

# Northern Vermont University French 1111

Spring Semester 2019  
(N19SP French, 1-FRE-1111-NL01)  
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## Expectations:

- A joyful, active and creative learning process
- Full engagement in all classroom activities and learning tasks
- The development of basic fluent practical communication in French

## Evaluation:

- Attendance and full engagement in classroom learning is crucial (26 classes at 1 point per class) =26% of final grade
- Maximum bonus for enthusiastic participation and support of everyone's learning process=10% of final grade
- Notetaking and maintenance of our course three-ring binder=5% of final grade
- Weekly Learning Tasks=39% of final grade (3 possible points for each week of assignments times 13 weeks)
- Exams and Quizzes=20% of final grade (10 points midterm exam, 10 points final exam)

## *French 1111 Course Description*

The initial objectives of this course feature a strong orientation to the language learning process and experience. We begin by cultivating an understanding of the learning styles and interests of class members and by establishing a strong spirit of teamwork. We then focus on establishing an understanding of the natural language learning process and how to apply this knowledge to language learning by design in the classroom and extended school community. Throughout this process we prioritize the creation of positive associations around learning in general and French in particular.

In our initial explorations and on an ongoing basis we adhere to the following principles of the natural approach to language acquisition:

- Understanding and demonstration of understanding through action and simple speech comes before extensive verbal production is demanded.
- Fluent verbal production is encouraged before total accuracy is expected.
- Students are encouraged to see unfamiliar language patterns as mysteries to enjoy solving from contextual and text based clues as they would in a natural language learning experience. Making educated guesses about new words activates learning and helps promote long-term retention of these new patterns. The mental stretching of figuring out meaning is an essential part of our language learning method. Be ready to read and hear unfamiliar words and figure them out as you go.
- Our curriculum focuses on common questions and answers that students can be expected to use in their daily lives and therefore to practice and retain long term.
- Our approach to learning is task and project based and our content focus relates strongly to scripts necessary for practical everyday communication, academic functions and student interests. There is a strong emphasis on communicative activities with partners and teams both in person and via digital technology. Our approach will also feature a blend of human interaction and interaction with books, audio and visual media and language learning software programs.

The structural focus of the course is on the fluent mastery, in the indicative mode, of the most common and useful verbs in the present and *futur proche* tenses. Basic recognition of the past indicative tenses will also be expected along with some production relating to high frequency conversations. The conditional mode will also be explored, largely in its relation to politeness in expression.

The functional focus of the course is on greetings, introductions, high-frequency daily communications, communications in the classroom, functions relating to travel in francophone countries, descriptions of self and family, descriptions of daily routines, expressions of emotion and preference, and other high-frequency scripts relating to daily life and travel.

**Required Texts:**

**Students will be required to maintain a three-binder dedicated to this course which will contain all class notes, written projects and the edited versions of written projects based on the instructor's feedback. This binder will also contain all printed texts distributed by the instructor.**

**All videos seen in class may be reviewed by going to the LSC library and checking out the DVDs for the textbook "D'Accord 1" by Vista Higher Learning. A copy of this text will also be on reserve at the LSC library. Most essential questions given in the course guide have page numbers beside them which correspond to this textbook if you would like more explanation and practice on a particular question.**

**Other texts will be posted on the instructor's website: [instituteforculturalintelligence.org](http://instituteforculturalintelligence.org) under the menu button FRENCH FOR LIFE (NVU).**

## **Unit One-« Learning to Learn and the Conversation Starters »**

**Weeks 1-4 (le 23 janvier-1e 13 février)**

### **Unit Objectives (nos objectifs)**

1. Get to know one another and establish team spirit (faire connaissance et établir l'esprit d'équipe)
2. Understand better and create positive associations around language learning (mieux comprendre et apprécier l'apprentissage des langues)
3. Brainstorm on how to learn more quickly and easily and share some tricks
4. Learn to perform common introductions in French.
5. Explore interesting activities in Montréal and learn key vocabulary for these activities.
6. Learn basic language for numbers, letters and classroom interactions.
7. Master the following essential questions:

- 1. Bonjour ! Ça va ? (p.2-3)**
- 2. Ça s'écrit comment, Suzette ? (p.5)**
- 3. Comment vous appelez-vous ? (p.2-3)**
- 4. Comment dit-on « chair » en français ? (p.9 p.2-3)**
- 5. Combien font trente et douze?**
- 6. Quels sont les objets en classe ? (p.16-17)**
- 7. Qui est-ce ? (p.16) (Benjamin)**
- 8. Qu'est-ce que c'est ? (p.16-17) (une tasse de café)**
- 9. Qu'est-ce qu'il y a dans mon sac à dos ? (p.18)**

### **Weekly “Can do” Learning Objectives (Student Learning Outcomes) and Learning Tasks**

#### **Week 1**

##### **Student Learning Outcomes**

- Can use salutations and use others students' names.
- Can mime other students' hobbies and interests.
- Can identify themselves by name and home town.
- Can introduce self to a partner with either a handshake or “la bise”.
- Can produce this introductory conversation in writing from memory.

