

DOCUMENT RESUME

ED 176 551

FL 010 545

TITLE Elementary French Resource Book.
 INSTITUTION British Columbia Dept. of Education, Victoria.
 Curriculum Development Branch.
 PUB DATE 76
 NOTE 80p.; For related document see FL 010 544
 AVAILABLE FROM Publication Services, Ministry of Education,
 Parliament Buildings, Victoria, B.C. V8V 1X4

EDRS PRICE MF01/PC0. 1us Postage.
 DESCRIPTORS Elementary Education; Fles; *Fles Guides; *Fles
 Materials; Fles Programs; *French; Instructional
 Aids; Instructional Materials; *Language Instruction;
 Language Programs; Language Tests; Measurement
 Techniques; Reference Materials; *Resource Guides;
 *Second Language Learning; Supplementary Textbooks;
 Textbook Content; Textbooks; Textbook Selection
 IDENTIFIERS Canada (West)

ABSTRACT

This guide was prepared to assist teachers in selecting appropriate learning resources and evaluation methods for their French classes. It is divided into five parts: (1) an evaluation of commercial FLES programs and recommendations on appropriate grade levels for them; (2) a list of supplementary books and audio-visual material, with a description, rating, and recommended grade level for each one; (3) a list of recommended reference materials including dictionaries and professional literature; (4) practical suggestions for types of evaluation; and (5) useful addresses with brief descriptions of what is available at each address. (AMH)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

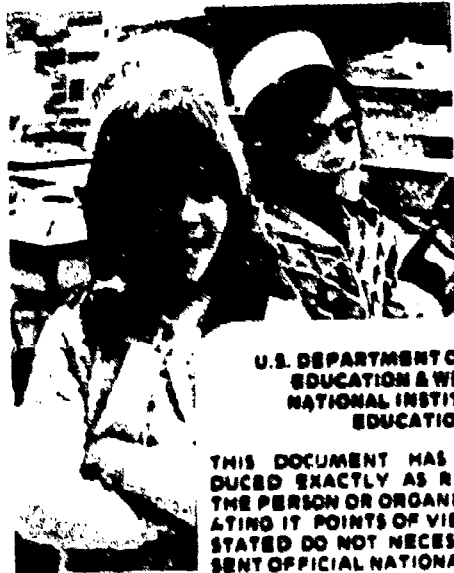
74

ELEMENTARY RESOURCE

CURRICULUM DEVELOPMENT BRANCH
DIVISION OF EDUCATIONAL PROGRAMMES-SCHOOLS
MINISTRY OF EDUCATION
BRITISH COLUMBIA

ED176551

ELEMENTARY FRENCH RESOURCE BOOK



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Peter Northover
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM.

FD10545

ACKNOWLEDGEMENTS

The Department of Education gratefully acknowledges the professional assistance of the members of the French Advisory Committee in the preparation of this *Elementary Resource Book*. The members were:

Diana Cruchley (Curriculum Consultant)
Mary-Ann Hendel (School District #38, Richmond)
W. Hector MacKenzie (School District #39, Vancouver)
Florence Wilton (School District #43, Coquitlam)
Rosemary Woodruff (School District #36, Surrey)

In addition the following people and groups of people must be thanked for their contribution to the preparation of various parts of this Resource Book:

District French Co-ordinators and
Renée Bogoch (North Vancouver)
John Broadberry (Kamloops)
Ann Buck (Kamloops)
Wendy Campbell (Coquitlam)
Annette Dorrepaal (Coquitlam)
Barbara Doubt (Kamloops)
Thérèse Duval (Surrey)
Ruby Finkbeiner (Coquitlam)
C. Fotheringill (Kamloops)
Don Fraser (North Vancouver)
Barbara Gauthier (Surrey)
Louise Goshko (Surrey)
Russ Gowing (Saanich)
Donna Griblin (Surrey)
Sabine Harpe (Prince George)
Mary Hart (Grand Forks)
Nevis Hinchcliff (Coquitlam)
J.C. Hinds (Kamloops)
Linda Ironside (Abbotsford)
Margaret Johnson (Vancouver Island North)
Geza Juhasz (Windermere)
David Kaufman (Simon Fraser University)
Gladys Leggett (Kimberley)
Mary Jane Lucas (Coquitlam)
Terri MacDonald (Kimberley)
S. McLeary (Kamloops)
Adrianna Malito (Coquitlam)
Terry Peachey (Coquitlam)
J. Regulski (Kamloops)
Andrea Riemann (Coquitlam)
Stan Shapson (Simon Fraser University)
Ida Sicotte (Kimberley)
Pam Smith (Victoria)
Irene Wright (Saltspring)

TABLE OF CONTENTS

SECTION A

RECOMMENDED GRADE LEVELS FOR

PROGRAMS EVALUATED.....	A1 - A2
LE FRANÇAIS PARTOUT	A3 - A6
—Level 1.....	A6
—Level 2.....	A7
—Level 3.....	A7
—Level 4.....	A8
REPONDEZ S'IL VOUS PLAÎT	A9 - A11
BONJOUR LINE	A12 - A14
EN AVANT.....	A15 - A17
—Stage 1 & 2	A18
—Stage 2 & 3	A19
J'ECOUTE, JE PARLE	A20 - A22
—Level 1.....	A22
—Level 2 & 3.....	A23
ICI ON PARLE FRANÇAIS.....	A24 - A26
—Level 1.....	A26
—Level 2.....	A27
VOIX ET IMAGES DE FRANCE	A28 - A30
LA FRANCE EN DIRECT	A31 - A32
—Level 1.....	A33
LE FRANÇAIS INTERNATIONAL.....	A34 - A36
—Level 1.....	A36

SECTION B

SUPPLEMENTARY BOOKS.....	B1 - B19
AND SUPPLEMENTARY AUDIO VISUAL MATERIAL.....	B19 - B20

SECTION C

RECOMMENDED REFERENCE MATERIALS	C1 - C2
---------------------------------------	---------

SECTION D

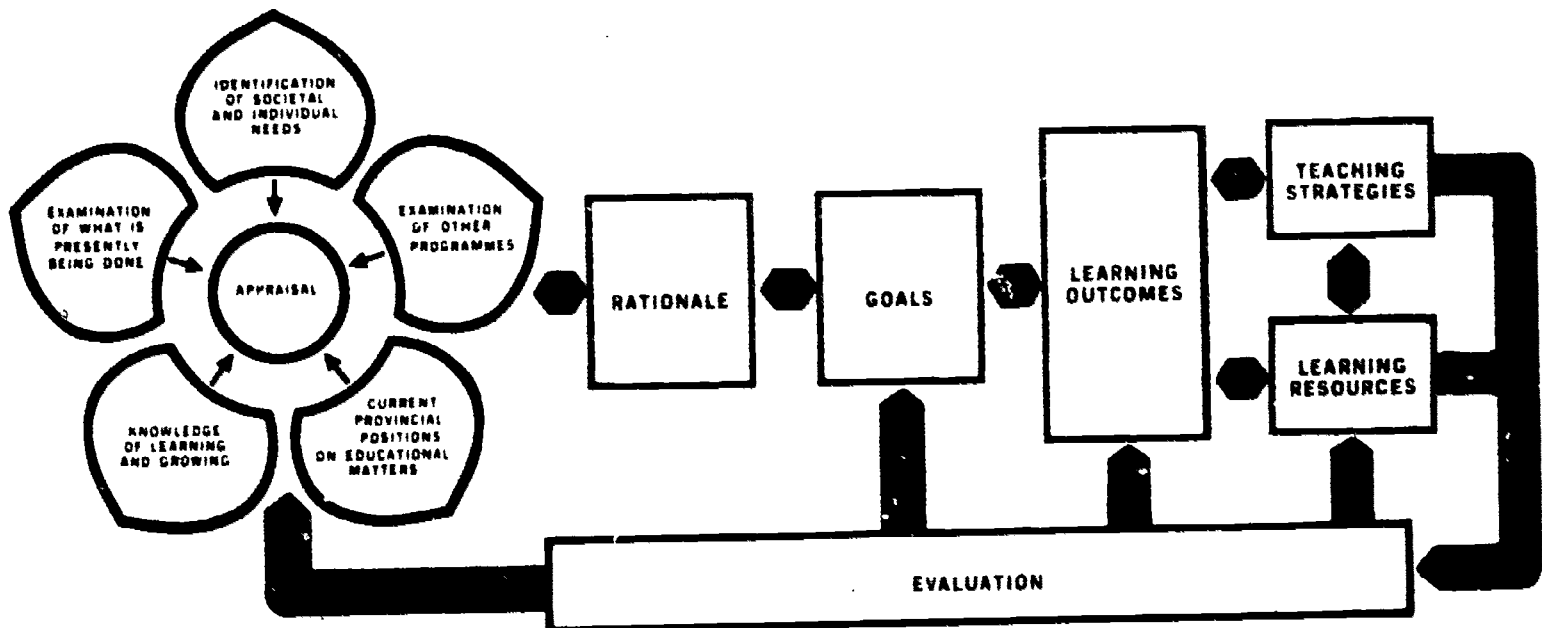
EVALUATION IDEAS.....	D1 - D7
-----------------------	---------

SECTION E

USEFUL ADDRESSES	E1 - E4
------------------------	---------

INTRODUCTION

The curriculum development model used by the Curriculum Development Branch has the following major components:



A copy of an expanded version of the curriculum development model is available from the Curriculum Development Branch, Ministry of Education, Parliament Buildings, Victoria, B.C. V8V 1X4.

Curriculum committees using the curriculum development model outlined above are preparing two distinctly different types of documents: A curriculum guide (which includes the appraisal/rationale, goals and learning outcomes) and a separate resource publication, or publications, (which includes suggestions for teaching strategies, learning resources, and evaluation).

Accordingly, the French Advisory Committee began its work by conducting an appraisal of the current situation in elementary French. They extensively surveyed those districts currently offering elementary French, a report of which survey, **Special Report of the French Advisory Committee to the Department of Education on the Status of Elementary French Programs in British Columbia, 1974-75**, is available from the Curriculum Development Branch, Ministry of Education, Parliament Buildings, Victoria, B.C. V8V 1X4.

In addition, they examined the curriculum guides of other provinces and had prepared a report on the current knowledge of learning and growing as it relates to second languages. A copy of the summary report forms the appendix to the **Elementary French Program** guide.

Having completed the appraisal/rationale, the committee wrote the goals and learning outcomes for elementary French. After receiving reaction from districts across B.C. (including those not presently offering elementary French), the committee revised the goals and learning outcomes. They completed the **Elementary French Program** guide, a copy of which is available from Publication Services, Ministry of Education, Parliament Buildings, Victoria, B.C. V8V 1X4.

The three remaining portions of the curriculum development model were teaching strategies, learning resources, evaluation. This **Elementary French Resource Book** was prepared in order to provide teachers with assistance in selecting the most appropriate learning resources (such as books, tapes, kits, films, and commercial programs) and evaluation methods for their classes.

THE MATERIALS RECOMMENDED IN THE ELEMENTARY FRENCH RESOURCE BOOK ARE NOT PRESCRIBED BY THE DEPARTMENT OF EDUCATION. THE SCHOOL DISTRICT CONCERNED COULD PURCHASE THEM FROM THE PUBLISHERS.

ALL OF THESE SUGGESTIONS FOR MATERIALS AND EVALUATION HAVE BEEN KEYED TO THE PROVINCIAL GUIDE FOR ELEMENTARY FRENCH. IN USING THE ELEMENTARY FRENCH RESOURCE BOOK IT IS IMPORTANT TO KEEP THE GUIDE HANDY

COMMERCIAL FRENCH PROGRAMS



NOTE

The following section contains an evaluation of each of the major French programs currently available. The committee has evaluated only those materials made available by publishers.

Important notes concerning the evaluations include:

1. THEY ARE NOT LISTED IN ORDER OF PRIORITY.
2. THE EVALUATIONS ARE BASED ON THE ELEMENTARY FRENCH PROGRAM GUIDE AND THE GOALS AND LEARNING OUTCOMES INDICATED THERE.
3. Secondary level portions of the programs are indicated where they are available. SECONDARY LEVELS HAVE NOT BEEN EVALUATED HERE AND THE FACT THAT THEY ARE LISTED DOES NOT INDICATE ANYTHING ABOUT THEIR VALUE.
4. THE ESTIMATED TIME TO COMPLETE EACH STAGE WOULD VARY WITH THE ABILITY AND PRIOR EXPERIENCE OF THE PUPILS.
5. THE EVALUATIONS ARE BASED ON THE EXPERIENCE OF THE COMMITTEE MEMBERS WITH THE PROGRAMS, COMBINED WITH NUMEROUS EXTENSIVE WRITTEN EVALUATIONS FROM TEACHERS THROUGHOUT BRITISH COLUMBIA.

RECOMMENDED GRADE LEVELS FOR PROGRAMS EVALUATED

Program Title	Time Needed to Complete	K	GR. 1	GR. 2	GR. 3	GR. 4	GR. 5	GR. 6	GR. 7	Secondary Levels Available
Not listed in order of priority		Based on 20 min. per day								
1. Le Français Partout:										
Aux Yeux des Petits	1 yr.	X	X	X	X					
Le Petit Monde	1 yr. +				X	X				
Cours Préliminaire	1 yr. +					X	X	X		
Le Français Partout—1	2 yr.							X	X	(8-12)
2. Répondez S'il Vous Plait:										
Allons-y	1 yr. +			X	X	X				will be available
3. Bonjour Line:										
Level 1	2 yr.			X	X	X	X			
4. En Avant:										
Stage 1	1 yr.				X	X	X			
Stage 2	2 yr.					X	X	X	X	
Stage 3	2 yr.							X	X	(8-12)
5. J'Ecoute, Je Parle:										
Level 1	1 yr. +					X	X			
Level 2	1 yr. +						X	X		
Level 3	2 yr.								X	(8) (9-10)
6. Ici On Parle Français:										
Level 1	2 yr.						X	X		
Level 2	2 yr.								X	(8) (9-12)
7. Voix et Images de France:										
Part 1	2 yr.							X	X	(8-12)
8. La France en Direct:										
Level 1	2 yr.								X	(8) (9-12)
9. Le Français International:										
Level 1	1 yr.								X	(8-12)

A2

LE FRANÇAIS PARTOUT

LEVELS:

Aux Yeux des Petits	Recommended for Grades K-3.	One year to complete, based on twenty minutes per day.
Le Petit Monde	Recommended for Grades 3-4.	One year plus to complete, based on twenty minutes per day.
Cours Préliminaire	Recommended for Grades 4-6.	One year plus to complete, based on twenty minutes per day.
Le Français Partout—1	Recommended for Grades 6-7.	Two years to complete, based on twenty minutes per day.
Le Français Partout 2-5	This secondary level material is available but is not evaluated in this resource book.	

PUBLISHER:

Holt, Rinehart and Winston of Canada, Ltd.

GENERAL COMMENTS

Each level of **Le Français Partout**, as far as **Le Français Partout — 1**, has been developed so that students do not require previous experience of French in order to participate. Teacher's instructions in the manual are always provided in English (and often also in French) so that this program could be used by non-specialist teachers provided that a great deal of inservice assistance were available.

