

## LICT Chapter 4

### Le Magasin de vêtements

#### Using TPR to speed things up.

Because it seems that students can get concrete words more quickly than 3 per day, I pulled out the words that seemed to be TPRable and did two days of good old TPR with them. With some classes it is awkward to go back to TPR, for other classes it is a welcome change of pace. Try doing the first 7 words one day and the remaining 6 the next day. Use props, of course. I had the ugliest clothes in the world, from way back in the 70's. Invite kids to contribute cast-off clothing to you. I told them that the really useable clothing goes to the needy, but the torn clothing, the single glove, etc goes to me! Notice that I broke up "chemise" and "chemisier" and I also broke up "chaussures" and "chaussettes." I think it contributes to confusion when two similar words are done in the same day.

I didn't get very good mastery of these words from doing TPR only. It is important to quiz these 13 words before going on. I tried to recycle these words each day throughout the pms of the chapter, and they were just fine by the end of the chapter. Maybe I should have done 3 days on these first 13 words. Be sure to give a vocabulary quiz every few days.

#### Grammar

Notice that I used TPR to begin the difference between a conjugated form of the verb and "veut + infinitive." For "trouve" I pointed to the ground and said, "AHA!" For "veut trouver" I made a grasping gesture with my left hand and pointed with my right hand. It is important that you use this structure with the verbs they know from the original TPR lessons.

The first few days of school, I taught "chante, danse, regarde, écoute. frappe, marche" to name a few. During the chapter 4 TPR lesson I used "veut + infinitive" with all of these. Whenever a vocabulary word introduces a grammatical concept, capitalize on it by using it with other words, in the affirmative and the negative, in the interrogative, in exclamations, and so forth.

By now the students should be pretty good at 3<sup>rd</sup> person plural, so it is time to do 1<sup>st</sup> singular in steps 6 and 7. The chapter story has 3<sup>rd</sup> plural in it already and it will present no problem now. Just as you did when changing from 3<sup>rd</sup> singular to 3<sup>rd</sup> plural, be sure that your pms include opportunities to work on reflexives, direct and indirect object pronouns, disjunctive pronouns, and possessive adjectives in 1<sup>st</sup> singular!

# Look, I Can Talk

## Chapter 4

### Vocabulary

1. ils/elles trouvent
2. veut trouver
3. ils/elles disent
4. les chaussures
5. un pantalon
6. le chemisier
7. la robe
8. un tas (d'argent)
9. la jupe
10. la chemise
11. les chaussettes
12. il/elle compte
13. mille
14. il/elle se promène
  
15. il/elle veut acheter
16. le magasin de vêtements
17. le vendeur
18. seulement
  
19. la facture
20. ils/elles coûtent
21. le rayon
22. il/elle essaie
  
23. l'homme
24. je reviens tout de suite
25. puis
26. beau (belle)
  
27. la femme
28. il/elle aide
29. il/elle leur donne
30. aussi

## Chapter 4

**Days 1 and 2 : TPR the first 13 words.**

### Day 3

il/elle veut acheter  
le magasin de vêtements  
le vendeur  
seulement

(Suzette) **veut acheter** un \_\_\_\_\_. Elle va au **magasin de vêtements** (Gap). **Le vendeur** lui dit "Il n'y a pas de \_\_\_\_\_ ici. Il y a **seulement** des pantalons, chemises, et jupes."

#### **Teaching suggestions:**

*It doesn't really matter what she wants to buy. Let the kids come up with something bizarre for her to buy. You can ask questions which include a few clothing items from the TPR list. This is a perfect pms for introducing "je" because it is short and it has irregular verbs "veux" and "vais" as well as the indirect object pronoun "me dit."*

*It is always fine for you to ask kids to write the day's story (this pms) for homework. All you have to do is skim it before class and give 5 points for having done it. Notice the spelling or grammar problems and work on correcting them as you teach.*

*Another good homework assignment is to have them write the story from the new point of view. Ask for this when you feel that they are ready to do it.*

### Day 4

la facture  
ils/elles coûtent  
le rayon  
il/elle essaie

Lundi, Jacqueline veut acheter (2) télévisions. Elle va au magasin (Target) dans **le rayon** d'électroniques. Elle dit "Je veux acheter (2 télévisions, 2 lecteurs DVD, et un Play Station 2)" **Ils coûtent** (\$37.50). Jacqueline n'a pas (\$37.50) parce qu'elle est pauvre. Mais elle a une carte de crédit! Elle donne la carte au vendeur.

Jacqueline **essaie de** lever les télévisions, mais elle ne les lève pas.

Elle va chez Bruno. Bruno va au magasin avec Jacqueline. Il essaie de lever les télévisions. Il les lève. Bruno va chez Jacqueline avec les télévisions.

Vendredi **la facture** arrive. Le père de Jacqueline ouvre la facture. Il regarde la facture. Il crie "JACQUELINE !!!"

