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La Conduite en France
(Driving in France)

Pennsylvania Governor's Institute 2005
for World Languages

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Theme: La conduite en France (Driving in France) – Part 1 (2-3 days)

Class: French 4

Teaching Time: 44 minutes

OBJECTIVE:

Students will learn the French road signs: their shapes, their colors, their meanings: a prerequisite to taking the online Road Test.

MATERIALS:

1. Projector attached to a computer
2. Computer with connection to the internet

OVERVIEW:

Introduction:

Refer to last class' lesson on "car parts", and tell them that today they will be learning about French road signs.

Set-up:

Go to www.coderoute.com, click on "leçons de code", then on "la signalisation", then on "les panneaux", then on "les panneaux de danger". The road signs and their descriptions here are free. However, to view other types of road signs, or to view other lessons, such as on the car, the driver, accidents, etc, one must pay to subscribe to their service.

Conclusion:

-I suggest a teacher subscribe to coderoute.com so all road nomenclature may be learned and reviewed prior to taking the online sample test (part 2 of this theme lesson "La conduite en France – Driving in France)

-In addition to their homework assignment, I will tell them that they have additional review material online at <http://www.quia.com/pages/burrellfrench4.html>

ORDER OF EVENTS and STANDARDS MET:

Step 1: Interpretive Mode of Communication (National Standard 1.1)

Students will need to interpret what French road signs mean. Many are similar to ones here in the United States, but many are not too. Many signs will be new to students and I will use TPR if necessary to help them interpret what the road signs mean.

Step 2: Interpersonal Mode of Communication (National Standard 1.2)

Students will quiz one another on what the road signs mean, in the target language.

Step 3: Students will select a French road sign and replicate it so that it is 8 feet by 8 feet. No students will have the same sign. They will then present it and then post it in the classroom.

OTHER NATIONAL STANDARDS MET:

Culture Products (National Standard 2.2) & Culture Comparisons (National Standard 4.2)

Students will learn that the French have a road sign system of their own, but that it also relates pretty closely to our own.

Making Connections (National Standard 3.1)

Students will make connections to math and driver's education. For math, they will need to convert from the metric system into ours. The connection to driver's education is self-explanatory.

Acquiring Information (National Standard 3.2)

Some road signs are unique to France, such as the "no parking" sign. Some driving laws are unique to France, like "priority is given to the car to the right". Some driving laws are unique to the US, such as being able to turn right at a red light.

Lifelong Learning (National Standard 5.2)

Students will need to know French road signs if they decide to reside in France for a period of time.

Theme: La conduite en France (Driving in France) – Part 2 (4-5 days)

Class: French 4

Teaching Time: 44 minutes

OBJECTIVE

Students will experience taking the Written French Driving Test online. This test is the same one French people take, and need to pass, in order begin taking driving lessons behind the wheel.

MATERIALS

1. Projector attached to a computer
2. Computer with connection to the internet

OVERVIEW

The Written French Driving Test (Examen du Code de la Route) is the prerequisite to learning how to drive behind the wheel in France. While an American driver with an American driver's license is permitted to drive a car in France, this person would also find that the French way of driving, including right of ways and road signs, is not exactly consistent with our way of driving.

The French have developed at least one web site, www.coderoute.com, that allows those interested in learning to drive, to view sample written driving tests from the comfort of their computer.

To pass the French written driving test, thirty-six or more of the forty questions must be answered correctly. Only when the French written driving test is passed, may one begin taking driving lessons behind the wheel.

Understanding the test:

The test consists of forty snapshots of specific driving situations. Each snapshot consists of one or two questions. If a snapshot consists of two questions, both questions must be answered correctly in order to receive credit. Each snapshot has two, three, or four answers, meaning that if there are two questions for a given snapshot, each can only have two answers.

The manner in which questions are answered online is similar to the way one would answer the questions during an actual test, only that the latter will have a hand-held remote control. To my knowledge, there is no possibility to taking the actual test online. The tests online are written test preparations only.

Description of a sample question - this one actually has two questions for this one driving situation:

Snapshot example: (see Appendix A)

The snapshot is a picture of a sidewalk. On the sidewalk, there is a sign that could be moved away. The road sign indicates that parking beside it is not advised, and that your vehicle could be impounded (there is a picture of a tow truck towing a car away).

Snapshot's 1st question:

Upon sight of this road sign, I may not stop at this spot (A: True, B: False)

Snapshot's 2nd question:

The road sign tells me (C: that the road sign is only applicable to tow trucks, D: that my vehicle could be impounded)

To receive credit for this question, the test taker would have needed to answer B and D.

SET-UP:

- Go to www.coderoute.com, click on “tests d’examen”, then on “01”, then on “exercice”
- Students are working in groups of four.
- The teacher answers student questions at any given step.

ORDER OF EVENTS & STANDARDS MET:

Introduction:

Refer to last class' lesson on “road signs”, and tell them that today they will be taking a sample Road Test online.