Each level is adaptable for use within a 20-30 minute period and is probably most suited to a 20 minute period. Periods of greater length are difficult to sustain in an elementary program which is largely audio-visual. By the end of **Le Français Partout — 1**, when reading and writing has been introduced, forty minute periods would be possible.

This program was designed for class instruction but it could be adapted by the teacher for group activities.

MAJOR STRENGTHS:

Students may begin this program at any level, which makes it particularly suitable for districts where some students have had a previous year of elementary French and other classmates have not. In the first two levels there is a great variety of visual and oral material. All levels except **Cours Préliminaire** have interesting Canadian content.

MAJOR WEAKNESSES:

The last two levels become progressively more limited, with **Le Français Partout — 1** having a noticeable lack of variety and visual materials.

LE FRANÇAIS PARTOUT

CENTRES OF INTEREST

Centres	Aux Yeux Des Petits	Le Petit Monde	Cours Préliminaire	Le Français Partout-1
1. classroom objects	X	X		X
2. parts of the body	X	X	X	limited
3. numbers	X	X	X	
4. family	X	X	X	X
5. colours	X	X	X	
6. weather	X	X	X	limited
7. days of the week	X			
8. month	X	X		
9. animals	(zoo)	X	cat & dog only	
10. clothes	X	X	X	
11. food	X	X		limited
12. vocabulary for holidays and special days	X	X		
13. parts of the house	X	X	limited	X
14. time	X	X	X	X
15. shopping	X			X
16. restaurant, cafe	X			limited
17. cinema	X			
18. sports	winter	X		limited
19. transportation	X	X		X

Others

gardening, seasons, birthdays, cities. Mailing activities are often used to introduce new segments of the program.

eskimos, moon landing, money, units of measurement, toiletries, fairy tales, instruments.

centres of interest are included but not developed in detail. They are a springboard for expansion.

professions, health

LE FRANÇAIS PARTOUT

Areas

CANADIAN CONTENT

Aux Yeux des Petits

Canadian elements include Winter Carnival, Quebec geography, ice-hockey, ice-fishing, Montreal, St. Martin, and others.

Le Petit Monde

Generalized Canadian background referring to Vancouver, Ottawa, and other areas. There is a complete unit on the Eskimo which presents a rather traditional, but positive, description.

Cours Préliminaire

Generalized North-American background.

Le Français Partout-1

Canadian elements include a plane ride to Winnipeg, hockey, maple sugar in Quebec, and others.

VOCABULARY

Aux Yeux des Petits

Good. Not too difficult, meaningfully reviewed, introduced by means of illustration. A variety of activities are provided for introducing vocabulary.

Le Petit Monde

Modules are complete in content and give the pupil a feeling of success with the language. Vocabulary may not be completely learned in one lesson but is reinforced in subsequent lessons.

Cours Préliminaire

Vocabulary is sufficient if students have had no previous French. If they have had the other levels, supplementary vocabulary must be provided by the teacher.

Le Français Partout-1

At times vocabulary is very abstract and difficult to get across. Vocabulary also does not build from lesson to lesson. Enrichment activities in games, vocabulary, and centres of interest would be needed, particularly with grade 6 or older students.

STRUCTURAL LEVEL

Aux Yeux des Petits

Only the present tense is used. Sentences are simple, short, and meaningfully repeated, with practice in substitution within that structure.

Le Petit Monde

Present tense is used throughout. Sentences are at times too long for immediate comprehension but the reinforcement of the program insures that this structure is grasped quickly.

Cours Préliminaire

Occasionally a sentence which is too long is introduced. Teacher-designed structure reviews would help the program. Unit 7 has particularly difficult structures.

Le Français Partout-1

Within each unit, structure is meaningfully reviewed but much less is done between units.

LE FRANÇAIS PARTOUT

ATTITUDES TOWARDS THE SEXES

Aux Yeux des Petits

In illustrations and dialogues, girls and boys are shown in varied roles. Good

Le Petit Monde

A surprising number of stereotypes are presented. Teacher's supplements needed to present a more balanced approach to the sexes.

Cours Préliminaire

Both sexes are often portrayed in stereotyped ways. Teacher's supplements needed to present a more balanced approach.

Le Français Partout-1

Both sexes are often portrayed in stereotyped roles in pictures and dialogues. Teacher's supplements needed to present a more balanced approach.

AUX YEUX DES PETITS (Level 1)

Teacher Manual

Each lesson is outlined clearly in English with suggested teacher comments, review items, suggested teaching aids, songs, games, and rhymes. Suggested visual aids to augment the cutouts are also given. Games and songs relate directly to the material being presented.

Visual Material

Visual materials include a STEPPER RUG; 5 black and white PICTURES; 7 two-sided and 1 one-sided, coloured POSTERS as backgrounds to the cutouts; and 100 CUTOUTS. It is clear, undated, easily organized, attractive, and has variety.

The posters are sometimes rather abstract, considering the highly structured visual aspect of a primary program. They are sturdy but might be laminated for even greater durability.

It should be noted that the magnetic board needed for cutouts does not come with the program but may be obtained if required. A metallic blackboard can be used instead. The stepper rug is provided for activities involving student movement to instructions.

Student Workbook

This activity pad relates well to the program's contents. It is clear, attractive, durable, and not dated. It is not intended for individualized instruction as it requires specific teacher's instructions for use. Activities are quite varied and include colouring, dot-to-dot drawings, and others.

Student Text

Not provided.

Classroom Audio-Material

There are 2½ cassette tapes with dialogues and ½ tape with songs. In addition, the teacher's text contains the script, review scripts, songs, and comptines appearing on the cassettes. The teacher's text clearly indicates the portion of the text to use.

The tapes are designed for listening, not responding. The speaking speed may be a little rapid and could cause some trouble for a non-specialist teacher. The tapes are intended to add variety to the lesson and expose the student to several alternative voices.

Student Records or Cassettes

Take-home audio-material for students is not provided.

Testing Material

Not provided.

LE FRANÇAIS PARTOUT

LE PETIT MONDE (Level 2)

Teacher Manual

The manual includes, in English, an outline of lessons. Activities such as games and songs are provided at the end of each lesson. An excellent checklist of the structures used and the lesson in which they are introduced is provided as an appendix. Modules may be exchanged to fit current areas of interest.

Visual Material

Visual materials include 155 black and white and coloured, two-sided PICTURES, with several colour photographs; 38 black and white and coloured FLASHCARDS; 8 coloured, two-sided, large POSTERS; 7 two-sided, coloured, medium POSTERS.

These cards, pictures, and posters are all labelled for easy reference to the lessons. Once the teacher has organized the various sized posters and pictures they are easily used.

A very attractive PUPPET and a CUCKOO CLOCK (assembly required) are also provided.

The visual material is excellent in quantity, clarity, attractiveness, and reinforcement of content. It is not greatly dated and can be used in a variety of ways.

Student Text

Not provided.

Student Workbook

A disposable, paperback, student workbook, with black and white, simple drawings related to the visual materials and the teacher's manual, is available. The workbook is meant for use under the teacher's directions and contains a good variety of activities. Students are asked to colour, fill in missing parts, tell a story, match related items, and complete other types of exercises.

Classroom Audio-Material

1 cassette tape for songs and comptines and 5 cassette tapes of scripts from the teacher's text are provided. The teacher's text clearly indicates the portion of the tape to be used.

A large amount of material is provided and a variety of voices are used. However the presentation is monotonous, with the question and answer format used extensively.

Student Records or Cassettes

Take-home audio-material for students is not provided.

Testing Material

Not provided.

COURS PRÉLIMINAIRE (Level 3)

Teacher Manual

The manual includes, in English, a detailed outline of suggested lessons, including questions and responses next to the pictures which are included in the student text. The lesson outlines suggest using posters for review, and the backdrops and cutouts for introduction of vocabulary and structures. Games and songs suggested are for variety more than for their support of vocabulary and structural development.

Visual Material

Visual materials include 25 FLASHCARDS, a large number of durable PLASTIC FIGURES; 10 coloured BACKDROPS for figures; 34 two-sided, coloured POSTERS. It should be noted that the magnetic board needed for the cutouts does not come with the program, but may be obtained if required. A metallic blackboard could be used instead of a commercial magnetic board.

LE FRANÇAIS PARTOUT

Although the introduction to the teacher's text is somewhat dated, the student material in texts and posters is much less visibly so.

The visual material is excellent in quantity, attractiveness, and reinforcement of content. It is quite durable, easy to organize, and clear.

Student Workbooks

Not provided.

Student Text

The student's text is a hardback book in full colour. Because it is keyed directly to the teacher text, content is well reinforced. The pictures that are on the posters are also repeated.

Classroom Audio-Material

3 reel-to-reel tapes are provided. At the beginning of tape 1 there are 4 songs and at the beginning of tape 2, 3 songs. The songs, however, are sung in a shrill manner.

The tape exercises are clear and essentially ask for repetition. There is little variety in either voices or types of activities.

A separate tape guide is provided.

Student Records or Cassettes

Five durable records, in which students are asked to repeat sentences are provided. These are not necessary to the program. Their greatest use would probably be with transfer students, or with students who have been absent for some time.

Testing Material

Not provided.

LE FRANÇAIS PARTOUT — 1 (Level 4)

Teacher Manual

The teacher's manual provides instructions in English for detailed lesson plans. Each lesson consists of a warm-up, a presentation, a review, and a recapitulation.

Visual Material

Visual material includes 16 two-sided, coloured POSTERS, one for each of the units included in this level. Although the posters are of a good size, durable, attractive, easily organized, and uncluttered, their relationship to the dialogues is not always complete. There is also insufficient material for each unit. In addition, these posters are repeated in the student text so that there is a scarcity of visual materials in this stage of the program.

Student Workbooks

Not provided.

Student Text

The student's text is a durable, hardback book in full colour. It has insufficient visual material which tends to make the text monotonous after a time. Only part of the dialogue is included in the text which can make it insufficiently challenging unless teachers make additions. However, the student's text is excellent in its clarity, attractiveness, durability, and lack of datedness.

Classroom Audio-Material

A large amount of taped material (5 reel-to-reel tapes) is available, from which the teacher could select the amount appropriate to the class. Exercises are copious but monotonous. However, the taped dialogue at the end of each unit is valuable and interesting.

The tape guide is provided with the manual.

LE FRANÇAIS PARTOUT

Student Records or Cassettes

The program level provides 5 durable records containing all of the 35 unit conversations. The student repeats after the speaker. The records are clear and varied. The records are not necessary for the program. Their greatest use would probably be with transfer students or with students who have been absent for some time.

Testing Material

The test consists of statements and the student selects the appropriate picture. It is a reasonable test of listening and comprehension skills.

RÉPONDEZ S'IL VOUS PLAÎT

LEVELS:

Allons-Y

Recommended for Grades 2-4.

One year plus to complete, based on twenty minutes per day.

Ça roule!

Will be available in the near future.

PUBLISHER:

Copp-Clark

GENERAL COMMENTS

Allons-Y requires no previous instruction in French. Inservice would be necessary if non-specialist teachers were to use this program.

The material can be adapted for use in 10-40 minute periods but is best suited to 10-20 minute periods. It was designed for class instruction but could be adapted for group work.

Allons-Y is particularly suited for primary students in its centres of interest (toys, shapes, circus) and its materials (puppets, visuals).

Only **Allons-Y** is complete to date but *Level 2* is expected in 1976, and further levels are planned to extend to **Level 10**.

MAJOR STRENGTHS:

Very attractive for primary students because of the materials and centres of interest chosen. It is up-to-date and non-sexist. It provides a great variety of activities. Canadian content.

MAJOR WEAKNESSES:

Print material (worksheets, student text) is introduced too early. Teachers should omit these if the program is used in Grades 2 & 3.

RÉPONDEZ S'IL VOUS PLAÎT

CENTRES OF INTEREST

Centres	Allons-Y
1. classroom objects	X
2. parts of the body	X
3. numbers	X
4. family	X
5. colours	X
6. weather	X
7. days of the week	X
8. months	X
9. animals	X
10. clothes	X
11. food	X
12. vocabulary for special days and holidays	X
13. parts of the house	X
14. time	
15. shopping	limited
16. restaurants, cafe	
17. cinema	
18. sports	
19. transportation	X
Others	professions, shapes (circle, triangle, and others) toys, circus, Canadian cities.

Areas

CANADIAN CONTENT

Allons-Y

This is a very up-to-date program of Canadian material. References include Carnival in Montreal, the cities of Canada including Vancouver, Toronto, Winnipeg, the Chateau Frontenac, and others.

VOCABULARY

Good. Not too difficult, meaningfully reviewed, introduced by means of illustration. A variety of activities are available for vocabulary development, including extensive flashcards, number cards, puppets and figurines.

STRUCTURAL LEVEL

The structures are simple and are developed and expanded within "situations". The use of various situations prevents the repetition from becoming monotonous. Structures are meaningfully reviewed.

ATTITUDES TOWARD THE SEXES

Excellent. Not stereotyped. In addition, within the four families presented, two are single parent families. The authors seem to have tried to provide a variety of contemporary family situations.

A10

RÉPONDEZ S'IL VOUS PLAÎT

ALLONS-YI (Level 1)

Teacher Manual

The manual is a loose-leaf binder, each lesson of which includes the goal of the lesson, a tape guide, vocabulary to be used, material needed, and conversations within the situation. Teacher's instructions are provided in French on the left and English on the right.

A review unit occurs after each 3 units. In addition several "mobile lessons" on Christmas, seasons, and Easter are provided for inclusion at appropriate intervals.

Visual Material

Visual materials include approximately 15 brown and 2 colour, magnetized FIGURINES; 3 flannel PUPPETS; small NUMBER CARDS from 1-50 including the signs for basic mathematics functions; 59 black & white, two-sided FLASHCARDS; and a large number of plasticized STORYBOARDS in black and white, combined with two additional colours.

The visual material is excellent. In addition to its variety it is clear, attractive, durable, contemporary, and easily organized. There is excellent reinforcement of content.

It should be noted that a magnetic board (or metallic blackboard) is needed for the storyboards and accompanying figurines.

Since the student's text contains a sketch of the backdrop, it is possible to write the dialogue into the student book and use it as a handy reference when teaching.

Student Workbook

Feuilles de Travail consists of 88 worksheets with a variety of written activities. Tests are included.

This material is too print oriented for the early grades and should be omitted by the teacher.

Student Text

Allez-Y is a well-bound, paperback text containing 2-colour illustrations. Considerable reading and writing in French is required although English is included as well. Songs, exercises, and a vocabulary list are provided at the back of the text. At the beginning of each unit, specific objectives are indicated.

The student's text should be omitted in dealing with younger grades who would not be writing.

Classroom Audio-Material

Two cassette tapes or two reel-to-reel tapes are available. Three voices are used but the variety of format is only fair consisting mainly of repetition and songs. The speech on the tape seems unnaturally slow. Tape 2 seems more appropriate.

Student Records or Cassettes

Take-home audio-material for students is not provided.

Testing Material

Included in worksheets above.

BONJOUR LINE

LEVELS:

Level 1

Recommended for Grades 2-5.

Two years to complete, based on twenty minutes per day.

Level 2 & 3

Not suitable for elementary school because they are too advanced.

