

TABLE DES MATIERES**TABLE OF CONTENTS****A. CLASSROOM HANDOUTS FOR THE INTERMEDIATE FRENCH CLASS.**

Page 1 *La Compréhension auditive*: principles for intensive listening
Page 2 *Renseignements*: information sheet for the start of the school year
Page 3 *Projets spéciaux*: extra-credit assignments
Page 5 *Symboles pour la correction*: code for rewriting compositions
Page 6 *Comment écrire une lettre*: guidelines for French letter writing.

B. EARTH SCIENCE SUCCESS

Alphabetized list of word origins

C. CURRICULUM VITAE**D. MEMORIES FROM AN OLD FRENCH TEACHER/ FATHER****A. CLASSROOM HANDOUTS FOR THE INTERMEDIATE FRENCH CLASS.**

LA COMPREHENSION AUDITIVE. Two conversations (*A l'écoute*) per chapter are recorded on your In-Text CDs. You will find the partial text of these conversations in the Workbook (Activities C and D). When you are working with these texts, you will need to listen several times to the conversations. Do your best and keep in mind that the hard work you will do while attempting to complete these passages will pay dividends in your ability to understand spoken French.

When working with one of these *A l'écoute* passages, please do the following:

1. Read the *Notre personnage* section in the text to get to know the main character and then complete Activity A in the Workbook.
2. Review the vocabulary for the chapter and do the crossword puzzle (Activity B) in the Workbook.
2. Listen to the whole passage once or twice before attempting to fill in the blanks for Activities C or D.
3. Keep in mind who the characters are, where they are, and what they are doing. This will increase your ability to predict what they will say and therefore to understand them better.
4. Stop your CD often; go back and listen again.
5. Your comprehension will depend on your ability to predict what is said (knowledge of topic, grammar, vocabulary) as well as your "ear" for distinguishing sounds.
6. Enjoy this! Don't worry that there are gaps in what you understand.

RENSEIGNEMENTS

Cours de français _____

Nom: _____

Adresse: _____

Numéro de téléphone: _____

Adresse électronique _____

Anniversaire: _____

Acteur/actrice préféré(e): _____

Sports/ loisirs/ passe-temps que vous aimez:

Pourquoi suivez-vous ce cours?

Etes-vous déjà allé(e) dans un pays où on parle français? _____

Si oui, décrivez ce(s) séjour(s). Où? Quand? Combien de temps y avez-vous passé?

Motif(s).

Veillez partager trois «détails» personnels qui m'aideront à mieux vous connaître.

PROJETS SPECIAUX The following are included for those instructors who require students to complete a certain number of out-of-class projects or who give students opportunities to earn extra credit (*des points de bonification*).

A. Interviewer un(e) francophone. (5 points) **Procedure:** 1. Contact the person to be interviewed (Your instructor will suggest people who would agree to be interviewed) and arrange for a time and place for the interview. 2. Prepare a typed list of at least 10 questions that you plan to ask and show this to your instructor prior to the interview. 3. Record the interview (10 min. in length). 4. Listen to the interview and take notes. **Evaluation:** Prepare a presentation in French to explain the content of the interview to the class.

B. Un tour du campus et de ses environs. (5 points) **Procedure:** 1. Prepare a French script for a guided tour of two different places on or near your campus. You must include five items of information about each of the places. 2. Contact the person(s) for whom you will serve as a guide (Your instructor has a list of French speakers who have agreed to go on this tour) and arrange for a time and place for the tour. 3. Conduct the tour in French. 4. After the tour, give your instructor the name(s) of the person(s) for whom you served as a guide. **Evaluation:** Your instructor will contact the francophone(s) and will verify that you successfully completed the tour in French, including your effort to answer questions that you were asked.

C. Le blason. (5 points) **Procedure:** 1. Create your French “coat of arms” (see *Personnages*, p. 3) 2. Prepare a two-minute presentation in French that you will make in front of the class. Please practice this (preferably by getting feedback from one or more of the francophones) prior to presenting it. **Evaluation:** Inform your instructor that you are ready. Give the presentation without notes.

