

ED 369 299

FL 022 089

TITLE Teaching for Oral Proficiency in French: A Teacher's Manual To Accompany Foreign Language Master Curriculum.

INSTITUTION Utah State Office of Education, Salt Lake City. Div. of Curriculum and Instruction.

PUB DATE Jan 93

NOTE 48p.; For related documents, see FL 022 087-090, and ED 278 256.

PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Class Activities; Elementary Secondary Education; FLES; *French; Group Activities; *Language Proficiency; *Mastery Learning; *Oral Language; *Second Language Instruction; Second Language Programs; State Curriculum Guides; Teaching Methods

IDENTIFIERS Utah

ABSTRACT

This manual presents activities designed to encourage speaking in elementary and secondary school French language classes at the novice and intermediate proficiency levels. Following guidelines outlined in the Utah "Foreign Language Mastery Curriculum Guide," each of the activities is identified according to the topic, level, and specific objectives it seeks to accomplish. Suggestions for adapting textbooks to the oral proficiency approach are also included. (Contains 15 references.) (MDM)

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

ED 369 299

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

R. Raphael

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it

Minor changes have been made to improve
reproduction quality

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy

TEACHING FOR ORAL PROFICIENCY IN FRENCH

TEACHER'S MANUAL TO ACCOMPANY FOREIGN LANGUAGE MASTER CURRICULUM

Scott W. Bean
Superintendent
Utah State Office of Education

Steven R. Mecham
Associate Superintendent
Instructional Services

Bonnie Morgan, Director
Joan D. Patterson, Specialist Foreign Language Education

Dr. Jean Andra-Miller
Editor

August 1, 1992

FRENCH ORAL PROFICIENCY COMMITTEE
MEMBERS

Elementary and Community
Programs

Marie-Pierre Timothy
Davis School District
29 G Street Apt. A
Salt Lake City, Utah 84103

Junior High and Middle School

Pat Diane Buckner
Dixon Middle School
75 West 200 North
Provo, Utah 84601

Agnes Broberg
Canyon View Junior High School
650 East 950 North
Orem, Utah 94601

Senior High School

Roberta Boogert
Woods Cross High School
600 West 2200 South
Woods Cross, Utah 84087

Charlotte Touati
Orem High School
175 South 400 East
Orem, Utah 84057

Joan D. Patterson
Utah State Office of Education
250 East Fifth South
Salt Lake City, Utah 84111

Kay Wooden
Ben Lomond High School
800 Jackson Avenue
Ogden, Utah 84404

College and University Programs

Jean H. Andra-Miller
Foreign Language Department
Weber State University 1403
Ogden, Utah 84408

Gary M. Godfrey
Foreign Language Department
Weber State University 1403
Ogden, Utah 84408

Lucie M. Swanson
Foreign Language Department
Weber State University 1403
Ogden, Utah 84408

Fred Toner
Department of Modern Languages
Montana State University
Bozeman, Montana 59717

Norman Savoie
Dept. of Languages & Philosophy
Utah State University
Logan, Utah 84321

TABLE OF CONTENTS

COMMITTEE MEMBERS ii

INTRODUCTION iv

NOVICE LEVEL SPEAKING ACTIVITIES 1

 COURTESY EXPRESSIONS

 COMMON CLASSROOM OBJECTS

 BASIC INTERROGATIVES

 NUMBERS, COLORS, ALPHABET

 FAMILY MEMBERS

 DAYS AND MONTHS

 EXPRESSING LIKES AND DISLIKES

 NATURE AND ANIMALS

 GIVING DIRECTIONS

 MONEY AND TIME

 ROUTINE ACTIVITIES

 PASTIMES, HEALTH, OCCUPATIONS, TRANSPORTATION

INTERMEDIATE LEVEL SPEAKING ACTIVITIES 13

 NUMBERS AND DATES

 FORMAL AND INFORMAL ADDRESS

 SURVIVAL SITUATIONS: MEALS

 HOUSE AND NEIGHBORHOOD

 PUBLIC LODGING

 12/24 HOUR TIME

 DIRECTIONS

 SERVICE STATION

 CUSTOMS INSPECTION

 POLICE

 MEDICAL EMERGENCIES

 BANKING

 SHOPPING

 POSTAL SERVICES

 STATE OF HEALTH

 BIOGRAPHICAL INFORMATION

ADAPTING TEXTBOOKS TO A PROFICIENCY APPROACH 20

ETS ORAL PROFICIENCY GRAMMAR GRID 22

SELECTED BIBLIOGRAPHY ON THE PROFICIENCY APPROACH 25

INTRODUCTION

The Utah State Foreign Language Mastery Curriculum Guide of 1985 clearly outlines the development and implications of the oral proficiency approach to foreign language learning that has developed during this decade. The 1985 Curriculum Guide expands the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines into specific objectives for each level of foreign language teaching. Careful consideration of both the Utah State guide and the accompanying ACTFL guidelines should accompany the use of this manual.

This manual expands the "Objectives for Speaking" outlined on pages ten and fourteen of the 1985 Utah Curriculum Guide. Specifically, it contains activities that encourage speaking in the French language class on the novice and low intermediate speaking proficiency levels. Page thirty-three of the 1985 Curriculum Guide suggests that the novice and low intermediate proficiency levels are generally reached at various times during the first and second years of secondary school study. In addition, many of the novice level exercises contained in this manual would be useful in an elementary school French program; some of the intermediate level exercises would be profitable for a third or even fourth year high school class. It is important, however, for the teacher to realize that these levels are stages, not points in development, and that not all students will reach them at the same time. They should also not be considered the equivalent of years in class.

Each activity described in this manual is identified according to the level (novice or intermediate) and the specific objective (courtesy expressions, classroom objects, etc.) it seeks to accomplish. In addition, each heading describes how the activity influences class organization: either the entire class participates together, or the students work in pairs, groups, or teams. Finally, the heading for each activity describes how useful it is for various grades: "all grades" indicates that both elementary and secondary students could profit from the activity; many of the activities are suitable for "secondary grades;" a few would interest "high school grades" only.

These are not teaching strategies; all of the suggestions made in this manual are to encourage and allow students to practice speaking, and should be used after the students have had adequate listening exposure to and some "safe" practice with the language involved.

NOVICE LEVEL SPEAKING ACTIVITIES

DESCRIPTION: Novice students begin without knowledge of French. They proceed through major emphasis on listening comprehension to use language consisting of one or two words related to elementary needs and courtesy expressions. Students begin to communicate primarily with memorized vocabulary. Through extensive repetition their expressions progress so that they develop some flexibility with words and short phrases.

STANDARD* FOR NOVICE LEVEL

Students share thoughts and ideas effectively using spoken vocabulary appropriate to their age and situation.

OBJECTIVE ONE: Use basic courtesy expressions.

1. Practice formal/informal greeting. (Entire class/pairs) (All grades)

Students are assigned to bring a magazine photo of a famous person. Emphasize that the person in the photograph may be old or young; you want all ages represented. The day of the exercise, each student takes the identity of the person whose picture they brought. Students then are to go around greeting each other on the formal or informal level according to the ages of the person in their photographs. Students collect "autographs" of the famous people they meet as they greet each other.

A time limit (10-15 minutes) should be set. At the end of the time limit, the student with the most "autographs" wins a simple prize.

2. Practice formal/informal greeting. (Entire class/pairs) (All grades)

To practice the tu/vous distinction, establish name cards such as: school principal, teacher, dog, classmate, store clerk, brother, etc. Cards could be in English or in French, depending on the vocabulary which has been learned.

- a. The teacher holds up each card and elicits one of the following questions:
Tu: Salut! Ca va?
Vous: Bonjour! Comment allez-vous?

The teacher answers each question appropriately:

Tu: Oui, très bien, et toi?
Vous: Je vais bien, merci, et vous?

- b. The same cards may be passed out to students. Other students approach them and in pairs they act out what the teacher has previously done with the class. For a reward, each time a conversation takes place, students exchange signatures. Each signature is worth a point.

* A standard is a broad description of a task to be accomplished through language use.

With the same structure, students could practice other courtesy expressions:

Donne-moi le crayon, s'il te plaît.
Voici le crayon

Donnez-moi la craie,
s'il vous plaît.
Voici la craie.

3. Practice formal/informal greeting. (Entire class/pairs) (All grades)

The teacher presents situations which call for the tu/vous distinction. The teacher then writes the names of individuals on the top part of the chalkboard, such as Monsieur Laurent; Brigitte; mon amie, Anne; ma soeur, ma mère, Bruno, mon frère, and Monsieur Villon. The teacher then stands beneath each name in turn and the students greet him/her according to the formality or informality of the situation. Various students then take turns standing beneath the names, and the entire class greets them appropriately.

To continue the exercise, distribute an index card to each student and have each write a name and an age on the card, for example, Madame Blanc, age 32; Pierre, age 10. Divide the students into pairs and have them greet each other. Cards are then passed on to other pairs; the students receive a new identity and again greet each other appropriately.

OBJECTIVE TWO: Use terms for common classroom objects.

1. Identify classroom objects. (Entire class/pairs) (All grades)

The teacher labels previously taught classroom objects with letters or numbers. Speaking practice can then take several forms:

- a. The teacher says a letter or number. The class locates the object labeled by that letter or number and identifies it.
- b. Students can then work with partners and quiz each other.
- c. Students can draw letters or numbers from a hat or box and name those items.

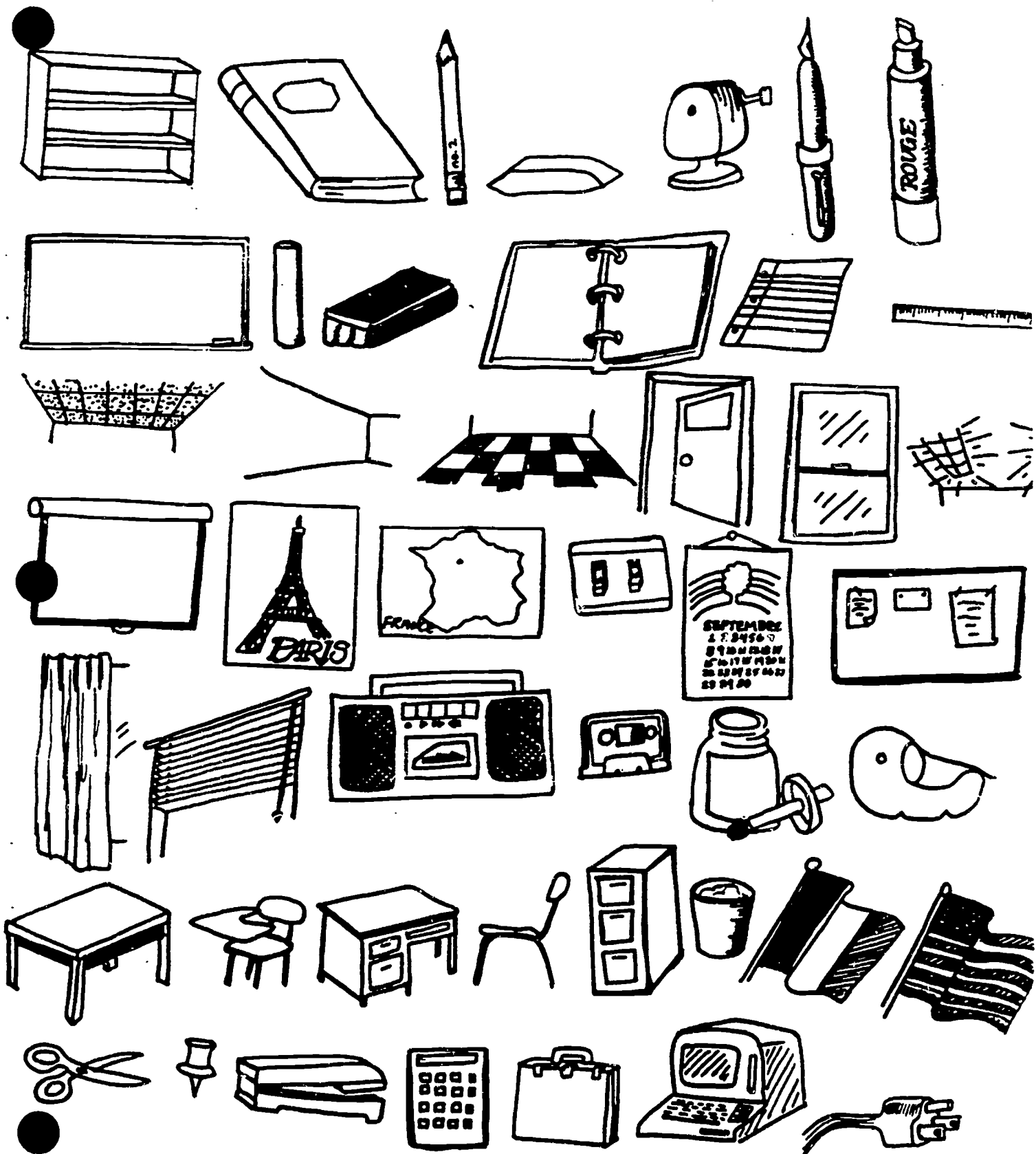
2. Identify and think about classroom objects. (Entire class/pairs) (Secondary school grades)

