

 activation

Enter the classroom riding or rolling a bicycle. Ask the students a series of questions about their personal experiences with bicycles. For example:

Tu as une bicyclette?

Tu viens à l'école à bicyclette?

Tu connais les parties d'une bicyclette?

Make a list of the parts they know on the board.

 information

Make arrangements to bring a bicycle(s) to class (you might borrow them from students in the class who ride theirs to school). Point out the different parts of the bicycle and do a TPR activity with the students giving them hands-on experience with the vocabulary.

Nous allons au Tour de France aujourd'hui. Voici le guidon. Tommy, viens ici. Montre-moi le guidon, touche le guidon, etc. Nancy, viens ici. Monte sur la selle, etc. Roule jusqu'à la porte. Freine. Tourne à gauche, etc.

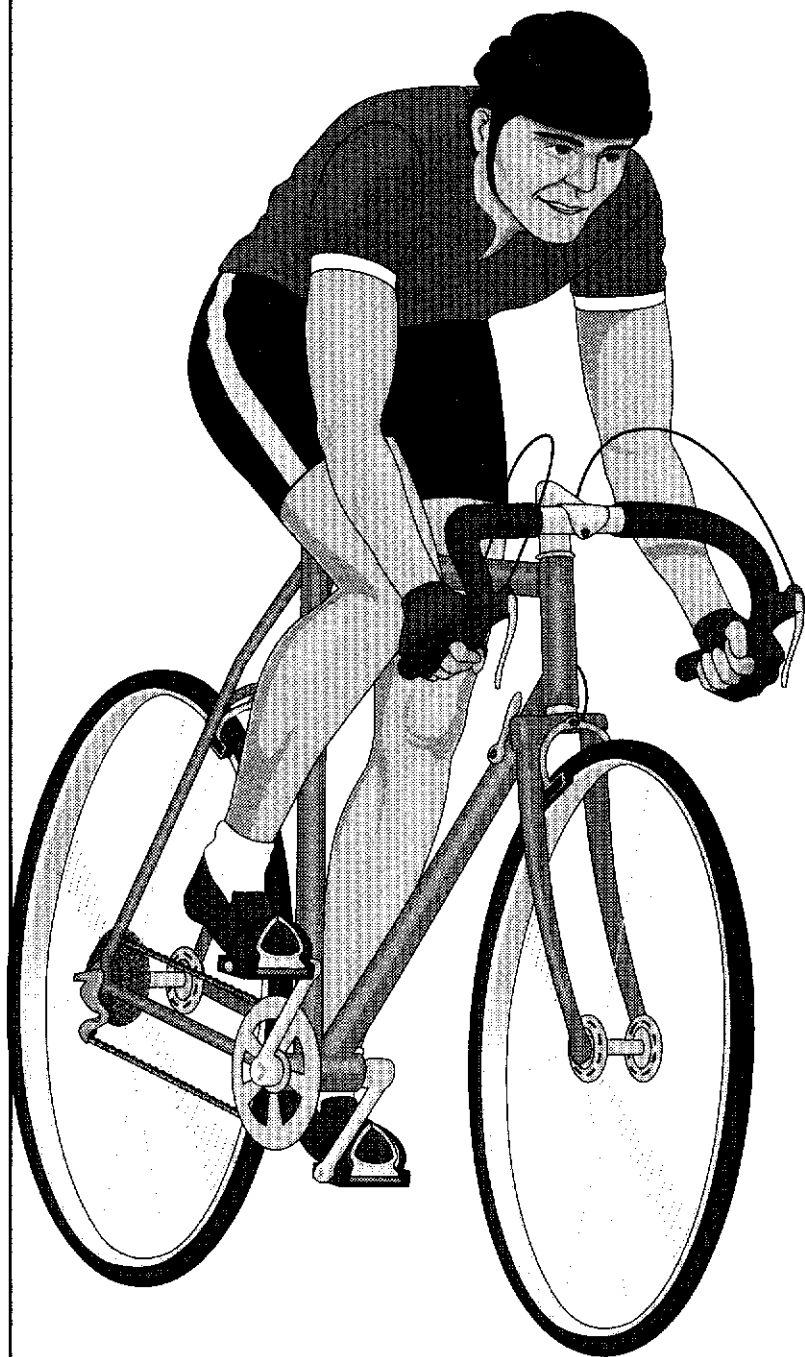
 student task

Pass out the student worksheets and review the vocabulary list. Then, have them draw a line from the word to the item it depicts on the visual of the coureur.

 feedback

After the students have finished the activity, select individuals to come draw the lines on a transparency of the student worksheet.

Nom _____

Instructions: Draw a line from the word to the item it depicts on the visual of the coureur.

le casque

le maillot jaune

la selle
(not shown)

le guidon

les freins

le changement
de vitesse

le dérailleur

la chaine

les pédales

le boyau

SITUATION

The French teacher at Belleview Elementary School fully realizes the motivational value of this trip. In order to maintain an overall group spirit during the trip, she has written special lyrics to the tune of "When the Saints Go Marching In." They will serve as the group's theme song and be used throughout the trip.



task

Listen to a recording of the group's theme song appropriately entitled "Le Tour de France" and learn the words and how to sing it while you perform the various actions of cycling.



standards

Communication (Interpretive and Presentational Mode)
Cultures (Practices)



benchmarks

CM-1-B7 Demonstrating comprehension of simple visual and auditory cues, such as gestures and intonation
CM-3-B4 Dramatizing songs in the target culture
CL-1-B3 Participating in age-appropriate cultural activities such as music



materials

- cassette tape
- student handout