



## Durham E-Theses

---

### *‘Approaching the real’: an historical and autobiographical account of foreign language teaching in a middle school*

Daniels, John Michael

#### How to cite:

---

Daniels, John Michael (2009) *‘Approaching the real’: an historical and autobiographical account of foreign language teaching in a middle school*, Durham theses, Durham University. Available at Durham E-Theses Online: <http://etheses.dur.ac.uk/2541/>

#### Use policy

---

The full-text may be used and/or reproduced, and given to third parties in any format or medium, without prior permission or charge, for personal research or study, educational, or not-for-profit purposes provided that:

- a full bibliographic reference is made to the original source
- a [link](#) is made to the metadata record in Durham E-Theses
- the full-text is not changed in any way

The full-text must not be sold in any format or medium without the formal permission of the copyright holders.

Please consult the [full Durham E-Theses policy](#) for further details.

**'APPROACHING THE REAL'** : an historical and autobiographical account of foreign language teaching in a middle school.  
By John Michael Daniels. Thesis submitted for the Ph.D degree in the School of Education, Durham University, England, March 2009.

## **APPENDICES**

Documents providing evidence for the initiatives and developments described in this thesis.

The copyright of this thesis rests with the author or the university to which it was submitted. No quotation from it, or information derived from it may be published without the prior written consent of the author or university, and any information derived from it should be acknowledged.



15 SEP 2009

## **APPENDICES**

### **INTRODUCTION**

The appendix section to 'Approaching the Real' provides documents to provide evidence and to support the arguments set out in the text of the thesis. In the first place, there are those tables which give information on the nature of the sources available for the construction of the thesis and provide a personal and national context for the different developments.

The most important part of the appendices are however, the school documents which provide evidence for the nature of the initiatives introduced at Coates Middle School to provide for pupils the opportunity to 'approach the real' and those associated with the 'real experience' of the French exchange. So, for example there are documents describing the 'Mission Secrète' intensive work in the Lake District and those documents such as 'Allez faire un échange' providing information and support for those on an exchange. In addition, there are a range of documents related to the initiatives introduced during the later part of the narrative (described in chapter ten) and other documents relating to the Language and Culture Centre.

In order to facilitate access to this material, each document is set out chronologically according to the stage and chapter of the thesis in which they occur. So, for example documents such as 'Bonbons Magiques', described in chapter ten, are listed as A10. 2, (A for appendix, 10 for the chapter and 2 for the order in the chapter). As many of the documents in the appendix represent discrete items, such as each 'Bonbons Magiques' story, with their own page numbers, these have not been altered. Each different element in the appendix will have however, a brief page of explanation to introduce the documents to be found in that particular section of the appendix.

## APPENDIX

|                      |  |     |
|----------------------|--|-----|
| <b>STAGE ONE</b>     | <b>PURPOSE, POSITION</b>   |     |
| <b>Chapter one</b>   | <b>Introduction</b>  | A1  |
| <b>Chapter two</b>   | Appendix material for method chapter                                 | A2  |
| Table A 2.1          | Personal development experiences                                     | A3  |
| Table A 2.2          | School foreign language learning initiatives                         | A4  |
| Table A 2.3          | List of primary sources personal experience                          | A5  |
| Table A2.4           | List of sources for school initiatives                               | A6  |
| Table A2.5           | Documents supporting intensive work                                  | A7  |
| Table A2.6           | Criteria for analysing school initiatives                            | A8  |
| <b>Chapter three</b> | Appendix material for Literature Review                              | A9  |
| Table A3.1           | Part 1: Period of Formation, 1960s                                   | A10 |
| Table A3.2           | Part 2: Modern Foreign Language Teacher                              | A11 |
| Table A3.3           | Part 3: 'Approaching the Real', 1980s                                | A11 |
| Table A3.4           | Part 4: 'Experiencing the Real', 1990s                               | A12 |
| Table A3.5           | Part 5: Language and Culture Centre, 2000                            | A12 |
| Table A3.6           | Linking school initiatives to learning methods                       | A13 |
| Document A3.6        | Conference on Languages in middle and high schools,<br>January 1974. | A14 |
| <br>                 |  |     |
| <b>STAGE TWO</b>     | <b>ACCULTURATION</b>   |     |
| <b>Chapter four</b>  | <b>Grenoble, Neuchâtel, Florence</b>                                 |     |
| Photo A4.1           | La maison de champréveyres   | A17 |
| <b>Chapter five</b>  | <b>Northumberland College of Education</b>                           |     |
| <br>                 |  |     |
| <b>STAGE THREE</b>   | <b>APPROACHING THE REAL</b>  |     |
| <b>Chapter six</b>   | French teacher   | A18 |
| Document A6.1        | Review French Coates Middle School, 1977                             | A18 |
| Document A6.2        | French curriculum document, undated.                                 | A21 |
| Photo A6.3           | Photograph from 'Spectacle'  | A22 |
| <b>Chapter seven</b> | <b>Intensive Language Work</b>                                       |     |
| Document A7.1        | Teachers' notes and worksheet  | A24 |

## APPENDIX (cont)

|                   |   |       |
|-------------------|---|-------|
| Document A7.2     | 'Haut Borrans', mars 1988, pupils' report       | A35   |
| Document A7.3     | Article on Mission Secrète                      | A53   |
| <b>STAGE FOUR</b> | <b>EXPERIENCING THE REAL</b>                    |       |
| <b>Chapter 8</b>  | Exchange Teacher                                | A54   |
| Table A8.1        | French timetable                                | A55   |
| Document A8.2     | 'The good pupil survey', worksheet              | A56   |
| Document A8.3     | Exchange visit to England, play script          | A57   |
| Document A9.1     | Allez faire un échange, pupil booklet           | A59   |
| Document A 9.2    | Mon journal du voyage à Saint Brieuc            | A74   |
| Document A 9.3    | Interview with Nikki, post exchange             | A104  |
| Document A9.4     | Post exchange questionnaire                     | A108  |
| Document A9.5     | Programme of activities for French pupils       | A109  |
| <b>Chapter 10</b> | Foreign language initiatives, 1990s-2000s       | A110a |
| Document A10.1    | Foreign language and culture learning 2001      | A110  |
| Document A10.2    | Speak-Kit!, practical skills for exchange       | A119  |
| Document A10.3.1  | 'Bonbons Magiques', publicity sheets            | A126  |
| Document A10.3.2  | 'Sébastien et les bonbons magiques', reader     | A128  |
| Document A10.3.3  | 'La maîtresse est un lapin!', reader            | A138  |
| Document A10.3.4  | 'Bonbons Magiques, travail intensif             | A150  |
| Document A10.3.5  | 'Comment parler français!', grammar             | A170  |
| Document A10.4.1  | Lusaka, vocabulary sheet invented words         | A191  |
| Document A10.4.2  | Lusaka, language adventure                      | A194  |
| Document A10.5    | French curriculum document, 2001                | A205  |
| <b>STAGE FIVE</b> | <b>TOWARDS A MODEL FOR APPROACHING THE REAL</b> |       |
| <b>Chapter 11</b> | Conclusion                                      |       |
| Document A11.1    | Language and culture centre, notes              | A207  |
| Document A11.2    | Language and culture centre, report             | A208  |
| Document A11.3    | Language and culture centre, points             | A209  |
| Document A11.4    | A search for Authenticity                       | A210  |

**STAGE: 1    CHAPTER:2    METHODOLOGY**

- A2.1            NATURE OF PERSONAL DEVELOPMENT EXPERIENCES**  
Table with information on the time spent living, studying and eventually, working as an English exchange teacher abroad in Grenoble, Neuchâtel, Florence, Northumberland and Saint Brieuc. This material should be seen in conjunction with Table 2.1 in section 2.6.1 of thesis.
- A2.2            NATURE OF FOREIGN LANGUAGE AND CULTURE DEVELOPMENTS**  
Table with list of the different initiatives introduced at Coates Middle School, a brief description of the work and its key features. This material should be seen in conjunction with Table 2.1 in section 2.6.1 of thesis.
- A2.3            SOURCES FOR PERSONAL DEVELOPMENT EXPERIENCES**  
Table with details of the sources available in order to reconstruct the different periods of personal development recorded in this thesis such as diaries as primary source material and prospectus as secondary sources. This material should be seen in conjunction with Table 2.1 in section 2.6.1 of thesis.
- A2.4            SOURCES FOR FOREIGN LANGUAGE AND CULTURE DEVELOPMENTS**  
Table with details of the sources available in order to reconstruct the different school initiatives described in this thesis such as pupil diaries and questionnaires, school documents and published articles. This material should be seen in conjunction with Table 2.1 in section 2.6.1 of thesis.
- A2.5            DOCUMENTS SUPPORTING INTENSIVE LANGUAGE WORK**  
Provides an example of the kind of data available to construct the narrative although not all documents may have survived.
- A2.6            CRITERIA FOR ANALYSING FOREIGN LANGUAGE AND CULTURE INITIATIVES**  
Details about the nature of each initiative will be needed together with whether the data provides information on the key objectives for this research.

**Table A2.1 Nature of personal development experiences**

| <b>experience</b>                              | <b>description</b>   | <b>information</b>  |
|--|--|---|
| 1. Grenoble, 1963-1964                         | 1 year spent learning French at Grenoble University in France                            | Mixing with other English speaking students.                              |
| 2. Neuchâtel, 1964-1968                        | 3 years spent studying at Neuchâtel University in Switzerland                            | Living in students home, Champréveyres with other international students. |
| 3. Florence, 1967-1968                         | 9 months spent learning Italian and courses in art and history at University of Florence | Sharing an apartment with French student                                  |
| 4. Student foreign language teacher, 1968-1971 | 3 year course at Northumberland College of Education                                     | Acculturation to northern England   |
| 5. Exchange Teacher, 1992-1993                 | English teacher at collège in Brittany, France   | A year away from Coates Middle School at Saint Brieuc.                    |

**Table A2.2 Nature of foreign language and culture developments**

| <b>Initiative</b>  | <b>description</b>   | <b>information</b>   |
|--|--|--|
| 1. Spectacle, 1975   | An evening of French activities and then performance   | Organised with the help of the PTA   |
| 2. Expédition au Pays de Neuchâtel, 1977                   | A walking expedition in Neuchâtel Switzerland  | A week's activity  |
| 4. Intensive language work, 1983-1992                      | A series of annual weeks of French activities initially in school and later set in an outdoor centre in the Lake District.   | Pupils sign a contract promising to speak in French  |
| 5. 'Bonbons Magiques', 1993                                | A series of readers developed for younger pupils   | Idea was to provide possibility of drama work and an intensive language session                                  |
| 6. Lusaka, 1991, then as learning resource from 2000-2006. | Invented language work, introduced first during expressive arts' week and then later developed as learning resource for pupils starting their foreign language learning in Year 5. | A language awareness exercise.   |
| 7. French Exchange, 1993-2000                              | Annual week's exchange to Saint Briec, Brittany in France  | Continued over 10 year period and followed author's experience as exchange teacher in the same school.           |
| 8. Italian Exchange, 2001-2007                             | Replaced French exchange when this discontinued by French college. To San Benedetto del Tronto.  | Part of Comenius work. This does not feature in the narrative which concentrates on French learning initiatives. |
| 8. Language and culture centre, 2003-2004                  | Attempt to set up a special centre to encourage language and culture learning in school.   | Part of initiatives associated with being headteacher and having responsibility for school development.          |

**Table A2.3 Sources for personal development experiences**

| <b>experience</b>                   | <b>sources</b>  | <b>comment</b>   |
|-------------------------------------|---|--|
| 1. Grenoble                         | A diary record provides the key source for this period  | Codes are used to identify key areas.  |
| 2. Neuchâtel                        | Some, but limited diary accounts, realia produced by author to promote international students' home (poster, leaflet) | Diary accounts do provide indication of acculturation process  |
| 3. Florence                         | Only very limited material in form of occasional diary comments available.  | The nature of these entries prove useful as this is the time of applying to go to a college of education and there are comments about language teaching.                                       |
| 4. Student foreign language teacher | College prospectus, diary notes giving first impressions of college.  | Provides a good secondary source to help identify nature of training taking place, for example for French teachers   |
| 5. Exchange Teacher                 | A diary record exists from this period together with a published account produced shortly afterwards.                 | Diary shows initial period of isolation and 'culture shock' associated with integrating with French teaching colleagues and coming to terms with different nature of staff-room relationships. |

**Table A 2.4 Sources for foreign language and culture developments**

| Initiative                         | sources  | comment  |
|------------------------------------|--|--|
| 1. Spectacle                       | School documents relating to this performance, photographs, play scripts.  | The nature of this material has meant that it was difficult to include in the appendix and is therefore quoted from in the text of the thesis.   |
| 2. Expédition au Pays de Neuchâtel | Booklet produced by pupils with adult help as record of journey and expedition.  | As above   |
| 3. Lusaka, Invented language work  | Report written shortly after original expressive arts' week experience. Pupil booklet telling story and explaining purpose and objectives for this work.                       | This material can be found in the pages of this appendix.  |
| 4. Intensive language work         | Learning programme documents used with pupils, pupil comments on experience, photographs. Data on language acquisition collected as part of MA research and published article. | Good deal of evidence available for this experience due to earlier research focus. See sections of appendix below.   |
| 5. 'Bonbons Magiques'              | Pupil booklets and notes re setting up of this French reading scheme. Also teacher notes on introduction and comments re reception this material.                              | Two examples of the readers are present in this appendix, episodes one and three. There are also details from the teachers' notes on the intensive language work associated with Bonbons Magiques and the grammar booklet. |
| 6. French Exchange                 | Pupil diaries, letters to parents and other school documents relating to exchange, photographs. Limited data on vocabulary acquisition.  | Another area with good evidence.   |
| 8. Language and culture centre     | Architectural drawings and documents on this proposal; personal notes and comments on origin of ideas.   | We provide a reconstruction of this proposal from the data available.  |

**Table A2.5 Documents supporting intensive language programme, 'Mission Secrete'**

**1. pre intensive work**

- school document setting out objectives of learning programme
- letter to parents :
- contract for pupil to sign re speaking French during period of intensive work
- document from outdoor centre, advertising facilities

**2. during intensive work**

- programme of study for the intensive programme
- resources for the week's work:
  - teacher and French assistant guide material
  - pupil resources: cassette recording, worksheets, identity cards
  
- additional material

**3. post intensive work**

- pupil comments in questionnaires
- report and assessment of intensive work
- language acquisition data <sup>1</sup>

---

<sup>1</sup> \* the intensive language work at High Borrans was the subject for an MA degree and therefore a good deal of data was collected which formed the thesis which looked into whether this intensive experience acted as a catalyst for language learning.

**Table A2.6 Criteria for analysing foreign language and culture initiatives**

- 1. practical details**
  - location
  - number pupils
  - number teachers and assistants
  - language needs
  - culture needs
  - drama element
  
- 2. nature of learning experience** – a description of the activities which take place
  
- 3. objective of language/culture learning experience** – as set out in school documentation or elsewhere (where exists)
  
- 4. nature of learning environment** – what kind of opportunities are there for pupils to speak and communicate (element of need)
  
- 5. sources available to reconstruct activity** – pupil diary, written programme of activity, questionnaire etc.
  
- 6. what importance does the initiative have in the narrative of language and culture development ?**
  
- 7. does the initiative represent an approach or an experience of the 'real' language and culture?**
  
- 8. what are the origins for this particular learning experience?**

**STAGE: 1    CHAPTER: 3    LITERATURE REVIEW**

**A3.1    FOREIGN LANGUAGE TEACHING AND LEARNING 1960-2007**

Table divided into five parts (to represent the different stages of the thesis) each containing the learning trends of the period concerned , the national scene and the personal development or language and culture learning initiatives being introduced.

- Part 1: Period of Formation, 1960s
- Part 2: Modern Foreign Language Teacher, 1970s
- Part 3: 'Approaching the Real' 1980s
- Part 4: 'Experiencing the Real', 1990s
- Part 5 Language and Culture Centre, 2000

**Table 3.1 FOREIGN LANGUAGE TEACHING AND LEARNING 1960-2007**

**Part 1: Period of Formation**

| learning trends  | national scene  | personal development  |
|--|---|---|
| <p><b>Pre 1960s</b><br/> <b>Grammar-translation</b><br/>                     approach at secondary level</p>   | <p>O level syllabus</p>   | <p>Unsuccessful foreign language pupil at Eastbourne College, Sussex</p>  |
| <p><b>1960s</b></p> <p><b>Audio visual and audio language developments course books</b></p> <p>Introduction of CLT</p> <p>introduction of early foreign language learning (primary schools)</p> <p>Nuffield Introductory Primary French Course introduced,</p> | <p>Primary education foreign language initiative in Leeds (from 1961)</p> <p>Primary French Pilot Project 1964-1974 (eventually involving 35% of primary schools in England).</p> <p>AVLA set up, 1962.</p> | <p>Student of French and social studies in Switzerland (1963-1968)</p> <p>Training as modern foreign language teacher for work in middle or primary schools 1968-1970</p> <p>Monitor in a Colonie de Vacances in Normandy with English and French pupils, July 1969</p> |

## Part 2: Modern Foreign Language Teacher

|   |   |   |
|---|---|---|
| <p><b>1970s</b></p> <p><b>CLT language learning</b></p> <p>Definition of progress in terms of successful language transactions (Council of Europe).</p> <p>GOML – graded objectives in modern languages schemes begin</p> | <p>1974 critical NFER report (Burstall, 1974) on Primary French Pilot Project, leads to most English primary schools abandoning foreign language teaching.</p> <p>Three tier system set up in Northumberland with middle schools for pupils aged 9-13 offering French in years 5,6.</p> | <p>Modern foreign language teacher in middle school working with children from 9-13. Demonstration lesson to Northumbrian AVLA (1973)</p> <p>1974 part time work as lecturer at Northern Counties College of Education for primary French course</p> <p>French evening working with parents with final 'Spectacle' performed with pupils (1975)</p> <p>First school visit abroad, walking expedition in Neuchatel, Switzerland (1977)</p> |
|---|---|---|

## Part 3: 'Approaching the Real'

|  |                             |   |
|--|-----------------------------|---|
| <p><b>1980s</b></p> <p><b>CLT learning</b></p> <p>Emphasis on 4 language skills: listening, speaking, reading, writing.</p> <p>Importance of authenticity in foreign language learning</p> | <p>GCSE syllabus (1985)</p> | <p>Work with group of N/land mfl teachers on Grenouille d'Or material part of GOML initiative.</p> <p>(Scheme abandoned during period of work to rule by teaching unions.)</p> <p>Development of intensive language work in the middle school</p> |
|--|-----------------------------|---|

#### Part 4: 'Experiencing the Real'

|              |   |  |
|--------------|---|--|
| <b>1990s</b> | National Curriculum in Modern Foreign Languages | Year as exchange teacher in France;<br>development of pupil exchange programme with France |
|--------------|---|--|

#### Part 5: 'Language and Culture Centre'

|              |  |   |
|--------------|--|---|
| <b>2000s</b> |  | Appointed headteacher (2001),<br>Italian exchange programme and Comenius work.<br>Proposal for Language and Culture Centre<br>Work with Durham University on intercultural language project<br>July 2007 retirement as language teacher and headteacher |
|--------------|--|---|

**Table 3.2 Linking Personal and School Developments to Language Learning Methods and National and Local Developments.**

| THEORY | AUDIO-VISUAL LANGUAGE LEARNING  | COMMUNICATIVE LANGUAGE LEARNING   | TASK BASED LEARNING   |   |       |
|--------|---|---|---|---|-------|
| UK     | PRIMARY FRENCH PILOT PROJECT 1964-1974  | GRADED OBJECTIVES MFL   | GCSE SYLLABUS<br>1999 NATIONAL CURRICULUM, MFL for all pupils<br>MFL optional   |   |       |
| N/LAND | MIDDLE SCHOOLS INTRODUCED 9-13  | 1984 model school curriculum policy<br>talk to French teachers on intensive work. High Borrans Teacher Course   | MOVE TO END MIDDLE SCHOOLS  |   |       |
|        | <div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">Training as foreign language teacher</div> | <div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">Begin work as foreign language teacher</div><br><div style="border: 1px solid black; padding: 2px; display: inline-block;">Spectacle</div><br><div style="border: 1px solid black; padding: 2px; display: inline-block;">Expedition au Pays de Neuchatel</div> | <div style="border: 1px solid black; padding: 2px; display: inline-block;">Invented language work</div><br><div style="border: 1px solid black; padding: 2px; display: inline-block;">INTENSIVE LANGUAGE WORK</div> | <div style="border: 1px solid black; padding: 2px; display: inline-block;">language and culture centre</div><br><div style="border: 1px solid black; padding: 2px; display: inline-block;">FRENCH, ITALIAN EXCHANGES</div><br><div style="border: 1px solid black; padding: 2px; display: inline-block;">bonbons magiques</div> |       |
|        | 1960s   | 1970s   | 1980s   | 1990s   | 2000s |
| roles  | foreign student-student-French teacher →  |   |   |   |       |
|        |   |   | deputy headteacher  | headteacher   |       |

This table links to Table 2.2 Model for Research Process. Here however, the different learning initiatives and periods of personal development are linked to the methodologies in place for teaching foreign languages, together with the general developments in the United Kingdom, more specifically England with finally the developments taking place in Northumberland. From the Northumberland perspective the most significant development has been first the creation of middle schools and the development of a curriculum policy for them and then towards the end of the period of this narrative, a move to change back to a two-tier system with the disbanding of middle schools. The particular implications which came from the creation of middle schools in Northumberland for French learning is discussed, (section 3.6.3) and Table A3.3 below also covers this area.

### A3.3

### FRENCH IN THE MIDDLE SCHOOL

Single page, (page 2) from the Conference on Modern Languages in Middle and High Schools, (DES short course N800) which took place in March, 1974 for staff from 9-13 Middle schools and 13+ High schools. There is a discussion of the position of French in Middle schools and suggestions on how this subject should be organised. The timing for the conference just prior to the publication of the Burstall's critical report on primary French is of particular interest and provides a context to this conference and the on-going debate at the time on primary French teaching.

The highlighting of particular areas of the report reflect the areas of importance for the Coates Middle School head teacher of the time

The possibility of offering a one-year "tasting" course to a wide population in the "third" year was also raised.

#### FRENCH IN THE MIDDLE SCHOOL

The commonly heard suggestion that French was in some way an inappropriate field of study in the middle years, or out of time with the primary ethos, was strongly rejected. But certain practical problems had to be realised, problems arising from the shortage of teachers in middle schools able to undertake this work, and, (particularly in areas remote from France) from the absence of motivation among the pupils.

Teachers should do their best to fit in with the general pattern of working of the middle school. Though circumstances prevented full integration of French into other areas of work, inter-relation of topics was often easy.

Completely specialist French teaching was not desirable. Each teacher offering the subject should teach his or her own class and not more than two others. Teachers should not be required to teach French against their will.

It was hoped that every middle school would have at least one teacher able to direct the work throughout the school, and act as a consultant to less well qualified colleagues. It was suggested that this teacher might give lead lessons, observed and followed up by others.

Where the middle school gives a four-year course, it was thought essential to organise some sort of ability setting in the fourth year, and probably in the third year as well. Where this is done, it will be important to make some differentiation between the aims of the different groups; those with less language ability can be given better opportunities for success if they concentrate on the receptive skills.

It was highly desirable that a special room, acoustically separated from the other areas, should be provided for the teaching of French. This should be equipped with projection facilities, good quality sound reproduction, display space, library trolley and storage for tapes and filmstrips. A few audio-active headsets, linked to a tape recorder by means of a junction box or an induction loop could be very useful; a full laboratory installation would be unlikely to justify its heavy cost in money and teaching space.

#### INTER-SCHOOL LIAISON

The crucial importance of good liaison between middle and high schools was the major theme of the conference. One group lists the steps that could be taken.

- a) The LEA adviser could initiate meetings.
- b) Staffs could engage in positive discussion.
- c) Staff could visit each other's school.
- d) "End-on" schemes of work could be prepared.
- e) Minimum aims, to be achieved by all middle school pupils, could be defined.
- f) A co-ordinator could be appointed for a group of schools.

More than one group mentioned the possibility of working parties meeting to prepare teaching materials. It was hoped that middle schools could send up a language profile, based on valid and reliable testing, on each pupil. There was more than one suggestion of the desirability of sharing staff between middle and high school, one going so far as to suggest a team of teachers responsible for the work in a group of schools.

**STAGE 2    CHAPTER: 4    ACCULTURATION**

**A4.1    DIARY THEMES, GRENOBLE**

Coding system used for analysing diary entries with number of themes identified.

**A4.2    DIARY ENTRIES: INTERACTION WITH FRENCH LANGUAGE AND CULTURE MENTIONS**

Example of entries recorded from diart extracts from interaction with French language and culture category.

**A4.3    MAISON DE CHAMPREVEYRES, NEUCHÂTEL**

Sample pages from leaflet advertising students' home.

**Table A4.1 Diary Themes**

| <b>Theme</b>                       | <b>categories</b>  | <b>comment</b>  |
|------------------------------------|--|---|
| 1. Family and School Background    | 1.1 family relationship and contact<br>1.2 school contact<br>1.3 home friends<br>1.4 school friends                        | Contact with former life and friends through letters and encounters   |
| 2. Identity                        | 2.1 former self<br>2.2 changing identity<br>2.3 future identity  | How there is an awareness of a changing identity from the experience of living and studying in Grenoble and how this will impact on the future self                                   |
| 3. Interaction with target culture | 3.1 language<br>3.2 individuals<br>3.2.1 French individuals<br>3.2.2 other French speakers<br>3.3 groups<br>3.4 activities | The key factor of the nature and quality of the contact with the surrounding French language and culture. Sometimes reflected in the interaction with other French speaking strangers |
| 4. Life Choices                    | 4.1 future career<br>4.2 next year<br>4.3 future life<br>4.4 ideal partner   | Throughout the time in Grenoble the diaries reflect a concern for the future and how this will develop  |
| 5. Adaptation/acculturation        | 5.1 clothes<br>5.2 actions<br>5.3 habits<br>5.4 theatre  | The mechanics of acculturation and adaptation to French culture including a need to fit in.   |

**Table A4.2 Interaction with French Language and Culture Mentions**

| <b>Category</b>  | <b>number</b> | <b>nature</b>   | <b>comment</b>  |
|--|---------------|---|---|
| 3.0 Total number of contacts recorded:                           | 42            |   | Numbers here not always very realistic, only specific interesting or unusual incidents marked by diary entries.   |
| 3.1 individual contact involving extended French communication : | 18            | <ul style="list-style-type: none"> <li>• Intensive language learning sessions: 5</li> <li>• Communication with landlady and husband: 4</li> <li>• Communication with Algerian neighbour: 3</li> <li>• Communication with French friends: 5</li> <li>• Communication with drivers during hitch-hiking episode</li> </ul> |   |
| 3.2 Interaction with French friends and groups:                  | 6             | <ul style="list-style-type: none"> <li>• Meal with French students</li> <li>• French party</li> <li>• French picnic</li> <li>• visit to French house</li> <li>• meal in French house</li> <li>• Meal with French students</li> </ul>  | The nature of the language content of these sessions is difficult to assess and depends on the presence of other English speaking strangers. Some communication in French would take place. |
| 3.3, 3.4 Interaction with French culture:                        | 14            | <ul style="list-style-type: none"> <li>• Lecture on China</li> <li>• Visits to the cinema: 4</li> <li>• Visits to the theatre: 2</li> <li>• Watching French tv.: 4</li> <li>• Reading French books: 3</li> </ul>  | These activities would not involve active participation in the form of communicating in French but represent recorded engagements with the target culture.                                  |
| 3.5 Misunderstanding or conflict situations                      | 4             | <ul style="list-style-type: none"> <li>• Defusing a fight situation</li> <li>• Party incident</li> <li>• 'chapeau' incident in student restaurant</li> <li>• radio disputes</li> </ul>  | The fight incident is covered in the text on page 142. The party incident was a further outburst of aggression from Martin.   |

STAGE: 2 CHAPTER: 4 Grenoble, Neuchâtel, Florence

**A4.3 MAISON DE CHAMPRÉVEYRES**

**UNE EXPERIENCE QUI S'APPELLE MAISON DE CHAMPRÉVEYRES**

Double page from the leaflet designed during my time as président of the students' council to advertise the hostel for other students and to make it more viable financially. The message of the international community comes out very clearly from the text.

**Translation:** Although today we travel a good deal, the chance to get to know other people is rare. This special chance is offered to you by the Maison de Champréveyres. Studying in this friendly student community with other young people whose ideas and background are completely different, provides according to those already living there a special and unique experience.

The student council of seven members elected each term by the students grouped as an association, creates a relaxed environment of mutual understanding and free discussion. With the permission of the management the council organises various events. The programme of activities follows the wishes of the students.

**Comment:** The points written here match closely the arguments made in this thesis and point to the influence of the three year period spent living in this community. My good friend Pierre Karamera from Rwanda, is shown in the photograph pictured here with a Canadian student whose name I no longer remember.

## Une communauté fraternelle...

Bien qu'aujourd'hui, on voyage beaucoup, l'occasion de connaître vraiment les autres reste rare. Cette chance unique, la Maison de Champréveyres vous l'offre. Faire ses études dans le cadre d'une fraternelle communauté d'étudiants, avec d'autres jeunes dont les idées et la formation sont tout à fait différentes, constitue, de l'avis des anciens résidents, une expérience unique et passionnante.

Le Conseil des étudiants, 7 membres élus chaque semestre par les résidents, groupés en association, crée un climat d'entente, de compréhension, de libres discussions. En accord avec la direction, le Conseil organise diverses manifestations. Le programme d'activité suit les désirs exprimés par les étudiants eux-mêmes.



## Une résidence confortable...

Sise au milieu des vignes, jouissant d'une vue incomparable sur le lac et les Alpes, la Maison de Champréveyres offre à Neuchâtel, ville d'études, 80 studios modernes, une cuisine abondante et saine à des étudiants et étudiantes de tous les pays du monde, y compris la Suisse.

Outre le confort habituel, chambre individuelle, chauffage, eau chaude, etc, les étudiants résidents disposent d'une salle de bain pour 3 personnes, d'une salle de TV, d'un salon-lavoir entièrement automatique, de salles de lecture, de jeux, de conférences.

Par le bus, la Maison, à trois km à l'est du centre de la ville, est à 13 minutes de l'Université.



**STAGE: 3    CHAPTER: 6    INTRODUCTION TO FOREIGN  
LANGUAGE TEACHING**

**A6    FRENCH LEARNING AT COATES MIDDLE SCHOOL, 1970s**

- **A6.1** A Review of French teaching at Coates Middle School, 1977.
- **A6.2** French curriculum document, undated
- **A6.3** Photograph from Spectacle, French musical production.

**A REVIEW OF FRENCH TEACHING AT COATES  
MIDDLE SCHOOL, 1977**

Written by the author in his role as department leader, this is a three page review which each curriculum area in the school would need to make. It covers the organisation of the subject but also raises a number of issues of the time concerning French teaching in the school.

The course used at this time is En Avant and the response to this material would seem to be generally positive but the point is made that more grammatical material is needed.

There is no specific mention of culture learning at this period but the most interesting part of the document for us comes from the final conclusion which ends with the role of French evenings (one of which had recently been completed) and visits abroad and how these activities can help make 'French a less artificial subject in the Middle School.

## A Review of French Teaching at Coates Middle School

### General

The details of French teaching in Coates at the present time is shown on the adjoining table. It will be seen children coming to the school at 9 begin French in their first year. The course, Nuffield En Avant introduction to French, is followed through the various years of the school until they leave for the High School at thirteen years. These four years are therefore a crucial introduction. They form the groundwork for future language learning and also of equal importance the pupil's attitude and motivation towards foreign languages.

It is important therefore that language learning at Coates School should operate under the best possible conditions. The amount of time allocated to French is four 35 minute lessons a week which although adequate is one lesson short of Callerton Lane and does not respect the recommended 'lesson of French a day'. The actual amount of time spent teaching French is also restricted due to the frequent placing of French lessons at the end of the afternoon when the lessons are five minutes shorter and pupil's concentration beginning to falter.

### Setting

Although the audio-visual teaching methods were specifically designed for a mixed ability teaching situation, it became rapidly clear the sanity of the teacher and progress of the children depended on some sort of setting for the older children. At present only the IVth year is set at Coates. This was implemented in September 1977 with beneficial results in both the progress and attitude of the children, particularly the more able.

The problems involved in setting were due largely to a lack of available language teachers, particularly of those prepared to teach French in the IIIrd and IVth years. Coates has been in the rather unusual situation of only ever having had one French specialist on the staff. Luckily there have been enough suitable teachers to do an excellent job in covering the remaining lessons. The present method of setting is to block two IVth year classes on the timetable to be covered by two teachers. The classes are then divided according to their ability based on previous progress in French. This still means however the range of ability in the top group will stretch from A to C- and a more comprehensive setting system would obviously be welcomed.

While a case could be made for restricting setting to the IVth year it would seem sensible to introduce some form of setting to the IIIrd year. The problem again is one of the availability of suitable teachers who may well be in demand from other quarters of the timetable. There would not appear to be any need to set in the 1st and IIInd years where the divergence of abilities is not so marked because the work is still largely oral based.

### Course Content

The 'En Avant' course taught at Coates represents a steady progression from the orally based introduction of Stage 1 to the considerable development of reading and writing skills in stage 4a. There is a direct link with High School work here because they begin their syllabus with the subsequent stage 4b.

Although it would technically be possible to eliminate one of the stages, the nature of the course where elements of grammatical structure are introduced one year to be developed and extended in later stages, makes this impracticable. To begin French at stage 2 in the II<sup>nd</sup> year for example, would require at least a terms oral introduction to the language making the target of completion of stage 2 in the II<sup>nd</sup> year unrealistic. It should also be pointed out that this would place Coates children at a further disadvantage to the children from Callerton Lane who in addition to an extra lesson a week would benefit from an additional year of French.

The course itself has been found generally suitable for our purposes. The audio-visual features in *En Avant*: tape recorders, film strips, posters, enable the language to be put over with a minimum of English explanation. It has been necessary however to supplement the course with some additional material.

In the III<sup>rd</sup> year work sheets have been developed to cover the vocabulary of each unit in pictorial form. This has been found to be a useful aid to vocabulary learning and a copy is available for each child to stick into their exercise book. It is hoped eventually to extend this scheme to produce a dictionary where the vocabulary and grammatical structures used at this stage would be accompanied by explanatory drawings.

It has also been found necessary to concentrate rather more on grammar and particularly verbs than the course suggests. Although originally considered to be anathema to write a verb up on the black-board and have a class copy it down into the back of their books, such ancient and well-tried methods are not without their advantages.

A final development of the course material has been made by issuing the top IV year classes with a 'Journal' which is used for their own personal writing. For the abler children the chance to extend their knowledge of French into writing about their own situation and background is a most useful exercise. This is work often done with the help of the French assistant, available one afternoon a week, who would work with a small group.

### Pendant le weekend

#### Vendredi soi

Je suis arrivée à la maison à 4.25 après l'école. J'ai donné à manger aux deux agneaux. Puis je suis montée à cheval. J'ai aidé ma mère et j'ai mangé le souper. Je me suis couchée à 9.00 heures.

#### Samedi

Je me suis réveillée à 7.00 heures. J'ai aidé maman préparer le petit déjeuner. J'ai aidé mon père à donner à manger les moutons les vaches et les deux agneaux. J'ai mangé le déjeuner, après je suis montée à cheval. J'ai joué avec mes frères et j'ai donné à manger les agneaux. J'ai regardé la télévision le soir. Je me suis couchée à 10.00 heures.

#### Dimanche

Je me suis réveillée à 7.00 heures. J'ai aidé préparer le petit déjeuner, puis j'ai aidé à manger les agneaux. Je suis montée à cheval. Après déjeuner j'ai lu un livre, et regardé télévision.

### Assessment

The testing and assessment of a subject of linear progression is obviously particularly important. The children's class work is graded on a 7 point scale.

Excellent  
Très Bien  
Bien  
Assez bien  
Ça va  
Faible  
Atroce

A table is kept at the back of each pupil's exercise book where the grades are entered. This has the advantage of enabling them to see their progress over the year. Regular dictations are marked in a traditional manner.

Comprehension is tested by using the special recorded passage in conjunction with English questions and multiple choice answers.

The testing material designed for use with the En Avant course is not at present widely used at Coates.

### Liaison

A crucial factor in Middle school work is obviously the liaison with the local High School this particularly so with French. A regular contact has been built between the Middle and High school French teachers in the Ponteland area. To facilitate transfer tests of oral and aural comprehension and a dictation is set by the High school for both Middle Schools. These results taken in conjunction with the Middle school's own evaluation and assessment form the basis for setting in the High School. In addition a language aptitude test is used to identify those children with real language ability who might be expected to cope with a second language - German - at the High School.

### Conclusion

French is at present an integral part of the Middle School Curriculum. It seems sensible in view of our continued involvement in an European Community it should remain so. For the subject to be covered adequately it is important the optimum teaching conditions are obtained. The number and length of lessons and the availability of qualified teachers are factors which have a direct bearing on the quality of French teaching within a school. Not all children will either enjoy French or see its relevance and quite a large proportion of those who study French at Coates will not continue with the subject beyond the 1st year of the High School. It is important therefore that French is not seen as merely an academic subject for the abler pupils. The En Avant course has sufficiently varied and interesting material to involve the weaker children. For them to make progress in French however they will need to work in a setted situation in the IIIrd and IVth years. In addition an emphasis on some of the fringe benefits of language learning such as French evenings and visits abroad will help make French a less artificial subject in the Middle School.

**FRENCH CURRICULUM DOCUMENT, Propaganda and conclusion.**

Dating from the same period as A6.1 and written again by the author as department leader, this document provides further information about how foreign language learning was seen at the time at Coates Middle School and the need to make 'the study of a language more relevant.' The importance of 'experiencing the real', (a term not in use at the time), by developing regular contact with France is made clear. It would be some years however, before the French exchange was put in place, 1990s, prior to this there are the intensive language experiences of the 1980s.

Propoganda

French evenings and visits abroad are both events which help make French a less artificial subject. The French evenings enable parents, whose support is obviously crucial, to be involved. They can be given the chance to see something of the French work done in school in a convivial 'ambiance'.

Visits abroad have the important function of bringing children actually into contact with the language and culture they are studying.

The ideal situation would quite clearly be to be able to set up a regular 'base' in France with liaison with a local school. The children in such a situation would be able to really develop their language skills and their work could be extended to a study of the surrounding area.

Conclusion

French is an integral part of the curriculum at Coates. All children are introduced to the language when they enter the school and continue their studies through to the 4th year with four 35 minute lessons each week. To cater for different learning levels it has been necessary to set children in the upper part of the school. It has also been found necessary to supplement the En Avant material with work sheets and to place rather more emphasis on grammar and the structures of the language than the course allows for. To make the study of a language more relevant it is hoped to develop a regular contact with France. At present French is stronger at Coates than it has ever been with a strong committed team who feel the study of a foreign language has a certain and crucial place through the middle years of schooling.

