

SITUATION

Since Tim had read Jean-Guy's letter to the class, the teacher wanted to make copies of it for all the students. Tim took the letter home that night and unfortunately his dog got it and tore it up. Tim knew that his teacher wanted to make copies so he taped the pieces of it back together. After the teacher made the copies, she realized that Tim had made mistakes in putting the letter back together.



task

Working with a partner, help your teacher put Jean-Guy's letter back together correctly by reading Tim's taped version and rewriting it in its original logical order.



standards

Communication (Interpretive Mode)



benchmarks

CM-1-D3 Demonstrating comprehension of spoken and written messages on topics such as personal interests, memorable experiences, school activities, family life, and other pertinent events



materials

- student worksheet
- transparency of Jean-Guy's letter (from situation 1)

 activation

Remind the students about the letter from Jean-Guy, and ask them if they remember any of its contents. Use your own or any of the questions below to help prompt the information.

Example:

Quel âge a Jean-Guy?

Où est-ce qu'il habite?

Quand est-ce qu'il vient en Louisiane?

Quand est-ce que le carnaval de Binche a lieu?

Comment s'appellent les personnages principaux du carnaval de Binche?

Etc.

 information

Show the transparency of Jean-Guy's letter (see situation 1). Point out the different parts of this very informal letter (date, salutation, closing statement, signature, etc.) Ask individual students to read parts of the letter aloud.

 student task

Ask the students to get in pairs, then describe the situation to the class. (Tim found his letter from Jean-Guy in his dog's mouth this morning. He tried taping it back together since his teacher wanted to make copies of it for the rest of the students. After making the copies the teacher realized that the letter was not in order.) Instruct the students to read the letter and re-write it. You may have to play the tape of Tim reading the letter. Answer any questions the students may have.

 feedback

Place the original version of the letter on the overhead. Tell each pair of students to compare their letter to the one on the overhead and justify any differences they may have. Accept any letters that are in logical order.

Nom _____

Instructions: Since Tim had read Jean-Guy's letter to the class, the teacher wanted to make copies of it for all the students. Tim took the letter home that night and unfortunately his dog got a hold of it and tore it up. Tim knew that his teacher wanted to make copies so he taped the pieces back together. After the teacher made the copies, she realized that Tim had made mistakes in putting the letter back together.

Working with a partner, help your teacher put Jean-Guy's letter back together correctly. Read Tim's scotch taped version below and rewrite it in its original logical order.

- Cette année je fais partie du carnaval de Binche qui a lieu au même moment que le Mardi Gras en Louisiane.
- Je suis élève dans un athénée (école secondaire publique) à Binche, une ville en Belgique, au sud-ouest de Bruxelles.
- J'arrive en Louisiane le 1^{er} février avec ma classe d'anglais .
- Mon prof d'anglais m'a dit que j'allais rester chez toi pendant trois jours.
- le 7 janvier
- Salut Tim,
- Jean-Guy Ardenet
- Ces jours-ci, je prépare le costume spécial du Gille.
- Pendant mon séjour en Louisiane, j'espère apprendre comment vous célébrez votre carnaval que vous appelez Mardi Gras..
- Je m'appelle Jean-Guy. J'ai 14 ans.
- Je sais que c'est un séjour très court, mais je ne peux pas rester longtemps parce que je dois retourner en Belgique.
- A bientôt,
- Les Gilles sont les personnages principaux de ce carnaval.