PUBLISHER:

Didier
Harrap

GENERAL COMMENTS

Level 1 is intended to be covered in two years and requires no previous instruction in French. The Harrap edition, which provides teacher's instructions in English would probably be more easily used by non-specialist teachers. Whichever edition is used, INTENSIVE inservice would be required before non-specialist teachers would be able to handle the program.

The material can be adapted for use in 20-30 minute periods but is best used in 20 minute periods. It was designed for class instruction but could be used for group work with adaptation.

This is one of the standard French courses used throughout the world. ITS SUCCESS DEPENDS ON THE TEACHER'S TRAINING.

Levels 2 and 3 appear to be too difficult for use in the present B.C. elementary school system. Much of this material (for example the birthday unit) could, however, be used as reinforcement for other courses. The filmstrips in **Level 3** appear to be more modern and interesting than those in the other levels.

MAJOR STRENGTHS:

Unified visual-oral approach. The excellent numerous filmstrips often use humour in their careful illustration of structural situations.

MAJOR WEAKNESSES:

Hard to use sequentially because of the difficulty of **Levels 2 & 3**. Supplementary material may also be needed for **Level 1** in order to add variety to classroom activities. (See evaluation of POINT DE DÉPART by Alan Moys in RECOMMENDED SUPPLEMENTARY BOOKS AND AUDIO-VISUAL MATERIALS.) No Canadian content.

BONJOUR LINE

CENTRES OF INTEREST

Centres	Level 1
1. classroom objects	
2. parts of the body	
3. numbers	
4. family	X
5. colours	
6. weather	X
7. days of the week	
8. months	
9. animals	X
10. clothes	X
11. food	
12. vocabulary for holidays and special days	X
13. parts of the house	X
14. time	
15. shopping	
16. restaurant, cafe	
17. cinema	
18. sports	X
19. transportation	X
Others	

ages, vacation.
The program is not structured
around centres of interest.
However, most of the above are
featured extensively.

BONJOUR LINE

Areas

CANADIAN CONTENT

Level 1

The setting is France. Customs and drawings are very French. Teacher supplements on French aspects of Canadian culture should be used.

VOCABULARY

This level contains more vocabulary than is contained in other programs but is based on **Le Français Fondamental** and a French approach.

Vocabulary is meaningfully reviewed and introduced by means of illustration.

STRUCTURAL LEVEL

In the later lessons of **Level 1** some sentences are too long. If the complete sequence and method are followed the sentences will not be too complicated.

Structures are meaningfully reviewed and tenses are not introduced too rapidly.

ATTITUDES TOWARD THE SEXES

Teacher's supplements needed to present a balanced approach to the sexes.

LEVEL ONE

Teacher Manual

Bonjour Line is an audio-visual-lingual program using the Cr dific method. Detailed lesson plans are provided and a guide to the tapes. The Didier edition provides teacher's instructions in French, the Harrap edition provides them in English.

Visual Material

26 FILMSTRIPS (one per unit) are provided. The cartoon drawings on the filmstrips are in full colour, attractive, humorous, and uncluttered. The filmstrips reinforce content well but are somewhat dated.

Student Workbook

The student's workbook contains only pictures, with directions being provided by the teacher. The workbook would probably be renewed each year. It covers the contents of the program adequately, is clear and attractive, provides some variety in activities, but is not durable.

Student Text

The student text contains pictures which are reproductions of the filmstrips. The pictures are rather small and somewhat dated. As a paperback book the text is not very durable but it does reinforce well and contains topics appropriate to the age level being considered.

Classroom Audio-Material

26 reel-to-reel tapes (1 per unit) are provided. The tape guide is part of the teacher's manual. The format is based on repetition as this is the main ingredient of the program. The voices on the tapes are clear and have variety. The speed of the voices is good and the time left for response by students is excellent.

Student Records or Cassettes

Take-home audio-material for student use is not provided.

Testing Material

Not provided.

A14

EN AVANT

LEVELS:

Stage 1

Recommended for Grades 3-5.

One year to complete, based on twenty minutes per day.

Stage 2

Recommended for Grades 4-7.
(provided students have had at least one previous year of elementary French).

Two years to complete, based on twenty minutes per day.

Stage 3

Recommended for Grades 6-7.
(provided students have had at least three previous years of elementary French).

Two years to complete, based on twenty minutes per day.

Stage 4A, 4B and A Votre Avis 5-8

This secondary level material is available but is not evaluated in this resource book.

PUBLISHER:

Dent

GENERAL COMMENTS

Each stage of this program builds on the previous stage. **Stages 4 and 5 and A Votre Avis** are not suitable for the elementary level. The teacher's instructions are provided in English. This program may be particularly valuable to non-specialist teachers, as less inservice is required than with the other programs evaluated. Inservice is particularly useful in developing confidence and improving pronunciation. However, by **Stage Three** teachers without a background in French would probably not be able to handle the program even with inservice.

The material could be adapted for use in 20-40 minute periods. **Stage 1** is most suited for 20 minute periods and **Stages 2 and 3** are most suited for 30 minute periods. It was designed for classroom instruction but the teacher may adapt for individualized and small group instruction as well.

MAJOR STRENGTHS:

Excellent material in its quantity, variety, and interest to pupils.

Excellent detailed teacher's manual showing complete lessons, activities, and methods of integrating A/V material. Accompanying readers begin at **Stage 2**.

MAJOR WEAKNESSES:

No Canadian content.

EN AVANT

CENTRES OF INTEREST

Centres	Stage 1	Stage 2	Stage 3
1. classroom objects	X	X	X
2. parts of the body		X	X
3. numbers	X	X	X
4. family	limited	X	X
5. colours	X	X	X
6. weather	X	X	X
7. days of the week	X	X	X
8. months			X
9. animals		X	X
10. clothes	X	X	X
11. food	X	X	X
12. vocabulary for holidays and special days	X	X	X
13. parts of the house	X	X	X
14. time	X	X	X
15. shopping	X	X	X
16. restaurant, cafe	X	X	X
17. cinema			X
18. sports		X	X
19. transportation	X		

Others

age, shopping.
Extensive
coverage of
clothes and food.

professions,
directions,
birthday, mother's
day.

professions,
travel, farming,
Tour de France,
traffic regulations,
facts about
France, types of
stores.

EN AVANT

Areas

CANADIAN CONTENT

Stage 1

The setting is France. Teacher supplements on French aspects of Canadian culture should be used.

Stage 2

as with **Stage 1**.

Stage 3

as with **Stage 1**.

VOCABULARY

Stage 1

The vocabulary is suitable in amount and difficulty, and is introduced through use of the flannelboard and games. A variety of activities are suggested for vocabulary development and the vocabulary is meaningfully reviewed.

Stage 2

The vocabulary is suitable in amount and difficulty, and builds on the vocabulary acquired in **Stage 1**. Again, a variety of activities is suggested and vocabulary is meaningfully reviewed through extensive repetition.

Stage 3

As with **Stages 1 & 2**, vocabulary is suitable, well developed, and well reviewed. Games, models, and pictures are used for vocabulary development.

STRUCTURAL LEVEL

Stage 1

Sentences are neither too long nor too complicated. There are numerous opportunities within the program for review and transfer to different situations.

Stage 2

Sentences are of an appropriate length and complexity, review is done regularly, but tenses are introduced too rapidly. The passé composé is introduced.

Stage 3

Structures are of a suitable length and complexity. Most new structures are introduced in the first half of the stage and reviewed throughout.

ATTITUDES TOWARD THE SEXES

Stage 1

Teacher's supplement might be needed to present a balanced approach to the sexes.

Stage 2

Children involved in a variety of activities. Good.

Stage 3

Teacher's supplement needed to present a balanced approach to occupational choices for the sexes.

EN AVANT

STAGE 1

Teacher Manual

The layout is very clear, giving English instructions and suggested A/V materials in detail. Instructions for one lesson are generally contained on a double page and main points are in bold type. The linguistic aims of each unit are clearly given. Tape guide is provided.

Visual Material

The visual material includes 145 FIGURES, individually numbered; a DISPLAY BOARD; 103 STORY PICTURES in colour; 3 double-sided colour POSTERS; 3 sets of FLASH CARDS; and 2 FILMSTRIPS. This material is rated as excellent in almost all categories including amount, variety, attractiveness, size, lack of clutter, ease of organization, and reinforcement of content.

Student Workbook

A spirit-duplicator master booklet containing 10 picture quizzes and 20 pupil sheets is provided. It is clear, attractive, and usable.

Student Text

Not provided.

Classroom Audio-Material

The 5 reel-to-reel tapes are rated as excellent. They are to be used for listening and repetition, and are useful to the non-specialist teacher as an aid to pronunciation. Several children's voices are used which make the tapes appealing to pupils.

Student Records or Cassettes

Take-home audio-material for students is not provided.

Testing Material

Visual and oral testing material is available on the reel-to-reel tapes and in the spirit-duplicator master-booklet.

STAGE 2

Teacher Manual

It maintains the excellence of, and has a similar format to, **Stage 1**. A tape guide provided.

Visual Materials

124 POSTERS (situations); 10 POSTERS for background information; 1 large WALL PICTURE (Bonneval); 132 READING CARDS, two sided, are provided. This material is rated as excellent in almost all categories including amount, variety, attractiveness, size, ease of organization, and reinforcement of content. The posters might be laminated for durability.

Student Workbook

Not provided.

Student Text

Not provided.

Student Readers

Four readers in class sets are provided. Each one is a small paperback with black and white line drawings and a text with a limited vocabulary. The readers are rated as excellent in clarity, appropriateness of topic to grade level, attractiveness, and reinforcement of content.

EN AVANT

Classroom Audio-Material

10 excellent reel-to-reel tapes (each tape covering 2 units) are provided. They use a lively, interesting presentation and have a built-in variety. A complete activity list is provided to accompany the tapes.

Student Records or Cassettes

Take-home audio-material for students is not provided.

Testing Material

Some comprehension-testing material is provided in the teacher's manual.

STAGE 3

Teacher Manual

The manual maintains the excellence of, and a similar format to, **Stage 1** and **Stage 2**. Tape guide, revision units, dictations, and an index to sentence patterns and vocabulary for **Stages 1-3** are provided.

Visual Materials

1 flannel OUTLINE MAP of France; FIGURINES to accompany the map; 10 POSTERS, black and white on one side and colour on the other, 1 WALL PLAN; 14 READING TEXTS, large poster-sized fibre sheets; 2 GAMES of the Tour de France, 10 copies of each; and 2 ASSIGNMENT CARDS on the omelette and kite (40 copies of each) are provided. This material is rated excellent in amount, reinforcement of content, and ease of organization. It is rated good in clarity, attractiveness, and durability. Some material is plasticized but could be re-plasticized for greater durability.

Student Workbook

Three workbooks titled **Si On Jouait 1, 2** and **3** are provided. These are expendable booklets, each approximately 15 pages long, providing a variety of interesting, well-illustrated exercises based closely on the text.

Student Text

Not provided.

Student Readers

15 student readers (20 copies of each) are available. These are very good, attractive booklets with black and white drawings closely tied to textual material and exercises. The vocabulary is controlled and the readers are graded in difficulty. The teacher's manual tells which readers have accompanying large posters.

The readers are adaptable and could be used with other programs.

Classroom Audio-Material

9 reel-to-reel tapes are provided and are rated as excellent. Narratives have excellent sound effects and voice variety. They contain songs, dictations, the content of accompanying readers, and comprehension passages.

Student Records or Cassettes

Take-home audio-material for students is not provided.

Testing Material

Not provided.

J'ECOUTE, JE PARLE

LEVELS:

Level 1	Recommended for Grades 4 or 5.	One year plus to complete, based on twenty minutes per day.
Level 2	Recommended for Grades 5 or 6. (provided students have had at least one previous year of elementary French).	One year plus to complete, based on twenty minutes per day.
Level 3	Recommended for Grades 7-8. (provided students have had at least two previous years of elementary French).	Two years to complete, based on twenty minutes per day.
Level 4	This secondary level material is available, but is not evaluated in this resource book.	

PUBLISHER:

Gage

GENERAL COMMENTS

Each stage builds on the previous stage, but the change of author after **Level 2** has resulted in a slight change of approach. **Level 3** has more variety, more Canadian content, and is generally more interesting.

Since instructions are given exclusively in French, this program is more appropriate for use by the specialist teacher. Extensive inservice would be necessary if non-specialist teachers were to use the program.

This material can be adapted for use in 20-30 minute periods but is best used in twenty minute periods. It was designed for class instruction.

MAJOR STRENGTHS: The strengths lie principally in **Level 3** which has good Canadian content, lively tapes, and a good testing program.

MAJOR WEAKNESSES: Audio-visual materials in **Levels 1 and 2** are not very interesting and are sometimes not clear.

J'ECOUTE, JE PARLE

CENTRES OF INTEREST

Centres	Level 1	Level 2	Level 3
1. classroom objects	X	X	X
2. parts of the body	X	X	
3. numbers			X
4. family	X	X	X
5. colours			X
6. weather	limited	X	
7. days of the week			X
8. months			X
9. animals	X	X	
10. clothes		X	X
11. food		X	X
12. holidays and special days	X		X
13. parts of the house		X	X
14. time	X	X	X
15. shopping			X
16. restaurant			X
17. cinema			X
18. sports		X	X
19. transportation			X
Others	professions		professions, sports.

Areas

CANADIAN CONTENT

Level 1

Little Canadian content, general international emphasis.

Level 2

Some Canadian content, including games.

Level 3

Very good Canadian content including the Carnival of Quebec, skiing in the Laurentians, Ottawa, and others.

VOCABULARY

Level 1

Very limited, with good review. Allows for mastery.

Level 2

Possibly too limited, with few suggestions for lively review.

Level 3

Vocabulary and the variety of activities for review are limited.

J'ECOUTE, JE PARLE

STRUCTURAL LEVEL

Level 1

Sentences are not too long or too complex. Considerable emphasis on the negative. Structures are meaningfully reviewed.

Level 2

Simple sentences are used and meaningful review is indicated.

Level 3

Generally of a suitable length and complexity. Structures are meaningfully reviewed.

ATTITUDES TOWARD THE SEXES

Level 1

Teacher's supplements might be needed to present a balanced approach to the sexes.

Level 2

Teacher's supplements might be needed to present a balanced approach to the sexes.

Level 3

Teacher's supplements might be needed to present a balanced approach to the sexes.

LEVEL 1

Teacher Manual

Detailed instructions, in French, are given for each lesson. The layout is straightforward.

Visual Material

55 small black and white line drawing FLASH CARDS are provided and a small number of large POSTERS. The flash cards are fairly attractive and easily organized. The posters, collages of different scenes, are attractive but confusing to students.

Student Workbook

This is a small, paperback, picture book which is somewhat dated and is not very durable. Only a small variety of activities is given.

Student Text

Not provided.

Classroom Audio-Material

1 tape of illustrated dialogues is provided, to be used with the students' workbook. Reinforcement of content and speed of presentation are excellent but there is very little variety both in format and in voices used.

Student Records or Cassettes

Take home audio-material for students is not provided.

Testing Material

Not provided.

J'ECOUTE, JE PARLE

LEVEL 2

Teacher Manual

Teacher's instructions are given in French with specific directions for each lesson.

Visual Material

55 FLASHCARDS related to the posters and the songs in the text are provided. They are black and white line drawings, fairly durable but not very attractive.