Students are asked to identify objects by the use of logical pairs; for example, "la craie/le tableau," "la chaise/la table." Any logical combination is acceptable. This could also be done in partners, as a game. Partners would share a picture sheet and take turns naming logical pairs. If one could not think of a pair that had not already been said within a given time limit, such as ten seconds, he or she would lose that turn and that point. The winner may be given a bonus for coming up with the most logical pairs.

3. Identify Common classroom objects and personnel. (Entire class) (All grades)

A loto game is an enjoyable way to review and encourage speaking after these vocabulary concepts have been fairly well learned. Vocabulary

CLASSROOM OBJECTS



LOGICAL PAIRS



l'aquarium



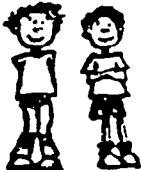
le badge



le plafond



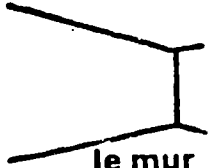
les crayons



les garçons



le calendrier



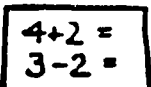
le mur



la corbeille à papier



les ciseaux



les opérations



l'image



les porte-plumes



la craie



le chevalet



le plancher



les plantes



les filles



la mappemonde



la colle



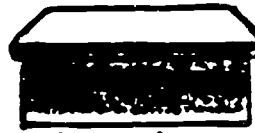
la poignée



le carnet



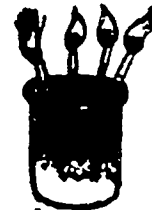
la règle



le pupitre



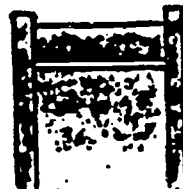
la boîte de peintures
les photographies



les pinceaux



la cloche



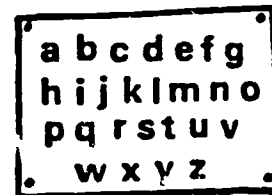
le tableau noir



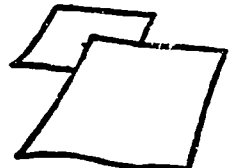
le store



la gomme



l'alphabet



le papier



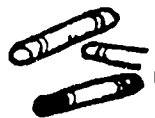
l'institutrice



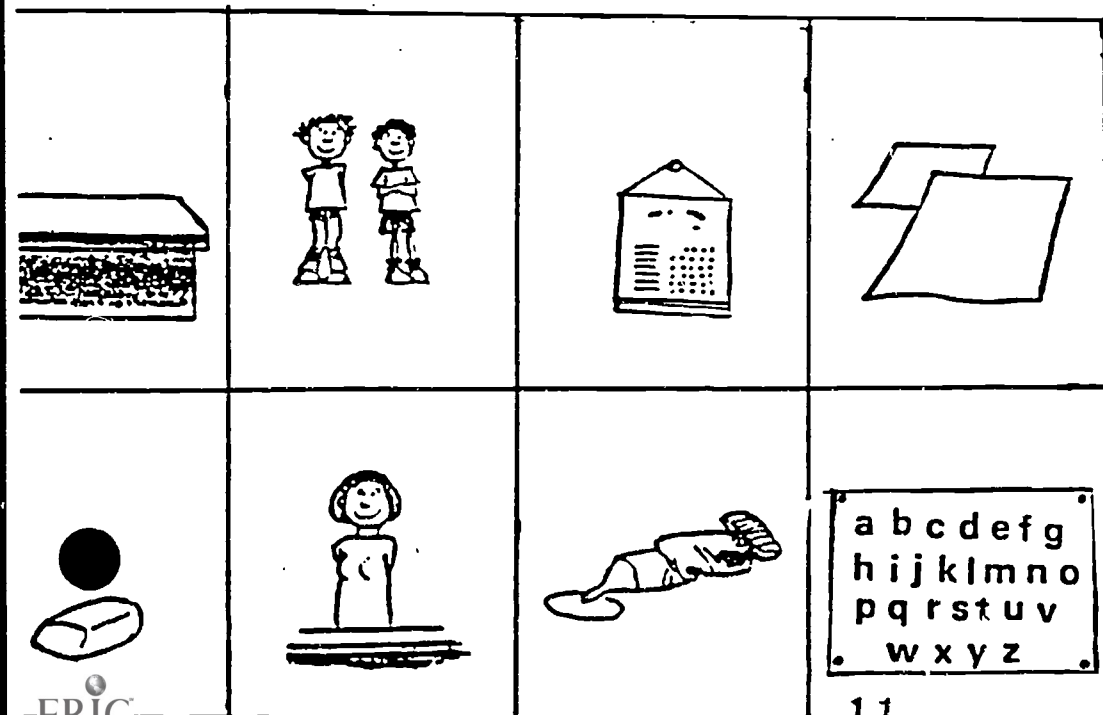
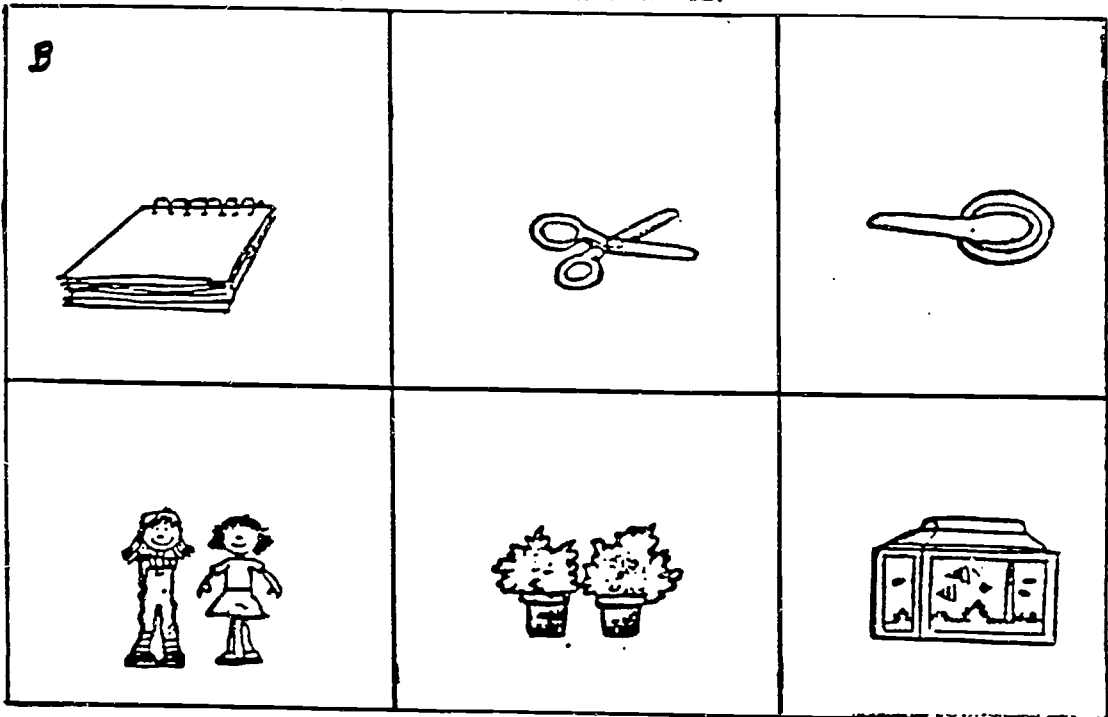
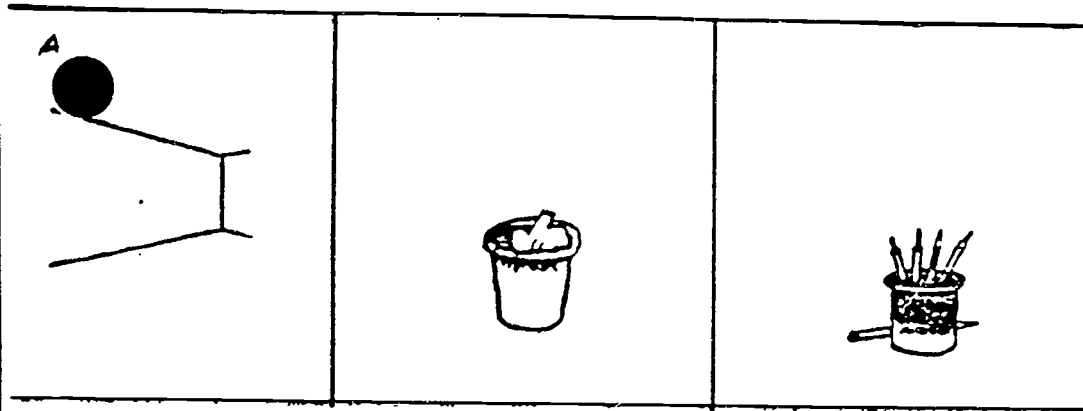
la carte



les punaises



les crayons de couleur



should include items used in your own classroom; you may wish to make some substitutions for the pictures included here.

Day 1: Each student receives a loto card consisting of three blank spaces. He/she also receives a series of sketches of classroom objects. As homework, the student fills out the loto card with three of the sketches from the picture sheet.

Day 2: The teacher hands out small paper cups containing dried beans or other game tokens. The teacher then draws from a hat slips of paper with sketches of objects and pronounces the names of the objects. Play continues until one student has all three objects on his/her card called and marked, at which point he/she calls out "Quine" or "carton pleine." The winning student must then repeat the names of the objects marked on his/her card, and then replaces the teacher in drawing slips and calling the objects. As homework, the students are asked to fill out loto cards with six blank spaces. (The teacher may wish to identify some pictures for use only on the first night, while on succeeding nights, they may use all of those from the preceding night as well as identified new sketches.) For maximum learning, be sure the students exchange cards frequently.

