

Series: Rire en français
The parrot
(*Le perroquet*)

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Story Overview: An elderly woman is setting up new furniture in her living room. She is disturbed by her parrot, which places itself on, under, in front of and behind the furniture. Roger, a snobby visitor, arrives and announces that he doesn't like any of the new furniture. To the lady's delight, the parrot, hiding behind the sofa, announces that he doesn't like Roger's face or his tie.

Vocabulary

The following is a list of the living room furniture and the lady's dialogue with the parrot and then with the visitor.

Sentence	Living room furniture	Question	Living room furniture
Regarde!	C'est un nouveau sofa.	Aimes-tu	le nouveau sofa?
Regarde!	C'est un nouveau fauteuil.	Aimes-tu	le nouveau fauteuil?
Regarde!	C'est une nouvelle table.	Aimes-tu	la nouvelle table?
Regarde!	C'est une nouvelle lampe.	Aimes-tu	la nouvelle lampe?
Regarde!	C'est un nouveau miroir.	Aimes-tu	le nouveau miroir?
Regarde!	C'est un nouveau téléviseur.	Aimes-tu	Le nouveau téléviseur?

The following is a list of other important expressions used in the video:

- le perroquet (parrot)
- sur (on), sous (under), derrière (behind), devant (in front of), dans (in).
 - sur** le sofa
 - sur** le miroir
 - derrière** le fauteuil
 - sur** la lampe
 - sous** la table
 - derrière** le téléviseur
 - dans** la boîte
- Il n'est pas beau, elle n'est pas belle. (It's not attractive.)
- Va-t-en! (Go away!)

Class Activities

The following two activities are divided into two levels of linguistic competency. Teachers can adapt the activities to respond to the grade level and the skill levels of the students that they are teaching.

Bavardage à partir des questions & Une affiche de ma maison

An important goal of these activities is for students to interact in French, sharing personal responses/statements in complete sentences. The teacher models statements, and the students create their personal variations of the teacher's model. The teacher and students then interact with their personal statements in a variety of ways.

Bavardage à partir des questions

Linguistic Competency Level 1

Que penses-tu de la vidéo?

Say the above question and model saying the following possible responses for the students:

- J'adore la vidéo!
- La vidéo est drôle!
- La vidéo est bizarre!
- Je n'aime pas la vidéo!

Share your personal response to the question, then have students choose one of the responses and have them walk about the room and say the statement they chose to 3 or 4 other students.

Quels meubles est-ce que tu as dans ton salon?

Go over the list of furniture from the video with the students. Have each student choose one or more pieces of furniture that they have in their living rooms. Practice the pronunciation of each word.

For example:

- Dans mon salon, il y a un sofa, une lampe et un téléviseur.

Have students walk about the room and say what they have in their living rooms to other students. Students can respond with an "aussi" statement:

- Il y a un sofa dans mon salon aussi.

De quelles couleurs est ton sofa?

Provide students with a list of colours and have them tell the colour/colours of their sofas. You may wish to add the colours of pillows on the sofa.

For example:

- Mon sofa est beige avec des oreillers blancs et bleus.

Ask and answer the above three questions again, all at the same time. Have the questions on the board and have student work in partners, asking and answering the questions. They should do this with 2 or 3 different partners.

Sur le sofa, sous le sofa, dans le sofa (A modified Rock, Paper, Scissors Game)

Prep: Place the words "**sur**", "**sous**" and "**dans**" in a hat (or other container). Have a noisemaker (ex. slide-whistle or drum) or use the verbal cue: "**Regarde!**"

Demonstrate the three positions that the parrot can take, using the right hand to represent the parrot. Place right hand **on top** of the left hand and say: "Le perroquet est sur le sofa." Place right hand **under** the left hand and say: "Le perroquet est sous le sofa." Place right hand **enclosed in the fist** of the left hand and say: "Le perroquet est dans le sofa." Practice these with students.

Students walk about the classroom until you make the noise or give the verbal cue "Regarde!" Students quickly gather in a small group of 2 to 4 and choose the 'sur, sous or dans' parrot position. One at a time, each person describes what they are doing, for example: "Le perroquet est **sur** le sofa." To discover who are the "winners" of this particular round, reach in and grab one of the words from the hat and announce it: "Le perroquet est **sous** le sofa! Bravo pour "sous le sofa!" Put the word back in the hat and students circulate once more until the noisemaker is sounded or verbal cue is given. Students can vary their parrot position at every round.

Linguistic Competency Level 2

The following is a list of questions relating to the video. The teacher models how to pronounce the questions and the teacher models their personal responses to the questions. Students create their own responses to the same questions and interact with the teacher and their peers with the questions and answers.

Que penses-tu de la vidéo?

- J'adore la vidéo!
- La vidéo est drôle!
- La vidéo est bizarre!
- Je n'aime pas la vidéo!

Nomme trois meubles où le perroquet s'est placé.

- Le perroquet s'est placé ... (have the list of all the furniture on the board, students can choose the three that they want to say).

Nomme trois meubles qui sont dans ton salon.

- Les meubles dans mon salon sont ... (have the list of the furniture on the board, students can choose the three they want to say).

De quelles couleurs est ton sofa?

- Mon sofa est beige avec des oreillers blancs et bleus.

Quelle pièce de la maison préfères-tu? Pourquoi?

- Je préfère ma chambre à coucher parce que j'aime passer du temps dans ma chambre.

