



## *Personalized Questions and Answers*

### *French Example*

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Example of PQA: **structure = avoir peur de (to be afraid of, lit. to have fear of)**

The teacher writes “j’ai peur de (I have fear of)” on the board. As the teacher says, “j’ai peur de,” s/he walks to the board and points to each word as it is pronounced. The teacher draws a spider and writes the word, “araignée” next to it. Again, the students hear “j’ai peur” and see the teacher point to the words. Then the teacher says, “j’ai peur des araignées.” As the teacher says the “s” sound of “des” s/he writes an “s” at the end of “de” and an “s” at the end of “araignée.” S/he also draws at least one more spider. The teacher says the entire phrase again, pointing as s/he says each word.

Under the original structure, the teacher writes, “as-tu peur de? (do you have fear of?).” Choosing a student, the teacher says slowly, “Ashley, as-tu peur des araignées?” as s/he points to the words while saying them. Before giving a chance for an answer, the teacher walks close to Ashley, leans in slightly and looks her in the eye, then says again slowly, “Ashley, as-tu peur des araignées?” This repetition gives Ashley some time to process what she has just been asked.

Ashley responds, “Oui.” The teacher walks to the board and writes, “Ashley a peur des araignées,” and says to the class, “Classe, Ashley a peur des araignées.”

The teacher walks back to Ashley and establishes eye contact again, picks up a Math book from Ashley’s desk, and says slowly, “Ashley, as-tu peur des mathématiques?” If Ashley’s eyes reveal that she doesn’t understand what the teacher has just asked her, the teacher needs to walk back to the board and point to the words, “as-tu peur des” and then write “mathématiques.” Since this is a cognate, Ashley’s eyes will most likely show her comprehension without writing the meaning next to it. However, the teacher should be prepared to write the meaning just in case. Some words that are obvious cognates to most of us aren’t to everyone.

Ashley responds with, “Non.” The teacher walks back to the board and inserts an n’ before the “a” in the previous sentence and pas after the “a” to read, “Ashley n’a pas peur des mathématiques.” The teacher reads it while pointing to each word including the new additions/corrections.

The teacher turns to the class and asks, “Classe, est-ce qu’Ashley a peur des araignées ou est-ce qu’elle a peur des mathématiques?” The conversation continues with other students, always coming back often to Ashley and the other students and comparing and contrasting their answers.

-- by Debra A Read