Day 3: The game is played the same way as the previous day; loto cards with eight blank spaces are assigned for homework.

Day 4: The teacher begins the game and turns it over to the students as soon as the first student wins.

This activity should not be allowed to drag; eight to ten minutes daily at the end of class leaves students wanting to continue. If the winning student is too shy to continue the game, allow him/her to select a helper. If the students do not understand the student caller, they will ask "Répète, s'il te plaît," to encourage better pronunciation.

OBJECTIVE THREE: Recognize and answer questions involving basic interrogatives.

1. Play a game where two teams challenge each other. Team members face each other one by one. A person from team A makes a question statement to which a person from team B must make any appropriate short answer. Examples:

Team A	Team B
Où...?	...à Paris.
Quand...?	...le 25 décembre.
Comment...?	...bien.
Qui...?	...Jean.
A quelle heure...?	...à midi.

If team B makes a suitable answer, they get a point. After a determined number of tries, the teams switch roles.

2. Answer questions involving the basic interrogatives. (Entire class) (All grades)

After the question words have been taught, the teacher selects one student to leave the room. The teacher and class choose one of the question words, for example, "qui." When the student is brought back into the classroom, he/she would point at any student in the room, at random, and say, "Réponde." The student indicated would have to give an answer to the question word previously chosen -- for example, with the word "qui," the student might reply "Marie," or "Henri." The pointing student keeps going until he/she can say which of the question words the other students are using. Eventually, the class could expand to saying two answers, so that "it" would have to be aware of more than one. When the class has had some experience, they could be expected to use up to five, and the "it" would have to determine not only the words, but the order they were used in. For example, if the student indicated, answered "Chantal, à Paris, juillet, six," the questioner would figure out that the order of the question words was "qui, où, quand, combien."

3. Identify the use of the basic interrogatives. (Entire class)
(Secondary school grades)

The teacher writes five "w's" and an "h" on the board in capital letters. He/she tells the students that good reporters must learn to work the five "w's" and the "h" into the first two column-inches of his/her news story. The teacher writes the question words on the board: who, what, when, where, why, and how. The French words are written next to them and the class practices pronunciation of them. (Teachers who prefer a total immersion classroom could base the presentation phase of this exercise on the memory device q q q q c o p: qui, qu'est-ce que, quand, quelle, comment, où, and pourquoi.)

The teacher then reads several typical news stories from papers which demonstrate this very simply and asks the questions either in French or English. The story might be something like this: "At six o'clock this evening, there was an automobile accident behind the school. A small truck collided with a car and both drivers were injured. The driver of the truck had been drinking. He was speeding. His name is John Doe." The teacher then says, "At six o'clock." The students respond with "quand." The teacher then says, "Behind the school." The students say, "où." The teacher continues with the questions and with other news stories until the students know the interrogatives.

OBJECTIVE FOUR: Understand numbers, colors, shapes, opposites, and the alphabet.

1. Recognize and think with numbers 1-100. (Entire class) (All grades)

Write the numbers on cards. Distribute to students. When the teacher says a number, the student with that number stands, shows the card, and repeats the number. Move on to simple math problems. The teacher says two numbers and indicates addition or subtraction. For example, if the teacher says "douze" and "sept," the two students with those cards, and the student with the answer, stand up, showing the cards. The class then says, "douze et sept font dix-neuf."

2. Use numbers in a real-life context. (Entire class/pairs)
(Secondary grades)

After having discussed French telephone numbers, hand out two index cards to each student. Each student then writes the same make-believe French phone number on both cards. The students keep one card and hand the other to the teacher. The teacher then shows various cards and models: "Est-ce que c'est le (61-86-04-05)? Oui, c'est le _____," or "Non, ce n'est pas le _____." The teacher then shuffles the cards and distributes them to the class. The students then have ten minutes to find who has their phone number.

3. Use colors, shapes, opposites. (Entire class/groups) (All grades)

After teaching the vocabulary, including colors, shapes, and adjectives such as petit, grand, etc., the teacher gives each student paper and magic markers or crayons. The teacher gives directions to the group such as: "Dessinez un grand carré rouge; dessinez un petit triangle bleu;" etc. Have students say what they are drawing as you proceed:

"C'est un grande carré rouge. C'est un petit triangle bleu."

Complete seven to ten drawings, then have individuals stand, point to one of his/her own drawings, and ask the class, "Qu'est-ce que c'est?" The class then identifies the indicated drawing.

Divide students into groups for additional practice. Each student in the small group will give a "dessinez" command which the other students in the group will draw. Each group will then compare drawings and choose the best one. Each group will select a spokesman who will describe the drawing (in French) to the rest of the class. The entire class will then compare the best drawings from each group and award first, second, and third prizes for the best abstract drawings in the class. To recycle this exercise, expand drawing directions to include "Dessinez une ligne (un ovale, etc.) en haute de la page (en bas de la page)," etc.

4. Practice the alphabet. (Entire class/groups) (All grades)

Put the letter of the alphabet on the board as they are taught. Point to the letters to elicit students response. Have students spell their own names to a small group or to the class. Students may spell a recognizable word that others try to guess. Students may enjoy singing the ABC song using the French alphabet. Use the same melody as the English version of the song:

A(ah)	J(ji)	S	Moi, je sais mon A B C; Vois Comme je
B(bé)	K(ka)	T(té)	suis calé!
C(sé)	L	U(/y/)	
D(dé)	M	V(vé)	
E	N	W(double vé)	
F	O	X(iks)	
G(gé)	P	Y(i grec)	
H(osh)	Q	Z(zed)	
I(ee)	R(erre)		

OBJECTIVE FIVE: Use common nouns for family members.

1. Practice words for family members. (Entire class/groups) (All grades)

Students take a poll of the classroom and then report on it. For example, one group of students might poll how many sisters class members have; another group might poll how many brothers they have, etc. The students then report their findings to the class.

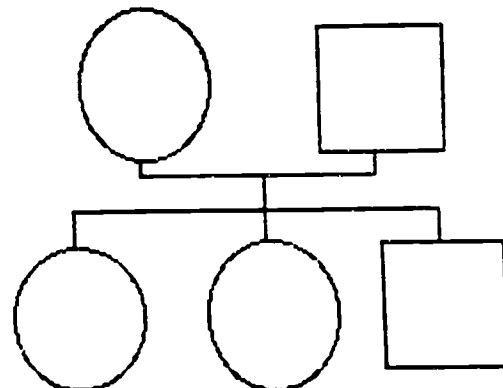
2. Practice and think about words for family members. (Entire class) (All ages)

Use pictures of rock or movie stars to illustrate an imaginary family tree. Ask the class questions about the people on the tree and their supposed family relationships. Examples: Qui est grand? Qui a les cheveux courts? Comment s'appelle la fille de Marie? Le mari de Suzanne? Qui est le cousin de Catherine? La mère d'Yannick?, etc.

3. Practice and make connections with words for family members. (Groups) (Secondary grades)

This activity, called Biographical Bingo, requires that the students be divided into groups. Each group has a simple family tree such as the one below. Each group also has an envelope containing the same number of cards as there are spaces on the family tree. Each card in the envelope describes one of the family members to be located on the grid. A card is drawn and placed face down in front of each student. The first student picks up his/her card and reads one sentence from it. The second student then picks up his/her card and reads a sentence, and so on around the group. The students need not read the sentences in the order given on the cards. The game continues until one of the students can identify the father, the mother, the older brother, the younger brother, and the sister. To simplify the game for beginning students, the names of the family could be written on the board. Also, after the game has been won in each group, the winner could quiz the other group members on the attributes of each family member. The teacher could then ask questions about the family to the groups and award a prize to the group that knows their family best.

As the students develop fluency in the immediate family, extended family trees can be included in the game.



Sample cards describing family members:

Je m'appelle Hélène.
Je suis pilote.
J'ai 33 ans.
Je travaille à l'aéroport.

Je m'appelle Paul.
Je suis institeur.
J'ai 36 ans.
Je travaille à l'école.

Je m'appelle Michel
Je suis élève.
J'ai 16 ans.
Je vais au lycée.

Je m'appelle Françoise.
Je suis élève.
J'ai dix ans.
Je vais à l'école.

Je m'appelle Xavier.
Je suis élève.
J'ai douze ans.
Je vais au college.

OBJECTIVE SIX: Use days of the week and months in conversation.

1. Use the days of the week and the months. (Pairs) (All grades)

Assign a day to every student. Give them five or ten minutes to circulate through the class and announce their day to other students, who must respond with the following day. Each time an exchange is successful, students exchange signatures which are worth points. This activity may also be used with months, with the preceding rather than the following day, or with questions such as "Quel jour préfères-tu?" or "Quel mois préfères-tu?"

2. Use the days, months, dates, and weather. (Entire class/pairs) (All grades)

Hang eight to ten pictures that show definite seasons, weather, and people involved in simple activities. Place a number and a day of the week on each picture (in French). The teacher discusses each picture in French, saying the day, the date, the weather, and anything else to be observed.

Students then turn to partners and describe one of the pictures, giving the same information without identifying the number of the picture. Each partner writes down the number of the picture that she/he thinks his/her partner is describing. Keep the exercise simple with expressions such as "C'est lundi le trois octobre. Il pleut. Le garçon va à l'école."

OBJECTIVE SEVEN: Pronounce and identify words describing body parts, clothing, weather, home, food, and shapes with accompanying prepositions.

1. Practice pronunciation. (Teams) (All grades)

The students play "Gossip" or "Telephone." The first student in each team (row) is shown a picture, and whispers the word to the second, who whispers what he/she heard to the third, etc. If the word is still pronounced correctly by the end of the row, that row or team gets a

point. Teams may be rotated so that members sit in different orders. This may be used with any content area, and is designed to help students be aware of pronunciation in a non-fear-centered environment. It has the added benefit of encouraging careful listening as well as good pronunciation.

2. Practice content clusters. (Teams) (All grades)

Divide the class into groups of approximately ten. You may wish to furnish a prop, such as a suitcase, for each group. One student then begins a chain story based on the teachers' introductory phrase: "Je vais aller en vacances et je vais prendre..." The student then says one item of clothing, such as "une robe," or "des chaussures," and passes the suitcase to the next person. The second student must repeat the phrase, including what the first student said and adding another item of clothing. The game continues, with each student reiterating all previous articles and adding to the list. If a student fails to repeat all of the articles of clothing, he/she goes to the end of the team, and the entire team must start all over again. The first team to successfully "pack the suitcase" wins and may receive a simple prize.

This activity could be adjusted to much of the content included in this objective by changing the opening phrase, for example:

Je vais faire des courses, et je vais acheter...(foods).
Je vais à la plage, et je vais me bronzer...(parts of the body).
Je vais décorer ma maison, et je vais décorer...(rooms).

OBJECTIVE EIGHT: Express through acquired vocabulary likes, dislikes, and feelings.

1. Express likes and dislikes. (Entire class/groups) (All grades)

Students create a collage of likes and dislikes. Using the collage as a visual and prop, they present their likes/dislikes to the class or to a small group. For example, a student may cut out pictures of spinach, ice cream, and a bicycle, and write a math problem on his poster. He/she shows the poster, and explains, "J'aime la glace et le vélo; je n'aime pas les maths, et je déteste les épinards." This exercise can be simple or complex depending upon the number of items assigned for the collage. The collage may be prepared in class or at home.

