

GUIDELINES

See F150 website for grading rubrics:
<http://www.indiana.edu/~elemfren/F150/>

1) Topic

You and a partner will be teachers for 5 to 8 minutes! Your oral presentation must be a “how to” of some kind. Presentations will be given in pairs; you must decide together on a topic that interests *both* of you.

A few ideas:

- How to play Sudoku (or understand soccer...)
- How to greet people in Swahili (or order food in Polish...)
- How to tie a tie (or put on an Indian sari...)
- How to eat an Oreo cookie (or make seafood gumbo...)
- How to decorate your dorm room (or make an origami bird...)

One restriction: Your topic must be an activity that is legal and permissible on the IU campus. Your instructor will need to approve your topic by Wednesday, March 3 (March 4 for section #7227).

IMPORTANT DATES

- **By Wednesday, March 3** (March 4 for section #7227): Choose your partner, declare your topic and request the day you prefer to present on.
- **By Tuesday March 9** (March 8 for section #7227): Submit an outline of your presentation. Your detailed outline must be turned in on time; if you fail to submit an outline by the due date, you will not be allowed to complete the assignment. See below for details.
- **Thursday, March 11**: Pronunciation workshop and in-class practice.
- **Wednesday and Thursday, March 28-29**: Oral presentations, in class.

2) Length and required components

- Each presenter must speak for 2-3 minutes, for a **total of 5 to 8 minutes** for the presentation (incl. 1-2 min. activity).
- You must have at least one **visual support**.
- Your presentation must include **some kind of participatory component** that relates to your topic, i.e. an activity for the class to do. This can be something like a game, a hands-on activity, a quiz (NOTE: Quizzes should not be yes/no questions), etc. The participatory component should last about 1-2 minutes, and include a follow-up.
- The entire presentation should be natural and spontaneous. You may **not** read your presentation or memorize large chunks of text like a robot. However, you may use a single note card with prompts (no complete sentences). Your instructor may check your note card prior to the presentation to verify that it is acceptable.

3) Vocabulary

You should use vocabulary primarily from Chapter 8 and earlier in *Chez Nous* (check *Appendice 6* on pages A16-A40 if you are unsure). If you wish to introduce additional words, you must restrict these to five (5) new words. You must find some way to teach the class the meanings of these words without using English (gesture, synonym, example, etc.).

4) En français

Your entire presentation, including activity, must be in French. You may not use any English. **One point**, i.e. 4% of your grade, will be taken off from your grade for each English word you use from the time you stand up for your presentation until you return to your seat. This includes fillers like “I mean” (*je veux dire*), “like” (*comme*) and “no, wait” (*non, attendez!*). You should practice sufficiently to avoid such things during your set-up, presentation and activity.

ORAL PRESENTATION OUTLINE

Your outline **must** include all of the following elements. If you fail to include any of the following, or if your outline is not turned in by the due date, you will not be allowed to complete the assignment:

- 1) Approximately what you intend to say, in outline form.
- 2) Who will be responsible for what portions of the presentation.
- 3) What your visual aid(s) will be.
- 4) What your participatory component will be, and how you intend to present/explain it.

The outline is intended to help you determine whether this topic is something that you can speak effectively about for at least 5 minutes total. It also allows your instructor to give you feedback on what you will present, and how you can improve aspects of your presentation (organization, vocabulary, grammar, etc.).

Here is a sample outline on how to teach “sit” to a puppy:

COMMENT ENSEIGNER « ASSIS » À UN JEUNE CHIEN

- A. Fido, assis! (Paul)
 1. Il faut appeler le chien en premier
 2. On doit donner la commande en deuxième
- B. Un biscuit : la motivation du chien (Anne)
 1. Pour garder l'attention avec le biscuit
 2. Des bons et des mauvais exemples de biscuits
- C. La technique (Paul)
 1. Il faut montrer le biscuit 5 centimètres au-dessus de la tête
 2. Il est nécessaire de donner des félicitations : « Bon chien! »

SUPPORTS VISUELS: Biscuits pour chiens; photo de la technique :



ACTIVITÉ (Anne): Mettez les actions en ordre :

- ___ On montre le biscuit 5 cm au-dessus de la tête du chien.
- ___ On dit « assis ».
- ___ On achète des petits biscuits.
- ___ On dit « Bon chien! » et on donne le biscuit.
- ___ On dit le nom du chien.