

**Section 1:** Nadine Hensley  
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**Section 2:** Tu as quels cours? Et comment tu trouves ça?

**Section 3:** French level One - Middle School

**Section 4:** Standards:

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 2.1 Practice of Culture
- 3.1 Making connections
- 4.1 Cultural Comparisons

**Section 5:** Overview:

This lesson taught over two class periods is part of a group project called “Présentez votre Collège” (More about this in section 11). The students will be able to speak about their typical school day and say how they feel about various subjects (Interpersonal Communication). They will also gain understanding of French Middle School Students’ typical day, and compare with their own, by looking at an authentic student’s schedule, and viewing a video showing interviews of francophone students. (Interpretive Communication, Practice of Culture and Cultural Comparisons).

**Scenario:**

*Day One:*

- Students read and understand a French student schedule.
- Students share reactions about that schedule.
- Students view the video of interviews of French speaking students.
- Students compare classes taken in the US and in French speaking countries.

*Day Two:*

- Students speak of their likes and dislikes.
- Students learn to express opinion with cartoons.
- Students survey other students about the classes they like and dislike using the new expressions.
- Students share their findings.( Connection to statistics)
- Student work in groups to come up with a typical student’s day in their class with survey results. This group work will be incorporated in their guidebook.

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## Day One

**Section 6:** I will ask the students to come prepared on Day One with their written daily class schedule, in French. (hmw)

**Section 7:** I will throw my softball around asking student at what time and which days they are having certain classes (This will also be a review of “avoir” verb, time and days of the week).

**Section 8:** Students will look at a French student’s schedule on the overhead. I will ask some questions of comprehension (interpretive). Students will share their thoughts about the advantages and disadvantages of French students’ schedules and theirs (comparative).

As a pre-viewing activity, I will ask the students to say what classes they are required to take. I will ask them to think what are the French students probable required classes.

Students view the video, which presents three interviews of French speaking students describing their schedule and courses. Students will compare what these students have to take, and compare it to theirs (comparative, and interpretive)

**Section 9:** A transparency with a French student’s schedule.

A video with interviews of three French speaking students.

## Day Two

**Section 6:** I will ask the students to draw cartoons with speech bubbles to show their opinions about different topics (movie actors, books, singers...) for day 2. (hwm)

**Section 7:** Students share their likes and dislikes showing their cartoons, using the already familiar “j’aime, je n’aime pas” (interpretive and presentational).

**Section 8:** Using my own cartoons, I express my opinions: “je trouve Star Wars Super!” for example. On the overhead transparency I have the new expressions in three columns with happy, medium, and sad faces.

Students express their opinions using the new expressions. (interpersonal)

Students listen to a tape with French students discussing their likes and dislikes on various school subjects (interpretive)

The students have each a school subject and a survey worksheet. They have to find 20 students and ask their opinion of the subject: “ Comment tu trouves l’histoire-geo? Genial, cool, interessant, pas terrible, ou nul? (interpersonal)

The students take a minute to calculate the percentage in each category (connection with statistics).

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On the board, a student volunteer writes down the statistics after asking “comment nous trouvons les maths?”

The students get into their groups to come up with a typical class schedule using their own schedule and adding the survey results for their guidebook

**Section 9:** Transparency with my own cartoons

Transparency with happy, medium, and sad faces with related expressions

Transparency to write the survey results by subject and opinion section

Worksheet for students survey

**Section 10:** Technology Connections:

[www.education.fr](http://www.education.fr) This is a site that describes the French education system

<http://trf.education.gouv.fr/pub/edutel/bo/> This is a site created by the French Education Minister that describes among other things, the requirements for foreign language in Middle School and High School.

<http://Hebergement.ac-poitiers.fr/c-jm-poitiers/site-college/index.asp>. This is a site for the Jean Moulin Middle School in Poitiers. I use Poitiers because it is in our level one book.

[www.ac-poitiers.fr](http://www.ac-poitiers.fr) This is the site for the academy of Poitiers. The academy oversees all the schools in Poitiers and the region.

[www.aubahut.net](http://www.aubahut.net) This site is for students and teachers exchanges for secondary schools in France. Through Aubahut you can find Middle Schools all across France.

**Section 11:** Integration and extensions:

This lesson plan for two classes is part of a group project called “Presentez votre Collège”. Student groups will create a guidebook with video, and possibly a web site describing their school. It will involve creating a map of the school, presenting some of the extra-curriculum activities at school, creating a schedule of a typical day at school with what’s popular, describing the school Mascot, inventing a school cheer, designing a school flag, and videotaping a guided tour of the school.

This lesson plan involves several standards particularly interpersonal communications, interpretive communications, and culture. As an extension of this class, the students will be involved in presentational communications for their group project, and in communities, as they will share their guidebook with another school (to be determined).