2. Asking questions about opinions. (Entire class) (Secondary grades)

From a prepared list of statements, students will find students who match the stated opinion and who will initial that opinion as theirs. Point out that the questions will start with "Est-ce que tu...?"

Sample list of statements:

1. J'adore les épinards.
2. Je n'aime pas skier.
3. Je préfère l'Université de l'Utah à BYU.

4. Je ne veux pas avoir des enfants.
5. J'aime les grandes voitures.
6. Je n'aime pas les grandes voitures.
7. Je suis paresseux.
8. J'adore travailler.
9. Je veux voyager en Chine.
10. J'aime la pluie.
11. Je préfère la musique punk à la musique classique.
12. Je n'aime pas regarder la télé.
13. J'adore mes parents.
14. J'aime chanter en public.
15. Je préfère le désert à la montagne.

OBJECTIVE NINE: Pronounce and use words and short phrases pertaining to nature.

1. Pronounce and use words pertaining to animals. (Teams) (All grades)

Students are divided into teams; each student on each team draws a picture of a different animal. Each team then gives their drawings to the teacher. The teacher calls up individual team members and shows them pictures drawn by another team. The individual then returns to his/her team and gives one word clues (animal body parts, typical color, etc.) to help his/her team members identify the animal drawn by the other team. The time limit is variable. The group with the most points, or that finishes first, will receive a prize.

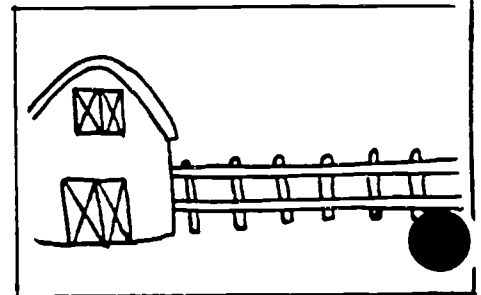
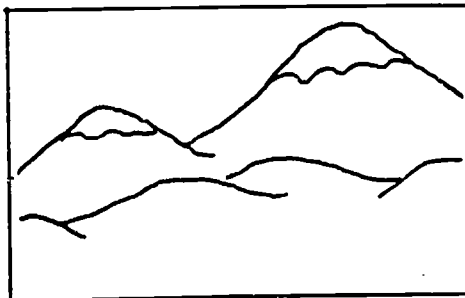
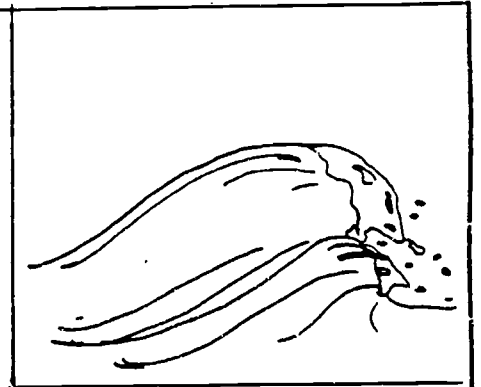
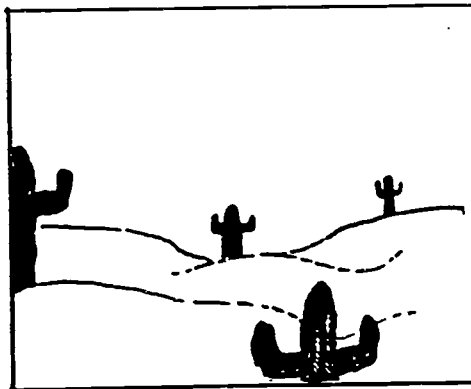
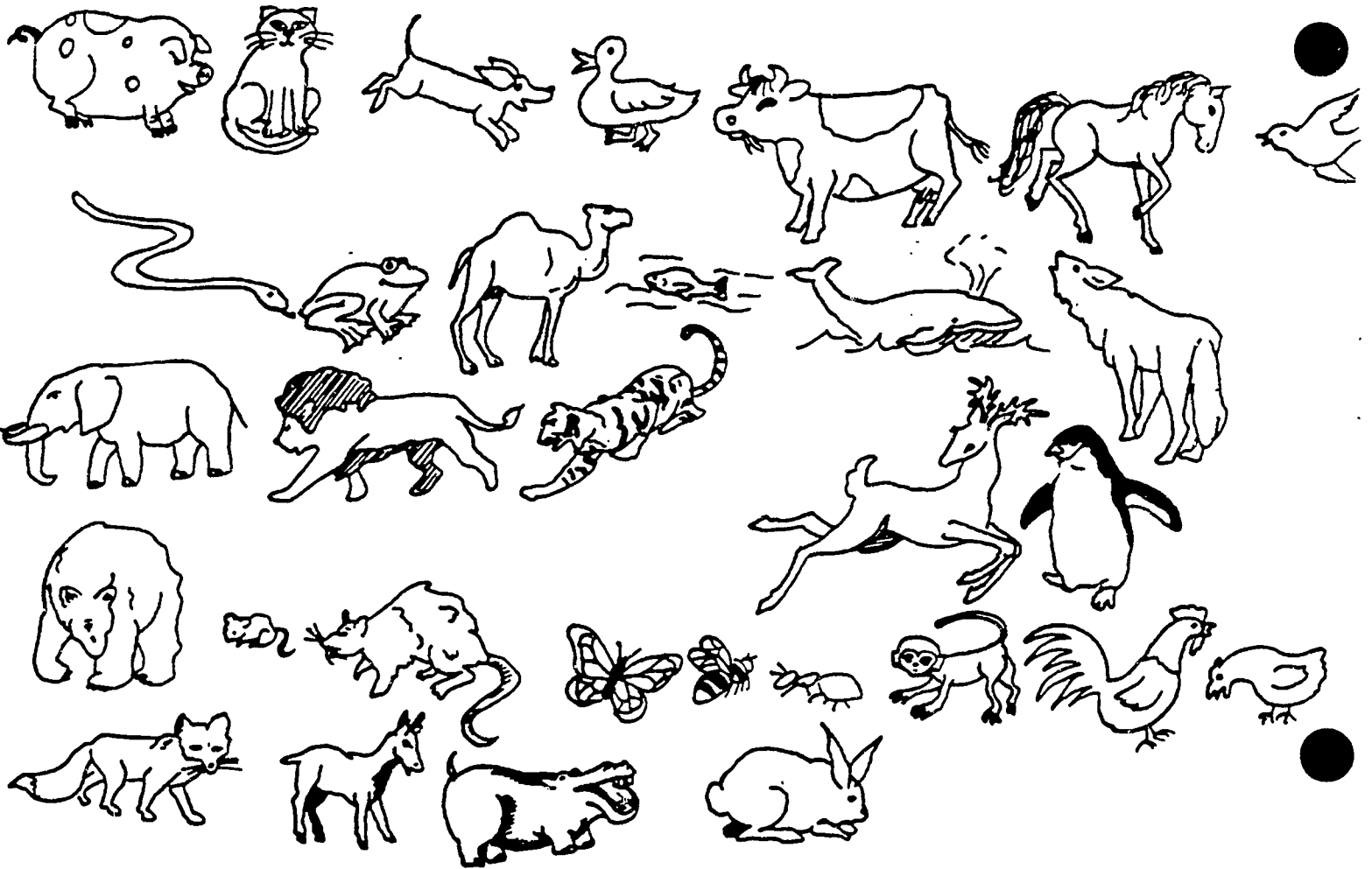
2. Identify animals and habitats. (Entire class/groups) (All grades)

After being instructed in the vocabulary, students may be given a visual clue (such as pictures or images on a visual transparency) and asked open-ended questions such as "Quel animal habite la forêt?" Students could give a variety of answers. Students could also practice logical matching, pairing an animal with its habitat (le poisson/le lac) or with its natural enemies (le lapin/le chien).

3. Describe pictures of nature. (Pairs) (All grades)

Half of the students will need to sit facing the front of the classroom, and half facing the back, so that partners are looking at each other, one toward the front of the class and one toward the back. The teacher holds up pictures (calendars are an excellent source) so that only one partner at a time can see, and that partner describes it to the other, using whatever vocabulary she/he has; for example, a student may say, "le lac; la montagne; le vert, le bleu, it fait beau," etc. After thirty seconds to a minute, the teacher changes sides of the room and asks the partners who did not see the picture to describe what they were told was in the picture. The teacher then gives this group of students a choice between two pictures, and they identify which picture their partners saw and described. The process is then repeated, with the second group of students describing the pictures for their partners.

ANIMALS/PICTURES OF NATURE



OBJECTIVE TEN: Use terms needed for giving directions, e.g.; to school, to church, and stores.

1. Give directions. (Pairs/groups) (All grades)

Students may work in pairs or groups, depending on how many blindfolds are available. Each blindfolded student has either a partner or other group members (if possible, keep groups at five members or less) who will direct them around the room or around the school by using commands such as: "Tournez à gauche, avancez, faites deux pas," etc. Students may take turns being blindfolded.

2. Give directions using maps. (Pairs) (Secondary grades)

Paired students are given two versions of a map, one "A" version and one "B" version. They will have to direct each other to localities on the map. For example, the "A" map has several locations identified that are blank on the "B" map, and vice versa. "A" may direct "B" to the bakery, so that "B" can label his/her map, and then "B" may direct "A" to the post office, so that both can complete their maps.

3. Giving directions. (Entire class/groups/pairs) (All grades)

Students are asked to imagine that they have invited a classmate to their home after school. The classmate has to stay after school for an activity and can not accompany the student who makes the invitation to his/her house. The student must then describe to his/her classmate how to find his/her house from the school building.

OBJECTIVE ELEVEN: Use money and tell time in everyday context.