## Learning Tasks:

### In class:

- Produce a custom written script in French featuring a complete introduction.
- Present the script with a partner from memory.
- Reproduce the script in writing from memory
- Brainstorm in writing answers to the following questions:  
How do humans learn?  
How can we increase the rate of learning?  
How can we increase retention of new learning?  
How can we make the learning process more enjoyable?

### Homework:

-Go to [instituteforculturalintelligence.org](http://instituteforculturalintelligence.org) and choose the page from the menu on left titled “Tools for Teachers”. Download the guide and read pages 11-22. Take notes on the highlights of the reading for an in-class writing on the advantages of our learning approach which you will do on Monday of Week 2.

-Create a presentation on an activity that you would recommend for a trip to Montréal. Explain in English what the activity involves and why you recommend it. Include a related image, 3 questions and answers in French that relate to the activity, and 7 other useful vocabulary words associated with the activity. Due Monday of Week 2.

## Unit 1 Songs:

### **Bonjour ! Comment ça va ?**

*Musique Originale de Kevin Colosa*

Bonjour ! Comment ça va ? Très bien !  
Bonjour ! Comment ça va ?  
Bonjour ! Comment ça va ? Très mal !  
Bonjour ! Comment ça va ?  
Bonjour ! Ça va ?  
Ça va comme ci comme ça.  
Bonjour ! Ça va.  
Bonjour ! Comment ça va ?

## Je m'appelle

*Musique d'après « Frère Jacques »*

Je m'appelle... Je m'appelle...

Benjamin. Benjamin.

Je suis de East Haven. Je suis du Vermont.

Et toi ? Et vous ?

## Est-ce que vous parlez (tu parles) français ?

*Musique d'après « Frère Jacques »*

Parlez-vous (parles-tu)... ?

Parlez-vous (parles-tu)... ?

français ? français ?

Je parle un peu...

Je parle un peu...

de français ?

de français ?

Parlez-vous (parles-tu)... ?

Parlez-vous (parles-tu)... ?

français ? français ?

Je parle anglais,

Je parle anglais,

et français.

et français.

Parlez-vous (parles-tu)... ?

Parlez-vous (parles-tu)... ?

français ? français ?

Je ne parle pas...

Je ne parle pas...

très, très bien.

très, très bien.

## **Bouge la Tête**

*Musique Originale de Benjamin Clarke*

Bouge la tête.  
Bouge la tête.  
Bouge la tête.  
Bouge la tête en cercle !

Allez-y les enfants.  
C'est une danse élégante !

Bouge les bras.  
Bouge les bras.  
Bouge les bras.  
Bouge les bras en cercle !

Allez-y les enfants.  
C'est une danse élégante !

Bouge les jambes.  
Bouge les jambes.  
Bouge les jambes.  
Bouge les jambes en cercle !

## Unit 1 Story:

### Yves Part en Vacances

Yves adore voyager. Il voyage souvent. En été il va en Suisse pour faire de la randonnée. « Bon voyage ! »

En hiver il va au Colorado pour faire du ski. « Bonnes vacances, Yves ! ».

Au printemps il va en Floride parce qu'il pleut beaucoup au Vermont. « Amuse-toi bien ! »

En automne il reste au Vermont pour voir les belles feuilles.

Le problème est que Yves est souvent fatigué parce que il voyage trop.

Aujourd'hui il reste chez lui et il joue aux jeux vidéos. Aujourd'hui il pleut et il est très content d'être à la maison. <<La vie est belle !>>

## Week 2 Day 1

### Student Learning Outcomes

- Can pronounce alphabet and use basic numbers 1-10.
- Can use basic greetings related to Comment ça va?
- Can discuss how things are going with a partner..
- Can produce this introductory conversation in writing from memory.

### Learning Tasks:

#### In class:

- Explain in writing the advantages of our learning approach using references to the text you read online at the [instituteforculturalintelligence.org](http://instituteforculturalintelligence.org) website.
- Reproduce the script you wrote about how things are going in life, spelling your full name and using examples of numbers 1-10 in writing from memory
- Create a new related script with a partner in class and present to a group of your classmates.