**SPECTACLE**

Photograph from this musical production, a way to reduce the distance from the foreign language and culture through performance, the 'transportation' of audience and participants into another and different 'world', (Schechner, 1988); bringing the foreign language and culture closer but beware of stereotypes.





STAGE: 3    CHAPTER: 7    INTENSIVE LANGUAGE WORK

A7    **MISSION SECRÈTE**

Sources from High Borrans, outdoor centre in the Lake District, location for intensive language work during the 1980s.

Teachers' notes and work sheets used during this intensive language work taking place annually in the Lake District at High Borrans, outdoor centre.

- **A7. 1 Teachers' Notes and worksheets,**  
Teachers' notes and work sheets , eleven pages.  
Description of the purpose, theme and story-line for the intensive work; together with the letter to each 'secret agent' candidate and information on the different activities.
- **A7.2 Haut Borrans, mars 1988**  
Pupils' account of Mission Secrète week in March 1988, eighteen pages including description of activities in English and French, photographs, samples of work sheets, cartoon of Norbert Verdier story (the week is based around a story involving his disappearance), copy of the certificate awarded at the end of the week and pupil comment on progress in French.
- **A7.3 Mission Secrète: A French immersion programme**  
Article, single page, written by Daniels, J. and Porter, B. (1991) Mission Secrète: a French immersion programme. *Le Nouveau Service Compris, Summer 1971*. London: Mary Glasgow. A description of the intensive week and the activities taking place.

## **MISSION SECRÈTE**

### **A7.1 Teachers' Notes and Worksheets**

Teachers' notes on 'Mission Secrète' work and worksheets. Description of the purpose, theme and story line for the intensive work at High Borrans, the outdoor centre in the Lake District. The letter explaining to the candidates the 'secret agent' training in which they would be involved and also, information on the different activities.

INTRODUCTIONPURPOSE

'MISSION SECRÈTE' is a week's course of intensive French for pupils who have studied the language for three or more years. The purpose of the course is to stimulate language learning by creating a situation where French becomes natural to the participants in a way that is not usually possible in the classroom. The course aims to give pupils the confidence to communicate effectively in a foreign language.

The 'MISSION SECRÈTE' material is designed for use either in school with at least one day's field trip, or to take place at an outdoor centre.

THEME

The theme for the week is Secret Agent Training.

The participants in 'MISSION SECRÈTE' are taken to be candidates on a training course for Secret Agents. As their area of operation is to be France, the course is conducted in French and each pupil is issued with a French identity and a suitable cover story which they need to commit to memory before the course begins.

STORY-LINE

To test their ability as Secret Agents, it is assumed that the candidates have been sent to France on a special mission - 'MISSION SECRÈTE' - which requires them to contact Norbert Verdier, the mysterious leader of a group in the south-west of France.

The course begins with a message from Norbert Verdier asking for help which is in the form of a listening comprehension. Candidates will find themselves faced with a number of role-play situations in their quest for Monsieur Verdier.

PROGRAMME

The 'MISSION SECRÈTE' course is divided into three parts - ACTIVITÉS

ACTIVITÉ A - LESSONS and PREPARATION

Each day begins with a series of lessons with the candidates in groups. They will be given the chance to prepare their role-play work and practice their assumed identity and cover story. There are also more formal lessons on the geography of the area they will be operating in and the history of the French Resistance in the last war.

Some lesson time will be taken up with listening and reading comprehensions which take the story a stage further.

ACTIVITÉ B - FIELD TRAINING PROGRAMME

During the afternoons, the candidates will be divided into two groups, representing 'Les Agents Secrets' and 'La Police'. The role of the Police group is to hunt down and capture for questioning the suspected Secret Agents. These groups will alternate each day.

Field Training will consist of surveillance work, recording information to pass on without detection to other undercover agents; a sabotage exercise using alarm clocks as bombs and a final expedition.

ACTIVITÉ C - ROLE-PLAY SITUATIONS

The candidates are presumed to be in France, their first task will be to go through customs and passport control under their assumed identity. In order to contact Norbert Verdier, they need to travel by train to his town which involves them in correctly buying a ticket at the station. On arrival at the town, they will need to take a hotel room and follow up a number of clues which eventually enable them to track down the illusive Monsieur Verdier.

The basic vocabulary for the role-play situations will already be familiar to the pupils from normal classwork. The difference in

'MISSION SECRÈTE' is that they no longer form part of isolated lessons but are contained in a story in which the pupils are active participants. The situation becomes much more real because the outcome is genuinely important to them.

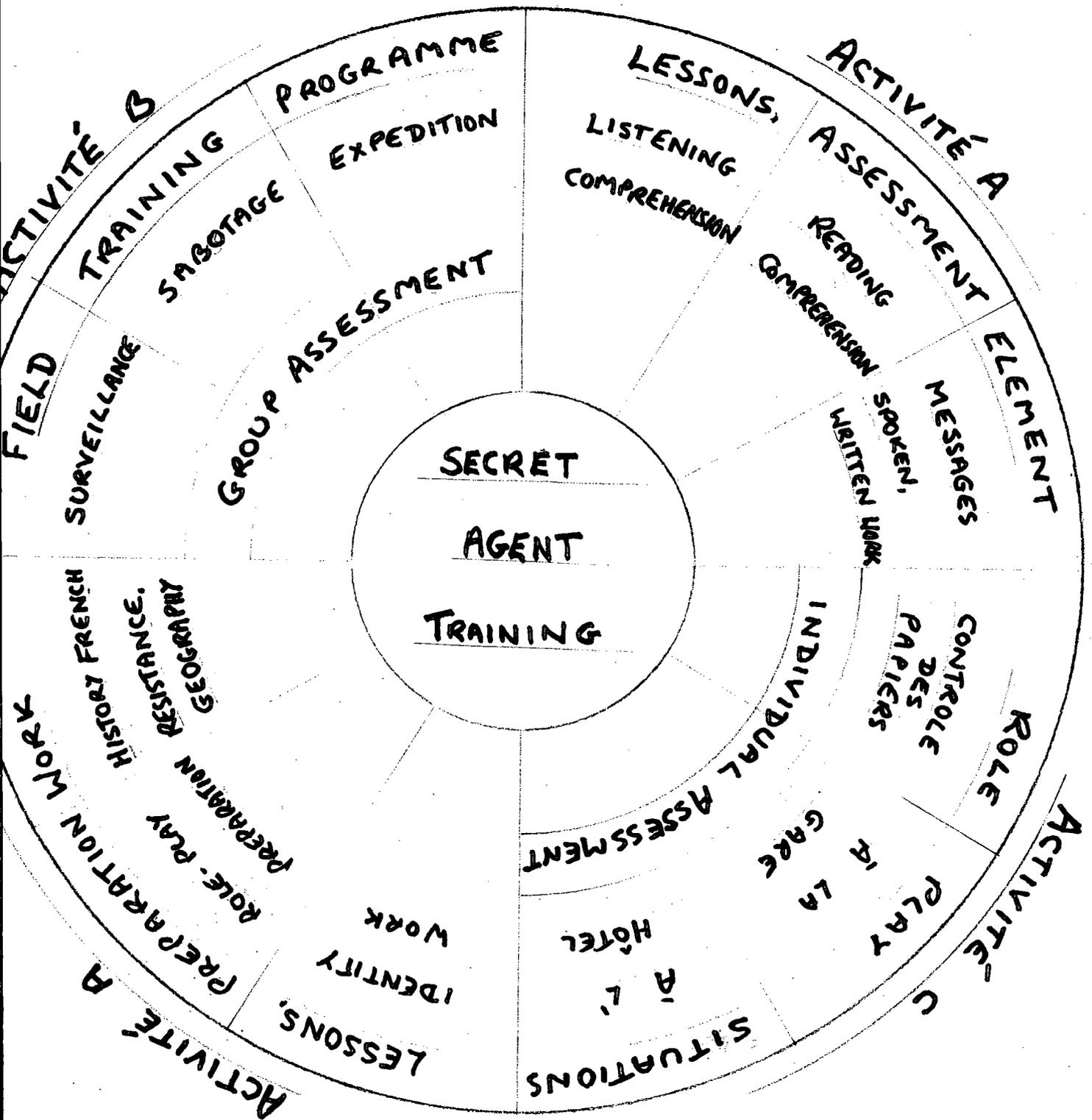
#### GROUP SIZE

The size of the group for the intensive French week, will depend on the number of adult French speakers' available. Two adults to a group of 25/30 pupils would be adequate. For the best results, pupils are divided into small groups and any extra supervision would obviously be beneficial. The use of French Assistants, students, French speaking parents or 6th formers, perhaps for just part of the time, is one way of achieving a good pupil/teacher ratio.

#### ASSESSMENT

To make the course more authentic, candidates will be issued with an attainment card and will be assessed either as a group or individually on all the activities they undertake. The system is made as simple as possible so that the pupils can enter in their own marks when given them. It is designed to act as an incentive to all pupils, rather than an accurate indication of ability. All the candidates will be issued with a diploma at the end of the course.

ACTIVITÉS



WARNING

THE CONTENTS OF THIS LETTER  
ARE HIGHLY CONFIDENTIAL AND  
SHOULD NOT BE REVEALED TO A  
THIRD PARTY.

DEAR .....

YOU HAVE BEEN SELECTED AS A CANDIDATE FOR SECRET AGENT  
TRAINING. YOUR COURSE WILL BEGIN ON ..... AT .....  
AND WILL LAST FOR ..... DAYS.

DURING THE COURSE, YOU WILL BE REQUIRED TO UNDERTAKE A NUMBER OF  
ACTIVITIES DESIGNED TO ASSESS YOUR POTENTIAL AS A SECRET AGENT.

FOR THE DURATION OF THE COURSE, YOU ARE PRESUMED TO BE ON A SPECIAL  
MISSION TO LOCATE AND CONTACT MONSIEUR NORBERT VERDIER THE LEADER  
OF A GROUP IN THE SOUTH WEST OF FRANCE. YOU HAVE BEEN SENT INTO  
THE OPERATIONAL AREA AND IN ORDER TO BE ABLE TO MOVE AROUND UN-  
DETECTED, HAVE BEEN GIVEN A FRENCH IDENTITY AND THE NECESSARY PAPERS.

AS YOUR MISSION IS TO TAKE PLACE IN A FRENCH SPEAKING AREA, ALL  
COMMUNICATION DURING THE COURSE WILL TAKE PLACE IN THIS LANGUAGE  
AND A GOOD LEVEL AND A GOOD LEVEL OF COMPREHENSION AND ORAL FLUENCY  
WILL BE EXPECTED OF YOU.

THE COURSE WILL CONSIST OF A PROGRAMME OF ACTIVITIES BASED ON  
THE SITUATIONS WHICH THE CANDIDATE IS LIKELY TO ENCOUNTER AS AN  
UNDERCOVER AGENT. THIS WILL INCLUDE A PROGRAMME OF FIELD TRAINING  
WHICH WILL ENABLE THE CANDIDATE TO ACQUIRE THE NECESSARY SKILLS IN  
MAPWORK, SURVEILLANCE AND SABOTAGE.

YOUR FRENCH IDENTITY FOR THE COURSE IS ENCLOSED BELOW AND SHOULD  
BE COMMITTED TO MEMORY AND THE IDENTITY PAPERS FILLED IN. THE FORM  
ACCEPTING THE CONDITIONS OF THE COURSE SHOULD BE SIGNED AND RETURNED  
TO A PERSON IN AUTHORITY.

YOURS SINCERELY,

# L'HISTOIRE DE NORBERT VERDIER

## STORY ELEMENT

## MATERIAL

1. MESSAGE FROM NORBERT VERDIER. HAS IMPORTANT INFORMATION TO PASS ON BUT IS WANTED BY POLICE.  
video or tape cassette  
worksheet with map,  
answers to fill in.
2. AGENT GIVEN FRENCH IDENTITY AND PROCEEDS ON JOURNEY TO CONTACT NORBERT. ARRIVES AT MIRAMONT. TAKES ROOM IN HOTEL.  
set up gare, hotel for  
role play. Special effects  
tape and instructions.
3. AGENT BEGINS SEARCH FOR NORBERT BUT FINDS HOUSE IS LOCKED UP AND UNDER POLICE GUARD.  
reading comprehension  
text, photo of Miramont  
and questions.
4. CODED MESSAGE ARRIVES FROM NORBERT GIVING RENDEZ-VOUS (CAVES). CODED REPLY SENT AS CONFIRMATION.  
coded telegramme and of  
special message in  
radio programme.
5. FINAL EXPEDITION TO FIND NORBERT. CLUES PICKED UP ON WAY. ARRIVE AT RENDEZ-VOUS.  
written clues, jig-saw  
format to provide complete  
message.
6. FINAL MESSAGE FROM NORBERT. CLUES LEAD TO CASSETTE WHICH WHEN PLAYED INFORMS AGENT IS A TRAP. AGENT HAS 30 SECONDS TO LOCATE AND DISARM BOMB.  
bomb message on cassette.  
'bomb' to locate and destroy  
destroy.

ACTIVITÉ : LE MESSAGE DE NORBERT VERDIER

TEXTE DE CASSETTE.

" ALLÔ LONDRES, ALLÔ LONDRES,

ICI NORBERT VERDIER, ICI NORBERT VERDIER.

ÉCOUTEZ BIEN ..... J'AI UN MESSAGE POUR VOUS.

J'AI DE L'INFORMATION, DE L'INFORMATION TRÈS IMPORTANTE.

..... ALORS, JE PEUX PASSER L'INFORMATION À VOUS

MAIS, J'AI UN PROBLÈME ..... LA POLICE !

LA POLICE CHERCHE NORBERT VERDIER.

JE NE PEUX PAS QUITTER LA FRANCE, J'AI PEUR.

VOUS DEVEZ ARRIVER EN FRANCE ET JE PASSE L'INFORMATION À VOUS.

..... J' HABITE À MIRAMONT DANS LE SUD-OUEST DE LA FRANCE.

MON ADRESSE EST 6 RUE JEAN-JACQUES ROUSSEAU.

VOICI DES INSTRUCTIONS POUR ARRIVER À MIRAMONT :

Le bruit de quelqu'un qui arrive et  
les voix.

La Police: Norbert Verdier habite ici??

Dame: Oui, pourquoi ?

Police: Nous voulons poser des questions.

Dame : La chambre.

La police monte l'escalier de vitesse.

On frappe sur la porte et on entend les  
chiens. Verdier, ouvrez. C'est la police!

VOUS PRENNEZ LE TRAIN À BORDEAUX,

DIRECTION ..... TOULOUSE

.....VOUS .....DESCENDEZ

À .... MARMANDE ...MIRAMONT..

ATTENTION C'EST LA POLICE QUI

ARRIVE ..... ALORS C'EST CLAIR

RENDEZ-VOUS À MIRAMO..... JE

PRENDS LA FENÊTRE.....

À BIENTÔT ..... NORBERT.....

FIN DE MESSAGE.

LA SURVEILLANCE

'DE L'AUDACE, ENCORE DE L'AUDACE, TOUJOURS DE L'AUDACE'

DANTON.

ACTION: TROUVEZ UN MICRO-FILM

LE MICRO-FILM A DE L'INFORMATION TRÈS IMPORTANTE. C'EST DANS UNE PETITE BOÎTE NOIRE, UNE BOÎTE PHOTOGRAPHIQUE. LA BOÎTE EST DANS LA VOITURE DE POLICE. LA VOITURE DE POLICE PASSE SUR LA ROUTE. L'AGENT DE POLICE CHERCHE DES AGENTS SECRETS. IL ARRÊTE SOUVENT LA VOITURE POUR CHERCHER DES BOMBES SOUS LES PONTS, SUR LES BARRAGES, DANS LES TOURS PARCE QU'IL Y A DES GROUPES TERRORISTES DANS LE PAYS.

VOUS DEVEZ:

1. VOUS INSTALLER POUR REGARDER LA ROUTE.
2. REGARDER OÙ LA VOITURE DE POLICE PASSE ET CE QUE L'AGENT DE POLICE FAIT.
3. PASSER L'INFORMATION AUX AUTRES GROUPES PAR RADIO EN UTILISANT UN CODE.
4. PRENDRE LE MICRO-FILM DE LA VOITURE DE POLICE QUAND L'AGENT QUITTE LA VOITURE POUR CHERCHER LES BOMBES.
5. RETOURNER À LA MAISON AVEC LE MICRO-FILM SANS PROBLÈMES AVEC LA POLICE.
6. CACHER LE MICRO-FILM DANS LA SALLE DE BAINS.

BONNE CHANCE !

MESSAGE DE LA BOMBE

BONJOUR LES AMIS.

VOUS ARRIVEZ .....

ET UN MESSAGE FINAL!

IL Y A UNE BOMBE DANS LA CAVERNE.

CHERCHER UNE ECHARPE ROUGE ET BLEU.

LA BOMBE SE TROUVE DANS UNE BOITE EN PLASTIQUE BLEU.

LA BOITE EST SOUS LES ROCHERS.

OUVREZ LA BOITE.

DANS LA BOITE IL Y A DES SANDWICHES.

REGARDEZ SOUS LES SANDWICHES ET VOUS TROUVEZ LA BOMBE.

REGARDEZ BIEN LA BOMBE.

IL Y A DES FILS ORANGES, VERTS, JAUNES ET BLANCS.

COUPEZ LES FILS ORANGES, JAUNES ET VERTS.

ATTENTION, NE COUPEZ PAS LE FIL BLANC.

VOUS AVEZ 2 MINUTES OU LA BOMBE VA SAUTER.

JE REPETE LE MESSAGE DANS UNE MINUTE. (Le bruit d'une horloge commence)

BONNE CHANCE.

MESSAGES DE RADIO

ET VOICI QUELQUES MESSAGES PERSONNELS.

- DE DEDE POUR LE FOOTBALL CLUB DE MIRAMONT: "ALLEZ LES GARS!"
- DE SIMONE POUR ALBERT: " MERCI POUR LES FLEURS, À DEMAIN SOIR."
- ET POUR NORBERT: " MAMAN DIT MERCI POUR TA CARTE, VA À LA POSTE  
POUR LA DERNIERE RÉPONSE."

HAUT BORRANS '89

## LES CODES A DECHIFFRER

groupe orange

BONJOUR MÉS AMIS  
YLMQLFI NVH ZNRH

ICI NORBERT VERDIER  
RXR MLIYVIG EVIWRVI

ICI NORBERT VERDIER  
RXR MLIYVIG EVIWRVI

LA POLICE NE TROUVE PAS NORBERT!  
OZ KLORXV MV GILFEV KZH MLIYVIG

groupe bleu

LA POLICE NE TROUVE PAS NORBERT!  
OZ KLORXV MV GILFEV KZH MLIYVIG

JE ME CACHE DANS LES CAVERNES  
QV NV XZXSV WZMH OVH XZEIMVH

groupe vert

JE ME CACHE DANS LES CAVERNES  
QV NV XZXSV WZMH OVH XZEIMVH

VENEZ ME VOIR DIMANCHE  
EUMVA NV FLRI QVFWR

VOICI LA CARTE  
ELRXR OZ XZLGV

FIN DE MESSAGE

VRM WV NVHHZTV.

CHERCHEZ LA BOMBE

ACTIVITY: LISTENING COMPREHENSION

SUBJECT: Taped instructions for location and disarming of 'bomb' hidden in the room.

MATERIAL: TAPE CASSETTE, STOP-WATCH, CONCEALED 'BOMB', PAIR OF SCISSORS.

TARGET: Understanding of message by group and reaction to it within 3 minute period allotted. Different versions of message mean number of attempts possible.

ORGANISATION:

1. Explanation in French of what have to do. Explained that they have 3 minutes in which to disarm 'bomb' and that are not allowed to halt tape until the bomb has been disarmed or they run out of time and it goes off. Also inform- message will be repeated 3 times; at the start, after 1 minute and 30 seconds before the bomb is due to go off.
2. Tape set running.
3. Tape switched off when bomb disarmed or after has gone off.
4. Stop-watch stopped as soon as bomb disarmed to give group time.

TEXT:

ATTENTION, ATTENTION!

VOICI UN MESSAGE TRES IMPORTANT.

IL Y A UNE BOMBE DANS LA SALLE!

VOUS DEVEZ TROUVER LA BOMBE D'URGENCE ET LA DETRUIRE.

ECOUTEZ BIEN LE MESSAGE.

LA BOMBE SE TROUVE DANS UNE BOITE DE CHOCOLATS,

LA BOITE DE CHOCOLATS EST CACHE DANS UN SAC EN PLASTIQUE

LE SAC EST SITUE SUR LE BANC QUI EST SOUS LA FENETRE EN FACE

DE LA PORTE.

OUVREZ LA BOITE ET VOUS TROUVEZ LA BOMBE. REGARDEZ BIEN LA BOMBE, IL Y A DES FILS BLEU, JAUNE ET ROUGE. VOUS DEVEZ COUPER LE FIL JAUNE ET APRES LE FIL BLEU NE TOUCHEZ PAS AU FIL ROUGE. VOUS AVEZ TROIS MINUTES OU LA BOMBE VA SAUTER.

## **MISSION SECRÈTE**

### **A7.2 Haut Borrans, mars 1988**

Pupils' account of Mission Secrète week in March 1988, eighteen pages including description of activities in English and French, photographs, samples of work sheets, cartoon of Norbert Verdier story (the week is based around a story involving his disappearance), copy of the certificate awarded at the end of the week and pupil comment on progress in French.

### **A7.2 Haut Borrans, mars 1988**

Pupils' account of Mission Secrète week in March 1988, eighteen pages including description of activities in English and French, photographs, samples of work sheets, cartoon of Norbert Verdier story (the week is based around a story involving his disappearance), copy of the certificate awarded at the end of the week and pupil comment on progress in French.



# HAUT BORRANS.

MARS 1988



# Haut Bornans

All the secret agents received a message from N Robert Verdier.

(Shown on the left) We flew to the south west of France (Bordeaux) and were parachuted into an empty field at night. We were all given an identity and papers. There is an example of an identity card below. The letter is a cover up for being in Miramont. - At midnight we were met by a french maid called Michelle who guided us towards the station (la gare). I bought a single ticket (un aller simple) for the 09.33 train to Marmande.

HAUT BORNANS                      FEBRIER, MARS 1988

LES INSTRUCTIONS                      MISSION SECRETE                      JOUR 1

1. VOUS DEVEZ PRENDRE L'AVION DE L'ANGLETERRE.  
 2. VOUS SAUTEZ DE L'AVION AU-DESSUS DE LA FRANCE.  
 3. VOUS DESCENDEZ PAR PARACHUTE AU NORD-OUEST DE LA VILLE DE BORDEAUX, DANS LE SUD-OUEST DE LA FRANCE.  
 4. VOUS RENCONTREZ VOTRE GUIDE, MICHEL QUI VOUS PREND JUSTE A LA GARE DE BORDEAUX.  
 5. VOUS DEVEZ ACHETER UN BILLET DE TRAIN, ALLER SIMPLE A LA VILLE DE MARMANDE.  
 6. VOUS ARRIVEZ A MARMANDE PENDANT L'APRES-MIDI ET VOUS DESCENDEZ DE TRAIN.  
 7. VOUS DEVEZ MARCHER DE MARMANDE A MIRAMONT DE GUYENNE PAR LA ROUTE DEPART-EMANCALE D933.  
 8. VOUS DEVEZ CHERCHER ROBERT VERDIER ET ENTREtenir EN CONTACT AVEC LUI.

ATTENTION !

LA POLICE ET LES GENDARMES VOUS CHERCHENT. VOUS DEVEZ PASSER UN CONTROLE A LA GARE DE BORDEAUX, SUR LE TRAIN, SUR LA ROUTE ET DANS LA VILLE DE MIRAMONT.  
 VOUS ETES *Nicole Girard* UN *Domestique*..... QUI RETOURNE A MIRAMONT APRES 5 ANS A BORDEAUX. VOUS AVEZ LES PAPIERS NECESSAIRES ET UNE LETTRE DE VOTRE VEILLE TANTE QUI HABITE A MIRAMONT ET QUI EST TRES CONTENTE QUE VOUS RETOURNEZ.

**Carte d'Identite**

NON *Pr. Bond*.....  
 Prénoms *Bylve*.....  
 Etat Civil.....  
 Profession *Strobana*.....  
 Né le *9. Mai 1969*.....  
 à *Casamix*.....  
 Département *Tarn (81)*.....  
 Nationalité *Français*.....  
 Domicile *16, Rue de Caution, Casamix*.....  
*81400 Casamix, France*

**SIGNALLEMENT**

taille *1m 60cm*.....                      Dos.....  
 cheveux *bruns*.....                      Couleur.....  
 oustache.....                      Forme du visage.....  
 yeux *bruns*.....                      Teint.....  
 lignes particulières.....

Empreinte digitale                      Le Titulaire                      Les Témoins

*AR.*

Vu pour la législation  
 Le *22*..... *1988*

Mardi 17 février 1988.

Mathilde Dupont  
 15 Avenue de PARIS  
 47800 Miramont

Mi cher

Ah, tu retournes chez nous à Miramont?!  
 Je suis très contente de te voir après cinq ans à Bordeaux. Ici, beaucoup de choses ont changé! Il y a un nouveau supermarché qui s'appelle Sodiprix. Et la boulangerie, rue de Lamartine, où on peut acheter d'excellents croissants et pains au chocolat! Elle a fermé parce qu'il y a l'incendie mardi dernier. Ce soir, je vais manger avec André Thomas, à l'hôtel de la Poste. Zut! Il est déjà trois heures moins vingt-cinq et je dois poster la lettre parce que la poste ferme à trois heures.

Robert (il vend des vélos, rue Voltaire) te dit bonjour!

Bonne nuit, à bientôt!  
 tante Mathilde

di. Jour 1.

riwe en France. L'agent de Police regarde mes papiers. Je regarde encore 23  
ts secrets. Les agents forment 4 groupes. Je suis agent avec groupe bleu.  
s cherchons le chef de groupe dans le jardin. C'est une opération de nuit  
est 8 heures. Nous cherchons les informations pour le groupe dans la rue.  
o trouvons les informations pour et Je retourne à la maison. Je reste dans la  
on avec Michel dans la nuit. De main, Je vais à Marmande.

Carte d'identité  
exemple.



Carte d'identité

NOM ANTOINE...PRIEUR  
Prénoms ANTOINE  
État Civil .....  
Profession Boulangère  
Né le 18 juillet 1961  
à PARIS  
Département SEINE  
Nationalité Française  
Domicile ? RUE DE SEINE, PARIS, FRANCE  
42A 9AT

**SIGNALLEMENT**

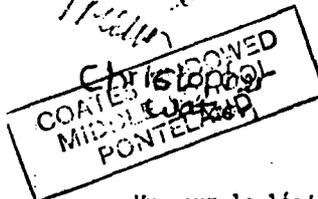
Taille 1m.70cm Dos .....  
Cheveux BLONDS Nez ..... Dimensions .....  
Moustache NON Forme du visage OVALE  
Yeux BLEUS Teint CLAIR  
Signes particuliers .....

Empreinte digitale



Le Titulaire

*Antoine Prieur*



LES Témoins

*[Signature]*

Vu pour la législation

Le 29 / Janvier ..... 1988

douanes

françaises



RÉPÉTEZ LE MESSAGE 2 FOIS

message commence à ..... heures

message finit à ..... heures.

groupe: .....

identité: .....

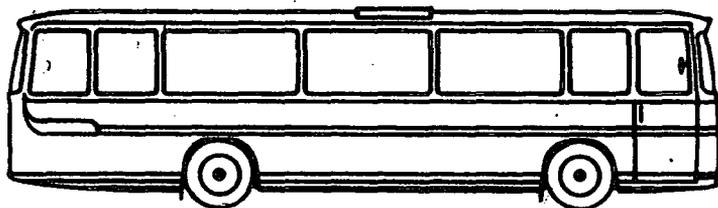
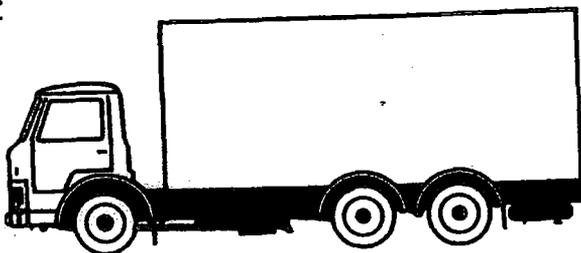
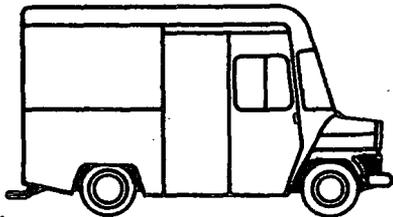
situé à : .....

chef de groupe: .....

VEHICULES

nombre-heure

TOTAL



INSTRUCTIONS

1. Pour commencer le message : ..... *Allô ici* .....
2. Pour terminer le message : .. *Fin de message* .....
3. Tout va bien : ..... *Il fait beau* .....
4. Il y a un problème : .. *Il fait froid* .....

des

Mardi Jour 2. Mission Surveillance.

Nous trouvons un message de Norbert Verdier. Il dit: Allo Londres ... Ici Norbert Verdier ... les ennemis sont ici ... Nous voulons des armes ... des revolvers ... des explosifs ... des radios et des bombes ... Votre aide immédiatement ... Aide-nous ...

J'écoute les informations pour l'opération surveillance. Je vais à la gare prendre un billet simple pour Marmande. La mission surveillance c'est très important. Je regarde des voitures et les camions. Les agents de police m'ont laissés partir. Je retourne à la maison et je vais au café. Je retourne à la maison dans la nuit.



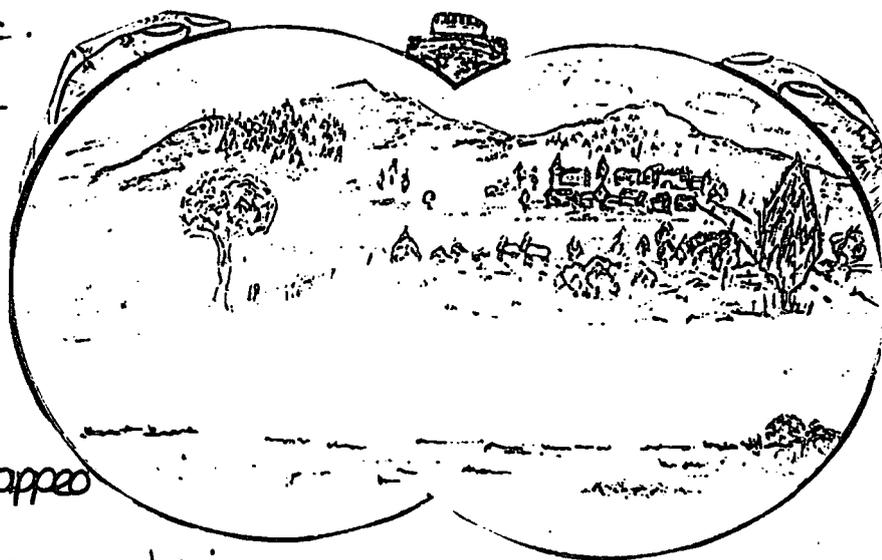
l'opération surveillance.



## Mardi

We went to Windermere and warned the other Secret agents who were on the mountain of any vehicles going up the route to the mountain. We stayed hidden all the time as the police could be anywhere. There were three groups of Secret agents Albert, Beatrice + Claude. We had walkie-talkies to contact Beatrice who contacted Claude + gave them our message.

The police had got to the mountain + had surrounded the base so the other groups were trapped.



We started up the mountain

when our scout warned us to hide. We contacted the other groups (who had been caught) We were walking up the route when the police came. We hid in the bushes. They didn't find us + went back down the road. We started down after them a bit later. There was no sign of them. But as we got back to the bus, the police came from behind + caught us.

Mercredi.

I received some information and instructions from London. They came with a map of Miramont and told me which hotel I was to stay in and where I would find Norbert Verdier.

I had to go to my hotel which was called L'hôtel de la Poste. I booked into the hotel for two nights, room three.

Bonjour monsieur

Bonjour madame, qu'est-ce que vous voulez ?

Je voudrais une chambre avec une douche  
s'il vous plaît.

Pour quels jours ?

Em, m deux jours.

A` oui, ici une fiche.

Merci, c'est combien ?

C'est 100 francs s'il vous plaît.

A` voila

Voici la clé pour chambre numéro 3.

Merci, au revoir.

Mercredi Jour 3      Miramont.

Je marche à Miramont. Je prends une chambre dans l'Hôtel de la Poste pour 2 nuits. Je visite la maison de Norbert Verdier: les agents de police sont dans la maison de Norbert. J'envoie un télégramme à tante Matilde. Je dis 'Où est Norbert?' Je retourne à l'hôtel et je vais au cinéma.



L agent de Police

HOTEL DE LA POSTE

M.J. Gerard.

Place Martignac - 47800 MIRANONT

Tel: (58) 93. 20. 03.

BAR-RESTAURANT. SPECIALITES REGIONALES.



Formulaire officiel

NOM: ... Dupres

PRENOM: ... Jeanne

DATE DE NAISSANCE: ... 15. Juillet 1965

NATIONALITE: ... Français

ARRIVEE LE: ... 2. Mars ...

RESERVER CHAMBRE ... 3 ... POUR 2 ... NUITS.

SIGNATURE: ... Jean Dupres ...

CONTROLLER PAR: ... [Signature] ...

DEPOT DE 100 Frs PAYE LE ... 02.03.88..

N° 698 **TÉLÉGRAMME**

|                       |                  |                   |                                |                     |                     |
|-----------------------|------------------|-------------------|--------------------------------|---------------------|---------------------|
| Ligne de numérotation |                  | Étiquettes        |                                | Timbre à date       | N° d'appel : _____  |
| ZC                    | N° télégraphique | Taxe principale   | INDICATIONS DE TRANSMISSION    |                     |                     |
| Ligne pilote          |                  | Taxes accessoires | N° de la ligne du P.V. : _____ |                     |                     |
| Bureau d'origine      | Muls             | Total ..          | Bureau de destination          |                     | Département ou Pays |
|                       |                  | Date              | Heure                          | Mentions de service |                     |

|   |   |
|---|---|
| Services spéciaux demandés :<br>(voir au verso)   | Inscrire en <b>CAPITALES</b> l'adresse complète (rue, n° bloc, bâtiment, escalier, etc...), le texte et la signature (une lettre par case ; laisser une case blanche entre les mots).   |
|   | Nom et adresse<br>M I L L E J A C Q U E L I N E B E R T R A N<br>H O T E L D E L A P O S T E I N E<br>P L A C E M A R T I G N A C M I R A M O N T 4 7 8 0 0<br>Q U N V X Z X S I V W Z M H O N H X Z F V H<br>E V M V A N V F L R I Q V F W R<br>E V M V A N V F L R I Q V F W R<br>E L R X R O Z X Z L C V |
| TEXTE et éventuellement signature très lisible  |   |
| Pour accélérer la remise des télégrammes indiquer le cas échéant, numéro de téléphone (1) ou de télex du destinataire | Pour avis en cas de non remise, indiquer le nom et l'adresse de l'expéditeur (2) :  |
| _____ TLX _____   | _____   |

re is the telegramme we received from  
Mathilde Dupont.

MISSION SPECIAL 'High Barrans'

Thursday

In the morning between 9.00-9.30am we received a Telegramme in code, from Matwilde Dupont, the secret agent, it said.

QU NV XZXSU WZMH ONH XZFH  
EVMVA NV FLRI QVFWR EVMVA NV FLRI  
QVFWR ELRXR OZ XZLGV.

By turning the alphabet round like this:

A B C D E F G H I J K L M N O P Q R S T U V W  
Z Y X W V U T S R Q P O N M L K J I H G F E D  
X Y Z  
C B A

we found it said

JE ME CACHE DANS LES CAVES VENEZ  
ME VOIR JEUDI VENEZ ME VOIR JEUDI  
VOICI LA CARTE

After eleven we dressed in our overtrousers and anaraks collected our picnics and set off. There were two different groups FRAISE and FROMAGE. Fraise started at Skelwith Bridge and Fromage started at Elterwater. Fraise had the longest walk.

I was one of the leaders 'scouts' for 'fraise'. I had to listen to the tape which told us the route to take. There were about 8 messages. It took us three or four hours.

## MISSION SPECIALE

NOUS MARCHONS AUX CAVES. QUAND NOUS  
ARRIVONS AUX CAVES, NOUS ENTRONS, LES CAVES  
SONT NOIRES ET PLEINES D'EAU. NOUS MARCHONS  
À TRAVERS LES CAVES. NOUS TENONS UNE CORDE.  
NOUS TROUVONS DES MESSAGES. VOICI LE MESSAGE  
**IL FAIT TRÈS TRÈS FROID.**

**RENDEZ-VOUS AU GARAGE  
DE HAUT BORRANS À HUIT  
HEURES ET DEMIE.**

WE WENT BACK TO THE HOUSE. AND AT  
HALF PAST EIGHT WE WENT TO FIND NORBERT  
IN THE GARAGE. WHEN WE ARRIVED NORBERT  
WAS NOT THERE. IT WAS THEN THAT WE WERE  
TOLD HE DID NOT EXIST AND THAT THE WHOLE  
WEEK HAD BEEN TRAINING.

### Jour 4 jeudi.

Le message de Tante Matilde arrive. C'est un message en code. Il dit ... Norbert est dans les caves...