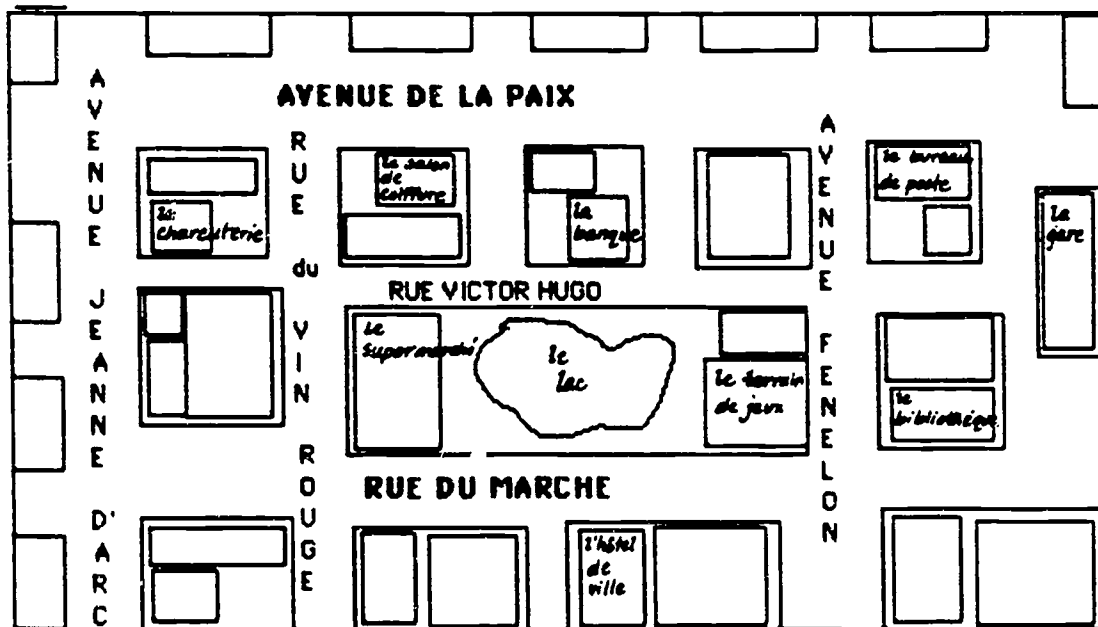
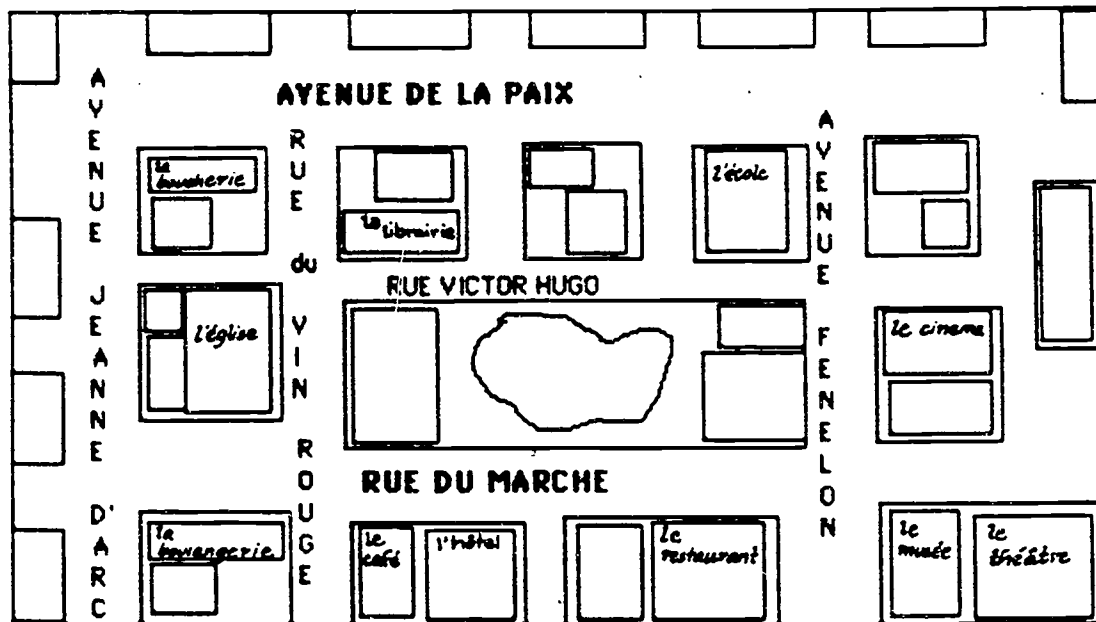
1. Use vocabulary for French money. (Pairs) (Secondary grades)

Use the visuals provided or obtain props of items that might be purchased in France. Affix prices to the items, using whole numbers up to 20 F. Students work in pairs. One student plays the role of the customer and asks: "C'est combien?" The other student plays the role of the waiter or salesperson and replies using the attached price: "C'est _____ Francs." Roles are then reversed for practice.

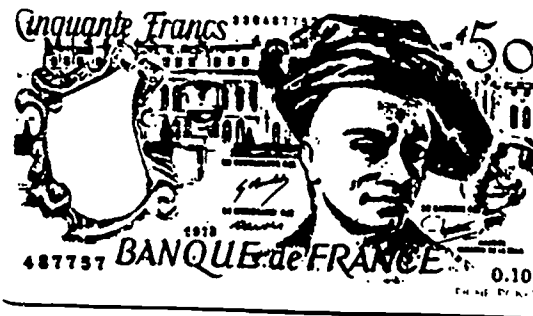
2. Estimate prices -- use vocabulary for French money. (Pairs) (All grades)

Place a covered or hidden price tag on objects for which students already have vocabulary, such as clothing, food, café drinks, etc. Pass tagged items from pair to pair as the exercise proceeds. Pairs take turns asking each other what items cost: "Est-ce que ça coute _____ Francs?" Partners then look at the hidden price tag and answer: "Qui, ça coute _____ Francs" or "Non, ça coute _____ Francs."

3. Use the twelve/twenty-four hour time systems. (Teams) (Secondary grades)



FRENCH MONEY





500
98402

BANQUE DE FRANCE

500
M.31



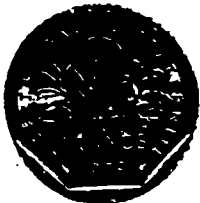
FICHE POKER



100
004840988



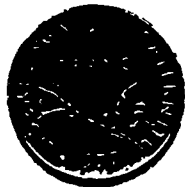
V.2
FICHE POKER



Cinquante Francs
1001000000



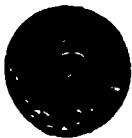
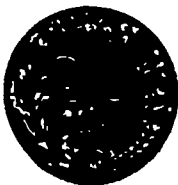
0.10
FICHE POKER



100
100



BANQUE DE FRANCE
FICHE POKER



BEST COPY AVAILABLE

This exercise can be practiced after the basic twelve-hour time system has been mastered and the twenty-four hour system introduced. The teacher prepares a packet of twenty-five cue cards giving the time for each hour of the day as it would be listed on an official French train schedule: 0h01, 1h00, 2h00, etc., up to 24h00. The cue cards are then arranged so that the more difficult times of the afternoon and evening hours are interspersed with the easier morning hours.

The students are divided into two teams. They are told that they are playing the game "Bon Voyage!" and are telling their friends the time they will catch a train for a trip in France.

The teacher shows the first time card to the class. The first student on Team A must correctly read the official time his train leaves and then restate his departure in informal time.

13h00 Je vais partir à treize heures; c'est à une de l'après-midi.

If the Team A student is unable to correctly state his departure time, his team receives a minus point, and it is the turn of the first student on Team B to state the time correctly. If the Team A student states the time correctly, the teacher shows another time card and the first student on Team B attempts to read it. Minus points are recorded by the teacher as the game progresses and the team with the fewest minus points wins the game.

OBJECTIVE TWELVE: Talk about routine activities and a simple daily schedule.

1. Describe routine activities. (Entire class/pairs) (All grades)

This exercise can be done after the present tense of basic reflexive verbs has been presented, or after students are familiar with the expressions used. Assign students to make a drawing of a routine activity. You may wish to make a list of such activities on the chalkboard and assign each student an activity to draw in order to avoid duplication.

When the drawings are ready, first have each student stand and explain in French what he/she has drawn: "Je me lève, Je vais à l'école, je déjeune, je me couche," etc. Next, divide the class into pairs. As the drawings are passed from pair to pair, students practice a simple dialogue:

A - Qu'est-ce qu tu fais?
B - Je me lève. Et toi?
A - Moi aussi, je me lève.

2. Organize a simple daily schedule. (Entire class/groups) (All grades)

This exercise reviews basic reflexive verbs and the basic twelve or twenty-four hour time systems. First, distribute drawings portraying

routine activities to the class (see exercise one, above). Have each student stand and tell the class the routine activity his drawing shows: "Je me lève, je promène le chien," etc. Next, divide the students into groups of four or five and have them exchange their drawings in a logical schedule. A time tag is added to each activity. At the end of the time limit (five minutes), each group stands and presents the activities as they have arranged them:

- A - Je me lève à sept heures.
- B - Je vais à l'école à huit heures.
- C - Je déjeune à midi (à douze heures).
- D - Je quitte l'école à trois heures de l'après-midi (à quinze heures), etc.

If time permits, organize progressively larger groups of students (ten, twenty, entire class) and instruct them to repeat the activity with increasingly complicated schedules. Be sure the students exchange pictures each time a larger group is formed.

OBJECTIVE THIRTEEN: Describe people, places, or things pertaining to the topics: occupation, hobbies, sports, games, meals, health, and transportation.

1. List depicted sports. (Entire class) (All grades)

Students are given the picture of "the complete athlete" (see page 12a) or shown the picture on an overhead. They then try to list all of the games/sports in which this athlete participates. This activity can be expanded by having the students tell whether or not they participate in these sports.

2. Use vocabulary for occupations, etc. (Entire class) (Secondary grades)

Students are given a "Trouvez quelqu'un qui..." sheet. These sheets can be used to review many different vocabulary areas:

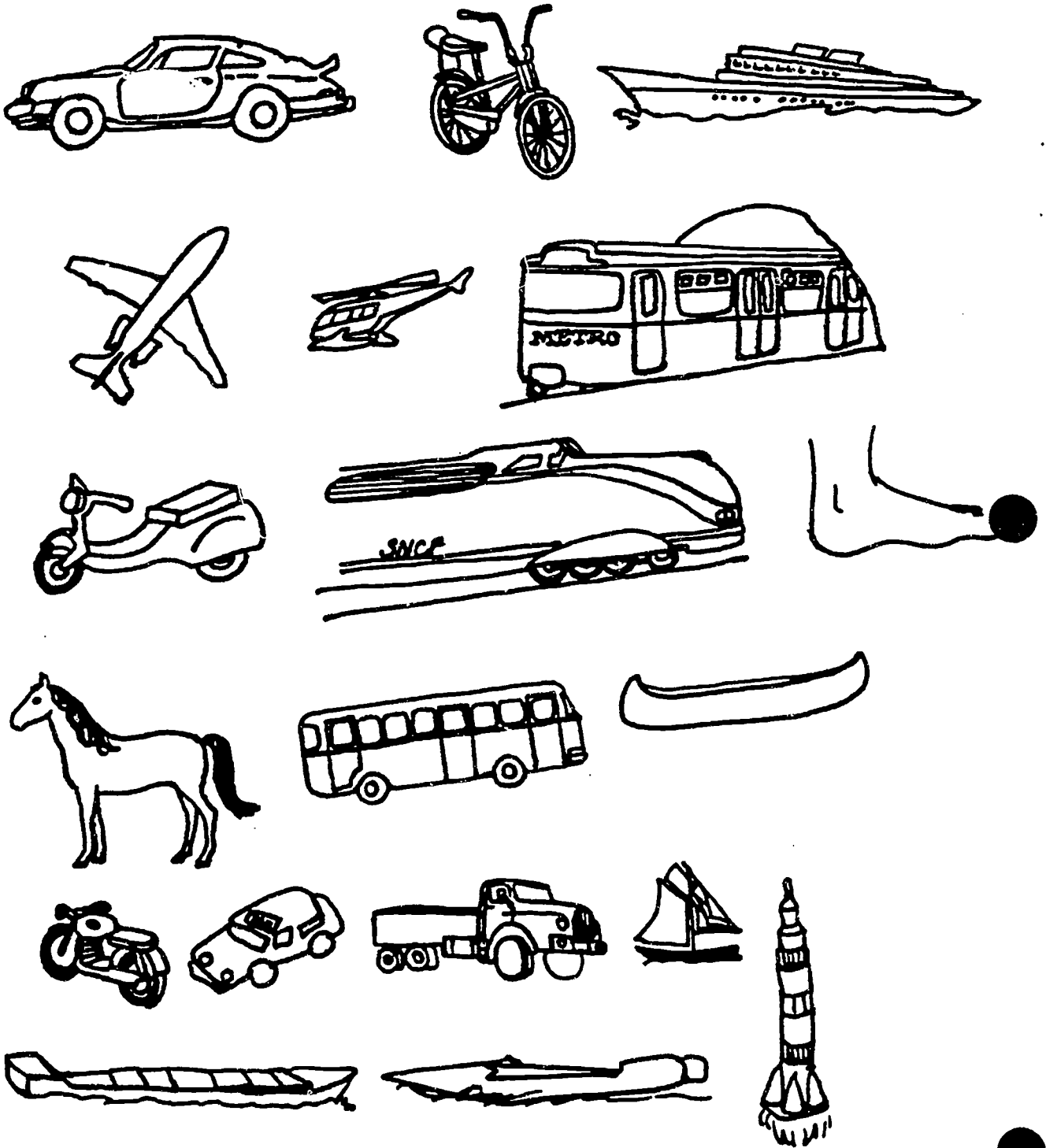
- a. Occupations: "...veut être ingénieur/pompier/actrice," etc.
- b. Hobbies: "...collectionne les timbres/les poupées indiennes/les putois céramiques," etc.
- c. Health: "...a eu la grippe/une appendicite/une angine," etc.