#### Homework:

- Produce a custom written script in French discussing how things are going in life, spelling your full name and using examples of numbers 1-10. Due Wednesday Week 2.
- Practice until you can sing the alphabet song from memory. Due Wednesday Week 2..

## Week 2 Day 2

### Student Learning Outcomes

- Can use numbers 1-20 in addition and subtraction problems.
- Can use basic greetings for the evening and night
- Can discuss the kind of person you are and ask a partner what they are like
- Can produce this conversation in writing from memory.

### Learning Tasks:

#### In class:

- Sing être song from memory
- Conjugate the verb être in writing from memory

#### Homework:

- Write a review of an interactive French learning site that you explore on line. Due Monday Week 3..
- Practice until you can conjugate the verb être in writing from memory and sing the alphabet song from memory. Due Monday Week 3.



## Week 3

### Student Learning Outcomes

- Can use numbers 1-60 in addition and subtraction problems.
- Can sing avoir song from memory
- Can conjugate the verb avoir in writing from memory
- Can discuss things you have and ask a partner what they have

### Learning Tasks:

#### In class:

- Sing avoir song from memory
- Conjugate the verb avoir in writing from memory

### Homework:

-Produce a written monologue describing who you are and are not (Je suis...Je ne suis pas...)what you have and don't have (J'ai...Je n'ai pas de...) and what you like and don't like (J'aime...Je n'aime pas...). Due Wednesday

### Week 3.

-Practice until you can conjugate the verb avoir in writing from memory and sing the avoir song from memory. Due Wednesday Week 3.

## Week 4

- Review all essential questions introduced to date
- Create skits that bring these essential questions together in a meaningful and memorable way.

### Homework:

Create script and perform a skit with a partner for the class. Script is due Monday of Week 4. Skit is ready to perform by Wednesday of Week 4. Use the guidelines in the *Act to Speak French Curriculum* provided at the end of this class plan.

## Essential Questions/Dialogues

How can we learn language more efficiently and joyfully?

How do we greet one another in French and make a basic conversation?

What do we say in French to communicate about our basic classroom activities?

How do we say the alphabet in French and count 1-60?

### Other essential questions for this unit are shown in bold below:

#### Les Salutations :

Bonjour ! Salut ! Bonsoir !

**Comment allez-vous ?**

**Comment vas-tu ?**

**Comment ça va ?**

*Je vais...bien, mal, comme ci, comme ça.*

*Ça va...bien, mal, comme ci, comme ça.*

## **L'identité :**

### **Le nom**

**Comment vous appelez-vous ?**

**Comment t'appelles-tu ?**

*Je m'appelle Benjamin.*

### **L'origine**

**D'où êtes-vous ?**

**D'où es-tu ?**

*Je suis de East Haven, du Vermont, des Etats-Unis.*

## **Competencies**

**Students can explain our learning methods including the following:**

-The Meta-Model for Human Learning:

1. Observation/mirroring
2. External verbal pointers (External Verbal Scaffolding)
3. Practice/inquiry with internal repetition of verbal pointers (Internal Verbal Scaffolding)
4. Unconscious mastery (no need to narrate the process can perform while breathing fully)

-The Natural Approach to Language Learning

1. Comprehension of language and expression of comprehension through action and simple utterance should precede complex production of language. Use of oral language should precede use of written language.
2. Emphasis should first be placed on successful communication and establishing a flow of communication (fluency) before total accuracy becomes a focus of attention.
3. Familiar and concrete nouns and actions with practical application are taught before unfamiliar and more abstract topics are introduced.

-The Act to Speak French Curriculum

1. Focused on highly useful communication scripts and creative variations.
2. Active, Communicative, Theatrical techniques and tasks are featured.
3. Whole brain approach activates emotional-social and executive brain functions for improved retention.

## **Unit Two-“À l’école”**

**Weeks 5-8 (le 18 février-le 18 mars)**

### **Unit Objectives (nos objectifs)**

1. Learn the forms of avoir, être, aller, faire and parler in the present indicative.
2. Learn common expressions with avoir.
3. Learn the names of the names of things in the classroom and common academic subjects.
4. Learn to ask about present and routine activities and to describe the times they occur.
5. Learn to tell time with both 12 hour and 24 hour systems.
6. Review essential questions explored previously.
7. Master the following essential questions:

**10. Où est mon portable? (dans, sur, sous, devant, derrière, à côté de, à droite de, à gauche de)**

**11. Quel sont vos cours ? (p.38 p.45)**

**12. Qu’est-ce que vous aimez ? (p.46-47)**

**13. Quel âge avez-vous ? (p.60-61)**

**14. Qu’est-ce que vous avez ? (p.60-61)**

**15. Quelle heure est-il ? (p.62-63)**

**16. À quelle heure...? (p.62-63)**

**17. Quand est-ce que vous vous levez?**

**18. Qu’est-ce que vous faites dans la vie?**

**19. Comment est votre famille ? (p.74-76 p.82-85)**

**20. Qui admirez-vous? p.82-85)**

### **Assignments (for weeks 5-8 of program)**

Week 5

Student Learning Outcomes

- Can use numbers 1-60 in addition and subtraction problems.
- Can use the verb avoir to discuss what objects the classroom has and doesn't have (Il y a...Il n'y a pas de...)
- Can discuss things you have and ask a partner what they have (J'ai...Qu'est-ce que vous avez?)
- Can transform and retell the story of Yves using words for seasons and good wishes for travel
- Can ask and respond to questions about speaking French.

## Learning Tasks:

### In class:

- Produce a description of what objects the classroom has and doesn't have
- Sing avoir song from memory
- Conjugate the verb avoir in writing from memory
- Sing the "Parlez-vous français?" song from memory

### Homework:

-Write your version of the "Yves part en vacances" story. Keep the basic structure but change the name and gender of the main character and some of the locations and activities. Due mercredi of Week 5.

## Week 6

### Learning Tasks:

#### In class:

- Learn the present indicative forms of the verb "faire" and weather and hobby expressions.
- Sing and learn the "Quel temps fait-il?" song
- Review forms of the verb "avoir"
- Watch the Roman-photo video found on pages 42-43 to use as a model for your dialogue.
- Create a dialogue incorporating the following essential questions:

**10. Où est mon portable? (dans, sur, sous, devant, derrière, à côté de, à droite de, à gauche de)**

**11. Quel sont vos cours ? (p.38 p.45)**

**12. Qu'est-ce que vous aimez ? (p.46-47)**

**13. Quel âge avez-vous ? (p.60-61)**

**14. Qu'est-ce que vous avez ? (p.60-61)**

**15. Quelle heure est-il ? (p.62-63)**

### Homework

-Write a paragraph using the identity of a cartoon character, e.g. Je suis Micky Mouse. Talk about who you are, where you are from, what you have and don't, what you do and don't do and what you like and don't like etc. Due Wednesday of Week 6.

## Week 7

### Learning Tasks:

#### In class:

- Sing and learn the song "Sept jours, une semaine."
- Write a simple essay based on our in-class model where you talk about your routine activities and the times they take place. [**21. Quelle est votre routine ? (p.52-53 p.46-47)**]
- Learn the song "Différent" and write a verse of your own

Homework: Review and prepare for our **Midterm exam** on Wednesday of Week 7. Practice essential questions 1-15 as given below. Be able to respond in speech and writing to the questions.

1. **Bonjour ! Ça va ? (p.2-3)**
2. **Ça s'écrit comment, Suzette ? (p.5)**
3. **Comment vous appelez-vous ? (p.2-3)**
4. **Comment dit-on « chair » en français ? (p.9 p.2-3)**
5. **Combien font trente et douze?**
6. **Quels sont les objets en classe ? (p.16-17)**
7. **Qui est-ce ? (p.16) (Benjamin)**
8. **Qu'est-ce que c'est ? (p.16-17) (une tasse de café)**
9. **Qu'est-ce qu'il y a dans mon sac à dos ? (p.18)**
10. **Où est mon portable? (dans, sur, sous, devant, derrière, à côté de, à droite de, à gauche de)**
11. **Quel sont vos cours ? (p.38 p.45)**
12. **Qu'est-ce que vous aimez ? (p.46-47)**
13. **Quel âge avez-vous ? (p.60-61)**
14. **Qu'est-ce que vous avez ? (p.60-61)**
15. **Quelle heure est-il ? (p.62-63)**

Week 8

Learning Tasks:

In class:

- read and act out "**Mélanie: Une Femme Active**"
- Watch the Roman-photo video found on pages 78-79 to use as a model
- Write a paragraph describing your family and its members.

**17. Comment est votre famille ? (p.74-76 p.82-85)**

**Homework:**

-Write your version of the "**Mélanie: Une Femme Active**" story. Keep the basic structure but change the name and gender of the main character and some of the locations and activities. Due mercredi of Week 8..

## Essential Questions/Dialogues

### L'âge

Quel âge avez-vous ?