D. Une affiche. (5 points) **Procedure:** 1. Prepare a large (at least 2' x 1') poster based on one of the French-speaking areas featured in your text. Include appropriate French expressions and cultural information; drawings/ pictures (from internet research, if possible). 2. Prepare a two to three minute oral presentation in French based on this poster. **Evaluation:** Show the poster to your instructor. You will be asked to give your presentation in class.

E. Réciter un poème. (5 points) **Procedure:** 1. Choose one of the poems from *Personnages*. Practice the pronunciation of this poem with your In-Text CD. 2. Learn the poem by heart. **Evaluation:** Inform your instructor when you are ready. You will be asked to recite the poem in class. Pronunciation will be part of the evaluation.

F. Le journal télévisé. (5 points) **Procedure:** 1. Watch a French-language news program for three consecutive days. Such programs are often available on TV (International Channel or SCOLA) or through the Internet (e.g., on the *TF5* Web Site). 2. In French, make a list each day of each of five of the topics presented, including at least one short comment about each topic. NB: Most likely, some topics will be repeated. If so, be sure

to add a new comment for each repeated topic. *Evaluation*: Give your instructor your three (typed and dated) lists.

G. Deux films français. (5 points) *Procedure*: 1. Watch two French films (e.g., shown by the French club; international channel on cable, etc.). 2. Then write one typed page (in French) to describe (summarize or critique) and compare the films. Include the dates when you saw the films. Note: It is not imperative that you understand everything that is said in order to successfully complete this assignment. *Evaluation*: Give your instructor your written summary or critique of the films.

H. You may substitute an alternate 5-point activity, providing your instructor approves.

Symboles pour la correction

The following symbols may be useful in the process approach to student composition proposed in *Personnages*. They facilitate the **Début de rédaction, Brouillon, Rédaction** activities, as well as any other contextualized writing activities in which students are encouraged to edit and rewrite their work.

- ^** A word is missing.
- ()** Omit the item in parentheses.
- A** Accent: either accent is missing, the wrong accent is used, or accent shouldn't be there.
- Ang** Anglicism: **obvieux* for *évident*.
- Aux** Auxiliary: confusion between *avoir* and *être*.
- C** Conjugation (verb form) error: **recevu* for *reçu*.
- D** Dictionary error or false cognate: *temps* for *heure*; *cheveux* for *poils*.
- Inf** Infinitive: if infinitive, change to another verb form, or vice versa.
- M** Mode: if subjunctive, change to indicative, or vice versa.
- Nag** Noun agreement: gender and number agreement with adjectives, demonstratives, possessives, past participles, pronouns, etc.
- Obj** Object error: confusion in direct or indirect object: **je téléphone Marie* for *je téléphone à Marie*.
- P** Preposition: either missing, the wrong preposition, or shouldn't be there.
- PC/Imp** Passé composé/imparfait confusion.
- Sag** Subject-verb agreement.
- Sp** Spelling error.
- T** Tense error, other than PC/Imp.
- WO** Word order: **j'aime New York beaucoup* for *j'aime beaucoup New York*.
- X** Any basic grammatical error not covered above but which students should know.
- +** Any grammatical or lexical usage that is especially well chosen.

Comment écrire une lettre

1. Comment adresser la personne à qui vous écrivez:

à un(e) ami(e) ou à un membre de la famille

Cher Paul, Chère Nathalie, Cher papa, Chère maman,

à une personne que vous ne connaissez pas très bien ou qui est plus âgée que vous

Monsieur, Madame, Mademoiselle,

2. Comment commencer une lettre:

à un(e) ami(e) ou à un membre de la famille

Je t'écris pour te demander..., pour t'inviter..., pour t'annoncer...

Je réponds à ta lettre du..., Je suis heureux(se) de..., Je te remercie de...

à une personne que vous ne connaissez pas très bien

Je vous prie de bien vouloir...

J'ai le plaisir de..., J'ai le regret de...

à une personne importante

J'ai l'honneur de vous adresser...

Je vous serais reconnaissant(e) de...

3. Comment terminer une lettre:

à un(e) ami(e) ou à un membre de la famille

Amitiés, Amicalement, Je t'embrasse,

A bientôt, Grosses bises, Bons baisers,

à une personne que vous ne connaissez pas très bien

Mes sentiments les meilleurs,

à une personne importante

Je vous prie d'agréer/de recevoir, Madame/Monsieur/Mademoiselle, l'expression de mes sentiments distingués.