Students circulate, asking the appropriate questions in French, and try to get their sheets filled with signatures. Signatures are worth points, and should not be written unless the question was asked in French.

3. Use vocabulary and expressions for transportation. (Teams) (Secondary grades)

Using either words or pictures, establish two identical sets of modes of

TRANSPORTATION



transportation. Tell the class they are going to play a speed game called "J'y vais..." and pass out to each student a word such as "le pied," and the two students on team A and B who have the corresponding picture or word must respond "J'y vais à pied." The first one to answer correctly gets the point. After calling four cues, tell students to exchange their pictures within their team. They will then self-teach the new answer they must be prepared to make, and all are again eligible to answer. Even if the teacher repeats a previous clue, a new set of students will be making the answers. Possible cues taking "à" include: le pied, le vélo, la bicyclette, le vélomoteur, le cheval. Possible cues taking "en" include: l'autobus, le train, l'avion, l'hélicoptère, le bus, le car, le metro, le bateau, l'auto, la voiture, le taxi, la moto.

This activity may be varied by 1) simply holding up the pictures and quizzing the students in order, but they will not self-teach as in the preceding game, or 2) giving the cues in English to make the activity more difficult. (For transportation pictures see page 12b.)

INTERMEDIATE LEVEL SPEAKING ACTIVITES

DESCRIPTION: Intermediate level students are distinguished from novice level students by their ability to create and express their own thoughts in speaking the target language.

STANDARD ONE FOR INTERMEDIATE LEVEL

Students will initiate, respond to, and maintain conversations about survival needs and social conventions in the target language.

OBJECTIVE ONE: Use numbers beyond 100, decimals, dates, and years, cardinals and ordinals.

1. Solve problems with numbers. (Entire class/groups) (All grades)

The teacher presents money problems to be solved by the entire class: "Vous avez 125F. Vous achetez trois livres, un de 12F,50; un de 8F, 75; et un de 3F, 80. Combien payez-vous? Combien avez-vous maintenant?"

For further practice, organize the class into groups of six. Give each group a packet of cards. The first card states how much money the group has. The next three cards state items they have purchased and how much they cost. The fifth card calls for the total amount expended. The sixth card calls for the balance. The groups must solve their problem together and report their solution as a group to the class.

2. Prepare a travel budget. (Pairs) (Secondary grades)

Give students a form on which they can list items of expense for a trip. Students can role-play, using near-future, future verb forms if the budget is for a projected trip, or they can speak in the past if the

trip has already taken place. Student A plays the traveling salesman (le commis-voyageur) who reports to Student B, his/her boss (le patron). Student B will accept, approve, question, or reject the expenses presented by A, who tries to justify them. This may be acted out in front of a video camera or the class. Below is an example of a form that might be used during this activity.

Demande de Remboursement

Nom _____ Prénom _____

Adresse _____

Pays de séjour _____

Date de séjour: du _____ au _____

Raison du séjour: _____

Frais d'hébergement: _____

Frais des repas: _____

Frais de transport: _____

Total des dépenses: _____

Signé _____

3. Use ordinal numbers. (Groups) (Secondary grades)

The students, in groups, solve logic problems involving, for example, who came in first in a race. Students can be helped to visualize the solution by wearing the runners' names and placing themselves in the order indicated in the problem.

Example:

Runners: Henri, Pierre, Jeanne, Sébastien, André, Anne, Solange.

Que gagne la course à pied?
Pierre est avant Sébastien.
Solange est après Jeanne.
Henri est avant Pierre.
Anne est après Jeanne.
Jeanne est avant Sébastien.
Pierre est avant Jeanne.
Solange est après André.
André est avant Anne.

Sébastien est entre Jeanne et André.
 Jeanne n'est pas deuxième.
 Anne n'est pas quatrième.
 Jeanne est entre Pierre et Sébastien.
 Henri est avant Jeanne.
 André est entre Sébastien et Anne.

When the group has solved the problem, they can practice ordinal numbers by indicating the order in which the runners finished; Henri est le premier, etc.

4. Speaking of dates and holidays. (Entire class) (All grades)

Create a large wall calendar to be posted for each month of the school year. Begin each week with "lundi." Create a large, black moveable circle with which to indicate each date. With large blue circles, indicate the official French holidays (les jours fériés). You may also wish to circle American holidays with red. Integrate the calendar into a daily class warm-up procedure by asking questions such as "Quelle est la date aujourd'hui? Quel jour est-ce? Quel mois? Quel jour préférez-vous? Quel mois préférez-vous? Quel sera le prochain jour férié en France? et ici? Où êtes-vous le mardi? le samedi?"

The calendar could also be marked with various weather symbols and used as a basis of discussion for each month's weather pattern.

LES JOURS FERIES EN FRANCE:

1er janvier	Jour de l'An
15 avril	Pâques
16 avril	lundi de Pâques
1er mai	Fête du Travail
24 mai	Ascension
3 juin	Pentecôte
4 juin	lundi de Pentecôte
14 juillet	Fête Nationale
15 août	Assomption
1er novembre	Toussaint
11 novembre	Armistice 1918
25 décembre	Noel

OBJECTIVE TWO: Use formal introductions, greetings, and conversation involving varied social graces and courtesies (formal and informal address).

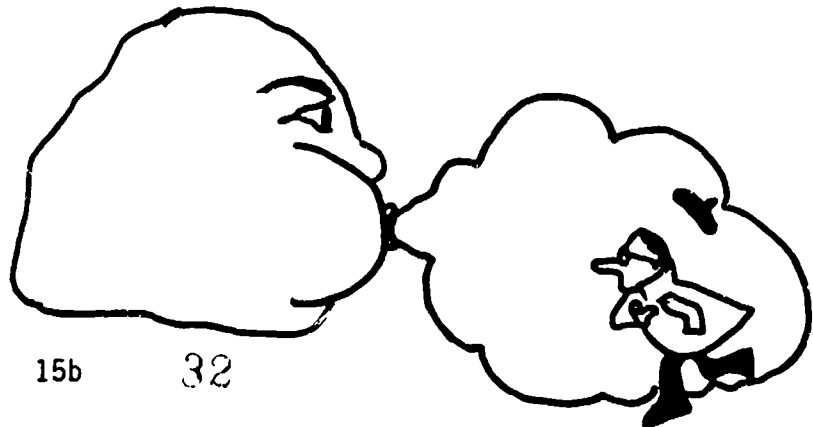
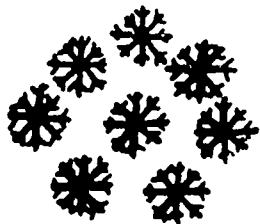
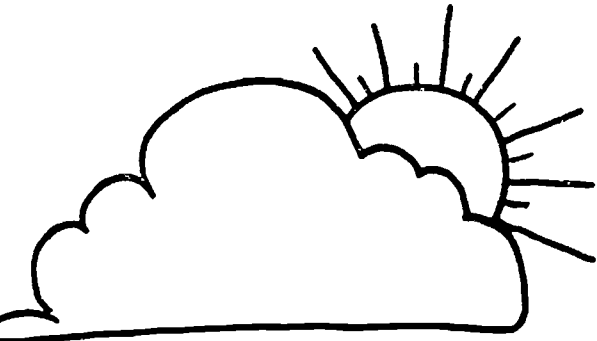
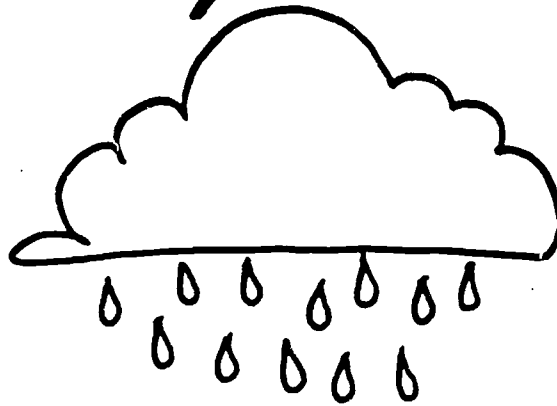
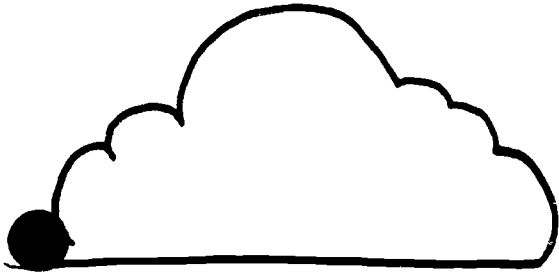
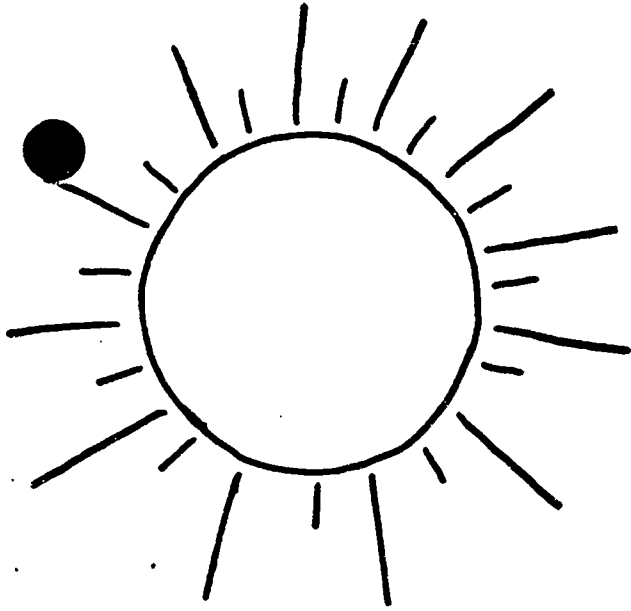
1. Make formal/informal introductions. (Pairs/groups) (All grades)

First, students interview each other and then introduce one another to the class using an informal introduction: "Voici Paul. Il vient de Helper, Utah, aux Etats-Unis. Il joue au basketball."

