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ORAL COMMUNICATION

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Whole-class Discussions: Discussion Etiquette

FRENCH AS A SECOND LANGUAGE – Intermediate Core

In this strategy, students and teachers work together to create a list of rules for discussion etiquette to ensure shared ownership of the classroom environment.

Purpose

- To lay the groundwork for respectful and purposeful whole-class and small-group discussions.
- To create an environment in which students feel their contributions are valued.

Payoff

Students will:

- feel their contributions are valued.
- understand the expectations for appropriate behaviour which are clearly set out.
- participate in class- and small-group discussions.

Tips and Resources

- In a second language classroom, discussions must be conducted in French. The classroom environment should encourage the usage of the language.
- This activity is designed to be used early in the school year in order to establish a positive and productive learning environment.
- Teachers should reinforce the necessary criteria found in *Discussion: Annexe 2, POUR AVOIR UNE BONNE DISCUSSION Feuille de référence* continually throughout the year. Teachers may wish to ask a few students to make a poster of *Discussion: Annexe 2*, as a visible reference in the classroom.
- Encourage students to personalize handouts to ensure comprehension.
- Teachers should be aware of the students' knowledge of the French language when choosing topics for discussion. Topics may be based on units of study to ensure that the students have the necessary vocabulary for active participation in the discussion. This is especially critical when first introducing Discussion Etiquette so that students can focus on discussion skills as opposed to the actual production of the language.
- Teachers should post key words and expressions for the discussion topics.
- Teachers may wish to create wall charts with *LES EXPRESSIONS UTILES* found in *Discussion: Annexe 3*. The class can then add useful expressions as they develop and refine their discussion skills.

Further Support

- Later in the school year, teachers should use their knowledge of students' learning styles in order to create discussion groups that enable students to demonstrate their strengths and build on their existing knowledge base.

Whole-class Discussions: Discussion Etiquette

FRENCH AS A SECOND LANGUAGE – Intermediate Core

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Refer to <i>Discussion: Annexe 1, POUR AVOIR UNE BONNE DISCUSSION</i> for appropriate and inappropriate behaviours in productive discussion. 	
<p>During</p> <ul style="list-style-type: none"> Divide students into groups of 3 to 5 students. Distribute one copy of <i>Discussion: Annexe 1</i> to each group. Ask groups to share their choices and if there are differences in choices, the class must come to a consensus. 	<ul style="list-style-type: none"> Read each statement on the handout <i>Discussion: Annexe 1, POUR AVOIR UNE BONNE DISCUSSION</i> and decide if it is an appropriate discussion behaviour (<i>OUI</i>) or an inappropriate discussion behaviour (<i>NON</i>). The group must come to consensus. Share their choices.
<p>After</p> <ul style="list-style-type: none"> Distribute a photocopy of <i>Discussion: Annexe 2, POUR AVOIR UNE BONNE DISCUSSION Feuille de reference</i>. Hand out the list of <i>Discussion: Annexe 3, LES EXPRESSIONS UTILES</i> and review the content for comprehension. Choose an appropriate topic for discussion based on students' background knowledge. Divide students into groups of 5 or 6 and give them the topic for discussion. See pp. 12-16 for role descriptions. Assign one student to be the <i>Observateur/Observatrice</i> and one student to be the <i>Rapporteur/Rapporteuse</i>. Explain that the <i>Observateur/Observatrice</i> will observe the group and note how the group members follow the criteria on <i>Discussion: Annexe 2</i>, as well as <i>LES EXPRESSIONS UTILES</i> from <i>Discussion: Annexe 3</i>. Explain that the <i>Rapporteur/Rapporteuse</i> will give a brief report of the group discussion to the whole class. Give groups a specific amount of time to discuss the topic. Have students with assigned roles share their findings. Add any new <i>expressions utiles</i> to the list. 	<ul style="list-style-type: none"> Put the handout in their notebook for reference. Put the handout in their notebook and make personally relevant notes to ensure comprehension. Participate in the group discussion keeping in mind the criteria listed on <i>Discussion: Annexe 2, POUR AVOIR UNE BONNE DISCUSSION</i> using expressions from <i>Discussion: Annexe 3, LES EXPRESSIONS UTILE</i>. Observe the group's interaction as the <i>Observateur/Observatrice</i>. Note and summarize the group's ideas from the discussion as the <i>Rapporteur/Rapporteuse</i>. Share ideas about discussion skills and useful expressions for the French class.

Notes



Discussion: Annexe 1, POUR AVOIR UNE BONNE DISCUSSION

à l'usage de l'élève

POUR AVOIR UNE BONNE DISCUSSION	OUI <input checked="" type="checkbox"/>	NON <input checked="" type="checkbox"/>
Je parle français.		
Je parle plus fort que mes camarades.		
Je participe.		
Je roule les yeux.		
J'écris une lettre à quelqu'un.		
J'ai une attitude positive.		
Je regarde par la fenêtre.		
Je parle quand c'est mon tour.		
J'écoute attentivement.		
Je fais mes devoirs.		
J'encourage mes camarades de classe.		
Je m'exprime même si je fais des erreurs.		
J'écoute de la musique.		
Je demande de l'aide si je ne comprends pas.		
Je peux dire « Je passe ».		
Je respecte les opinions des autres.		