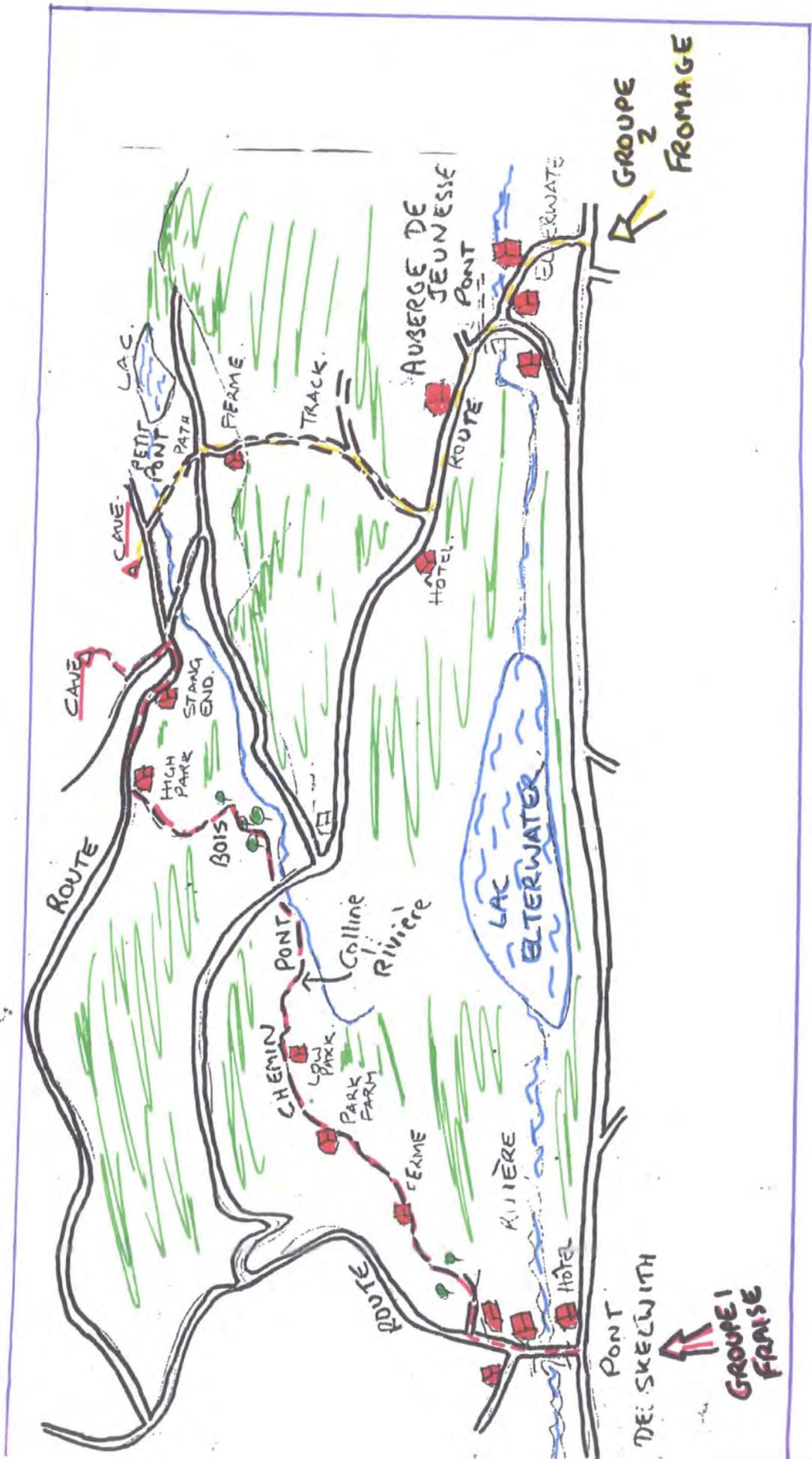
Je cherche la carte. Nous marchons aux caves. Nous trouvons un message de Norbert ... Il fait froid ici (code). Rendez-vous au garage de Haut Borrans à 8h.30...

À 8h.30. Nous arrivons au garage. Norbert n'existe pas. C'est un exercice.

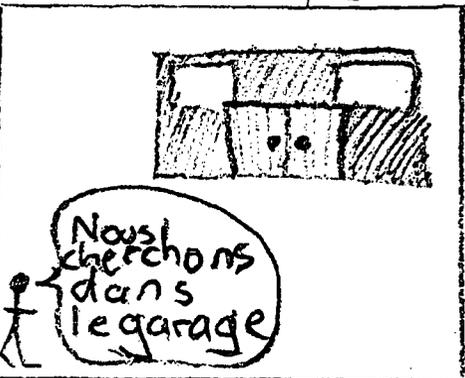
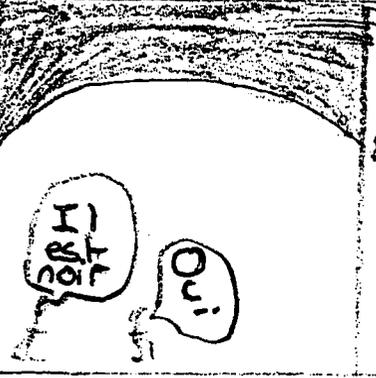
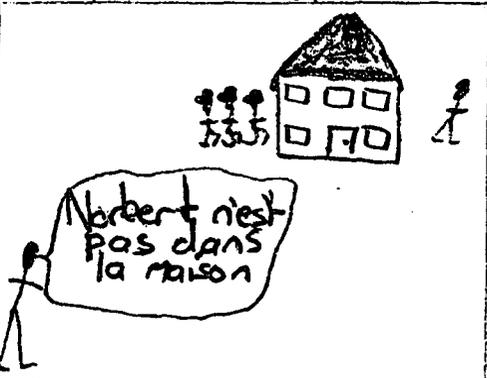
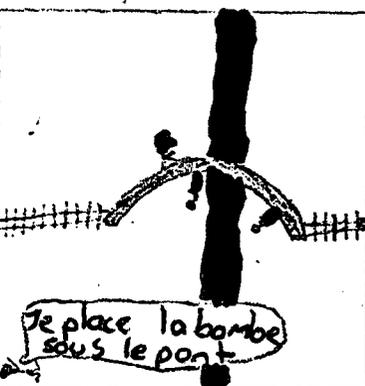
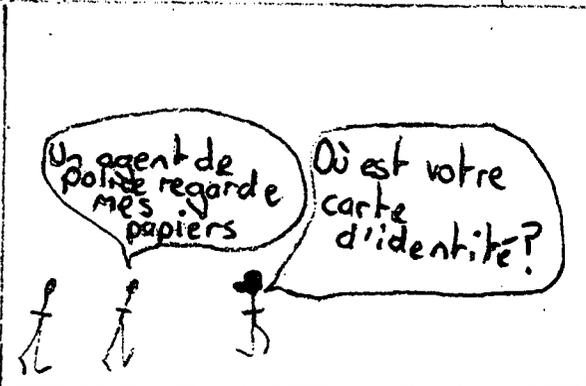
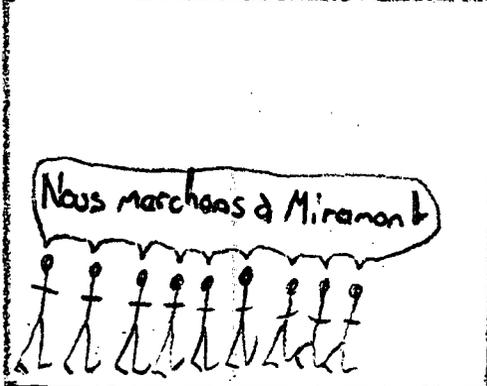
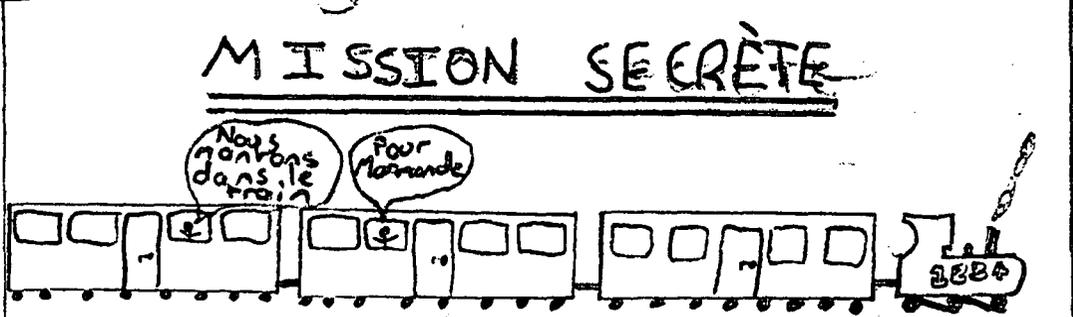
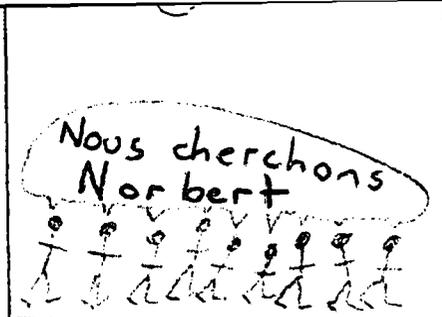
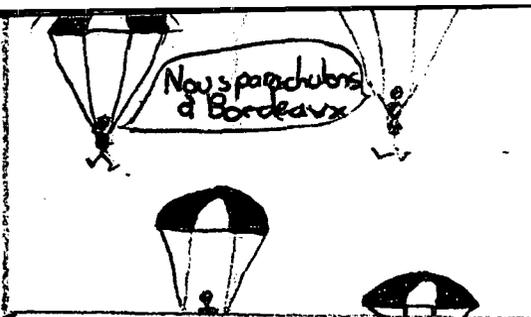


les agents secrets

# CARTE DES CAVES DE LANGDALE



# MISSION SECRÈTE



NORBERT N'EXISTE PAS!

FIN DE L'EXERCISE

DO YOU THINK YOUR FRENCH HAS IMPROVED ?

'I think my French improved during the week by having to speak French all the time, if we were stuck on some words we had to think of them.'

'Yes, I think my French has improved because I know more words and I can speak better and I find it more easy.'

'Yes I think I can understand when people talk to me and I've learnt how to talk French better.'

'Yes, I can speak more fluently than before. When I had to try, I found I could speak better than I had thought'

'I think my French has improved quite a bit. I think with speaking it a lot more you find it easier to remember and understand, and the thing that made it easier to understand is that we did things to go with the spoken stuff instead of just sitting saying it.'

'Yes I think my French has improved.'

'Yes I do think that my French has improved, because I've learn't some new words and I hAVE got a new and better accent.'

'Yes, I do think my French has improved, but not very much. I think I can speak French a bit better but I can not write French much better.'

' No not that much. But my oral work has improved.'

'Yes, I think my oral French is a lot better.'

'Yes learn more words and can write better.'

'I think that it has improved the accent but not the writing.'

'Yes I think my French has improved quite a bit since I've been at High  
Borrans.'

'Yes I have learnt more words and can write better.'

'Yes it has improved but I have found it harder to learn sitting in a lesson.'

'I do not think my vocabulary has improved much but I feel I can speak sen-  
tences with more fluency now.'

'I do think that my French has improved because since everybody else was  
speaking French, I did as well. The trick is not to use unused words and  
use ones that you understand.'

'Yes I think my French vocabulary has improved, because you only speak  
French during French lessons but at High Borrans, you had to speak French  
all the time.'

'I think that my French has improved quite a lot. Now I am not as nervous  
about speaking French in case I make a mistake.'

'Yes, I think my French has improved very much because now I am back I seem  
to be speaking French to all my friends without thinking about it. I now  
can string words together which I could not do before.'

'Yes, my French has improved a bit because I learnt different things during  
the week. New words were learnt and after a while, I could understand quite  
a bit of what was being said.'

'I think my French has improved.'

'Yes I do think my French is improved. This is because when you spoke to a  
teacher you had to say everything in French and you had to learn to put



# Certificat d'Adaptitude -

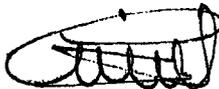
M. -----,

dit: -----,

a réussi avec succès les tests  
pour être Agent Secret en France.

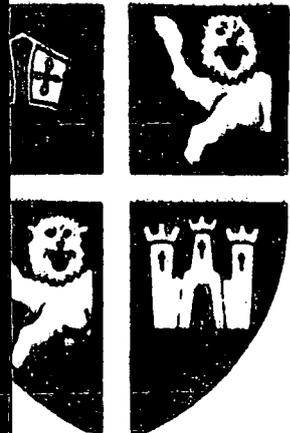
Fait le 4 Mars 1988.

Ben Daniel

Violaine 

Miille

"Maman" l'Écossaise.



The Warden  
High Borran Centre for Field Study  
and Outdoor Pursuits.  
High Borran,  
Windermere,  
Cumbria LA23 1JS  
Telephone Windermere 096 62 2816

## MISSION SECRÈTE

### **A7.3 Mission Secrète: A French immersion programme.**

Article, single page, written by Daniels, J. and Porter, B. (1991)  
Mission Secrète: a French immersion programme. *Le Nouveau Service Compris, Summer 1971*. London: Mary Glasgow. A description of the intensive week and the activities taking place.

# MISSION SECRÈTE

## A French immersion programme

A group of twenty-five 12- and 13-year-old pupils from a Northumberland school arrives at High Borran, an outdoor centre near Windermere in the Lake District. They are reminded that they are about to enter a French environment where they will speak and be spoken to in French. They have signed a contract promising to do so, but now they are faced with taking the plunge and beginning the period of French immersion. As they step off the bus, they are naturally anxious; will they be able to cope? Have their three years of French lessons provided them with sufficient knowledge to manage an exercise of this kind?

'Mission secrète' is the product of several years' experience of French immersion weeks. The theme of secret agent training has the advantage of combining the facilities of an outdoor centre - with its opportunities for hill-walking, map-work and caving, in attractive surroundings - with a French situation: the participants are presumed to be training for clandestine operations in France.

The 'mission' begins with a recorded message sent from France by the mysterious Norbert Verdier. His message asking for immediate help is interrupted by the sound of the police arriving and forcing Norbert to escape by the window...

The pupils are given a French identity and the necessary papers, and follow up the message by making an imaginary journey to France with the task of locating and contacting Monsieur Verdier. They simulate the journey, going through passport control, buying a ticket and travelling by train to Miramont in south-west France, where Norbert lives. Here they take a room in the *Hôtel de la Poste*. A series of clues, sometimes in code, lead them at the end of the week to the mouth of a cave, where Norbert has been forced to take refuge. Gingerly entering the cave by candlelight, they discover a final recorded message which informs them '*Il y a une bombe dans la caverne!*' They have two minutes to find the bomb and defuse it by cutting the specified coloured wires. This final challenge leads to the completion of the course and an award of a *Certificat d'Agent Secret*.

The immersion programme consists of a variety of different activities. The mornings are taken up with following the Verdier story through role-play, reading and listening comprehension work; the afternoons are given over to the field-training programme with such exotic elements as surveillance and sabotage exercises; while in the evening, the pupils are involved in setting up a café, performing group plays and an *opération de nuit*. French is maintained from breakfast until bedtime, some of the most useful language work coming from meal times when the conversation would be about the day's activities. Some English will clearly be spoken by the pupils when they are left to their own devices - break-times, in the dormitories - but English becomes the minority language. The official language is French; if anything is needed, any question asked, it has to be said in French. By the end of the week, pupils are using more French among themselves because they now have the confidence to do so, and certain phrases and words have become common currency.

It has not been found necessary to give pupils any special preparation before the immersion week. The lessons they have followed during their three years of French have provided them with all the basic elements they require. What the lessons have not readily done is given them a real working knowledge of the material. An immersion week makes real demands on pupils' language skills, encouraging them to draw on what they know to make themselves understood. The task is simplified through not being presented artificially by a text-book or a story on tape: here, the pupil is part of what is happening. The language is brought into context and is supported by reality: the pupil who falls into the burn during a sabotage exercise elicits an automatic '*il tombe dans la rivière!*' from his companion, a phrase originally introduced some far distant afternoon in school while following Xavier's riverside adventures.

It is also apparent that in addition to activating material introduced in the classroom, the immersion week creates an excellent learning environment where new words and phrases can be more easily acquired.

The language pupils are exposed to now has real importance; they need to understand and respond to what they are being told to do. During the surveillance exercise, one group operates from the bottom of a hill, observing traffic on the Windermere road and passing information on by means of a walkie-talkie radio to a second group positioned at the top of the hill behind them. A code is used: if the group is threatened by police action, they will say the weather is poor; if there are no problems, the weather is fine. They also have an alibi in case of capture - '*je regarde les oiseaux*'.

Unlike their listening in class, they now listen to their instructions with real concentration, knowing that they will shortly find themselves on an exposed Lakeland hill, crouching around the radio and communicating with the other group.

Learning any modern language is a practical exercise; our intention while teaching is to enable pupils to use what they have been taught. They need to be shown what they can actually do with the language after three years of lessons, and an immersion experience of the kind described proves to them that in spite of their initial doubts they can survive and enjoy a period of intensive language work.

**John Daniels, Barbara Porter**

*The authors would be pleased to give further information about their programme to interested teachers. Please contact them at:*

*6 Highbury, Jesmond, Newcastle-upon-Tyne. NE2 3BX.*

**STAGE: 4    CHAPTER: 8    FRENCH EXCHANGE TEACHER**

**A8            EXCHANGE TEACHER**

- **A8.1 Timetable**  
Copy of the teaching timetable from Collège Jean-Macé with the addition of courses at the primary school with classes, CM1 and CM2.
  
- **A8.2 'The Good Pupil Survey'**  
Copy of a worksheet designed to encourage practical active spoken language work with class 3e (14, 15 year olds).
  
- **A8.3 'The Exchange Visit to England'**  
First pages of the play designed for use with lunchtime drama group which failed to be performed but ran to a number of rehearsals.

## EXCHANGE TEACHER

### **A8.1      Timetable**

Copy of teaching timetable from Collège Jean-Macé for 1992/1993 with the addition of courses at the primary school with classes, CM1 and CM2.

6C : 3,5h  
 5B : 3,5h

1 BC (LV1) : 3h  
 2 BC (LV1) : 3h  
 1 AB (LV2) : 3h  
 2 AB (LV2) : 3h

EMPLOI du TEMPS de: M<sup>r</sup> DANIELS

Fonctions: \_\_\_\_\_

1- Heures dues: 18  
 2- Heures faites: 19  
 3- H. supplémentaires: 1  
 } + 3 H (EPLV)

|                            | LUNDI           | MARDI          | MERCREDI | JEUDI                           | VENDREDI            | SAMEDI |                 |
|----------------------------|-----------------|----------------|----------|---------------------------------|---------------------|--------|-----------------|
| M 1<br>8.05                | 10<br>1 BC (I)  | /              | /        | 10<br>2 AB (II)                 | 10<br>2 BC (I)      | /      |                 |
| M 2<br>9.05                | 10<br>5 B       |                |          | 9.15 CM1 <sup>x</sup><br>-10.00 | 10<br>1 AB (II)     |        | 10<br>5 B       |
| M 3<br>10.05               | 10<br>2 AB (II) |                |          | 10.00 CM2<br>-10.45             | 10<br>5 B           |        | 10<br>1 AB (II) |
| M 4<br>11.15               |                 |                |          |                                 | 10<br>6 C           |        | 10<br>2 AB (II) |
|                            | 12.15           |                |          |                                 |                     |        |                 |
| S 1<br>14.00               | 10<br>6 C       | 10<br>1 BC (I) | /        | 10<br>2 BC (I)                  | 10<br>6 C           |        |                 |
| S 2<br>15.00<br>recreation | 10<br>1 AB (II) | 10<br>2 BC (I) |          | 15.00 CM2<br>-15.45             | 10<br>1 BC (I)      |        |                 |
| S 3<br>16.05               |                 | 10<br>6 C      |          | 10<br>5 B                       | 15.45 CM1<br>-16.30 |        |                 |
|                            | 17.00           |                |          |                                 |                     |        |                 |

x à partir de 5 octobre

## **EXCHANGE TEACHER**

### **A8.2 'The Good Pupil Survey'**

Copy of worksheet designed to encourage practical active spoken language work with class 3e (14, 15 year olds).

**"THE GOOD PUPIL SURVEY"**

**Instructions:**

**1. You will interview: .....**

**You will/will not change places.**

**2. You will ask them questions to decide whether they are :**

- a) an excellent pupil**
- b) a good pupil**
- c) an average pupil**
- d) a poor pupil.**

**You have 15 minutes to conduct the survey and for them to interview you.**

**ALL CONVERSATION DURING THE INTERVIEW MUST BE IN ENGLISH AND ANY FRENCH SPOKEN WILL RESULT IN A SCORE OF 0/20.**

**3. When you have finished the interview you should return to your place and write up a report on the interview. You should write it out in rough first and then when you are satisfied copy it out neatly. At the end of the report you will need to say what kind of pupil you think the person is and why.**

## **EXCHANGE TEACHER**

### **A8.3 'The Exchange Visit to England'**

First pages of play designed for use with lunchtime drama group which failed to be performed but ran to a number of rehearsals.

**THE EXCHANGE  
VISIT  
TO ENGLAND**

## THE EXCHANGE VISIT TO ENGLAND

### Characters:

|                  |   |
|------------------|---|
| Sophie.          | French girl of 15 from Saint Brieuc who goes on an exchange to England.   |
| Teacher.         | The Professeur d'anglais who presents each scene with question and answer routine.  |
| Mum, Mrs Wilson. | Mother of the family, Sophie stays with, a very bossy and angry woman who dominates the family and often loses her temper. Everyone is afraid of her. |
| Dad, Mr Wilson   | Father of the family, dominated by Mrs Wilson until the end.  |
| Jane Wilson.     | Sophie's pen friend, 15 years old.  |
| Peter Wilson.    | 16 year old, brother of Jane.   |
| Granny.          | Mrs Wilson's mother. Appears to be old and doddery but longs for a more exciting life.  |
| Brian Brixton    | A little bit younger than Gran, a crook who dresses like a gangster.  |
| Policeman 1.     | A young police officer.   |
| Policeman 2.     | Another young police officer.   |

Exchange Visit to England.

SCENES.

|                 |   | <u>PAGE</u> |
|-----------------|---|-------------|
| <u>Scene 1.</u> | <u>Meet the Family.</u><br>Sophie meets the Wilson family when she arrives at Victoria Station. | <u>3.</u>   |

|                 |  |           |
|-----------------|--|-----------|
| <u>Scene 2.</u> | <u>Breakfast.</u><br>Breakfast with the Wilson, Sophie discovers Jane has left school. | <u>5.</u> |
|-----------------|--|-----------|

|                 |   |           |
|-----------------|---|-----------|
| <u>Scene 3.</u> | <u>Granny's Boy Friend.</u><br>Brian arrives and pretends he is Sophie's uncle from Saint Brieuc. | <u>8.</u> |
|-----------------|---|-----------|

INTERVAL

|                 |  |            |
|-----------------|--|------------|
| <u>Scene 4.</u> | <u>Granny and the Bank Robber.</u><br>Brian arrives and asks Gran to marry, but revealed he is a bank robber. Police arrive to arrest him but surround the wrong house. Brian escapes with Granny. | <u>17.</u> |
|-----------------|--|------------|

STAGE: 4 CHAPTER: 9 FRENCH EXCHANGE PROGRAMME

A9 EXCHANGE PUPIL

- **A9.1 Allez faire un échange**  
A guide for pupils participating in the exchange to Saint-Brieuc, fifteen pages of information and support for pupil on an exchange. Key vocabulary items as well as explanations and information.
- **A9.2 Mon Journal du Voyage à Saint Brieuc**  
Booklet of twenty-nine pages to act as a diary for completion by pupils during exchange. This replaced the original diaries and provides a more directed and focused format for the account of the exchange 'real experience'.
- **A9.3 Post exchange interview**  
Interview conducted with a pupil after the second of the two exchanges she participated in. It provides interesting material on 'culture shock' (homesickness) and the differences with the French environment and the one she was used to at home. Three and a half pages, incomplete, some direct quotes from this document appear in the text of the thesis.
- **A9.4 French exchange questionnaire, post exchange**  
This was given to pupils after the exchange, some of the surviving examples of this document have been used when discussing the impact of the exchange. Two pages dating from October 1998.
- **A9.5 Programme of activities for French pupils**  
This is the programme for the French group staying for a week with English families for a week in May 2000. The activities are similar to those provided by Collège Jean-Macé; visits to places of local interest and functions, such as a fish and chip supper and farewell disco.

## EXCHANGE PUPIL

### **A9.1      Allez faire un échange**

A guide for pupils participating in the exchange to Saint Brieuc, fifteen pages of information and support for pupils on an exchange. Key vocabulary items as well as explanations and information, together with illustrations. Preparation for the 'real experience' of the target language and culture.

# **Allez faire un échange!**

*a guide to pupils  
participating in the  
exchange to Saint-Brieuc.*

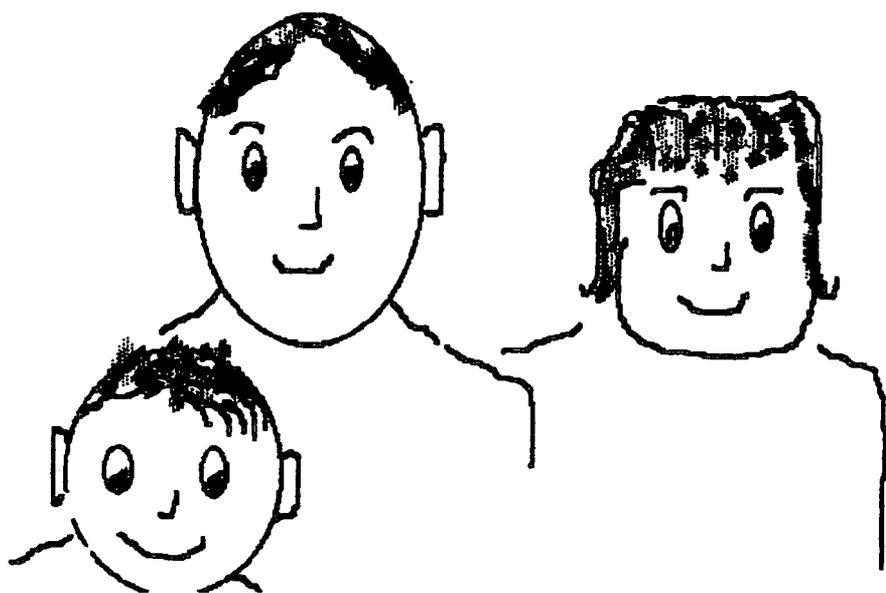
*Coates Middle School, Ponteland.*

# L' ARRIVÉE

THE ARRIVAL

Allez...!

## BONJOUR.....!



*When the coach finally arrives at Collège Jean-Macé you will get out and meet for the first time the French family you will be staying with. Do not be worried, they realise you are tired after the journey and all that will be expected of you is to smile sweetly and say BONJOUR and shake hands with them.*

*You will then go with them to their car and drive off to their house which will probably not be very far away. Don't worry if you don't understand a word they are saying to you at this point, just keep smiling.*

*Once at their house you will be shown your room and where the bathroom is and perhaps given some time to unpack and sort things out. If you have forgotten where the bathroom is it's easy to ask for it, you simply need to say: la salle de bain s'il vous plaît?*

*When you come downstairs you will probably find they will want to know if you would like something to eat or there may well be a meal prepared. There is a section on French meals which will help you here. On this first session with the family you will probably find that they will be asking you a few questions about yourself and your family, we will look at this next.*

# CONVERSATION 1. Identité

Allez...!

Je m'appelle ..... j'ai .....ans.

*when talking about your family  
and where you live, it is a good idea  
to have a map and some photos to show.*

J'habite ..... c'est un petit/grand  
village près de Newcastle dans le nord-est de l'Angleterre.  
(J'habite Newcastle une grande ville dans le nord-est de l'Angleterre.)

Mon père s'appelle ..... il a .....ans, il est .....  
Ma mère s'appelle ..... elle a ..... ans, elle est .....

J'ai .....frère/s ..... et .....soeur/s .....  
Je n'ai pas de frères ou de soeurs.

J'ai .... chien/s , il/s s'appelle/nt ..... et ..... chat/s .....  
et .... poissons rouges ..... et 2 éléphants Jumbo et Sally.  
Je n'ai pas d'animaux à la maison.

**j'ai un frère/soeur/chien/chat/éléphant**  
*I've a brother/sister/dog/cat/elephant.*

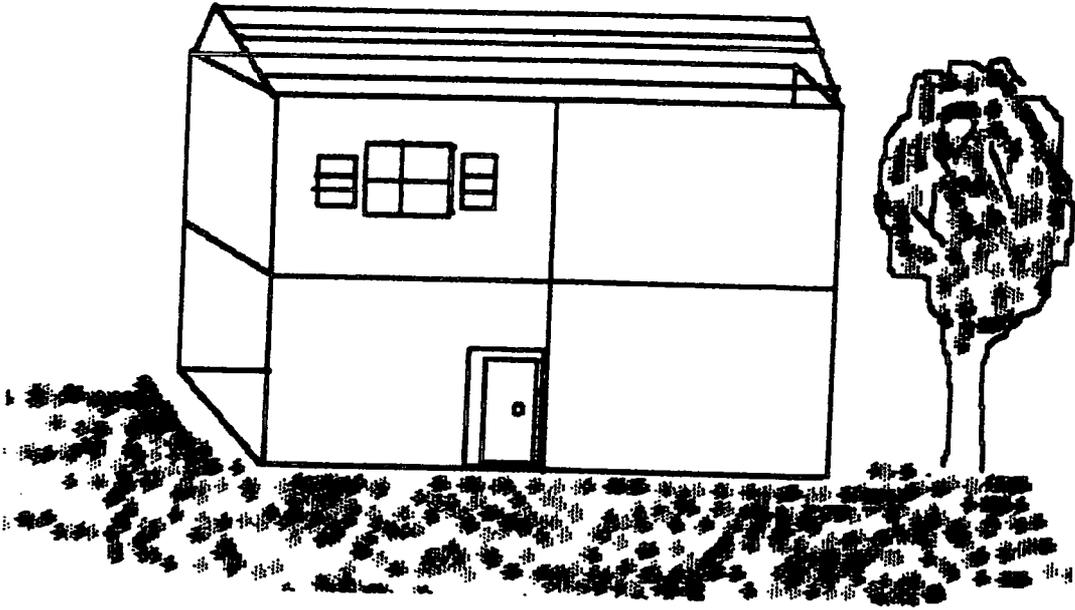
**je n'ai pas de frère/soeur/chien/chat.....**  
*I haven't a brother/sister/dog/cat.....*

## QUESTIONS

1. Comment t'appelles-tu? (*your name*)  
Comment s'appelle
  - ton père? (*your Dad*)
  - ta mère? (*your Mum*)
  - ton frère (*your brother*)
  - ta soeur (*your sister*)
  - ton chien (*your dog*)
  - ton chat (*your cat*)
2. Ton père, qu'est-ce qu'il fait dans la vie? (*Dad's job?*)  
Ta mère, qu'est-ce qu'elle fait dans la vie? (*Mum's job?*)
3. Tu as un animal à la maison?  
(*Do you have a pet?*)

# Dans la Maison

Allez...!



## UN

un escalier (*stairs*)  
 un fauteuil (*armchair*)  
 un garage  
 un jardin (*garden*)  
 un miroir (*mirror*)  
 un plafond (*ceiling*)

un rayon (*shelf*)  
 un salon (*sitting room*)  
 un tableau (*picture*)  
 un tapis (*carpet*)  
 un toit (*roof*)  
 un lit (*bed*)

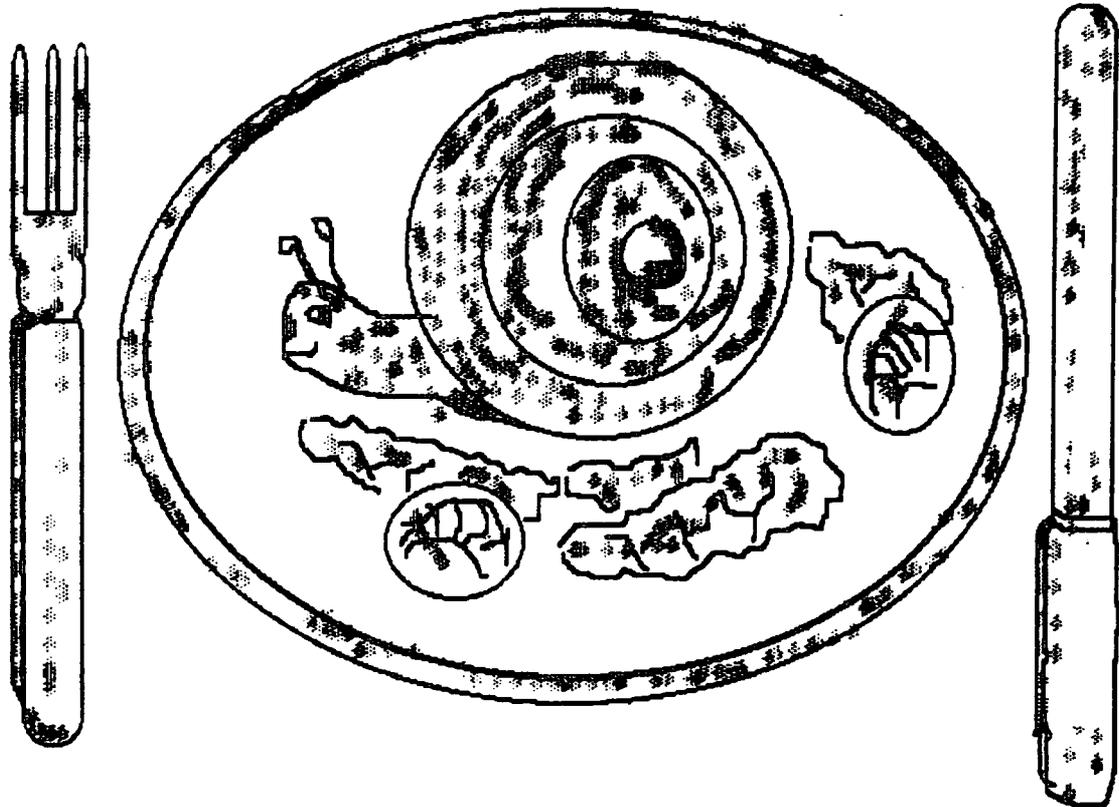
## UNE

une table  
 une fenêtre (*window*)  
 une chaise (*chair*)  
 une cuisine (*kitchen*)  
 une salle de bain (*bathroom*)  
 une chambre (*bedroom*)  
 une salle à manger (*dining  
 room*)

une armoire (*cupboard*)  
 une porte (*door*)  
 une salle d'utilité (*utility*)  
 une lampe  
 une maison (*house*)  
 une lumière (*light*)

à table .....

Allez...!



*A great deal of importance is attached to meal times in France and the French usually spend longer sitting down for meals than we do in England. It is also true that what is eaten in France may be different from what you are used to. However do not panic you will not be expected to eat snails. French food is very good and often now you will find that your exchange partner will tend to like the same kind of food that you do: burgers and chips.*

*You will find though that meals at home will be different for example, there may not always be potatoes and there may be several courses with cheese before a pudding at the end of a meal. Try different things, have a go!*

**à table 2****vocabulaire**

Allez...!

