Sample lesson plans for teaching from *La Culture francophone: le monde à l’écoute*

Sample text: Chapter on Le Cameroun, which has the following subsections:

- Un peu de géographie et d’histoire
- Littérature: « Une vie de boy » Ferdinand Oyono
- Film: « Chocolat » Claire Denis
- Personnalité phare: Paul Biya
- La vie de tous les jours: le beurre de karité

I teach at a small college, and cover this chapter at the pace suggested below. Every institution/student body is different, of course, so an instructor should feel free to adapt these suggestions to their own needs.

**Day one:** Un peu de géographie et d’histoire.

Homework: I assign this part, which serves as an introduction, as reading homework. Since Paul Biya will be highlighted later on in the chapter, you can also assign the reading on him.

Classwork: Show a map of Cameroun in class, go over a few terms, maybe elaborate on a few historical aspects by showing a documentary. Students answer/discuss questions on Paul Biya: questions de compréhension/ et vous?

**Day two:** Littérature: « Une vie de boy » Ferdinand Oyono

Homework: Reading on Oyono; vocabulary and exercises. *Avant de lire, à la maison.*

Classwork: Questions *Parlons un peu*. Go over vocabulary, write examples on the board with the new words. Have students write sentences with the new words.

**Day Three:** Littérature: « Une vie de boy » Ferdinand Oyono

Homework: Read “Une vie de boy” and look up additional vocabulary as needed.

Classwork: As a warm up, I usually ask students to give me their impression, maybe in just a word “sad,” “surprised” etc, and I write all words on the board. Also, I ask them to give me the list of the characters, which I write on the board, as well as one or two sentences summarizing the plot. Depending on the level of the students and the difficulty of the text, you can adjust the pace. After we go over the basic plot, I place students in group of two or three. I try to balance out the proficiency level to make sure a weaker student is paired with a stronger student. I assign questions de compréhension to each group with a time limit usually of 20-25 minutes (it can be adjusted as needed). Every group must first discuss questions in French and then write the answers. I usually go from group to group and check on their
answer (edit language issues as needed). Once they are done, I have each group answer a question while I write the answers on the board. Sometimes, I also ask each group to write out one answer on the board. If students are done, I start with *questions d’interprétation*.

**Day four:**

Classwork: You can keep students in same or different group; assign *questions d’interprétation*. Once students are done with the interpretation questions (25-30 minutes later), you can ask each group to give you their answer since many may have a different opinion. If done, you can start the *questions de discussion*. You can assign one question per group and have each group present their answer to the class.

**Day Five:**

Classwork: *Expression écrite* can be assigned as a homework, a composition or classwork. I like to assign it in the classroom so I can edit students’ composition. Usually, I have students write in groups of two. Students love the creativity of this activity. When they are done, I project their composition (either as a word doc, they email it to me/ or on a doc projector if it is handwritten) for the rest of the class to see. You can also add a list of new vocabulary words from the text to be used in their composition.

**Day Six:** Quiz (optional); Claire Denis “Chocolat”

**Homework:** Study for quiz: on vocabulary, plot of literary piece, main topics, messages, etc.

If you want to give your students a quiz, testing what we have learned so far, you can. If not, you can wait for the chapter exam to test more material.

Homework: Assign reading on Claire Denis and *Avant de visionner (A la maison/ les images)*. Either watch the film in class or assign it for students to watch on their own (which saves class time). After watching the movie, start the class by asking students to share their general impression, as with the reading “Une vie de boy.”

**Day Seven:**

**Homework:** Activités *Les personnages* (or do it in class in groups).

Classwork: *Questions de discussion*. You can assign each group one topic (l’espace; etc) or if you have time, have every group cover all questions. Have student in group of two or three work on “presentations orales”. This can be a graded presentation if you wish.

**Day Eight:** Oral presentations

**Homework:** Finish presentation orale.

Classwork: Each group presents their work.
Day nine: Le beurre de karate/Chapter’s conclusion

This can be a class activity (paired with a documentary of your choice) or a graded homework.

Conclusion: summarize what we have learned, what was new, what was not, surprising, etc. (This can also be assigned as a writing activity.)

Day ten:

Exam I: Le Cameroun (optional).