POUR AVOIR UNE BONNE DISCUSSION

- ◇ **Je parle français.**
- ◇ **Je participe.**
- ◇ **J'ai une attitude positive.**
- ◇ **Je parle quand c'est mon tour.**
- ◇ **J'écoute attentivement.**
- ◇ **J'encourage mes camarades de classe.**
- ◇ **Je m'exprime même si je fais des erreurs.**
- ◇ **Je demande de l'aide si je ne comprends pas.**
- ◇ **Je peux dire « Je passe ».**
- ◇ **Je respecte les opinions des autres.**



LES EXPRESSIONS UTILES

COMPRÉHENSION

Je ne comprends pas.

Répète s'il te plaît.

Que veut-dire _____ ?

Comment dit-on _____ ?

Quel est un autre mot pour _____ ?

OPINIONS

Je suis d'accord.

Je suis d'accord parce que ...

J'aime ton idée.

C'est intéressant.

Je ne suis pas d'accord.

Je ne suis pas d'accord parce que...

À mon avis

Je crois que ...

Je pense que ...

Selon moi, ...

Je suggère que ...

Je comprends ton opinion mais...

Small-group Discussions: Group Roles

FRENCH AS A SECOND LANGUAGE – Intermediate Core

Students are divided into groups of a certain size – for example, five members. Each student is assigned a specific role and responsibility to carry out during the small-group discussion.

Purpose

- Encourage active participation by all group members.
- Foster awareness of the various tasks necessary in small-group discussion.
- Make students comfortable in a variety of roles in a discussion group.

Payoff

Students will:

- all speak in small groups.
- have specific roles to fulfil, clearly defining their role in the small group.
- receive positive feedback that is built into the process.
- participate actively in their learning.

Tips and Resources

- In a second language classroom, teachers must be aware of the language needed to participate in a discussion. Word walls or key words sheets should be posted or distributed for reference.
- Discussion topics should be related to the unit of study in order for students to have a repertoire of the key vocabulary and expressions necessary for the discussion topic. The teacher may need to include a list of guiding questions.
- Teachers should teach *les phrases utiles* (see *Groupe: Annexe 1, LES DESCRIPTIONS DES RÔLES*) prior to engaging students in this activity.
- Provide a graphic organizer as a tool for the secretary to record the group's ideas.

Further Support

- Although it's important to vary the composition of groups, it is also important to consider the particular needs of struggling students.
- Initially assign roles keeping in mind students' strengths and learning styles.

Small-group Discussions: Group Roles
FRENCH AS A SECOND LANGUAGE – Intermediate Core

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Choose the topic for discussion. Prepare a few guiding questions for discussion. Decide how many students will be in each group, preferably five. Decide on the roles for each group member. Post role cards around the room. See <i>Groupe: Annexe 3, 4, 5, 6 & 7, LES RÔLES</i>. 	<ul style="list-style-type: none"> Understand the topic for discussion. Think about French vocabulary that they have learned in order to discuss the topic. Understand their roles and responsibilities.
<p>During</p> <ul style="list-style-type: none"> Divide the class into groups of five. Present the topic for discussion as well as the guiding questions. Review applicable vocabulary. Explain time limits and keep track of time. Circulate around the room, ensuring that all students are fulfilling their roles. Comment constructively on the group process. 	<ul style="list-style-type: none"> Fulfil the roles as described on <i>Groupe: Annexe 3, 4, 5, 6 & 7, LES RÔLES</i> cards. Listen attentively. Act positively and encourage other group members. Participate fully in the discussion. Speak in French. Remember to refer to <i>les phrases utiles</i> found on the <i>Groupe: Annexe 3, 4, 5, 6 & 7, LES RÔLES</i> cards.
<p>After</p> <ul style="list-style-type: none"> Distribute <i>Groupe: Annexe 2, LA RÉFLEXION</i> and ask students to individually complete an evaluation of the discussion. Debrief with the whole class, asking students to comment on the successes and benefits of the exercise. Plan to repeat this activity so that all students will get the opportunity to try all of the roles. 	<ul style="list-style-type: none"> Complete the <i>Réflexion</i> page. Discuss the successes and benefits of using structures/roles in small groups.

Notes

Groupe: Annexe 1, DESCRIPTIONS DES RÔLES

à l'usage de l'enseignant(e)

DESCRIPTIONS DES RÔLES

ANIMATEUR/ANIMATRICE

- explique la tâche
- gère le temps
- s'assure qu'on ne change pas de sujet

Tout le monde comprend?

As-tu une autre idée?

Remettons-nous à la tâche!

C'est à ton tour.

Il nous reste _____ minutes!

CHERCHEUR/CHERCHEUSE

- cherche le matériel nécessaire (dictionnaire, papier, texte, etc.)
- utilise le dictionnaire
- aide le ou la secrétaire

Voici le matériel.

Voici comment dire _____.

SECRÉTAIRE

- écoute les opinions
- note les idées importantes
- vérifie le français

Répète s'il te plaît. / De nouveau, s'il te plaît.