Quel âge as-tu ?

*J'ai quarante-sept ans. J'ai quinze ans. J'ai dix-sept ans.*

### L'emploi :

Qu'est-ce que vous faites dans la vie ?

Qu'est-ce que tu fais dans la vie ?

*Je suis médecin. Je suis pirate. Je suis étudiant à NVU.*

### Le caractère :

Etes-vous sociable ?

Es-tu réservé ?

Etes-vous optimiste ou pessimiste ?

Es-tu sympa ou désagréable ?

*Je suis sociable. Je ne suis pas réservé. Je suis optimiste. Je suis sympa.*

### La routine :

Qu'est-ce que vous faites en général le weekend ?

Qu'est-ce que tu fais en général le matin ? ...le soir ? ...le lundi ?

Quoi d'autre ?

Est-ce que vous chantez le soir ? Chantes-tu le soir ?

*Je danse et je chante le weekend. Le lundi je travaille comme prof de français. Je ne joue pas au basket le matin. Je fais du VTT l'après-midi.*

*Oui, je chante le soir.*

### Les préférences :

Est-ce que vous aimez faire du yoga ?

Aimes-tu faire du yoga ?

*Oui, j'aime faire du yoga, mais je n'aime pas regarder la télévision.*

Est-ce que vous préférez jouer au foot ou faire du ski ?

Préfères-tu danser ou chanter ?

*Je préfère faire du ski. Je préfère chanter.*

### Les bénédictions :

*Au revoir et bonne fin de journée !*

*Bonne fin de soirée !*

*Je vous (te) souhaite une bonne journée!*

## **Mélanie: Une Femme Active**

**Il y a une femme qui s'appelle Mélanie. Elle est très active. Elle fait beaucoup d'activités. Par exemple, elle joue au volley en hiver, et elle joue au foot en automne. Au printemps elle fait de l'athlétisme.**

**Malheureusement, elle a un copain (un chum) qui n'est pas actif. Il ne fait pas de sports. Il ne fait pas de musique. Quand il fait beau il reste à la maison. Le week-end il ne fait rien.**

**Un jour, Mélanie casse avec son copain. Elle cherche un autre copain qui est plus actif. La fin.**

**(une copine=a female friend) (ma copine=my girlfriend=ma blonde)**

**(un copain=a male friend) (mon copain=my boyfriend=mon chum)**

## **Différent**

(le refrain)

Différent tu sais.  
Chaque rayon de soleil  
Une couleur est née  
l'arc en ciel est formé

(le vers)

Je suis très grand  
Tu es petite  
Je suis très lent  
Tu vas très vite

Je chante très mal  
Tu danse très bien  
J'aime le ciel bleu  
Tu aimes ton chien

Je parle anglais  
Tu parles français  
Je suis gourmand  
Tu es gourmet

Je suis surfeur  
Tu es skieuse  
Je suis peintre  
Tu es chanteuse

Tu es très blonde  
Je suis trop roux  
J'aime la salade  
Tu manges le chou



**Sept jours, une semaine**  
*Musique d'après « The Adams Family Theme »*

(\*=Tapez des mains)

Sept jours, une semaine \*\*

Sept jours, une semaine \*\*

Sept jours, une semaine

Sept jours, une semaine

Sept jours, une semaine \*\*

Il y a lundi \*\*

Et puis mardi \*\*

Et mercredi

Et puis jeudi

Et vendredi \*\*

Sept jours, une semaine \*\*

Sept jours, une semaine \*\*

Sept jours, une semaine

Sept jours, une semaine

Sept jours, une semaine \*\*

Et le weekend\*\*

Est samedi \*\*

Et puis dimanche.

La fin de semaine

On s'amuse bien. \*\*

**Quel temps fait-il ?**  
*Musique d'après « Frère Jacques »*

Quel temps...  
Quel temps...  
fait-il ?  
fait-il ?

Il fait très beau...  
Il fait du soleil...  
aujourd'hui.  
aujourd'hui.

Quel temps...  
Quel temps...  
fait-il ?  
fait-il ?

Il fait mauvais...  
Il fait très gris...  
aujourd'hui.  
aujourd'hui.

Quel temps...  
Quel temps...  
fait-il ?  
fait-il ?

Il fait très froid...  
Il ne fait pas chaud...  
aujourd'hui.  
aujourd'hui.