Step 1: Interpretive Mode of Communication (National Standard 1.1)

Students are only shown the picture of the driving scene. They write down key words that relate to the scene to build upon their vocabulary. For example: trottoir (sidewalk), panneau (road sign), grillage (metal gate), mur (wall). (see Appendix A)

Step 2: Interpersonal Mode of Communication (National Standard 1.2)

Students share their words using as complete sentences as possible. Example: In this picture, there is a road sign, a sidewalk. On the road sign, there is a car and a truck. –or- In this picture, there is a temporary road sign on the sidewalk. –or- In this picture, on the road sign, there is a truck pulling a car. (see Appendix A)

Step 3: Interpretive Mode of Communication (National Standard 1.1)

The question, or questions, pertaining to the driving scene are now shown to the students. The teacher uses TPR to help describe words that students may not know. The teacher may also rephrase certain questions or answers so students may interpret an easier format of the question or answer.

Step 4: Interpersonal Mode of Communication (National Standard 1.2)

Students select what they believe is the correct answer or answers. If they agree, they say “je suis d'accord”, otherwise, they say they don't agree and give a reason why “je ne suis

pas d'accord parce que...". This latter phase of step 4 is what is going to test their interpersonal skills the most.

OTHER NATIONAL STANDARDS MET:

Culture Practices (National Standard 2.1)

“What to do when and where”: on a slide, a question may ask who has the right of way. This lesson will teach them this.

Culture Products (National Standard 2.2)

Driving is a necessity in life. Recognizing road signs is a prerequisite to learning to drive.

Making Connections (National Standard 3.1)

By learning the rules of driving in France, and its road signs, students are making connections to their Driver's Education class.

Students will also notice that the French use the metric system because they will see distances marked in kilometers and speeds in kilometers per hour. This connects to Math class and Science classes, converting units of one type into another.

Acquiring Information (National Standard 3.2)

By taking the online Written French Driving Test, students are learning that the French have a particular way of asking questions with multiple-choice answers. They will also realize that answers are not frequently obvious and that a great deal of thinking is involved. For example, on one slide, the answer to the question relies upon seeing a faint white line drawn on the roadway. Failure to see this faint line, the person taking the test would miss that question.

Language Comparisons (National Standard 4.1)

Students will see their share of cognates, new road expressions such as “une tête à queue” (when a car spins), common internet words such as password (mot de passe), username (pseudo)

Lifelong Learning (National Standard 5.2)

Down the road, when a student wishes to spend a semester or a year in France, he or she can go back to www.coderoute.com to get a refresher on how the French drive, and perhaps too, present themselves to the actual test.

Conclusion:

Step 5: Presentational Mode of Communication (National Standard 1.3).

The assignment is given to them on the first day of Part 2 of “La Conduite en France” (Driving in France). Students will need to present a slide from www.coderoute.com in their own words to the class, modeled after my four steps or expanded upon them.

In addition to their homework assignment, I will tell them that they have additional review material online at <http://www.quia.com/pages/burrellfrench4.html>

Theme: La conduite en France (Driving in France) – Part 3 (1-2 days)
Class: French 4
Teaching Time: 44 minutes

OBJECTIVE

Students will be able to present a slide from www.coderoute.com in their own words to the class, modeled after my four steps or expanded upon them.

MATERIALS

Dependent upon students' needs

OVERVIEW & STANDARDS MET

Presentational Mode of Communication (National Standard 1.3)

Students will need to present a slide in their own words to the class, modeled after my four steps or expanded upon them. Students will be assessed according to a rubric.

Theme: La conduite en France (Driving in France) – Part 4 (1-2 days) (Extension)

Class: French 4, Teaching Time: 44 minutes

OBJECTIVE:

On the lighter side, students will learn to play the card game “Mille Bornes”

MATERIALS:

“Mille Bornes” card game

OVERVIEW & STANDARDS MET:

Introduction:

Tell students they did a great job on their presentations and that they will now get two days of playing a famous French card game called Mille Bornes.

Give the instructions in French. The new vocabulary they will gain from this activity will be much less than in the previous days, but they will enjoy them because there are fewer and because they are used in an actual French authentic game.

Students will learn to say expressions such as “pneu crevé” (flat tire), “panne d’essence” (out of gas), “accident et réparation” (accident and repair), coup fouré (it has no translation but students would say this whenever they played a trump card), etc.

Interpersonal Mode of Communication (National Standard 1.2)

As the game is played, students will undoubtedly want to talk and they will have to do so in the target language.

Culture Products (National Standard 2.2)

Students are playing an authentic French card game

Making Connections (National Standard 3.1)

Students need to apply math because they are laying down cards to equate one thousand. The goal of the game is to be the first to travel one thousand bornes, but of course, on the way, opponents will try to slow you down with either a red light, a speed restriction, a flat tire, an accident, or with an out of gas card.

Acquiring Information (National Standard 3.2)

Language Comparisons (National Standard 4.1)

Culture Comparisons (National Standard 4.2)

Students can determine whether we have a similar type card game in the United States

School and Community (National Standard 5.1)

Students will surely enjoy passing this card game onto their family and or friends