possibilités.

L'organisation du local :

Vous avez vu beaucoup d'annonces de salles à louer mais tout est trop cher ou trop difficile d'accès. Vous avez réussi à obtenir une salle de 100m² dans la villa d'une autre amie française. Vous devez décider :

- Le partage des tâches ménagères et autre (faire une liste)
- L'aménagement de la pièce / de la salle (quels meubles sont nécessaires, où va-t-on danser, se reposer, manger, discuter).

Maintenant que vous avez trouvé un local il faut vite préparer un plan détaillé pour donner l'adresse et expliquer comment y aller.

PS : Utiliser un plan de la ville. Et faites un commentaire écrit.
SALLES A LOUER

Grande salle de la Pommeraie

Dimensions: 200 m² avec ou sans personnel de restauration.
Situation : centre ville à 2 minutes de la gare centrale.
Prix : location/soirée : 1390 francs.
          location week-end : 1550 francs.
Tarifs restauration exclus.
Style rustique. Parquet et moquettes.

A votre disposition : 70 chaises. 30 tables pour 4 personnes.

Salle Madelon.

Situation : banlieue.
Accès facile sortie Autoroute Est.
Prix : Location soirée : 800 francs.
Facilités bar : un barman : 98 francs / heure.
              un disque jockey : 500 francs pour la soirée.
Pour tous renseignements au sujet de la restauration
contactez notre traiteur au : 91 33 12 59.

Grand hôtel Longchamps.


Salle de réception : location : 300 francs / heure.
Buffet et service inclus.
Réservation : 3 mois de préavis sont nécessaires.
ROLE-PLAY.

A l'agence immobilière.

A

Vous cherchez un local pour une surprise-partie. Vous ne connaissez pas bien la ville et quand l'agent immobilier vous propose une salle, vous posez beaucoup de questions ( où est-ce ? combien ça coûte la location pour une soirée ? Quelles sont les conditions ? Faut-t-il laisser des arrhes (deposit) ? Quand peut-on obtenir les clefs ?....

NB: IL NE FAUT PAS OUBLIER DE DONNER DES DÉTAILS AU SUJET DE LA SURPRISE PARTIE AVANT DE COMMENCER !6 (présentation personelle, explications au sujet de votre séjour en France, nombre de personnes invitées... ).

B

Vous êtes l'agent immobilier. Vous êtes très curieux au sujet de ce projet d'organiser une surprise pour votre ami. Vous avez beaucoup de salles à louer à des prix très variés et vous savez exactement quelle est la location de chacune des salles. Vous avez aussi une longue liste d'avantages et d'inconvénients. Vous êtes vraiment très sympa et vous faites beaucoup de recommendations.
Fiche de cuisine

Recette: _____________________________

Ingrédients

Marche à suivre

Temps de préparation

Temps de cuisson ou de réfrigération

Résultat / Réaction / Opinion

coupez
ajoutez
faites cuire
épluchez
versez
décorez
mélangez
faites bouillir
laissez refroidir
Dans quel magasin peut-on acheter du pain ?
Réponse : dans une boulangerie.

Dans quel magasin peut-on acheter du vin ?
Réponse : dans un supermarché, une coopérative agricole, une épicerie.

Dans quel magasin peut-on acheter un manteau ?
Réponse : dans un magasin de vêtements, dans une boutique.

Dans quel magasin peut-on acheter une paire de collants ?
Réponse : dans un supermarché, une boutique.

Dans quel magasin peut-on acheter des médicaments ?
Réponse : dans une pharmacie.

Dans quel magasin peut-on acheter un livre ?
Réponse : dans une librairie-papeterie.

Dans quel magasin peut-on acheter de la viande ?
Réponse : dans une boucherie.

Dans quel magasin peut-on acheter du sel ?
Réponse : dans un supermarché, une épicerie, une alimentation.

Dans quel magasin peut-on acheter une paire de chaussures ?
Réponse : dans un magasin de chaussures.

Dans quel magasin peut-on acheter un gâteau ?
Réponse : dans une pâtisserie.

Dans quel magasin peut-on acheter un journal ?
Réponse : dans un magasin de journaux, un bureau de tabac.

Dans quel magasin peut-on acheter un timbre ?
Réponse : à la poste, dans un bureau tabac.
A ton avis.
Qui, dans ce groupe, est le plus gourmand ?

A ton avis.
Qui, dans ce groupe, préfère le salé au sucré ?

A ton avis.
Qui, dans ce groupe, préfère le restaurant italien au restaurant chinois ?

A ton avis.
Qui, dans ce groupe, préfère les repas de famille ?

A ton avis.
Qui, dans ce groupe, est végétarien?

Selon une échelle de 1 à 10.
Je suis gourmand.

Selon une échelle de 1 à 10.
J'aime cuisiner.

Selon une échelle de 1 à 10.
Je suis aventurier (e) en cuisine.
Selon une échelle de 1 à 10.
J'aime les plats exotiques.

Selon une échelle de 1 à 10.
Je suis sensible à la présentation
d'un plat.

Selon une échelle de 1 à 10.
Je préfère le goût au "look".

Selon une échelle de 1 à 10.
J'aime dépenser beaucoup d'argent
pour boire et manger.

Selon une échelle de 1 à 10.
Je déteste les frites.

Selon une échelle de 1 à 10.
Je m'inquiète pour mon poids.

Selon une échelle de 1 à 10.
Je fais des efforts pour manger
des aliments bons pour la santé.

Selon une échelle de 1 à 10.
Je grignote toute la journée,
surtout du chocolat.
A very thorough, extremely compact piece of work. Clearly presented with useful illustrative material.

RA 01/1972 F