Students then compile information on an adult they know and admire. They bring a picture of the adult and introduce that person to the class

Intermediate level, objective one, exercise four: dates and holidays. weather symbols, #2.

	janvier	février	mars	avril	mai	juin	juillet	août	septembre	octobre	novembre	décembre	
DJERBA (TUNISIE)	12°	21°	23°	19°	24°	25°	27°	37°	27°	23°	25°	19°	 Il fait du soleil.
AGADIR (MAROC)	21°	22°	20°	24°	24°	25°	27°	37°	27°	26°	25°	21°	 Il fait un temps chaud et humide.
DAKAR (SÉNÉGAL)	21°	19°	27°	21°	23°	26°	27°	27°	27°	27°	26°	23°	 Il pleut et il fait beau.
ABIDJAN (CÔTE D'IVOIRE)	26°	26°	21°	27°	27°	25°	26°	24°	25°	26°	26°	24°	
L'ÎLE MAURICE	26°	26°	28°	24°	23°	21°	21°	21°	21°	22°	24°	26°	
L'ÎLE DE LA RÉUNION	27°	27°	21°	26°	24°	23°	22°	22°	22°	23°	25°	26°	



or group, using a formal introduction: "Je vous présente Ronald Reagan. C'est le président des Etats-Unis. Il vient de Californie."

2. Role-play situations using formal/informal address. (Entire class/pairs) (Secondary grades)

Students have practiced various formal situations, such as addressing a policeman or entering a shop to make a purchase. They have also practiced informal situations, such as talking to a child or another student their own age. Dialogues dealing with these situations can then be prepared and cut up line by line. Students receive a line from one of the dialogues. By saying that line to their classmates and by listening to the other lines, they should be able to reconstitute the two or three original dialogues. Once the dialogues are reconstituted, they can rehearse in pairs and present the dialogue to the class. For smaller classes, leave more lines together, or use only two dialogues. This exercise can be recycled or made more challenging by cutting off the names in the left margin. Here are some samples of possible dialogues.

Dialogue one: asking a policeman for directions. (8 lines)

Vous: Excusez-moi, monsieur l'agent.
L'Agent: Oui, mademoiselle, qu'est-ce que vous voulez?
Vous: Pourriez-vous (pouvez-vous) m'indiquer où se trouve la Sorbonne?
L'Agent: Bien sur, mademoiselle. Continuez tout droit jusqu'au feu rouge. Au feu, tournez à gauche et vous y êtes!
Vous: Merci bien, monsieur. Vous êtes très gentil.
L'Agent: Je vous en prie, mademoiselle.
Vous: Au revoir, monsieur l'agent!

Dialogue two: entering a bakery. (10 lines)

Vous: Bonjour, messieurs-dames.
La Vendeuse: Bonjour, monsieur.
Vous: S'il vous plaît, madame, je voudrais une baguette et un gros pain.
La Vendeuse: Oui, très bien, monsieur.
Vous: C'est combien, madame?
La Vendeuse: Voyons, ça fait 9F,75.
Vous: Voici 10F.
La Vendeuse: Et voici votre monnaie, monsieur.
Vous: Merci, madame. Au revoir!
La Vendeuse: Au revoir, monsieur.

Dialogue Three: talking to a child on a train. (12 lines)

Vous: Bonjour, mon petit. Comment t'appelles-tu?
André: Je m'appelle André.
Vous: Est-ce que tu voyage seul?
André: Non, je voyage avec ma grande soeur.
Vous: Où est-ce que tu vas?
André: Je vais à Nantes. Je passe mes vacances là-bas chez Mémé
Et vous, madame? Vous passez vos vacances à Nantes aussi?

Vous: Eh non, mon petit. Je descends avant Nantes.
 André: C'est dommage. Nantes est bien en été.
 Vous pouvez venir chez Mémé, si vous voulez.
 Vous: Tue es bien gentil, André, mais je dois rentrer chez moi.
 Merci quand même! J'espère que tu passeras de bonnes
 vacances chez ta mémé.

OBJECTIVE THREE: Use acquired active vocabulary to manage basic survival situations, e.g., meals, house and neighborhood, public lodging, time, simple instructions, route directions, transportation, routine commands (customs, police, medical emergencies), banking, shopping, postal services, state of health, and biographical information.

Role-plays, "reconstituted" dialogues, and other activities already presented are very effective in encouraging students to use the vocabulary in this objective. All areas of vocabulary mentioned in this objective will not be treated individually in this section, since many can use the same strategies.




















1. Finding suitable public lodging. (Roving pairs) (Secondary grades)

Each student is given a list of symbols for French hotel/motel accommodations. He/she is also given a 5 x 8 index card. As homework, the student selects any four symbols and draws the same four symbols on the left side and the right side of his/her card, which he/she then cuts in half. The next day, the teacher collects the cards from half of the students, shuffles them, and distributes them randomly to the students. Students must then ask questions of each other until they are paired up as roommates. For example, students would ask: "Est-ce qu'il y a un téléphone?" until they were answered, "Oui, il y a un téléphone," and so on, until they found someone with a card that matched their own, at which point they could say, "Tiens! Nous sommes camarades de chambre!" Once the students understand the game, the teacher then collects and distributes the other half of the cards that have been prepared and repeats the game. Students who asked questions during the first game should answer during the second.

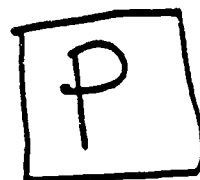
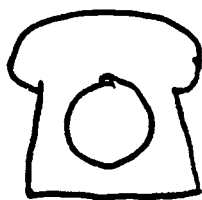
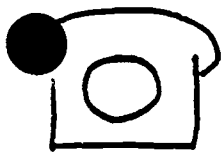
2. Using the 12/24-hour time systems or hotel symbols. (Pairs) (Secondary grades)

Review the time systems. Assign each student to write out his/her usual Sunday schedule, once in each system. Assign students to list three or four items from their Sunday schedule using the twelve hour system on the left side of a card or paper, and the twenty-four hour system on the right side. Encourage students to use different writing styles and media in preparing the two lists so that the matches are not visually apparent, i.e., prepare one side in pencil and script, the other in pen and printing. The teacher now collects the matching lists from half of the students, separates them, shuffles them, and distributes a list to each student. Students must now ask and answer questions in order to find their "brother" or "sister," who shares the same Sunday schedule. They could then report to the class on their supposed Sunday activities. Repeat, using the other half of the schedules.

LÉGENDE DES ABRÉVIATIONS

- T.A. = Toute l'année.
 = Téléphone dans les chambres.
 = Ascenseur.
 = Bord de mer ou de lac.
 = Parking.
 = Piscine.
 = Restaurant.
 = Air conditionné.
 = Chambres accessibles aux handicapés physiques.
 = Bar
 = salle de bains
 = Chiens admis.
 = Travail avec agences de voyages
 = Salon pour séminaires.
 = Chambre avec télévision.
 = Cartes de crédit.
 = Logis de France.
 = Téléx.
 = Altitude.
 = deux lits (jumeaux)

PUBLIC LODGING SAMPLE CARDS



3. Give and receive simple instructions for route directions.
(Groups) (Secondary grades)

Students are divided into teams of four or five, and one member of each team is chosen as the "chauffeur." The chauffeurs sit away from the rest of the group. One of the remaining members is chosen as the "courier." The remaining members are given a simple map of Paris with a starting point and a destination point marked. The chauffeurs are given a copy of the map with no markings. The group members will attempt to direct the chauffeur, through messages sent by the courier, from the starting point to the finishing point, choosing the fastest possible route. The teacher may decide to assign each team different starting/finishing points, or use the same for all groups. If different points are used, be sure they are comparable. The winning team is the one which navigates the course in the least amount of time. (See page 17c for Paris map.)

4. Understand values while shopping. (Entire class) (All grades)

Have students stand in facing lines. One line holds pictures of items; the other holds prices written on a card or piece of paper. Students practice a guided dialogue:

C'est combien?
C'est _____ francs.
C'est trop cher!/bon marché.

One line rotates, so that students practice with several partners, several prices, and several objects. Then opposite lines change cards, so that students change roles.

5. Ask and answer biographical questions. (Groups) (Secondary grades)

Divide students into groups of six. Tell them that each one of them in turn is to pretend that he/she is attending school in France for a year and the he/she will also be an assistant to the English teacher of the school. The other members of the groups are to role-play the Principal and faculty members of the French school. They are to ask the American exchange student questions about his/her age, family situation, work experience, etc. Students are to list the name of each student in their group on the interview form and check off items as they proceed. For reinforcement, the teacher could circulate from group to group and ask the students the same questions about each other in the third person. This same exercise could also be done without the role-playing context as a get-acquainted activity for third and fourth year language classes. (See Biographical Information Group Interview Sheet on page 18a.)

6. Shop for food. (Roving pairs) (All grades)

Assign a word or give a picture of a food item to each student. Students will move through the room saying sentence A and exchanging signatures for correct B sentences as follow:

A -- (assigned food item: le chocolat.) J'aime le chocolat.
B -- Achetons du chocolat.

BIOGRAPHICAL INFORMATION GROUP INTERVIEW SHEET

nom					
âge					
situation de famille					
occupation					
habitation					
sports préférés					
voyages					
langues parlées					
passetemps					

- A -- (assigned food item: la glace.) J'aime la glace.
 B -- Achetons de la glace.

The negative forms could also be practiced.

7. Simulate a medical emergency. (Teams) (Secondary grades)

Prepare two sets of 5 x 8 index cards, one with medical emergencies and the other with first aid procedures. Possible vocabulary could include:

Un(e) blessé(e)	téléphoner à l'ambulance
un(e) mort(e)	téléphoner à la gendarmerie
une blessure que saigne	la compression d'un vaisseau sanguin
Une coupure	faire un pansement (à)
l'épaule/la jambe cassée	mettre une couverture (à)
une cheville/un poignet foulé(e)	crier "au secours" aux passants, etc.
un(e) évanoui(e)	tâter le pouls (à)
un(e) noyé(e)	le bouche à bouche

Pass the "injury" cards out to half of the students, and the "remedy" cards to the other half. Now, have the students pretend there has been a major accident. The "injured" students cry out what has happened to them (except, of course, for the "dead" ones); and the students with the "remedy" cards must find an appropriate injury and explain what they are doing as they "treat" it. One treatment must be found for every problem.

The teacher then collects the cards, the students change places, and the teacher redistributes the cards.

8. Express state of health. (Entire class) (Secondary grades)

One student chooses, or is assigned, an illness. Students then play "20 questions" to find out what the illness is. The "ill" student can only answer "oui" or "non."

Vocabulary:

Est-ce que vous éternuez?
 Est-ce que vous avez la fièvre?
 Est-ce que vous êtes fatigué(e)?
 Est-ce que vous avez mal... à la gorge?
 à la cheville?
 à l'estomac? Etc.

Est-ce que vous êtes tombé(e)?
 Est-ce que vous avez bu beaucoup?

Est-ce que vous frissonez?
 Avez-vous des crampes intestinales? etc.

