BIENVENUE!

Bonjour, messieurs-dames!
Hellos and goodbyes, Addressing people

De A à Z
Spelling with the French alphabet

[A]
Introduction
As the class comes in, speak to them in French straight away, giving your name and saying hello as appropriate. Introduce the whole group in simple terms: Et vous, comment vous appelez-vous? Introduce répéter and various items of classroom language such as, encore, vous pouvez répéter, s’il vous plaît, c’est bien, bravo! This will set the tone (using the target language) from the outset.

[B] ( )
Activity 1
Student Book p.10
Explain to the students which greetings are appropriate in the given circumstances. OHP cues of bonne nuit, au revoir can help their responses. They can then do Activity 1 as set. Check student answers, then play the tape again, having students imitate what they hear.

[C]
Activity 2  Allez-y!
Student Book p.10
Do the activity as set and check the answers. Then use the letters a–f as a prompt to cue the French responses. Write the letters on the board as you say them in French as this will help when you come to the French alphabet later.

T: E.
S: Bonne nuit!

Language
oui
non
c’est là-bas
s’il vous plaît
une gare
une voie
un café
un thé
une bière
un coca
un jus de fruit

Un café, s’il vous plaît!
Asking for things

www.bbcactivelanguages.com
un vin rouge
bonne idée!

excusez-moi, monsieur
pardon
mademoiselle, s'il vous plaît

le taxi, la gare
un café, une bière
des cafés, des bières

[A]
**Activity 1**

Student Book p.12
You can extend this activity by getting students to ask for some of the things they have mentioned in talking about the cartoon.

T: Vous commandez un vin rouge...
S: Un vin rouge, s'il vous plaît. ...

[B] ♫
**Activity 2**

Student Book p.13
Collect pictures of the drinks mentioned and use the pictures to elicit the words from students. Have them add s'il vous plaît, and hand the corresponding picture to the student who asks for it. You may well need to explain the meaning of croque-monsieur.

[C]
**Activity 3  Allez y!**

Student Book p.13
Read through the *Mot à mot* on p.12 a couple of times for the students and then have them read the phrases. Get them to quiz each other in pairs on the vocabulary.

S1: Qu'est-ce que c'est en anglais, un coca?
S2: 'Coca Cola'. Comment dit-on en français, 'good idea'?
S1: Bonne idée. ...

Ask them to close their books and try to remember the phrases. They can now perform dialogues with the class as a whole, or in pairs, in the café.

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**Un, deux, trois...**
**Numbers up to 20**

[A] ♫
**Introduction**

Student Book p.13
Once students have listened to the tape and begun to pronounce the numbers with some confidence, write some up randomly on the board. Say some aloud and have the students write them down (as figures).

[B] ♫
**Activity 1**

Student Book p.13
Do this activity and check the answers students have written. They can then perform the dialogue first with, then without, the text.

[C] ♫
**Activity 2**

Student Book p.13
Once students have completed the activity to fill in the prices, they can play the part of the customer asking prices and the waitress replying.

[D]
**Play with numbers**

Give students an example sequence of numbers: *trois, six, neuf...* and write it on the board. Ask them to continue it, then say something such as, OK, *à vous d'inventer une séquence...* indicating that they should note one down, ready to announce to the group. The rest of the class must then continue the sequence.

[E]
**Points de repère**

Student Book p.13
Encourage students to check what they have learned in this unit by testing each other in pairs. They can then record their achievements by filling in the grid provided.
UNITÉ 1 PRÉSENTATIONS

Je m’appelle Corinne
Introducing yourself, Numbers from 20 to 70

Language

un agent des postes
un(e) architecte
un(e) étudiant(e)
un(e) garagiste
un(e) journaliste
une mère au foyer
un professeur
un(e) secrétaire
mon prénom
un nom de famille
Je suis au chômage
Je suis retraité(e)
Qu’est-ce que vous faites comme métier?

je m’appelle
j’ai 33 ans
je suis journaliste
Comment vous appelez-vous?
Vous vous appelez comment?
Quel âge avez-vous? Vous avez quel âge?

[A]
Introduction to the unit

You may already know what some of the group members do for a living and you can now use that information for conversations.


From your conversations list all words for jobs on the board/OHP.

