

## General Information

### Title of the lesson

- "The Necklace" by Guy de Maupassant

### Target learners/Grade

- Secondary, Cycle 2, Year 1

### Duration

- 1 period of 75 minutes

### Purpose

- The purpose is to teach students the good values in life.

## Broad Areas of Learning

- Citizenship and Community Life
  - Promotion of the rules of social conduct and democratic institutions.
  - Participation, cooperation and solidarity.

## Cross-Curricular Competencies

Intellectual	Methodological	Personal and social	Communication related
<ul style="list-style-type: none"><li>○ To use information</li><li>○ To exercise critical judgment</li><li>○ To use creativity</li></ul>	<ul style="list-style-type: none"><li>○ To adopt effective work methods</li></ul>	<ul style="list-style-type: none"><li>○ Achieves his/her potential</li><li>○ Cooperates with others</li></ul>	<ul style="list-style-type: none"><li>○ To communicate appropriately</li></ul>

## ESL Competencies

To interact orally in English	To reinvest understanding of texts	To write and produce texts
<p>Student</p> <ul style="list-style-type: none"><li>○ Initiates, reacts, maintains and end oral interaction</li><li>○ Construct meaning of the message</li><li>○ Expands a personal language repertoire</li></ul>	<p>Student</p> <ul style="list-style-type: none"><li>○ Listens to, reads and/or views texts</li><li>○ Constructs meaning of the text</li><li>○ Represents understanding of the text</li></ul>	<p>Student</p> <ul style="list-style-type: none"><li>○ Uses a personalized writing process</li><li>○ Uses a personalized production process</li><li>○ Builds a personal inventory of writing and production resources</li></ul>

# Evaluation criteria

## Cross-curricular competencies

- ◆ **Competency 1: To use information**
  - Effectiveness of research strategies
  - Pertinence of sources consulted
  - Quality of critical analysis
  - Coherence of organization of information
- ◆ **Competency 3: To exercise critical judgment**
  - Clarity of formulation of a question and the underlying issues
  - Quality of his/her point of view
  - Ability to refine his/her judgment
  - Degree of openness to questioning the judgment
- ◆ **Competency 4: To use creativity**
  - Diversity of ideas and scenarios envisaged
  - Degree of openness to new ways of doing things
  - Degree of tolerance for ambiguity
  - Originality of connections among the elements of a situation
  - Flexibility in using new ideas
- ◆ **Competency 5: To adopt effective work methods**
  - Quality of the analysis of the means required
  - Appropriateness of choice methods
  - Adaptation and adjustments of method chosen
  - Perseverance in carrying out the task
  - Degree of rigour in the assessment of the effectiveness of the methods chosen
- ◆ **Competency 7: Achieves his/her potential**
  - Accuracy of the identification of his/her weaknesses and strengths
  - Pertinence of the assessment of the impact of his/her actions
  - Ability to clearly express his/her perceptions and values
  - Autonomy in expressing his/her opinions and choices
- ◆ **Competency 8: Cooperates with others**
  - Degree of participation in the work of team
  - Degree of respect for the rules of procedure
  - Degree of sensitivity to the needs and characteristics of others
  - Extent of contribution to discussion
  - Ability to manage conflict
- ◆ **Competency 9: To communicate appropriately**
  - Degree of mastery of vocabulary, syntax and symbols
  - Degree of respect for usage, codes and conventions
  - Appropriateness of choice of language used
  - Appropriateness of the message for the context and audience
  - Degree of coherence of the message
  - Accuracy of the judgment made of the effectiveness of communication

## ESL Competencies

- ◆ **Competency 1: To interact orally in English**
  - Participation in oral interaction
  - Pertinence of the message
  - Articulation of the message
  - Use of communication and learning strategies
  - Use of resources
- ◆ **Competency 2: To reinvest understanding of oral and written texts**
  - Evidence of comprehension of texts
  - Use of knowledge from texts appropriate to the task
  - Use of communication and learning strategies
  - Use of resources
- ◆ **Competency 3: To write texts**
  - Pertinence of the text
  - Formulation of the text
  - Use of resources