6 POSTERS (collages for conversation) are provided. They are attractive but tend to be a little confusing.

Student Workbook

This small, paperback book has clear line-drawings. However, it is sometimes difficult to deduce the meaning of instructions intended. The workbook is somewhat dated and contains only a small variety of activities.

Student Text

Not provided.

Classroom Audio-Material

2 tapes of illustrated dialogues and exercises are provided. Speed, time given for response, and voice variety are good. However, there is little variety of format and the tapes tend to be monotonous and boring.

Student Records or Cassettes

Take home audio-material for students is not provided.

Testing Material

Not provided.

LEVEL 3

Teacher Manual

All instructions are in French, though a teacher's methodology supplement in English is provided at the beginning. A vocabulary list is given at the back.

Visual Material

All visual materials, including situational CARDS and photographic POSTERS, are black and white. They are generally attractive and relate well to the course content, but the collage posters are too cluttered for distant classroom work.

Student Workbook

The student's workbook accompanies the student's text and has a few black and white illustrations in addition to print. A map indicating where the French language is spoken around the world is included at the back.

Student Text

A hardback book with interesting drawings and photographs. Good Canadian content. The text includes the future and the passé composé.

Classroom Audio-Material

13 reel-to-reel tapes with excellent voice variety and a good variety of format are provided. The approach is lively and good, clear, Canadian pronunciation is used. Exercises are very long. Teachers need to choose an appropriate amount.

Student Records or Cassettes

Take home audio-material for students is not provided.

Testing Material

A good auditory discrimination test is provided for each lesson as well as an aural comprehension test and a written test.

ICI ON PARLE FRANÇAIS

LEVELS:

Level 1	Recommended for Grades 5-6.	Although designed for one year, it takes two years to complete, based on twenty minutes per day.
Level 2	Recommended for Grade 7-8. (Provided students have had two previous years of elementary French).	Although designed for one year, it takes two years to complete, based on twenty minutes per day.
Level 3-6	This secondary level material is available but is not evaluated in this resource book.	

PUBLISHER:

Prentice-Hall

GENERAL COMMENTS

This program is quite tightly organized, contains complete materials, and is definitely sequential. **Level 1** is INTENDED TO TAKE TWO YEARS and is most suitable for Grades 5 and 6. However, unless students have had two years of French (or its equivalent), **Level 2** would be too difficult for Grade 7 students. Even with the two previous years of experience the program may be difficult. The program is best used in twenty minute periods.

It was designed for class instruction, but with teacher adaptations it could be used for group activities. Halton County (Ontario) has prepared supplementary material for individualized instruction which contains extra pictures, games, and puzzles.

MAJOR STRENGTHS: It is well organized and unified in its presentation. Good Canadian content is provided.

MAJOR WEAKNESSES: Limited visual material. Tapes which, while very extensive, use the same format repeatedly and also use the same limited number of voices throughout.

ICI ON PARLE FRANÇAIS

CENTRES OF INTEREST

Centres	Level 1	Level 2
1. classroom objects	X	X
2. parts of the body	X	X
3. numbers	X	X
4. family	X	X
5. colours	X	X
6. weather	X	
7. days of the week	X	X
8. months	X	X
9. animals	limited	
10. clothes	X	
11. food	X	X
12. vocabulary for special days and holidays	X	X
13. parts of the house	X	
14. time	limited	
15. shopping	X	
16. restaurants, cafe	limited	
17. cinema		
18. sports		
19. transportation		X
Others	heath, picnics.	customs at airport.

The foods element is well done.

Areas

CANADIAN CONTENT

Level 1

General North American setting, not specific to any one country.

Level 2

Unit on Quebec. Both Canadian and International in focus.

VOCABULARY

Level 1

The vocabulary is appropriate in amount and difficulty, is meaningfully reviewed, and introduced by means of illustration. A variety of activities is suggested for vocabulary development. There is good visual illustration on the charts.

A25

ICI ON PARLE FRANÇAIS

Level 2

As with Level 1.

STRUCTURAL LEVEL

Level 1

At times the sentences are too long for the level being considered. However, the introduction of tenses occurs at an appropriate pace and review is meaningful.

Level 2

If the students have not had two years' previous experience of French, the structures may be too difficult.

ATTITUDES TOWARD THE SEXES

Level 1

Men and women are often portrayed in stereotyped roles. Teacher's supplements needed to present a more balanced approach.

Level 2

Men and women are often portrayed in stereotyped roles. Teacher's supplements needed to present a more balanced approach.

LEVEL 1

Teacher Manual

The manual is very detailed, outlining each lesson clearly in English. The contents include reference materials on methodology, day to day lesson plans for the 8 units, scripts for the 8 tapes that accompany the program, oral comprehension tests for the 8 units, and a section on songs, games, and activities. It also contains a list of common classroom expressions.

Visual Material

Visual materials include a set of 8 POSTERS, two-sided and in colour. There is very little variety provided since there is only one poster for each of the units. Teacher's supplements would be needed in order to maintain variety in the lessons.

Student Workbook Not provided.

Student Text Not provided.

Classroom Audio-Material

A set of 10 tapes: 1 for each of 8 units, 1 tape of songs, and 1 tape of tests. The script of these tapes is provided in the teacher's manual.

There is sufficient taped material for the teacher to select the appropriate amount. The teacher would need to animate the tapes as they are presented in a predictable and somewhat dry manner. The authors intended the tapes to be used in two to five minute segments. The tapes are clear and reinforce the content very well. This program has an audio-lingual approach. There are insufficient voices used on the tape (a single male and female throughout all 8 tapes). The speakers speak at a natural speed and sufficient time is provided for response.

The tape of songs uses a female voice which is quite high and thin. This tape might be of limited appeal to students.

Students Records or Cassettes

Take-home audio-material for students is not provided.

Testing Material

A reel-to-reel tape of the tests is included in the program, a complete script of which is in the teacher manual. The test is one of listening skills where students hear a segment and then respond to multiple choice oral questions on what they have heard.

ICI ON PARLE FRANÇAIS

LEVEL 2

Teacher Manual

This is a very detailed manual outlining each lesson clearly in English. The contents are laid out in a similar manner to **ICI On Parle Français: Level 1** except that this level has six units.

Visual Material

Visual materials include 8 coloured, two-sided POSTERS. All are numbered according to the unit. They might occasionally be confusing and somewhat cluttered when two pictures are included on a single poster. The posters limit the variety possible in the lesson and teacher's supplements are recommended. The material is attractive, durable, and not dated.

Student Workbook

Expendable, flimsy, paperback workbook that, in a functional rather than exciting manner, reinforces the material in **Level 1**. Emphasis is placed on "graphie des sons."

Student Text

Student's textbook provides controlled reading material illustrating the principal spellings of the 17 sounds being studied. GRAPHIE DES SONS uses an analytical structural approach to reading which is unique to **ICI On Parle Français**.

Classroom Audio-Material

8 reel-to-reel tapes are provided: 6 tapes of student exercises of the listen-respond type, 1 tape of songs, and 1 tape of tests. There are ample, very good, academic-type exercises from which the teacher may select those which are most relevant. However, particularly for the younger student, they might be rather monotonous as there is no variety from lesson to lesson.

The tape of songs has a selection of 12 songs but unfortunately only one high soprano voice is used. Students would find it difficult to pitch their voices in order to sing along.

Student Records or Cassettes

Take home audio-material for students is not provided.

Testing Material

A reel-to-reel tape of the tests is included in the program, a complete script of which is in the teacher manual. The test is one of listening skills. Students hear a segment and then respond to multiple choice oral questions on what they have heard. Tests are excellent and use a variety of voices.

VOIX ET IMAGES DE FRANCE

LEVELS:

Part I (Units 1-8)

Recommended for Grades 6-7.

Based on twenty minutes a day,
Grade 6 might complete Units 1-4.
Grade 7 might complete Units 5-8.

Part I (Units 9-32) Part II (Units 1-15)

This secondary level
material is available but is not
evaluated in this resource book.

PUBLISHER:

Didier

GENERAL COMMENTS

The program was originally designed in the fifties for adults rather than children and is based on **Le Français Fondamental** (which is the study of the most commonly used oral French vocabulary). It is therefore organized around certain structures rather than around centres of interest. **Voix et Images de France: Part 1: In American Schools and Colleges** provides teacher's instructions in English.

This program requires more inservice than the other programs evaluated. Means of co-ordinating visuals and tapes, methods of adding variety, and ways of adding excitement to the lesson, would need to be provided to any teacher (specialist and non-specialist) who would be teaching the course.

The material can be adapted for use in 20-30 minute periods but is best used in 20 minute periods. It was designed for class instruction but group work could be done if extra copies of tapes and filmstrips were available.

MAJOR STRENGTHS:

Unified visual-oral approach based on natural French expressions. Excellent structural development.

MAJOR WEAKNESSES:

Large amount of inservice needed. Supplementary material (such as the flannelboard from **En Avant**) is needed to add variety to lessons. No Canadian content.

Although issued by the same publisher, **Voix et Images de France** is not designed as follow up to **Bonjour Line**.

VOIX ET IMAGES DE FRANCE

CENTRES OF INTEREST

Centres	Part 1 (Lessons 1-8)
1. classroom objects	X
2. parts of the body	
3. numbers	X
4. family	
5. colours	
6. weather	
7. days of the week	
8. months	
9. animals	limited
10. clothes	
11. food	limited
12. vocabulary for holidays and special days	X
13. parts of the house	
14. time	
15. shopping	limited
16. restaurant, cafe	limited
17. cinema	
18. sports	X
19. transportation	
Others	addresses, introductions, professions, nationalities.

The program is organized around structures rather than centres of interest.

VOIX ET IMAGES DE FRANCE

Areas

CANADIAN CONTENT

Part 1 (Lessons 1-8)

Set in France. Customs, activities, and some drawings are quite French. Teacher's supplements on French aspects of Canadian culture should be used.

VOCABULARY

Based on **Le Français Fondamental** and designed for adults, the vocabulary may not be aimed closely enough to the young student's interests. Vocabulary could be enriched by teacher additions. Vocabulary is meaningfully reviewed and integrated very definitely to the illustrations.

STRUCTURAL LEVEL

Sentences are of an appropriate length to be transferable to other situations.

There are no special review lessons but all structures recur at all levels.

ATTITUDES TOWARD THE SEXES

Very traditional. Teacher's supplements needed to present a balanced approach to the sexes.

PART 1 (Lessons 1-8)

Teacher Manual

Voix et Images de France: Part 1: In American Schools and Colleges is a 591 page hardback teacher's manual providing, in English, detailed plans for each lesson of the program. There are several comprehensive chapters on aspects of methodology, a chart of grammatical content, a vocabulary list keyed to the units, and other features including a six page bibliography of teacher references.

Visual Material

8 full-colour FILMSTRIPS (one per unit). The material is clear, attractive, and uncluttered but the colours are quite pale. The visual material strongly reinforces content but is very dated.

Student Workbook

Exercices Pour La Classe 1 — is a paperback with no illustrations. Exercises consist of filling in the blanks with directions implied by the layout. Functional rather than exciting.

Student Text

The student's picture book, **Livre de L'Élève**, is hardbound with black and white illustrations which are the same as those in the filmstrips. It lacks variety but may be used to recall the structures covered in class.

Classroom Audio-Material

8 reel-to-reel tapes (1 per unit) are provided. The tape guide is available in a dialogue text as well as in the teacher's manual. The format is based on repetition. After each section the dialogue is repeated at a more natural speed. The voices on the tapes are clear and have variety (3 voices in the beginning with more voices appearing later). French voices with slight but differing accents are used occasionally to accustom students to the pronunciation. The tapes strongly reinforce content and leave time to respond and to co-ordinate with filmstrips.

Student Records or Cassettes

8 student records or cassettes are available which exactly duplicate classroom material. They are intended to be used independently, perhaps with the above student text. They are not necessary for the course and where they have been purchased tend to be rarely used.

Testing Material: Both written and taped tests are available.

LA FRANCE EN DIRECT

LEVELS:

Level 1
(Dossiers 1-10)

Recommended for Grade 7.

One year to complete, based on twenty minutes per day.

Level 1
(Dossiers 11-20)

This secondary level material is available but is not evaluated in this resource book.

Level 2-4

PUBLISHER:

Ginn

GENERAL COMMENTS

Dossiers 1-10 of **Level 1** would be suitable for Grade 7 provided that there were plans to continue the course into the secondary school. Under other circumstances another program would be more suitable.

Because the program is intended to be oral during initial stages, Lessons 1-6 do not contain many exercises.

The program is not suitable for the non-specialist teacher and some inservice would be needed even for the specialist teacher. The teacher's manual is unilingual French with only a small supplement on the method in English. The material is best suited to 40 minute periods for class instruction.

MAJOR STRENGTHS:

Copious material with an emphasis on oral language from which the teacher may select. Vocabulary and structures are introduced sequentially with vocabulary in **Level 1** being limited to 150 words. Some humour has been built into the program.

MAJOR WEAKNESSES:

Topics and accompanying illustrations are often too mature to interest elementary students (for example, marriage, employment). In addition, the program must be taught by a French specialist with knowledge of the method. No Canadian content.

LA FRANCE EN DIRECT

CENTRES OF INTEREST

Centres	Level 1
1. classroom objects	limited
2. parts of the body	
3. numbers	X
4. family	X
5. colours	
6. weather	X
7. days of the week	X
8. months	X
9. animals	X
10. clothes	X
11. food	limited
12. vocabulary for holidays and special days	X
13. parts of the house	X
14. time	X
15. shopping	
16. restaurant, cafe	
17. cinema	
18. sports	
19. transportation	
Other	directions, professions, mailing, telegrams, nationalities.

Areas

CANADIAN CONTENT

Level 1

The emphasis is on France. Teachers would need to supplement with materials having a Canadian focus.

VOCABULARY

The core vocabulary is approximately 950 words or phrases. The emphasis is on oral language, rhythmic sound patterns, listening comprehension, and response in given situations.

STRUCTURAL LEVEL

The use of authentic natural language is a big advantage. Simple structures are carefully developed and controlled.

ATTITUDES TOWARD THE SEXES

Teacher's supplements needed to present a balanced approach to the sexes.

LA FRANCE EN DIRECT

LEVEL 1

Teacher Manual

The teacher's manual, completely in French, gives very detailed lesson plans. The introduction describes the method. There are special sections dealing with methods for teaching the songs (on tape) and the poems. Methods of teaching phonetics and intonation are suggested.

A small methods book in English, **Introduction to the Method**, is provided.

Visual Material

There is a large amount of excellent visual material reinforcing the content.

10 black and white FILMSTRIPS, with some pictures in full colour, are provided. Line drawings, usually in cartoon style, with red circles indicating the point to be discussed, are fairly attractive.

40 CARDS, each having about 6 cut-out, plasticized FIGURES in blue and white are also provided. The figures, numbered for reference, provide a useful source of variety.

Student Workbook

This strong paperback book has few exercises for units 1-8 but extensive exercises after that point.

Student Text

A picture book is provided to allow the student to reinforce independently work covered in class.

Classroom Audio-Material

There are 10 reel-to-reel tapes which use several voices and provide a large number of exercises. Strict phonetic control is observed.

