The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.
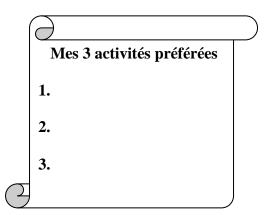
# Enquête (survey)

(teacher instructions)

Inform students that they will be talking about and gathering information about what they like to do, and then comparing this information with what French students enjoy doing in their free time. As a warm-up, have students brainstorm (in French) activities they like to do in their free time. Compare the activities cited with those on the activity sheet (listed below). Next, have the students write their three favorite activities, in order of preference, in the scroll-shaped box on the activity sheet (also listed below).

Activités possibles
*faire du shopping*
*faire du sport*
*jouer aux jeux vidéo*
*lire*
*regarder des films*
*regarder la télé*
*écouter de la musique*
*manger au restaurant*
*parler au téléphone*
*jouer de la musique*

**Mes 3 activités préférées**

1.

2.

3.

Tell the students that they will now interview (in French) their classmates about their three favorite activities and tally the data on the table provided on the activity sheet (given below). Prepare the students for the interview portion of the activity by asking students what kind of questions they could ask to elicit responses for favorite, second favorite, and third favorite activities without knowing the terms for "first", "second" or "third". As a hint, give the following English examples to try to evoke the use of "aimer" with "beaucoup" and "bien" to express degrees of like:

I like skiing A LOT.
I REALLY like playing tennis.
I like playing the guitar.

Have the students brainstorm possible answers to the questions in a similar fashion. Tell the students that sample questions and answers are given right above the tally chart, and they can refer to this during the interview.

Next, the students will get up and interview their classmates and tally the data.  Remind students that they need to interview EVERYBODY as well as include their own data on the table.

**sample Qs & As**

(First choice)     Qu'est-ce que tu aimes faire?          → J'aime *beaucoup* …..
(Second  choice) Qu'est-ce que tu aimes *bien* faire ?     → J'aime *bien* ….
(Third choice)    Qu'est-ce que tu aimes faire ?          → J'aime …….

| Activité | 1$^{er}$ choix | 2$^{ème}$ choix | 3$^{ème}$ choix |
|---|---|---|---|
| *faire du shopping* | | | |
| *faire du sport* | | | |
| *regarder la télé* | | | |
| *jouer aux jeux vidéo* | | | |
| *lire* | | | |
| *regarder des films* | | | |
| *Ecouter de  la musique* | | | |
| *manger au restaurant* | | | |
| *parler au téléphone* | | | |
| *jouer de la musique* | | | |

When the students are finished, tell them to create a graph that accurately reflects the data collected in the box provided on their activity sheet. You may choose to give them hints about the type of graph to use, or even show them a sample graph (not included).

GRAPH

When the students have finished with their graphs, ask students to brainstorm what they think the three favorite activities would be for a student in France. Ask students to provide a reason for their answer using what they know of French culture.

After that, show the students the results of the same survey given to a class in France and ask the students to compare them to the results of their own survey. If it was not possible to give the survey to a class in France, you might have to provide results based on your knowledge of French culture. Ask the students to write down three differences between the data collected in the US and the data collected in France and check the responses.

1.

2.

3.

Finally, have students use the differences in the data to draw two conclusions about differences in French and American culture.  Carefully go over the conclusions the students list, making sure the conclusions are accurate and not just stereotypes.

1.

2.