**le petit déjeuner - le déjeuner - le souper***breakfast**lunch**supper***tu as faim?***are you hungry?***tu aimes .....?***do you like .....?***tu veux du .....?***do you want any .....?***le poulet** (*chicken*)**le poisson** (*fish*)**les escargots** (*snails*)**les haricots** (*beans*)**les glaces** (*ice-cream*)**sers-toi!***help yourself***BON APPETIT!***eat well (said before you begin to eat)***passe-moi ton assiette***pass me your plate***tu n'en veux plus?***(don't you want any more?)***tu as assez?***(do you have enough?)***tu as assez mangé***(have you had enough to eat?)*

à table 3

vocabulaire

Allez...!

une assiette (plate)

un couteau (knife)

une fourchette (fork)

une cuillère (spoon)

une tasse (cup)

un bol (bowl)

un verre (glass)

un repas (meal)

le pain (bread)

la viande (meat)

le poisson (fish)

les légumes (vegetables)

le pâté (paste, paté)

un hamburger

les frites (chips)

le potage (soup)

le fromage (cheese)

une glace (ice-cream)

une boisson (drink)

un coca (coke)

de l'eau (water)

un thé (tea)

le lait (milk)

le vin (wine)

un chocolat

# Les Questions



**Où ?** (where)

**Quand ?** (when)

**Comment ?** (how)

**Pourquoi ?** (why)

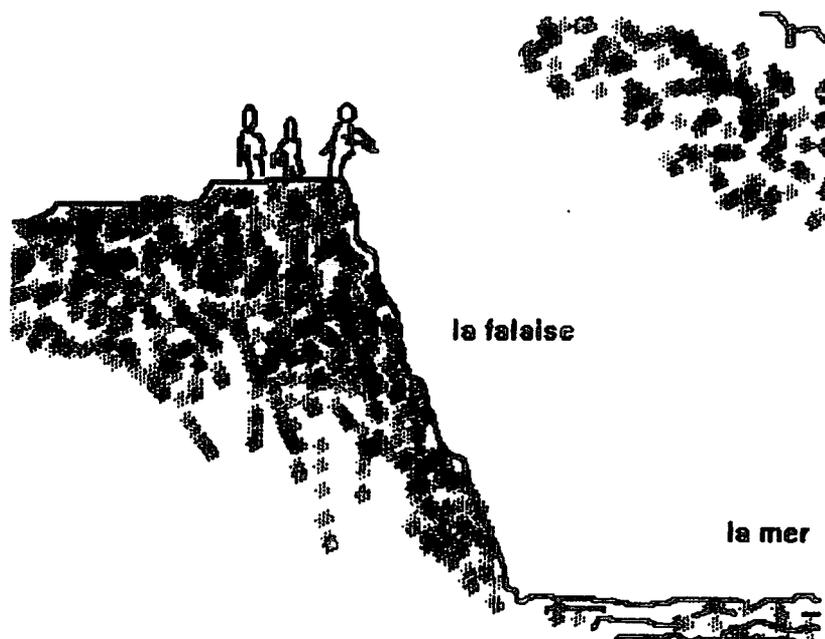
**Combien ?** (how much)

**Je peux .....?** (can I)

**Je peux téléphoner chez moi s'il vous plaît ?** (can I telephone home please)

# La Visite

**Aujourd'hui** *(today)*



**ce matin**

*(this morning)*

**cet après-midi**

*(this afternoon)*

**ce soir**

*(this evening)*

**nous allons**

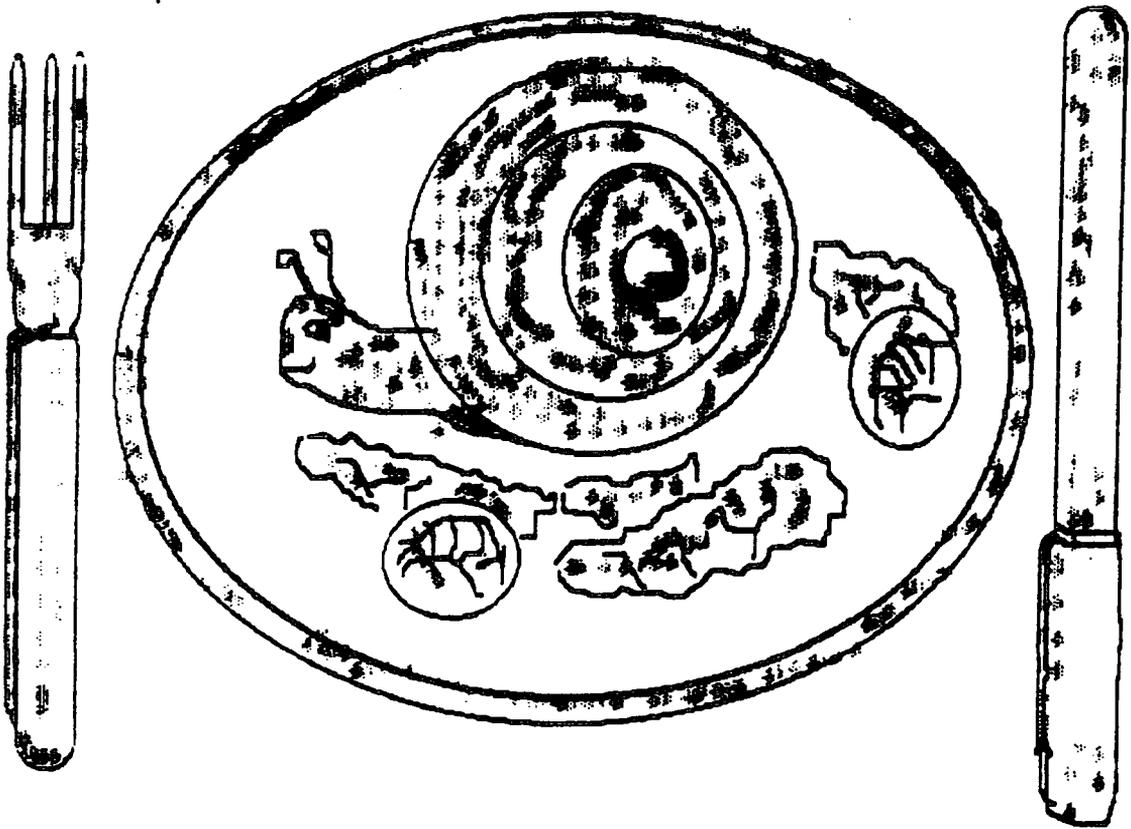
*(we're going)*

**en ville** *(into town)*

**visiter un château** *(to visit a castle)*

**au supermarché** *(to the supermarket)*

**au bord de la mer** *(to the seaside)*



## Allez faire un échange

|                     |                 |
|---------------------|-----------------|
| afternoon           | après-midi      |
| animals             | animaux         |
| armchair            | fauteuil        |
| bathroom            | salle de bains* |
| beans               | haricots        |
| bed                 | lit             |
| beside              | près de         |
| big                 | grand           |
| bowl                | bol             |
| bread               | pain, baguette* |
| breakfast           | petit-déjeuner  |
| brother             | frère           |
| call                | appelle         |
| can                 | peux            |
| carpet              | tapis           |
| castle              | château         |
| cat                 | chat            |
| ceiling             | plafond         |
| chair               | chaise*         |
| cheese              | fromage         |
| chicken             | poulet          |
| chips               | frites          |
| chocolate           | chocolat        |
| chocolate croissant | pain choc       |
| cocacola            | coca            |
| cold                | froid           |
| college             | collège         |
| computer            | ordinateur      |
| croissant           | croissant       |
| cup                 | tasse*          |
| cupboard            | armoire         |
| dining room         | salle à manger* |
| dog                 | chien           |
| don't like          | n'aime pas      |
| door                | porte*          |
| drink               | bois            |
| eat well            | bon appetit     |
| England             | Angleterre (L') |
| enough              | assez           |
| evening             | soir            |
| fast food           | snack           |
| father              | père            |
| fork                | fourchette*     |
| garage              | garage          |
| garden              | jardin          |

## vocabulaire

|               |
|---------------|
| glass         |
| gold fish     |
| hamburger     |
| he            |
| help yourself |
| his, hers,    |
| hot           |
| house         |
| how ?         |
| how much?     |
| hungry        |
| hypermarket   |
| I have        |
| I haven't any |
| ice cream     |
| junk food     |
| kitchen       |
| knife         |
| lamp          |
| lets go       |
| letter        |
| life          |
| light         |
| like          |
| live          |
| lunch         |
| market        |
| McDonalds     |
| meal          |
| meat          |
| midday        |
| milk          |
| mirror        |
| more          |
| morning       |
| mother        |
| my            |
| my house      |
| near          |
| north east    |
| one, we       |
| pass me       |
| paste         |
| picture       |
| plate         |

## English - French

|               |
|---------------|
| verre         |
| poisson rouge |
| hamburger     |
| il            |
| sers-toi      |
| son, sa, ses  |
| chaud         |
| maison*       |
| comment       |
| combien       |
| faim          |
| hypermarché   |
| j'ai          |
| je n'ai pas   |
| glace*        |
| fast food     |
| cuisine*      |
| couteau       |
| lampe*        |
| allons        |
| lettre*       |
| vie           |
| lumière*      |
| aime          |
| habite        |
| déjeuner      |
| marché        |
| McDo          |
| repas         |
| viande*       |
| midi          |
| lait          |
| mirroir       |
| encore        |
| matin         |
| mère*         |
| mon, ma, mes  |
| chez moi      |
| près de       |
| nord-est      |
| on, nous      |
| passe-moi     |
| pâté*         |
| tableau       |
| assiette      |

## Allez faire un échange

|              |                  |
|--------------|------------------|
| post card    | carte postale*   |
| please       | s'il vous plaît  |
| roof         | toit             |
| room         | pièce*           |
| sea          | mer*             |
| she          | elle             |
| shelves      | étagères         |
| shower       | douche*          |
| shutters     | stores           |
| sister       | soeur*           |
| sitting room | salon            |
| small        | petit            |
| snails       | escargots        |
| soup         | potage           |
| souvenir     | souvenir         |
| spoon        | cuillère*        |
| stairs       | escalier         |
| stamp        | timbre           |
| supermarket  | supermarché      |
| supper       | souper           |
| tea          | thé              |
| tea          | gôuter (meal)    |
| thanks       | merci            |
| to telephone | téléphoner       |
| to visit     | visiter          |
| today        | aujourd'hui      |
| town         | ville*           |
| utility room | salle d'utilité  |
| vegetables   | légumes          |
| village      | village          |
| want         | veux             |
| water        | de l'eau         |
| when ?       | quand            |
| where        | où               |
| why ?        | pourquoi         |
| window       | fenêtre*         |
| wine         | vin              |
| would like   | voudrais         |
| you          | tu/vous (adults) |
| you have     | tu as            |
| your         | ton, ta, tes     |

## vocabulaire

English - French

### INFORMATION

words marked with

\* = feminine words  
use with **une** or **la**  
**porte\***    **la porte**

## Allez faire un échange

|                  |               |
|------------------|---------------|
| plafond          | ceiling       |
| plus             | more          |
| poisson rouge    | gold fish     |
| porte*           | door          |
| potage           | soup          |
| poulet           | chicken       |
| pourquoi         | why ?         |
| près de          | near          |
| quand            | when ?        |
| Quick            | fast food     |
| repas            | meal          |
| salle à manger*  | dining room   |
| salle de bains*  | bathroom      |
| salle d'utilité* | utility room  |
| salon            | sitting room  |
| sers-toi         | help yourself |
| s'il vous plaît  | please        |
| soeur*           | sister        |
| soir             | evening       |
| son, sa, ses     | his, hers,    |
| souper           | supper        |
| souvenir         | souvenir      |
| stores           | shutters      |
| supermarché      | supermarket   |
| tableau          | picture       |
| tapis            | carpet        |
| tasse*           | cup           |
| téléphoner       | to telephone  |
| thé              | tea           |
| timbre           | stamp         |
| tôit             | roof          |
| ton, ta, tes     | your          |
| tu               | you           |
| tu as            | you have      |
| va               | gold fish     |
| verre            | glass         |
| veux             | want          |
| viande*          | meat          |
| vie              | life          |
| village          | village       |
| ville*           | town          |
| vin              | wine          |
| visiter          | to visit      |
| voudrais         | would like    |

## vocabulaire

French - English

page 2

### INFORMATION

words marked with

\* = feminine words  
use with **une** or **la**  
porte\*            **la** porte

## Allez faire un échange

### French - English

|                |           |
|----------------|-----------|
| aime           | like      |
| allons         | lets go   |
| Angleterre     | England   |
| animaux        | animals   |
| appelle        | call      |
| après-midi     | afternoon |
| armoire*       | cupboard  |
| assez          | enough    |
| assiette*      | plate     |
| au bord de     | beside    |
| aujourd'hui    | today     |
| boisson*       | drink     |
| bol            | bowl      |
| bon appetit    | eat well  |
| carte postale* | post card |
| chaise*        | chair     |
| chambre*       | room      |
| chat           | cat       |
| château        | castle    |
| chaud          | hot       |
| chez moi       | my house  |
| chien          | dog       |
| chocolat       | chocolate |
| coca           | cocacola  |
| collège        | college   |
| combien        | how much? |
| comment        | how ?     |
| couteau        | knife     |
| croissant      | croissant |
| cuillère*      | spoon     |
| cuisine*       | kitchen   |
| déjeuner       | lunch     |
| de l'eau       | water     |
| douche*        | shower    |
| elle           | she       |
| escalier       | stairs    |
| escargots      | snails    |
| étagère*       | shelves   |
| faim           | hungry    |
| fast food      | junk food |
| fauteuil       | armchair  |
| fenêtre*       | window    |
| fourchette*    | fork      |
| frère          | brother   |

## vocabulaire

|                |                     |
|----------------|---------------------|
| frites         | chips               |
| froid          | cold                |
| fromage        | cheese              |
| garage         | garage              |
| glace          | ice cream           |
| goûter         | tea                 |
| grand          | big                 |
| habite         | live                |
| hamburger      | hamburger           |
| haricots       | beans               |
| hypermarché    | hypermarket         |
| il             | he                  |
| j'ai           | I have              |
| jardin         | garden              |
| je n'ai pas de | I haven't any       |
| lait           | milk                |
| lampe*         | lamp                |
| légumes        | vegetables          |
| lettre*        | letter              |
| lit            | bed                 |
| lumière*       | light               |
| MacDo          | McDonalds           |
| maison*        | house               |
| marché         | market              |
| matin          | morning             |
| mer*           | sea                 |
| merci          | thanks              |
| mère*          | mother              |
| midi           | midday              |
| mirroir        | mirror              |
| mon, ma, mes   | my                  |
| n'aime pas     | don't like          |
| nord-est       | north east          |
| on             | one, we             |
| ordinateur     | computer            |
| où             | where               |
| pain           | bread               |
| pain choc      | chocolate croissant |
| passe-moi      | pass me             |
| pâté           | paste               |
| père           | father              |
| petit          | small               |
| petit-déjeuner | breakfast           |
| peux           | can                 |

## **EXCHANGE PUPIL**

### **A9.2 Mon Journal du Voyage à Saint Brieuc**

Booklet of twenty-nine pages to act as a diary for completion by pupils during exchange. This replaced the original diaries and provides a more directed and focused format for the account of the exchange 'real experience'.

## EXCHANGE PUPIL

### **A9.2 Mon Journal du Voyage à Saint Brieuc**

Booklet of twenty-nine pages to act as a diary for completion by pupils during an exchange. This replaced the original diaries (exercise books) and provides a more directed and focused format for the account of the exchange. Pupils are encouraged to see differences as 'rich points', (Agar, 1994).

**Richard Coates Middle School**

**Mon Journal du**

**Voyage à**

**Saint**

**Brieuc**

**lundi 9 octobre à mardi 17  
octobre 2000**

**nom : .....**

## **Voyage à Saint Briec**

### **Information**

**This is your record of the French Exchange. You need to fill in all the entries and should try to make your account more interesting by adding drawings and sticking any pictures or French wrappers and eventually, photos into the diary.**

**We will give credits and PRIZES for the best daily entries and there will be special prizes for the best diaries.**

**You should particularly try to record the words and phrases you learn and there is a special section each day to do this. There is also a place for you to note down the things that are the same and the differences you find about the way things are done in France. You will see that there is a star system for recording this.**

**It is best to try and complete each section as it happens rather than trying to remember later what took place.**

### **Questions**

**Have you ever been to France before ? yes no**

**If "yes" where and when have you been ?**

.....

**Voyage à Saint Brieuç**

**stage 1 Le Voyage**

**day** ....

**en car**

**date** : .....

**time** : .....

**place**: .....

.....

.....

.....

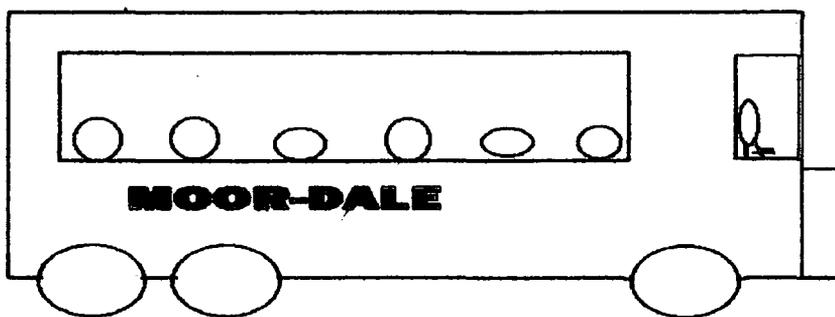
.....

.....

.....

.....

.....



**Voyage à Saint Briec**

**day** .....

**date** : .....

**time** : .....

**place**: .....

**stage 1 Le Voyage  
en bateau, le ferry**

.....

.....

.....

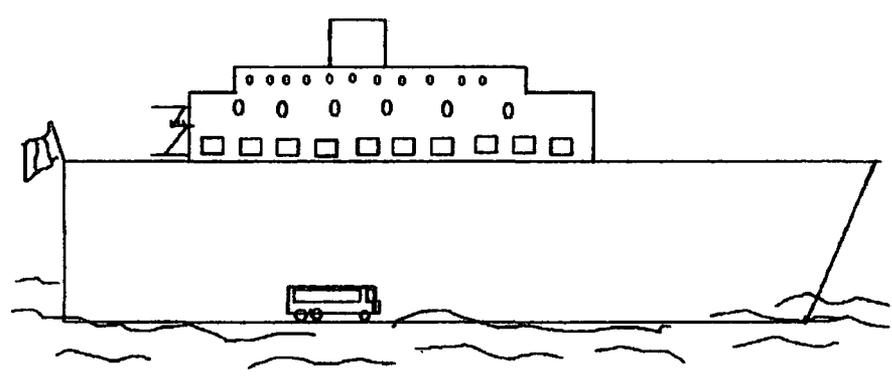
.....

.....

.....

.....

.....





**Voyage à Saint Briec**  
**day ....**

**stage 1 Le Voyage**  
**en car, en France !**

**date :** .....

**time :** .....

**place:** .....

.....

.....

.....

.....

.....

.....

.....

.....



**Voyage à Saint Briec**

**stage 1 Le Voyage**

PLACE : .....

**CULTURE 1**

same = ✓

differences, rich points:

slightly different = ☆

very different = ☆☆

unknown = ☆☆☆!

In France many things are the same but there are also, a good many things that are different, "rich points". Here are my first impressions as I travel through France by coach.

same = ✓

1. ....

2. ....

3. ....

slightly different = ☆

1. ....

2. ....

very different = ☆☆

1. ....

2. ....

unknown = ☆☆☆!

1. ....



Voyage à Saint Briec  
PLACE .....

stage 1 Le Voyage  
LANGUAGE 1

**WORDS** These are the French words I have already noticed on road signs and shop fronts and this is what I think they mean:

Français

English

1.....

.....

2.....

.....

3.....

.....

4.....

.....

**PHRASES** Here are some phrases I noticed :

.....

.....

this is an advert I saw:



**Voyage à Saint Briec**

**day ....**

**date : .....**

**time : .....**

**place: ..... What happens when I finally arrive  
and meet my French family**

**stage 2 L' arrivée  
Collège Jean-Macé**

.....

.....

.....

.....

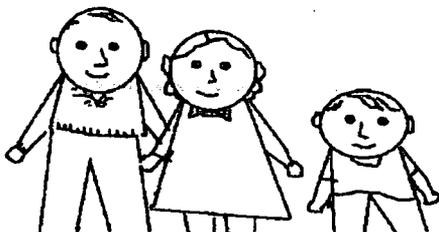
.....

.....

.....

.....

.....





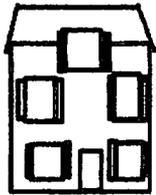
**Voyage à Saint Briec**

**day ....**

**date : .....**

**time : .....**

**place: ..... I arrive at the French house**



.....

.....

.....

.....

.....

.....

.....



Voyage à Saint Briec

stage 2 l'arrivée

PLACE : .....

CULTURE 2

same = ✓

differences, rich points:

slightly different = ☆

very different = ☆☆

unknown = ☆☆☆!

In a French house most things will be the same but there will be a number of differences from what you are used to, "rich points". Record below what you first notice.

same = ✓

1.....

2.....

3.....

slightly different = ☆

1.....

2.....

very different = ☆☆

1.....

2.....

unknown = ☆☆☆!

1.....



**Voyage à Saint Briec**  
**day ....**

**stage 3 Au collège**

**date :** .....

**time :** .....

**place:** ..... **My impressions of a French college**

.....

.....

.....

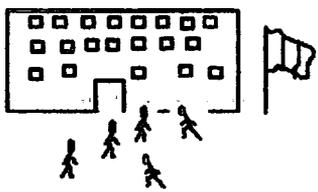
.....

.....

.....

.....

.....





Voyage à Saint Briec

stage 3 Au collège

PLACE : .....

CULTURE 3

same = ✓

differences, rich points:

slightly different = ☆

very different = ☆☆

unknown = ☆☆☆!

In a French school many things will be the same but there will be a number of differences from what you are used to, "rich points". Record below what you notice.

same = ✓

1.....

2.....

3.....

slightly different = ☆

1.....

2.....

very different = ☆☆

1.....

2.....

unknown = ☆☆☆!

1.....

2.....



**Voyage à Saint Briec**  
**PLACE .....**

**stage 3 Au collège**  
**LANGUAGE 3**

**WORDS** These are the French words I have learnt from my morning at Collège Jean-Macé. This is what I think they mean:

**Français**

**English**

**1** .....

.....

**2** .....

.....

**3** .....

.....

**4** .....

.....

**PHRASES** Here are some phrases I have learnt :

**1** .....

**2** .....

**3** .....



**Voyage à Saint Briec**

**stage 4 Au marché**

**day** ....

**date** : .....

**time** : .....

**place**: ..... **Description of market**

.....

.....

.....

.....

.....

.....

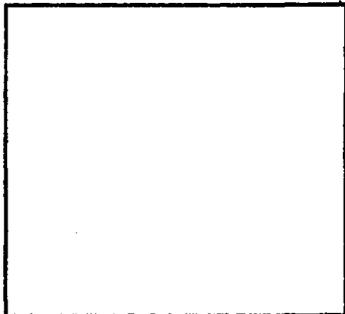
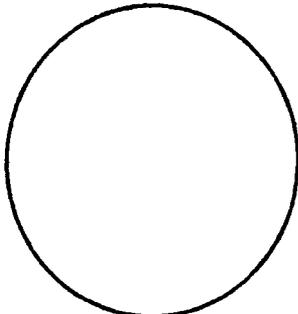
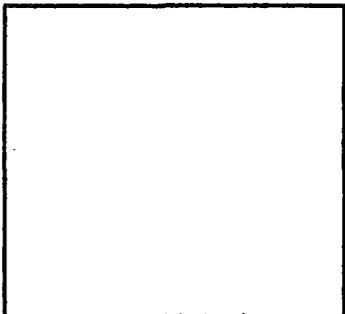
.....

.....

.....

.....

**write down and draw any new words learnt at the market and phrases**





**Voyage à Saint Brieuc**

**stage 4 à la maison**

**day ....**

**date :** .....

**time :** .....

**place:** ..... **Afternoon with French family**

.....

.....

.....

.....

.....

.....

.....

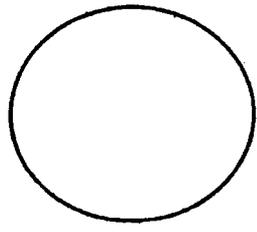
.....

.....

**write down any new phrases you learnt and words**

.....

.....





**Voyage à Saint Briec**

**stage 3 Au collège**

**day ....**

**date : .....**

**time : .....**

**place: ..... Evening Reception at collège**

.....

.....

.....

.....

.....

.....

.....

.....



**Voyage à Saint Briec**

**stage 5 La visite 1**

**day ....**

**date : .....**

**time : .....**

**place: ..... First Trip out in the coach**

**There will be French pupils with you on the trips.**

.....

.....

.....

.....

.....

.....

.....

.....



**Voyage à Saint Briec**

**stage 5 à la maison**

**day ....**

**date : .....**

**time : .....**

**place: ..... Evening at French house**

.....

.....

.....

.....

.....

.....

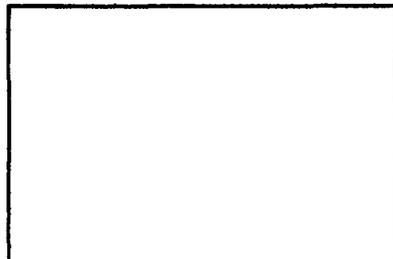
.....

.....

**new phrases and words learnt today**

.....

.....





Voyage à Saint Briec

stage 6 à la maison

PLACE : .....

CULTURE 4 le petit déjeuner

|                           |        |
|---------------------------|--------|
| same                      | = ✓    |
| differences, rich points: |        |
| slightly different        | = ☆    |
| very different            | = ☆☆   |
| unknown                   | = ☆☆☆! |

Meal times in a French house are going to have some similarities and some differences to what you are used to. List these below for breakfast.

same = ✓

- 1.....
- 2.....
- 3.....

slightly different = ☆

- 1.....
- 2.....

very different = ☆☆

- 1.....
- 2.....

unknown = ☆☆☆!

- 1.....
- 2.....



**Voyage à Saint Brieuc**

**stage 6 à la maison**

**PLACE .....**

**LANGUAGE 4 breakfast**

**WORDS** These are the French words and phrases I have learnt from breakfast. This is what I think they mean:

**Français**

**English**

1.....

.....

2.....

.....

3.....

.....

4.....

.....

**PHRASES**

Here are some phrases I have learnt :

1.....

2.....

3.....





**Voyage à Saint Briec stage 6 La visite 2**

**day ....**

**date :** .....

**time :** .....

**place:** ..... **Second day out**

.....

.....

.....

.....

.....

.....

.....

.....  
**stick here and label in French a souvenir from the visit**



**Voyage à Saint Briec**

**stage 6 Au Mairie**

**day ....**

**date : .....**

**time : .....**

**place: ..... Visit to Saint Briec Town Hall**

.....

.....

.....

.....

.....

.....

.....





**Voyage à Saint Briec**  
**day ....**

**stage 7 le weekend**

**date :** .....

**time :** .....

**place:** ..... **samedi, where did you go, what did you do ?**

.....

.....

.....

.....

.....

.....

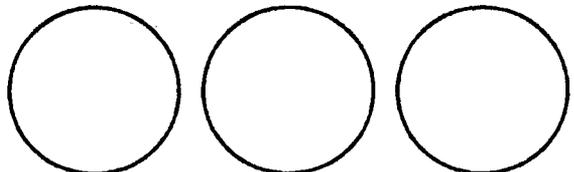
.....

.....

**new phrases and words learnt today**

.....

.....





**Voyage à Saint Briec**

**stage 7 le weekend**

**day** ....

**date** : .....

**time** : .....

**place**: ..... **Dimanche, where did you go what did you do?**

.....

.....

.....

.....

.....

.....

.....

**new phrases and words learnt today**

.....

.....



**Voyage à Saint Briec**

**stage 8 le départ**

**day** ....

**date** : .....

**time** : .....

**place**: ..... **Leaving collège Jean-Macé**

.....

.....

.....

.....

.....

.....

.....

.....



**Voyage à Saint Briec stage 8 le voyage de retour  
day ....**

**date :** .....

**time :** .....

**place:** ..... **Saint Malo, Mont Saint Michel**

**Saint Malo**.....

.....

.....

.....

**Mont Saint**

**Michel**.....

.....

.....

**new phrases and words learnt today**

.....

.....



**Voyage à Saint Briec stage 8 le voyage de retour  
day .... en bateau**

**date :** .....

**time :** .....

**place:** ..... **On the ferry**

.....

.....

.....

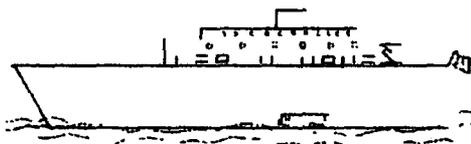
.....

.....

.....

.....

.....



**Voyage à Saint Briec**

**stage 8 le voyage**

**day ....**

**en car**

**date : .....**

**time : .....**

**place: ..... Final leg Portsmouth to Ponteland**

.....

.....

.....

.....

.....

.....

.....

.....

## EXCHANGE PUPIL

### **A9.3 Post exchange interview**

Interview conducted with a pupil, Nikki after the second of the two exchanges she participated in. It provides interesting material on 'culture shock' (homesickness) and the differences with the French environment and the one she was used to at home. Three and a half pages, incomplete, some direct quotes from this document appear in the text of the thesis.

## Interviews post Exchange

### 1. Nikki

Well, this time I was more like prepared because I um knew what was coming and so I wasn't that homesick and I, I took more things to occupy me as well. And um all my sort of... I knew what was coming and could help other people and um I was just like more prepared this time than what I was last time.

*Now the first time you went was it a bit of a shock, were you a bit surprised?*

Once I'd been I didn't think I'd been ready for it but after my three French people came over I really like wanted to go back to France to see them because I really enjoyed it.

*When you said it was a shock what kind of things did you find really difficult the first time ?*

Being away from home because I was only in Year 7 and I wasn't, I hadn't been from home. The longest I had been away from home was two days.

*What did you think was most different about the house you were staying in that time, from what you were used to?*

Um, probably that the dad was home every night because my dad doesn't come home every night. And like they always had meals together whereas we never make our meals at home and um like they always do things together and they don't sort of people that just go up to their room and read. They always like to do things together and watch tv.

*Did you find that was the same as the family you stayed with this time?*

Er no my person Marilyn was a bit of a chatterbox but she loved being with other people but she didn't watch the telly that much and she always came back up to see me. See if I was alright.  
up to see me.

*So she looked after you. So what about the family? Did the family do things together?*

Er no because the boy whose 16, I can't remember his name then um he went, he used to like go skateboarding with his friends and Elaine she was always on a computer cos she's going to college and she's coming to Newcastle in the summer next..and um

she started and she was really nice and that but she used to go away for a while and she'd go to the computers.

*Now what about the house itself, what sort of differences did you notice from what you are used to ?*

Everything's wooden they've all got wooden floors and if they've got any carpets it's just little ones, like they don't fill the whole room. And um like the stairs they like in both houses I've been in they always go round in a spiral.

*The thing I found was the taps, what kind of taps did they have?*

Um oh yeah they had those sort of pressy ones you have to turn them....

*And it doesn't say which is the hot and which is the cold?*

So I was testing.

*Now could you remember any French words from the house?*

They kept gobble-die gooking and then they'd go: quoi

And then they'd gobble die gook again. I can't remember them but I pick them up and understand them and that. I'm not very good at remembering them it's only when somebody says it to me.

*In the context?*

Yeah

*Was the French this time easier?*

Yeash because I could make more sentences I'd just

## **EXCHANGE PUPIL**

### **A9.4 French exchange questionnaire, post exchange**

This was given to pupils after the exchange, some of the surviving examples of this document have been used when discussing the impact of the exchange. Two pages dating from October 1998.

# FREXCHANGE

## QUESTIONNAIRE October 1998

### POST EXCHANGE

To help us in the planning for the exchange in future years particularly, could you please answer these questions.

**name:** .....

**age:** .....

**home address:** .....

**class:** .....

1. What was your address in France?

.....

.....

2. What was the name of your French partner ? .....

3. How old were they? .....

4. How well would you say you got on with them?

Very well    well    quiet well    varied    not very well

5. Did anyone in the family you were staying speak any English ?

yes            no            a little

6. Who spoke English in your family?

father          mother          uncle          aunt          grandparent

brother        sister          your correspondant

7. How much French did you speak:

a great deal          quite a lot          sometimes          not very much

# FREXCHANGE

## QUESTIONNAIRE October 1998

8. When do you think you spoke the most French?

.....  
.....  
.....

9. Who in your French family did you speak the best French with?

mother      father      brother      sister      aunt      uncle  
grandparent      your partner

10. Do you think your French has improved ?

yes      no      ?

.....  
11. What did you find were the biggest differences between a French and English house?

.....  
.....  
.....

12. What did you find were the biggest differences between English and French food and eating habits?

.....  
.....  
.....  
.....

## **EXCHANGE PUPIL**

### **A9.5 Programme of activities for French pupils**

This is the programme for the French group staying for a week with English families in May 2000. The activities are similar to those provided by Collège Jean-Macé but in an English version; visits to places of local interest and functions, such as a fish and chip supper and farewell disco.

Visits

**Visit Jean-Macé Pupils.**

**Wednesday 17 May - Wednesday 24 May 2000.**

**36 pupils, 4 adults**

| date             | visit   |
|------------------|---|
| Wednesday 17 May | French Pupils arrive 4.00 p.m. ?  |
| Thursday 18 May  | School Visit and Metro Centre. 6.30 p.m. Fish and Chip Supper at Coates |
| Friday 19 May    | Beamish Museum  |
| Saturday 20 May  | Weekend, French pupils with host families.                              |
| Sunday 21 May    | Weekend, French pupils with host families.                              |
| Monday 22 May    | Hadrian's Wall Visit, Vindolanda and Roman Army Museum                  |
| Tuesday 23 May   | Visit to Durham 7.00 p.m. Farewell Disco at Coates                      |
| Wednesday 24 May | French Party leaves at 9.00 a.m.  |

**Notes.**

**1. Could host families please supply their French guests with a packed lunch each day and one for the journey home.**

**2. Travel to and from School. Buses will be informed of the extra passengers**

**3. Fish and Chip Supper, Thursday 18 May 6.30 p.m. This will be held at Coates in order to welcome the French group.**

**4. The estimated time of arrival for the French group is 4.00 p.m. The group will contact us an hour before to confirm arrival time. Parents should contact the school to confirm arrival time.**

**5. There will be a disco at Coates on Tuesday 23 May from 7.00 p.m.-9.00 p.m.**

**Contact Telephone Numbers.**

Mr Daniels: (01289 388257)  
 Mrs Johnson, Madame Renoulet: (01661) 823295  
 Coates Middle: (01661) 823167

**STAGE: 4 CHAPTER: 10**

- A10.1 Foreign Language and Culture Learning, 2000-2001**  
An information sheet given to parents on the language and culture opportunities available for pupils at Coates Middle School.
- A10.2 Speak-Kit! practical French skills, language and culture kit for surviving in France.**  
A seven page booklet used with Y7 pupils about breakfast in a French home with examples and a photograph taken on the French exchange.
- A10.3 'Bonbons Magiques' material**
- **A10.3.1 Publicity sheets**  
about the readers and a brief description of the different episodes.
  - **A10.3.2 Sébastien et les bonbons Magiques!**  
episode one of readers, eleven pages with illustrations and exercises introducing Sébastien and the magic sweets.
  - **A10.3.3 La maîtresse est un lapin!**  
Episode three of readers, school setting, teacher confiscates magic sweets from Sébastien and eats one.
  - **A10.3.4 Travail Intensif**  
Teachers' notes and other documents relating to intensive work based on 'Bonbons Magiques' readers together with a sample play script and certificate, (20 pages).
  - **A10.3.5 COMMENT PARLER FRANCAIS!**  
**instructions for speaking ..... and writing French**  
A first guide to French grammar based on drawings and examples from the Bonbons Magiques readers, twenty-one pages with exercises and examples. Proved more suitable for use with pupils in Year 7.
- A10.4 Lusaka, invented language work**
- **A10.4.1 Vocabulary sheet with Lusaka words**  
Developed with pupils during expressive arts' week in 1991.

Developed with pupils during expressive arts' week in 1991.

- **A10.42 Lusaka, language adventure – an exercise in invented language.**

The fourteen page booklet based on the original expressive arts' week invented language work turned into a teaching resources for pupils at the beginning of their foreign language learning in Year 5.

**A10.5**

**Language and culture learning at Coates Middle School, 2000**

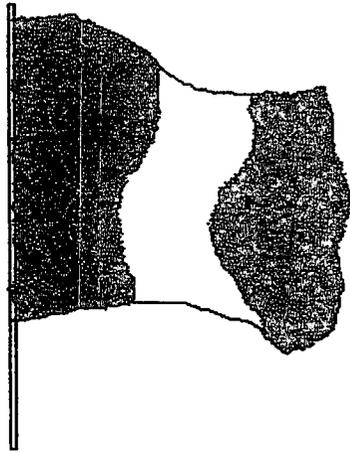
Final document produced as head of French department before becoming headteacher the following year.

**A10.1 Foreign Language and Culture Learning, 2000-2001**

An information sheet given to parents on the language and culture opportunities available for pupils at Coates Middle School.

# COMMENT PARLER FRANÇAIS!

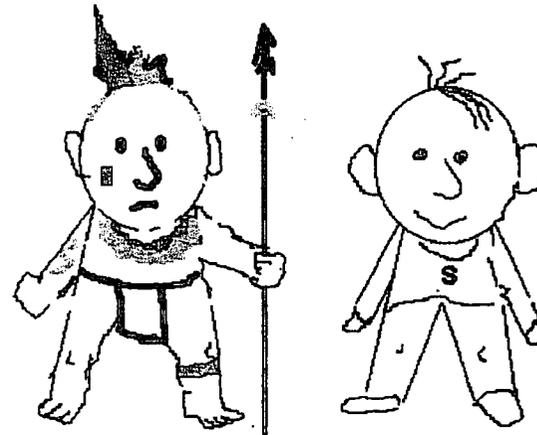
Instructions for Speaking  
.....and writing French.



How to operate the system,  
a first guide to French grammar.  
pupils learn the basic elements of French grammar by  
working through two grammar booklets.

## Foreign Language and Culture Learning

This leaflet sets out the target and aims for foreign language and culture learning at Richard Coates Middle School. Over the last few years new resources for language teaching have been developed with a view to improving spoken and written language skills. In addition, a programme of cultural learning has been introduced to help pupils to understand better and appreciate those cultural differences, "rich points" which help distinguish one culture from another. For the past seven years pupils have been able to participate in a French exchange programme with Collège Jean-Macé in Saint Briec, Brittany. Recently, our contacts with European schools have been strengthened with our participation in the Comenius project and the establishment of links with schools in Italy, Portugal, Germany and Romania. This represents a very exciting initiative which we feel will provide our pupils with the opportunity to extend their horizons and experience.



1875

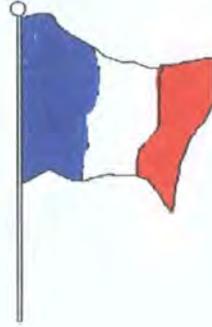
**A10.2 Speak-Kit! practical French skills, language and culture kit for surviving in France.**

A seven page booklet used with Y7 pupils about breakfast in a French home with examples and a photograph taken by a pupil on the French exchange.

## **SPEAK-KIT!**

**A10.2 Speak-Kit! practical French skills, language and culture kit for surviving in France.**

A seven page booklet used with Y7 pupils about breakfast in a French home with examples and a photograph taken by a pupil on the French exchange.

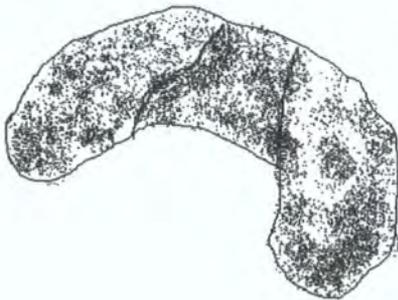


# **SPEAK-KIT!**

**Practical French Skills,  
language and culture kit for surviving in France**

## **Situation 1: Le Petit-Déjeuner**

This booklet will give you the words and phrases you need to cope with eating breakfast in a French house and will prepare you for the "rich points", what differences to expect from the way le petit-déjeuner happens in France.



**les croissants**

## Le petit-déjeuner

In this guide we will identify if something is the same as it would be in England and if it is different, a "rich point" by symbols. You will be able to tell by the number of stars how different a particular way of doing things would be. So, two stars would be very different and three stars would be something you wouldn't find in England. :

|                           |        |
|---------------------------|--------|
| same                      | = ✓    |
| differences, rich points: |        |
| different                 | = ☆    |
| very different            | = ☆☆   |
| unknown                   | = ☆☆☆! |

## Contents

### Section A: Culture

1. Breakfast in France:  
similarities ✓ and  
differences ☆ = rich points
2. When, where, what - time for  
breakfast, where eaten, what you have

### Section B: Language

3. vocabulary
4. phrases

## Le petit-déjeuner

What to expect from breakfast in France.

Similarities and differences:

You will be given a breakfast ✓  
there will be something to eat ✓  
and something to drink ✓

BUT, "rich points":  
the food may be different ☆

the way it's eaten may  
not be the same ☆☆

the names for the different items  
will be in French ☆☆☆



## Le petit-déjeuner      Section A: Culture

**When ?**      School starts early at 8.00 a.m. in France and so on a school day breakfast will be eaten early.

**Where ?**      Le petit-déjeuner will normally be eaten on a table in the kitchen

**What ?** ☆ Here is a photo taken by an exchange pupil to show the food laid out for breakfast. What do you recognise ?



1. carton of milk
2. cereal packet
3. orange juice
4. baguette
5. bread
6. container with butter
7. biscuits ?
8. bowl of coffee
9. container in the centre with fruit?



## Le petit-déjeuner

How ? ☆☆☆

This is where we are likely to find some differences from what we are used to. Because they are different, they may cause difficulty. To show this, here is an account by a pupil on exchange about the petit-déjeuner her first morning in the French house:

*"As I went downstairs, I wondered what the school would be like. I ate my breakfast. I said that I would not like some cereal, so I was given a bowl of milk without the cereal ! I tried to drink it with a spoon but it took too long and we had to catch the bus."*

Something has gone wrong here. Why would she be using a spoon to drink milk from a bowl? This is very different (☆☆) from what would happen back home in England. You can see the kind of bowl she talks about in the photo. **THE IMPORTANT "RICH POINT" HERE, IS THAT BOWLS LIKE THIS ARE USED INSTEAD OF CUPS IN FRANCE !**

A second rich point comes when you look carefully at the photo and realise there are no plates on the table, only mats. It is usual in France to eat breakfast directly off the table or from mats not plates. ☆☆☆

## Le petit-déjeuner      Section B: Language vocabulary

Now we have seen the kind of cultural differences you might encounter in the petit-déjeuner situation, we can look at the language you will need to make yourself understood. Here are the objects we identified in the photo:

1. carton of milk 2. cereal packet 3. orange juice 4. baguette bread 5. container with butter 6. biscuits ? 7. croissants 8. bowl of coffee 9. container in the centre with fruit?

Here is what they are in French:

1. *le lait* 2. *le cérééal (les cornflakes etc)* 3. *le jus d'orange* 4. *le pain -une baguette* 5. *le beurre* 6. *les biscottes* 7. *le croissant* 8. *le café* 9. *le fruit*

There will be other words you will need to go with these: *la confiture (jam), le yoghurt, le thé, le chocolat chaud (hot chocolate), le sucre (sugar) and les crêpes (pancakes, the local speciality)*

*and the implements you need to eat them, the words we have just met which may cause confusion:*

*le bol (bowl)      ☆☆*

*le couteau (knife)*

*and la cuillère (spoon)*

**REMEMBER THE WORDS ARE NO GOOD UNLESS YOU KNOW THEM WELL ENOUGH TO USE IN CONVERSATION. THEY NEED TO BE PART OF YOUR ACTIVE LANGUAGE.**

## Le petit-déjeuner Section B: Language Phrases

Finally, we need some verbs and phrases to be able to put the words into the system of language. There are only a few key phrases that are needed but these need to be really well known and then you can use them over and over again.