Student Records or Cassettes

Ten small records, also available in tape form, include dialogues and reading texts for poems and songs. They can be used for individual practice or home study. Useful for transfer students or students that have been absent extensively.

Testing Material

9 spirit-duplication masters for reproduction of tests are provided.

LE FRANÇAIS INTERNATIONAL

(Second Version)

LEVELS:

Level 1

Recommended for Grades 7-8.

One year to complete, based on twenty minutes per day.

Level 2-6

This secondary level material is available but is not evaluated in this resource book.

PUBLISHER:

Centre Educatif et Culturel

GENERAL COMMENTS

This program encourages mastery of a limited amount of structures and vocabulary. Original thinking is emphasized. Students ask questions in French and develop an active role. The course is stimulating to teach as students get a sense of progress. The instructions are in French in the teacher's manual.

Intensive inservice is necessary for non-specialist teachers and some inservice is helpful to specialists. The material is best suited for 30 or 40 minute periods, for class instruction or for small groups.

MAJOR STRENGTHS:

Emphasis is on basic structures and provision is made for reading and writing. Student interchanges in French are encouraged. The general topics and the humorous, coloured cartoons appeal to adolescents. Canadian content.

MAJOR WEAKNESSES:

The vocabulary and visual material are limited.

LE FRANÇAIS INTERNATIONAL

(Second Version)

CENTRES OF INTEREST

Centres	Level 1
1. classroom objects	X
2. parts of the body	
3. numbers	X
4. family	
5. colours	
6. weather	X
7. days of the week	X
8. months	
9. animals	
10. clothes	
11. food	
12. vocabulary for holidays and special days	
13. parts of the house	
14. time	X
15. shopping	
16. restaurant, cafe	
17. cinema	
18. sports	X
19. transportation	
Other	X

Specific buildings and places, pastimes.
(This program is based on structures,
not centres of interest.)

LE FRANÇAIS INTERNATIONAL

(Second Version)

Areas

CANADIAN CONTENT

Level 1

Emphasis is French-Canadian throughout, with some French-Canadian expressions used.

VOCABULARY

Vocabulary is very limited and dove-tailed for mastery. Supplementary vocabulary must be provided by the teacher. Vocabulary is meaningfully reinforced.

STRUCTURAL LEVEL

Sentences are neither too long nor too complicated. A good grammatical basis is provided through the home study and review sections. Present tense verbs are introduced with all endings which have to be thoroughly taught and understood.

ATTITUDES TOWARD THE SEXES

Teacher's supplements needed to present a balanced approach to the sexes.

LEVEL 1

Teacher Manual

The layout is very clear, giving instructions and suggested A/V materials in detail. Instructions in French, for each lesson, are generally contained on a double page and main points are in bold type. The linguistic aims of each unit are clearly indicated. A tape guide is provided.

Visual Material

The 43 black and white FLASHCARDS are cartoon-type and are appealing to students. They reinforce the content well but are not very durable. They are easily organized and can be used several different ways.

Student Workbook

This paperback book contains a variety of sample exercises and puzzles including crosswords and completion of dialogues. Instructions given in French may be too difficult for weaker students.

Student Text

An attractive durable, clear student's text covers all the material of the course. The visual material is appealing to all students.

Classroom Audio-Material

5 reel-to-reel or 3 cassette tapes are provided. They give many drill and repetitive exercises. The tape is generally clear and has a variety of voices.

Student Records or Cassettes

Take-home audio-material for students is not provided.

Testing Material

Not provided.

SUPPLEMENTARY PRINT AND NON-PRINT MATERIAL



NOTE

The following section contains evaluations of children's books, films, and kits. Each evaluation has the following format:

<p>Author, TITLE, Publisher, Series.</p> <p>A physical description.</p> <p>A description of the content.</p> <p>An evaluative statement often including an indication of how the material might be used in class.</p>	<p>RATING</p> <p>Excellent Very Good Good Fair</p>
	<p>RECOMMENDED GRADE LEVEL</p> <p>And an indication of any previous French needed.</p>

Children's reading material, films, and kits can add to the excitement which the teacher wishes to generate in French classes. Having readers available which pupils are able to read themselves, in class and at home, will provide pleasure, demonstrate how much progress is being made, and at the same time painlessly reinforce structures and vocabulary.

At least two methods for selecting appropriate reading material can be used:

Pupils can be asked to look at one page and try to read it, counting the words they don't understand. If they reach five before finishing the page, the book is too advanced.

Teachers could select appropriate material for purchase by using the **Cloze Technique**. Re-type the textual material, to a total of 250 words, eliminating every tenth word. Several pupils would be asked to read the material filling in the missing words from context.

A score of less than 37% means that the book is written at a frustration level for your pupils.

A score of 37-57% means that pupils may use the material if the teacher is available to provide supplementary instruction.

A score of above 57% means that the material could be used by pupils for independent reading.

Beresford, Elizabeth, **Le Go-Kart de Gaston**, General Publishing.

hardback, 27 pp., full-colour illustrations.

This profusely illustrated book is about Gaston who cannot afford a bicycle. He gathers materials from individuals around town in order to build one, but when there are not enough parts he and his brother decide to build a go-cart instead.

It could be used to reinforce the names of professions such as baker, garageman, grocer, storeowner. There is a fair amount of repetition which reinforces the vocabulary, and illustrations often demonstrate meaning.

Rating

Very Good

Recommended Grade Level

Grades 4-6

One or two years of previous French experience would be useful.

Bezenar, Gisèle Laliberté, **La Tortue au Galop, Encore au Galop, Au Petit Galop, Toujours au Galop**, Holt, Rinehart and Winston, Series Title: **Jolie de Lire**.

paperback, 42 pp. approximately, line drawings in one colour.

All four books feature a tortoise who presents a series of interesting rhymes, games, and puzzles. Some are focused on Canada — for example, word puzzles describing Newfoundland and the Rockies, and short poems about the beaver and skiing in the Laurentians.

The amusing line illustrations are quite attractive and present the text well. The vocabulary and structures are sometimes difficult but these paperbacks fulfill their aim of pleasing the young pupil.

Rating

Good

Recommended Grade Level

Grades 5-6

At least one year of previous French would be recommended.

Bezenar, Gisèle Laliberté, **Pauline Johnson — La Fleur Des Bois**, Holt, Rinehart and Winston.

paperback, 43 pp., brown paper with coloured illustrations.

The life story of Pauline Johnson, comparing her to a woodland flower.

An interesting, simplified, but rather sentimental biography. Useful Canadian content.

Rating

Good

Recommended Grade Level

Grades 6-8

With some previous knowledge of French.

Bezenar, Gisèle Laliberté. **Le Père Albert Lacombe, (Arsous-Kitsi-Parpi)**, Holt, Rinehart and Winston.

paperback, 44 pp., b/w and coloured illustrations.

Life history of Father Lacombe, from childhood to his work among the Indians and his founding of an orphanage which is still in existence. His lifework is broken up into a series of short stories.

Canadian content is an appealing facet.

Rating

Good

**Recommended
Grade Level**

Grades 7-9

With some previous knowledge of French.

Bisset, Donald. **Barcha le Tigre**, General Publishing.

hardback, 27 pp., full-colour illustrations.

This profusely illustrated book is about a school-attending tiger who decides to paint his portrait. He asks other animals (an elephant, a porcupine, a beetle) to draw him. He eventually asks a group of children to draw him. The story has a surprise ending.

A rather odd but appealing book. It could be used to reinforce colours and animal names as well as some vocabulary associated with school. Illustrations help to indicate meaning.

Rating

Good

**Recommended
Grade Level**

Grades 4-5

One or two years of previous French may be necessary for full enjoyment.

Bisset, Donald, et al. **La Courge Enorme**, General Publishing.

hardback, 27 pp., full-colour illustrations.

A short children's story about a boy who grows an enormous vegetable marrow and wins a prize.

Rating

Excellent

**Recommended
Grade Level**

Grades 4-6

With considerable previous knowledge of French.

Bisset, Donald, **Les Dix Kangourous**, General Publishing.
hardback, 26 pp. full-colour illustrations.

A kangaroo who wishes to play tennis eventually finds nine other kangaroos. One by one the kangaroos drop out until the original is left enjoying tennis alone.

The book could be used to reinforce number concepts as well as to introduce new vocabulary words. Illustrations help to demonstrate the meaning.

Rating

Good

**Recommended
Grade Level**

Grades 4-6

With considerable previous knowledge of French.

Bisset, Donald, et al., **Georgette et Son Nid**, General Publishing.
ing.

hardback, 27 pp., full-colour illustrations.

A duck's adventure in building a nest and raising ducklings in a city harbour.

Rating

Excellent

**Recommended
Grade Level**

Grades 4-6

With considerable previous knowledge of French.

Bisset, Donald, et al., **Pierre Va Au Secours**, General Publishing.
ing.

hardback, 27 pp., full-colour illustrations.

Pierre, a small boy who loves to climb, saves a kitten stuck in a tree.

Rating

Excellent

**Recommended
Grade Level**

Grades 4-6

With considerable previous knowledge of French.

Bisset, Donald, et al., **Le Poney de Petit Ours**, General Publishing.

hardback, 27 pp., full-colour illustrations.

A little Indian boy's pony becomes lost searching for apples.

Rating

Excellent

**Recommended
Grade Level**

Grades 4-6

With considerable previous knowledge of French.

Buckby, Michael, **Faites Vos Jeux**, Nuffield Foundation (Dent Publishing).

paperback, 82 pp., b/w illustrations, index.

A book of games designed specifically for the **En Avant** program which could be adapted for use in the early years of any second language program. The index indicates games that practice specific structures. All games build listening and speaking skills and many also encourage students to create and use French sentences.

Rating

Excellent

**Recommended
Grade Level**

Teacher reference

Grades 3-7

Depending on the amount of previous French.

Caravaggio, Angèle Dion, **Beau Temps, Mauvais Temps**, McGraw-Hill Ryerson, Series Title: **La Série Carreautée 2**.

paperback, 24 pp. approximately, b/w illustrations with one colour, vocabulary game on the final page.

Having read an interior thermometer, a radio announcer makes an incorrect forecast, inconveniences several listeners, and loses his job.

Part of **La Série Carreautée 2**, a series of short stories with Canadian content for which a guide and tape are available. The guide gives suggestions for using the materials in a variety of ways. The text of the story is very slight and well illustrated and the vocabulary and structures are very simple.

Rating

Good

**Recommended
Grade Level**

Grades 4-8

With some previous slight knowledge of French.

Caravaggio, Angèle Dion, **Bicasso de Cro-Magnun**, McGraw-Hill Ryerson, Series Title: **La Série Carreautée 1**.

paperback, 24 pp., b/w illustrations with one colour, vocabulary game on the final page.

A stone-age family hunts for food. A bear captures the children and their father draws a mammoth on the rock to frighten the bear away.

Part of **La Série Carreautée 1**, a series of short stories with Canadian content for which a guide and tape are available. The guide gives suggestions for using the materials in a variety of ways. The text of the story is very slight and well illustrated and the vocabulary and structures are very simple.

Rating

Good

Recommended Grade Level

Grades 4-8

With some previous knowledge of French.

Caravaggio, Angèle Dion, **Le Carnaval de Québec**, McGraw-Hill Ryerson, Series Title: **La Série Carreautée 1**.

paperback, 24 pp., b/w illustrations with one colour, vocabulary game on the final page.

A young couple visit the Carnival of Quebec. The story is written half in French and half in English with intentional errors included for student observation.

Part of **La Série Carreautée 1**, a series of short stories with Canadian content for which a guide and tape are available. The guide gives suggestions for using the materials in a variety of ways. The text of the story is very slight and well illustrated and the vocabulary and structures are very simple.

Rating

Very Good

Recommended Grade Level

Grades 4-8

With some previous knowledge of French.

Caravaggio, Angèle Dion, **François de Sainte-Jean-Port-Joli**, McGraw-Hill Ryerson, Series Title: **La Série Carreautée 2**.

paperback, 24 pp. approximately, b/w illustrations with one colour, vocabulary game on the final page.

François, having decided not to become a baker, a blacksmith, or a furniture maker, chooses to be a sculptor in wood.

Part of **La Série Carreautée 2**, a series of short stories with Canadian content for which a guide and tape are available. The guide gives suggestions for using the materials in a variety of ways. The text of the story is very slight and well illustrated and the vocabulary and structures are very simple.

Rating

Good

Recommended Grade Level

Grades 4-8

With some previous slight knowledge of French.

Caravaggio, Angèle Dion, **Mission Pluton**, McGraw-Hill Ryerson, Series Title: **La Série Carrautée 2.**

paperback, 24 pp. approximately, b/w illustrations with one colour, vocabulary game on the final page.

This short story describes the first visit of Canadian astronauts to Pluto in 1999. The robot mechanic meets his cousin and brings him back to earth.

Part of **La Série Carrautée 2**, a series of short stories with Canadian content for which a guide and tape are available. The guide gives suggestions for using the materials in a variety of ways. The text of the story is slight and well illustrated and the vocabulary and structures are very simple.

Rating

Good

**Recommended
Grade Level**

Grades 4-8

With some previous slight knowledge of French.

Caravaggio, Angèle Dion, **Le Rallye Feuille d'Erable**, Mr Graw-Hill Ryerson, Series Title: **La Série Carrautée 1.**

paperback, 24 pp., b/w illustrations with one colour, vocabulary game on the final page.

Adventures on a cross-Canada raily from St. John's to B.C.

Part of **La Série Carrautée 1**, a series of short stories with Canadian content for which a guide and tape are available. The guide gives suggestions for using the materials in a variety of ways. The text of the story is very slight and well illustrated and the vocabulary and structures are very simple.

Rating

Very Good

**Recommended
Grade Level**

Grades 4-8

With some previous knowledge of French.

Caravaggio, Angèle Dion, **Le Totem Qui Pleure**, McGraw-Hill Ryerson, Series Title: **La Série Carrautée 1.**

paperback, 24 pp., b/w illustrations with one colour, vocabulary game on the final page.

Situated in B.C., the story is about an Indian family. A large frog extinguishes the fire when the children throw him in. Thunder, lightning, and an earthquake take place because the children have offended the great spirit of nature. The children are killed and their grandfather carves a memorial totem. This is a true Indian legend of how the frog came to be represented on the totem pole.

Part of **La Série Carrautée 1**, a series of short stories with Canadian content for which a guide and tape are available. The guide gives suggestions for using the materials in a variety of ways. The text of the story is very slight and well illustrated and the vocabulary and structures are very simple.

Rating

Very Good

**Recommended
Grade Level**

Grades 4-8

With some previous knowledge of French.

Caravaggio, Angèle-Dion, **Tumak**, McGraw-Hill Ryerson,
Series Title: **La Série Carreautée 2.**

paperback, 24 pp. approximately, b/w illustrations with one
colour, vocabulary game on the final page.

An adventure story about an Eskimo boy who kills a polar bear.
Contains a description of aspects of Tumak's happy daily life.

Part of **La Série Carreautée 2**, a series of short stories with
Canadian content for which a guide and tape are available.
The guide gives suggestions for using the materials in a variety
of ways. The text of the story is slight and well illustrated
and the vocabulary and structures are very simple.