## Related Content

### Strategies

Communication strategies	Learning		
	Metacognitive strategies	Cognitive strategies	Social/affective strategies
<ul style="list-style-type: none"> <li>○ Gesture (use physical actions to convey or support message)</li> <li>○ Recast</li> <li>○ Rephrase (express in an alternative way)</li> <li>○ Substitute</li> </ul>	<ul style="list-style-type: none"> <li>○ Direct attention</li> <li>○ Plan</li> <li>○ Seek or create practice opportunities</li> <li>○ Self-evaluate</li> <li>○ Self-monitor</li> </ul>	<ul style="list-style-type: none"> <li>○ Activate prior knowledge</li> <li>○ Delay speaking</li> <li>○ Infer</li> <li>○ Practise</li> <li>○ Predict</li> <li>○ Recombine</li> <li>○ Scan</li> <li>○ Skim</li> </ul>	<ul style="list-style-type: none"> <li>○ Ask for help, repetition, clarification, confirmation</li> <li>○ Cooperate</li> <li>○ Encourage self and others</li> <li>○ Take risks</li> </ul>

### Language repertoire

Functional Language		Other vocabulary
<ul style="list-style-type: none"> <li>○ Social conventions</li> <li>○ Agreement/disagreement, opinions</li> <li>○ Feelings, interests, tastes, preferences</li> <li>○ Offers of assistance, needs</li> <li>○ Requests for help</li> <li>○ Requests for information</li> <li>○ Teamwork and encouragement</li> </ul>		<ul style="list-style-type: none"> <li>○ Vocabulary related to the students' interests and needs</li> <li>○ Vocabulary related to the broad areas of learning</li> <li>○ Vocabulary related to the cross-curricular competencies</li> </ul>
culture		Texts
Sociological Aspect	Aesthetic Aspect	
<ul style="list-style-type: none"> <li>○ Organization and nature of family</li> <li>○ Interpersonal relations</li> </ul>	<ul style="list-style-type: none"> <li>○ Literature</li> </ul>	
		<ul style="list-style-type: none"> <li>○ Literary</li> <li>○ Components: contextual cues</li> </ul>

## Materials needed

### For the teacher:

- Text "The Necklace"
- Vocabulary Sheet – Answer Key

### For the students:

- Review Simple Present Tense
- Text "The Necklace"
- Vocabulary Sheet
- Papers (to hand in to the teacher after class)

## PROCEDURES

	The teacher	The students	Grouping	Time
<i>Pre-activity</i>	<ul style="list-style-type: none"> <li>◆ Review of Simple Present Tense Affirmative and Negative                             <ul style="list-style-type: none"> <li>○ Before passing out the grids with the review, ask students what they remember about this verb tense with affirmative and negative</li> <li>○ Draws a grid on the board to write examples</li> <li>○ Explains the 3<sup>rd</sup> person singular rules with affirmative and negative</li> </ul> </li> <li>◆ Passes the Review Simple Present grid to students</li> </ul>	<ul style="list-style-type: none"> <li>◆ Listen to the teacher</li> <li>◆ Answer to the teacher's question</li> <li>◆ Ask questions if needed</li> </ul>		10 minutes
<i>Main Activity</i>	<ul style="list-style-type: none"> <li>◆ Chooses students to read out loud the text <b>**Choose already which part student will have to read, so it doesn't stop at every paragraph/sections **</b></li> <li>◆ When finish, explain the Vocabulary sheet                             <ul style="list-style-type: none"> <li>○ They need to find the words in the text</li> <li>○ Give their own definition of the word (according to the context of the text)</li> <li>○ Write an example which is not the one in the text</li> <li>○ They can write de word in French in the appropriate column if they want</li> </ul> </li> <li>◆ Divides the class in team and passes the Vocabulary Sheet to the Students</li> </ul>	<ul style="list-style-type: none"> <li>◆ Read the text (those who volunteered to read) other one are following the text</li> <li>◆ Form teams</li> <li>◆ Work on the Vocabulary Sheet in TEAMS : they need to discuss on what they think what each words mean</li> <li>◆ Ask questions to the teacher if needed</li> </ul>	Teams of 4-5 students	45 minutes
<i>Post-activity</i>	<ul style="list-style-type: none"> <li>◆ To conclude this activity, the teacher asks the students to create a text on their personal thoughts about the text                             <ul style="list-style-type: none"> <li>○ What is the moral of the story?</li> <li>○ If they were Madame Loisel, what would you have done?</li> <li>○ Is it okay to feel the way madame Loisel feels about her "status"</li> </ul> </li> <li>◆ They need to include as much as possible new words that they just have worked on                             <ul style="list-style-type: none"> <li>○ They need to underline the words</li> <li>○ Don't forget to remind them to check for their verb tenses (they can use the Review of Simple Present Tense grid)</li> </ul> </li> <li>◆ Students need to do a text between 50 to 100 words.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Think about the text and their personal opinion</li> <li>◆ Use resources available</li> <li>◆ Count the words of the text</li> </ul>		20 minutes