## Unit Three-«De la famille au café! »

**Week 9-13 (le 29 octobre-1e 5 décembre)**

### **Unit Objectives (nos objectifs)**

- As a review of competencies practiced so far, we will master the skills necessary for giving a variety of answers each of the following questions given below.
- Demonstrate your mastery of the new essential questions by creating written answers to them and by performing them in real-time conversations.
- Master numbers 61-100 (p.96-97).
- Learn to ask about and discuss the weather
- Learn to order food in a restaurant.
- Learn to talk about shopping and prices.

### **Focus Questions for Unit :**

- 21. Quelle est votre routine ? (p.52-53 p.46-47)**
- 22. Comment sont vos amis ? (p.82-83 p.88-89 p.95)**
- 23. Où est ma montre ? (p.98-99)**
- 24. Où allez-vous? (p.118-119)**
- 25. Qu'est-ce que vous prenez ? (p.124-125 p.129)**
- 26. Qu'est-ce que vous buvez ? (p.132-133)**
- 27. Avez-vous faim ? (p.130-131)**
- 28. Quels restaurants aimez-vous ? (p.121)**
- 29. Combien coûte un sandwich ? (p. 128)**

### **Week 9**

Activities:

- Watch the Roman-photo video found on pages 92-93 to use as a model for your dialogue.
- Practice key lines in class using *Act to Speak French* methods.

### **Homework: Due mercredi of Week 9**

-Create a dialogue incorporating the following essential questions:

- 21. Quelle est votre routine ? (p.52-53 p.46-47)**
- 22. Comment sont vos amis ? (p.82-83 p.88-89 p.95)**

## Week 10

Activities:

-Practice key lines in class using *Act to Speak French* methods.

### Homework: Due mercredi of Week 10

-Create a dialogue incorporating the following essential questions:

**23. Où est ma montre ? (p.98-99)**

**24. Où allez-vous? (p.118-119)**

## Week 11

Activities:

-Practice ordering things with Je voudrais...

-You may opt to read pages 120-133 in text and complete all "Mise en pratique exercices".

-Copy the model dialogue on p.128-129 on ordering food in a restaurant.

### Homework: Due mercredi of Week 11

-Create a dialogue incorporating the following essential questions:

**25. Qu'est-ce que vous prenez ? (p.124-125 p.129)**

**26. Qu'est-ce que vous buvez ? (p.132-133)**

## Week 12

Activities:

-You may opt to read pages 134-141 in text and complete all "Mise en pratique exercices" and the "Après la lecture" activities on page 141.

-Discuss prices of food and order from a menu

-Learn to answer the question "So, what do you do?" in French

### Homework: Due mercredi of Week 12

-Create a dialogue incorporating the following essential questions:

**27. Avez-vous faim ? (p.130-131)**

**28. Quels restaurants aimez-vous ? (p.121)**

**29. Combien coûte un sandwich ? (p. 128)**

## Week 13

Activities:

-Creative and engaging review for the final oral and written exam.

Homework:

-Answer all essential questions in writing, due mercredi of Week 13

-Practice all essential questions with partner out loud. Extensive and creative answers are the most desirable.

**Final Exam:**

The best way to study is to focus on review of essential questions for our final written and oral exam. Essential questions are listed below.

1. **Bonjour ! Ça va ? (p.2-3)**
2. **Ça s'écrit comment, Suzette ? (p.5)**
3. **Comment vous appelez-vous ? (p.2-3)**
4. **Comment dit-on « chair » en français ? (p.9 p.2-3)**
5. **Combien font trente et douze?**
6. **Quels sont les objets en classe ? (p.16-17)**
7. **Qui est-ce ? (p.16) (Benjamin)**
8. **Qu'est-ce que c'est ? (p.16-17) (une tasse de café)**
9. **Qu'est-ce qu'il y a dans mon sac à dos ? (p.18)**
10. **Où est mon portable? (dans, sur, sous, devant, derrière, à côté de, à droite de, à gauche de)**
11. **Quel sont vos cours ? (p.38 p.45)**
12. **Qu'est-ce que vous aimez ? (p.46-47)**
13. **Quel âge avez-vous ? (p.60-61)**
14. **Qu'est-ce que vous avez ? (p.60-61)**
15. **Quelle heure est-il ? (p.62-63)**
  
16. **À quelle heure...? (p.62-63)**
17. **Quand est-ce que vous vous levez?**
18. **Qu'est-ce que vous faites dans la vie?**
19. **Comment est votre famille ? (p.74-76 p.82-85)**
20. **Qui admirez-vous?**
21. **Quelle est votre routine ? (p.52-53 p.46-47))**
22. **Comment sont vos amis ? (p.82-83 p.88-89 p.95)**
23. **Où est ma montre ? (p.98-99)**
24. **Où allez-vous? (p.118-119)**
25. **Qu'est-ce que vous prenez ? (p.124-125 p.129)**
26. **Qu'est-ce que vous buvez ? (p.132-133)**
27. **Avez-vous faim ? (p.130-131)**
28. **Quels restaurants aimez-vous ? (p.121)**
29. **Combien coûte un sandwich ? (p. 128)**