You will want to be able to say please and thank you:

*s'il vous plaît*

*merci*

Then you will need to say you would like something: *Je voudrais un.....s'il vous plaît*

What you like: *j'aime .....*

And what you don't like: *je n'aime pas .....*

And when you really like something:

*J'aime beaucoup.....*

*And if you want to try your hand at a bit more general conversation you could try:*

*En Angleterre je mange ..... pour le petit déjeuner ; which goes with the question they may ask you : Qu'est-ce que tu manges pour le petit-déjeuner en Angleterre ?*

*A general tip if you don't know what someone is going on about as they talk French to you, it is easier to say OUI rather than NON. If you say NON you would normally be expected to explain further say why !*



## **A10.3 'BONBONS MAGIQUES' READERS**

### **A10.3.1 Publicity sheets**

Information about the readers  
and a brief description of the six  
different episodes.

# **Les Bonbons Magiques**

**Les Bonbons Magiques** is a series of six readers for younger learners beginning French in primary school or at home. The readers take as a theme the story of a boy Sébastien who buys a packet of magic sweets. These magic sweets have the power to turn whoever eats them into a different kind of animal depending on the colour of the sweet. This effect lasts only five minutes but provides plenty of scope for amusing and exciting incidents. So, for example when Sébastien takes his magic sweets to school his fierce teacher confiscates them but can't resist the temptation of trying one with disastrous consequences. In a final episode a small boy turns into a "phasme" -stick insect- but doesn't turn back at the end of five minutes. This means that Sébastien and his friend Sandrine have to try and find the magician who sold them the sweets to get him to change Henri back to being a boy again.

The readers are based on the language pupils will encounter in their first sessions of French covering such areas as animals, colours and the family. Much of the same vocabulary and structures are repeated, as in each episode a bonbon magique is taken and the person changes to an animal within a set linguistic format. In this way, the vocabulary will become familiar to pupils and part of their active language. **Les Bonbons Magiques** enables children to learn language in an enjoyable manner by following a story. Work sheets and support material is available for each story.

## **Les Bonbons Magiques**

### **épisode 1 Sébastien et les Bonbons Magiques**

*Sébastien buy a packet of magic sweets from a magician for 10 francs. He eats a red one and turns into a dog. After five minutes he is back to being a boy again.*

### **épisode 2 Sandrine Mange un Bonbon Magique et .....**

*Sandrine, Sébastien's copine, comes to visit him and wants one of the sweets she sees on the table. She eats a blue sweet while Sébastien has a yellow one. Sandrine turns into a cat and unfortunately Sébastien's yellow sweet has turned him into a mouse. A chase ensues but just as Sébastien is caught and about to be eaten the five minutes is up.*

### **épisode 3 La Maîtresse est un lapin !**

*Sébastien makes the mistake of bringing his bonbons magiques to school. They are confiscated by the very strict teacher Madame Pigre. However, while the children are busy working Madame Pigre can't resist trying one of the delicious looking sweets. She turns into*

a rabbit! Things will never really be the same again.

**épisode 4 Gros Louis et le Monstre**

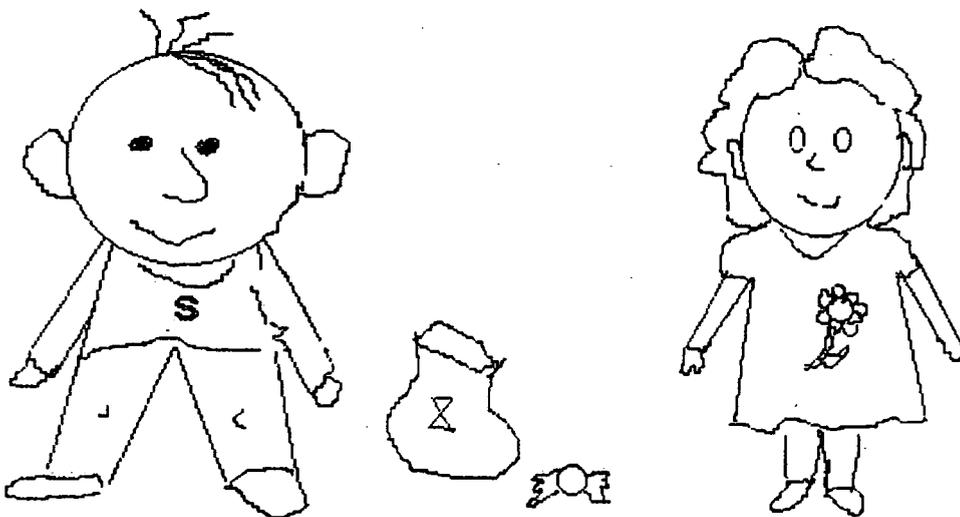
There is one special sweet in the pack which is multi-coloured and has a warning attached, although, apart from saying be careful, it is not clear what the danger might be. Sébastien finds out when he eats this sweet to avoid having to give it to the school bully, Gros Louis who is picking on him. The result is spectacular because Sébastien has turned into a roaring monstre which is too much for Gros Louis and his friends.

**épisode 5 Henri reste en Phasme !**

What should have been just an ordinary prank goes terribly wrong when Sandrine give her little brother Henri the final **bonbon magique**. He turns into a phasme, stick insect which is very funny. Unfortunately, perhaps because he is so small he doesn't turn back again after five minutes. What can they do ?

**épisode finale Où est le magicien ?**

Faced with a real crisis, Sébastien and Sandrine place the stick insect, brother Henri, in the now empty packet of **bonbons magiques** and set off to try and find the magicien who sold Sébastien the **bonbons magiques** at the beginning. But where does he live? After traipsing around town and asking a number of people they are directed to a château on a hill outside the town. Will the "magicien" be prepared to help them ?



## **BONBONS MAGIQUES**

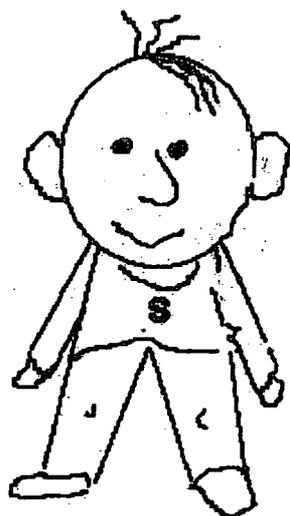
### **A10.3.2 Sébastien et les bonbons Magiques!**

Episode one of readers, eleven pages with illustrations and exercises introducing Sébastien and the magic sweets.

**Les Bonbons Magiques**

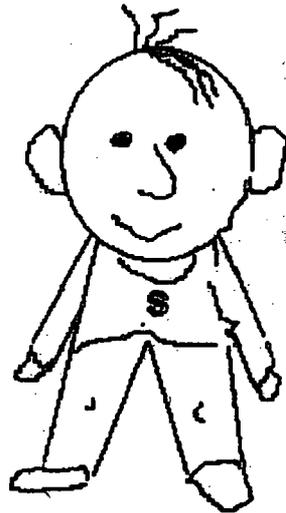
**épisode 1**

**Sébastien  
et  
les bonbons  
MAGIQUES !**



*Je m'appelle*

**Sébastien**



**Voici un garçon,**

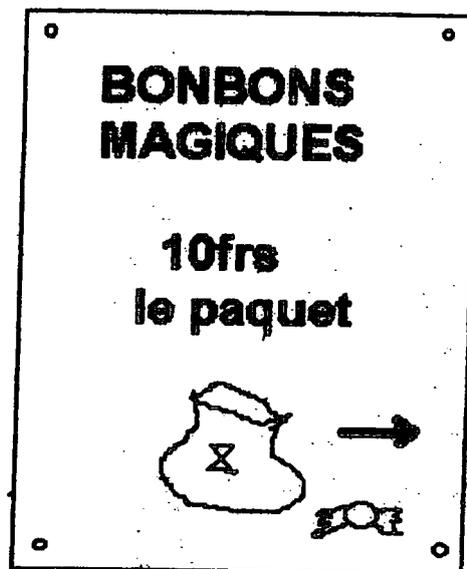
**il s'appelle Sébastien**

**il a 10 ans**

**il habite à Saint Briec en France**

il n'a pas d'animal.

**je voudrais un paquet  
de bonbons magiques**

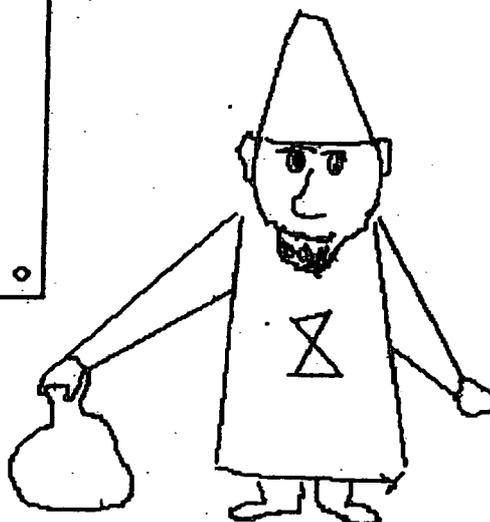
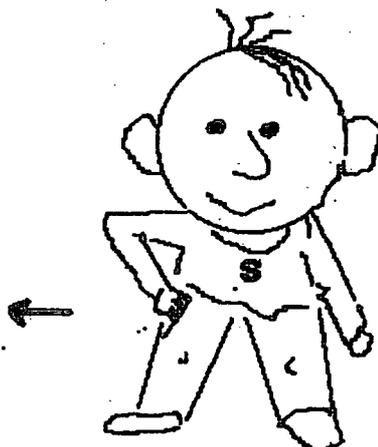


**Sébastien regarde un poster.**

**Des bonbons magiques à 10frs le paquet !**

**il voudrait un paquet de bonbons magiques,**

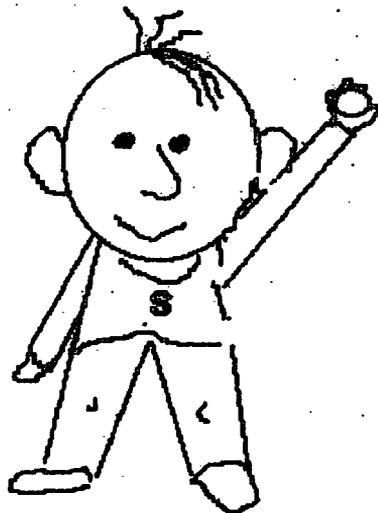
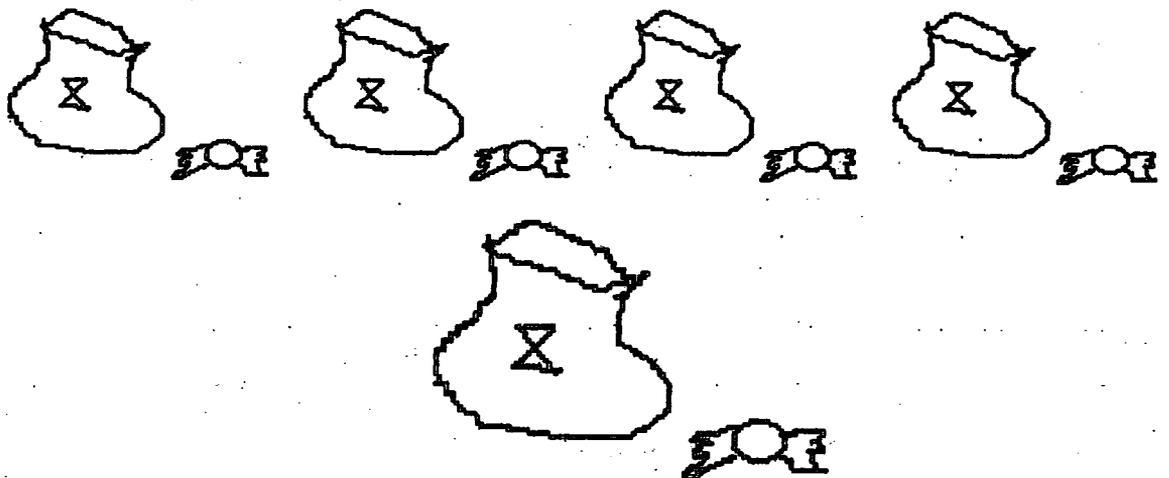
**et il a 10frs dans sa poche.**



**Sébastien achète un paquet de bonbons magiques.**

**Dans le paquet il y a des bonbons rouges, des bonbons bleus, des bonbons jaunes, des**

**bonbons verts, des bonbons oranges, des  
bonbons de toutes les couleurs.**

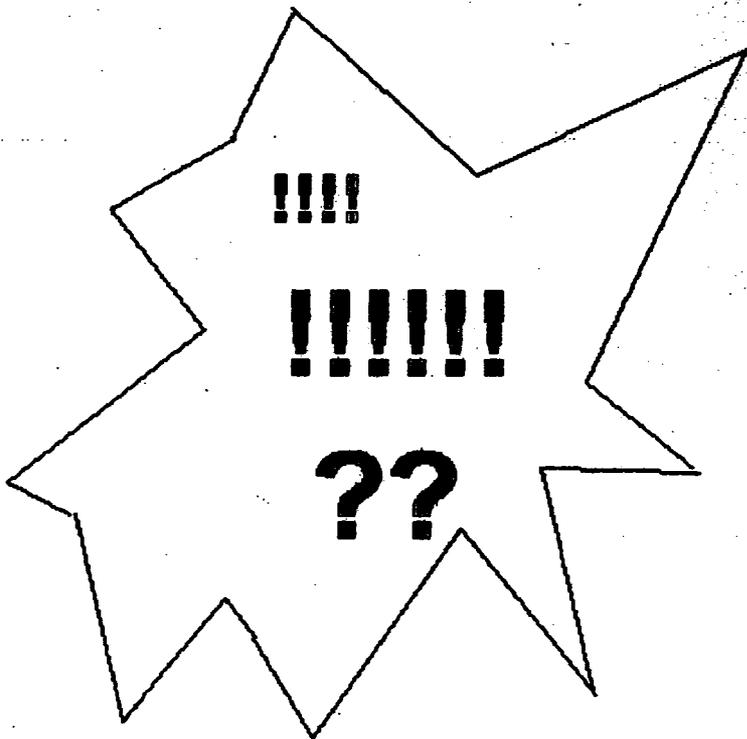
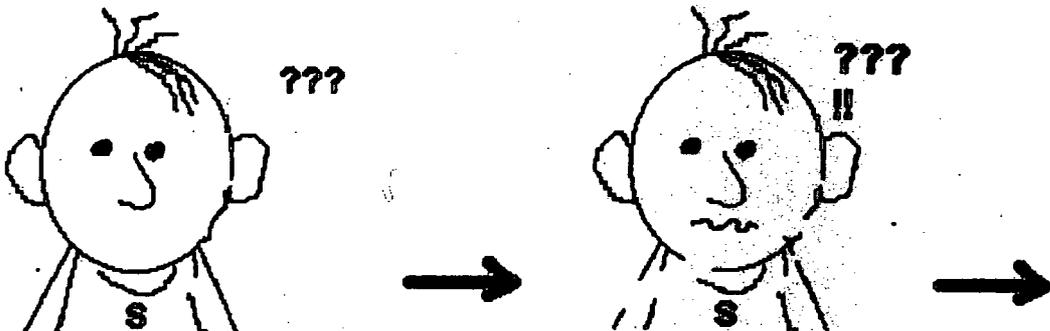


**Sébastien prend un bonbon  
rouge**

*il a un goût  
bizarre !!!*



il mange le bonbon magique



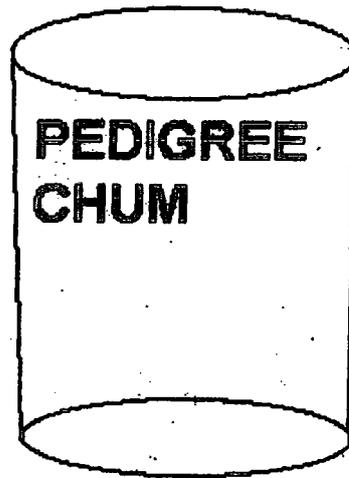
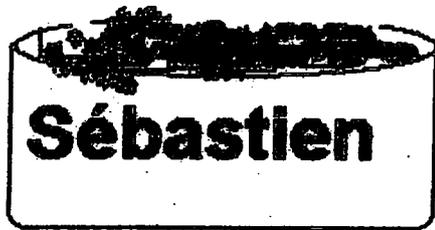
Sébastien se change .....



**il n'est plus un garçon, il devient un chien !**



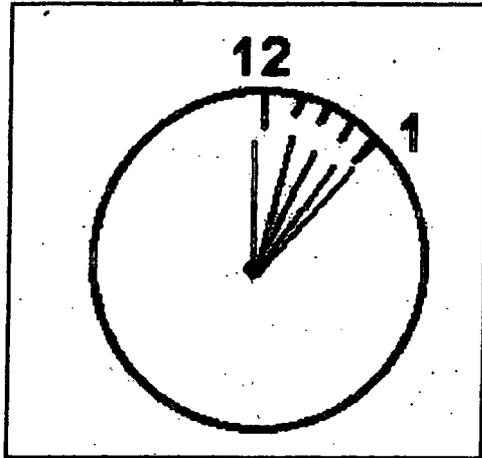
**il dit: ouah, ouah !**



**et il mange le Pedigree Chum.**

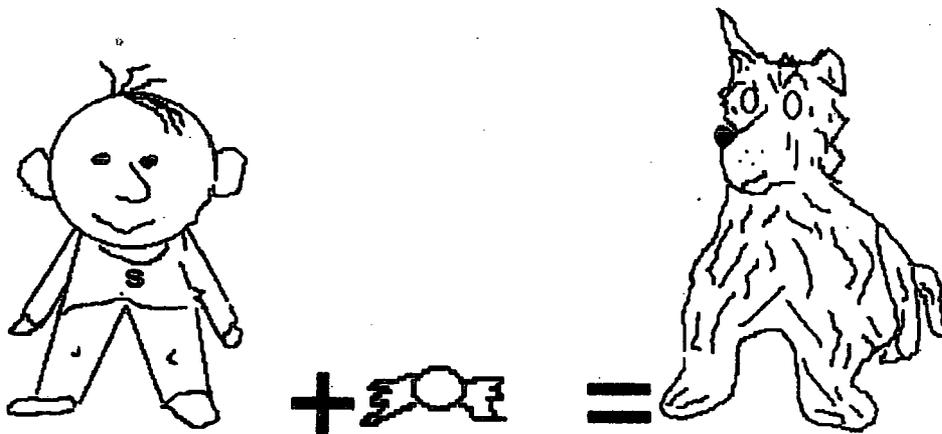
**Après 5 minutes .....**

**cinq minutes**



**Sébastien se change encore. Il n'est plus un chien**

**il est de nouveau un garçon ! L'effet du bonbon magique dure juste cinq minutes.**



Sébastien et un bonbon rouge ça donne un chien !

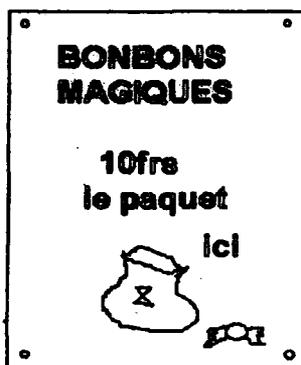
Et un bonbon bleu, ça donne ?

et un bonbon vert, ça donne ?

et un bonbon jaune, ça donne ?

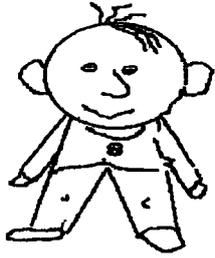
L'aventure commence .....

## FIN DE L'HISTOIRE



# SÉBASTIEN ET LES BONBONS MAGIQUES

## VOCABULAIRE



=



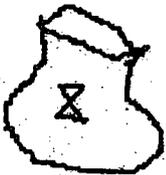
=



=



=

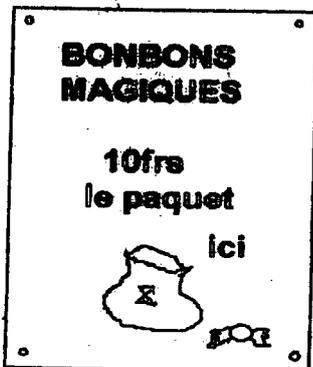


BOE =

BOE =



=



=



=

**A10.3.3 La maîtresse est un  
lapin!**

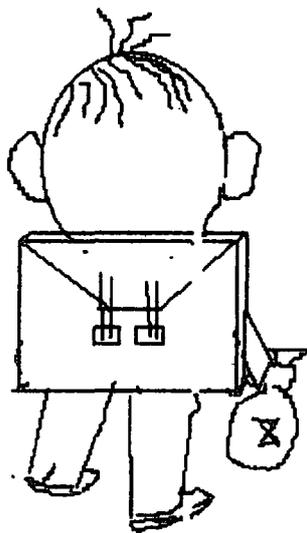
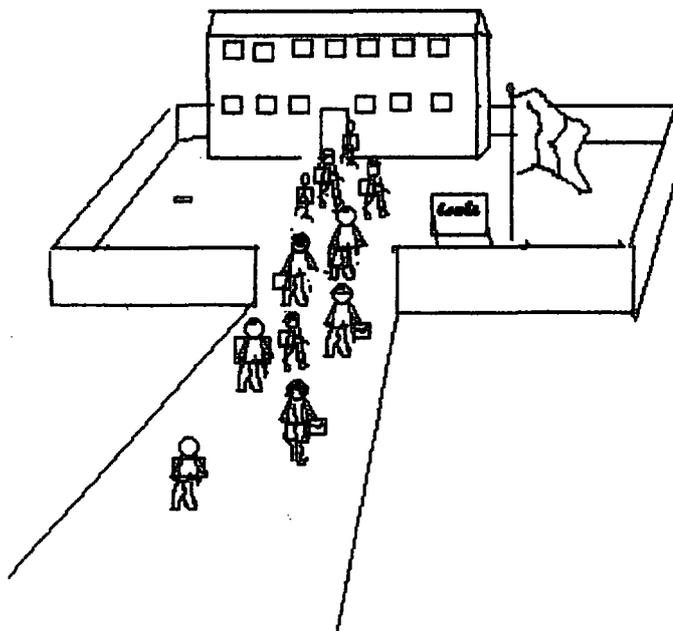
Episode three of readers, twelve  
pages school setting, teacher  
confiscates magic sweets from  
Sébastien and eats one.

## **BONBONS MAGIQUES**

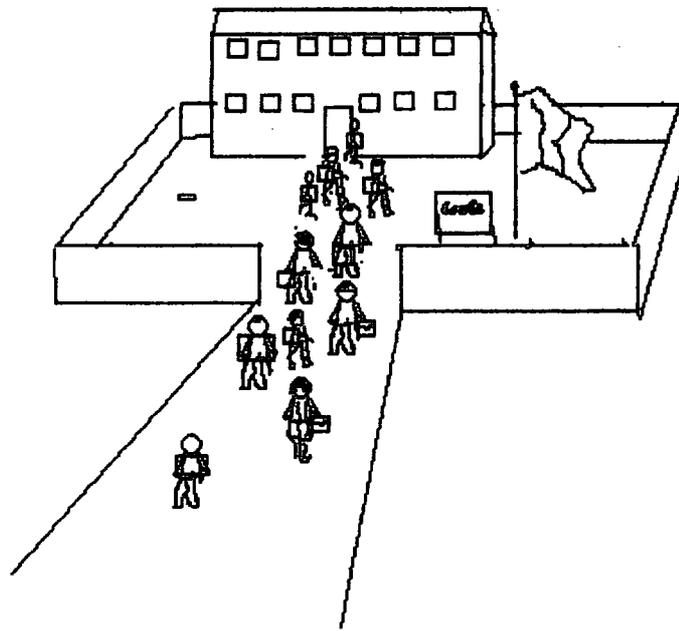
### **A10.3.3 La maîtresse est un lapin!**

Episode three of readers, twelve pages with a school setting, teacher confiscates magic sweets from Sébastien and eats one.

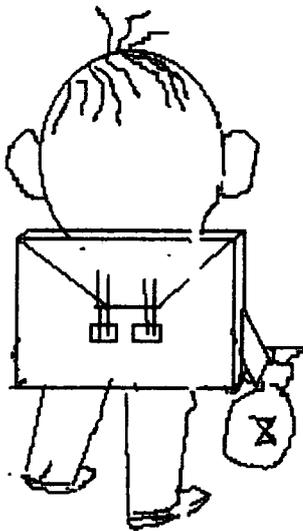
# à l'école



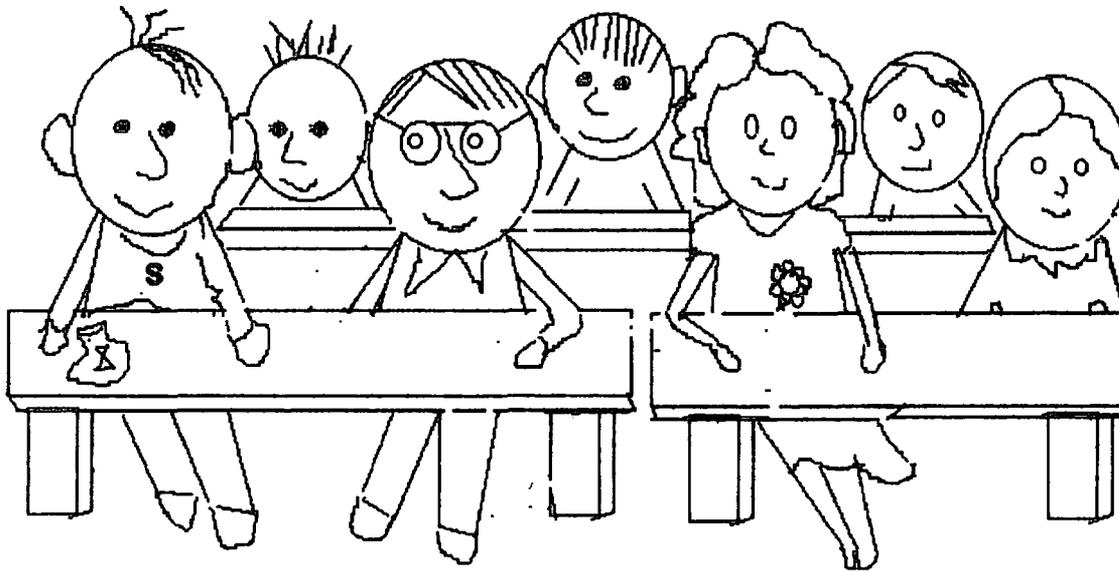
**La maîtresse est  
un lapin !**



*Je n'aime pas l'école*



**C'est lundi <sup>2</sup>  
Sébastien va à l'école  
il porte le paquet de bonbons magiques**

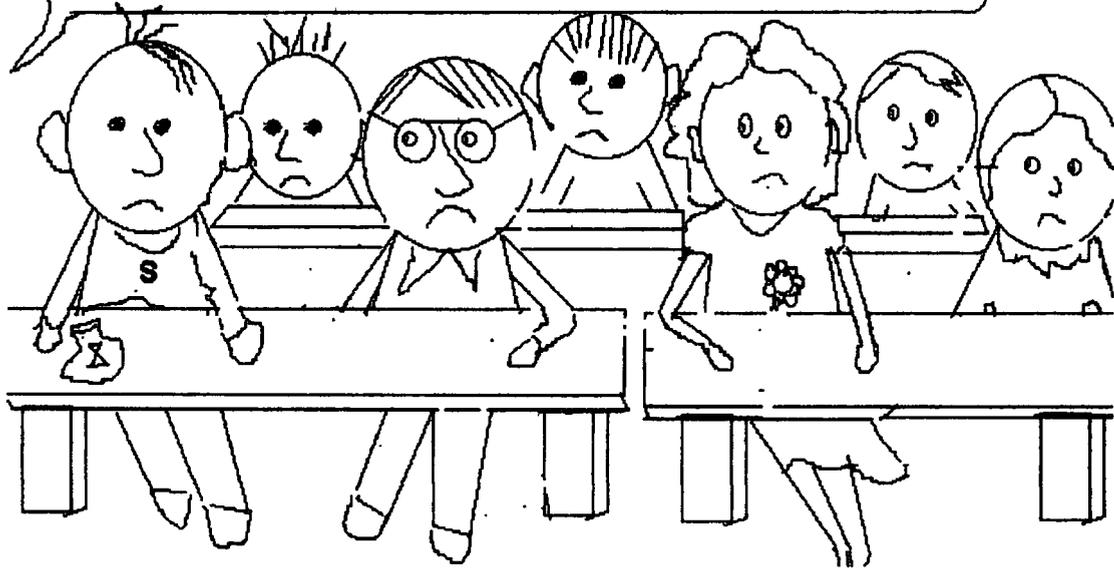


**Voici la classe de Sébastien**

**Ce sont ses camarades de classe  
C'est sa copine Sandrine,  
et les autres filles et garçons.  
Mais où est la maîtresse ?**

**Le paquet de bonbons magiques est sur  
la table.**

**SILENCE EN CLASSE !**

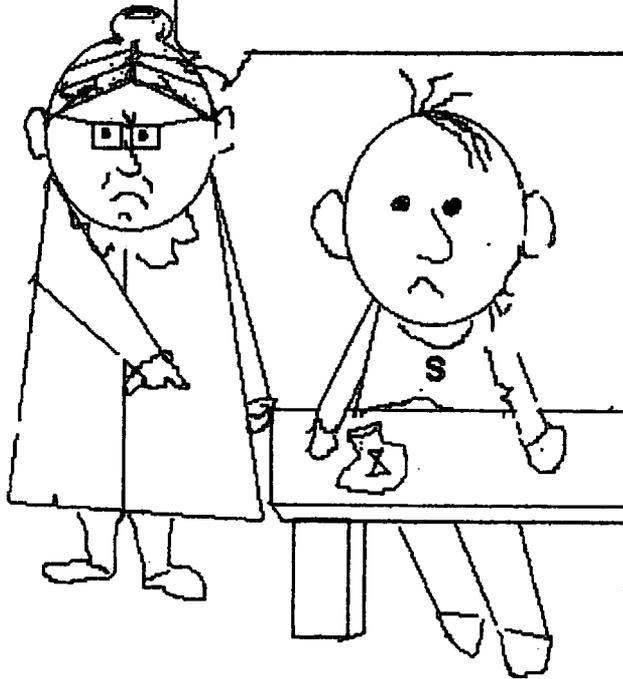


**La maîtresse arrive !**



**Voici la maîtresse  
elle s'appelle Madame Pigre  
elle est horrible  
c'est une maîtresse très sévère.**

**Qu'est-ce que c'est?**

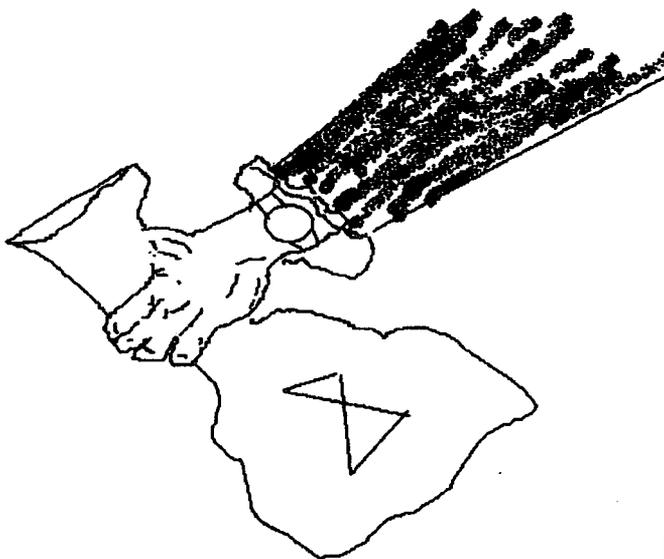


**La maîtresse regarde les bonbons,**

**"Qu'est-ce que c'est ?"**

**Sébastien dit: "C'est un paquet de bonbons**

**Madame."**



**la maîtresse prend  
les bonbons magiques !**

lundi leçon de maths  
exercices Complétez

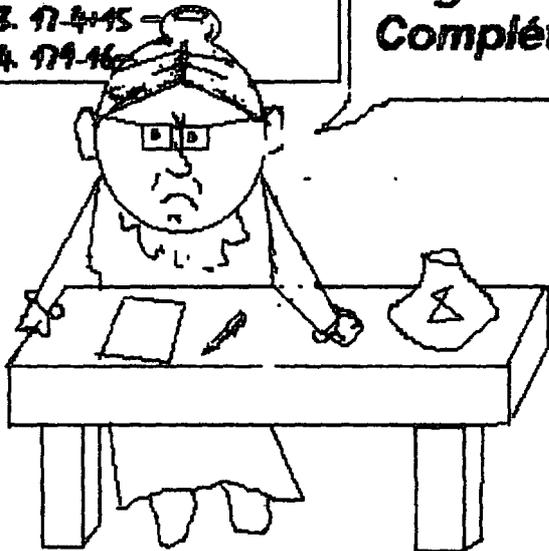
1.  $6+11-7 =$

2.  $24-13+6 =$

3.  $17-4+15 =$

4.  $179-16 =$

**Prenez les stylos,  
leçon de maths.  
Regardez le tableau noir  
Complétez l'exercice.**



**C'est une leçon de maths,  
les enfants travaillent**

lundi leçon de maths  
exercices Complétez

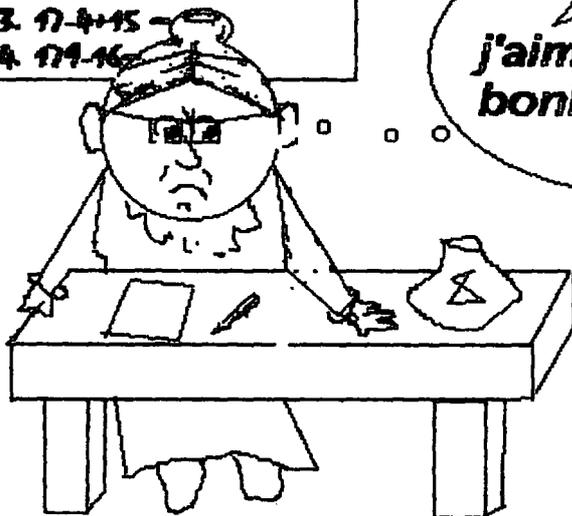
1.  $6+11-7 =$

2.  $24-13+6 =$

3.  $17-4+15 =$

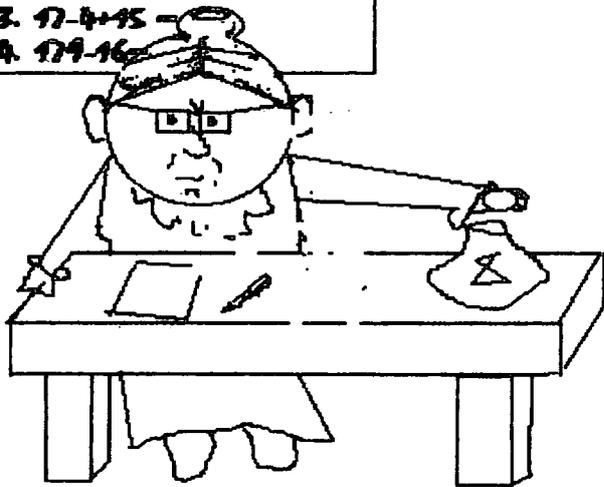
4.  $179-16 =$

  
**j'aime les  
bonbons !**



**la maîtresse regarde le paquet de bonbons  
magiques**

lundi leçon de math  
exercice Complète  
1.  $6+11-7 =$   
2.  $29-13+6 =$   
3.  $17-4+15 =$   
4.  $179-16 =$

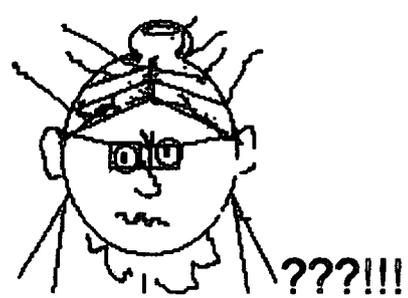


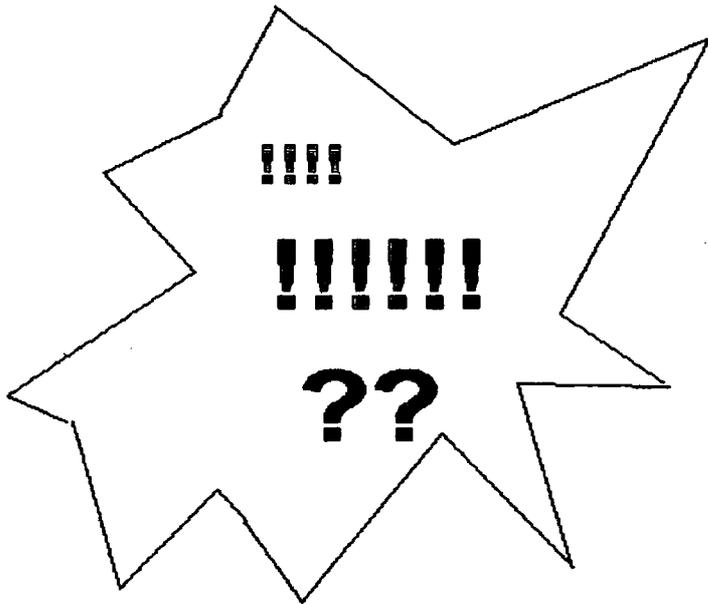
elle prend un bonbon orange

*il a un goût bizarre !!!*



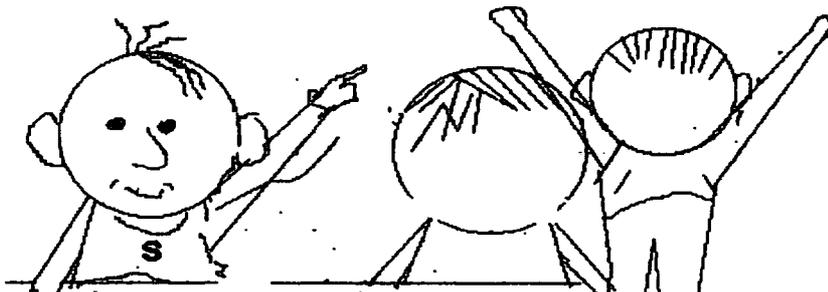
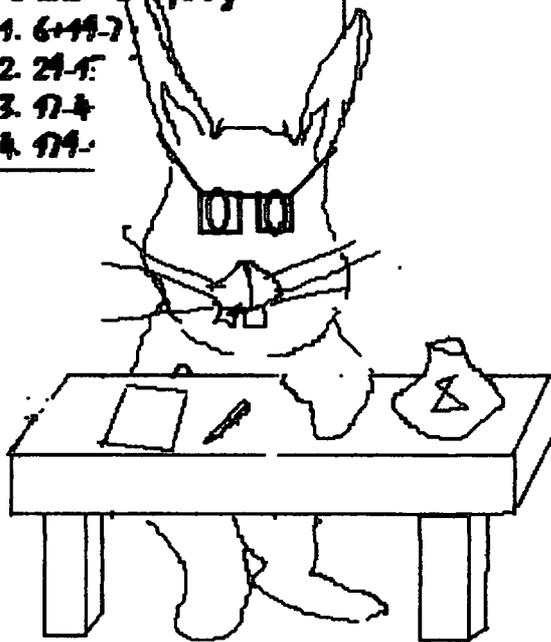
la maîtresse mange le bonbon magique

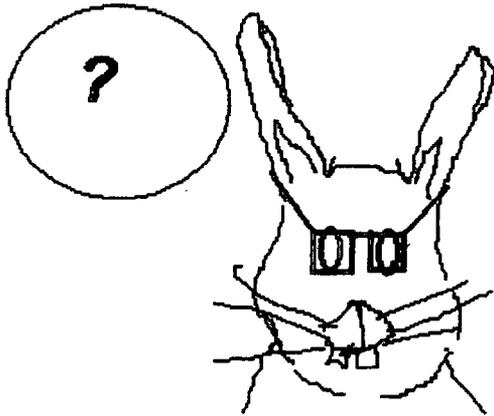




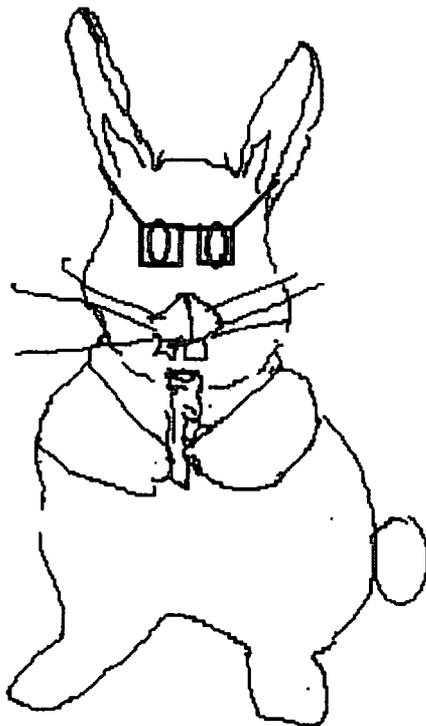
Madame Pigre change.....en LAPIN !

leadi leçon de math  
exercice 1 p111  
1. 6+4=7  
2. 2+1=5  
3. 9-4  
4. 9+4



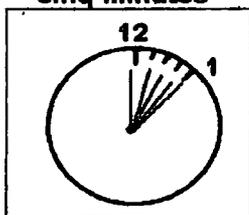


**elle dit .....?  
(qu'est-ce qu'un lapin dit ?)**

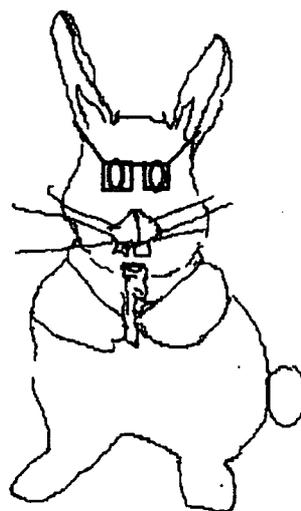
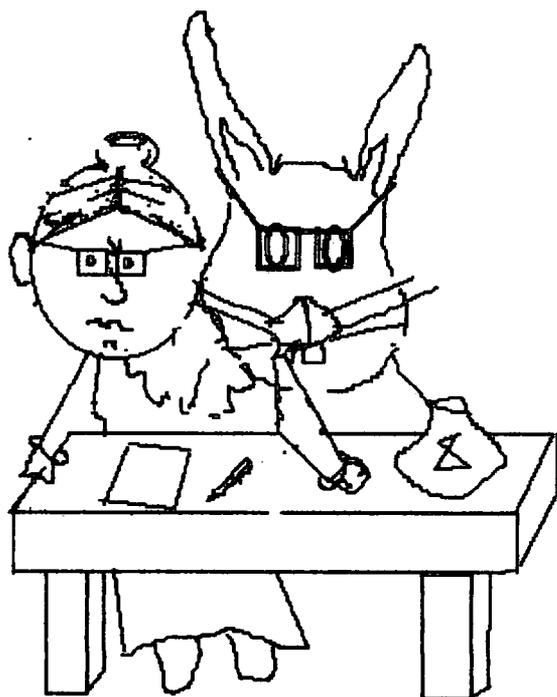


**et elle mange une carotte**

cinq minutes

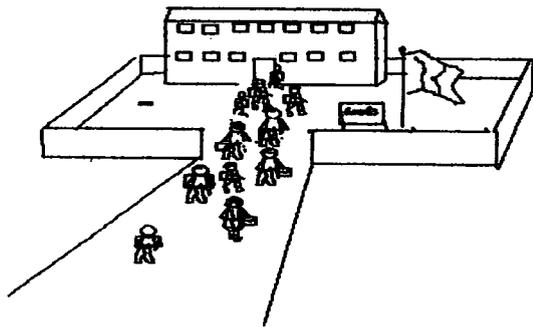


Après cinq minutes, la maîtresse  
retourne



La maîtresse et un bonbon orange, ça donne un  
lapin !