Qu'est-ce que je dois écrire?

Attends une minute.

Plus lentement s'il te plaît.

J'ai fini. Continue.

RAPPORTEUR/RAPPORTEUSE

- résume les opinions du groupe
- explique le nouveau vocabulaire à la classe
- présente les idées importantes à la classe

Voici les idées.

Voulez-vous changer quelque chose?

Voulez-vous ajouter quelque chose?

Quels sont les nouveaux mots que je dois enseigner à la classe?

MONITEUR/MONITRICE

- encourage les membres du groupe à parler français.
- encourage les membres du groupe à exprimer leurs opinions.

Parle français s'il te plaît.

Bonne idée! Continue.

Veux-tu ajouter quelque chose?

Merci.



Groupe: Annexe 2, LA RÉFLEXION

à l'usage de l'élève

LA RÉFLEXION

Nom _____ Date _____
Sujet de la discussion _____

RÔLE	PERSONNE RESPONSABLE
Animateur/Animatrice	
Chercheur/Chercheuse	
Secrétaire	
Rapporteur/Rapporteuse	
Moniteur/Monitrice	

Pendant la discussion	mon groupe	moi-même
travailler coopérativement	1 2 3 4	1 2 3 4
respecter les autres	1 2 3 4	1 2 3 4
écouter les autres	1 2 3 4	1 2 3 4
partager les idées appropriées	1 2 3 4	1 2 3 4
parler français	1 2 3 4	1 2 3 4

La prochaine fois, je vais améliorer...

ANIMATEUR/ANIMATRICE



- **explique la tâche.**
- **gère le temps.**
- **s'assure qu'on ne change pas de sujet.**

LES PHRASES UTILES

Tout le monde comprend?

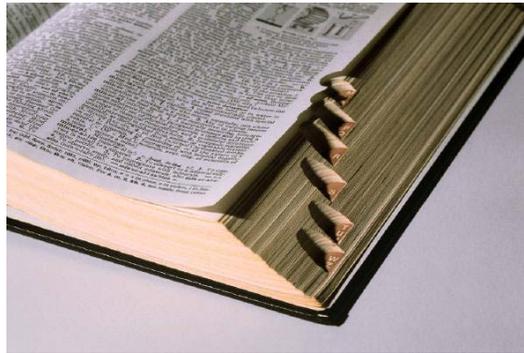
As-tu une autre idée?

Remettons-nous à la tâche!

C'est à ton tour.

Il nous reste _____ minutes!

CHERCHEUR/CHERCHEUSE



- **cherche le matériel nécessaire (dictionnaire, papier, texte, etc.)**
- **utilise le dictionnaire**
- **aide le ou la secrétaire**

LES PHRASES UTILES

Voici le matériel.

Voici comment dire _____.

SECRÉTAIRE



- **écoute les opinions**
- **note les idées importantes**
- **vérifie le français**

LES PHRASES UTILES

Répète s'il te plaît. / De nouveau, s'il te plaît.

Qu'est-ce que je dois écrire?

Attends une minute.

Plus lentement s'il te plaît.

J'ai fini. Continue.

Groupe: Annexe 6, LES RÔLES

à l'usage de l'élève

RAPPORTEUR/ RAPPORTEUSE



- **résume les opinions du groupe**
- **explique le nouveau vocabulaire à la classe**
- **présente les idées importantes à la classe**

LES PHRASES UTILES

Voici les idées.

Voulez-vous changer quelque chose?

Voulez-vous ajouter quelque chose?

Quels sont les nouveaux mots que je dois enseigner à la classe?

MONITEUR/MONITRICE

Merci

- **encourage les membres du groupe à parler français.**
- **encourage les membres du groupe à exprimer leurs opinions.**

LES PHRASES UTILES

Parle français s'il te plaît.

Bonne idée! Continue.

Veux-tu ajouter quelque chose?

Merci.

Whole-class Discussions: Four Corners

FRENCH AS A SECOND LANGUAGE - Intermediate Core

In this strategy, students individually consider an issue and move to an area in the room where they join others who share their ideas. The beauty of this strategy is that it is flexible and can be used for many topics, questions, and subject areas.

Purpose

- Allow students to make personal decisions on various issues; encourage critical thinking.
- Encourage an exchange of ideas in small groups.
- Facilitate whole-class discussion of these ideas.

Payoff

Students will:

- make up their own minds on an issue.
- speak freely in a relaxed environment.
- think creatively and critically.

Tips and Resources

- In a second language classroom, use this strategy for practice and reinforcement of grammar and vocabulary at the mid-point of a unit.
- Possible variations:
 - Consider using more than four areas - even six can work well with various topics.
 - Incorporate the strategy THINK, PAIR, SHARE when students state the reasons for their preference.
 - Focus on the development of compound sentences which incorporate conjunctions following the use of adjectives, the comparative and/or the superlative.
 - Extend this activity to include graphing and reporting the results (e.g., *40% de la classe préfère McDonald's parce que le service est rapide et les repas sont moins chers que chez Kelsey's. En plus, les salades sont nutritives.*).

