

LICT Chapter 3 Le Livre perdu

The importance of accuracy.

All French teachers have the same desire: students who speak French smoothly and accurately. Nobody goes to work thinking, “I hope the kids never speak correctly.” The issue is how best to achieve our goal, given the limited amount of time we have with our students.

For example: How do you know to say, “I am a teacher,” rather than “I am teacher”? Do you consciously remind yourself that the indefinite article is required in this statement? Or do you simply feel that it sounds right to say “a” in that statement? In order to speak accurately, the structure must sound right to the speaker. That is the bottom line for getting our students to speak accurately.

This chapter is not very interesting; the story is pretty lame. There is not much vocabulary in the chapter. In my opinion you can skip the whole chapter if you like! But if you choose to teach it (I did, quickly), take advantage of the light vocabulary load by providing abundant input which models some important structures.

The girl says “my book” so you automatically will be talking about “her book.” Because you are still working on third person plural during steps 6 and 7, you will use “their book.” The same thing occurs with “her mother.” This chapter provides the students an opportunity to really understand how possessive adjectives work without needing much explanation.

I mentioned the value of pqa last chapter. You can see the value of it in this chapter when you ask a male student about “your book” and about “your mother.” You always repeat every fascinating detail to the class, using “his book” and “his mother.” This conversation is so natural that most students will not focus on those pesky adjectives and how they are totally opposite from English. If one of your future French teachers does notice and ask, praise him/her lavishly for being so astute, answer the question in 15 seconds or less. “Yes, you say ‘sa mère’ because mother is feminine even when she is HIS mother.” Immediately return to speaking French so that the structure SOUNDS RIGHT.

Asking students to do a worksheet or an exercise on this structure does NOT make them speak better, write better, or remember better. Abundant input does produce those results, so just keep “pqa”-ing the students!

Look, I Can Talk

Chapter 3

Vocabulary

1. entre
2. il/elle quitte
3. il/elle demande

4. il/elle se lève
5. le coin
6. il/elle s'assied (s'assoit)

7. ici
8. Où est mon livre?
9. près de la fenêtre

10. il/elle n'est pas là
11. le bon livre
12. sans

13. pour aller
14. encore
15. veut aller

Chapter 3

Day 1

entre
il/elle quitte
il/elle demande

Suzette marche dans la rue. Il y a (Britney et Justin??) dans la rue. Suzette marche **entre** les deux. Elle regarde le livre français Pauvre Anne. Justin regarde Suzette. Il tombe aux genoux par terre et crie, « Chante en français pour moi, Suzette ! »

Britney crie, « Non! Justin, ne me **quitte** pas ! »

Justin quitte Britney. Il **demande**, « Tu parles français, Suzette? »

Teaching suggestions:

If any famous people are breaking up in the tabloids this week, you MUST change the pms by having one of them beg the other, "Ne me quitte pas." It is fun to have someone from your class be BETWEEN the two of them (studying French and not looking at either one). Not on purpose, the poor child is far more interested in French than in the silly celebrity, but the celebrity is such a sucker for anybody who speaks French.

I love the "ne me quitte pas!" part of the pms because I like the idea of using the song "Ne me Quitte pas" by Jacques Brel as the song of the week. I had the old vinyl record that showed him smoking and was considered to be quite sexy way back when. Go with whatever you have, but using old-time heart throbs like Jacques Brel can be a good culture lesson and a kick for the kids. High school kids are especially interested in the bohemian attitudes that prevailed back in those days.

Day 2

il/elle se lève
le coin
il/elle s'assied

Guy est à l'école. Il n'écoute pas le prof. Il parle. Le prof dit, «Tais-toi, Guy.» Pierre écoute le prof et répond aux questions. Guy frappe Pierre. Le prof dit,

«Lève-toi et va au **coin**. » Guy **se lève** et va au coin. Le prof dit «Assieds-toi par terre dans le coin.» Guy **s'assied** par terre dans le coin.

Teaching suggestions:

The good guy/bad guy thing (Guy vs. Pierre) is always fun for the kids. Be sure to use a pretty good kid to play the bad guy. It is NOT good to use a genuine troublemaker here!

Obviously you are working on the third person forms of the commands they learned during the TPR phase. They grasp this very easily if you avoid giving a grammar lesson. Just tell them that “lève-toi” and “levez-vous” are for telling someone to stand up and that “il se lève” means he stands up. That is all they need to know to use these forms correctly.

For steps 6 and 7, have two bad guys. That ways you can review the plural commands (Taisez-vous.) Are your students saying “vont” automatically yet? The third plural of s'assied is s'asseient.

