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Le jeu des colis — An exercise in foreign language communication

*by Barry L. Jones,
Homerton College,
Cambridge.*

Introduction

A visit to a foreign country by a pupil in the early years of his secondary schooling has many possible benefits. For such a pupil a visit may be his first opportunity to put his language learning to the test. It is likely that, during his visit, he will discover whether he can understand what is said to him and if he can obtain what he wants by his use of the foreign language. His ability to buy goods, express enthusiasm, talk about himself or refuse politely that which is offered is being questioned in every contact he has with the foreign people around him. His delight is apparent when he finds that he can convey in the foreign language these immediate and personal desires. During such a visit he has the opportunity also to discover that children of his own age share some of his interests, or that these children are different yet not necessarily strange or alien. He has the chance, too, to make friends and to establish real and personal relationships. If the visit is a home-to-home exchange he can see at first hand how the foreign family lives, enjoys itself and functions in an ordinary, everyday setting. These are just some of the potential discoveries which are possible during an exchange visit. When, however, only a very small proportion of children in English secondary schools can take advantage of such opportunities for travel or residence abroad the foreign language teacher cannot fail to be concerned by the disappointment of those pupils who do not, or more often, cannot take part. It was in an attempt to replicate as much of this valuable experience as possible that a second-best but nonetheless educationally and linguistically beneficial scheme which involves the participation of every member of a class in school has been devised. It is to be argued here that a class-to-class tape link and exchange of realia, although much more limited

than a visit to a foreign country, can provide the opportunities for personal contact and communication which are enjoyed by those fortunate enough to go abroad and that, because every pupil is involved in the experience, the teacher of the foreign language can exploit its potential more thoroughly than would be possible when only a small number of pupils in a group visit the foreign country.

LE JEU DES COLIS — a general outline

Such a scheme is much more than a taped equivalent of writing letters to pen-friends. It can be a structured, integral part of a language course which involves the active participation of every member of a class or of several classes in a school. Its purpose is twofold. Firstly, it is argued that by pairing an individual pupil with one or two foreign children of similar age (numbers will depend on class sizes in England and in the foreign country¹) the teacher enables a child to establish real contact with a named person in the other country. Secondly, by means of this individual link, pupils can communicate directly with a foreign speaker and can be encouraged to exchange information, personal details, likes and dislikes, descriptions of home life, etc. Furthermore, a link of this kind enables pupils to ask questions which reflect real, not supposed, interests and concerns, and to direct those questions to someone in a foreign country who will give personal answers in reply.

For this two way communication to take place a link with a foreign teacher of English has to be established². Much depends on this initial matching. It is important that each of the teacher partners knows and accepts what is expected of him or her. The scheme which appears in this article has been written in French so that it can be sent directly to a French speaking country with

notes or modifications written by the teacher in England, designed to further clarify the scheme. As may be seen from the outline (Appendix)³ dates for despatch of the parcels (containing tapes and other materials) are given. It is strongly recommended that these are agreed in advance by the teachers in both countries for, if each teacher partner is as reliant on the prompt arrival of the parcels as the other, then, as experience has shown, it is likely that the children will not be disappointed by long delays.

The details of the themes shown here have been discussed and decided by the foreign language teachers in each country. In our case scrutiny of the course book showed that certain topics were to appear during the pupils' second year; it was therefore appropriate that the tapes and materials should be timed to arrive in order to supplement (and in some cases replace) units in the course. The teachers of English in France found that the four themes suggested here fitted in well with their programmes of work and that they could therefore form an integral part of their English course.

Referring to other details of the scheme as illustrated here (Appendix) it should be said that, during the three years that the exchange of tapes and related materials has been in operation, many aspects have been modified or even omitted as the result of discussion between the French and English teachers involved. Last year, for example, the fourth component of the fourth parcel was found to be too ambitious; previously, however, pupils had responded so well that, despite some initial hesitation on the part of the teachers, large and very useful collections of materials were exchanged — maps, collages, photos, drawings, objects and other realia of all kinds. The list of dossiers has therefore been included to give an indication of the scope of this element of the scheme.