## Review: Simple Present Tense

Affirmative										
	To Be	To Have	Other Verbs							
			Finishing by "S"	Finishing by "Z"	Finishing by "SH"	Finishing by "CH"	Finishing by "X"	Finishing by "O"	Finishing by Consonant + "Y"	All other verbs
3 <sup>rd</sup> person singular			Add "ES"						Change "Y" to "IES"	Add "S"
I	am	have	pass	waltz	wish	watch	mix	go	fly	play
You	are	have	pass	waltz	wish	watch	mix	go	fly	play
He / She / It	is	has	<b>passes</b>	<b>waltzes</b>	<b>wishes</b>	<b>watches</b>	<b>mixes</b>	<b>goes</b>	<b>flies</b>	<b>plays</b>
We	are	have	pass	waltz	wish	watch	mix	go	fly	play
You	are	have	pass	waltz	wish	watch	mix	go	fly	play
They	are	have	pass	waltz	wish	watch	mix	go	fly	play

Negative										
	To Be	To Have	Other Verbs							
Rule	"Not" comes AFTER the verb	Do Not + Base Form of the Verb 3 <sup>rd</sup> Person Singular = Does Not + Base Form of the Verb								
I	am not	do not have	do not pass	do not waltz	don't wish	do not watch	do not mix	do not fly		
You	are not	do not have	do not pass	do not waltz	don't wish	do not watch	do not mix	do not fly		
He / She / It	is not	<b>does not have</b>	<b>does not pass</b>	<b>does not waltz</b>	<b>does not wish</b>	<b>does not watch</b>	<b>does not mix</b>	<b>does not fly</b>		
We	are not	do not have	do not pass	do not waltz	don't wish	do not watch	do not mix	do not fly		
You	are not	do not have	do not pass	do not waltz	don't wish	do not watch	do not mix	do not fly		
They	are not	do not have	do not pass	do not waltz	don't wish	do not watch	do not mix	do not fly		

BY GUY DE MAUPASSANT

# The Necklace

Abridged

notes

She was one of those pretty and charming girls born into a family of artisans. She had no marriage portion and no expectations, so she married a humble clerk in the Ministry of Education. Her tastes were simple because she had never been able to afford anything extravagant, but she  
5 was unhappy. She suffered endlessly from the poorness of her house, which lacked every luxury. She had no clothes, no jewels, nothing. And these were the only things she loved. She wanted so much to charm, to be desired and to be attractive. She had a rich friend, whom she refused to visit, because when she returned home, she would cry for days, filled with regret, despair,  
10 and misery.



One evening her husband came home holding a large envelope in his hand. "Here's something for you," he said. She tore the paper and pulled out a printed card on which were these words:

"The Minister of Education and Madame Ramponneau request the pleasure  
15 of the company of Monsieur and Madame Loisel at the Ministry on the evening of Monday, January the 18th."

Instead of being delighted, she threw the invitation across the table, crying. "What's the matter with you?" M. Loisel asked. She wiped her wet cheeks and said, "Nothing. Only I don't have a dress and so I can't go to this party."

"How much would a very simple dress cost?" he asked sympathetically.  
20

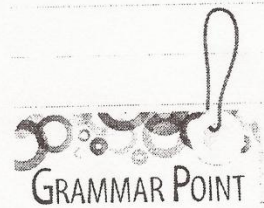
"Maybe 400 francs," she answered.

He grew pale, for this was exactly the amount he had been saving for a hunting gun. "Very well. I'll give you 400 francs. But try to get a really nice dress with the money."

25 She bought herself a nice dress, but as the day of the party began to draw closer, she seemed sad and anxious. M. Loisel asked her: "What's the matter with you?"

## Glossary

**expectation:** hope for something to happen



Look at the verbs in orange in the text.

**What tense are they?**

To learn more, see pages 165–171.

“I’m miserable at not having any jewels to wear,” she replied. “I would almost **rather** not go to the party.”

30 “Wear flowers,” he said.

“No ... there’s nothing so humiliating as looking poor in the middle of a lot of rich women.”

