

Lesson 2 - Respect and Patience

French Line of Enquiry for the Week (Y8 Medium Term Plan), in previous non-character based learning - To what extent does the study of French markets challenge our perceptions of French food/drink and its vocabulary?

Focus of learning on:

- * Structure of the infinitive PRENDRE, conjugation and use with buying food/drink items.
- * Answering questions using literacy and mathematical skills in analysing a French shopping list.
- * Adjectival rules for quantity and adjectival structures.
- * Higher order numbers.
- * Question formations and statements when ordering food and drink.

Lesson Hypothesis

"Respect and patience are key when speaking to someone of another language and culture."

Guiding Questions

- * *Have you ever misunderstood what someone has said?*
- * *What happens when you assume something in a situation?*
- * *Can you think of any cultures different to your own?*

The Big Picture - Critical Learning

Following on from the previous week's lesson, this week students will be given the chance to show empathy for the plight of the language learner in another country and the difficulties arising from cultural misunderstandings and language barriers. They will explore what positive roles respect and patience play in these situations and how this can be translated into the classroom, as well as the negative feelings that can arise from cultural misunderstandings.

Learning Intentions

- * To engage in and evaluate a role play that encourages understanding of cultural difficulties when traveling.
- * Identify and give examples of positive and negative behaviour that arose and can arise from having cultural difficulties.
- * To recall previous learning and apply it successfully to a short question/statement conversation in the target language based on a food market interaction.
- * To evaluate how being aware of their own and others' emotions and reactions affects their own choices and behaviour.

Success Criteria

- * Students will demonstrate a general understanding of the meaning of what is meant by culture.
- * Students will be able to identify and describe instances of respect and patience being used inside and outside the classroom.
- * Students will critically evaluate their own and others' behaviour in a role play situation and *how emotions played a part in this behaviour.*

Learning Strategies, Materials and Key Words

Materials:

- * Simplified, shortened and adapted version of Smith and Otero (1977) cultural understanding role play cards - A and B cards for two groups - British travelers (A) and native residents (B).
- * Vocabulary and key words sheets.
- * Conversation sheet, guidance for questions and statements in the food marketplace.
- * Word cards and phrase cards of vocabulary used in a marketplace, 6 sets, three different levels of difficulty. Differentiated by vocabulary levels - unconjugated verbs (prendre, vouloir, acheter) present tense only, connectives, subject pronoun varieties. To be used to help create an extended marketplace conversation.

Key Words:

Culture
Language
Misunderstandings
Patience
Respect

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Do now task: (Approx. 5 mins)

Think of and write (in full sentences) in your books three ways in which we might show respect or patience to/with other people at home. (i.e. helping a younger sibling to read.)

Do now task extension:

How might you show respect or patience in school? Give two examples.

Introduction of lesson hypothesis: (Approx. 3-4 mins)

Introduction of key words (Particularly culture, respect and misunderstandings)

Cultural Misunderstandings Role Play: (Approx 20 mins including debrief.)

Adapted from Smith and Otero (1977), as a simplified (*and Anglified*) version. Groups of 4, mixed ability students. Will be split in two and given two Role Play cards, pair A and pair B. The pairs will be given a chance to discuss and learn their cards for a short amount of time before the role play begins.

PAIR A - *You are two students traveling through an imaginary country (Fondi) for the first time. You have lost your money while exploring and need some to get a taxi back to your hotel. You decide to ask two Fondians for help. You must figure out a proper way to ask for money or you'll never get back!*

PAIR B - *You are from the imaginary land of Fondi. Two foreigners approach you. As you interact, bear in mind the following about Fondians: 1) You indicate you agree by frowning. 2) When you disagree you smile and nod. 3) You customarily stand eight inches from someone who is talking to you. 4) It is considered disrespectful to look at someones' face when you're talking to them or they to you.*

Debrief:

Was it hard to get your point across?

Where did it seem to go wrong?

Was it easy to lose patience in the situation? Did you get frustrated?

Could you show respect for the Fondian culture when you didn't understand why they were upset?

Looking at the list of cultural norms for the Fondians, does it all make more sense now?

Can you think of any way this type of situation might happen in the target language? (*Here a link to "vous" and "tu" cultural norms in France would be appropriate, or links to food norms - anecdotal references from the teacher, etc.*)

Remind students about keeping a respectful distance and how far eight inches is. The original role play asked for eight inches or less of distance.

AfL

Teacher to circulate during activities and gather anecdotal evidence of participation and attention to learning during the different parts of the activity - both action and discussion.

Side coaching during the activity.

Self and Peer Evaluation through BBB and WWW strategy as part of debrief.

Groups for Role Play should be mixed ability, with a strong lead learner in each pair.

Marketplace conversation (Approx. 15 mins.)

Divide the class into six groups

Using vocabulary cards with useful phrases, quantities, questions and previous learning vocabulary, students create and practice a conversation in a French marketplace.

Whole class discussion (5 mins)

What type of language or cultural misunderstandings might you encounter at a food marketplace? (*i.e. weights and measurements, food types, French food cultural import - fois gras, etc.*)

How would everyone have to demonstrate patience when trying to understand someone from another culture?

What would you have to do to make yourself understood in a French marketplace?

Personalisation

Range of vocabulary and level of grammar differentiated by groups, that are divided up by GP and attainment.

Designate a lead learner for each group.

Use the discussion to encourage students to make connections between the Cultural Misunderstandings from the Role Play and those that might arise

Consolidation

Hypothesis Evaluation (Approx. 5 mins.)

Students to create an extended written response to the hypothesis. Giving opposing opinions and both sides of the argument before choosing a position.