Rating

Good

**Recommended
Grade Level**

Grades 4-8

With some previous slight know-
ledge of French.

Carré, A., **Bonjour Isabelle! Bonjour Oliver!**, Musson Book
paperback, 40 pp., b/w drawings, several pages of songs and
vocabulary at the back

Twenty episodes from everyday life for Isabelle and Oliver,
young cousins. The episodes are interesting and likely to
appeal to children.

Approximately half of the pages are illustrations. The other half
of the book has about 10-12 lines of print per page. The
pictures illustrate the content clearly.

Rating

Good

**Recommended
Grade Level**

Grades 6-7

Some previous knowledge of
French is necessary

Cresswell, Helen, **L'Arc-en-ciel**, General Publishing
hardback, 27 pp., full-colour illustrations

A boy and a girl searching for something to do, finally draw
pictures in coloured chalk on the sidewalk. While they are
having milk and cookies it rains but there is no rainbow. When
the children go out they find the rain has created a rainbow out
of their pictures.

The story is somewhat childish, but at the same time one or two
years of French may be necessary for full understanding. This
conflict might make the book more suitable for immersion
French than for the regular elementary French students.

Rating

Fair

**Recommended
Grade Level**

Grade 4

See comments

Cresswell, Helen; **Le Chat Qui Sait Prévoir le Temps**, General Publishing.

hardback, 27 pp., full colour illustrations.

Monsieur Dupont, a cat, can tell the weather. When it is fine he sits outside; when rain is expected he hides under the stairs. One day he hides and they find he has had four kittens who will all be able to tell the weather.

The vocabulary, although difficult, is illustrated by the pictures.

Rating

Good

**Recommended
Grade Level**

Grades 4-6

One or two years of French may be necessary for full enjoyment.

Cresswell, Helen; **Les Jeunes Corsaires**, General Publishing.

hardback, 27 pp., full-colour illustrations.

A boy, a girl, and their dog, in the course of playing pirates, inadvertently become involved in a boating parade of costumed children. Although Robinson Crusoe and Friday win first prize, the children win second prize. The dog wins a bone.

The vocabulary is somewhat difficult even though the illustrations often depict the meaning.

Rating

Good

**Recommended
Grade Level**

Grades 4-6

One or two years of French may be necessary for full enjoyment.

Ellis, D.L.; **Life in a French Family**, Harrap.

paperback, 111 pp., b/w line drawings.

The paperback, with **Life in a French Town**, contains short chapters on various aspects of French life including marriage, education, home, festivals, social security, the tourist bureau, and shopkeepers. Accurate and up-to-date information is given simply and concisely, **In English**.

Rating

Very Good

**Recommended
Grade Level**

Teacher reference

All grades.

Ellis, D.L., **Life in a French Town**, Harrap.

paperback, 100 pp., b/w line drawings.

This paperback, with **Life in a French Family**, contains short chapters on various aspects of French life including marriage, education, home festivals, social security, the tourist bureau, and shopkeepers. Accurate and up-to-date information is given simply and concisely, **In English**.

Rating

Very Good

**Recommended
Grade Level**

Teacher reference
All grades.

George, Caròline, **The Metric Song (Le Chanson Métrique)**, Waterloo Music.

kit including:

chart of metric equivalents

1 copy of the song with the piano version

1 class set of song sheets with musical notation and the words in French and English

1 flexible plastic record.

A fairly simple, catchy song about the metric system. Useful for some integration of mathematics and French.

Rating

Good

**Recommended
Grade Level**

Grades 4-6

Jenkins, D.J., **Aimez-Vous L'École?**, Ginn, Series Title: **Bon Accueil les Gosses**.

paperback, 16 pp., full-colour illustrations.

An episode in a French boys' school.

The 6 paperbacks in the series, **Bon Accueil les Gosses**, are set in France and are illustrated by French artists. They are based broadly on the vocabulary and speech patterns of **En Avant** although they could be used with any elementary French program that involves reading. Very interesting cultural content.

Rating

Excellent

**Recommended
Grade Level**

Grades 6-7

With some slight previous knowledge of French.

Jenkins, D.J., **Chalutier de Vernez**, Ginn, Series Title: **Bon Accueil les Gosses.**

paperback, 16 pp., full-colour illustrations.

A short fishing adventure in Normandy.

The 6 paperbacks in the series, **Bon Accueil les Gosses**, are set in France and are illustrated by French artists. They are based broadly on the vocabulary and speech patterns of **En Avant** although they could be used with any elementary French program that involves reading. Very interesting cultural content.

Rating

Excellent

**Recommended
Grade Level**

Grades 6-7

With some slight previous knowledge of French.

Jenkins, D.J., **Chauffeur de Taxi à Paris**, Ginn, Series Title: **Bon Accueil les Gosses.**

paperback, 16 pp., full-colour illustrations.

A taxi driver's day in Paris. Many of the monuments are pictured.

The 6 paperbacks in the series, **Bon Accueil les Gosses**, are set in France and are illustrated by French artists. They are based broadly on the vocabulary and speech patterns of **En Avant** although they could be used with any elementary French program that involves reading. Very interesting cultural content.

Rating

Excellent

**Recommended
Grade Level**

Grades 6-7

With some slight previous knowledge of French.

Jenkins, D.J., **Gisèle et son Poney**, Ginn, Series Title: **Bon Accueil les Gosses.**

paperback, 16 pp., full-colour illustrations.

An adventure story about a French girl and her horse. Together they rescue a drowning boy.

The 6 paperbacks in the series, **Bon Accueil les Gosses**, are set in France and are illustrated by French artists. They are based broadly on the vocabulary and speech patterns of **En Avant** although they could be used with any elementary French program that involves reading. Very interesting cultural content.

Rating

Excellent

**Recommended
Grade Level**

Grades 6-7

With some slight previous knowledge of French.

Jenkins, D.J., **Jean à L'Aéroport**, Ginn, Series Title: **Bon Accueil les Gosses**.

paperback, 16 pp., full-colour illustrations.

Tour of Orly airport in Paris by a group of French school boys.

The 6 paperbacks in the series, **Bon Accueil les Gosses**, are set in France and are illustrated by French artists. They are based broadly on the vocabulary and speech patterns of **En Avant** although they could be used with any elementary French program that involves reading. Very interesting cultural content.

Rating

Excellent

**Recommended
Grade Level**

Grades 6-7

With some slight previous knowledge of French.

Jenkins, D.J., **Les Martin et Les Bandits**, Ginn, Series Title: **Bon Accueil les Gosses**.

paperback, 16 pp., full-colour illustrations.

Four children in a French village become involved in a short adventure with bandits.

The 6 paperbacks in the series, **Bon Accueil Les Gosses**, are set in France and are illustrated by French artists. They are based broadly on the vocabulary and speech patterns of **En Avant** although they could be used with any elementary French program that involved reading. Very interesting cultural content.

Rating

Excellent

**Recommended
Grade Level**

Grades 6-7

With some slight previous knowledge of French.

Koehler, Marie-Reine, **Le Frère de Michel**, Holt, Rinehart and Winston.

paperback, 25 pp., b/w illustrations, includes a plan of a baseball pitch and illustrations of baseball terms.

This story about baseball shows how Johnny wishes to be known for himself rather than as Michel's brother.

The story is appealing to intermediate pupils and introduces a lot of baseball vocabulary.

Rating

Very Good

**Recommended
Grade Level**

Grades 6-9

Koehler, Marie-Reine, **Mars: Décembre 2001**, Holt, Rinehart and Winston.

paperback, 29 pp., b/w illustrations.

Life on Mars in 2001 is featured, including the planting of vegetation by a young man so that he can have sufficient oxygen to breathe.

The story is rather far-fetched. Pupils demand a more sophisticated scientific approach.

Rating

Fair

Recommended Grade Level

Grades 7-8

With several years previous experience in French.

Moys, Alan et al, **Points de Depart**, Harrap.

Kit including games, flashcards, posters, flannelgraph, and figures.

The kit contains three copies of a race GAME; a set of 50 shopping CARDS illustrating items for purchase; a FLANNELGRAPH; a set of 5 flannelgraph cutout panels, each with approximately 15 full-colour CUTOUTS; 135 FLASHCARDS in such centres of interest as foods, parts of the body, animals, etc.; a wheel-of-fortune GAME; 25 background POSTERS in black and white; 28 revision POSTERS in black and white; a set of NUMBER CARDS up to 20; and a set of 40 FAMILY CARDS.

Teachers notes are available in French or English. The kit would be useful in any French class but is particularly keyed to **Bonjour Line — 1**. The teacher should laminate materials for durability, as suggested in the teacher's notes.

Rating

Very Good

Recommended Grade Level

Grades 3-7

No Author Indicated, **Bonjour, Bonjour Info**, Scholastic Publication Services.

magazine, 4 pp. approximately, b/w illustrations.

Bonjour typically contains illustrations, cartoons, crossword puzzles, recipes, plays, practice conversations, and easy to use songs, as well as information on the contemporary French way of life. A dictionary page comes in each issue and some English is used to explain unknown words. Issues become slightly more difficult as the year progresses.

Written at a more advanced level than **Boum**. A teacher's edition for **Bonjour** with suggestions for classroom use is provided. **Bonjour Info** is a supplemental workbook based on **Bonjour**.

Rating

Excellent

Recommended Grade Level

Grades 6-7

With some knowledge of reading French.

No Author Indicated, **Boum!, Alboum**, Scholastic Publication Services.

magazine, 4 pp. approximately, b/w illustrations.

Boum typically contains games, puzzles, cartoons, comic strip, and photo stories about a typical French family. Written in English as well as French and highly illustrated. Teacher's notes are provided. **Alboum** is a workbook containing activities related to **Boum** and intended to reinforce vocabulary through drawing, colouring, cutting, and pasting **Boum** pictures.

An interesting supplement providing some cultural information about the French. Some activities are excellent and teachers might wish to retain these for use in future years.

For more advanced beginners **Boum-Bis** and **Alboum-Bis**.

Rating

Excellent

Recommended Grade Level

Grades 5-7

With some knowledge of reading French.

No Author Indicated, **Oh! Canada**, Commissioner of Official Languages, Ottawa.

The kit includes a game, a comic book, an activity book, a flexible plastic record. All are bilingual. The kit folder forms a large durable game board which is a full-colour map of Canada. Self-correcting cards are provided to players so that pupils can play without the teacher's supervision. The record has four contemporary-sounding, catchy songs. Two are bilingual, one is in French, and one is in English. The voice is pitched well for singing along. The comic book is about four cousins, two French-speaking and two English-speaking, who take a trip across Canada visiting areas in each province. The French is quite difficult. The activity book contains the scripts of the songs, puzzles, picture completion, and other activities. The kit needs adaptation for full class use as it is intended for individuals and small groups.

Rating

Excellent

Recommended Grade Level

Grades 5-7

The comic book is more advanced.

No Author Indicated, **Le Temps des Fêtes**, Prentice-Hall of Canada.

This Christmas kit has four components:

1. 18 small sturdy FLASHCARDS with Christmas vocabulary printed and illustrated in colour.
2. An 80 frame colour FILMSTRIP, mainly showing Christmas scenes but with some cartoon drawings.
3. A teachers' GUIDE in English that provides valuable suggestions on the use of the other components, and a text in French and English to accompany the filmstrip.
4. A short reel-to-reel TAPE with 15 mins. of French on one side and of English on the other, and the song recordings.

Additional supplementary resources including four songsheets, craft and recipe instructions, and a Christmas crossword puzzle can be duplicated by the teacher.

Rating

Very Good

Recommended Grade Level

Grades 6-7

No Author Indicated, **Le Vélo**, Mary Glasgow Publications (Scholastic Publication Services).

Jackdaw kit.

A kit of activities and colourful games with instructions included. There are drawings of a bicycle and its care, highway road signs, snakes and ladders games, and a tour de France map.

These very interesting activities could be used as supplementary work.

Rating

Very Good

**Recommended
Grade Level**

Grades 6-7

Some previous French necessary.

No Author Indicated, **Weekend à Paris**, Mary Glasgow Publications (Scholastic Publication Services).

Jackdaw kit.

A kit of activities including instructions for games Non-fictional information on Paris providing maps, samples of menus, a poster for the Comédie Française, and pictures of French money.

Good cultural content for posting on bulletin boards.

Rating

Very Good

**Recommended
Grade Level**

Teacher reference

All grades.

Randle, John, **Le Roi a le Hoquet**, General Publishing. hardback, 27 pp., full-colour illustrations.

A story of a king who gets the hiccups and the efforts of his people to cure him.

A charming story, beautifully illustrated. The meaning of most words is made clear by the illustrations.

Rating

Very Good

**Recommended
Grade Level**

Grades 4-6

One or two years of previous French may be necessary for full enjoyment.

Savigny, **Il Était Une Fois**, National Textbook.

paperback, 92 pp., full-colour illustrations, vocabulary list.

Three children's tales retold in French with clever illustrations. The vocabulary is listed and illustrated at the back.

The familiarity of the story and the sophistication of the illustrations make this paperback suitable for a wide range of situations.

Rating

Excellent

**Recommended
Grade Level**

Grades 4-6

With considerable previous knowledge of French.

Schultz, Charles, **Vas-y, Charlie Brown, Me Faire Ca a Moi, Charlie Brown, Tu Es Le Plus Beau, Charlie Brown, Reviens, Snoopy**, Holt, Rinehart and Winston.

paperback, 65 pp. approximately, b/w cartoons.

The familiar Charlie Brown characters engage in the well known interchanges.

This French version would be appealing to Francophones but the vocabulary is too difficult for most elementary French students.

Rating

Poor

**Recommended
Grade Level**

Not recommended.

Tardif, Claudette, **Ti-Jean**, Holt, Rinehart and Winston, Series Title: **Jole de Lire**.

paperback, 39 pp., full-colour illustrations.

A humorous account of the misadventures of Ti-Jean, a boy somewhat like Dennis the Menace.

Vocabulary and structures are fairly simple. Illustrations assist with comprehension.

Rating

Good

**Recommended
Grade Level**

Grades 6-9

With some previous knowledge of French.

Taylor, Maurie N., **Jeux Faciles**, National Textbook.,
paperback, 62 pp.

A book of games, puzzles, crosswords, and anagrams which
develop writing skills of students.

These are fairly interesting and simple games that deal with
the centres of interest of the guide.

Rating

Fair

**Recommended
Grade Level**

Grades 7-8

Topping, Anne, **Marc et Sylvie**, Longman, Series Title:
Longman's French Workbooks.

paperback, 33 pp., b/w illustrations, vocabulary at the back.

In this small workbook the left-hand pages feature a series of
comic cartoons and the right-hand pages have questions,
puzzles, and crosswords that relate to the cartoons. The car-
toons depict interesting and humorous short stories about
Marc and Sylvie.

Rating

Very Good

**Recommended
Grade Level**

Grades 5-8

With some previous knowledge of
French.

Treherne, Madeleine, **Le Famille Lecoq**, Harrap.
paperback, 47 pp., b/w illustrations.

A set of eight playlets each of which depicts an aspect of
family life such as: à table, déjeuner, le pique-nique, and
others. The plays are arranged so as to be progressively more
difficult.

A useful little book for adding variety to the class.