[B]
Practice of names

Early in the course, you can help students ‘get their mouths round’ words in the following way: choose a range of names from those given in Culturoscope on p.15 and write them in a list:

| 1 Jean | 6 Pascal |
| 2 Elodie | 7 Petit |
| 3 Julian | 8 Durand |
| 4 Madeleine | 9 Moreau |
| 5 Thomas | 10 Yvonne |

When you say a number between one and ten, students say the corresponding name. Or, you (or other students) say a name and students say the corresponding number. This is an economical way of practising words intensively and reduces the amount of correction needed later.

[C]

Introduction of numbers 20 to 70

Students will need these for talking about age in this unit. After initial presentation and repetition, numbers can be practised by quick dictation (you say cinquante-cinq, soixante, soixante-sept and students write 55, 60, 67), or by using a noughts and crosses frame (see Introduction, section [P]).

[D] (△)

Dialogue Je m’appelle Corinne
Baudelot

Student Book p.14
Play the tape and help students to pick out forenames, surnames, ages and jobs. These could be entered on to a simple grid with four headings:

<table>
<thead>
<tr>
<th>Prénom</th>
<th>Nom de famille</th>
<th>Age</th>
<th>Travail</th>
</tr>
</thead>
</table>

Spell out, or ask the class to spell out, in French some of the names on the grid to reinforce the use of the alphabet. Having gathered the information from the tape, concentrate on the question forms, ensuring that students see that the two forms – Comment vous appelez-vous?/Vous vous appelez comment? – are interchangeable in an informal situation.

[E] (△)

Activity 1

Student Book p.15
Do the first activity using the tape while students tick the numbers they hear. Then get the students to say one each of the remaining numbers until all the squares are ticked.
Activity 2

This is a good point at which to do this listening activity in which students match people’s names and jobs.

Comment vous appelez-vous? Quel est votre métier?

Show the students the abbreviations you will use to recall the words for jobs (sec = secrétaire, arch = architecte). You could put these abbreviations on a set of flashcards and add to them as others occur later in the course for revision.

Choice Framework 1.1 p.115

Students need as much practice in asking questions as in providing answers, e.g. by having prompts such as Nom? Travail? on the board/OHP. Indicate which question you want them to ask by pointing at the prompt, answering the questions yourself with a variety of information taken from the unit – Je suis architecte, je m’appelle Corinne Baudelot...

Using Choice Framework 1.1 students choose and note on a slip of paper a forename, a surname, an age and a job from each column. Invite volunteers to ask a question – perhaps by pointing at the prompt word at the top of a column, or simply by saying: Alors, qui va poser une question? Student A asks a classmate, who responds with the information noted on her/his slip of paper.

A: Comment vous appelez-vous?
B: (Je m’appelle) Elodie Thomas.
A: Et quel est votre métier?
B: (Je suis) étudiante.
A: Et vous avez quel âge?
B: (J’ai) trente ans.

B: Qu’est-ce que vous faites comme métier?
A: (Je suis) garagiste.
B: Et vous vous appelez comment?
A: (Je m’appelle) Madeleine Moreau.
B: Quel âge avez-vous?
A: (J’ai) cinquante ans.

Note that students do not need to repeat the verb from the question in their answer. If you want students to use full sentences, give a more general prompt: Alors, vous vous présentez, s’il vous plaît? This will elicit a response such as: Eh bien, je m’appelle Madeleine Moreau. J’ai cinquante ans. Je suis garagiste.

Activity 3 Vous y êtes?

Ask students to say the eight phrases in French. Check their answers. Now give them one key word only for each of the phrases on OHP/board and ask them if they can remember the answer. In this way trentedeux prompts j’ai trente-deux ans, and Geo Lép prompts je m’appelle Georges Lépine.

This is another way to practise the target items, but the challenge/motivation is different.

Activity 5 Et vous?

Students can now work in pairs, talking about themselves. They should note the information they gather. They may well need to ask their partner(s) to repeat things, so make sure that they have heard you say, Vous pouvez répéter, s’il vous plaît? or an equivalent. Students can then circulate among the whole group, getting to know as many people as they can.

