

PROFESSIONAL DEVELOPMENT YEARS 7 & 8

How TPDL has changed my teaching

Christine Earnshaw (Bruce McLaren Intermediate School, Auckland)

Christine Earnshaw (Bruce McLaren Intermediate School) describes an example of the sorts of activities she now uses with her Year 7 class which have the children speaking entirely in French.

Activité : Arrêt d'Autobus

Salutations tout le monde! Je suis enseignante à Bruce McLaren Intermediate School à Henderson (à l'ouest d'Auckland) depuis treize ans!

Last year I completed the TPDL Programme. Each term an In-School Facilitator came to visit my Year 7 class to observe us all in action, and to determine the amount of progress that I and my students were making in increasing our use of French. As my own level of fluency in French increased, so did my confidence, and by the fourth term I was speaking almost entirely in French during French lessons, and using it widely and frequently at all times in and out of the classroom. What I needed to focus on was increasing the students' use of French. By my last visit, I was fairly confident that the students' use of French had increased, but I was not prepared for what the evidence actually showed, which was the impressive use of French by the children during an Arrêt d'autobus activité. That day the students spoke entirely in French for the whole hour!

I chose a 'bus stop' activity because the children were familiar with the process (mainly during 'Topic' work), and it was based on describing people's appearances, which the children had been working on for several weeks, so they were familiar with the vocabulary, sentence patterns used to describe people's appearances in different ways and the verbs avoir, être and porter. All instructions were written in



French on the whiteboard. I also gave instructions orally. There were six bus stops set up on the floor around the room.

At each bus stop there was a selection of coloured photos of men, women, boys and girls (featuring a wide variety of ages). Each photo was numbered, and there were at least eight photos at each stop. (This activity requires a lot of magazines!) At the front of the room there were a set of cards containing five/six numbered clues for each stop. The instructions stated that only one clue could be taken at a time and needed to be solved before the next clue could be taken. In this way each group of three or four children had to work through an elimination process. At each station, one student had the responsibility of reading out loud the clues, the other members of the group then said oui or non indicating which pictures should stay or be eliminated. Some students also added : parce qu'il ne porte pas (un jean). The second to last clue would leave them

with two or three possible options, and the last clue would reveal the correct person. Each child then had to fill in an answer sheet. They could consult each other (in French only!). The answer sheets consisted of three sentences requiring one blank space each to be filled in with the correct French words to make the answer true according to the clues given.

Here are the instructions I wrote on the board, including the formulaic expressions and the language patterns that the students could use for this activity. Other formulaic expressions are constantly on display around the classroom.

Instructions: Activité: Arrêt d'autobus

Travaillez en groupes de trois ou quatre personnes.

Vous avez cinq minutes à chaque arrêt d'autobus.

Vous avez besoin de:

- lire les indices - (un indice à la fois).
- choisir l'image correcte.
- écrire les mots manquants dans chaque phrase.
- parler français seulement!

BONNE CHANCE !

Formulaic expressions and Language patterns

Pouvez-vous nous aider s'il vous plait, Madame?

Je pense que c'est cette personne parce que....

C'est cet homme.

C'est cette femme.

Il a un/une.....

Elle a un/une.....

Il porte....

Elle porte.....

Ce jeune homme.....

Cette jeune femme.....

C'est le numéro.....

Peux-tu trouver.....?

Cet homme porte.....

Cette femme porte.....

Arrêt d'autobus 1

Indice 1: C'est un homme.

Indice 2: Il ne porte pas de casquette.

Indice 3: Il ne porte pas de T-shirt.

Indice 4: Il porte une chemise et une cravatte.

Indice 5: Il porte une chemise jaune.

[Click here for next article](#)