### **Teaching suggestions:**

*Your goal is NOT to get through the pms in 10 minutes. Slow down. Stay in one spot and ask lots of questions. She does not need to buy televisions just because I wrote it that way. Ask the kids, "Qu'est-ce qu'elle veut acheter? Du fromage? Suzette, tu veux acheter du fromage, oui ou non? Non, c'est ridicule. Tu ne veux pas acheter de fromage. Classe, non! Suzette ne veut pas acheter de fromage. Qu'est-ce qu'elle veut acheter? Un nez?" Whatever you decide upon, that is the name of the "rayon" she goes to. If she goes to King Soopers Grocery store on Uintah Street and to the nose department, that is just fine. You could even get into describing exactly where the "rayon de nez" is located in this store.*

*Notice that I have a new infinitive usage: **essaie de**. SLOW DOWN and ask questions about "essaie de" with an infinitive. Personalize this expression during step one by asking kids who tries to do things and what they try to do and when they try to do it and how often they try to do it, and how long they try to do it. Really play with it. If you are lucky, you will think of a way to incorporate the fun stuff from this conversation into the pms. Go with it!*

*Kids running up a credit card and dad getting mad is appealing to kids. They have heard of or witness this, so they tend to get excited about the plot. When dad opens the bill, do not use a real piece of paper. Instead, have dad unfold an imaginary bill that is HUGE! It should be as big as he is tall.*

*Steps 6 and 7 teach "mon père" and a couple more irregular verbs! Because this pms is sort of long, you may not get to steps 6 and 7, that is fine. You can do it tomorrow. Or, you can just SKIP those two steps. You do not have to do it every day!*

### **Day 5**

l'homme  
je reviens tout de suite  
puis  
beau (belle)

Raoul voit Britney Spears. Britney crie, “Oh là là! **L’homme** de mes rêves! Quel **beau** gosse!” **Puis** Raoul lui donne une cassette de musique (Sing, Dance, Laugh and Eat Quiche!) Britney crie “Ma cassette préférée! Merci, Raoul!” Elle embrasse le doigt de Raoul.

Puis Raoul dit, “**Je reviens tout de suite.**” Puis il revient avec un tas de cassettes.

### **Teaching suggestions**

*He wants lots more kisses so he comes back with lots of cassettes. We had such fun with this because the cassette “Sing, Dance, Laugh, and Eat Quiche” was used every day in class for our song lessons. We all have a good laugh together and it promotes a feeling of all being in the same “club.”*

*When you do steps 6 and 7, retell from the point of view of Britney because you get a good grammar workout. Direct object: “me voit.” Indirect object: “me donne” Elision: “j’embrasse.” If you have time, retell from the point of view of Raoul also. This procedure demonstrates how grammar creates meaning.*

### **Day 6**

la femme  
il/elle aide  
il/elle leur donne  
aussi

Il y a une bonne **femme**. Elle voit deux vieux. Ils ne parlent pas bien. Ils disent, “Mmmprhfh.” La bonne femme **aide** les vieux. Elle **leur donne** leurs dents. Ils disent “Merci beaucoup.” Elle leur donne (des livres) **aussi**. Ils sont contents.

### **Teaching suggestions**

*Some kids just love to try to talk with their lips curled over their teeth. It is a good hearty laugh for the whole class. It is so affirming for everyone to laugh together.*

*Make sure that the kids participate in creating the story. Do not start out with a “bonne femme.” Start out with “une femme.” Ask if she is good or not. Maybe she is evil and steals their teeth and somebody else is good and brings them their teeth. This story line is just a cute suggestion, that’s all.*

*How about the way I got “leur” and “leurs” in there for the grammar nerds? Cool, huh? Just to give a superstar a chance to show off, let him/her retell from the point of view of the good woman **without** your writing the guide words first. It is a pretty simple story, so the superstar will do a good job. Nevertheless, act*

*astounded at his/her skill. Assure him/her that it was a phenomenal accomplishment. Nothing motivates like success.*

## **Day 7**

### **Mini-story**

Il y a une femme qui veut acheter un tas de vêtements. Elle va dans le rayon de chaussures et prend des chaussures jaunes. Puis elle va au rayon de pantalons et prend un pantalon violet. (etc)

Il coûtent \_\_\_\_\_.

Elle essaie de marcher à sa voiture avec les vêtements, mais il pleut et elle ne veut pas les vêtements mouillés. Cinq garçons de (your school) voient la femme. Ils sont beaux et intelligents. Ils sont gentils aussi.

Ils aident la femme avec ses vêtements. Elle leur donne cinq ballons de football.

### **Teaching suggestions**

*For cultural information, locate the mini-story in Paris. I have posters of Galleries Lafayette, brochures from that store, maps of Paris showing where it is located, and so forth. Consequently, I had the woman go to that store, and we saw how the “rayons” are on different floors, and how beautiful the ceiling was, etc. The five boys from our school were on a field trip and they were admiring the ceiling, taking photos for extra credit from Madame Gross when they saw this damsel in distress. The “ballons de foot” were cultural, also – so we could learn that the shape is “rond, pas oval.”*

*Be sure that each item has a color. Putting the color after the noun will only sound right if they hear it enough. I also wrote each purchase on the board “to help you remember.” Haha! Actually I wrote it on the board so that they would see how the colors change for masculine / feminine and for plurals! (The sneakier you are the better. They think I am doing them a favor when actually I am doing grammar)*