

Lesson 3: Classroom Survival Part 2

Purpose:

This is a follow up to Lesson 2 as we move forward with Grade 7 Core French. Students have looked at the course and now should have a working knowledge of the French-English Dictionary. Now we are going progress forward with getting them to speak in the classroom, with a focus on pronunciation of specific French sounds and looking at helpful phrases that students will use on a regular basis in the classroom.

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Time Expectations:

This lesson is previewed to take approximately two 1hr periods.

Part 1 will be focused on using the French-English Dictionary

Part 2 will be focused on using Helpful French Phrases to speak in the French classroom.

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Necessary Materials:

- Video: [Le Guide de Pronunciation](#)
- Video: [Des Phrases Utiles](#)
- French-English Dictionaries (Paper Copy and/or App)
- [Useful Phrases Handout](#)
- [ClassDojo](#)

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Intended Outcomes:

- 1.03 - Négocier pour comprendre (Negotiate to understand)
- 1.05 - initier et conclure un conversation (Initiate and conclude a conversation)
- 1.17 - Trouver de l'information (Find information)
- 1.18 - Clarifier et vérifier ses apprentissages (Clarify and verify their learning)

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PART 2: CLASSROOM COMMUNICATION

INTRODUCTION (I Do):

Review and conclude any of the dictionary work that needs to be done from the previous class and see if there are any questions that students came up with between classes.

“Est-ce qu’il y a des questions ou observations depuis la dernière classe?”

“Are there any questions or observations since last class?”

After the discussion, introduce the next topic by explaining to students that they now have to contribute to the class by speaking French on a daily basis. This is where I would remind them of my class point system that uses ClassDojo.

“Maintenant nous allons discuter votre participation en français dans la classe. Il faut que vous parlez en français chaque classe et souvenez-vous que vous recevez des points sur ClassDojo basé sur votre participation en classe.”

“Now we are going to discuss your participation in French in class. It is necessary that you speak French each class and remember that you receive points on ClassDojo based on your participation in class.”

Ask students what reasons they have for not wanting to speak French in class.

- It takes too long to figure out what to say.
- I don't know what to say.
- I can't pronounce the words correctly.
- I feel stupid when speaking French - what I say just sounds funny.
- I don't want other people to laugh at me.

“Pourquoi est-ce que vous hésitez de parler français en classe?”

“Why do you hesitate to speak French in class?”

You might want to list some of their answers on the board and address them as they come up. Try to overcome their fears with personal anecdotes where you have struggled but overcame the struggle to be successful. Students love to hear personal stories.

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LE GUIDE DE PRONUNCIATION (We Do):

Explain to students that we are going to start with pronunciation, which is one of the greatest struggles to speaking French. We will start by watching a short video that explains the common sounds that show up in words as well as introduce us to the accents used commonly in the French language.

“Maintenant nous allons regarder un court video qui démontre comment prononcer des sons communs en français et nous introduire aux accents français.”

“Now we are going to watch a short video, which shows how to pronounce common sounds in French and introduces us to French accents.”

Show the video: [Le Guide de Pronunciation](#)

TASK (WE Do):

Finish watching the video and explain to students that we are now going to play a short Kahoot that will help them review what we just watched.

[Kahoot](#) for the video

Results from the Kahoot can be used as a mark.

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DES PHRASES UTILES (I DO):

After finishing the Kahoot explain to students that we are now going to look at ways that we can communicate in the classroom. Explain that it is important that students try to make as much effort as possible to communicate in French - and that the more that they communicate in class the easier it will be to add to their comfort with the language.

“Je vous promets que le plus que vous parlez en français le plus facile que ça va devenir dans l’avenir. Mais pour commencer nous avons besoin des phrases utiles pour communiquer dans notre classe.”

“I promise you that the more that you speak in French the easier it will become in the future. But to begin we need useful phrases to communicate in our class.”

Help them understand that speaking French is the same as training for a sport or a musical instrument. The more you practice the easier it becomes.

Watch the Video on [Des Phrases Utiles](#)

Distribute the [Useful Phrases Handout](#) that accompanies the video and that students can reference on a regular basis.

TASK (You Do):

Now that I have provided you with some useful phrases. I want you to come up with some useful phrases on your own. These are phrases that you think will be useful for communication in the classroom. Encourage students to think about things that they would normally talk about and use in the classroom in English and try to translate them into proper French.

“Maintenant je veux que vous écrivez vos propres phrases utiles. Pensez aux phrases que vous utilisez souvent et essayez de les traduire en français. Créez trois de vos propres phrases.”

“Now I want you to write your own useful phrases. Think about sayings that you use often and try and translate them to French. Create three of your own phrases.”

Allow students time to work on three phrases. This might take 15 to 20 minutes depending on the students comfort and needs.

After the students have finished have them get together with a group to share their phrases. Here groups are encouraged to proofread each other’s work, and make any corrections to wording and work. Groups will then present their top five phrases to the class.

“Organisez vous en groupes de quatre ou cinq et partager vos phrases avec des autres. Faites des corrections si vous les voyez puis choisissez les meilleurs cinq que votre groupe va présenter à la classe.”

“Organize yourselves into groups of four or five and share your phrases with the others. Make any corrections if you see them then choose the best five that your group is going to present to the class.”

CONCLUSION (I Do):

Collect the phrases from the groups. Inform students that their phrases will appear on the website where they can use them in class.

“Merci tout le monde, je vais collectionner vos travaux et les mettre sur le site afin que vous pouvez les revoir et les utiliser.”

“Thank you everyone, I am going to collect your work and put them on the site so that you can look at them again and use them.”