For further clarification and information, see Barrie Bennett and Carol Rolheiser. [Beyond Monet: The Artful Science of Instructional Integration](#). pp. 162-166.

Further Support

- Visual display of word walls, sentence starters and conjunctions support all students, particularly those who struggle with literacy.
- Use visual cues for visual / spatial learners (e.g., thumbs up, thumbs down, heart for *aime*, heart with an x through it for *n'aime pas / déteste*).

Whole-class Discussions: Four Corners
FRENCH AS A SECOND LANGUAGE - Intermediate Core

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Create a list of categories related to a topic for which students can state preferences (generated by teacher or the whole class). Examples of topics may include fast food restaurants, art forms, travel destinations, types of movies, types of music, titles of TV shows, and names of famous people. • Review the grade appropriate language structures. • Post a sign (picture, word, title) in each of the four or more areas (corners). Refer to <i>4coins: Annexe 1, Exemple</i> which illustrates the use of quatre coins for the topic of travel. • Give students a minute or two to think about their preference and reason(s) for their choice. 	<ul style="list-style-type: none"> • Consider the options and make a decision based on personal preferences.
<p>During</p> <ul style="list-style-type: none"> • Ask students to move to the corner/area that best represents their preference. • Direct students to partner with someone in their area (THINK, PAIR, SHARE). Odd numbers may necessitate groups of three. Students share and explain their preference(s). • Encourage each student to provide a reason that is different than that of their partner. • Direct students to repeat their partner's preference making certain to change the pronoun from <i>je</i> to <i>tu</i>. • Combine two pairs of students and have them share their preferences and reasons. • Monitor students' dialogue by circulating and listening. • Draw attention to the pronouns that students should be using. 	<ul style="list-style-type: none"> • Move to the corner that best represents their personal preference. • Choose a partner and share the reason(s) for their preference(s). • Use the word walls, sentence starters and lists of conjunctions to formulate their statements. • Share their partner's preference(s) and reason(s) using the pronouns <i>il</i> or <i>elle</i>, when working in the group of four.
<p>After</p> <ul style="list-style-type: none"> • Choose students randomly from each corner to share their preferences and the reason(s). 	<ul style="list-style-type: none"> • Share preference(s) and reason(s) with class.

Notes



4coins: Annexe 1, Exemple

à l'usage de l'enseignant(e)

Sauble Beach

Banff

Je veux voyager Sauble Beach que j'aime du ski

Je veux voyager à Sauble Beach parce que j'aime faire de la natation.

Où est-ce que tu veux (veux-tu) voyager?

Montréal

Edmonton

Small-group Discussions: Place Mat

FRENCH AS A SECOND LANGUAGE - Intermediate Core

In this easy-to-use strategy, students are divided into small groups, gathered around a piece of chart paper. First, students individually think about a question and write down their ideas on their own section of the chart paper. Then students share ideas to discover common elements, which can be written in the centre of the chart paper.

Purpose

- Give all students an opportunity to share ideas and learn from each other in a cooperative small-group discussion.

Payoff

Students will:

- have an opportunity to reflect and participate.
- have fun interacting with others and extending their learning while accomplishing the task.

Tips and Resources

- In a second language classroom, this strategy focuses on building extensive vocabulary lists instead of synthesizing ideas. Place mat also works well as an icebreaker at the beginning of the year and this is a good opportunity to model *le déroulement* of this activity.
- Groups of 3 or 4 are ideal but it can also work with up to 5 students.
- Teachers may choose to assign a different sub-category for a theme to generate multiple vocabulary lists (e.g., *entrées, desserts, boissons*).
- For sample place mats, see *Napperon: Annexe 1, EXEMPLES*.
- Use the place mat strategy for a wide range of learning goals, for example:
 - to generate a list of previously taught or familiar vocabulary in order to create word walls or charts at the beginning of a unit;
 - to review the key vocabulary and / or structures taught in a unit in preparation for a final performance task (*tâche finale*);
 - to analyze the key components and attributes of an exemplary performance task (*tâche finale*) in order to build a rubric.

For further clarification and information, see Barrie Bennett and Carol Rolheiser. [Beyond Monet: The Artful Science of Instructional Integration](#). pp. 172-173.

Further Support

- Teachers may find it useful to use ledger paper (11×17) for easy portability and manageability.
- Students may use pencils or pens instead of markers.
- Direct students to sign their section of the place mat to ensure individual accountability. It is not necessary that classroom furniture be rearranged for this activity. Direct students to move chairs rather than desks to minimize movement of furniture.
- Consider students' learning styles and language proficiency when forming groups.
- Provide students with phrases for sharing their list with the whole group (e.g., *J'ai.... sur ma liste, C'est tout, Moi aussi, On a déjà dit ça*).
- Allow practice time so that each student is prepared to present (individual accountability). Keep in mind that this is a critical component for all students presenting in a second language, particularly for those who struggle with literacy.