Build vocabulary to answer this question providing a vocabulary list of rooms in a house. Voici les pièces de la maison : le salon, la salle de bains, la chambre à coucher, la cuisine, le corridor, le sous-sol, la salle de lavage, la salle à manger, la salle de jeux, le garage.

Once students know how to say each question and they have a response for each question, engage students in the following oral communication activities:

Bavardage amical

The teacher models the questions and answers with the entire class. Then have students ask and answer the questions with partners. Do this 3 or 4 times with different partners each time.

J'ai quelque chose à dire

Have students choose 1 statement from the above questions. In groups of 4, each student share their statement and when a student shares, all the other students respond with an affirmative or a negative statement. The teacher should model this before students engage in the discussion.

Here is an example of what one round of this activity could sound like:

Student A - Je préfère le garage parce qu'il y a un panier de basketball.

Student B - Je préfère la salle de jeux parce que je peux jouer à un jeu-vidéo de basketball.

Student C - Je n'ai pas de panier de basketball dans mon garage.

Student D - Moi, j'adore regarder le basketball à la télé.

Then the next student shares and everyone responds, and so on.

Feel free to change the questions to suit the interests and needs of the students. Be sure to ask questions that challenge students but that are not too difficult for them to answer. Here are some other suggested questions:

- Quelle pièce de la maison aimerais-tu décorer?
- Qu'est-ce qu'il y aurait dans ta salle de jeux idéale?
- Dans un magasin de meubles, qu'est-ce que tu choisirais en premier? Pourquoi?

Une affiche de ma maison

Linguistic Competency Level 1 and Level 2

Have students create a poster of their house, naming each of the rooms. They can include a statement such as: *Je préfère ma chambre à coucher parce que j'aime écouter la musique dans ma chambre.*

Have students share their posters in small groups.

Example: Voici ma maison. Dans ma maison, il y a une cuisine, une salle à manger, un salon, 3 chambres à coucher et deux salles de bains. Il y a aussi un sous-sol avec une salle à jeux. Je préfère la salle à jeux parce que nous avons une table de ping-pong.

When students share, each member of the group can respond with a simple statement. Teachers should model these statements in advance.

Here are several possible responses:

- J'aime ton affiche.
- Ma maison a trois chambres à coucher aussi.
- J'aime ma salle de jeux aussi!
- Je n'ai pas de table de ping-pong.

Responses can be simple or complex depending on the skill level of the students. The teacher should model responses before the activity.

Other Class Activity Ideas

Les meubles de la maison (*House Furniture*)

Make a list of the names of living room furniture in the story:

- le sofa (sofa)
- le fauteuil (armchair)
- la lampe (lamp)
- la table (table)
- le téléviseur (television set)
- le miroir (mirror)

Find other objects in the living room:

- un tapis, (rug)
- un coussin (cushion)
- un divan (couch)
- un tableau (painting)
- une sculpture (sculpture)
- une chaise berçante (rocking chair)

Make a list of the names of things found in other rooms of the house:

- la cuisine (kitchen)
- la chambre à coucher (bedroom)
- la salle de jeux (playroom)
- le garage (garage)
- le bureau (office)

Note: Make sure that the determiners le/ la or un/une are attached to the nouns.

J'aménage mon salon (*I'm Setting Up My Living Room*)

Students cut out furniture and accessories from magazines and design their own living room (or another room in the house).

In partners, Student A asks, "Est-ce que tu aimes le tapis?" (Do you like the rug?) Student B responds, "Le tapis? Oui, j'aime le tapis." Encourage students to be nicer than Roger in the story.

Add adverbs or qualifiers that qualify opinions. Examples of responses: "Le tapis? Je l'aime **beaucoup**. (I like it a lot.)" "Je l'aime **un peu** (I like it a little)." "Je ne l'aime **pas du tout**. (I don't like it at all)." "J'aime **la couleur**. (I like the color)."

Le miroir au reflet positif (*Mirror with a Positive Reflection*)

As a class, prepare a list of compliments. Make a mirror out of an old empty frame (or solid cardboard and aluminum foil). The mirror is held by Student A who becomes the voice of the mirror. Student B stands in front of the mirror and asks, "**Aimes-tu mon t-shirt?**" The mirror (Student A) always responds with a compliment, e.g., "**Oui, c'est un t-shirt super!** (Yes, it's a great T-shirt!)" or "**Ce t-shirt jaune te va bien** (That yellow T-shirt looks good on you.)" or "**C'est le plus beau t-shirt du monde**. (It's the most attractive T-shirt in the world.)" etc.

Un perroquet dans la classe (*A Parrot in Class*)

If you had a parrot cheering you on in class, what would you have it say?

Examples of encouraging phrases:

- Tu es très intelligent (You are very smart.)
- Génial! (Great!)
- Bon effort! (Good effort!)
- Bon essai! (Good try!)
- Continue! (Keep up the good work!)
- Quel beau travail! (What a great job!)

Nouveau/nouvelle - Beau/belle (*New - beautiful*)

In turn, each student points to something in the classroom and names it. Student A says: « la table ». The whole group says, "C'est une nouvelle table. Quelle belle table! » (That's a new table. What a beautiful table.) Student B says: « le crayon ». The whole group says, « C'est un nouveau crayon. Quel beau crayon! » (It's a new pencil. What a beautiful pencil!)

Sur, sous, dans, derrière (*On, Under, In, Behind*)

Pass an object e.g. a toy monkey and each student places it on top of, under, in something. The others say, e.g., "Tu as mis le singe sous la table." (You put the monkey under the table.)