

# CLASSROOM ACTIVITY

## I. QUEL NOMBRE?

The following activities offer practice with number recognition. The first exercise is quite simple and focuses on aural recognition and analysis of numerical patterns. The activity requires students to write the specific numbers which have been dictated in French by the teacher and then produce the next logical numbers which occur in the sequence. The sequence can be very simple such as 13 9 13 9 \_\_\_\_ or 22 32 42 52 \_\_\_\_; it can be slightly more complicated and require a more thorough comparison of numbers such as 12 2 12 5 \_\_\_\_ or 14 45 40 16 35 \_\_\_\_.

The sequence can also be longer and require the students to analyze more extensive relationships between numbers. For example:

2	6	10	14
38	34	30	26
26	30	34	38
—	—	—	—
50	54	58	62
86	82	78	74

This example requires aural recognition of more difficult numbers and visual recognition of a more complex pattern. Students must seek numerical relationships between rows as well as between columns in order to be able to complete the missing row appropriately. If students are experiencing difficulty with the task, the teacher can guide their analysis by asking questions such as "What is the relationship between the numbers in each row?" "Is there an overall pattern which has been established between the rows which will suggest the relationship between the numbers in the missing row?" "Is there an established relationship between numbers in the columns?" "In any of the columns?" Once the numerical relationship has been seen in the last column, the last number in the missing row can be determined and the rest of the numbers in the row can be deciphered by using the pattern established earlier for row 4. Of course, if there is a student who has global vision and has noticed that row 3 is exactly the reverse of row 2, he or she might correctly suggest that row 4 is exactly the reverse of row 5!

## II. QUEL NOMBRE?

The second activity focuses upon production and aural recognition of numbers from 60-99. Each student puts nine numbers on a sheet of paper, selecting two numbers in the sixties, two numbers in the seventies, two numbers in the eighties, and two numbers in the nineties. The last number must also be in the 60-99 range and must not be a repetition of one of the other

numbers.

The teacher calls upon each student individually; this student says any number from 60-99 in French. Everyone who has put that number on his or her list then removes it. The teacher records each number as it is given and tells students when a repetition has occurred. The student who repeats a number must say an additional number. The winner is the first student to remove all the numbers from his or her list. Once a winner has been determined, that student must repeat the nine numbers which were on the original list to validate the win.

## III. QUI? QUE? OÙ? QUAND? POURQUOI?

This activity provides an opportunity for students to practice asking informational questions, using *qui*, *que/qu'est-ce que*, *où*, *quand*, and *pourquoi*; it also provides an opportunity for them to demonstrate their understanding of such questions. This understanding is shown by responding correctly to specific question words.

The only materials needed for this exercise are question cards and answer cards. To prepare a question card place a large blue mark in the middle of one side of an index card to indicate that the card contains a question; on the other side of the card write one of the question words in English. Prepare five specific question word cards (who, what, where, when, why) for each student. It is advisable to prepare additional cards in case they are needed. To prepare an answer card place a large pink mark in the middle of one side of an index card to indicate that the card contains an answer; on the other side of the card write a short response in English which could theoretically answer a question formulated by using one of the question word cards. Use people as possible answers for "who" questions; use noun objects as possible answers for a "what" question, etc. The answer for a "why" question is always "because." If a noun is used to designate a place and thus answer a "where" question, a preposition must be included with it on the answer card (ex. "at the library") in order to show that the card answers a "where" question and not a "what" question. Make an answer card per question category per student (person, noun object, place, time indicator, "because"). It is also advisable to prepare a few additional cards in case they are needed. The activity requires five question cards and five answer cards per student.

The goal of this exercise is to earn a completed set of "who," "what," "where," "when," and "why" question and answer cards. Place two students at the teacher's

desk to distribute additional cards as they are needed. One student will hand out the question cards; the other student will hand out the answer cards. The cards will be placed on the desk with the color side visible. Begin the activity by distributing three cards per student. These cards may be two question cards and one answer card or vice versa. Do not include an automatic match in the original distribution; matches must be earned. During the activity students will walk around the room, engaging another student in conversation. Student A will use one of his English question cards as the basis for asking an original question in French. Student B will look at her cards. If the information on one of her cards is an appropriate response to the specific question word which was just asked, she will use this information to reply to the question in French. Since it is impossible to foresee what questions the students will ask, answers must respond appropriately to the specific question word and not the question itself. Thus, if Student A has a what question card, he can ask "Qu'est-ce que tu regardes?", "Que manges-tu?", etc. If Student B has a "house" on her answer card, she can use *une maison* as an acceptable response for either of the above questions, since it is the answer for a "what" question. She can say "Je regarde/mange une maison" and a match will occur. Answers do not have to be logical; they merely have to respond to the question word asked. Unexpected question and answer combinations are inevitable and can introduce humor into the activity. When a student does not have an appropriate answer card to respond correctly to a specific question word, he or she must say "Je ne sais pas."

Once a match has been made, the student who provided the answer will give the card to the student who asked the question. This match is permanent. No one can "steal" either card in the set. The students must always have at least one question and one answer card. When they run out of either, they must obtain a replacement from the appropriate student facilitator. The students who request an additional card must use the specific card they are given, and it is at this point that the element of chance enters the activity. If, for example, the student has already made a match with *pourquoi* and obtains another "why" card when making the request for a replacement card, he or she must again make a match with *pourquoi* before obtaining a replacement card in a different question or answer category.

The winner is the first student to obtain a completed set of "who," "what," "where,"

“when,” and “why” question and answer cards or the one who has obtained the greatest variety of category matches when the time limit has been reached. The winner must verify the matches by using the completed set of cards to ask and answer an appropriate question for each category.

While the students are engaged in the questioning procedure with their partner, the teacher must circulate and listen to the conversations, making sure that French is being used by all participants. He or she should also verify the fact that the students who have an answer card actually answer the question. It is quite common for students who have an answer card to surrender it as soon as they hear the question word. Although this behavior demonstrates that they have understood the question, it also suggests that they are avoiding the questioning and answering procedure.

All the above activities were contributed by Nancy K. Stump, Marshall University, WV [stump@marshall.edu].

---