Small-group Discussions: Place Mat

FRENCH AS A SECOND LANGUAGE - Intermediate Core

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Determine the approach you will take to complete this activity: <ul style="list-style-type: none"> Approach A: All groups work on the same theme (e.g., <i>la musique, la nourriture</i>). Approach B: Each group works on a different sub-category of one theme (e.g., <i>la musique rock, la musique classique</i>) Divide students into groups of 3 or 4 ensuring that struggling students are supported by stronger language students. Distribute ledger paper to each group. Ask students to divide the ledger paper into sections equal to the number of students in the group, leaving a large circle or square in the centre of the chart paper. Write key terms for sharing on the blackboard (e.g., <i>J'ai... sur ma liste, C'est tout, Moi aussi, On a déjà dit ça</i>). <p>Note: Direct students to sign their section of the place mat.</p>	<ul style="list-style-type: none"> Review the key terms for sharing their list.
<p>During</p> <ul style="list-style-type: none"> Direct each group member to think about and then write silently all words and/or phrases related to the theme or sub-category for a specific and short period of time. Inform students that the focus of this activity is to brainstorm. They should therefore not limit their list to words they know how to spell. Circulate to provide support and encourage struggling students. Give a signal to terminate this component of the activity. Designate a student in each group who will be secretary. Provide students with directions for completing the centre of the place mat: each group generates a master list of all appropriate responses. Review vocabulary for sharing word lists (e.g., <i>J'ai... sur ma liste, C'est tout, Moi aussi, On a déjà dit ça</i>). 	<ul style="list-style-type: none"> Begin to think about the topic or sub-topic assigned to their group. Write silently in their own area of the paper. Take turns sharing their responses one word or phrase at a time. The other students listen attentively and check off duplicate responses. Ensure that there is a designated secretary who records all appropriate responses in the centre of the place mat.
<p>After</p> <ul style="list-style-type: none"> Allow time for students to rehearse reading aloud the contents of the centre of the place mat. Remind students that the teacher will randomly choose <i>rapporteurs/rapporteuses</i>; therefore, all group members need to be prepared to present the group's responses. Encourage students to add visual and/or verbal cues to assist them with comprehension and / or pronunciation while presenting. Build a common word wall or chart as groups present the centre of their place mat. Decide how to categorize the responses to develop a word wall that is useful for students (e.g., by gender, parts of speech, sub-category). Note: Teachers may need to record word lists on chart paper or as a notebook reference sheet. <p>Variation: If you have chosen Approach B, organize a "Walk-about" in which students rotate from group to group, and add vocabulary to the centre of completed place mats generated by the other groups.</p>	<ul style="list-style-type: none"> Practise and prepare for the presentation of the ideas in the centre of the place mat ensuring all group members are comfortable and prepared to read aloud. Focus on words being recorded in the centre of their place mat while other groups are presenting to eliminate duplicate responses.



Napperon: Annexe 1, EXEMPLES

à l'usage de l'enseignant(e)

Approach A: one topic for all groups
 Exemple: Penser à vos vedettes favorites. Faire une liste des adjectifs qui décrivent vos vedettes favorites.

fort musclé sportif courageux grand		belle gentille populaire	branchée sympa riche
	comique gentille riche mince courageux belle	fort sympa sportive musclé drôle talentueux	branchée populaire fantastique sportif beau grand
riche comique beau talentueux drôle			fantastique intelligente mince riche

Approach B: one topic for the entire class with a different sub-topic for each group

Exemple:
 Sujet: MOI

Catégories suggérées: les passe-temps, la famille / les amis, les sports, la musique, les jobs, les films / la télévision, la mode, l'école. En groupe, créer un napperon pour la catégorie donnée.

Small-group Discussions: Jigsaw

FRENCH AS A SECOND LANGUAGE - Intermediate Core

Jigsaw is a complex form of cooperative learning and it is important that students have experience with small group learning skills before they are involved in jigsaw. Jigsaw is a cooperative learning technique that provides students with an opportunity to actively help each other in their learning. Each student is assigned to a “home group”, and an “expert group” consisting of members from different home groups. Students meet in their expert group to discuss specific ideas or solve problems. They then return to their home group, where all members share their expert knowledge.

Purpose

- Encourage group sharing and learning in a particular task.
- Provide struggling learners with more opportunities to comprehend meaning and ask for explanations than they would normally get in a whole-class situation with the teacher as leader.

Payoff

Students will:

- increase their comprehension and have a compelling reason for communication.
- receive support and clarification from other students.
- share responsibility for each other’s learning as they use critical thinking and social skills to accomplish the learning task.
- gain self-confidence through their contributions to the group effort.

Tips and Resources

- In a second language classroom, this activity would span two or three 40 minute classes. You may also wish to have students practise forming home and expert groups several times in the prior class so they understand how the structure works.
- Create home and expert groups as described in the facing chart “What teachers do” and “What students do” chart.
- Post the graphic representation of home group (*groupe de base*) and expert groups (*groupe d’experts*) to clarify the structure (See *Jigsaw: Annexe 1*). Teachers may wish to use A, B, C, D, E, F instead of G, R, O, U, P, E or use unit vocabulary such as C, I, N, É, M, A.
- To facilitate movement to the expert group, post a sign (e.g., either expert group number or a graphic related to their topic) in the area where the expert group will meet.
- This activity would span two or three 40 minute classes.
- In order to assist students with second language reading comprehension, you may require students to underline key words in the questions (e.g., question words, cognates, familiar vocabulary).
- Give students a framework for managing their time on the various parts of the jigsaw task.
- Colour code the expert group cards to facilitate sorting the categories after the completion of the activity.