## Appendix: Item 1

### **Act to Speak French™ Curriculum Northern Vermont University**

By Benjamin Clarke

#### **Introduction:**

Natural language learning connects language patterns to concrete experience, movement and emotion. The Act to Speak French™ Curriculum mirrors the natural language learning process by promoting the active and communicative use of language and by using theatrical performance to establish fluent speaking skills. The acronym A-c-t stands for an **active**, **communicative** and **theatrical** approach to language learning.

The Act to Speak French™ Curriculum also recognizes that “speaking” a language is mainly demonstrated by the ability to understand and respond to a set of essential questions. If we can fluently perform these basic “scripts” then we can be said to “speak” a language even if we do not know every single word of that language. Once these scripts are strongly established, then improvisation and expansion become possible, and the ability of the learner to communicate and promote their own learning increases.

The Act to Speak French™ Curriculum is designed to be extremely memorable or “made to stick”. Essential questions form the backbone of the program and provide mnemonic cues to evoke the detailed information associated with each script. These essential questions also provide clear learning objectives and the ability to accurately assess student progress based on written and spoken responses to these questions. Essential questions and sets of divergent responses are made even more memorable by associating them with concrete experience, physical movement and emotional response.

The most traditional memory enhancing patterns of story, song and drama are also employed to support learners’ development of fluent and accurate speaking skills and long term retention of target language patterns. Our curriculum thus includes a collection of over 25 songs that are designed to involve associated physical gestures and to provide robust mnemonic associations for target language patterns. Finally, the Act to Speak French™ curriculum is designed to provide systematic revision and repeated practice of essential target scripts in order to support the program goal of creating long term retention of fluent language skills.

## **Act to Speak French™ French Curriculum Learning Unit Design and Daily Class Plans**

### **Learning Unit Design:**

The Act to Speak French™ curriculum is based on units of four weeks (with three or four class meetings per week). The first three weeks, a different essential question is featured each week and the associated answers and questions are practiced to mastery through the development, performance and analysis of student created plays.

### **Daily Class Plans:**

Daily class plans are designed to follow essential program principles and to provide practice and revision at optimal intervals for long term retention of target language skills. Formative assessment with corrections and feedback for students is included by design, as is a video production method for providing summative assessment and precise communication of student progress.

### **Day 1:**

An essential question (and possibly some variations) is presented in written form by the instructor. Students are given page numbers or index references and asked to scan textbooks for essential answers (this promotes the development of self-directed learning skills and gives students a purpose for scanning and reading their textbooks.)

Students present the divergent set of answers that are possible responses to the question. The instructor scribes these answers on the board while modeling correct pronunciation. The instructor then provides and scribes additional responses as necessary. Students copy the brainstormed set of responses as the instructor continues to model pronunciation and begins to ask the essential question to individual students.

Students stand and form a circle and begin active and communicative practice. Activities and theatre style games include the following:

- eliciting non-verbal responses to questions and directives
- miming and modeling target language with student repetition
- dividing patterns into parts and repeating them as a group in sequence
- asking essential questions by stating question and then indicating the person to respond (this is a surprise so that everyone stays engaged and attentive to the question)
- repetition of key lines with a variety of emotional tones
- exploration of variations of formal/informal registers and student driven substitutions and transformations

A model dialogue or video is then presented which features patterns useful to creating student scripts. While viewing, students copy key lines that they would like to incorporate into their own original scripts. These key lines are then practiced as a group, modeling pronunciation and tonality appropriate to their use in context.

**Homework** is to use the key lines from the model video and the essential answers students have brainstormed in class in order to create a script of their own using substitutions, transformations and creative expansions.

## **Day 2:**

The focus of this day is on providing detailed feedback to students on their written work and to help them with pronunciation and performance tips. This is an opportunity to provide explicit instruction in grammar at moments where students are provided with contextual cues and engaged and motivated to learn (teachable moments).

This formative assessment is provided as students work in pairs or groups of three to extract elements of their scripts and synthesize them with their team. The objective is to create a new script and to communicate with each other in French. (Process language for this task will be explicitly modeled and expanded as students become more comfortable with this communicative task.)