Day 3

ici

Où est mon fils?

près de la fenêtre

Guy est un mauvais élève. Il s'assied **près de la fenêtre** et il regarde les filles dans la classe de sports. Le prof crie, « Guy, ne regarde pas par la fenêtre ! **Ici** c'est la classe de français ! »

Guy sourit et ferme les yeux. Il dort en classe. Le prof téléphone à la mere de Guy. Il dit, « Guy dort en classe. »

La mère de Guy entre dans la classe. Elle crie, « **Où est mon fils ?** »

Le prof répond, « Le voilà, madame. Près de la fenêtre.»

La mère regarde Guy bien dans les yeux. Elle dit, « Ne dors pas en classe. »

Guy répond, « D'accord, maman.» Maintenant Guy est un très bon élève.

Teaching suggestions:

Assuming that you used negative and affirmative commands during the TPR phase, this pms has a nice recycling of the negative command form. Use your

very best French teacher voice and say things like, “On ne regarde pas les filles dans ma classe, hein? C’est la classe de français ici! Ici c’est pas la récré, hein?” It is important for the students to hear the structures that are so typical of parents or teachers when they are exasperated. The use of “on” is crucial because it is so common in French. Slip it in whenever you can, especially during your conversations with the students. I cannot emphasize enough how important it is to really chat with the kids. At the beginning of class, while gesturing the words, right in the middle of the pms. Use whatever idiomatic French you know.

Did you notice that I changed the vocab phrase from *Où est mon livre?* to *Où est mon fils?* Everybody knows all of the words in the phrase so I figured I would use a plot from the old mini-story book and slip in a new word!

Cultural point: “Regarde-moi BIEN dans les yeux” is as French as it can be. Be sure the kids get the point that when mom says “BIEN dans les yeux” she is nose-to-nose with the kid and the poor kid is really nervous. French mothers consider it a reflection on them if their kids are ill mannered. They take great pride in being strict with their children.

Day 4

il/elle n’est pas là
le bon livre
sans

Don entre dans la classe de maths. Le prof de maths **n’est pas là**. Le prof est malade aujourd’hui. Don sourit. Il dit, « Excusez-moi, madame. Je n’ai pas **le bon livre**. Il court à son casier et prend un magazine « Playboy » Il met le magazine « Playboy » dans son livre de maths. Don sourit encore une fois. Il retourne à la classe de maths. Il dit, « Voilà, madame. J’ai le bon livre. »

Don s’assied. Il ouvre le livre de maths. Il sourit beaucoup. Il regarde DANS le livre de maths **sans** tourner une page.

Teaching suggestions:

Make sure that Don really does have his math book. Then you ask if he comes to class “avec son livre ou sans son livre?” You get more reps when you point out that he tells the substitute teacher that he came “sans’ his math book. You can get quite a few reps out of this situation. If you do not want to have him run to his locker, just have him run somewhere like 7-11, a friend, a backpack, anything that your kids can understand will work.

If the “Playboy” idea is too risqué, then just have him get a photo of a movie star.

Day 5

pour aller
encore
veut aller

Today is your day to “wing it!” Go ahead, try it! Here is a skeleton of a pms. Give it a try:

Ask “Qui?”

---- veut aller au -----.

Ask “Où?” hang out for a little while and play with the suggestions. Suppose someone says “Classe de maths.” You don’t want to use it, but you DO want to get some reps. Do this: “Chelsea veut aller .. à la classe maths? Chelsea, Tu veux aller à la classe de maths? Tu adores aller à la classe de maths?” Shake your head no to encourage her to say, “No.” Then you continue, “Non, elle ne veut pas aller à la classe de maths.” Wait for more suggestions. when you hear one that is good, freeze, look at the kid who said it and say, “OUI !! Correcte !!” then make sure that this destination is very specific. Not just a store, but the SuperWalMart. Not any old SuperWalMart, but the SuperWalMart in Nome, Alaska. Not the superWalmart in Nome, Alaska, that is open on Mondays only. She WANTS TO GO to the SuperWalMart in Nome, Alaska, that is open on Thursdays and that sells pizza with cat’s eyes on it.

Now ask “Pourquoi?” Get the best reasons you can. Listen for ridiculous things. Maybe because she wants to kiss a book and this is where to find the best book for kissing.

Find out what she has to do “pour aller” to this destination. Get more details about how she has to do xxxx pour aller to wherever. Keep asking Why, What, When, How many, What color, How long, etc.

At some point have her do something “encore” (did you notice that I slipped it in yesterday’s pms?) Keep trying to repeat the words while asking questions that have the vocabulary words in the question. Go with whatever seems cute.

Do you feel the difference between teaching students and teaching a lesson? Do you see how you have to pay attention to the kids and what they say? Do you see how they react when they can tell that you really care about their ideas? You will have no class if you don’t really concentrate on the kids.

When you have done a “wing it” class, you can normally feel a closer connection to the kids. Anytime they can’t think of an answer, offer choices.