The taped messages

The language component, examples of which are shown in TEXTES A — C, has been deliberately structured to take into account the main grammatical and lexical items of the English children's course book, in our instance Longman's Audio-Visual French: Stage 1. The French teachers of English would, of course, provide their own guidelines according to the grammar and lexis of their own pupils' English

course book. Experience has shown that examples of scripts, together with detailed lists of what the French speaking children should say, are essential. Although the guidelines may appear to some teachers to be restrictive these CONSEILS do ensure that the tapes are readily understood by able and less able pupils alike and that the only real difficulty is, on occasion, the speed at which the pupils speak their messages on the tapes. In the first tape exchange some years ago the taped messages were monolingual, each group of children speaking in their native language. The purpose of this limitation was to provide meaningful and personal listening comprehension material on tape for a class of low ability, third year pupils whose linguistic competence was well below average. At that time it seemed wise to set the children this restricted objective so that they could see themselves as successful in at least one aspect of language learning when hitherto they had classified themselves as failures. Even this group, however, after two terms' work, which included listening to four composite tapes of personal messages addressed to each of them by Christian and surname, expressed a wish to send some messages back in the foreign language. Short accounts of their sporting activities and weekend pursuits, together with three or four questions, were carefully taught and rehearsed in class. It was when one boy spent nearly twenty minutes alone in a corner of a room repeating time after time five short sentences that it was decided that some messages in French should be included on the tape. It was clear that, since the children had asked to include messages in the foreign language, pupil motivation was strong enough to justify considerable teaching time and rehearsal of personal descriptions and questions.

Now, as then, our messages are bi-lingual, the first part of each message being the scripted element in the native language and the second a short description in the foreign language of some family or personal event, described in language which follows very closely that of the course book or related material. This second part of the taped message has become very important since the English teacher of French can demonstrate to his pupils that the foreign language being taught has a specific and defined short-term purpose. French is being taught to enable them to communicate, within four or five weeks, real,

personal information to someone in a foreign country who will, hopefully, not only be interested in what the English child has to say but also will be willing to answer any questions which he or she is asked. The same purposefulness for the language being taught can be claimed for the scripted messages received from France, since the English teacher can demonstrate convincingly that, if his pupils learn and master certain grammatical points and lexis, they will be able to understand what their French partner says to them when the tapes are received. The teacher can therefore focus his teaching on the grammar and lexis of the scripts, which he himself has written, in much the same way as he would use and exploit the text in each chapter of a course book.

Practical considerations

In describing the scheme it may be helpful to outline how the exchange has been organised.

The children were, and still are, paired either at random from two complete, written lists of names (exchanged by the English and French teachers before the exchange of material begins), or according to the pupils' wishes to be partnered with someone of either the same or a different sex. The lists of names are also helpful for the teachers since some names when spoken on the tape are not easily identifiable.

The taped messages in the foreign language are normally made in lesson time, after considerable class and individual rehearsal. Most of the messages in the pupils' native language, together with pop or traditional songs (for which the words are supplied separately), are made during lunch breaks. All recordings are now on cassette, although open reel recorders often seem to produce tapes (3¼ ips) of better quality. At every stage of recording it is necessary to use best quality tapes and machines since messages are played to the whole class (perhaps 4 in a lesson) and clearly audible messages are absolutely essential. As a test of the quality of the sound reproduction, it is useful to play back parts of recordings made in a classroom to ensure that every pupil can hear clearly what is being said.

When the tapes are received from France and are played to the whole class these can be exploited in a number of ways. Initially they are used for listening comprehension with perhaps questions in English asked by the teacher or by

the pupils. These questions seem to the children to be less artificial than questions asked about a text in the course book, since Longman's Claudette *cannot* be as real as Mark Nightingale's French friend Bernard Panz. Bernard really exists. The photo montage of him on skis during his Christmas holiday, on the beach with his family in Brittany during the summer and outside his house in Toulon clearly demonstrates this fact. If the children are not the less able group referred to earlier (this year they are a middle ability second form) they can answer questions in French about some of the French pupils, who describe themselves, their families, their interests, etc., on the tapes. They can also write short descriptions about each other's tape partners, build up their own dossiers in French to illustrate how each family lives, enjoys itself, spends its holidays, etc. The photographs, realia, town plans, letters, newspapers, timetables, telegram forms, provide a large collection of useful aids for the teacher. If slides are made⁴ of some of the recipes, collages, photographs or drawings sent by the children, or OHP transparencies produced⁵ from some of the more interesting printed materials, the teacher has an added store of resources. These aids have already been used to teach or rehearse many linguistic features of the foreign language: time (timetables), adjectival agreement (photographs of people), the perfect tense (holiday brochures and photographs), imperatives for direction finding (town plan), expressions to describe the weather (newspaper weather charts), shopping vocabulary and *je voudrais*+infinitive (packets and advertisements) — the list is almost endless! In addition, if the teachers and parents of the French children are willing to send, on a reciprocal basis,⁶ slides of members of the family, pets, the French town or village showing shops, houses, signs, street furniture, goods on display, etc., then the stock of related materials is even further increased.

