

# RECTANGLES ÉDUCATIFS

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## **LET'S DETERMINE THE NATURE OF THE EXERCISE!**

In order to create an activity, you need only open your book and ask yourself one or more of the following questions:

- A. What do I want to work on that is semantic in nature?
- B. What do I want to work on that is syntactic in nature?
- C. What do I want to work on that is stylistic in nature?
- D. What do I want to work on that is situational in nature?

## **LET'S CREATE THE EXERCISE!**

Once you have decided the nature of the exercise that you want your students to do, you must:

- A. reduce it to a few words that give the students an idea about what they are going to do:

examples: Faisons le marché!      Prenons le train!      Le week-end?

This title will be the centerpiece of the exercise and will fit in the middle of the page (see example below).

- B. determine at least four different ways that you want them to work on the subject:

example: With "Faisons le marché!" as the center of the exercise, you might choose the following four ways to exploit the subject:

1. A la boulangerie, je (demande)
2. A la boucherie, nous (achetons)
3. A la poissonnerie, elles (demandent)
4. A l'épicerie, tu (cherches)

With this example, you might choose to give or not to give the verbs.

- C. use your computer to generate the rectangles that you will print, cut out and complete, and place on a piece of paper. If you are using "fractured sentences," make sure that you leave enough space on the top of each rectangle so that the students can write out the correct version.

- D. duplicate a copy for each student in the class.

### **LET'S ADMINISTER THE EXERCISE!**

- A. Put the students in groups of two.
- B. Give each student a copy of the exercise.
- C. Explain and illustrate what they are to do.
- D. Give them enough time to complete the exercise. This generally takes at least 15 minutes, if not much more. Everything depends upon the complexity of the activity that you have designed and how well the students are prepared to complete it.
- E. Circulate, help, advise, point out errors, praise for good work.
- F. Have the students read their answers out loud.
- G. Collect the results if you so desire.

### **LET'S EVALUATE THE ACTIVITY!**

It allows:

- A. the students to work together.
- B. the students to use the vocabulary and the grammar that they have studied in situations that challenge their memory and their ability to use creatively what they have learned.
- C. the teacher to evaluate globally how well the students have mastered the materials.
- D. the students to work on their writing skills.
- E. the teacher to evaluate their writing skills.
- F. the students to read out loud what they have composed.
- G. the teacher to evaluate and correct the students' pronunciation and intonation.

### **LET'S BE REALISTIC!**

- A. This activity only works when you plan it out most carefully and give the students sufficient time to complete it.
- B. The students often use English when completing the exercise. Is this really cause for great concern?

mère/père: expressions avec "avoir" (pp.86-87) et "faire" (pp.120-121)

1. Ma mère
2. Mon père
3. Ma mère
4. Mon père

oncles/tantes: le lieu où ils habitent

1. J'ai un oncle qui
2. J'ai une tante qui
3. Un de mes oncles
4. Une de mes tantes

grands-parents: leur âge

1. Mon grand-père
2. Ma grand-mère

### MA FAMILLE

cousins/cousines: leurs noms (s'appeler)

1. Un de mes
2. Une de mes
3. J'ai un cousin qui
4. J'ai une cousine qui

sœurs/frères: adjectifs descriptifs (pp.56-57: 73)

1. J'ai une sœur qui est
2. J'ai un frère qui est
3. Un de mes frères
4. Une des mes sœurs