

Sample Lesson Series

Introduction to the Sample Lesson Series

This section includes three sample lesson series—one for each course. The lessons illustrate the integration of various teaching methods and how many of the learner outcomes can be acquired. They also incorporate some of the suggestions provided in the chapters and the appendices to demonstrate their use in a practical manner.

French 10–3Y

This lesson series integrates Multiple Intelligence Theory as the mainstay for brainstorming the lesson plans. The series is set in the Personal context, focusing on the language experience of sharing personal preferences (10 C 1.2). Activities in the series are designed to meet almost all of the learning style preferences. The main linguistic focus is as follows: the use of verb plus infinitive constructions, in addition to the use of this structure to express the very recent past, actions currently underway as well as actions in the immediate future. Students become aware of three verbal expressions along with the infinitive form of verbs.

The acquisition of these verbal expressions gives students some control over the time frame they wish to choose to express an action or preference. In the same vein, students learn that they can also make use of infinitive constructions to invite someone to join them as they carry out an activity tied to their likes and interests. Students also have the opportunity to analyze their own activity preferences and to compare them with the preferences of others. The final performance task consists of an oral activity in which students find someone who appears to share the same activity interest. Once they have found this person, they attempt to make use of all of their previous learning to carry out a simple rehearsed conversation.

French 20–3Y

This lesson series follows the Task-Based Language Learning model, the template used as the basis for the initial brainstorming of lessons. The unit begins with a few pre-task activities meant to help students recall previously learned vocabulary as well as to provide a simplified model of the task. Students then begin the task cycle, which is followed by activities for language analysis and practice.

This lesson series is set in the Educational context and involves the language experience of identifying tasks and responsibilities related to schoolwork (20 C 2.3) in addition to the language experiences related to this context. The language analysis focuses on giving instructions needed to carry out a particular activity, the creation of a social game, such as a board game or a card game. This type of task allows for the use of instructions needed to carry out the activity and becomes the topic of discussion as the students plan, prepare and share the games they create.

In a true Task-Based Learning approach to language teaching, the teacher makes decisions regarding subsequent language analysis activities while observing the students as they carry out the tasks. A few possible activities have been included in this series that focus on continued use of vocabulary related to giving instructions, the formation and use of *l'impératif* and the introduction of direct pronoun object replacements, should the teacher observe a need for further work in that area. The assessment pieces include a student self-reflection on the task process.

French 30–3Y

Activities in this lesson series are designed to prepare students for the language experience of identifying, describing and recommending tourist destinations in selected Francophone communities (30 C 3.1). As first steps in the long-term project, students become acquainted with *l'Organisation internationale de la Francophonie* (*OIF*) and its role. Students will come to learn that the *OIF* hosts a summit every two years. Students are given the task of researching one Francophone region or country. Their research will assist them in giving reasons as to why their country should host the next summit. Students take on the role of a delegate to the *OIF*, presenting

their region or country with a poster that provides some introductory highlights for their chosen area. After all the presentations have been made, students vote by secret ballot for the next host.

Students begin the lesson series by using maps to identify the location of Francophone regions or countries in the world. They will also be presented with the prepositional rules used with countries, regions and cities. Other preparatory activities include searching the Web site of the *OIF* as well resources for pertinent details about the region or country they have chosen to represent.