ADAPTING TEXTBOOKS TO A PROFICIENCY APPROACH

Every textbook has valuable drills, exercises, explanations, and readings. However, no textbook or instructional package can meet every teacher's needs. Teachers should expect, therefore, to adapt and supplement textbooks. Below are several prime considerations for textbook adaptation:

1. Provide listening opportunities. Extensive listening is an essential part of the language learning process. Listening prepares for speaking on all levels, but it is especially important on the novice and intermediate levels when pronunciation is rapidly developing. Students need many opportunities to hear the language without seeing the written text in order not to become "word-bound" to visual language elements. Also, students need every opportunity to hear "real" language (as opposed to textbook language) in an authentic context. Audiotapes, videotapes without subtitles, and recordings by native speakers are invaluable supplements to any textbook. Role-playing exercises developed from authentic audio materials highly motivate learning for students at all levels.
2. Provide speaking opportunities. Many textbooks must be supplemented with activities to assure the development of speaking, the keystone skill. Provide an opportunity during each class period for students to exchange factual or personal information on subjects of interest to them, such as family, school, travel, sports, or current events. Small group work helps to maximize speaking opportunities, as do interviews, games, and role-playing.
3. Encourage accuracy. Beginning students need a solid structural base on which to build. Studies have shown that students who acquire correct patterns of grammatical usage progress with greater ease to the superior proficiency level. Those students who acquire patterns of error are rarely able to progress beyond the advanced plus level.¹ Traditional texts, regardless of methodology, are frequently organized according to a grammatical syllabus. The problem is that these texts do not follow the ACTFL Proficiency Guidelines that indicate at which level of development grammatical concepts can be readily assimilated into active speech. The ETS Oral Proficiency Grammar Grid for French at the end of this article should be of help in sequencing the introduction of concepts on appropriate levels.
4. Change the sequence in which the textbook presents materials. Many textbooks were written before the Proficiency Approach developed. Such texts often expect too much grammatical acquisition too soon and lack a realistic context for the exercises and drills. The teacher has the right to delete, combine, or emphasize any part of a textbook or lesson in order to adapt it to proficiency principles. For example, if a concept is introduced too soon in

¹Higgs, Theodore V, and Ray Clifford, "The Push Toward Communication," in Theodore V. Higgs, Ed., Curriculum, competence, and the Foreign Language Teacher. The ACTFL Foreign Language Education Series, Vol. 13 (Lincolnwood, Illinois: National Textbook Co., 1982), pp. 57-59.

the text, the teacher may simply delete it while noting in the text a more appropriate lesson in which to introduce it. Or the concept may be combined with another for listening comprehension only, since listening is usually the most developed of the four language skills. Or the concept may be introduced for speaking, but the teacher should expect poor control of its usage. For mastery, the concept will have to be emphasized when the students have progressed to the proficiency level at which it can be understood and acquired.

5. Create a functional approach. Language as a tool for true communication and for survival in the target culture is sometimes neglected, especially in intermediate (second and third year) textbooks. A syllabus that helps students to create with the language, to ask and answer questions, and to participate in short conversations is much more meaningful than a syllabus organized around verb and pronoun concepts. Help students understand how grammar contributes to functioning in the target language. If the textbook does not offer adequate survival materials, establish the mastery of a survival objective (shopping, banking, dining) as a supplement to each lesson or unit, and integrate textbook materials with that objective as much as possible.
6. Create a context. Language communicates through connected thoughts, not through isolated sentences. Some textbooks contain examples and exercises made up of disconnected and disjointed language. Many of these texts are emphasizing the form of the language at the expense of true communication. Emphasis on form is necessary, but it should be counterbalanced from the very beginning of instruction with exercises that are open-ended, creative, and meaningful to the student.
7. Personalize. Language is essentially a tool of communication between two very special and individual human beings. Every textbook affords an opportunity to approach the student as the unique person he/she is. If the textbook does not frequently ask for the students' reaction to content, the teacher can certainly do so. Exercises that call for personal reaction or opinion should be expanded so that all class members can react. Also, a few minutes of concern for the students' personal comfort by polling, "Qui a chaud/froid/soif/faim," etc., creates an atmosphere of caring that relaxes tensions and encourages learning. Recognition of each student's special interests and achievements, along with an opportunity to share those interests with the class in the target language, help to create the esprit de corps which is such a rewarding aspect of foreign language teaching.

LEVEL	VERBS	NOUNS, ADJECTIVES, AND IDIOMS	WORD ORDER	OTHER
0+	<p><u>Present</u> "er" verbs { 1st person singular. } avoir { 1st & 2nd person plu. } être { 1st person } vouloir { singular. } aller</p> <p>Infinitive forms are to be expected.</p>	<p>Some articles (le, un,) indicating a concept of genders. Adj: very common ones. Adv: loin, près, hier, demain. Question Words: où, quand, quel est-ce que, pourquoi, comment. Negation: ne.....pas.</p>	<p>Very basic word order: (s-v-o). Inversion for interrogation. Some verbless sentences are to be expected.</p>	<p>Able to answer very simple yes/no questions. Able to name some objects, colors, days of the week, months. Able to give the time (except 1/2 & 1/4). Numbers to 20. Names of immediate family members. Limited & isolated vocabulary.</p>
1	<p><u>Present Regular verbs.</u> avoir, être, aller, faire, vouloir, pouvoir, savoir, devoir, comprendre</p> <p><u>Near Future</u> with aller + infinitive. <u>Passé Composé</u> of very high frequency verbs.</p>	<p>Clear concept of genders- although many mistakes to be expected. <u>Definite article:</u> le, la, les. <u>Indefinite article:</u> un, une, des. <u>Partitive article:</u> (affirmative) du, de la, de l', des. Possessive adj.: 1st person sing. & plu., & 2nd person plural. <u>Subject pronouns</u> Some expressions of quantity (beaucoup, peu.....) Adv.: most common ones. Adj.: most common ones. There is (il y a)</p>	<p>Position of most common adjectives.</p>	<p>Greetings. Tell time (complete). Weather (basic). Order meal (simple). Make simple purchases. Handle simple transactions at post office, bank, drugstore; etc... Can count.</p>

LEVEL	VERBS	NOUNS, ADJECTIVES, AND IDIOMS	WORD ORDER	OTHER
1+	<p>Passé Composé: avoir & être auxiliaries. Wider range of verbs. Basic reflexive verbs in present & past tense.</p>	<p>Some object pronouns. Partitive in the negative (pas de) Demonstrative adjectives. Most expressions of quantity. Most adverbs. Some idiomatic expressions with avoir, faire.</p>	<p>Correct word order for: Adv. (most common ones) Pronouns (direct or indirect). Negation in past tense.</p>	<p>Some autobiographic information. Daily routine. Simple description & narration.</p>
2	<p>Present: regular & irregular verbs. Past tenses: imparfait & passé composé. Future: regular & irregular verbs. Imperative Reflexive verbs SI clause (minimal) Impersonal form of verbs</p>	<p>Adj. including "tout" comparative & superlative forms. Relative pronouns. Object pronouns: all of them, but one pronoun only. Interrogative pronouns. Negative patterns other than ne....pas (never, nothing, nobody.....). Most prepositions. Idioms: Depuis with present tense. Il y a (ago).</p>	<p>Correct word order all pronouns (including y, en).</p>	<p>Good autobiographic information. Good description of daily routine. Some fair description & narration. Hesitant at times & groping for words.</p>
2+	<p>Subjunctive with: il faut... vouloir</p>	<p>Possessive & demonstrative pronouns. C'est vs il est.</p>	<p>Position of double object pronouns. Position of adjectives when change of meaning occurs.</p>	<p>Good description & narration. Discussion of current events. Some supported opinion.</p>
3	<p>Past tenses: Imperfait vs Passé composé (distinction between the two & their usage). Future: usage with some conjunctions (quand, dès, que, etc.) Subjunctive: compulsory usage with verbs & conjunctions.</p>	<p>Negations: ne...ni...ni negation of infinitive ne....que Pronouns: 1) special use of le with verbs like être. 2) disjunctive pronouns with certain verbs (penser à lui). 3) ce qui, ce que. 4) tout (pronoun over verb). N'importe où, quant, quel, comment. APRÈS/AVANT + infinitif</p>	<p>Position of pronouns with such verbs as: laisser, faire, etc.....</p>	<p>Some complex descriptions & narrations. Able to express & defend an opinion on a controversial subject with persons who do not agree. No hesitation in speaking. Able to phrase.</p>



LEVEL	VERBS	NOUNS, ADJECTIVES, ADVERBS, AND IDIOMS	WORD ORDER	OTHER
3+	<p><u>Pluperfect</u>: forms & usage in sequence of tenses.</p> <p><u>Conditional</u>:</p> <p><u>Si clause</u>: all forms including pluperfect & past conditional.</p> <p>Avoiding of passive with <u>on</u>.</p> <p><u>Subjunctive</u>: use with impersonal & adjectival phrases.</p> <p>Reflexive verbs used to express the English passive voice.</p> <p>sequence of tenses in indirect discourse.</p>	<p><u>Pronouns</u>: 1) use of disjunctive to express emphasis & in such forms as "c'est <u>lui</u> que je vois".</p> <p>2) relative pronouns (dont, quoi, lequel) with a preposition.</p> <p><u>Adjectives</u> followed by a preposition (<u>agréable à, plein de</u>).</p>		Able to ask complex & hypothetical questions.
4	<p>Past future instead of English past tense (<u>j'irai aussitôt que j'aurai dîné</u>).</p> <p><u>Subjunctive</u>: optional cases. Used to express indirect imperative.</p> <p><u>Manquer</u>: different meanings.</p> <p><u>Rester</u>: impersonal use.</p>	<p><u>Ne negative</u> used alone.</p> <p><u>Prepositions</u>: à, de</p> <p><u>Pronouns</u>: <u>quoi que, qui que, où que, quel que</u> (whatever, whomever, etc.)</p>	<p>Inversion in other cases than interrogative sentences.</p>	<p>Extensive vocabulary on a wide variety of subjects;</p> <p>Able to switch from abstract to simple subjects.</p> <p>Able to use different registers.</p>
4+				<p>Be able to use very idiomatic language.</p>
5	<p>Performs like an educated native in all ways.</p>		<p>Should be able to discuss any topic or idea like a native; fluently, & accurately.</p> <p>Should be able to understand all native colloquialisms;</p>	

24

SELECTED BIBLIOGRAPHY

- Bartz, Walter H. Testing Oral Communication in the Foreign Language Classroom. Language in Education: Theory and Practice, #17. Center for Applied Linguistics, 1979.
- Birckbichler, Diane W. Creative Activities for the Second Language Classroom. Language in Education: Theory and Practice, #48. CAL/ERIC, 1982.
- Blair, Robert W., ed. Innovative Approaches to Language Teaching. Rowley, Mass.: Newbury House Publishers, Inc., 1982.
- Burling, Robbins Sounding Right. Newbury House, 1982.
- Gaudiani, Claire Teaching Writing in the Foreign Language Curriculum. Language in Education: Theory and Practice, #43. CAL/ERIC, 1981.
- Guntermann, Gail, and June K. Phillips Functional-Notional Concepts: Adapting the FL Textbook. Language in Education: Theory and Practice, #44. CAL/ERIC, 1982.
- Higgs, Theodore V., ed. Teaching for Proficiency, the Organizing Principle. Lincolnwood, Illinois: National Textbook Company, 1984.
- Macdonald, Marion, and Sue Rogers-Gordon Action Plans: 80 Student-Centered Language Activities. Newbury House, 1984.
- McKay, Sandra, ed. Composing in a Second Language. Newbury House, 1984.
- Moskowitz, Geertrude Caring and Sharing in the Foreign Language Class. Newbury House, 1978.
- Oller, John W. Jr., and Patricia A. Richard-Amato, ed. Methods that Work: A Smorgasbord of Ideas for Language Teachers. Newbury House, 1983.
- Omaggio, Alice C. Proficiency-Oriented Classroom Testing. Language in Education: Theory and Practice, #52. CAL/ERIC, 1983.
- _____. Teaching Language in Context: Proficiency Oriented Instruction. Boston, Mass: Heinle & Heinle, 1986.
- Sadow, Stephen A. Idea Bank: Creative Activities for the Language Class. Newbury House, 1982.
- Winitz, Harris, ed. The Comprehension Approach to Foreign Language Instruction. Newbury House, 1981.