J’habite en France
Saying where you live

Language

l’Afrique du Nord (f)
l’Allemagne (f)
l’Angleterre (f)
les Antilles (f)
l’Australie (f)
la Belgique
l’Ecosse (f)
l’Espagne (f)
les États-Unis (m)
la Grande-Bretagne
l’Irlande (f)
l’Italie (f)
les Pays-Bas (m)
le pays de Galles
le Royaume-Uni
la Suède
la Suisse
la région
toujours
maintenant
le sud de

j’habite en Belgique, au Canada, aux États-Unis
j’habite (à) Marseille
je suis de La Rochelle

[A] ♫
Dialogue Où habitez-vous?

Student Book p.16
Play the tape bit by bit, explaining any unfamiliar language. This can be done in French with sketches such as points of the compass for le sud de l’Espagne. Explain that many French people, when asked their name, will give their surname first, as Gabriel Persyn does. When students understand the model dialogues, they can practise the question forms: Où habitez-vous? Vous habitez où? Vous êtes de la région? Their answers can then refer to themselves: Je suis de York. J’habite maintenant au sud de l’Angleterre...

With an OHP it is useful to have a transparency with a number of speech bubbles (there is one provided as a separate document). You can place notes or symbols in a speech bubble to act as a prompt for students to recall what that person is saying:

S1: Vous êtes de la région?
S2: Non, je suis d'Oxford. Et vous habitez où?
S1: J’habite maintenant dans le sud de la France.

[B] ♫
Activity 1

Student Book p.16
Students can now listen to six people saying where they live and tick the cities they mention.

[C]
Activity 2 Vous êtes?

Student Book p.16
These phrases should be easy for students to translate, though they may well need help with the elision of e before Orléans, by analogy with je suis d’Hesdin in the model dialogue.

[D]
Activity 3 Allez-y!

Student Book p.17
Students can do the activity by imagining they live in the cities shown. You can then extend this activity by asking them to recall the statements afterwards, using the photo as a prompt.

[E]
Activity 4 Et vous?

Student Book p.17
This can be done as a paired activity in class, using either people's real identities or by inviting them to invent a name, a country and a city, town or village. Practise the questions just once more before they work in pairs: Vous vous appelez comment? Vous habitez où? Vous êtes de la région? Alternatively, students could give short presentations: Je m'appelle Pierre Blanc. Je suis de Montréal. J’habite maintenant à Londres.

Language

Vous êtes né(e)...?
Vous êtes de quelle nationalité?
bién sûr
donc
et
moi-même
allemand(e)
américain(e)
anglais(e)
australien(ne)
belge
britannique
écossais(e)
estagnol(e)
français(e)
gallois(e)
iranien(ne)
irlandais(e)
italien(ne)
japonais(e)
morocain(e)
suédois(e)

je suis français/française
je suis né(e) à...
je suis né(e) en France, au Japon, aux États-Unis
je suis de nationalité française/d’origine italienne
Vous êtes né(e)...?
Vous êtes de quelle nationalité?

Spelling

Use the interview from p.18 with Hassan Zouazou as a base for revising the French alphabet. As well as writing the letters on the board, and saying them in alphabetical order, ask students to spell out some of the names which they have already used (Jean,
Moreau, Petit) as well as their own surnames.

[B] ✈
Activity 1

Student Book p.18
Read the given statements and let students do this as a reading exercise first, before they listen to the tape to check their answers. The activity can be extended if students read aloud what they have heard and noted.

[C]
Activity 2  Vous y êtes?

Student Book p.19
Point out the analogy between je suis + nationality and je suis + occupation. Students might want to put an indefinite article before the occupation – don’t let them!

[D]
Activity 3  Allez-y!

Student Book p.19
This activity can be done in writing or orally in class. If done orally, it can easily be extended if students are invited to supply further sentences using places not covered in the exercise: Je suis née à Cardiff. Je suis né à Tokyo.

[E] ✈
Activity 4

Student Book p.19
Play the conversations several times. With their books closed, students note down in French the nationalities and countries they hear. Ask them to report back what they have noted. Students can go back and check the spellings later. This will help the class associate the sound with the written form of the word. Correcting their work will reinforce the spelling.

[F] ✈
Activity 5  Allez-y!

Student Book p.19
Let the students hear the dialogue in its full form once or twice – they can decide for themselves when they are ready to provide the answers, then the questions. The taped version for students to supply the missing information has pauses after the questions to give them time to respond. The version in which students must supply the questions has prompts in English.