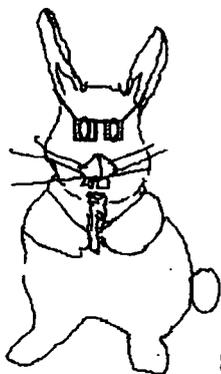
# LA MAITRESSE EST UN LAPIN, VOCABULAIRE



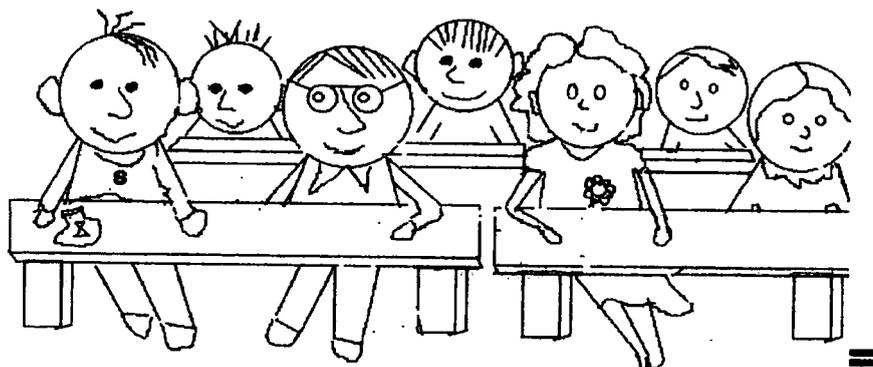
=



=



=



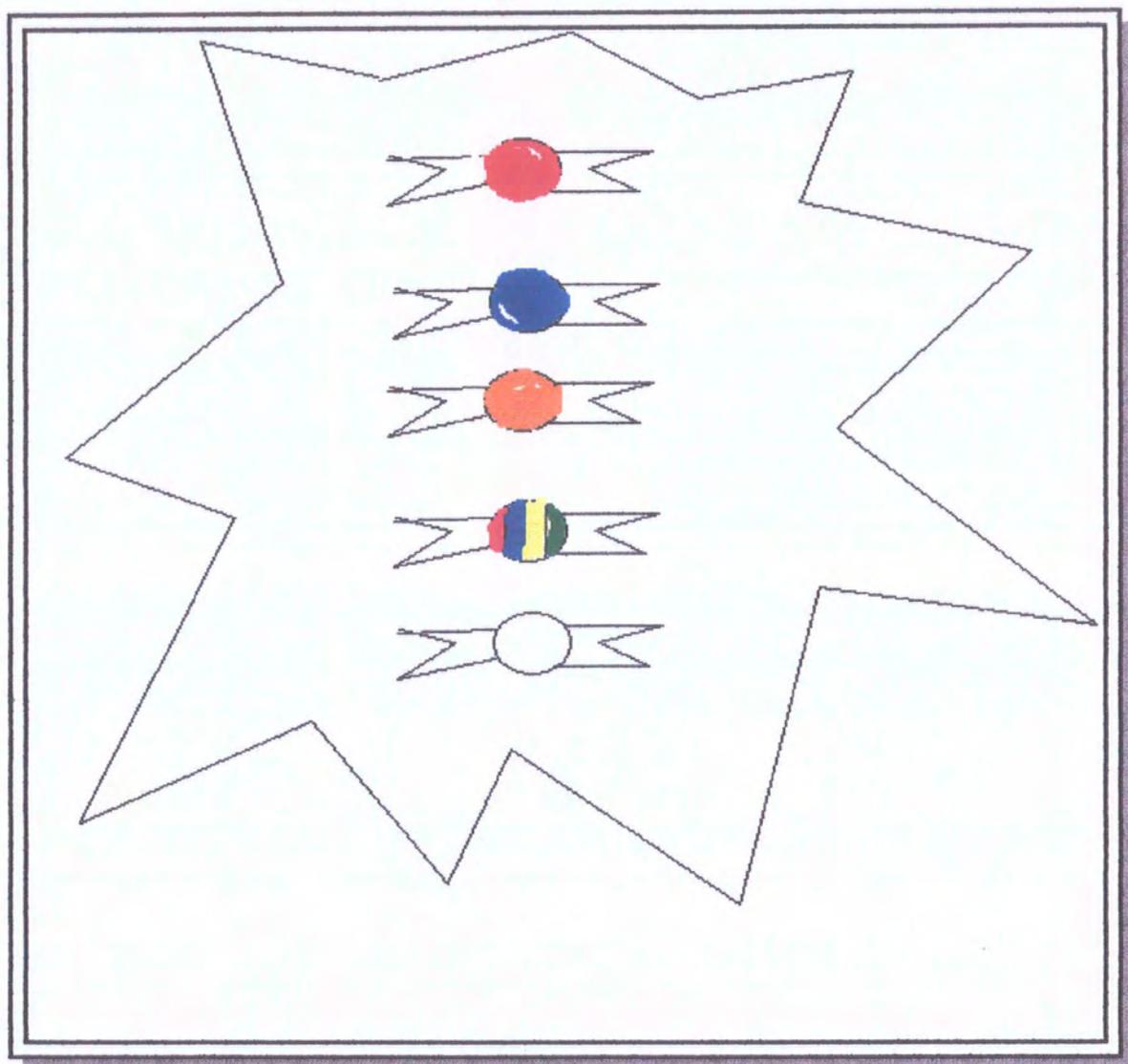
=

## **BONBONS MAGIQUES**

### **A10.3.4 Travail Intensif**

Teachers' notes and other documents relating to intensive work based on 'Bonbons Magiques' readers together with a sample play script and certificate, (20 pages).

# les bonbons magiques



## Travail Intensif

## **Les Bonbons Magiques Travail Intensif**

### **Teacher's Guide**

**Introduction:** Idea of the intensive session is to get pupils involved in practical language work where the focus is on the activities not the language, but which will give them the chance to use material they have learnt in the classroom, and perhaps not properly acquired, in real situations.

**Theme:** The theme is based on the bonbons magiques stories which the pupils read in Year 5. The bonbons magiques are in different colours and depending on which colour bonbon is eaten the person turns into an animal.

**Task:** Pupils are to design and make their own bonbon magique according to the colour of their group. They then organise an advertising campaign for this bonbon. At the end of the session pupils will present their publicity and try to persuade people their bonbon is the best.

**Organisation:** Pupils from Year 6 are divided into groups of 7/8. One class is taken each afternoon 1.30-3.30 p.m. Each group has a colour: rouge, bleu, orange, multicolore. The colours represent the bonbon they are going to make and which they will advertise.

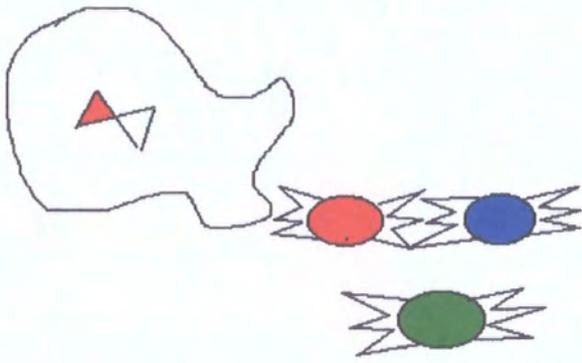
**Resources:** Pupil's booklet, playlet, art material, masks, sweet making material.

Pupils have been issued with a playlet and know the part they will be playing. The playlet is the key part of the advertising campaign because it shows what happens when a bonbon of that colour is eaten.

**Activities:** Activities can be done in any order but good idea to vary the more practical - sweet making, playlets - with working on posters or filling in workbooks.

1. When pupils join the group they need to be issued with their livret (booklet). They need to sign the contract promising to speak in French on page 2. All those working with the pupils should only speak in French. Signs can be used to help understanding.
2. On the back of the livret there is a list of the activities which pupils will be completing during the course of the afternoon. They need to tick off each one as it is completed.
3. One group at a time will go to the usine des bonbons on the stage to actually make the bonbons. Pages 3,4 of the booklet provide the basic vocabulary for material and ingredients and page 15 for making the bonbons.
4. Pupils need to decide on the design for their bonbon, the colour is already fixed but they need to think about the shape and the wrapping and packaging. This will depend on what is available.
5. Once the design of the bonbon is sorted they need to draw out their bonbon in their livret (page 9).

10. At the end of the session each group will present their playlet and publicity to the whole group. The best from each class and the best of each playlet will then be presented to Year 5 and any interested parents on Friday morning at 9.00 a.m. Every pupil will be presented with a certificates for participating.



Les bonbons magiques

## Introduction

Previous work has pointed to the advantages both in terms of motivation and language development of a period of intensive language work. It provides pupils with the chance to use the foreign language in a situation where they have a greater need to communicate and more opportunity to do so. By situating the experience outside the classroom, pupils can be involved in more practical activities and indeed, the intensive language work can be seen as the practical side of language learning, when skills learnt in the classroom can be applied to real situations.

For pupils in Year 6 with only one French lesson a week, it is particularly important to provide them with the opportunity for developing their understanding and spoken language skills. One specific aim of the intensive work is to try and develop their fluency and get them beyond the naming stage, to put words together in order to make themselves understood. Verbs are seen as being of particular importance in this respect and only by acquiring a range of key verbs will any level of fluent language use occur.

## Organisation

group: a group of 30 pupils, either one class or two half classes. Pupils will be divided into 4 groups of 7/8 pupils each with a French speaking adult and one assistant - 6th former or student. The pupils would be from Year 6, with one Year of French learning.

intensive period: one afternoon from 1.30-3.30 p.m. with the possibility of extending the time to 4.00 p.m. with parents coming at the end of the day to collect children and see the final performance session of the intensive work.

It is proposed to use Monday afternoons with 4 consecutive weekly sessions to enable all the year to be involved in the experience. The intensive sessions would be scheduled for the first half of the Easter Term.

## Programme

Pupils in Year 6 have already covered the first 4 episodes of the Bonbons Magiques stories and these provide a useful topic which is already familiar.

The intensive work would give each of the 4 groups of pupils a colour which would represent the colour of their Bonbon Magique. Their tasks would be to:

- make sweets of that colour  
( with help of Technology Department)
- decide on the packaging for the sweets wrapping, packet design, French message in the sweet
  
- make up an advertising campaign persuading people to buy sweets of that colour. The campaign would contain a slogan, a jingle and advertising poster. The advertisements would concentrate on the advantages of buying this colour of Bonbon Magique because of what it enabled you to turn into. The campaign would include performing a play based on the relevant Bonbon Magique story.

## Resources

### Bonbons Magiques Readers

relevant reader for each group

rouge = épisode 1: Sébastien et les  
bonbons magiques

bleu = épisode 2: Sandrine mange un  
bonbon magique et .....

orange = épisode 3: La maîtresse est  
un lapin

multicolore = épisode 4: Le problème  
à l'école

Pupil workbook containing:

- contact promising to speak French
- vocabulaire
- slogan to fill in
- poster to draw + slogan
- récréation activities:  
word search, jumbled words
- cartoon to make up story for,  
with different colour bonbon
- playlet to perform
- passport document to tick  
off each activity as completed
- learner diary to complete

## Resources 2

### Masks

To add authenticity to the playlets it is proposed to make masks for the characters in the *bonbons magiques* stories. These would need to be cut away at the bottom to allow the mouth to be clear, so speech could be heard.



Sébastien mask

*Discuss, advice Mr Clogg*

### Sweet Making Materials

Possibility of using marzipan for this?  
some method for colouring?

*help from Mrs Johnson*

### Sweet Wrappers and Packaging

Clear wrapping material?  
some cloth like material to use for packets?

*discuss, advice from Mrs Johnson*



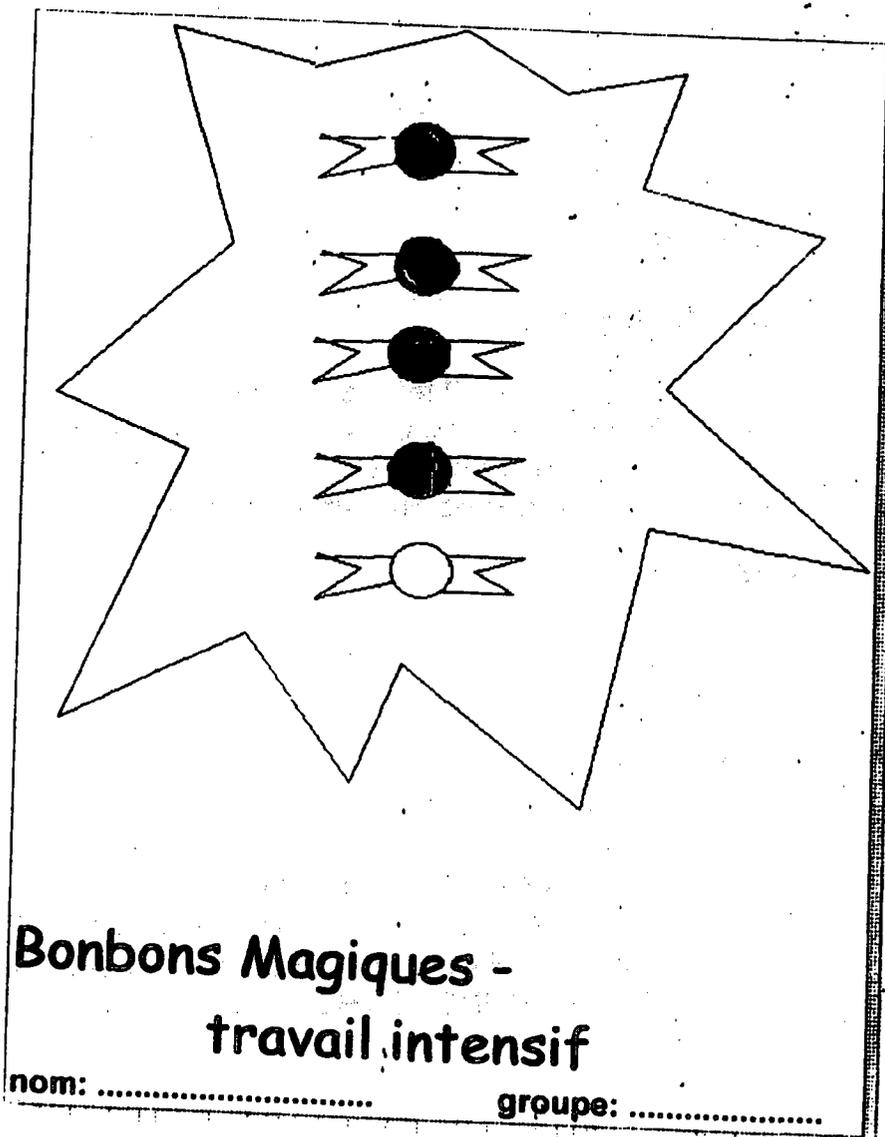
---

---

## Activités

---

- ❑ Fabriquez les bonbons magiques
  - ❑ Préparez le paquet et l'emballage
  - ❑ Préparez la publicité
  - ❑ Décidez un slogan
  - ❑ Dessinez le poster
  - ❑ Faites les exercices
  - ❑ Préparez la scène
  - ❑ Jouez la scène
- ❖ **bonbons magiques**



---

## CONTRAT

---

### BONBONS MAGIQUES

Pendant le Travail Intensif: **BONBONS MAGIQUES** je promets de parler en français et je comprends que pendant tout l'après-midi les professeurs parlent uniquement en français.

signé: .....

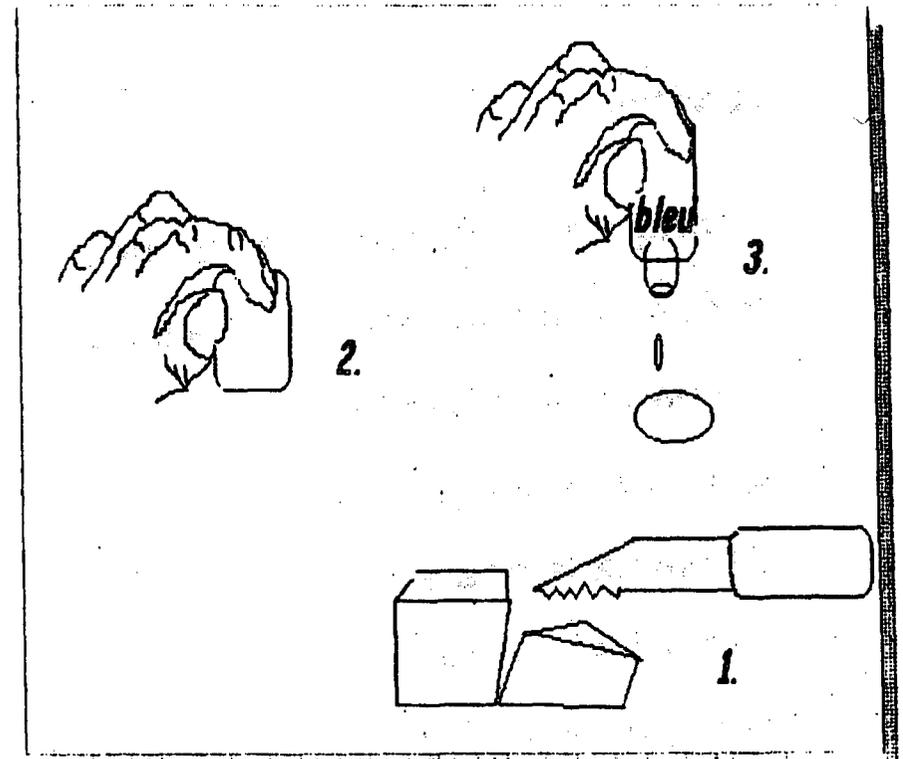
date: ..... 2000

---

## CONTRACT

---

- ❖ **BONBONS MAGIQUES**
- ❖ **I PROMISE TO SPEAK FRENCH DURING THE BONBONS MAGIQUES WORK AND UNDERSTAND THAT ALL THE TEACHERS WILL BE SPEAKING IN FRENCH THROUGHOUT THE AFTERNOON**



1. coupez la pâte de bonbons; 2. formez le bonbon; 3. colorez

---

## FABRIQUEZ LES BONBONS

---

## VOCABULAIRE LES BONBONS MAGIQUES

coupez= to cut

formez= to form

colorez= to colour

emballez= to wrap

décorez= to decorate

le papier d'emballage= wrapping paper

le paquet=packet

la publicité= -publicity

le goût= taste

un poster=poster

l'usine= factory

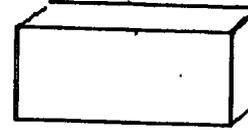
l'usine de bonbons= sweet factory

un bonbon= sweet

un bonbon magique= magic sweet

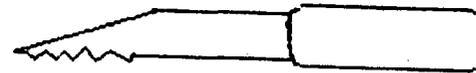
## Comment Fabriquer des Bonbons Magiques Information

### matériel et ingrédients



1.

1. la pâte à bonbons



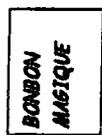
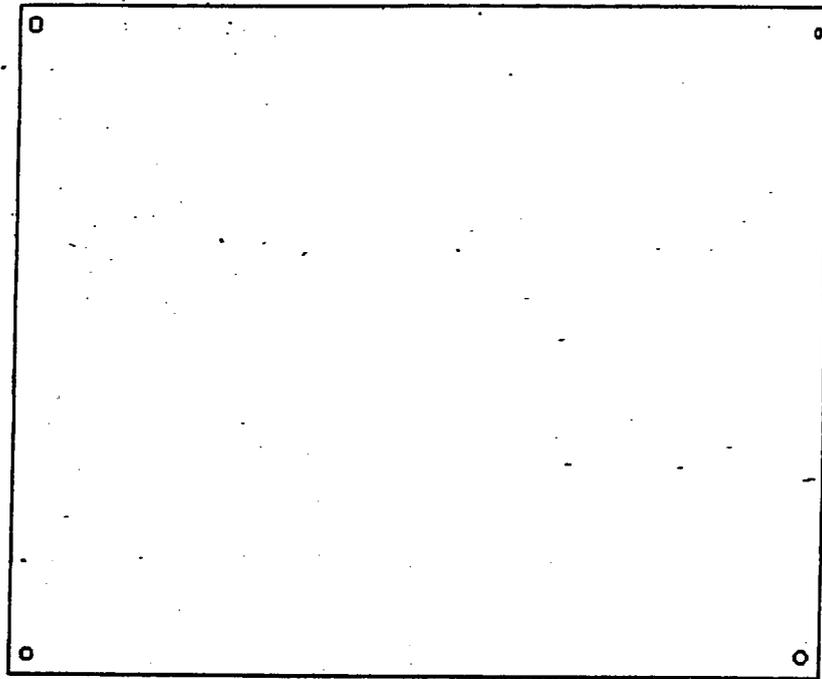
2.

2. un couteau

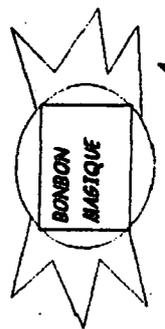
## Matériel 2.

3. l'étiquette
4. le papier d'emballage
5. le paquet

DESSINEZ LE POSTER DE TON GROUPE ICI



3



4



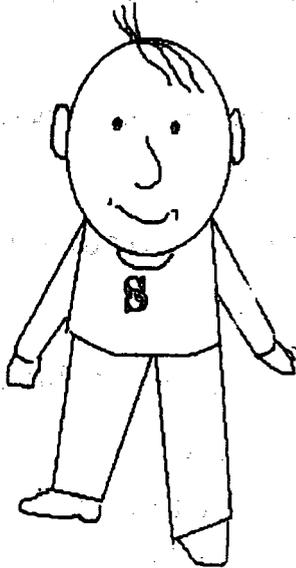
5

# Les Bonbons Magiques BONBON ROUGE

théâtre

## SÉBASTIEN ET LES BONBONS MAGIQUES

formez les groupes de 7 personnes



voici les rôles:

1. Présentateur 1 .....
2. Présentateur 2 .....
3. Présentateur 3 .....
4. Sébastien .....
5. Le Magicien .....
6. Le Poster .....
7. un client .....

**Cherchez: un paquet de bonbons magiques; un bonbon rouge; un poster; les masques: Sébastien, le chien.**

\*\*\*\*\*

la scène

**Présentateur 1: Voici un garçon, il s'appelle Sébastien**

**Sébastien:** Salut, je m'appelle Sébastien. J'ai 10 ans et j'habite Saint Brieuc en France.

**Présentateur 1:** Sébastien regarde un poster.

**Le Poster:** Bonbons magiques, 10Frs le paquet

**Sébastien:** Je voudrais un paquet de bonbons magiques. J'ai 10Frs.

**Présentateur 2:** Sébastien achète un paquet de bonbons magiques..

**Sébastien:** Je voudrais un paquet de bonbons magiques s'il vous-plaît

**Magicien:** Très bien, voici un paquet de bonbons magiques. 10Frs s'il vous-plaît.

**Présentateur 3:** Sébastien regarde dans le paquet. Il y a des bonbons rouges, des bonbons bleus, des bonbons verts. des bonbons jaunes, des bonbons oranges, des bonbons multicolores.

**Présentateur 1:** Sébastien prend un bonbon rouge

**Présentateur 2:** Il mange le bonbon rouge.

**Sébastien:** Je prends un bonbon rouge, je mange un bonbon rouge. Il a un goût bizarre.

**Présentateur 3:** et Sébastien se change en.....

**Présentateur 1:** ..... chien !

**Présentateur 2:** Il dit:

**Sébastien:** Ouah, ouah!  
**Présentateur 3:** ..et il mange le pedigree chum.  
**Présentateur 1:** Après cinq minutes....  
**Sébastien:** Bonjour, c'est moi Sébastien!  
**Présentateur 2:** Il se change, l'effet d'un bonbon magique dure cinq minutes.  
**Présentateur 3:** Sébastien et un bonbon rouge ça donne un chien.

**LA FIN**

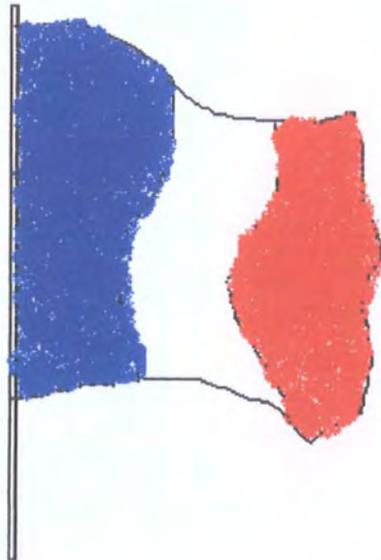
## **COMMENT PARLER FRANCAIS!**

### **A10.3.5 COMMENT PARLER FRANCAIS! instructions for speaking ..... and writing French**

A first guide to French grammar based on drawings and examples from the Bonbons Magiques readers, twenty-one pages with exercises and examples. Proved more suitable for use with pupils in Year 7.

# COMMENT PARLER FRANÇAIS !

Instructions for Speaking  
..... and writing French.



How to  
operate the system, a first guide to  
French grammar.

" ..best way to learn a language  
listen to sounds.....master grammar.....  
then relax and learn vocabulary."

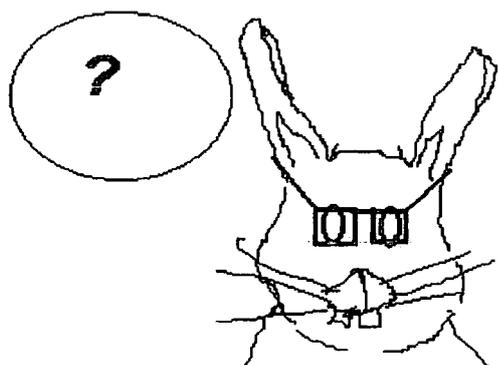
New Scientist, July 1999

# Introduction

This guide uses the illustrations from the Bonbons Magiques readers (which you may already know) to give you an idea of how French works which will make learning the language easier.

There are 5 rules for you to learn in this booklet. For each rule you will find there is an exercise to complete to help you fix the rule. You will also see, that after each RULE there is a place for you to write an explanation of the rule and how it works. This is important because it will help you understand the rule and remember it. There are also some tips to help you when you are speaking French

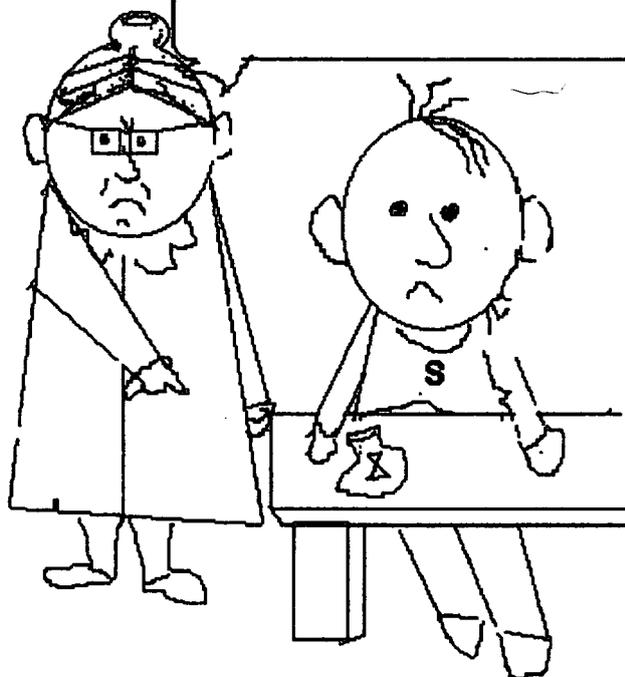
This guide starts at the beginning. RULE 1 shows you how to talk about yourself. By RULE 5 you will know how to put nouns and verbs together to tell a short story in French.



## CONTENTS

|                   |                                      |           |
|-------------------|--------------------------------------|-----------|
| <b>RULE 1</b>     | Talking about yourself<br>je/j'      | <b>3</b>  |
| <b>RULE 2</b>     | Naming things (nouns)<br>un/une      | <b>6</b>  |
| <b>RULE 3</b>     | Naming things 2 (nouns)<br>le/la/l'  | <b>10</b> |
| <b>RULE 4</b>     | Action words! (verbs)                | <b>12</b> |
| <b>RULE 5</b>     | Action words! 2 (verbs,<br>pronouns) | <b>17</b> |
| <b>FINAL TIPS</b> | Voici, Et                            | <b>21</b> |

**Qu'est-ce que c'est?**



RULE 1

JE/J'

If you are going to talk about yourself you need the word for "I".

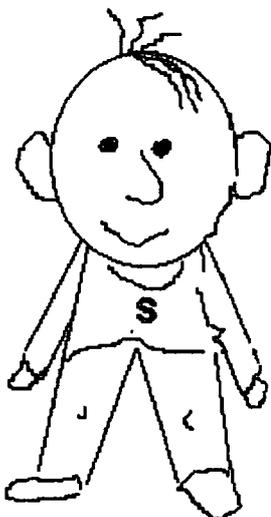
The word for I in French is:

**je**

So, when Sébastien talks about himself to say his name, he is going to use je.

**Je** m'appelle

**Sébastien**



Now use JE to write your name here in French:

Je .....

Tip: if you want to sound a bit French put **Moi**, me, in front of the Je. So you'd get **Moi, je** .....

**Moi, je m'appelle Sébastien**

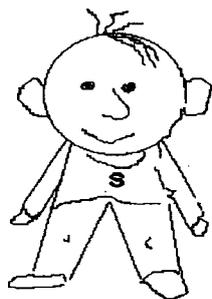
RULE 1 (continued)

JE/J'

If you think how many times in the day you say "I" you will realise just how important the word Je is in French.

Every time Sébastien is saying what he is up to he uses Je: je mange, je prends, je regarde, je voudrais. The words that follow Je are verbs and we will look at those in RULE 4

Sometimes you will find that instead of using Je the word is shortened to J'.



*J'ai 10 ans, j'habite .....*

This is because the next word begins with a vowel (or an h which isn't pronounced so sounds the same as a vowel). and it sounds wrong to say je then a vowel.

Now write down your explanation of RULE 1

.....  
.....  
.....

**RULE 1      EXERCICE**

Here is a picture of Sébastien's horrible teacher. The information about her is given underneath her name. Write out in full what she would say using Je or J'.



nom: Madame Pigre  
âge: 46 ans  
habite: Ploufragan

- 1. ....
- 2. ....
- 3. ....

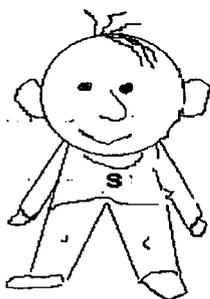
Now write out the same details about yourself:

- 1. ....
- 2. ....
- 3. ....

## RULE 2

## NOUNS: UN/UNE

Everything has to have a name, something we call it by. As you look around every single object will have a name in French, just as it has a name in English. Most of vocabulary learning is about learning the names for things. We know that in English a living creature is masculine or feminine. So,



Sébastien is **UN** GARÇON, a boy and is masculine in English and French and



Sandrine is **UNE** FILLE, a girl, feminine.

We can see that when a word is masculine we use **UN** and when feminine **UNE**.

Tip: When giving the name for an object you usually say C'est un/une.....

## RULE 2 (continued) NOUNS: UN/UNE

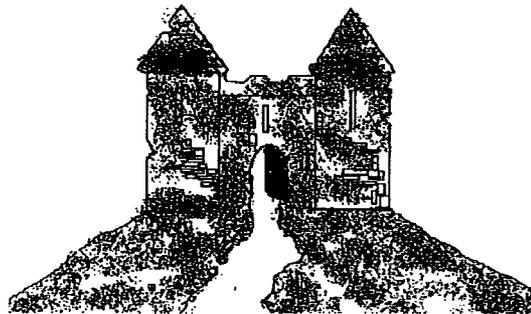
# BUT,

where things get different is that in French every noun is either masculine or feminine. They don't have to be alive. So a book, is un livre (masculine) and a pen, un stylo; while a ruler is une règle (feminine). So when you learn words in French you need to learn whether they are UN or UNE words. Here are some examples.



un paquet

# UN



un château

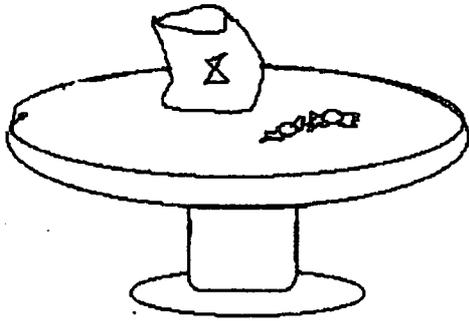


un poster



un bonbon

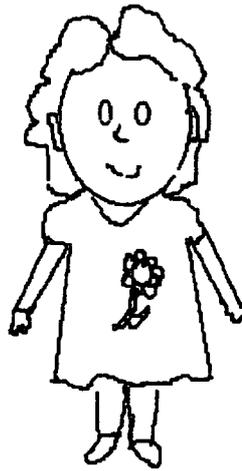
# UNE



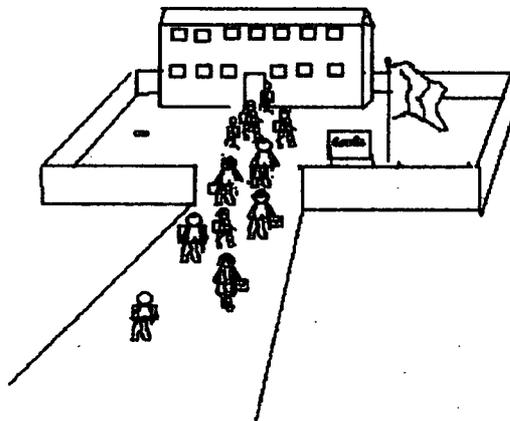
une table



une carotte



une  
copine



une école

## RULE 2

## EXERCICE

Here is a list of French words, find out whether they are masculine or feminine and write UN or UNE beside them. Do you know what they mean ?

1. .... stylo (.....)
2. .... chien (.....)
3. .... souris (.....)
4. .... garçon (.....)
5. .... fille (.....)
6. .... maîtresse (.....)
7. .... école (.....)
8. .... livre (.....)
9. .... porte (.....)
10. .... mur (.....)
11. .... magicien (.....)
12. .... phasme (.....)
13. .... éléphant (.....)
14. .... crayon (.....)
15. .... bouche (.....)
16. .... bonbon (.....)

*Write your explanation of RULE 2 here*

.....  
.....  
.....  
.....