Veillez agréer/recevoir, Madame/Monsieur/Mademoiselle, mes salutations distinguées.

B. Earth Science Success (NSTA Press)

Alphabetized list of word origins in **Thinking about the Problem**
(Part 3, Student Handouts; letters refer to Labs)

albedo (*albus*, “white” in Latin) A-5
anomaly (*a* + *homos*, “not the same” in Greek) S-1
astronomy (*astron*, “star” in Greek) A-1
atmosphere (*atmos*, “vapor” in Greek) M-1
comet (*kome*, “hair” and *aster*, “star” in Greek) A-7
condensation (*densare*, “to thicken” in Latin) M-5
density (*densus*, “thick” in Latin) O-7
elliptical (*elleipein*, “to fall short” in Greek) A-3
estuary (*aestus*, “tidal surge” in Latin) O-2
faults (*fallere*, “to fail” in Latin) G-7
fossils (*fossus*, “dug up” in Latin) G-4
geology (*geo*, “earth” in Greek) G-1
graph (*graphein*, “to write” in Greek) O-4
gravity (*gravis*, “heavy” in Latin) O-3
hexagonal (*hexa*, “six” in Greek) G-1
hydrologic (*hudro*, “water” in Greek) M-1
hygrometer (*hugros*, “wet, moist” in Greek) M-4
hypothesis (*hupotithenai*, “to guess” in Greek) S-1
igneous (*igneus*, “fire” in Latin) G-3
lithification (*lithos*, “stone” in Greek) G-3
lithosphere (*lithos*, “stone” in Greek) G-7
lunar (*luna*, “moon” in Latin and Spanish, *lune* in French) A-5
metamorphic (*metamorphoun*, “to change” in Greek) G-3
meteorology (*meteoron*, “astronomical phenomenon” in Greek) M-1
metric system (*metricus*, “relating to measurement” in Latin) A-2
molecule (*molecula*, “small bit” in Latin) O-1, M-3
nautical (*nauta*, “sailor” in Latin) O-5
planets (*planasthai*, “to wander” in Greek) A-3
pressure (*pressus*, “pressed” in Latin) M-2
psychrometer (*psukhros*, “cold” in Greek) M-4
sedimentary (*sedere*, “to settle” in Latin) G-3
seismic (*seismos*, “earthquake” in Greek) G-7
solar system (*sol*, “sun” in Latin) A-1
subduction (*sub* + *ducere*, “to lead under” in Latin) G-8
terrestrial (*terra*, “Earth” in Latin, *terre* in French, *tierra* in Spanish) A-4
textures of soil (*textus*, “woven” in Latin) G-6

C. CURRICULUM VITAE

See: <http://www.uni.edu/modlangs/main/FacultyOates.shtml>

D. MEMORIES FROM AN OLD FRENCH TEACHER/ FATHER

Our daughter, Cathy, had just turned seven, back in 1972, and my wife and I were in Paris with Cathy and our son, John, eight years old at that time. Maureen and John were feeling ill the last evening before our departure and so only Cathy and I felt like eating. As an American teacher of French, I had attempted to speak French with my children in the evening at home and then whenever we would be in France. In addition, Cathy had just spent a semester in a French elementary school at the level of *cours préparatoire*, the equivalent of first grade, when we lived in Besançon, in eastern France. But she hadn't been given many chances to show off what she knew. As she and I walked to a near-by restaurant at the *Place d'Italie*, in the 13th *Arrondissement* of Paris, I suggested that she do all the ordering. She was more than open to this idea and so, when we arrived at the restaurant, I informed the waiter that *Mademoiselle* would do all the talking.

Cathy studied the menu, asked me in French "*Qu'est-ce que tu veux, papa?*" for each course. Then, each time the waiter came to our table, she ordered the course for me and for her. At the end of the meal, as I beamed with pride at her willingness and her success, she ordered, for dessert, "*Deux Poires Belle-Hélène, s'il vous plaît.*" (two pear sundaes with hot chocolate sauce). I treasure these moments more than academic awards and publishing victories.