[G] ✈
Activity 6  Et vous?

Student Book p.19
This pulls together the unit as a whole. It could be prepared by using speech bubbles – put question

prompts one by one in one set of bubbles and notes like those given below in another, to practise the kind of dialogues students will later perform with the cue cards.

To practise some of the adjectives, adjectival agreements and names of countries, use a speech bubble transparency. For a male speaker, put the word Montréal in the bubble. Students supply: Je suis de Montréal. Show that, Ah, vous êtes canadien? is one possible response, then provide practice along the following lines:

T: Je suis de Montréal.
T/S: Ah, vous êtes canadien?
T/S: Oui.

Montreal

T: Je suis de Toronto.
S: Ah, vous êtes canadienne?
T: Oui.

Toronto

S1: Je suis de Bristol.
S2: Ah, vous êtes anglaise? ...

[H]
A Capital Game

Agree that all speakers live in the capital of their country. First you, then student volunteers, can give
their nationality and others name their city.

T: Je suis anglaise.
S1: Vous habitez Londres?
T: Oui, (bien sûr).
S1: Je suis australienne.
S2: Vous habitez Canberra?
S1: Oui, (bien sûr).

The intention is not to test geographical knowledge but the constraint of using only capital cities adds an extra challenge.

[I]
**Cue Cards 1.2 p.115**

The set of cue cards provides further practice of the language students have learned in this unit. The notes about their assumed identity can serve as prompts for the necessary questions. Students will need to be warned that the actual question forms are not given.

---

**Ça va?**

*Asking people if they’re OK*

[A]

**Introduction of ça va?**

Explain the different uses of ça va? as set out in the Student Book on p.20

[B] ★★

**Activity 1**

Student Book p.20

Play the tape and ask students to write the correct snatch of conversation for each frame of the cartoon. Check the answers by playing the tape a second time.

[C]

**Points de repère**

Student Book p.21

Encourage students to check what they have learned in this unit by testing each other in pairs. They can then record their achievements by filling in the grid provided.
Je suis célibataire
Talking about your marital status

Language

ami(e)
avec
célibataire
divorcé(e)
one femme
un mari
marié(e)
um médecin généraliste
quelqu’un
séparé(e)
seul
un veuf
une veuve
je ne suis pas (receptive)

s’appeler – il/elle s’appelle
comment s’appelle-t-il/elle?
être – il/elle est
mon, ma, mes
vivre, je vis

[A] Dialogue Vous êtes mariée?

Student Book p.24

Play the tape bit by bit using it for repetition in small sections from which you can encourage the class to ask and answer questions (i.e. the first eight lines). Then move on to the next four lines explaining language as necessary. Much of this can be done in French.

T: Sarah est célibataire. Elle n’est pas mariée. Elle est célibataire. John est célibataire aussi. Il n’est pas...? 
S: Marié.
T: Oui. Il est donc...?

Students can note the questions from the interviews as they will be needed for the task in [D] below.

[B] Il /Elle s’appelle... Il/Elle est...

Draw three or four pin figures on the OHP/board (or alternatively use photos or pictures from magazines) and give them names suggested by the students to introduce il/elle s’appelle...

T/S: Je m’appelle Marie. Je suis professeur. Je suis

Add professions to the pin figures and ask the class to describe them. Encourage them then to create more for you to sketch on the OHP/board. This involves the use of être and s’appeler. Ask students to quiz each other about the people.

S1: Harriet, elle est française?
S2: Non, elle est irlandaise. Elle est professeur?

[C] Extending to je

Add marié(e), célibataire, séparé(e), divorcé(e) to the profiles and using the il/elle forms continue practising with the students. Add elle vit avec.../seul(e). This can be done by using the symbol of a house with names next to it:

[ ] Cécile et Jean = Cécile vit avec un ami — Jean.
[ ] Philippe et Isabelle = Philippe vit avec une amie — Isabelle.
[ ] Vivianne = Vivianne vit seule.

To move into the first person, describe yourself, or put speech bubbles around the profiles with the words you have put on the OHP/board. The students already know je suis and je m’appelle. The new form is je vis.