### RULE 3            LE/LA/L'

*UN and UNE mean "a". When we want to say what something is we tend to say C'est un/une ..... (it's a....). If we want to talk about something more specific we say "the" to show which one we actually mean. In French "the" is different for masculine and feminine words as we would expect. BUT also, like we saw with JE it changes when the word which follows begins with a vowel or h. Here is RULE 3 set out for you:*

**LE = MASCULINE**

**LA = FEMININE**

**L' = WHEN THE WORD BEGINS WITH  
A VOWEL OR H**

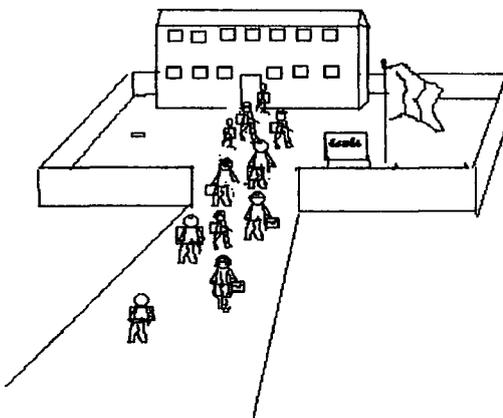
*So, you get:*



*le paquet de bonbons*



*la carotte*



*l'école*

### RULE 3                      EXERCICE

Here is the same list of French words you had before. You already know whether they are masculine or feminine. This time write in front of them whether they are LE, LA or L'. Can you remember what they mean without looking ?

1. ....    stylo    (.....)
2. ....    chien    (.....)
3. ....    souris    (.....)
4. ....    garçon    (.....)
5. ....    fille    (.....)
6. ....    maîtresse    (.....)
7. ....    école    (.....)
8. ....    livre    (.....)
9. ....    porte    (.....)
10. ....    mur    (.....)
11. ....    magicien    (.....)
12. ....    phasme    (.....)
13. ....    éléphant    (.....)
14. ....    crayon    (.....)
15. ....    bouche    (.....)
16. ....    bonbon    (.....)

*Write your explanation of RULE 3 here*

.....  
.....  
.....

# ACTION WORDS !

Now this is where things start to Happen !  
If you think about it, you can go on using nouns all night and all you are doing is naming things, saying what they are. You don't get to actually say anything interesting, make conversation, talk to someone unless you start to put in some verbs. It's the verbs that get things **MOVING!**

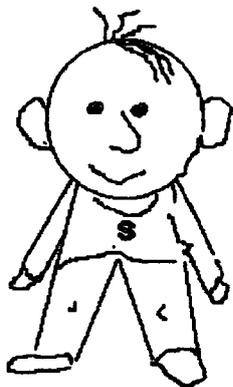
To show you the importance of verbs, how you can't hold a conversation without them, we will try a little exercise.

Turn to your partner and tell them in English what you did last night, without using any verbs. So, you can't say watched or had or did or ate or telephoned because all those action words are verbs.

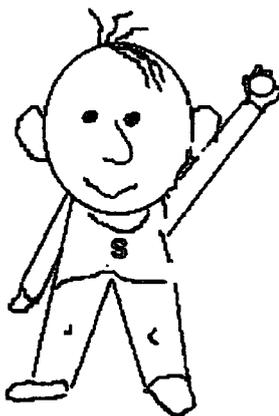
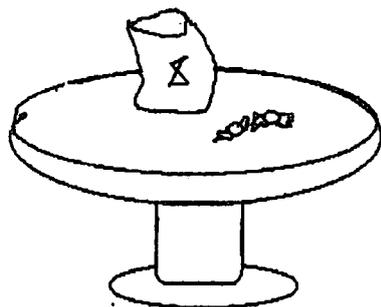
Now let's get to French verbs. We know from RULE 1, that if we want to say "I" we are going to use JE/J' and after that we fit in the verb. Lets have a look at some examples.

# RULE 4 (continued) VERBS

Here we have Sébastien and un paquet de bonbons magiques. What is he going to do with them ?



je regarde



je prends

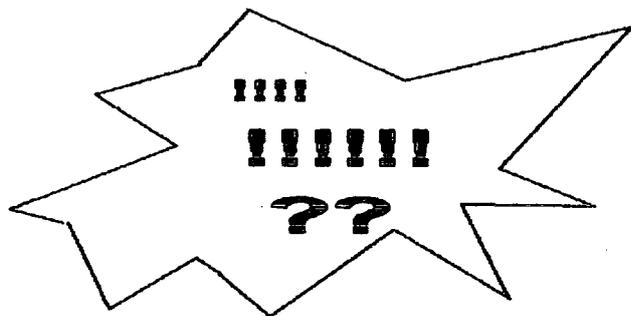


je mange



???

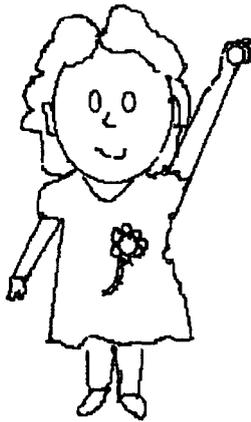
je dis



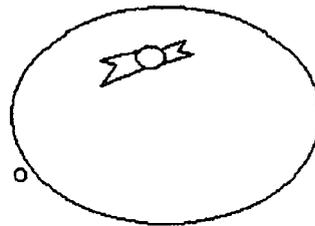
je change

# RULE 4 EXERCICE

What does each of these characters say? Choose from the list of verbs given below. Write in the verb for each one, then carefully draw a speech bubble around the words.



lundi leçon de mathématiques  
exercice Compléter  
1.  $6+9-7 =$   
2.  $29-13+6 =$   
3.  $17-4+15 =$   
4.  $179-16 =$



je mange  
je dis

je prends  
j'attrappe

je change  
je voudrais

je regarde

Now go back and read all of RULE 4 again and then write out an explanation. It might help before you write it, if you talk over the rule with your partner, to make sure you understand.

*Write your explanation of RULE 4 here:*

.....  
.....  
.....  
.....  
.....  
.....  
.....

Now we know how to use verbs we are able to talk about what we are doing and what a person is saying. What we can't do yet is use "he" and "she" as we describe actions. She does this and says that; he goes here and makes this. To be able to say this we need to be able to use pronouns. If we want to be able to tell a story like the "*Bonbons Magiques*" we need them and if you look at the Sébastien stories that is what is happening. The action is made up by using the name of the person, he or she and then adding the verb we want. We will look at this next in RULE 5.

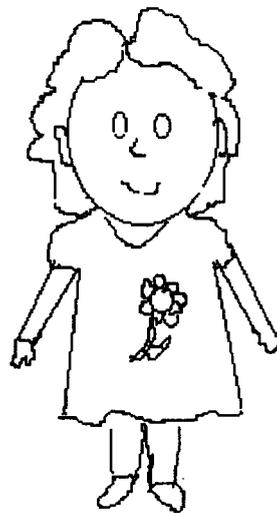
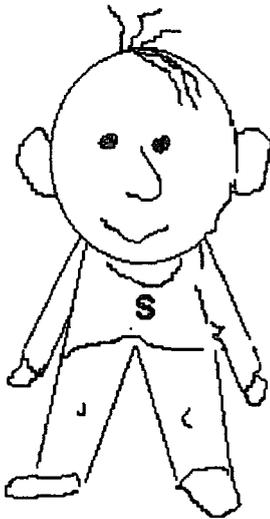
## RULE 5

## VERBS 2 - PRONOUNS

Let's take Sébastien and Sandrine. We know Sébastien is a boy, un garçon and Sandrine, a girl: une fille. Like the nouns they are masculine and feminine, only this time because they are people it's easier to understand. When we talk about a masculine word like Sébastien we use "il" (he) and when we use a feminine word like Sandrine, we use "elle" (she).

Sébastien

Sandrine



il

elle

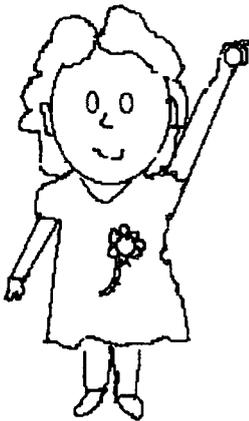
regarde

regarde

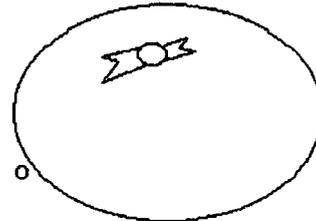
..... and onto these words you just add the verb you want: il/elle - prend, mange etc.

# RULE 5 EXERCICE

We found out before which verb went with each of these pictures. This time you need to decide whether you are going to write "il" or "elle" in front of each verb and copy them down with the verb next to each picture.



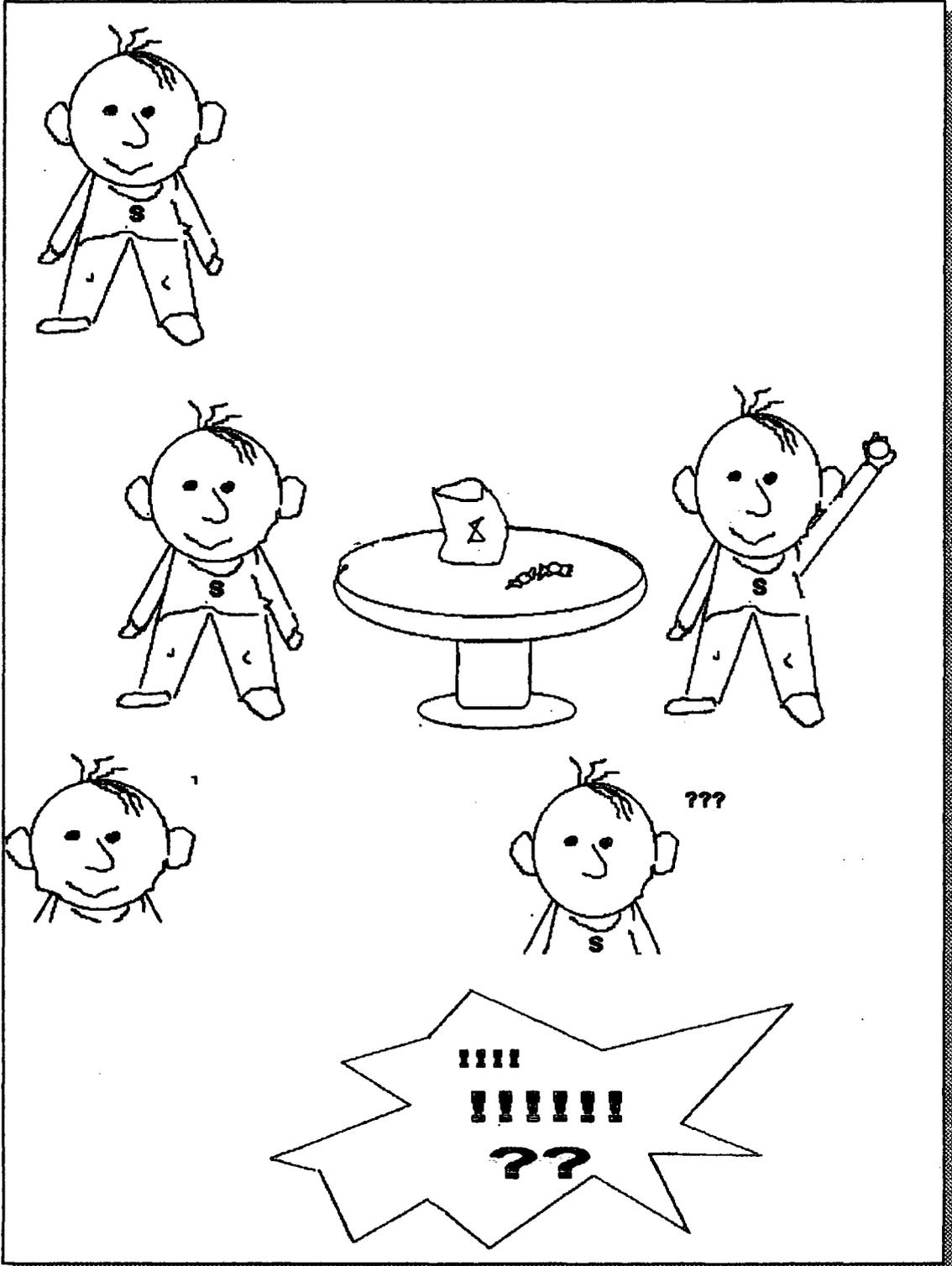
lundi leçon de math  
exercices Compléter  
1. 6+11-7 =  
2. 21-13+6 =  
3. 12-4+15 =  
4. 17-16 =



notice when you use il/elle the last letter of some verbs changes. So, you get il prend, elle voudrait, il dit.

# RULE 5 (continued) PRONOUNS

Now we can use pronouns, fit them to verbs and start telling stories. Let's begin with the pictures of Sébastien we had before. Only this time we are going to add speech bubbles with "je" to show what he is saying and write an explanation underneath of what he is doing. Start by introducing Sébastien and giving his name. Before you write, practice saying the words with your partner.



## RULE 5 (continued) PRONOUNS

Here is RULE 5 on PRONOUNS set out for you, only there are some important words missing. Can you fill in the gaps to make sense of this RULE ? .

*Pronouns are the words that go in front of verbs to show us who is doing the action. When you want to talk about yourself in French, the word for "I" is ..... This changes to ..... if the verb which follows begins with a vowel.*

*If someone else is doing the action, you can use their name "Sandrine" but if you want to say "she" you would use: ..... If it is a masculine person doing the action, for example Sébastien, you would need to use "he" and in French you say: .....*

**REMEMBER**

*masculine:*

**UN/LE/IL**

*feminine:*

**UNE/LA/ELLE**

## FINAL TIPS



When you want to present someone or something a good word to use is:

# VOICI

Voici Sandrine

Voici un bonbon magique

AND,

if you want to join words together remember to use:

# ET

Sandrine et Sébastien

Madame Pigre et le lapin

Au revoir et bon courage!

## 10.4 LUSAKA INVENTED LANGUAGE WORK

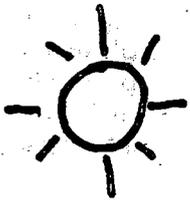
### **A10.4.1 Vocabulary sheet with Lusaka words**

Developed with pupils during expressive arts' week in 1991, the first work on an invented language.

LUSAKA - INVENTED LANGUAGE OF THE RAIN FOREST

SECTION 1 BASIC NOUNS

The following is a list of the commonest nouns of the language which occur regularly in everyday speech and are needed by the Indians as they go about their lives.



heeli



mife



uno

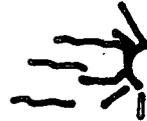


umwego

Note. Compound words  
one of the features of the LUSAKA language is the tendency to make up words by using two words together to give the sense they want. The following 2 words are examples of this.



sag



heelihiidon  
(DAY)



unsag



unohiidon  
(RAIN)



yshmool



hiidon



fupe

niay

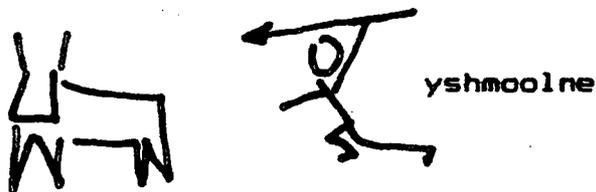
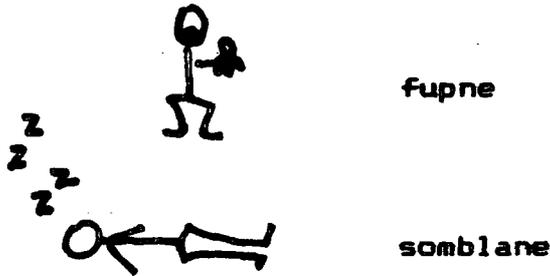


SECTION 2

ACTION WORDS

To back up our list of basic nouns, we now turn to the most important action words. It will be noticed that these verbs are distinguished by the ending "ne" although there are exceptions to this notably "soliak" the word for being ill or hurt. As before it will be evident that the indians make a good deal of use of compound words or placing two words together to make the sense they require, an example of this is "yshmoolne" for hunting where the word for animal "yshmool" is made into a verb by adding "ne". Although the English translation of this "animaling" might suggest to us farming it must be remembered that these people are hunter/gatherers and do no farming as such.

We begin this section with the basic pronouns for I and You. There is no "he" or "she" in Lusaka as they just use "sag" (man) or "unsag" (woman).



unone



plodne





olodnemifne



olodnemifenesomblane



soliak



layone

choogne



SECTION 3 GREETINGS, INTRODUCTIONS.

When greeting one another the expression "Lusa" is used and the right hand raised palm foremost to show peaceful intentions. When introductions are made a man will say "Y, sag ...." and give his name. He will then point to the person he is meeting and ask the question "Ypo?". The other person replying "Y, sag ..." in the same way, or, if they are a woman "Y, unsag...".

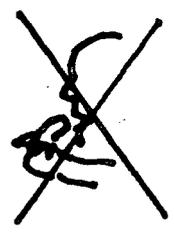
As they part, the word "Ka" is used and it will be seen that this is probably the origin of the name we know the language by, namely: "LUSAKA".



SECTION 4 YES/NO, THE NEGATIVE.

The word for no and not is "Kowt". In order to make a verb negative it is simply necessary to place "Kowt" in front of the verb.

Kowt fup ene



As LUSAKA is spoken by Rain Forest dwellers it is natural that their language should include words for the various animals and plants which surround them. We next have a list of some of these words. It will be noticed that many of them begin with yshmool identifying the creature as an animal. The only exceptions to this are those animals which pose the greatest threat to the people of LUSAKA: the man-eating jaguar and the poison snake known as the sickener.



Fupenesag

yshmoolhiidon



yshmooltorrap



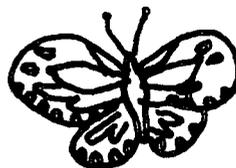
yshmoolmife



soliakne



yshmoolunsag



## SECTION 6

## PLURAL WORDS

LUSAKA has a very simple method of showing when there is more than one item of anything, the word is merely repeated. "Sag Sag" would then mean men and in cases where a great number are involved a further repetition of the word would be used: "sag sag sag"...

Sometimes a repeated word can give a different sense to the original meaning as in "mife mife" for forest.



## LUSAKA

### **A10.42 Lusaka, language adventure – an exercise in invented language.**

The fourteen page booklet based on the original expressive arts' week invented language work turned into a teaching resource for pupils at the beginning of their foreign language learning in Year 5.

Page three is missing from the booklet which points to the problems associated with sources in history.

## Lusaka, Language Adventure

# Lusaka, language adventure - an exercise in invented language

The diary and account of Bill Bosworth's expedition to Lusaka Land and the discovery and description of the lost Lusaka Tribe, their language and customs.



# Lusaka, Language Adventure

## Inventing a language

Lusaka language adventure is an exercise in invented language. In the same way that younger children in a family sometimes make up their own language so they are able to speak to one another in words that no-one else understands, so it is possible to invent a language.

To do this you need to decide which sounds are going to represent each word and so you begin by naming the objects which you wish to use. For our purposes, to make the exercise more exciting and to simplify the language requirements, we are going to imagine the language we are going to create is spoken by a lost tribe in the rain forest of South America.

An explorer Bill Bosworth sets out to try and find the lost tribe which is called **Lusaka**. When he eventually discovers them he wants to find out everything he can about them and to begin with, he needs to learn their language so he can communicate with them and ask them the necessary questions to find out about how they live.

It is first necessary to learn the nouns, the names for the objects which surround them in the rain forest. We have to start therefore and decide on how we are going to name the sun and water, hut and tree, man and woman, animal and food. This is a question of fixing an agreed sound and deciding how it is to be written. A real tribe in the rain forest would not have written language, but we need to be able to remember the words and need to write the sounds down to do this.

We would expect our invented language to include some ritual and ceremony. The first encounter with this would be likely to take place when two people greet one another and introduce themselves. How do the Lusaka do this and what do they say ?

If we are going to be able to create our own language we would expect to be able to begin to speak in sentences and not just name different objects. To be able to do this we need to create some verbs, action words which can then be used with the nouns to actually communicate. Here again the verbs are going to be associated with the life we imagine a tribe in the rain forest would be likely to lead. We are going to need therefore words for hunting as well as the standard verbs for eating and drinking, sleeping and making.

Finally we can make our Lusaka tribe more interesting by giving them a legend to explain how they were created. The legend can also explain how the words came to be given and we will follow the aboriginee legend of a god who as soon as he was created went walk-about and everything he came to he stopped and gave a name to. As a test of our invented language and to see how successful we have been in

# Lusaka, Language Adventure

## Instructions

### HOW TO INVENT A LANGUAGE

- ⇒ We are going to invent a language.
- ⇒ What is a language ?
- ⇒ A language is what people use to speak to one another. We use English, but there are about 6,000 different languages. We know that if we go to Spain, we will find people speak Spanish or if we go to Italy, Italian. These are all languages.
- ⇒ We are going to make up a completely new language
- ⇒ We are going to imagine a tribe living in the rain forest of South America
- ⇒ We will call this tribe **Lusaka**
- ⇒ We are going to make up the words they use for the different objects around them.
- ⇒ Because the tribe lives in the forest, the words they will need will be to do with this forest life and the animals and birds who live there
- ⇒ To make up a word you need to decide what sound it is going to have. We will need to decide what sound seems right for each word
- ⇒ We will write down the sound for each word so we can learn and remember it
- ⇒ We need to be able to imagine the life of the tribe in the forest if we are to invent a language for them. What kind of life do they have ?
- ⇒ To make our language more interesting we will imagine an explorer, Bill Bosworth who sets out to find the lost Lusaka tribe
- ⇒ Bill Bosworth keeps a diary and each day reports on what happens
- ⇒ He finds the **Lusaka** tribe and then begins to learn their language

After a few weeks we want to be able to have our own private language which no-one else can understand. We want to be able to talk Lusaka We will need to make up different kinds of words to do this, nouns and verbs and adjectives.

# Lusaka, Language Adventure



**Bill Bosworth**

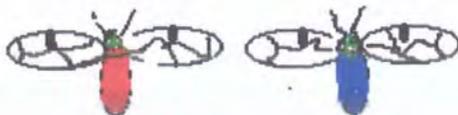
This is the story of an intrepid explorer, Bill Bosworth who set out to visit an unknown area of tropical rain forest in search of a mysterious tribe, the **Lusaka**. A tribe never encountered by outsiders whose existence was only rumoured but who were believed to live in the farthest reaches of the forest in an area cut off by mountains and difficult terrain. It was Bill Bosworth's aim to go alone into the forest and try to make contact with the Lusaka tribe and bring back any information he could about them and their way of life.

Wednesday

Expedition begins, day one

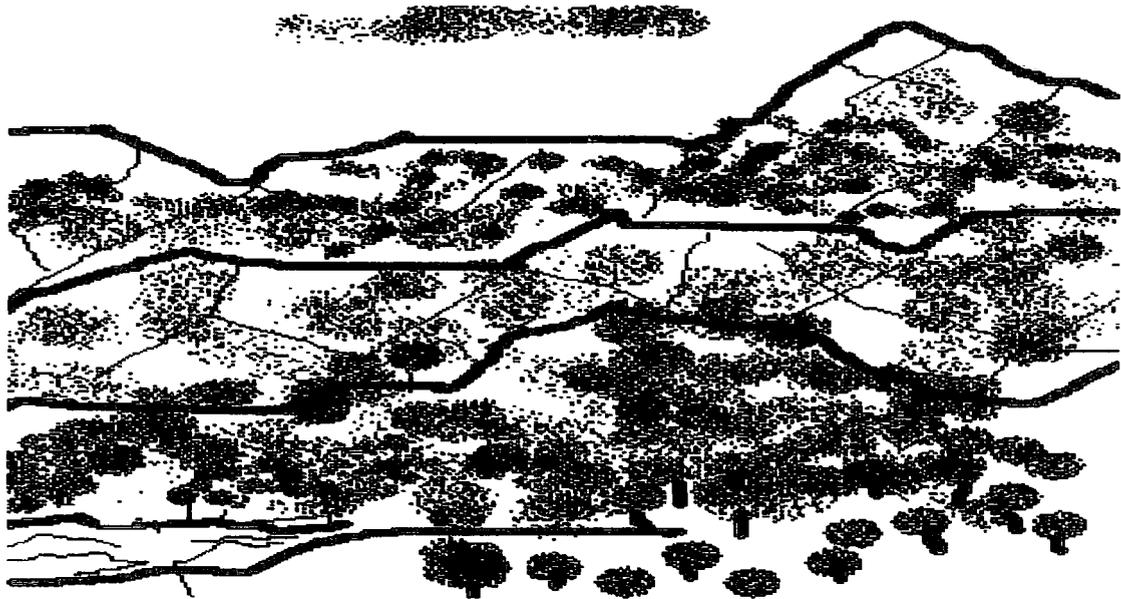
Left hut where I had spent night and entered the rain forest. First hour the track was easy and made good progress. Then things became more difficult, path became narrower and overgrown, in places I am having to cut my way through. I am writing this as I pause in a forest clearing. It is very hot and sticky. All alone, only some monkeys high up in the canopy chattering at me from time to time, but I can't see them. There is an occasional flash of colour as a group of parrots flies off with a loud squawking as I disturb them. Insect are everywhere, the air is full of them and I am getting bitten, some bright butterflies gliding past.

Will continue until night fall and hope to have got to mountain zone where I think have best chance of finding signs of Lusaka.



# Lusaka, Language Adventure

And so it was that Bill Bosworth cut a path through the dense forest for days on end, a heavy pack on his back and with only the chattering of the monkeys and the calls of the parrots and toucans to keep him company and the constant noise of insects.



Friday

Search continues, day 3

I am beginning to lose hope of every finding this Lusaka tribe. Three days wondering around the jungle with no sign of man, no huts, no clearings, no sounds of people. Perhaps the Lusaka just don't exist. I have only one more day of supplies left and so if I find nothing again today, I must turn back and find my way back out of this endless forest.

..... Finally, I have found something! I came this afternoon to a clearing by a river and it looked to me a likely place to find signs of Lusaka life. And have just noticed the remains of what

must surely be a fire, ash and burnt sticks. I am now going to explore the area further and will camp here tonight. It may be a bad place for mosquitoes, but I am prepared to risk it if there is a chance of meeting up with the Lusaka.

# Lusaka, Language Adventure

Saturday Find lost tribe of Lusaka, day 4



Woke early to bright sunlight with the feeling I was being watched. I very slowly turned over in my hamock and there before me was the above figure ( sketched later from memory). I have found the lost tribe, the Lusaka do exist ! I carefully got out of the hamock aware that my every move was being watched by the tribesman who stood motionless. I was so excited and yes, a little frightened, that my hands were trembling but I went to my pack and got out the machette I had brought specially for this moment. It was wrapped in cloth. I took a single step towards the tribesman, who still didn't move and held out the present in both hands and smiled to indicate it was for him. He took it carefully and unwrapped the cloth which he carefully tucked into his belt. He then held up the knife which shone brightly in the sun. He looked back at me and I indicated that it was for cutting and he looked at it some more turning it over and feeling the blade. He then turned swiftly to a creeper hanging down beside him and struck it in two with a single blow. He nodded two or three times at this and then turned to me and smiled. I had a new friend. Then without further to do, he gestured me to follow him and quickly picking up my pack and few belongings I rushed after the figure of the tribesman who was disappearing back into the forest.

# Lusaka, Language Adventure

Monday

I start to learn Lusaka, day 6

I woke the next morning after a deep sleep to find myself in the hut of the man who found me who seems to be called Sag something and is an important man in the village, the chief or headman. Exhausted after my journey in the jungle I spent most of the first day sleeping. I awoke the next day much refreshed and determined to start finding out as much as I could about the Lusaka people. To begin with I needed to be able to talk to them if I was going to live here. Clearly no-one spoke any English so it was up to me to start and try to learn their language, Lusaka.

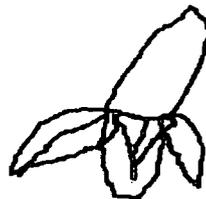
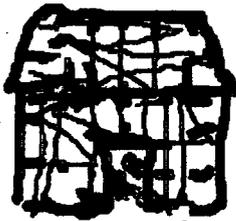
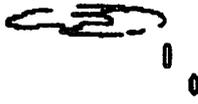
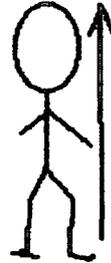
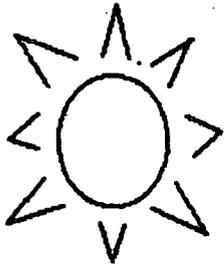


I got Sag to name things for me and he began with a list of 8 objects which he drew in the earth to show me what they were. He then slowly said the word so I could repeat and try to write it down in my diary so I would remember how to say it. A crowd of tribes people gathered around to watch my efforts and applauded each time I said a word correctly. To show their pleasure they jump up and down and shout out in shrill voices, what sounds like "eeeeeeeeey".

# Lusaka, Language Adventure

Monday Lusakan Words 1

Here is my first list of Lusaka words:



These words are some of the most important for the Lusaka tribe because they represent the main things in their lives

# Lusaka, Language Adventure

**Tuesday** Getting used to life in the Lusaka village, day 7

Each day I find out more about the Lusaka people. I went on a visit around the huts that make up the village or ..... as I now know how to say in Lusakan. As I come to each hut the people greet me and I am learning how to answer. They tell me their name and in return I need to say who I am. There is a set pattern to these greetings and it is obviously important to get it right. Sag has explained it to me and shown me by signs what I have to do and how I should behave. I have drawn this picture to show what happens when two Lusaka people meet.



The important words here are:

Hello = ..... I = .....

and You = .....

The greeting then goes like this, the first person raises their right hand and says "hello" and points to themselves and says "I ....." and then gives their name. The other person stands to the side which to us seems strange but for them is polite and waits for the person speaking to point to them and say: "you?". At this point they answer in the same way by pointing to themselves and saying "I....." this time they do not raise their arm but keep it to the side as shown in the picture.

# Lusaka, Language Adventure

Wednesday Working with Sag's wife and sister, day 8

I wanted Sag to test me on the words I have learnt but he was busy making a new bow for hunting. He pointed to his wife and another young girl who was standing watching us, I think this was her sister and showed me they could test me on the words. They took it in turns to draw pictures of the objects in the dust and I was pleased to find that I could name them all correctly. They seemed pleased too and smiled a lot. I realise I can only name things, I can't yet hold a conversation because I don't know any verbs, doing words. I need to be able to say walking and sleeping, watching and hunting and all the other verbs which describe what the Lusaka people are doing.

I haven't mentioned the Lusaka women before, so have drawn a sketch of these two.



You will see that the women wear grass skirts and the same kind of decoration around their necks as the men. They have the same red mark on their faces but no green snake tattoo on their right arms. Here they are wearing flowers collected from the forest in their

# Lusaka, Language Adventure

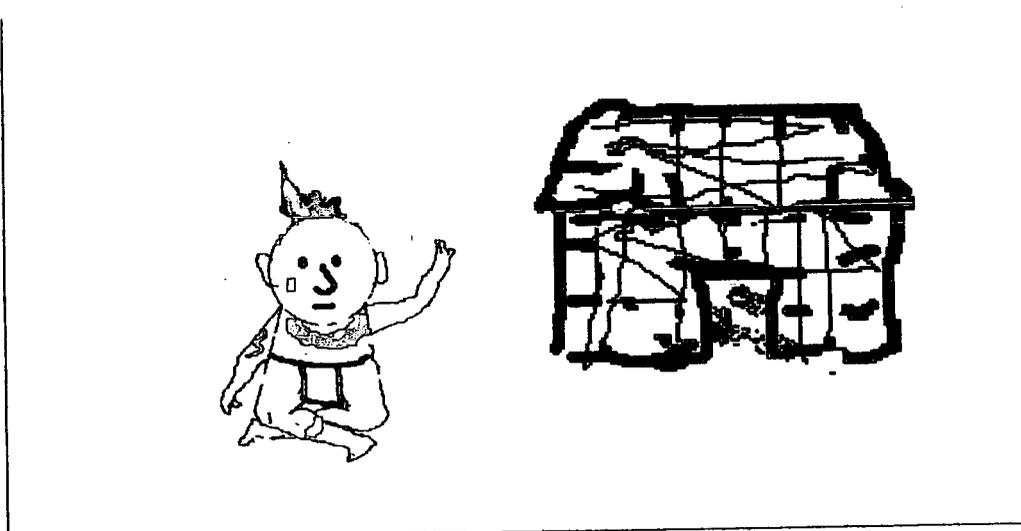
hair. One of the women, Sag's wife is carrying a jug of water that she has collected from the river which flows near the village.

**Thursday** Learning how to say action words, day 9

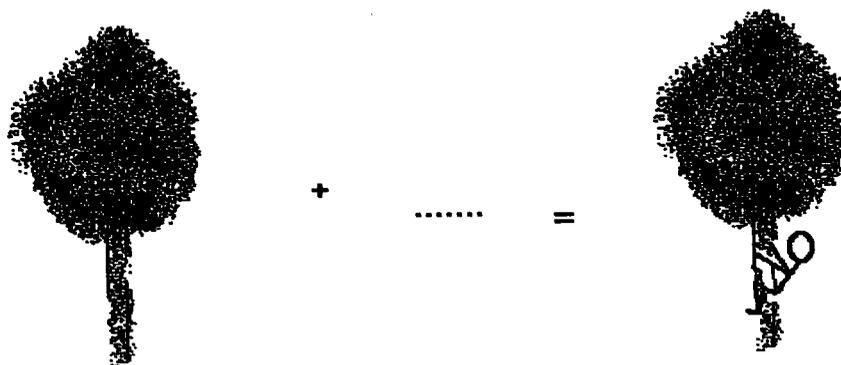
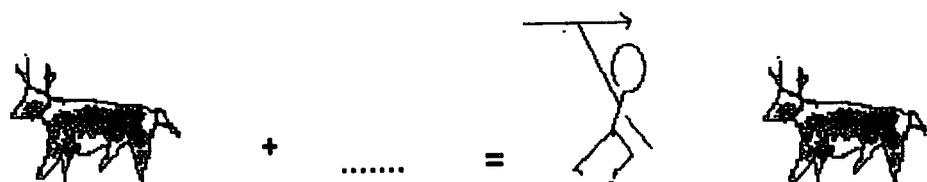
Continue to be concerned that I can only name things and not hold a proper conversation. I really can't manage to do anything much with Lusaka until I can make up sentences and I can not make up any until I know the verbs. So, I got Sag to take me for a walk again around the village to learn the different action words. At each hut we would stop and I would point at some activity so Sag could tell me the word for it. We saw tribesmen eating and drinking, it was the time in the middle of the day when they do this. We also saw a man building a new hut with a crowd watching what he was doing and another group getting ready to go out hunting for the afternoon. In one hut there was an injured man who it seemed, from what they showed me by miming, had climbed a tree to collect some fruit and fallen and become unconscious.

The system for making verbs is quite simple. They take the word for food for example, and add an ending to make it into the verb for eating. The verb for hunting is animal with the same ending. This is not so different from saying fooding instead of eating and animaling instead of hunting. As they don't have domestic animals, animals represent something to hunt. This makes it much easier to learn the words and remember them when I want to use them.

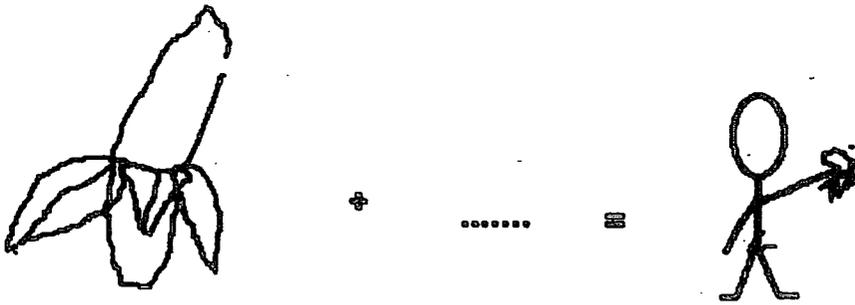
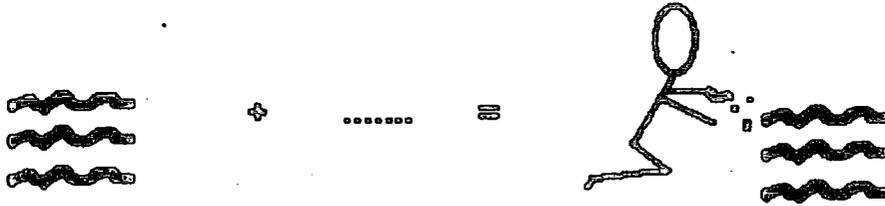
# Lusaka, Language Adventure



Thursday Lusakan Words 2  
Here is my list of Lusaka verbs:

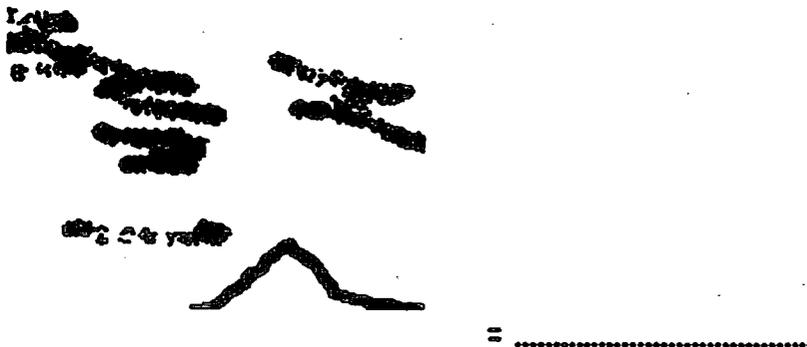


# Lusaka, Language Adventure



## Friday Combining words to make new ones, day 11

I have begun to realise more clearly how the Lusaka language works. Often a word is formed by placing together two other words. So if we take the word for sky we can make up a whole lot of words using the word sky. So sky animal is a bird, water sky is rain, sun sky is day and moon sky is night.



## **FOREIGN LANGUAGE AND CULTURE LEARNING AT COATES MIDDLE SCHOOL, 2000.**

### **10.5 CURRICULUM DOCUMENT**

The different initiatives introduced at Coates Middle School from the 1990s – 2000 are set down and described here within the context of French learning as a whole.

It is interesting to compare this document with the earlier ones from the 1970s. Now there is a real emphasis on the culture aspect of foreign language learning and the wish to make learning less artificial, more 'real' in the vocabulary of this thesis is evident with the French exchange programme in place.

**Richard Coates Middle School**

**Language and Culture  
Learning**

**Programme of  
Study for French  
Language and  
Culture Learning**

**and Italian language  
and culture learning**

**January 2001**

## **Programme of Study      French Language and Culture Learning January 2001**

### **Introduction.**

The French programme of study sets out the aims and objectives of French language and culture teaching at Richard Coates Middle School. Programmes of study for the different year groups will be considered for pupils working at the different levels in the four **attainment targets of listening, speaking, reading and writing**. A curriculum map is included to provide information on course content and the structures and vocabulary introduced to pupils at different stages. The resources and learning programmes available to teachers will be considered together with information on assessment procedures.

Culture learning is seen as an integral part of language learning and new emphasis has been given to this aspect of the language curriculum at Coates since September 2000. While culture learning only involves a small portion of language lessons, it is felt that pupils benefit enormously from beginning to see differences in terms of "rich points" (Agar) and appreciating the number of ways in which another culture can be similar to our own.