For further clarification and information, see

Barrie Bennett, Carol Rolheiser, Laurie Stevahn, *L’apprentissage Cooperatif, Rencontre du Coeur et de l’esprit*, pp. 212-217 (Jeux et tournois d’équipe) OR in English, *Cooperative Learning, Where Heart Meets Mind*, pp. 213-218.

Further Support

- Post a chart of question words as a reference for struggling students.
- If you have a class size that does not divide equally into groups of six, assign the extra students to an expert group of your choice. This also applies to students who may enter the class late or are absent from a class.

Small-group Discussions: Jigsaw

FRENCH AS A SECOND LANGUAGE - Intermediate Core

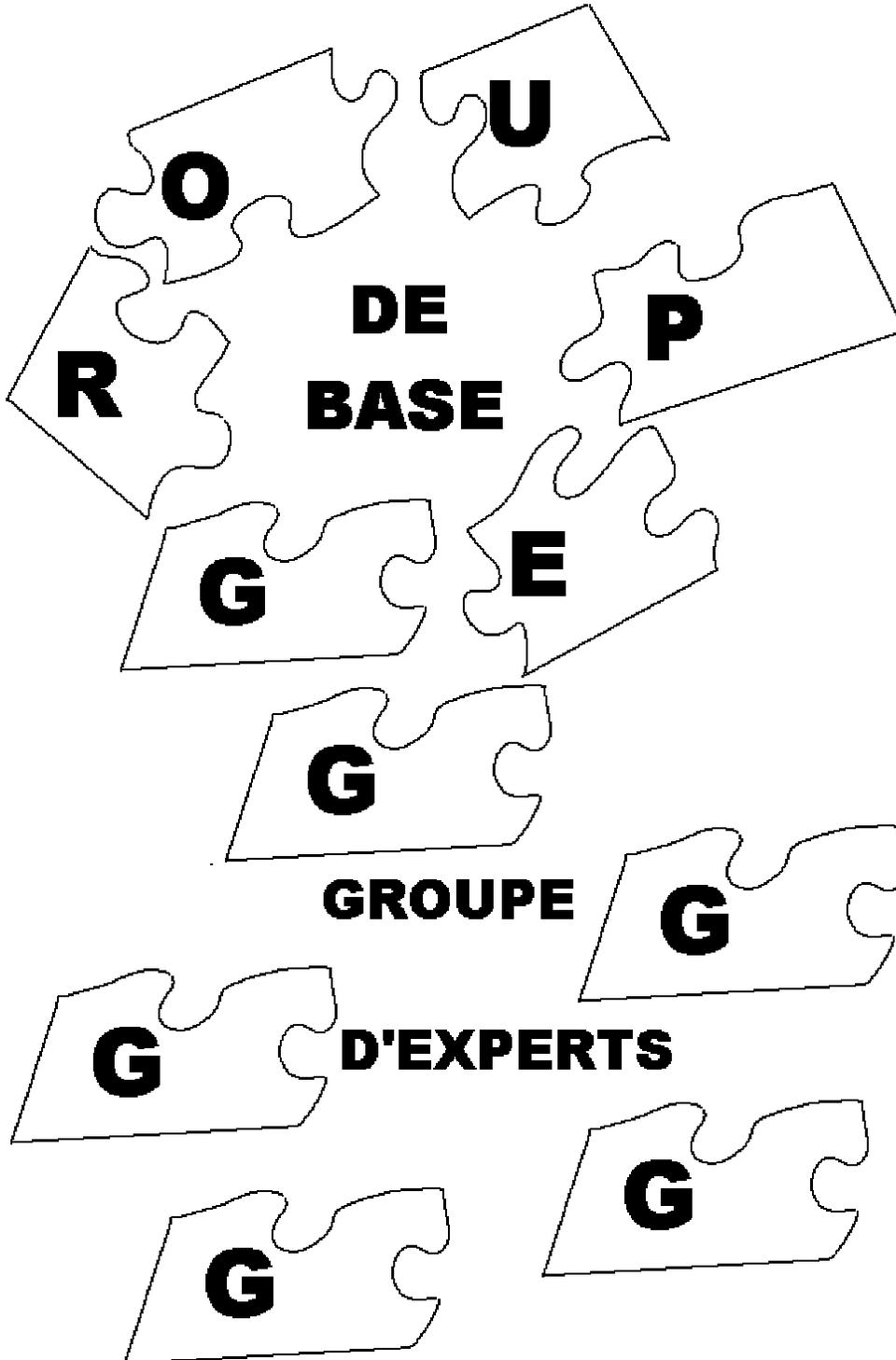
What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Inform students that the Jigsaw activity is in preparation for a class trivia game based on six categories (<i>télévision, sports, musique, films, dessins animés, pot-pourri</i>). See <i>Jigsaw: Annexe 2</i> for an example of questions for each category. Direct students' attention to the graphic representation of the Jigsaw in <i>Jigsaw: Annexe 1</i>. Inform students that by working with their expert group, they will be responsible for knowing all of the questions and answers for their category. Each expert will be responsible for teaching the home group members the questions and answers for their category. Inform students that during the trivia game, contestants are asked questions from all six categories. It is therefore important to learn from the other students in their home group. Remind students that question words are posted on chart paper for easy reference. Identify home groups of six students according to the seating arrangement already established in the classroom (e.g., each row, each table). Have students letter off using G,R,O,U,P,E. Create expert groups by letters (All letter Gs together). Have students move into their expert group. Assign a topic to each expert group (e.g., <i>télévision, sports, musique, films, dessins animés, pot-pourri</i>). 	<ul style="list-style-type: none"> Move directly into expert groups after they number off. To maximize time in the expert groups, it is not necessary for home groups to meet at the beginning of the activity.
<p>During</p> <ul style="list-style-type: none"> Give each group a minimum of six questions for their category, to be evenly distributed among group members. Remind students that expert groups are responsible for sharing the questions and answers with their home groups. For this reason it is necessary to practise asking and answering the questions. Verify that students have the correct answers to the questions while circulating amongst the groups. Ask students to return to their home groups. Have group members take turns presenting their question(s) and answer(s). Remind students that the team goal is for all group members to comprehend all the questions and to be able to answer them correctly. 	<ul style="list-style-type: none"> Highlight question words, cognates and any familiar vocabulary. Refer to the chart of question words posted on the wall for assistance. Take turns reading their question to other group members and work together to answer the question. Struggling readers may choose to show the group members their question(s) in order to avoid reading it aloud.
<p>After</p> <ul style="list-style-type: none"> Provide the opportunity for students to practise the questions and answers. Lead the class in playing the trivia game. Schedule a class for playing a trivia game such as Jeopardy or Teams-Games-Tournament. See references included in Tips and Resources. Put students back into their expert groups to develop new questions for their category. Insist that each question is developed using a different interrogative word (e.g., <i>Pourquoi, quand, où</i>). 	<ul style="list-style-type: none"> Practise asking and answering questions as a rehearsal for the trivia game. Participate appropriately during the trivia game.