[D] Making up profiles using all the language

Encourage students to create profiles using consistent symbols and abbreviations which you have agreed with the class. The profiles may be real or not:

Marie; prof; câl;
Marc; div; suisse; méc

T/S: Je m’appelle Marie. Je suis professeur. Je suis
célibataire et je vis avec un ami. Il s'appelle Marc. Il est suisse et il est mécanicien. Il est divorcé.

In groups of two or four ask them to talk about their profiles while the other students note the details. Change the groups so that students can find out further details from a new partner. When they have done this they will have both answered and asked the relevant questions. The students now report back introducing one person to the group: C'est Marie. Elle est professeur...

[E]
Mon, ma

At this stage introduce ami(e) and femme. Mari has been introduced in the first dialogue of the unit and can be used to introduce the new language using the relationships of the class members. Write ma femme, mon ami, mon amie, mon mari, and practise them either as reality or for invented people.

T: Qui est marié? Ah, Stephen. Votre femme, comment s'appelle-t-elle?
S1: Paula.
T: Merci. Alors, moi, je vis avec mon mari/ami. Mon mari/ami s'appelle Michael et la femme de Stephen s'appelle Paula. Et vous autres? (prompt) Je vis avec mon amie/ma...
S2: Je vis avec mon mari. Il s'appelle Peter.
S3: Mon amie s'appelle Julie.

Mon, ma and mes can be more intensively practised when more has been covered in the unit.

[F] Ⓞ

Activity 1

Student Book p.25
This tape can be used in a variety of ways in class. Students can:
* make notes during several listenings and then
* question each other about them
* interview each other as a role play
* write up an account for homework.

[G]

Activity 2 Vous y êtes?
Activity 3 Allez-y!

Student Book p.25
These activities can be done in small groups or pairs and then gone over in the whole class. By doing the activities in small groups, students obtain more intensive language practice.

[H] Ⓞ

Activity 4 Et vous?

Student Book p.25
This can be developed as in [F] above and then students can interview each other about themselves.

[I]

Cue Cards 2.1 p.116
Students can now use the cue cards which contain a range of details. They work in pairs exchanging information as though they were the people on the cards.

[J'ai quatre enfants
Talking about your children

Language

l'aîné(e)
as du
un collège
de dernier
la dernière
des
le/la deuxième
une école
une école maternelle
une école primaire
egalement
un enfant
ensuite
un(e) étudiant(e)
une fille
un fils
un garçon
en gestion
un lycée
une maison
un mois
qui
votre

Il/elle s'appelle comment?
Qu'est-ce qu'il/elle fait?
Quel âge a...?
j'ai + substantive
je n'ai pas de...
il/elle a... ans
à la, au

www.bbcactivelanguages.com
Dialogue  Vous êtes marié?

Student Book p.26

Students will understand most of this dialogue, and from it you can derive language for them to respond to your questions about whether they have children: J’ai... enfant(s)/fille(s)/garçon(s). Teach je n’ai pas d’enfants as it arises in class. Encourage students to ask each other whether they have children. You could hand out slips of paper having written on a number, i.e. 0, 1, 3, or words 1 garçon(s), and ask students to pretend they have that number of children. They can invent names.

Activity 2

Student Book p.27

Using the dialogue for comprehension, you will be able to extend the students’ vocabulary. The French first names give you a good opportunity to practise spelling in French with the class.

For further practice of son/sa/ses draw a family tree of the Jays on the board/OHP using pin figures. Label Christine Jay. Pointing at the first child, ask: Qui est-ce? Students answer: C’est Hubert, son fils. Continue asking questions until all the children and M. Jay are in the right place.

Extending the language – âge, fils, fille, être au lycée

Build on the language of the previous section. You will need to teach the following questions, the first of which is in Jean-Paul Jasserand’s interview at the beginning of this section: Ils/Elles s’appellent comment? Comment s’appellent-ils/elles? Quel âge ont-ils/elles? There is no need to go into the grammar (ils -ent) as it comes in the next section. Create people and establish children, ages and names with the class. They will therefore hear the two questions given above straight away. You will need to explain that the use of ils includes masculine and feminine.

Establish fils and fille – Maurice a un fils... You can create two or three more families. This will require the use of ils ont des enfants if you create a couple with children. Establish also what they do: Son fils est soldat à Metz. Sa fille Chantale est élève au lycée, et sa fille Josée est élève au collège.