“Then go and see Madame Forestier and ask her to lend you some jewels.”

“Great idea!” she replied.

35 The next day she went to see her friend and told her about her trouble. Madame Forestier went to her **dressing-table**, took up a large box, brought it to Madame Loisel, and said, “Choose, my dear.”

Madame Loisel found a superb diamond necklace; her hands trembled as she **fastened** it around her neck. She remained in **ecstasy** at the sight of  
40 herself. Then, **hesitantly**, she asked, “Could you lend me this one?”

“Yes, of course.”

She embraced her friend and went away with her treasure. The day of the party arrived. Madame Loisel was a success. She was the prettiest woman present, elegant, **graceful**, smiling and very happy. She danced  
45 ecstatically all night and left with M. Loisel at about four o’clock in the morning. When she got home and was taking off her **garments**, she **suddenly** screamed. The necklace was no longer around her neck!

“What’s wrong?” asked her husband.

“I ... I ... I’ve no longer got Madame Forestier’s necklace ...”

50 “What? Impossible!”

They searched everywhere. They could not find it.

“I’ll go over all the ground we walked,” he said, “and see if I can’t find it.”

He returned at about seven with nothing. Later, he went to the police station and then to the newspapers to offer a reward. She waited impatiently. Loisel  
55 came home at night, his face **lined** and pale; he had discovered nothing.



By the end of a week, they had lost all hope. Loisel declared, “We must replace the diamonds.” In a shop at the Palais-Royal they found a necklace like the one they were looking for, worth forty thousand francs. They were able to get it for 36,000. Loisel possessed 18,000 francs left to him by his  
60 father. He **borrowed** the rest without even knowing if he could repay it,



and he went to get the new necklace. When Madame Loisel took back the necklace to Madame Forestier, she did not open the case. Madame Loisel was **relieved**. If Madame Forestier had noticed the **substitution**, would she not have accused her of being a **thief**?



65 Madame Loisel then came to know the true meaning of poverty. She came to know the heavy work of the house, and, dressed like a poor woman, she went to the grocer, where she **haggled** for every **halfpenny** of her money. Her husband worked in the evenings and often at night. It took them ten years to pay off everything. Madame Loisel looked old and tired now.

70 One Sunday morning, she saw a woman walking with a child. It was Madame Forestier, still young, still beautiful. Should she speak to her? Yes, certainly. And now that she had paid, she would tell her all. "Good morning, Jeanne." The other woman did not recognise her, and was surprised at being addressed by a poor woman.

75 "But ... Madame ... I don't know you ... you are making a mistake."

"No ... I am Mathilde Loisel."

"Oh ... my poor Mathilde, how you have changed!"

"Yes, I've had some hard times since I saw you last ... and all because of you."

"Because of me! How is that?"

80 "You remember the diamond necklace you lent me for the ball at the Ministry? Well, I lost it."

"No, you brought it back."

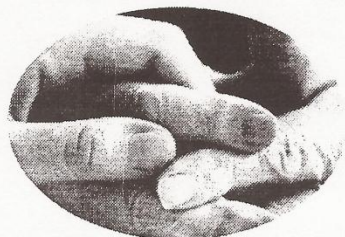
"I bought you another one just like it. And for the last ten years we have been paying for it. It wasn't easy ... we had no money ... well, it's paid for

85 at last, and I'm **glad indeed**."

Madame Forestier **halted**. "You say you bought a diamond necklace to replace mine?"

"Yes. They were very much alike." She smiled, with innocent **pride**.

90 Madame Forestier, **deeply moved**, took her two hands. "Oh, my poor Mathilde! But mine was an imitation. It was worth at the very most 500 francs!"



## Glossary

**rather:** prefer  
**relieved:** felt better or no longer concerned  
**deeply moved:** emotionally touched



## "The Necklace" - Vocabulary Sheet

- In your text, find the words written in the first column.
- Write a description/definition in English that goes with the context of the book.
- Give an example (other than the one in the text).
- You can put the word in French if needed.