The school's involvement in the Comenius project means contact with pupils in our partner European schools in Italy, Portugal, France and Germany. It is hoped to develop in particular, the contact with Scuola Media Statale 'Sacconi-Manzoni' in San Benedetto, Italy. There are projected visits to Italy for a small number of Coates teachers and pupils and for Italian pupils and teachers to spend time at Coates. To extend pupils' language experience it is hoped to form an Italian Club for Year 8 pupils, where they would learn to communicate in Italian.

### **Aims and Objectives**

Learning a foreign language should be an exciting and fulfilling experience. While pupils will generally show an initial enthusiasm for language learning their motivation may suffer unless they feel progress is being made and that they are sufficiently involved in what they are doing. There is a real danger in introducing elements of language to pupils and not providing them with sufficient practical use of the material. Research suggests that some elements of language introduced to pupils will not become fully acquired in spite of being targeted for acquisition. Such elements remain dormant unless pupils find themselves in a situation where they need to activate the material in order to communicate. A key element here, is spoken language

which may not be properly covered in the classroom environment because course book material tends to favour development of other skill areas and the interaction of one teacher with a class of pupils inevitably means the opportunity for spoken work with individual pupils is limited.

It has been the policy at Coates to deal with this problem by concentrating on practical active language work identified as **La Pratique**. Work in this area consists of activities designed to place pupils in a situation where they need to use the language in realistic situations, sometimes as with "**Le Chien Mange**", "**La Mission Secrète**" and "**On Fabrique les Bonbons**", involving intensive learning techniques.

For the past six years an exchange has been operating with **Collège Jean-Macé** in Saint Brieuc, Brittany. This has proved a particularly successful venture which provides pupils with the opportunity to come into contact with French pupils of their own age and to try out their language skills in real situations.

### **Target for Language and Culture Learning**

The French Exchange has provided us with a target for language and culture learning at Coates. While not all pupils will participate in an exchange, the demands of this experience represent a real test of language and culture skills. The successful exchange pupil will be able to communicate with their French partner and become integrated with the family in which they find themselves. Pupils need therefore, to develop the necessary spoken language skills in order to make themselves understood and be prepared to accept the different environment in which they find themselves.

The aim of French teaching at Coates is therefore, to provide pupils with basic knowledge of the French language and the confidence to use the language for communicative purposes. A programme of culture learning provides them with the chance to appreciate differences and to be prepared for some of the specific differences they might be expected to encounter during an exchange visit to France or Italy. Pupils should leave Coates with a positive attitude to language learning and some understanding and appreciation that there are different ways of carrying out familiar routines, such as those associated for example with food and meal times. A cartoon characterisation of the perfect exchange pupil **Chris Cool** has been developed to show pupils what is expected from good practice.

### **Common Requirements**

#### **Access**

All pupils at Coates have equal access to learning French with due attention being paid to their specific requirements.

Children with learning difficulties are taught where possible in smaller learning groups with adapted material to help them access the different programmes of study.

New Starter lessons are provided for pupils coming to Coates in Year 7 with no previous knowledge of French. A specially designed booklet, "**Allez!**" has been produced to introduce them to the basic elements of the language.

**Information Technology** is used on a regular basis as a way of helping pupils with certain aspects of their written French, allowing them to concentrate on accuracy through redrafting. Travel brochures and newspaper work can be improved through the use of this medium.

### **Learning and Using the Target Language**

Lessons are conducted in the target language and every emphasis placed on creating an environment in which pupils are encouraged to speak French and respond to situations which arise by using the target language. Where English is used it is in order to explain a problem, encourage and motivate pupils and also for developing cultural awareness which would otherwise be lost on pupils with limited language skills.

### **Grammar**

The **Comment Parler Français !** grammar booklets help pupils to understand how the system works. It is useful, particularly in Years 7 and 8, to get them to write down in their own words in English, notes on specific grammar points which have been covered so they can ensure their own understanding

### **Fluency**

Trying to develop pupil fluency in the foreign language is a key aim of language lessons. Until they begin to be able to handle the language with some confidence and independence they will not, particularly in the later years of the middle school, make the most of their language learning.

Methods which help pupils build their fluency need to be emphasised. These include giving talks in Year 8 on prepared topics, using 6 key words to help them access each area they wish to talk about. It also involves writing for a given, limited amount of time on a specific topic under controlled conditions where the emphasis is on the flow of writing, not accuracy. A new initiative aimed to improve fluency is the **MLW, mental language work** introduced to Year 8 pupils in September 2000. Here pupils have to access key language structures using a picture stimulus.

## Resources

### Text Book

A decision was made to introduce **Avantage** as the course book for Key Stage 3 following a series of liaison meetings with schools in the Ponteland Pyramid. This course is introduced to pupils in Year 6 and continued through their time at Coates and during their first years at Ponteland High School.

In addition a good deal of additional material is used such as "**La Pratique**" work designed to extend realistic practical activities.

### Readers

**The Bonbons Magiques** readers provide reading material for pupils in Years 5 and 6.

Further readers are available for pupils. These range from Napoléon to Bibliobus A-C and a range of stories and magazines in French.

**Tape Recorders** are available in each language classroom and a **video camera** is available for filming work.

### Special Purpose Language Material

Before pupils take part in the French Exchange programme, they are issued with a booklet "**Allez Faire Un Échange!**" which provides them with advice about the different situations they are likely to encounter during their stay in France and the basic vocabulary and structures which they will need in order to cope with these.

A series of lessons is introduced for parents and children keen to communicate in French while hosting a French pupil.

### Cross Curricular Approaches

Every effort is made to try and make French a less isolated subject on the curriculum by establishing links with other subject areas. Currently Geography studies Brittany as part of their European topic in order to fit in with pupils personal experience of this area.

In addition the history topic of the French Revolution is partly covered during French lessons where "**La Révolution Française**" is studied in Year

8 as part of "**La Pratique**" work. Links are also in place with the Technology department.

## **Liaison**

Liaison with the schools within the Ponteland Pyramid is good and regular meetings are held to discuss progress and matters of mutual concern. The final meeting of the year discusses the groups for pupils at the high school for the following September based on the results of the "contrôles" and teacher assessment.

A series of new initiatives have been introduced since Ponteland County High School acquired 'language college' status. The first schools in the pyramid have access to a series of language boxes representing different European countries and some French teaching has been introduced.

## **Assessment**

The **Avantage** course followed provides a series of "**contrôles**" to test pupils on the material in each unit. Normally one of these would be completed each term. The test results divided into the attainment areas of listening and responding, reading and responding, writing and speaking are graded according to attainment levels. in accordance with National Curriculum procedures.

It is hoped to look more closely at how much of the language introduced to pupils becomes fully acquired by setting up special testing procedures based on recent research.

Pupils work is generally marked on a seven point scale and grades are entered into a special table in the back of their exercise books.

|   |
|---|
| <b>Excellent, Très Bien, Bien, Assez Bien, Ça Va, (Faible, Atroçe).</b> |
|---|

New targets for pupils at the end of Year 8 are currently being drawn up with our partner schools.

## **French Assistant**

As part of the support from the Ponteland Partnership's language development plan, the two middle schools have access to the support of a French assistant. This provides invaluable help in assessment procedures and in encouraging pupils with their spoken language tasks.

## French Curriculum - Year Five

### Practical Information

**lesson allocation: 1 lesson of 60 minutes a week**  
**grouping: mixed ability, class groups**  
**introduction to language and culture learning:**  
***Lusaka, exercise in invented language***  
**course material: Pilote 1, CanCan Project ?**  
***Bonbons Magiques* - series of 3 readers with playlets**  
**and assessment material**  
**La Pratique: Le Petit-Déjeuner Français, La Mode**  
**Assessment: 4 point scale: Excellent, Très Bien,**  
**Bien, Assez Bien. Yes/No Tests, Productive**  
**Language Tests**

Pupils are introduced to language and culture learning through the **Lusaka language adventure** – an exercise in invented language. They follow the story of Bill Bosworth and his discovery of the lost Lusaka tribe. A suitable language for the Lusaka is made up by pupils. They learn about language and culture differences when two classes, with different languages and culture, come together at the end of the project and they have to try and communicate with each other. The project helps pupils with different previous foreign language learning experiences, to come together working on a new language task. The **Lusaka** project teaches them a good deal about how language works and how we can learn a foreign language and appreciate culture differences.

When French language work pupils already have an understanding about vocabulary and the structure of language. They learn to understand and carry out simple instructions and to identify the words for familiar classroom objects. Their introduction to foreign language learning should be an enjoyable and positive experience and they should be given a sense of achievement from their lessons.

The emphasis in the first year of French is initially on the development of listening and speaking skills. Pupils first need to make sense of the elements of language which they are exposed to and then begin to use the language themselves, as they begin to communicate with each other and the teacher.

As part of the CanCan project, pupils will be filling in a learner diary and will be assessed on the nature of their vocabulary knowledge during the course of the year. This project will emphasise to pupils what they are able to do in French.

***Bonbons Magiques*** readers have been introduced into the Year 5 programme to develop language fluency. They enable pupils to go beyond the early naming stage, by allowing them to see the language in action. They

learn to tell the stories in their own words. The emphasis is on acquiring a number of key words and phrases in particular a number of basic verbs. The first three stories, ***Sébastien et les Bonbons Magiques, Sandrine mange un bonbon et ... La Maitresse est un lapin,*** are available to pupils in Year 5.

Games, songs and role play exercises in French make an important contribution to the learning process at this stage. The main topics covered in the first year of language and culture learning are:

1. ***The Lusaka Language Adventure***

2. Identity - talking about themselves, saying their names, giving their age and saying where they live.

3. Numbers 1-30.

4. Colours

5. Classroom objects

6. The Calendar

6. Songs and Poems

7. Weather

8. Animals

9. Adjectives

10. La maison

11. French Food and Culture

12. ***Bonbons Magiques Readers, episodes 1,2,3.***

13. Clothes

14. La Pratique: Le Petit Déjeuner

15. Revision and Assessment.

## French Curriculum - Year Six

### Practical Information

**lesson allocation: 1 lessons of 60 minutes a week**

**+ whole day intensive French sessions**

**grouping: mixed ability, class groups**

**course material: Avantage 1, modules 1,2,3**

**Bonbons Magiques readers episodes 4,5,6.**

**Comment Parler Français ! Grammar booklet, based on  
*Bonbons Magiques stories***

**La Pratique: La Fermière, On Fabrique des Bonbons**

**Assessment: Contrôles 1,2,3 (Avantage)**

Pupils consolidate their knowledge of French in Year 6 building on the material they have already learnt. Speaking and listening skills continue to be the prime activities in lessons, although pupils are now beginning to develop their skills in reading and writing.

Pupils practise implementing new vocabulary and structures through role-play and paired activities. they carry out practical tasks using the target language and become increasingly confident of following instructions in French.

Pupils use "**Avantage 1**", **Les Bonbons Magiques** readers and "**La Pratique**" material. Pupils in Year 6 are able to host a French pupil during the Summer Term.

The main topics covered are:

**1. Salut - (Avantage 1 module 1 )** Greetings, classroom instructions and vocabulary, Numbers 1-31. The alphabet, colours, At School.

**2 Toi et Moi (Avantage 1, module 2)** Age, where people live. European countries and capitals. Likes and dislikes. Sport. Describing Yourself, family and others.

**3. Famille et Copains (Avantage 1, module 3)** Talking about the family and extended family. Describing people. Talking about jobs and work. Leisure activities/Likes and dislikes. Numbers 1-100.

**4. On Fabrique les Bonbons** afternoon intensive French session. Pupils sign a contract promising to speak in French. They work in groups on playlets based on the **Bonbons Magiques** stories and make their own in the morning using games, songs and a work book. Students, 6th formers, parents and other French speaking adults help with this venture.

## French Curriculum - Year Seven

### Practical Information

**lesson allocation: 2 lessons of 60 minutes a week**

**+ whole day intensive French session**

**grouping: setted groups**

**course material: Avantage 1, modules 4,5,6**

**La Pratique: La Leçon de Maths, Chaperon Rouge.**

**Culture material: Lusaka 2, Le petit-déjeuner**

**Assessment: Contrôles 4,5,6. (Avantage)**

Pupils build on the language covered in the previous two years and emphasis is given to a sense of continuity and purpose to the learning. A central concern is now to develop fluency and to show pupils they are able to use the language they have learnt in practical situations.

Pupils are able to participate in the French Exchange and visit Brittany in October and host a French pupil in June.

**The main topics covered are:**

**1. La Leçon de Maths** - Pupils are provided with appropriate vocabulary and commands in order to give a maths lesson in French to the rest of the class. They are given a certificate for completing the exercise.

**2. De Chez Moi à la Lune** - House and bedroom. Talking about places in town and giving directions. Transport. The Environment. Talking about school, town and region.

**3. Chaperon Rouge** - Pupils read through the story of Red Riding Hood then act out the play in groups before performing the play to Year 5 groups.

**4. Du Matin au Soir** - Telling the time. Daily routines. Clothes and describing people. Bathroom vocabulary. Food and Meals. Buying food, prices. Weather.

**5. De la Tête aux Pieds** - Parts of the body. Illness and going to the chemist. Talking about how you feel. Healthy eating. Tableware. Ordering a meal. Talking about life.

---

### Culture Material

**Lusaka 2:** a further look at the Lusaka tribe and their culture. Emphasis on observing how things are done and adapting to a new culture situation – When in Rome ... Looking at how to help someone get on in the Lusaka situation and then how to help someone from Lusaka deal with staying in Ponteland. **Le petit-déjeuner:** how to manage breakfast in France. Preparing

pupils for the similarities and differences in behaviour and language – no plates, bowls to drink out of.

### French Curriculum - Year Eight

#### Practical Information

**lesson allocation: 2 lessons of 60 minutes a week  
+ whole day intensive French sessions**

**grouping: ability groups**

**course material: Avantage 2, modules 1,2,3.**

**Comment Parler Français I 2**

**MLW, mental language work**

**La Pratique: La Révolution Française, Le Tour Guidé de Ponteland, Le Chien Mange, Mission Secrète.**

**Assessment: Contrôles 1,2,3. (Avantage)**

The Avantage 2 course continues to provide pupils with the necessary input of vocabulary and structures to provide them with the material needed for the development of their language skills of listening, reading and writing.

In order to satisfactorily develop spoken language skills a number of "La Pratique" units are included in this year. These, particularly the intensive programmes, provide pupils with the possibility of activating material which may previously have been only partially acquired as .."the need for communication increases and the opportunities become more frequent." (Klein, 1989).

The main topics are:

**1. Jour J - (Avantage 2 Module 1)** Talking about holidays and holiday activities. Perfect Tense. Talking about where people have been and how they got there. Talking about the family. Holiday Diaries, shopping dialogues.

*"Les Vacances" workbook used for weakest French group to help them cover this material. No direct cover of the past tense and emphasis on tasks: Talk about holidays in French; Poster with written information about holidays and completion of exercises in workbook.*

**2. Boulot-Dodo - (Avantage 2 Module 2)** Talking about school and making comparisons. Extension of classroom vocabulary. Likes and dislikes. French Culture and History (see also above). Talking about the environment and countryside.

*"Au Collège" workbook containing adapted material for use with weaker pupils.*

**3. Tour Guidé de Ponteland -** Producing a brochure in French on Ponteland and surrounding area. Producing a cassette recorded guided tour of the central area of the village.

**4. Ouf On Réspire** - (Avantage 2 Module 3) French television. Giving information and expressing opinions. Talking about what one likes to read. Arrangements to go out. Going to a party. Going to the cinema. Talking about sport.

**"Ouf On Réspire"** workbook containing adapted material for use with weaker pupils.

**5. Le Chien Mange** - Intensive activity for whole day's work. Pupils working in groups produce the publicity for a dog food with suitable name, slogan, and then present their efforts for judgement and the award of certificates.

**6. Mission Secrète** - Intensive activity for whole day's work or half days. Pupils follow the story of Norbert Verdier and try to trace what happened to this missing secret agent who has disappeared someone in the south west of France.

**7. La Révolution Française** - Main episodes of the French Revolution covered up to execution of king. Louis XVI and Marie-Antoinette introduced and division of society into Les Nobles, L'Église et Le Peuple. Drama work based on visit of reporter to Versailles to talk to Louis and Marie-Antoinette. Report of visit written up as newspaper article. Testing Material.

**"La Révolution"** workbook containing adapted material for use with weaker pupils.

### **Culture Material**

Further culture material will be introduced for Year 8 pupils in the near future.

**STAGE: 5 CHAPTER: 11**

**A11 LANGUAGE AND CULTURE CENTRE, 2003-2004**

- **A11.1 Language and Culture Centre**  
Two sided sheet with general information on centre.
- **A 11.2 Language and Culture Centre**  
Main documentary source for nature of language and culture centre and how it would function, twelve page document. Topics covered: introduction, purpose and function; proposed design for centre; technological implications; programme of study; interactions with the world; justification; benefits; practical considerations.
- **A11.3 Language and Culture Centre**  
Single sheet of notes same as many of the points raised in A11.2. represents the main points in favour of this proposed centre. Some interesting additional points such as how the centre would provide interaction with school population.

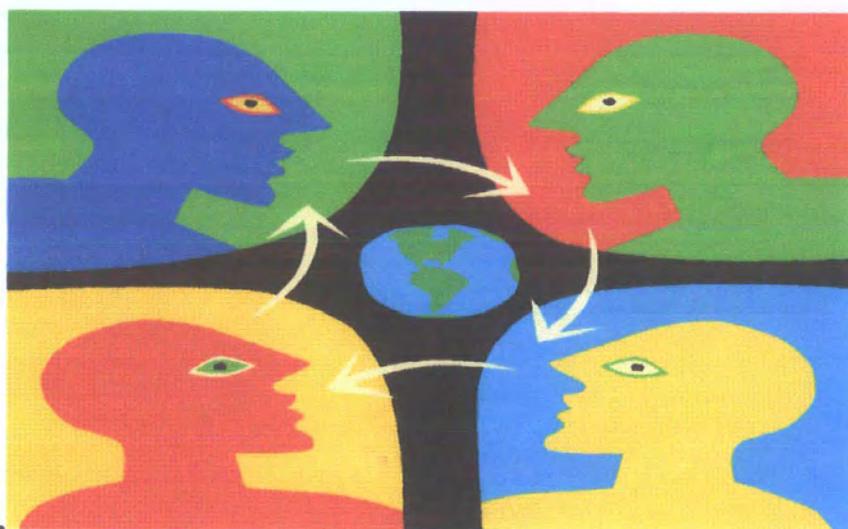
**A11 LANGUAGE AND CULTURE CENTRE**

**A11.1 Language and Culture Centre**

Two sided sheet with general information on centre.

**Richard Coates Church of England Middle School and Ponteland  
County First School**

# **Language and Culture Centre**



**TO PROVIDE A SCHOOL AND COMMUNITY  
FOCUS FOR WORLD STUDIES**

**Richard Coates Church of England Middle School and Ponteland  
County First School**

## **Language and Culture Centre**



**An innovative concept for education in the 21<sup>st</sup> Century  
- the preparation of future world citizens**

- **A shared special library and information resource for the middle and first school**
- **Using the latest ICT to enable access to information on all aspects of the world in which we live and to facilitate contact with pupils and schools in other countries**
- **Centralizing all the resources from the different curriculum areas concerned with the world, language and culture**
- **A centre to provide a focus for a programme of study for pupils from 4-13 to develop the understanding and knowledge required of world citizens for the future**
- **A central area for workshops, lectures, drama work and exhibitions**
- **A commitment to community involvement**
- **A centre to celebrate ethnic diversity through the provision of special resources on the local communities and the organization of special events**
- **A centre available for use by other schools in Northumberland and the North East of England**

## **A11 LANGUAGE AND CULTURE CENTRE**

### **A11.2 Language and Culture Centre**

Main documentary source for nature of language and culture centre and how it would function, twelve page document. Topics covered: introduction, purpose and function; proposed design for centre; technological implications; programme of study; interactions with the world; justification; benefits; practical considerations.

**Richard Coates Church of England Middle School and Ponteland  
County First School**

# Language and Culture Centre



## **1. Introduction**

The proposed language and culture centre represents a different learning concept by providing a school focus for world studies through the creation of a special centre. This building would form a central part of the proposed development of a shared campus for Richard Coates Middle School and Ponteland First School.

The starting point for the creation of a language and culture centre is the consideration that one of the most important aspects of education for today's children is the development of global awareness, an appreciation that in addition to their own nationality they are also members of the world community with a shared concern and responsibility for the future of our planet in the 21<sup>st</sup> century. While different parts of the national curriculum cover a range of areas dealing with world matters, this effect is diluted through being restricted to their own subject boundaries. However, by bringing together the different elements of language and culture in such areas as the humanities, modern foreign languages, music, art and citizenship we would be able to make more of an impact and give the topic the prominence it deserves. We could achieve this kind of recognition through the provision of a special, designated resource, the language and culture centre. This would be backed up by a specific programme of study designed to cover the first and middle school years.

Current capital building projects are looking to put in place school buildings for the future. They need to take into account therefore, the developing areas of the curriculum and should try to anticipate those areas which will have a central role to play over the next twenty- five or fifty years (the current age of the middle school building). A strong argument could be made for providing a facility to encourage in pupils a greater awareness of the world in which they live. Children themselves would easily recognize that one of the causes of conflict in today's world is associated with a misunderstanding and suspicion of other cultures. Investing resources in a capital scheme to create a language and culture centre would demonstrate a determination to develop in pupils an inclusiveness to which all education authorities subscribe.



## Language and Culture Centre

### 2. Purpose of the Language and Culture Centre

The centre exists to enable children from the first and middle schools to develop a heightened awareness and understanding of the world in which they live and in the process to prepare them for their future role as global citizens for the 21<sup>st</sup> Century.

### 3. How the Language and Culture Centre Functions

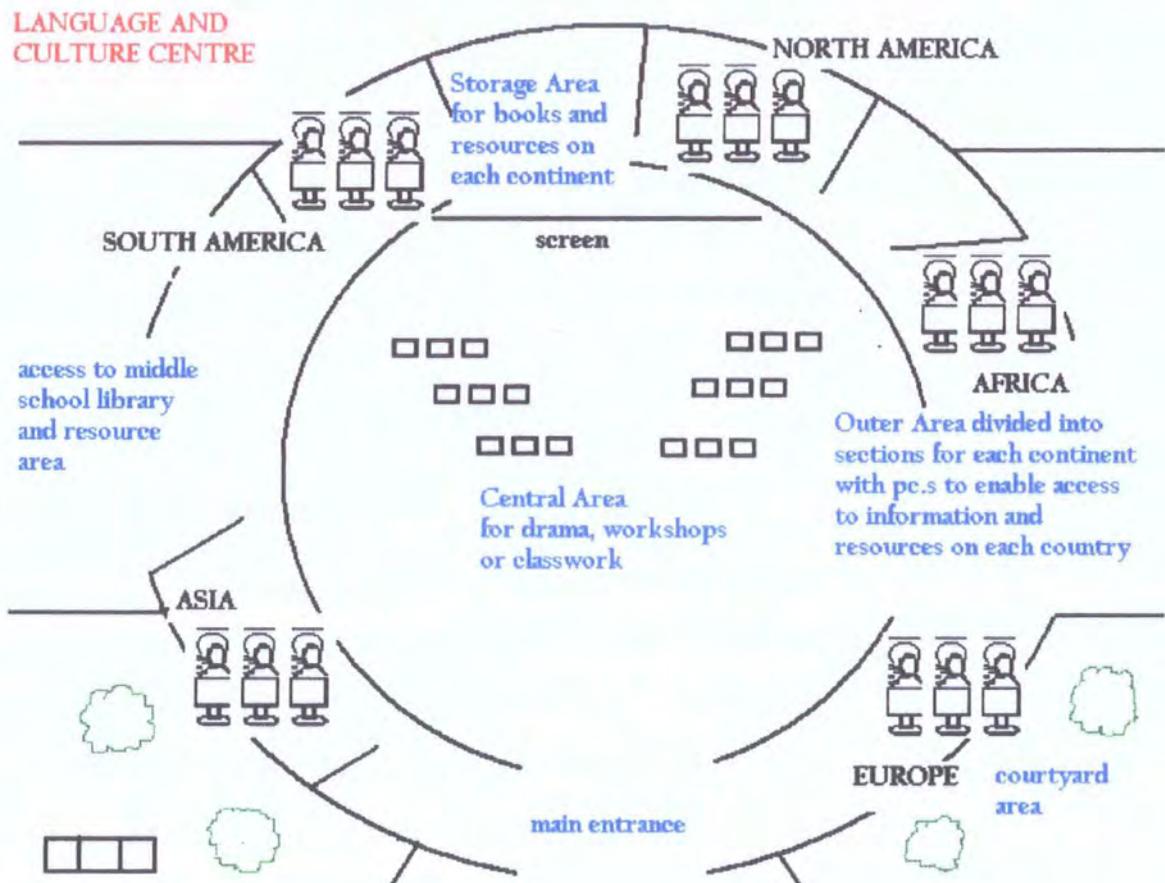
In order to achieve the aims of the centre there would be five main ways in which the centre would operate:

- pupils are able to access individually, information on the countries, people, languages and cultures of the world in which we live, as they would in any library resource centre. In this case however, the emphasis is very much on the use of modern technology to enhance this contact.
- the centre provides a central area where groups of pupils would be able to participate in activities related to the core function of the building. Any lesson in the different curriculum areas which cover language and culture such as geography or art, languages or PSHE/citizenship would be able to book the centre for occasional lessons, making use of the specialised facilities.
- workshops with invited speakers from outside school would take place in the centre on a range of different topics such as calligraphy, the third world, Christian Aid Work and the Chinese language. There would also be the possibility of using this space for drama work
- the centre would host a number of special events to celebrate different cultures, particularly those associated with the ethnic communities represented among the pupils in local schools and community
- the centre would provide suitable space for exhibitions with a specific country or world theme and to display the work of artists from different cultural communities.



## Language and Culture Centre

### 4. Design for the language and culture centre



The shape of the centre would reflect the round globe and contains two distinct sections.

1. **Outer Section:** This area is divided into different continent zones. Each zone is equipped with p.c.s to enable contact with a range of chosen websites providing information on the countries of the continent. The continent areas would also contain a large map of the continent, a clock to indicate the current time in a key city there and a number of artifacts or samples of art from the continent. Some documentation in the form of books would also be available.
2. **Inner Section:** This would provide the central area for use as a classroom, workshop area or drama facility. As such it would be equipped with a screen, chairs and tables for practical activities but these would be easily stacked to create an open area when this was required.

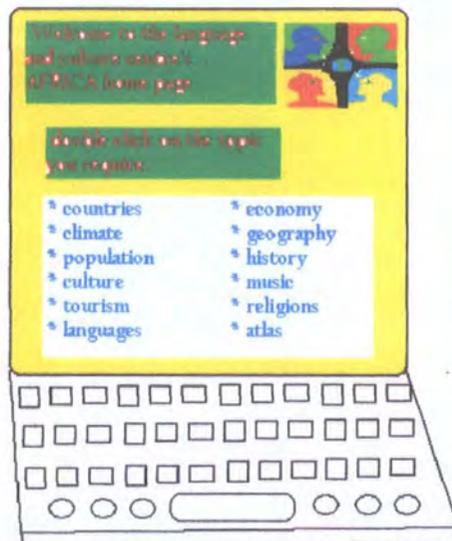


## Language and Culture Centre

### 4. Technological implications

The technology is now in place to enable the realisation of a centre of the kind envisaged. It would be possible to provide through software systems the necessary information about different countries, languages and cultures and to deliver the required level of interaction which would make the study process come alive for the learner.

The key to the process would be ease of access to allow even the youngest pupil, with some guidance, to download the information and data they required. The implications therefore, are that instead of wasting time trawling through a number of sites to find what was required, the computers would be configured in such a way as to facilitate the process. This would be done by choosing suitable sites in the same way as pc users have their own favourite websites which they can access on a regular basis. The home page would clearly indicate the areas of information available and these would be generally matched in each continent area with only some divergence to represent the different countries and specific, endemic elements of culture or language.





## Language and Culture Centre

### 5. Programme of Study

While the setting in place of a language and culture centre would focus attention on world issues, this would not be adequate on its own to achieve the aim of the centre to make pupils identify their role as future world citizens. To do this it would be important to have in place a programme of study which organized the culture learning opportunity for pupils from the start of their schooling.

This process would be divided into a number of stages relating to the age of pupils. While for younger pupils access to the language and culture centre might be limited to whole class sessions on particular topics, older pupils would be involved in more developed aspects of individual learning using the technology provided.

It is envisaged that all pupils would develop a portfolio of language and culture work to provide a record of the different courses and periods of individual study they had followed. Work with the school of education of Durham University has already begun with the setting up of a programme of work for pupils in Year 5 involving contact with a school in Hong Kong, China. This work will begin during 2004-2005 with an initial teacher training session taking place in September. It is hoped to extend intercultural learning to a new year group annually and to provide some kind of certification for pupils to mark the end of different stages of learning and the achievement of different skills.

A key element in the programme of study would involve pupils' establishing regular contact with someone of their own age in different countries. It is hoped that all pupils would be given a 'pen-pal' and that this would involve direct contact through the use of video conferencing and webcams.

## Language and Culture Centre

### 6. Interactions with the world



There are a number of ways in which pupils could become more involved in the themes of the language and culture centre. A number of these are set out below.

- world watch display would provide on screen, key new items from around the world
- a panel of representative pupils, perhaps members of the school council, would discuss world issues via the internet with similar pupil groups in partner schools.
- members of the pupil panel would represent a particular continent and have responsibility for maintaining the contacts with those areas and disseminating information about them to other pupils.
- the dissemination of information would be a two way process with Ponteland pupils informing other groups about the world and culture in which they live.
- a special committee would form whenever a disaster occurred in the world with a view to setting up the school's own charity work to communicate the problem and organise how the school could raise money to help the disaster relief, working through national or international charities
- contacts would be set up with schools in each continent to enable pupils to establish direct contact with someone of their own age.



## Language and Culture Centre

### 7. Justification

As a different concept it is important to be able to justify investment in a language and culture centre. We have argued above that the centre would provide for pupils access to information on the world of which they are a part and that the aim of the centre would be to enable children to appreciate their role as future citizens of the world with all the responsibility which this entails. Two further points need to be made.

In the first place, the Ponteland Partnership of schools has already been identified as a centre for language and culture work through the status of Ponteland High School as a language college. The present development is seen as an extension of this process to the first and middle schools with an emphasis on the cultural aspect of language learning.

The second point is that the concept for a language and culture centre has not come as a sudden development from the schools involved but is rather the result of a process of evolution as Richard Coates has worked with the school of education of Durham University to look at how the study of language, culture and citizenship could be enhanced in schools. This process has included an international seminar held at Coates in March 2003 when pupils worked on a cultural drama project involving a number of guest academics from abroad. It is hoped that the involvement of Durham University in this project will continue as the design of the centre is defined and once the centre is opened.

Professor Mike Byram has set out the academic justification for this project in the document which is an appendix to this paper. In the final paragraph of his document, he sets out what the language and culture centre would want to achieve for those pupils who are able to benefit from this resource:

*“The Centre will be not just a location where people can find out more about places that they know of, but also where they can be introduced to new experiences. It will also focus especially on creating opportunities for people to interact not just as tourists and visitors but as members of their communities, as Europeans and world citizens. This is the crucial characteristic which makes this an innovative development and one which the authorities should support.”* Professor Mike Byram, School of Education, University of Durham.

As the first resource of this kind, it would be important to extend the availability of the centre to other schools in Northumberland and beyond. Schools would be invited to participate in particular theme weeks and would also, be able to book individual class sessions to benefit from the special learning facilities which the centre would offer. The language and culture centre would therefore become not just a resource for the schools on the Coates campus but also for other schools in the north east. In this way it would be possible to show that in spite of having relatively few pupils from the different ethnic communities, Northumberland had been able to create a unique resource for helping to develop world citizens in the 21<sup>st</sup> Century.



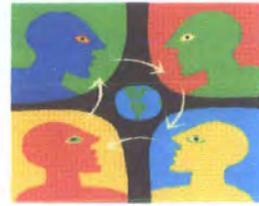
## Language and Culture Centre

### **An Exciting New Resource for the Community of Ponteland: the incorporation of the proposed Language and Culture Centre into a new Ponteland Library building on the Coates field.**

The proposal for Ponteland Library to relocate and move to the Coates field opens up the possibility of an exciting joint venture between Northumberland County Library Service and Ponteland's Partnership of Schools. This would involve incorporating within the new library structure the Language and Culture Centre. This proposal would seem to have a number of distinct advantages for both organizations and these are set out below together with the practical considerations involved in a proposal of this kind.

#### **Benefits:**

- Ponteland Library would add an important new dimension to its function by providing the community with a unique resource for accessing information about the world
- While maintaining its traditional role as a provider of reading resources and information, the library would be able to extend its function considerably by providing access to and interaction with special resources on languages and cultures
- The new extended library would provide a unique and innovative facility which would serve the Ponteland community through the 21<sup>st</sup> Century
- Government concern to involve the community in any new educational building programmes would mean attracting funding for a new library incorporating a language and culture centre would become a more viable proposition
- Becoming partners with Ponteland Schools in the Language and Culture Centre would enhance Ponteland Library's ability to achieve the declared purpose of the Amenities Division of Northumberland County Council: 'to provide the cultural and information needs of Northumberland'.



## Language and Culture Centre

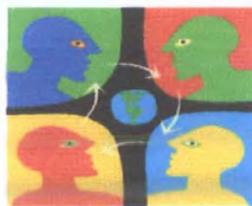
**An Exciting New Resource for the Community of Ponteland: the incorporation of the proposed Language and Culture Centre into a new Ponteland Library building on the Coates field.**

### **Practical Considerations:**

- The Language and Culture Centre would operate as a joint venture between the Ponteland Partnership of Schools and Ponteland Library
- The Centre would form a distinct part of the library facility and would be joined to the school buildings on the Coates site
- The Language and Culture Centre would have a pupil orientated bias during school hours, in term time
- Community use of the Centre would operate after school hours and during the holidays and on Saturdays
- Staffing of the Centre would be handled by Northumberland County Council library services with the support of teachers in Ponteland Schools and with the help of Professor Byram and the School of Education of Durham University in a consultancy role
- Concerns over traffic congestion would be addressed by providing adequate parking facilities on site accessed from the far end of Thornhill Rd
- A joint steering committee would be set up with representatives of all interested parties to consider the funding, organization and implementation of the Language and Culture Centre
- It is anticipated that the funding for the building and resourcing of the Language and Culture Centre would come from a Target Capital Funding bid

**“ In 1980 a group of world leaders, under the leadership of Willy Brandt published a report on world poverty. One of their conclusions was that ‘the world is one and we must begin to act as members of it who depend on each other’. That is what being a global citizen is all about, recognizing that we in our country are not independent of the rest of the world.”**

**(Radcliffe, 2002: 38, in a current text book for teaching citizenship)**



## **LANGUAGE AND CULTURE CENTRE**

### **A11.3 Language and Culture Centre**

Single sheet of notes same as many of the points raised in A11.2. represents the main points in favour of this proposed centre. Some interesting additional points such as how the centre would provide interaction with school population.

### Language and Culture Centre

| justification   | facilities   | technology  | prog. of study   | interaction  |
|---|--|---|--|--|
| 1. Provides an enhanced learning facility where pupils are able to access information on the world.                                     | 1. Open central area for use as a classroom, drama or practical workshop, lecture room.  | 1. Personal computers in each continent area configured to provide easy access to those sites able to provide key data. | 1. A prog. of study provides a special focus for centre work and a framework for the preparation of global citizens. | 1. Links are established or developed with schools in other countries beginning with Europe and extending to each continent.                       |
| 2. The centre is multi-disciplinary and covers elements of all aspects of the curriculum.   | 2. Outer ring of continent zones equipped with computers and a range of resources about each continent.  | 2. A specially designed home page would provide clear guidelines on the information available.                          | 2. The programme of study covers learning from Y1 to Y8.   | 2. Class links are established for younger pupils while older pupils are linked to a pupil abroad.   |
| 3. From a church school perspective, the centre provides a heightened awareness of others and the privileged status of our own society. | 3. The key to the central area would be the provision of flexible facilities and resources to cover the different kinds of learning which would take place here. | 3. Projector system and large screens for the display of computer generated images to support group learning            | 3. Work for younger pupils is class led. Older pupils' work is extended to include individual learning.              | 3. A small forum of 3 pupils, representatives of the school council, take part in a forum with schools in other countries to discuss world issues. |
| 4. The centre provides a focus for world studies available to pupils of all ages and members of the local community.                    | 4. A central control area provides information and support for those using the centre and monitors individual learning.  | 4. Web cams or video conferencing facilities enable individuals to contact schools in other countries.                  | 4. A profile of learning monitors the work completed and provides evidence for a direction to the work.              | 4. A disaster forum exists to communicate information and co-ordinate school fund-raising when famine, wars drought, natural disasters occur.      |
| 5. The aim of the centre would be the preparation of global citizens.   | 5. Facilities to allow community use: parking, toilets etc.  | 5. Special language learning facilities and software.   | 5. Resources are available for holiday language and culture/learning.  | 5. Exhibitions held to celebrate local ethnic communities.   |

# APPROACHING THE REAL: A SEARCH FOR AUTHENTICITY IN FOREIGN LANGUAGE AND CULTURE LEARNING

An investigation into how a series of school French learning initiatives, introduced over a number of years, provide the opportunity for real language and culture experiences.

1. An autobiographical account of 36 years teaching French to pupils aged 9-13 years in a Northumberland Middle School from 1971 to 2007.

2. The research represents historical narrative. A reconstruction of the past using diaries, school documents, photographs, interviews, autobiographical memory.

↓ 1970s

### APPROACHING THE REAL 1

Use of classroom methods close to natural language systems (based on mother tongue learning): Word represented by illustration is shown simultaneously as sound heard on tape-recorder, importance of spoken language, use of realistic situations from French life = audio-visual language methods

### APPROACHING THE REAL 2

Use of role-play and simulations in classroom. French learning to approximate real situations as encountered in France.

APPROACHING THE REAL 3  
Setting up a French Evening with French sketches, music and activities.



Is this a genuine representation of France, or a stereotyped and romanticised view of another culture and country?

↓ 1980s

APPROACHING THE REAL 4  
Intensive language work, one week at an outdoor centre in the Lake District, High Borran: Mission Secrete, 'secret agent' training.



Capture of 'secret agent'.

### Contract

I promise to speak in French during my time at High Borran and understand that all communication will be in French.

Signed: .....



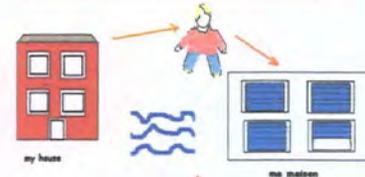
Surveillance activity with walkie-talkies.

Genuine need to speak and understand French but a created, simulated language and culture environment.



English exchange pupil (far right) with French family.

After a long journey, including sea crossing, pupils find themselves in a real French language and culture environment. They have been transported into a different world and have to adapt to the situation (acculturation), some pupils may experience culture shock.



### EXPERIENCING THE REAL 1

French Exchange, pupils spend one week staying with a French family in Saint Brieuc, Brittany.

↑ 1990s