Conclusion

At a time when there is an emphasis on formulating short-term objectives for foreign language learners it would seem that the above scheme could provide a series of short-term goals readily achieved by both able and less able pupils. It has the added advantage of being genuine, two-way communication by every member of a class with native speakers of the foreign language. The

language being learned can also be structured in such a way that it is cumulative in effect and/or thematic in approach. It is also hoped, no matter how able or less able the pupil, that he or she will be able to communicate at his or her own linguistic level. In this way the less able pupil is as successful as his more able peer. Motivation seems to be sustained in the second and third years of language learning when, previously, many children would claim that foreign language learning was beyond their capabilities, had little obvious purpose and could hardly ever be used for any meaningful communication.

Notes

¹Some very interesting links have been established in Belgium and in New Caledonia. It is hoped that a school in Switzerland will take part in the scheme from September, 1979.

²Application forms are available from the Central Bureau for Educational Visits and Exchanges, 43 Dorset Street, London W1H 3FN, in order that the class linking scheme may be initiated. Personal contact with a French Assistant can also help in the establishment of such a link.

³This outline was devised by Mrs. Sally Southwick of Linton Village College, Cambridge, and Mme. Micheline Dirand of Externat St. Joseph, Ollioules, Toulon. Parcels have been exchanged between Cambridge and Toulon for three years following this plan.

⁴The slides are made very simply by a member of staff in the school. With a good camera these photographs pose very few technical problems.

⁵OHP transparencies are made with a heat copier, available either in the school or in the Teachers' Centre.

⁶Requests of this kind can either be made by the children at the end of their tape message or by the teacher adding a personal request at the end of the composite tape.

⁷A note should perhaps be added about an exchange of 35mm slides. When the exchange was first suggested to a Cambridgeshire school I wanted the children who were to take part in the tape link in the following term to play an active part in the selection of a set of slides to accompany the first parcel. Five pupils volunteered to take me around their village in order to point out what *they* felt would interest a class of pupils in New Caledonia. This was their selection of photographs which I was asked to take: the school; the Co-op; Budgens (a supermarket); the post office; the police station; a notice in a fish and chip shop; a letter box; a man posting a letter; a typical English house with rose garden (all five pupils refused a picture of their own homes!); the church exterior (pupil comment: do they have churches in New Caledonia or are there witch-doctors?); the church interior with them pretending to sing hymns (none was a regular church-goer); a Tudor monument in the church (this was "English History"); a local stately home (this was "English History", too); the pub; a lady with a pram (in case the natives of New Caledonia were unfamiliar with this method of transporting babies!); notices in the post office window; their father's allotment with crops (2 slides).

The list is, I believe, interesting for its revelations about their preconceptions, if for nothing else!

APPENDIX

LE JEU DES COLIS

Premier Colis — thème: les élèves se présentent

le 1er octobre

1. Bande A — le professeur présente les élèves par ordre alphabétique;
les élèves se présentent — TEXTE A
2. Cartes de la région
3. Enveloppe individuelle — (a) présentation écrite
(b) nom: prénom: adresse
(c) photo(s)

Deuxième Colis — thème: Noël

le 1er décembre

1. Bande B — ce que je vais faire à Noël — TEXTE B. Chansons + paroles
2. Carte de Noël
3. Travail en groupes — (a) traditions de Noël:
menus: arbre de Noël: crèche: recettes
(b) spécimens bonbon

Troisième Colis — thème: l'Ecole

le 1er février

1. Bande C — matières préférées: sports préférés — TEXTE C(i)
2. Plans de l'école — photos: plans des bâtiments
3. Documentation sur les professeurs — liste des noms + matières
enregistrement — TEXTE C (ii)
les clubs
4. Photos — (i) toute la classe, (ii) par groupes de six
5. Emplois de Temps — matières: heures

1. Bande D — ce que j'ai acheté — TEXTE D
2. Enveloppe individuelle — texte simplifié de l'enregistrement
3. Documentation générale — travail individuel — poubelle:

timbres: étiquettes: spécimens: paquets: papiers:

(musée: gare: banque: programmes: P & T: billets)

4. Travail en groupes — dossiers
 1. signalisation routière
 2. moyens de transport: photos, cartes, billets
 3. uniformes qu'on rencontre dans la rue
 4. photo-montage de la ville
 5. architecture d'une maison particulière: dessins: plan
 6. lieux publics: dessins: photos: cartes postales
 7. magasins: noms: photos: dessins: publicité

CORRESPONDANCE SONORE TEXTE A

Exemples:

En cinquième

1. Bonjour Mark Nightingale. Je m'appelle Bernard Panz. J'ai les yeux bleus et les cheveux blonds. Je porte un pantalon bleu, une chemise bleue et rouge, des chaussettes noires et des chaussures noires. J'aime la pêche. Je n'aime pas le travail. Au revoir! A bientôt!
2. Bonjour Karen Hammocks. Je m'appelle Caroline Charliau. J'ai les cheveux noirs et les yeux verts. Je porte une jupe bleue, un pull blanc, des chaussettes blanches et des chaussures bleues. J'aime les chiens. Je n'aime pas les devoirs. Au revoir! A bientôt!
3. Bonjour Andrew Wilson. Je m'appelle Marc Bouillaud. J'habite à Toulon, à 23 Boulevard St. Anne. J'ai 12 ans. J'ai un chien et un chat. Mes soeurs s'appellent Marie et Caroline. J'ai aussi un frère qui s'appelle Paul. Paul a 14 ans, Marie a 9 ans et Caroline a 5 ans. A bientôt!

En quatrième

4. Bonjour Milton Jolliffe. Je m'appelle Etienne Balzac. J'habite à Toulon. Nous avons une grande maison à la campagne. Mon père est ingénieur et ma mère travaille dans un bureau. Je passe généralement mes vacances chez ma grand'mère qui habite à Villefranche, mais cette année je suis allé en Espagne. Je t'envoie une photo de ma famille. A bientôt!

TEXTE A

Conseils destinés au professeur d'anglais

Que les élèves voient et emploient les formules suivantes:

Exemples

- 1 & 2 — Bonjour + nom du/de la correspondant(e)
 - je m'appelle ... (prénom + nom de famille)
 - j'ai les yeux ... (adjectif de couleur)
 - j'ai les cheveux ... (adjectif de couleur)
 - je porte ... (noms de quelques vêtements + adjectif de couleur)
 - j'aime ... (noms de quelques animaux domestiques ou intérêts)
 - je n'aime pas ... (quelque chose)
 - Au revoir / A bientôt, etc.

Exemple

- 3 — Bonjour + nom du/de la correspondant(e)
 - je m'appelle ... (prénom + nom de famille)
 - j'habite à ... (adresse exacte)
 - j'ai ... ans
 - j'ai ... / je n'ai pas ... (noms d'animaux domestiques)
 - mes frères/soeurs s'appellent ... (prénoms) OU

- je suis fils/fille unique
- ... (nom de frère/soeur) a ... ans
- au revoir/ A bientôt, etc.

Exemple

- 4 — Bonjour + nom du/de la correspondant(e)
- je m'appelle ... (prénom + nom de famille)
 - j'habite à ... (nom du village/de la ville)
 - nous avons (une grande/petite maison
(un grand/petit appartement (en ville
(à la campagne
 - mon père est ... (profession)
 - ma mère est ... (profession) / travaille (à ...
(dans ...
 - d'habitude / généralement je passe mes vacances (à ...
(chez ...
 - cette année) je suis allé(e) à ...
cet été)
 - je t'envoie une photo de ... (ma maison
(ma famille, etc.

CORRESPONDANCE SONORE TEXTE B

Exemples:

En cinquième:

1. Bonjour Mark Nightingale. Ici Bernard Panz. Comment vas-tu? Que fais-tu à Noël chez toi? La veille de Noël j'ouvre mes cadeaux avant le dîner; les cadeaux sont toujours sous l'arbre de Noël. Le jour de Noël, à une heure, nous mangeons un grand repas — de la dinde aux marrons, des haricots verts et une bûche. Après le repas nous regardons la télévision. Le soir nous jouons aux cartes. Je t'envoie le menu de notre repas, les paroles d'une chanson de Noël et un spécimen bonbon. Joyeux Noël!
2. Bonjour Karen. Ici Angèle. Ça va? Qu'est-ce que tu fais à Noël? La veille de Noël je vais à la messe de minuit. Nous ouvrons nos cadeaux après la messe et je me couche à trois heures. Dans le salon nous avons toujours un grand arbre de Noël. Le jour de Noël ma grand'mère vient chez nous pour le repas de midi. Le soir nous regardons la télévision. Je t'envoie un dessin de notre salon, les paroles d'une chanson de Noël et un spécimen bonbon. Joyeux Noël et bonne année.
3. Bonjour Andrew. Ici Marc. Ça va? Que fais-tu à Noël? La veille de Noël je vais à l'église à minuit. Mes cadeaux sont dans une grande chaussure près de la crèche. J'ouvre les cadeaux après la messe. A minuit mangeons un repas—des huîtres, du foie gras avec du champagne. Le jour de Noël, à deux heures, nous mangeons un grand repas avec ma tante, mon oncle et mes grands-parents. Le soir nous ouvrons de petits cadeaux qui sont sur l'arbre de Noël. Nous jouons aussi au Monopoly. Je t'envoie le menu de notre repas, un dessin et un spécimen bonbon. Joyeux Noël!

En quatrième

4. Bonjour Milton. Ici Etienne. Comment vas-tu? Je vais te décrire comment nous passons Noël chez nous. La veille de Noël ma famille et moi nous allons à l'église dans le village et nous ouvrons nos cadeaux avant le réveillon. Cette année j'espère recevoir un vélo. Mes parents me donnent aussi beaucoup de petits cadeaux comme du chocolat, des vêtements ... Au déjeuner nous serons cinq: mon père, ma mère, ma soeur aînée, ma grand'mère qui vient de Villefranche et moi. Qu'est-ce que tu espères recevoir? Je t'envoie le menu de notre repas et un spécimen bonbon. Joyeux Noël et bonne année.

TEXTE B

Conseils destinés au professeur d'anglais

Que les élèves voient et emploient les formules suivantes:

Exemples

- 1, 2 & 3 — Bonjour + nom du/de la correspondant(e)
— Ici ... (prénom)
— Qu'est-ce que tu fais)
Que fais-tu) (chez toi) à Noël?
— La veille de Noël je vais (à l'église à ... heures
(à la messe (de minuit)
— J'ouvre mes cadeaux)
Nous ouvrons nos cadeaux) avant/après le dîner/la messe
— Les cadeaux sont toujours) (dans une chaussure
(près de la crèche
(d'habitude) (sous l'arbre de Noël)
— Dans le salon nous avons (toujours (un arbre de Noël
(d'habitude (une crèche
— Le jour de Noël, à ... heure(s) (nous mangeons un grand repas ...
(je mange
(menu)
— ... (liste de parents — grand'mère/grand'père/oncle/tante, etc) —
vient/viennent chez (moi pour (le repas de midi
(nous (le déjeuner
— Après (le repas
(le déjeuner) je ...
L'après-midi) nous ...
— Le soir (je ...
(nous ...
— Je t'envoie ... (le menu de notre repas
(des recettes
(un dessin
(les paroles d'une chanson de Noël**
et un spécimen bonbon.
— Joyeux Noël / Bonne Année!
**chanson chantée par la classe ou enregistrée sur disque

Exemple 4 — Bonjour + nom du/de la correspondant(e)

- Ici ... (prénom)
— Je vais te décrire comment (je passe Noël
(nous passons
— (Voir exemples 1, 2, 3)
— Cette année j'espère recevoir ... (liste de cadeaux)
— Mes parents me donnent (d'habitude ... (liste de cadeaux)
(aussi
— Je vais donner à ... (mes parents
(ma soeur ... (liste de cadeaux)
(mon frère, etc.
— Au déjeuner nous serons ... (nombre + liste de parents
présents au repas)
— Qu'est-ce que tu espères recevoir?
tu vas donner à ...
— (Voir exemples 1, 2, 3)

CORRESPONDANCE SONORE TEXTE C(i)

Exemples:

En cinquième

1. Bonjour Mark. Ici Bernard. Est-ce que tu aimes ton école? Mes matières préférées sont l'anglais, la géographie et le sport. Je déteste les maths! Le mardi, à 2 heures, nous avons le sport. D'habitude nous jouons au football mais en été nous allons à la piscine. Le vendredi, à 11 heures, nous avons aussi une leçon de gym. Quelquefois nous faisons de l'athlétisme, quelquefois nous faisons de la gymnastique. Le football est mon sport préféré. Je n'aime pas la natation. Le samedi je vais au match de football à Toulon. Toulon est une équipe super! A bientôt!
2. Bonjour Karen. Ici Angèle. Quelles sont tes matières préférées? J'aime l'histoire et le français mais je n'aime pas les sciences et le sport. Le mardi, à 2 heures, nous avons le sport. En hiver nous jouons au volleyball. Le vendredi, à 11 heures, nous avons une leçon de gym. Quelquefois je fais de la danse folklorique, quelquefois je fais de la gymnastique. A bientôt!
3. Bonjour Andrew. Ici Marc. Mes matières préférées sont les sciences. Je déteste le français et l'anglais! J'aime le sport. En hiver je joue au foot, en été je fais du cross. Le cross est mon sport préféré. Le samedi et le dimanche je joue au foot. Au revoir.

En quatrième

4. Bonjour Milton. Ici Etienne. Je vais te parler de mon école. Il y a 1,700 élèves. Tout le monde arrive à l'école vers 8 heures. J'y arrive à 8 heures moins dix. Je vais tout de suite dans ma salle de classe. Le professeur fait l'appel et écrit les noms des élèves qui sont absents. Le premier cours commence à 8 heures. Mes matières préférées sont l'histoire, le français et les sciences. Le lundi, à 2 heures, nous avons le sport. En hiver nous jouons au football qui est mon sport préféré. J'aime aussi la natation et le basket. A bientôt.

TEXTE C(i)

Conseils destinés au professeur d'anglais

Que les élèves voient et emploient les formules suivantes:

Exemples.

- 1, 2 & 3 — Bonjour + nom du/de la correspondant(e)

— Ici ... (prénom)

— (Est-ce que tu aimes ton école?

(Quelles sont tes matières préférées?

— Mes matières préférées sont) ...

J'aime)

— (mais) je n'aime pas)

je déteste) ...

— Le ... (jour de la semaine) ..., à ... heures,
nous avons le sport.

— D'habitude (je joue au/à la ...
(nous jouons au/à la ...

— En été (je fais du/de la ...
(nous jouons au / à la ...
(je joue au / à la ...
(nous avons le / la ...
(nous allons à la piscine.

— En hiver (je fais du / de la ...
(nous jouons au / à la ...
(je joue au / à la ...
(nous avons le / la ...
(nous allons à la piscine.

- Le ... (jour de la semaine) ... à ... heures, nous avons une leçon de gym.
- Quelquefois (je fais du/de la ... ,
(nous faisons du/de la ... ,
quelquefois (je fais du ...
(nous faisons ...
- Le ... (nom du sport) ... est mon sport préféré.
- Je n'aime pas ... (nom du sport).
- Le ... (jour de la semaine) ... je vais au match de ...
- Le samedi) je fais du / de la ...
Le dimanche) je joue au / à la ...

Exemple

- 4 — Bonjour + nom du/de la correspondant(e)
 — Ici ... (prénom)
 — (je vais te parler de mon école
 (je vais te décrire mon école
 — Il y a ... élèves ;
 — Tout le monde arrive) à l'école à ... heures
 J'arrive)
 — Je vais tout de suite à ...
 — Le professeur ... (description de ce qu'il fait)
 — Le premier cours commence à ... heures
 — (voir exemples 1, 2 & 3)

CORRESPONDANCE SONORE TEXTE C(ii)

Enregistrements des professeurs français

Exemples:

1. professeur de géographie:

Bonjour! Je m'appelle Jean-Luc Legangneux. Je suis prof de géographie au CES Paul Fort. Je donne mes cours de géographie aux élèves de cinquième à 11 heures le mardi et à 2 heures le jeudi. Maintenant les élèves étudient la France. Au revoir!

2. professeur d'histoire:

Bonjour! Je m'appelle Marianne Lacroix. Je suis professeur d'histoire. Mes cours commencent à 8 heures et ils finissent à 5 heures. Le mercredi je ne viens pas à l'école; d'habitude je travaille à la maison ou je vais en ville. Au revoir!

3. professeur de gymnastique:

Bonjour les Anglais! Je suis prof de gym. En France les élèves de cinquième font du sport le mardi. Les garçons font du basket et du football, et les filles du volleyball et la passe à dix. Tout le monde fait de la gymnastique le vendredi. Au revoir!