The day begins with theatre style warm-ups where the students circle up and follow instructions in French relating to preparation for movement and vocal expressions. (These activities may include stretching and warmup of the vocal cords and will provide opportunities for the development of listening skills while anchoring new language patterns in physical movement patterns.) Games such as word salad in French allow for success on a wide variety of levels. Students also practice key lines in a variety of emotional tones. These warm-ups provide review and create a relaxed mood conducive to creative work and performance.

Students should be encouraged to make their scripts entertaining, surprising and funny, as this helps greatly in the retention of new language patterns. After the team script is written, the instructor provides feedback and again provides explicit grammar instruction in these teachable moments. Once the script is corrected, the students can begin practice and make the script easy to remember by adding associated movements (blocking) and appropriate tonality and vocal expression. The instructor circulates in the classroom at this time providing suggestions on pronunciation and grammar and modeling suggestions for blocking and vocal expression.

**Homework** is to practice the team script to the point where it may be performed from memory. Improvisation is of course acceptable and encouraged as long as the basic flow of the script is mastered. Students may also optionally develop costumes props and additional visual support for comprehension such as posters with key text and associated images

## **Day 3:**

This day also begins with theatre style warm ups and physical response to target language patterns. Chants and simple songs relating to script themes may also be featured allowing further mnemonic associations around rhyme, rhythm and tone.

Students are then allowed time for a final “dress rehearsal” with their team, and they may check in with the instructor for last minute feedback and suggestions. Then it is time to film videos!

If time permits, we will select a video/videos to watch as a group. In order to ensure engaged listening practice and provide additional opportunities for authentic communication, students will be given interactive worksheets to complete during and immediately following each performance. These interactive worksheets will include process language for the following tasks:



- Express at least one appreciation relating to the performance.
- Identify at least one language patterns to correct.
- Identify at least one language patterns that is already correct.
- Provide a numerical score for each of the following categories (1-10 scale for beginners and 1-100 for advanced students):
  - >most fluent
  - >most accurate
  - >most entertaining (funny, interesting, surprising)
  - >most expansive (including more variations on the basic patterns modeled)
  - >most culturally informative (providing most information on history, geography etc.

Students will enjoy more authentic communicative practice as they share out their appreciations, suggestions and quantified feedback with the class as a whole. The process language for these functions will be explicitly taught and regularly practiced in this process. The process language will of course include lots of authentic practice of numbers and mathematical expressions and will be adapted and expanded as students progress.

Scores will be tallied as a group and recognition and applause will be awarded in each category. Explicit grammatical instruction will also be “teachable” in the discussion of correct and incorrect patterns identified by students. **Homework** for this day, if assigned, will relate to patterns targeted in the scripts, related language functions and/or related cultural topics. During Winter Term **homework** will involve textbook readings and exercises introducing the target language patterns for the following week.

#### **Day 4:**

(Day 4 is only possible during before and after Winter Term.)

This focus of this day is games and competitions that provide additional practice of target language patterns for the week. These include memory games such as “Mind Muscles”™ which provide review of key vocabulary and verb forms while promoting the development of working memory, a key factor in the performance of complex cognitive tasks.

Other games and competitions may include races to write answers on white boards, paragraph/dialogue writing competitions, and “mad libs” written by students and filled in by other students (a great opportunity to practice the metalanguage of grammar in an engaging and meaningful context).

Activities may also include “Simon Says” in French and songs and chants relating to the previous week’s objectives and/or introducing the target forms for the following week. **Homework** will involve textbook readings and exercises introducing the target language patterns for the following week.

**Appendix: Item 2**

**A.C.T! French™ Performance Assessment Form**

**Des appréciations:  
(Cochez et écrivez)**

J'apprécie...

- la créativité
- leur manière de jouer (leur jeu).
- l'improvisation
- la bonne prononciation.
- les costumes
- la chanson.
- leur actions (leur mouvements et leur gestes)
- leurs voix (leur façon d'exprimer les mots)
- le script (la qualité et la quantité du texte)
- le sens d'humour

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**Les catégories du concours:**

(1-10 points possible)

Ils parlent couramment (fluency)..... \_\_\_\_\_

Ils parlent correctement (accuracy)..... \_\_\_\_\_

Le sketch est intéressant et amusant (interesting and funny)..... \_\_\_\_\_

Le script est extensif (many variations on the basic patterns)..... \_\_\_\_\_

La pièce est culturellement informative (culturally informative)..... \_\_\_\_\_

(la somme, le total)= \_\_\_\_\_

Les exemples des choses à corriger:

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Les exemples des phrases qui sont correctes:

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