Notes

Jigsaw: Annexe 1

à l'usage de l'enseignant(e)

Les élèves ont un groupe de base mais ils discutent leur propre tâche dans le groupe d'experts. Chaque élève doit retourner dans son groupe de base et expliquer sa tâche aux autres.





Jigsaw: Annexe 2

à l'usage de l'enseignant(e)

TÉLÉVISION	Quand (quel jour de la semaine) est-ce que nous pouvons regarder l'émission <i>Survivor</i> à la télé? JEUDI
SPORTS	L'équipe de quel pays a gagné le championnat européen de soccer en 2004? DE LA GRÈCE
MUSIQUE	Comment s'appelle la chanteuse célèbre qui est de Napanee? AVRIL LAVIGNE
FILMS	D'où vient Michael Moore qui est le réalisateur des documentaires <i>Bowling for Columbine</i> et <i>Fahrenheit 911</i> ? DES ÉTATS-UNIS
DESSINS ANIMÉS	Combien de soeurs Bart Simpson a-t-il? DEUX
POT-POURRI	Pourquoi est-ce qu'il n'y a pas d'école en juillet? CE SONT LES VACANCES D'ÉTÉ.

TÉLÉVISION	Comment s'appelle l'animateur de l'émission <i>Jeopardy</i> ? ALEX TREBEK
SPORTS	Combien de fois est-ce que les Blue Jays ont gagné le championnat mondial de baseball? DEUX
MUSIQUE	Quand (quel mois) est-ce que le gala des prix JUNO est télévisé? EN AVRIL
FILMS	Où habite la famille de Dudley Dursley qui est le cousin de Harry Potter? PRIVET DRIVE
DESSINS ANIMÉS	Qui est la voix de Shrek dans les films <i>Shrek 1</i> et <i>2</i> ? MIKE MYERS
POT POURRI	Pourquoi est-ce que beaucoup de journalistes sont en Irak? À CAUSE DE LA GUERRE

À noter: Il est recommandé de varier les mots d'interrogation au début de chaque phrase.

Presentations: Presentation Modelling

FRENCH AS A SECOND LANGUAGE - Intermediate Core

Many students are hesitant to give presentations in class; they are uncomfortable or nervous and do not clearly understand what an effective presentation looks like in a second language classroom. By modelling an effective presentation and facilitating student collaboration, teachers will ease student stress and clearly define an effective presentation.

Purpose

- To clearly define exemplary presentation skills.
- To create a comfortable, safe environment in which students may be successful in presentations.

Payoff

Students will:

- observe an effective presentation given by the teacher.
- collaborate with each other and the teacher to define an effective presentation.
- give and receive, from the teacher and peers, constructive feedback around presentation skills.

