

Purpose: Using the same text for multiple levels of students through differentiation of tasks

Objectives:

- French (8th grade/Level I)—to introduce/practice the imperative forms
- French II to review/reinforce the imperative and the passé composé
- French III to practice the forms of the present subjunctive

Materials/Resources for all levels: Copies of worksheets (attached); paper and writing utensils; highlighters (optional—for level 1 only); recording of poem: <http://ecole-beaumarchais.fr/spip.php?rubrique172>

Level I

Prerequisite knowledge: Familiarity with the imperative form in French. Teacher may decide to pre-teach vocabulary

#1: Splash (See attached)

- Play poem (or: teacher may recite poem); students circle the infinitives of the imperatives they hear
- Play poem again; students raise their hands to tell which verbs they heard. Teacher may ask the students to give the form of the verb, and write answers on board/projector
- Present students with copies of the poem, and ask them to re-write the poem using tu/vous/negative imperatives

#2: Scrambles (See attached)

- Print copies of the poem, leaving the imperatives blank. Cut up the stanzas and them in envelopes (one “cut-up” poem per envelope)
- Arrange the students in pairs and distribute one envelope to each pair
- Play (recite) the poem; students put the stanzas in order.
- Check the order of stanzas by displaying the poem for students.
- Play the poem again and have the students write the missing imperative forms as they hear them
- Have the pairs rewrite lines of the poem using the future proche (‘Je vais prendre du soleil...’); using inversion (‘Partez-vous au loin...?’), etc.

*Although the above activities are appropriate for middle school, the model poem may be a little difficult for les collégiens.

Français I "Scrambles" --Copy, cut, place piece in envelopes.

(Prendre) _____ du soleil

Dans le creux des mains,

Un peu de soleil

Et (partir) _____ au

loin !

(Partir) _____ dans le vent,

(Suivre) _____ votre rêve

(Partir) _____ à l'instant,
la jeunesse est brève !

Il est des chemins

Inconnus des hommes,

Il est des chemins

Si aériens !

(regretter) Ne _____

pas

Ce que vous (quitter)

_____.

(Regarder) _____,

là-bas,

L'horizon briller.

Loin, toujours plus loin,

(Partir) _____ en chantant !

Le monde appartient

A ceux qui n'ont rien.

Level II

Prerequisite knowledge: In addition to the imperative, students should be familiar with the forms of le passé composé

- Distribute copies of the poem with infinitives and blanks for writing the imperatives (See attached)
- Explain to students that they are to complete the poem using formal commands
- After students complete the worksheet, play the poem and display the answers
- Have student re-write certain lines of poem in the passé composé ('Je n'ai pas regretté ce que j'ai quitté') to review that tense
- Develop some comprehension questions. (See sample questions below. Questions are generic, and can be used with any poem/song). Students may work in pairs, small groups, or alone, according to teacher preference and objective.

Sample « Questions de discussion »

- Quels mots te semblent les plus importants ? (Fais une liste de ces mots).
- Quel(le)(s) est/sont le(s) mot(s)/ le(s) vers/*la (les) strophe(s)* le/le/les plus [EX : important(e)(s)] ?
- Quel est le thème principal du poème ?
- Pouvez-vous suggérer un autre titre pour le poème ?

Français II—Fill-ins: Distribute sheet and have students fill in the blanks **BEFORE** playing the poem, as described in the lesson plan.

(Prendre) _____ du soleil
Dans le creux des mains ,
Un peu de soleil
Et (partir) _____ au loin !

(Partir) _____ dans le vent,
(Suivre) _____ votre rêve

(Partir) _____ à l'instant ,
La jeunesse est brève !

Il est des chemins
Inconnus des hommes,
Il est des chemins
Si aériens !

(regretter) Ne _____ pas
Ce que vous (quitter) _____.

(Regarder) _____, là-bas,
L'horizon briller.

Loin, toujours plus loin,
(Partir) _____ en chantant !
Le monde appartient
A ceux qui n'ont rien.

Level III

Prerequisite knowledge: Forms of the present subjunctive

- Print copies of the poem, leaving the imperatives blank. Cut up the stanzas and them in envelopes (one “cut-up” poem per envelope)
- Arrange students in pairs and distribute one envelope per pair
- Explain to the students that they must first complete the verses of the poem with the formal imperative and then arrange the verses in a logical order
- Play the poem so that students can check their answers
- Discuss the poem (theme? Message? Application to one’s personal life?)
- Rewrite the lines of the poem using other subjunctive triggers (“Il faut que vous preniez...”).
- Replace the direct/indirect objects in certain lines of the poem with object pronouns (“Suivez votre rêve→Suivez-le”). Then restate those sentences in the negative.
- Develop some discussion questions around the poem (See level II above).
- Lesson extension: Show students the video and have them read the short explanation of the poem on the website : <http://ecole-beaumarchais.fr/spip.php?rubrique172>
Have them prepare their own videos interpreting the poem.

Français III—Fill-ins/Scrambles: Copy, cut, place copies in envelopes. **DO NOT** play poem until students have complete the activity as described in the lesson plan.

Et (partir) _____ au

loin (Prendre) _____ du

soleil Un peu de soleil

Dans le creux des mains,

(Suivre) _____ votre rêve

la jeunesse est brève

(Partir) _____ à l'instant

(Partir) _____ dans le vent

Il est des chemins

Il est des chemins

Si aériens

Inconnus des hommes

Ce que vous (quitter)

(regretter) Ne _____ pas

L'horizon briller

(Regarder) _____,

là-bas

Le monde appartient

Loin, toujours plus loin

(Partir) _____ en chantant

A ceux qui n'ont rien