Rating

Good

**Recommended
Grade Level**

Grades 7-8

Considerable previous experi-
ence of French is necessary.

B17

Willson, Robina Beckles, **Le Chef de Fanfare**, General Publishing.

hardback, 27 pp., full-colour illustrations.

A boy dreams of gathering a band and leading it around town. The dream ends when the band marches into space and the boy cannot follow. The story ends with the boy acting as assistant bandleader in the town band.

The vocabulary is difficult even though the illustrations often depict the meaning. The vocabulary presented is in the area of musical instruments and locations such as bridges, buildings, and streets.

Rating

Good

Recommended Grade Level

Grades 4-5

One or two years of French may be necessary for full enjoyment.

Zola, Meguido et al, **A First Book of Songs for the French Classroom**, Empire Music.

paperback, 64 pp., b/w line drawings every second page.

A short introductory section illustrates guitar and ukelele chords. The musical notation of twenty-four songs is given, with one stanza written underneath in italic script. An appendix of suggested activities and language development ideas is provided. These often paraphrase the song or indicate its subject. A useful compilation of well-known French songs. The teaching suggestions for activity and language development are excellent. Teachers need to be able to read music and French. For non-specialist teachers, the English words would have been helpful possibly as an appendix. The italic script is attractive but cannot be read by young children.

Rating

Good

Recommended Grade Level

Grades 1-7

Teacher reference.

Zola, Melanie and Meguido, **Le Loup Blanc**, Holt, Rinehart and Winston.

paperback, 28 pp., b/w illustrations.

A wolf is released from a trap and then helps parents to find their lost children.

An interesting animal story with lovely illustrations. Footnotes are provided in French to help the understanding of the more difficult vocabulary.

Rating

Good

Recommended Grade Level

Grades 7-10

Three years' previous study desirable.

Zola, Mequido, **Le Seigneur du Saguenay**, Holt, Rinehart and Winston, Series title: **Jolie de Lire**.

paperback, 29 pp., green and white illustrations.

This story, based in Quebec, features a bird who stays in Saguenay at the oncoming of winter to distribute the jewels from a statue in the square to poor people in the town — a trapper, a sick boy, an old logger, and some Indian children. When the statue has given away all his valuable parts and the bird dies of cold, God has them both brought to heaven. An adaptation of the original **The Happy Prince** by Oscar Wilde.

Only the present tense is used and the structures are simple. Some of the more difficult vocabulary is explained through illustrations or simple explanations in French as footnotes. An excellent story, interestingly set in Canada.

Rating

Very Good

**Recommended
Grade Level**

Grade 7

About two years previous instruction in French would be necessary.

Carnival of Quebec, Moreland Latchford.

film, 11 min., full-colour.

No speech is used but a lively musical background is provided. The film shows interesting views of the various aspects and events of the Carnival in Quebec including the crowning of the Queen, the ice statue competition, the race across the icy St. Lawrence, and Bonhomme Carnival.

The usefulness of the film depends on the ability of the teacher to direct discussion on the scenes depicted. It could be used to provide background cultural information on Quebec.

Rating

Very Good

**Recommended
Grade Level**

Grades 5-7

Jacquot Visite le Zoo, National Film Board

film 12 min. full-colour.

Jacquot slips into the zoo and sees many of the favourite zoo animals. His continual bad behaviour finally lands him in trouble. There is no speech but there is a lively musical background.

The principal usefulness of the film would lie in the development of a vocabulary for naming animals.

Rating

Fair

**Recommended
Grade Level**

Grades 3-6

Maple Syrup, National Film Board of Canada.

filmstrip, 32 frames, full-colour, subtitles in English.

The filmstrip shows how maple syrup is produced. The first frames illustrate the original method and the last ones depict modern techniques.

Some frames are slightly dated, but the clarity of the pictures and text make it useful for class instruction, as well as small group or project work. Good cultural background information on Canada.

Rating

Very Good

**Recommended
Grade Level**

Grades 5-7

Le Petit Voisin, National Film Board of Canada.

film, 18 min., full-colour.

Shows the original apprehension and final friendship between an English-speaking boy and a new French-speaking neighbour of the same age. They have an adventure together in an empty house and, though each is unilingual, they find they can communicate effectively.

The film is excellent for showing that a friendly rapport can easily be established with people from different backgrounds.

Rating

Excellent

**Recommended
Grade Level**

Grades 4-7

Le Violon de Gaston, National Film Board of Canada.

film, 21 min., full-colour.

Gaston and his French-Canadian family resolve a conflict between his violin concert and his team's hockey game.

The French used is difficult, rapid, colloquial language. However, it is easy to follow the story and children will understand a few words. The film's main feature for elementary classes is its sympathetic illustration of family life, showing that a French-Canadian child's difficulties are similar to those of a B.C. child. Could also be used to reinforce vocabulary related to the home during follow-up question and answer with the class.

Rating

Excellent

**Recommended
Grade Level**

Grades 6-7.

REFERENCES



NOTE

The following section contains two lists:

DICTIONARIES

This annotated list of dictionaries is intended to help teachers select a reference tool for classroom use.

For example, experienced teachers report that a dictionary is invaluable in preparing lists of vocabulary within specific centres of interest. If foods were going to be discussed the teacher could use the dictionary to prepare the list of foods which might be placed on flashcards or posters.

USEFUL TEACHER REFERENCES

This list includes books which would be of interest to teachers wishing to expand their professional knowledge. FOR REFERENCE BOOKS ON EVALUATION, SEE THE SECTION OF EVALUATION IDEAS.

DICTIONARIES

Cjirard, Denis and Gaston Dulong, **Cassell's New French-English/English-French Dictionary, Completely Revised**, Cassell's.

A completed revised edition, useful as a teacher reference. Although its principal use would be for teachers with little experience with French, it could be used on a limited basis by students at a Grade 7 level. 655 pp.

Mansion, J.E., **Harrap's Shorter French and English Dictionary**, Harrap's.

A shortened version of Harrap's three volume English-French/French-English dictionary. Useful for francophone and anglophone teachers of French at all levels, this dictionary is both accurate and practical. It provides very few examples of word usage. 939 pp.

Robert, Paul, et al., Micro Robert, **Dictionnaire du Français Primordial**, Dictionnaire Le Robert.

A shortened version of one of the classic UNILINGUAL French dictionaries which would be useful as a teacher reference for elementary teachers who read French well. Appendixes include a list of adjectives, principal suffixes, verb conjugations, and numbers. This dictionary provides numerous examples of word usage. 1155 pp.

USEFUL TEACHER REFERENCES

Bennet, W.A., **Aspects of Language Teaching**, Cambridge University Press.

Chastain, Kenneth, **The Development of Modern-Language Skills: Theory to Practice**, Philadelphia, The Center for Curriculum Development.

Gardner, Robert C. and Wallace E. Lambert, **Attitudes and Motivation in Second-Language Learning**, Newbury House.

Hilton, J.B., **Language Teaching: A Systems Approach**, Methuen Educational.

Lado, Robert, **Language Teaching: A Scientific Approach**, McGraw-Hill.

Lambert, Wallace E. and G. Richard Tucker, **Bilingual Education of Children The St. Lambert Experiment**, Newbury House.

Pei, Mario, **Language for Everybody: What It Is And How To Master It**, Devin-Adair.

Penfield, Wilder, **Second Thoughts: Science, the Arts and the Spirit**, McClelland and Stewart.

Stern, H.H., **Foreign Languages in Primary Education: The Teaching of Foreign or Second Languages to Younger Children**, Hamburg, German UNESCO, Institute for Education.

Sweet, Henry, **The Practical Study of Languages: A Guide for Teachers and Learners**, Oxford University Press.

EVALUATION IDEAS



NOTE

The following section contains practical suggestions for the types of evaluation which might be conducted in an elementary French classroom.

When evaluating the success of the classroom program the teacher should look at the goals and learning outcomes of the **Elementary French Program** guide, and assess with objective instruments whenever possible:

1. The pupils' attitudes towards the French language and towards French-speaking people.
2. The pupils' knowledge of French culture in Canada and throughout the world.
3. The pupils' comprehension and speaking abilities including the recognition of French sounds and intonation patterns.
4. (At later levels.) The pupils' reading and writing skills.

Evaluations of the formal type are likely to take only a small percentage of elementary French time. In addition to formal evaluation, elementary French teachers might, throughout lessons, be writing anecdotes on specific aspects of pupil performance. Desire to participate and willingness to try are important at this stage. A great deal of informal, but nevertheless specific, evaluation can be done through game activities.

In addition to the suggestions which follow there are two possible reference books containing evaluation ideas which are annotated at the end of this section.

ATTITUDES

Since one of the major goals of any elementary French program is to encourage a favourable attitude toward French and French-speaking people, it might be a good idea to try to assess the attitude of each class at the beginning and end of each school year.

A short opinionaire could be devised where pupils check one response on a five-point scale (strongly agree, agree, neutral, disagree, strongly disagree) to a series of statements about learning French or about French-speaking people. If there is another class in the school or area, at the same year level, that is not taking French, it would be interesting to compare the results of one class with those of the other. To obtain a valid assessment of attitudes with this type of questionnaire, 60-100 statements of various types must be used.

A sample segment might include:

	SA	A	N	D	SD
1. French T.V. programs should be available to all people in Canada	_____	_____	_____	_____	_____
2. It would be interesting to write to a French-speaking boy or girl.	_____	_____	_____	_____	_____
3. Every B.C. child should visit Quebec city.	_____	_____	_____	_____	_____
4. I like to try to speak French.	_____	_____	_____	_____	_____
5. I would enjoy watching a French show on T.V.	_____	_____	_____	_____	_____

KNOWLEDGE OF FRENCH CULTURE

Short quizzes on aspects of French culture which have recently been discussed in class might be an appropriate assessment of the goal of the elementary French program that students should have some knowledge of French culture in Canada and throughout the world.

A sample segment might include:

TEST ON QUEBEC		Name _____
1. What annual event is held in the city of Quebec during February?	1.	_____
2. Name the food product that is produced from trees in Quebec early each spring?	2.	_____
3. Name the famous hockey team of Montreal.	3.	_____

LISTENING SKILLS

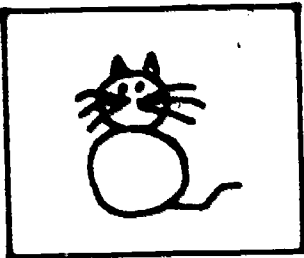
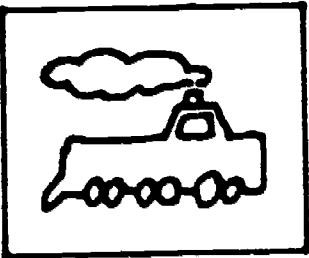
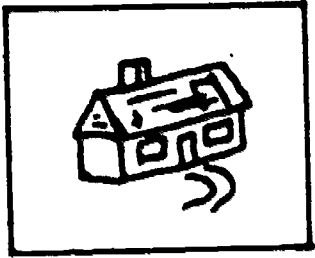
Short comprehension tests can generally be given to whole classes. They might take one of the following forms:

1. Picture Tests

Devise the type of tests that asks pupils to match a picture with a sound pattern.

A set of pictures might include a cat, a train, and a house. The teacher would say, "Un chat", and ask students to circle the correct picture. The sample segment would look as follows:

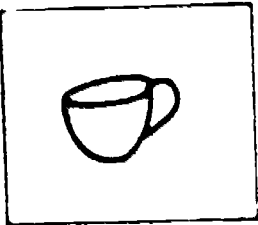
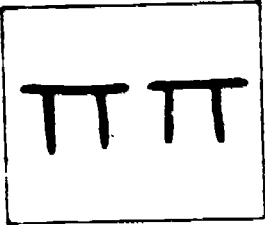
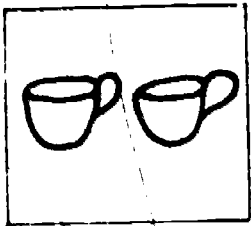
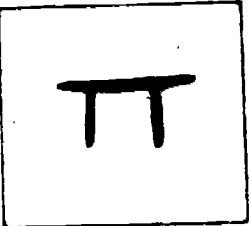
Name _____

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The picture method may also be used to test whether the pupil recognizes the singular and plural of words. The pictures might then be four or six in number.

A set of pictures for testing singular and plural in addition to vocabulary might include a picture of a cup, a picture of two tables, a picture of two cups, and a picture of one table. The teacher would say, "Les tables", and ask students to circle the correct picture. The sample segment would look as follows:

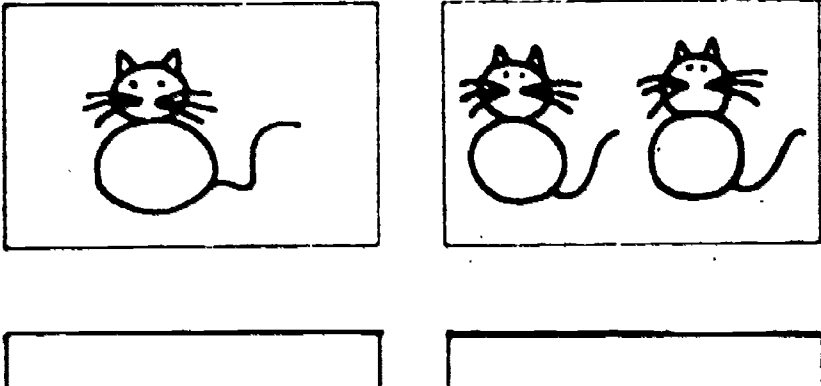
Name _____

			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

An alternative form which would test for the knowledge of singular and plural would be to use only two pictures.

A pair of pictures which might include a picture of a cat and a picture of two cats. The teacher would say, "Des chats", and ask the students to circle the correct picture. The sample segment would look as follows:

1



Name _____

2. Tests Using a Short Oral French Passage

A short passage in French, using vocabulary and structures currently studied, may be read by the teacher. Pupils would answer questions of the multiple choice variety, in English — whether those questions are provided by the teacher or in writing. It is important that the questions be provided in English, otherwise it is difficult to know how many problems occur because the pupil cannot read French and how many occur because the pupil does not understand oral French.

Written tests of this nature must be carefully devised so that pupils cannot use a later question, in writing, to check the accuracy of an earlier question. In addition, at the elementary level this type of test must be kept very simple.

A sample passage which the teacher might read might include:

Il fait très froid à Québec. Pierre et Claude visitent le Carnaval. Ils voient la reine du Carnaval et le Bonhomme. Pierre a faim. Il mange des crêpes au sirop et à la farine.

A sample of the students' questions, in this case provided in writing might include:

Instructions. Underline the correct answer.

1. It is (1) hot (2) cold (3) snowing (4) raining.
2. They are in the province of (1) B.C. (2) Alberta (3) Ontario (4) Quebec.
3. Pierre is eating (1) bacon and eggs (2) pancakes and maple syrup (3) ham and cheese (4) french fries.

3. **Recognition of the French Sound System**

The teacher might read a French word and an English word and have the pupils choose which one is French.

For example:

- "sur" and "sir"
- "main" and "man"
- "crayon" and "crayon", etc.

The pupils would write down the number 1 or the number 2 depending on whether the first word or the second word were French.