Tips and Resources

- In a second language classroom, speaking and listening skills are developed simultaneously and therefore explicit instruction on how to be both a good listener and a good speaker is necessary.
- Teachers should be cognizant of the students' level of French comprehension and fluency when preparing the brief presentation so that they can focus on the presentation skills as opposed to the vocabulary and language structures.
- Teachers should assign familiar topics to students the first time through so students can focus mainly on the presentation skills.
- Teachers should use *Présente: Annexe 1* & *Présente: Annexe 2* as organizational tools that will enable students to plan and prepare an effective presentation.
- In collaboration with the students, teachers may wish to build an assessment rubric and/or checklist to assist the students in improving their presentation skills.

Further Support

- Give careful consideration when determining pairs of students who will present together.
- Teachers may accommodate a wide range of student ability by allowing a variety of options to assist students during the presentations. Some suggestions are:
 - cue cards
 - words written on chart paper and posted at the back of the class
 - small group presentations to peers or the teacher
 - use of earplugs so students can hear their own voice
 - use of plastic telephone so students can hear their own voice
 - visual cues to remind students to speak louder or softer and slower or faster

Presentations: Presentation Modelling

FRENCH AS A SECOND LANGUAGE - Intermediate Core

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Prepare a brief presentation using familiar vocabulary which demonstrates effective presentation skills found in <i>Présente: Annexe 1</i>. 	<ul style="list-style-type: none"> Review the unit vocabulary/structures that the teacher will be using in the presentation.
<p>During</p> <ul style="list-style-type: none"> Refer students to <i>Présente: Annexe 2: Les stratégies de compréhension</i>. Ask students to listen to the presentation for global comprehension. Ask students to listen to the presentation a second time identifying the elements which make it effective. Lead a brainstorming activity where students engage in identifying the elements which make the presentation effective. Write down all of the students' ideas so everyone can see them. 	<ul style="list-style-type: none"> Refer to the comprehension strategies listed in <i>Présente: Annexe 2: Les stratégies de compréhension</i>. Listen to the presentation. Listen a second time focusing on the strengths of the presentation as opposed to the content. (Note: Students may also be directed to jot down their observations.) Contribute to the brainstorming discussion.
<p>After</p> <ul style="list-style-type: none"> Distribute the list of criteria for an effective presentation: <i>Présente: Annexe 1, POUR BIEN PRÉSENTER</i>. Encourage students to make personally relevant notes on <i>Présente: Annexe 1</i>. Take one criterion at a time from the list in <i>Présente: Annexe 1, POUR BIEN PRÉSENTER</i> and ask students to group similar ideas from the brainstorming list that are related to the chosen criterion. Divide class into pairs and give each pair a topic for their presentation. Put two pairs together. These pairs give each other constructive criticism referring specifically to the criteria in <i>Présente: Annexe 1, POUR BIEN PRÉSENTER</i>. Assign students a presentation date. Distribute <i>Présente: Annexe 3, LA RÉFLEXION</i> to each student and help students to reflect on presentation skills and to set appropriate goals. 	<ul style="list-style-type: none"> Highlight key vocabulary as the teacher reads through the list using <i>Présente: Annexe 1, POUR BIEN PRÉSENTER</i>. Make personally relevant notes on <i>Présente: Annexe 1, POUR BIEN PRÉSENTER</i> to ensure understanding. Participate in the categorizing of ideas under each criterion. Prepare and practise presentation. Give each other positive constructive criticism and helpful hints during practice times using the <i>Présente: Annexe 1, POUR BIEN PRÉSENTER</i> criteria. Present to the class. Reflect on their presentation skills and set appropriate goals using <i>Présente: Annexe 3, LA RÉFLEXION</i>.

Notes



POUR BIEN PRÉSENTER

PRÉSENTATION ORALE

ORGANISATION

Une présentation efficace possède:

- une introduction
- un développement
- une conclusion
- des aides visuelles
- une explication du nouveau vocabulaire
- une longueur appropriée

COMMUNICATION

La personne qui présente:

- regarde l'auditoire
- parle avec clarté
- a un débit approprié
- a un volume approprié
- utilise le français approprié
- utilise effectivement ses aides visuelles
- fait des gestes appropriés



Présente: Annexe 2, LES STRATÉGIES DE COMPRÉHENSION

à l'usage de l'élève

LES STRATÉGIES DE COMPRÉHENSION

La personne qui écoute:

- regarde la personne qui présente
- écoute attentivement
- utilise les stratégies de compréhension:
 - les mots clés
 - les indices visuels (images, gestes, expressions)
 - les mots-amis (mots de la même famille, mots semblables aux mots anglais)
 - le vocabulaire de l'unité
 - l'expression de la voix et du visage
 - les points principaux

Je réfléchis

En écoutant les présentations, j'ai bien...

La prochaine fois, je vais...



Présente: Annexe 3, LA RÉFLEXION

à l'usage de l'élève

LA RÉFLEXION

Nom _____ Date _____
Sujet de la présentation _____

Je réfléchis

	ORGANISATION	COMMUNICATION
J'ai bien fait		
Je vais améliorer		

Mon but personnel pour la prochaine présentation...

Les étapes pour atteindre mon but...