Words	Definition	Example	French
charming			
Marriage portion			
Humble			
Endlessly			
Lacked (To Lack)			
Filled (To Fill)			
despair			
Pulled out (To Pull out)			
Matter			
Sympathetically			
francs			
Hunting gun			
Anxious			

Dressing-table			
Fastened (To Fasten)			
Hesitantly			
Graceful			
Garments			
Suddenly			
Lined			
Borrowed (To Borrow)			
Substitution			
Thief			
Haggled (To Haggle)			
Halfpenny			
Glad			
Indeed			
Halted (To Halt)			
Pride			

# The Necklace

## Vocabulary words - Answer Key

Charming	Very pleasing or appealing : full of charm	Charmant	- A charming young man - A charming little café
Marriage portion	<b>Other word is Dowry</b> The money, goods, or estate that a wife brings to her husband at marriage.	Dot	
Humble	Not thinking of yourself as better than other people	Humble	- He is very humble about his achievements. - She is too humble to let praise go to her head.
Endlessly	<b>Adverb of Endless</b> being or seeming to be without end	Sans fin	- An endless speech. - This speech is endlessly
Lacked	<b>Passed tense of the verb To Lack</b> to not have (something)	Manquer	- This painting <i>lacks</i> any artistic value
Filled	<b>Passed tense of the verb To Fill</b> to make (something) full	Remplir	- May I <i>fill</i> your glass for you?
Despair	The feeling of no longer having any hope	Désespoir	- His <i>despair</i> nearly drove him mad
Pulled out	<b>Passed tense of the verb To Pull Out</b> to take (something) out	Retirer	- He pulls out his jacket
Matter	Used to ask if there is a problem or to say that there is or is not a problem	X	- What's <i>the matter</i> ? [=what's the problem?; what's wrong?] - "Is anything <i>the matter</i> ?" [=is anything wrong?; is there a problem?] "No, nothing's <i>the matter</i> ."
Sympathetically	Showing sympathy; sympathizing	Avec compassion	- she looked at me sympathetically
francs	Was France's money before they changed to Euros in 1999		
Hunting gun	Gun used for the activity or sport of chasing and killing wild animals	Fusil de chasse	
Anxious	Afraid or nervous especially about what may happen : feeling anxiety	Anxieux	- They were <i>anxious</i> for their daughter. [=they were worried about what might happen to their daughter] - People are <i>anxious</i> about the future.
Dressing-table	A table often with drawers and a mirror in front of which you sit while dressing, putting on makeup, etc.	Coiffeuse	
Fastened	<b>Past Tense of the verb To Fasten</b> To attach (something) or join (two things or two parts of something) especially by using a pin, nail, etc.	Attacher	- He <i>fastened</i> the dog's leash to a post and went into the store. - Fasten your seat belt.
Hesitantly	<b>Adverb of the word hesitant</b> Slow to act or speak especially because you are nervous or unsure about what to do : feeling or showing hesitation	Avec hésitation	- He <i>hesitantly</i> asked a stranger for directions.
Graceful	Moving in a smooth and attractive way	Gracieux	- He has become a very <i>graceful</i> dancer. - The <i>graceful</i> movements of a ballerina.
Garments	A piece of clothing	Vêtements	
Suddenly	Very quickly in usually an unexpected way : in a sudden way	Soudainement	- <i>Suddenly</i> the lights went out.

Lined	Having many wrinkles	Ridée	- A deeply lined face
Borrowed	<b>Past Tense of the verb To Borrow</b> To take and use (something that belongs to someone else) for a period of time before returning it	Emprunter	- Can I <i>borrow</i> your camera?
Substitution	The act of substituting or replacing one person or thing with another	Remplacement	- The coach made three <i>substitutions</i> in the second half of the game.
Thief	A person who steals something	Voleur	- A <i>thief</i> took my purse.
Haggled	<b>Past Tense of the verb To Haggle</b> To talk or argue with someone especially in order to agree on a price	Marchander	- I dislike having to <i>haggle</i> (with a salesman) over/about the price of a new car. - She is good at <i>haggling</i> .
Halfpenny	A former British coin worth one half of a penny		
Glad	Feeling pleasure, joy, or delight	Heureux	- I'm <i>glad</i> you could come.
Indeed	Without any question — used to stress the truth of a statement		- He is <i>indeed</i> a great poet. - This is <i>indeed</i> [=certainly] a matter of great importance. - "Do you know him?" " <b>Yes, indeed!</b> " [=I certainly do]
Halted	<b>Past Tense of the verb To Halt</b> To stop (something or someone) from moving or continuing	Arrêter	- The project had to be <i>halted</i> due to lack of funds.
Pride	A feeling of happiness that you get when you or someone you know does something good, difficult, etc.	Fierté	- She spoke with <i>pride</i> about her son's achievements.