4. **Intonation**

Pupils listen to a series of sentences and circle the appropriate word on a sheet provided. The sheet would look as follows:

			Name _____
1.	command	question	statement
2.	command	question	statement
3.	command	question	statement
4.	etc. as needed		

The student should be able to tell by the teacher's intonation whether the sentence is a command, question, or statement.

5. **Tests of Listening Skills for Individual Students**

The effectiveness of individual tests can be destroyed if students can share information that will result in the last few students having an unfair advantage over the first few. Four or five equivalent sets of instructions would be made.

For example:

Set 1: "Ouvre le livre!" "Assieds toi!", etc.
Set 2: "Lève-toi!" "Ferme la fenêtre!"
Set 3: "Donne-moi le crayon!" "Quitte la salle de classe!"
Set 4: "Prends la craie!" "Mets le livre sur le bureau!"
Set 5: "Regarde la photo de Montréal!" "Ecris ton nom!"

No student knows which set of questions the teacher will use, therefore sharing information is of minimal use. Experienced teachers can insure that classroom friends definitely have different sets of questions to respond to.

Since the student is evaluated in terms of a physical response, this is a good test of the comprehension skills of the students.

SPEAKING SKILLS

Formal testing of the pupils' speaking skills can only be really effective if done on an individual basis. This means that it is time-consuming and requires that the rest of the pupils be busy with some form of quiet activity while the teacher administers the test to each child.

Continuous evaluation of pupils' speaking ability during regular class periods is often equally effective, provided that the teacher writes appropriate, systematic, anecdotal comments or allots marks for specific oral skills in writing as the pupils demonstrate their ability, or inability, to respond speedily, pronounce accurately, use structures effectively, etc.

1. Oral Response Test

The teacher designs approximately 25 statements to which a student might be expected to be able to respond. The teacher then writes the following three items on the board or a large piece of white paper:

1. Respond freely.
2. Repeat after me.
3. Change into a question.

Beginning at a different point on the list of statements and asking approximately 5 per student, the teacher can insure that, at least to some extent, the sharing of information can be avoided.

The student response to 5 statements made by the teacher. Each response is given a mark out of five. There is one mark for each of the categories, thus making a total of 25 possible marks. A reasonably accurate assessment of the oral response might be made using a chart as follows:

Name	Compre- hension of Question	Vocabu- lary	Struc- tural Accuracy	Pronun- ciation	Speed of Response	Total 25
Sarah	III	III	III½II	III	III	24½
John	½IIII	III	IIII½	IIII½	III	23½
Bonnie	—	—	—	—	—	0

Bonnie's situation might be avoided if pupils were trained to give an appropriate response, such as, "Je ne comprends pas" and then were allowed 1 mark out of 5 for trying.

READING AND WRITING SKILLS

Tests of reading and writing skills are appropriate as soon as reading and writing are introduced. Many of the foregoing ideas for oral testing may be adapted for tests of reading and writing. Design is relatively simple, but teachers should take care not to over-emphasize these aspects simply because designing the test is so simple.

TEACHER REFERENCES FOR EVALUATION

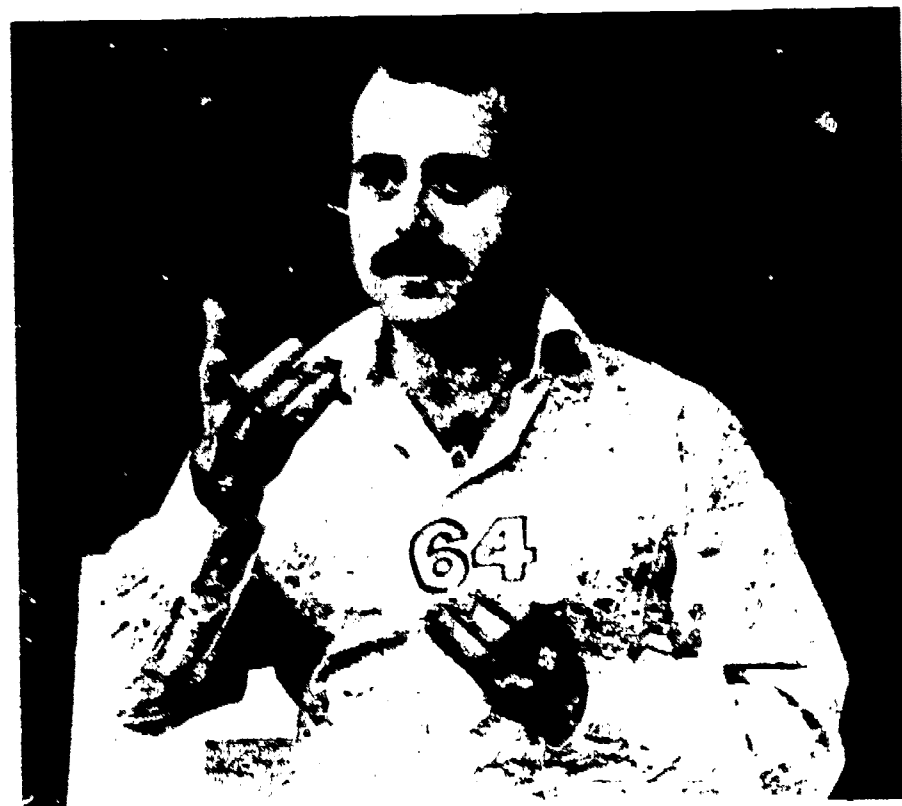
Vallette, Rebecca M., **Le Test en Langues Etrangères**, Centre Educatif et Culturel.

This paperback is available in several languages, (the one referred to here is in French) and provides a multiplicity of excellent methods for teachers to design tests of French. Examples are provided. Chapters are provided on preparing tests, administering tests, analysis and interpretation of scores, oral comprehension tests, writing tests, as well as tests of culture and literature. 111 pp.

Etherington, A.R.B., **Objective English Tests**, (elementary level), Longman, Centre Educatif et Culturel.

This paperback provides a variety of tests in English which may be used as patterns for teacher-designed tests of French. All tests are of written material. However, tests could be adapted for the purpose of oral testing. The book above, by Vallette, is the better of the two books if only one can be afforded. 72 pp.

ADDRESSES



NOTE

This section contains information on journals and language teachers' associations, publishers-distributors of printed materials and audio-visual materials.

All addresses for materials listed in this resource book are included in this section.

JOURNALS AND LANGUAGE TEACHERS' ASSOCIATIONS

The Canadian Modern Language Review/La Revue Canadienne des Langues Vivantes

4 Oakmount Road,
Welland, Ontario L3C 4X8
Journal of the Ontario Modern Languages Association

Deals with articles on modern language teaching throughout Canada, with a particular emphasis on French. Contains book and audio-visual material reviews and advertisements of new materials. The articles, largely in English, are on teaching second languages in secondary, elementary, and immersion programs including research reports and literary criticism.

Elan

Journal of the B.C. Association of Teachers of Modern Languages
c/o Professional Development

#106-2235 Burrard Street
Vancouver, B.C. V6J 3H9

731-8121

Supplies current information on workshops and conferences in B.C. and elsewhere. Contains teaching material, articles, and news of importance to B.C. teachers of modern languages. Articles are almost always in English, roughly split between the elementary and secondary levels.

Le Français dans le Monde

Abonnements Hachette

914 Rue St. Denis

Suite 113

Montreal, Quebec H2X 3H8

Produced in France eight times a year and distributed throughout the world, this periodical contains articles on the teaching of French as a second language in a variety of world settings. It is written in French and contains only occasional articles for the elementary level. Information about courses in France and materials produced in France is most helpful.

E1

OTHER ADDRESSES

Mr. C. Fournier
French Programmes Co-ordinator
Division of Educational Programs — Schools
Ministry of Education
Parliament Buildings
Victoria, B.C. V6V 1X4

387-5902

Information on various types of federal funding and bursaries.

Centre Culturel Columbien
795 West 16th
Vancouver, B.C. V5Z 1S8

874-0827

Cultural workshops, films, resource people. Excellent for providing inservice for teachers and classroom activities in French.

Alliance Française
6111 Cambie Street
Vancouver, B.C. V5Z 3B2

327-0201

Cultural activities, courses and a library.

French Consulate General
736 Granville Street
Vancouver, B.C. V6Z 1G3

681-2301

Information on French films, France, and French culture.

French Cultural Attaché
202-2639 Portage Avenue
Winnipeg, B.C. R3J 0P7

889-4576

Information about France, e.g. employment in France.

Le Soleil
3213 Cambie Street
Vancouver, B.C. V5Z 2W3

879-6924

A weekly French language newspaper with a section of games, articles and puzzles that can be used for children.

CBUF-FM
700 Hamilton Street
Vancouver, B.C. V6B 2R5

665-8000

The CBC French-language radio station for B.C. Some things, such as songs, are usable for elementary students. Useful for the teacher wishing to become more familiar with the sounds of the French language.

CBUT-Television
700 Hamilton Street
Vancouver, B.C. V6B 2R5

665-8036

The CBC French-language television station for B.C. Some shows are broadcast specifically for elementary children. Also useful for the teacher wishing to become more familiar with the French language.

CBU-FM and CBUT-Television
700 Hamilton Street
Vancouver, B.C. V6B 2R5

665-8000 or 665-8036

The CBC French-language radio and television stations for B.C. Some shows are broadcast specifically for elementary children. Also useful for the teacher wishing to become more familiar with the French language.

PUBLISHERS-DISTRIBUTORS OF MATERIALS

Several of the publishers listed have B.C. representatives. Check in a Vancouver telephone book.

Better Books Limited
148 Charing Cross Road
London, W.C.2. England

Le Bouquineur
1141 Davie Street
Vancouver 5, B.C.V6E 1N2

Brault et Bouthillier
800 Beaumont
Montreal, Quebec
H3N 1V5

Cambridge University Press
(Macmillan Company of Canada)
70 Bond Street
Toronto, Ontario
M5B 1X3

Centre Educatif et Cultural Inc.
8101 boul. Metropolitain Anjou
Montréal, Québec
H1J 1J9

Clarke, Irwin & Company Limited
791 St. Claire Avenue West
Toronto, Ontario
M6C 1B8

Copp Clark Publishing
517 Wellington Street West
Toronto, Ontario
M5V 1G1

J.M. Dent & Sons (Canada) Ltd.
100 Scarsdale Road
Don Mills, Ontario
M3B 2R8

Devin-Adair Company Inc.
143 Sound Beach Avenue
Old Greenwich, Connecticut
06870

Marcel Didier (Canada) Limitée
1442 Avenue McGill College
Montréal, Québec
H3A 1Z6

L'Ecole des Loisirs
11 rue de Sèvres
Paris 6e, France

Editions Champlain Ltée
82 Church Street
Toronto, Ontario
M5C 2G1

Editions du Sénévé
34 rue Lebrun
Paris 13e, France

Editions Françaises
10 rue de la Fabrique
Quebec, Québec
G1R 3V7

Editions Paulines
250 nord boul St-François
Sherbrooke, Québec
J1E 2B9

Fernand Nathan
18 rue Monsieur le Prince
Paris 6e, France

Fitzhenry & Whiteside Limited
150 Lesmill Road
Don Mills, Ontario
M3B 2T5

Gage Educational Publisher
P.O. Box 5000
164 Commander Blvd.
Agincourt, Ontario
M1S 3C7

General Publishing Company Ltd.
30 Lesmill Road
Don Mills, Ontario
M3B 2T6

Ginn and Company
35 Mobile Drive
Toronto, Ontario
M4A 1H6

Grolier Limited
200 University Avenue
Toronto, Ontario
M5H 3E2

Hatier
59 Boulevard Raspail
75006 Paris, France

D.C. Heath Canada Limited
Ste. 1408 Adelaide Street West
Toronto 110, Ontario

Holt, Rinehart & Winston of Canada Limited
55 Horner Avenue
Toronto 18, Ontario
M8Z 4X6

Librairie Beauchemin Limitée
450 Avenue Beaumont
Montréal 303, Québec
H3N 1T8

Librairie Dussault
321 rue Dalhousie
Ottawa, Ontario
K1N 7G1

Librairie Garneau Ltée
47 rue Buade
Québec, Québec
G1R 4A2

Librairie Hachette
82 Church Street
Toronto, Ontario
M5C 2G1

Longman Canada Limited
55 Barber Greene Road
Don Mills, Ontario
M3C 2A1

McClelland and Stewart Ltd.
25 Hollinger Road
Toronto, Ontario
M4B 3G2

McGraw-Hill Ryerson Limited
330 Progress Avenue
Scarborough, Ontario
M1P 2Z5

Macleon-Hunter
Learning Materials Company
70 Bond Street
Toronto, Ontario
M5B 1X3

Macmillan of Canada
70 Bond Street
Toronto, Ontario
M5B 1X3

Mondia Distribution Inc.
1682 rue Massenet
Chomeday Laval (Quebec)
H7S 1A3

Musson Book Company
30 Lesmill Road
Don Mills, Ontario
M3B 2T6

National Textbooks
(Copp Clark Publishing Company)
517 Wellington St. West
Toronto, Ontario
M5V 1G1

Thomas Nelson & Sons
(Canada) Limited
81 Curlew Drive
Don Mills, Ontario
M3A 2R1

Newbery House
68 Middle Road
Rowley Ma. 01969

Ontario Institute
For Studies In Education
252 Bloor St. West
Toronto, Ontario
M5S 1V6

Oxford University Press
70 Wynford Drive
Don Mills, Ontario
M3C 1J9

Palm Publishers Ltd.
2598 West 36th Avenue
Vancouver, B.C.
V6N 2P5

Prentice-Hall of Canada Ltd.
1870 Birchmount Road
Scarborough, Ontario
M1P 2J7

Scholar's Choice
50 Balantyne Avenue
Stratford, Ontario
N5A 6T9

Scholastic Publications
123 Newkirk Road
Richmond Hill, Ontario
L4C 3G5

Sélection du Reader's Digest
215 Redfern Avenue
Montréal, Québec
H3Z 2V9

Waterloo Music Company Limited
3 Regina Street North
Waterloo, Ontario
N2J 2Z7

AUDIO-VISUAL DISTRIBUTORS

Le Bouquineur
1141 Davie Street
Vancouver, B.C.
V6E 1N2

Carman Educational Associated
Pine Grove, Ontario
L0J 1J0

Coronet Instructional Media Ltd.
Unit No. 6
2 Thorncliffe Park Drive
Toronto, Ontario
M4H 1H2

Gessler Publishing Company Inc.
220 East 23rd Street
New York, New York 10010

Goldsmith
401 West 42nd
New York, New York
10036

L'Office Nationale du film
1155 West Georgia
Vancouver, B.C.
V6E 3H4

Louise Kool & Son Ltd.
130-132 Sunrise Avenue
Toronto, Ontario
M4A 1B6

Moreland Latchford
299 Queen Street West
Toronto, Ontario
M5V 2S6

National Film Board
(Information Canada Publishing Branch)
171 Slater Street
Ottawa, Ontario
K1A 0S9

Ontario Institute for
Studies in Education
252 Bloor Street West
Toronto, Ontario
M5S 1V6

Société Secas Internationale
400 est, Notre-Dame
Montréal 127, Québec
H2Y 1C8

Educational Film Distributors Ltd.
191 Eglinton Avenue
Toronto 12, Ontario
M4P 1K1