Encourage the class to describe them and to ask questions: X a des enfants?/X a combien d’enfants? Comment s’appellent-ils/elles? X, quel âge a-t-elle? Que fait-il/elle/Guy (son fils)? You may wish to write the facts beneath the family as shown above, and include other language (école primaire, maternelle) under the other families you have created. Also practise talking about children of a few months old: il a six mois.

Practising the language

Students are now in a position to seek and give information on family size and composition, ages, what people do and where they work. They can move around the class and ask questions either referring to themselves or to invented identities. The task is therefore to ask all they can think of from this unit. Students can be asked to note their findings and report back. They would need to be able to use son, sa, ses to do this fully but it can be avoided: Il a deux enfants, Max a treize ans et Anne a cinq ans.

Further practice of mon, ma, mes

To practise mon, ma and mes as a specific exercise, put several families on the OHP/board as shown below and ask students to make statements for other students to identify who is speaking.

Establish fils and fille – Maurice a un fils... You can create two or three more families. This will require the
Activity 3  Allez-y!
Activity 4  Et vous?

Student Book p.27
These activities can be done in pairs or small groups.

Language

le cousin
la cousine
le demi-frère
la demi-sœur
le frère
la grand-mère
les grands-parents
le grand-père
la grand-mère
la mère
le neveu
la nièce
l'oncle
les parents
le père
la sœur
la tante

avoir – a/ont
être – est/ont – né(e)s
vivre – vit/vivent

[A]  Vous vous appelez comment?

Dialogue

Student Book p.28
There is a certain amount of information that you can ask students for from the tape which also provides a model for asking when and where someone was born. New language includes née en 68 and le 10 août. Extend this by talking about yourself: J’habite à (Londres), mais je suis né(e) à Newcastle or en France and then ask students where they live and were born. You need to put both parts of the question to enable the students to use naître naturally in their answers: J’habite..., mais je suis né(e)...

[B]  Activity 1

Student Book p.28
The extended family can be introduced by using the tapes from Activities 1 and 2. Activity 1 introduces père and mère and from this you can ask about the parents of class members. You will probably need to extend the range of numbers beyond 70 in order to do this.

[C]  Vous avez des grands-parents et des cousins/onzcles/tantes?

Student Book p.28
Extend the language by using this dialogue. Note the new words for relatives and ask about the students’ families, their ages and where they live. The number of grandparents available to talk about will depend on the age of the class and you will need to ask questions like: Qui a un grand-père? You can get students to use these words however by asking questions as outlined below which have two elements to them.

T: John, Vous avez des grands-parents et des cousins/onzcles/tantes?
J: J’ai trois cousins et une cousine.

Almost certainly you will need to teach mort(e), and if you want to use the imperfect tense just point it out and put it on the board/Board. Votre mère a (avait) combien de frères?

[D]  Activity 3

Student Book p.29
This dialogue can be helpful in extending the range of language by question and answer as you go through it after doing the true/false activity in the Student Book.

[E]  Activity 5  Allez-y!
Activity 6  Et vous?

Student Book p.29
Students can work together on both of these activities. They can draw imaginary family trees for each other to describe in addition to doing Activity 6.

[F]  Cues Cards 2.2 p.116
Worksheet 2.3 p.116

These cue cards provide a simple whole class activity. Extended families of four people are shown on the cards. Each family is divided between four cards, on each of which is the name of one family member. Distribute the cards among the class. Each student has Worksheet 2.3 with the four names on and the number of people in that family. Students move about asking other students for details of the four families. When they have completed the worksheet, they have finished. The language needed is outlined below.
Tu t'appelles comment? 
Using the right form of address

des animaux
un(e) chien(ne)
un furet
je ne suis pas
ton, ta, tes
votre, vos

Tu/vous + être, avoir, habiter, appeler
s’il vous/te plait

A

In this block students have the opportunity to use the two forms of address, vous and tu. They have already come across a number of the forms: Vous avez, vous habitez/vivez, vous vous appelez, votre fils a quel âge?

B) Dialogue  Bonjour

Student Book p.30
Play the tape to introduce the familiar form. The dialogue is suitable for modelling and so repetition and then re-enactment could be used. A very simple cue card activity (explained in [D] below) practises this and includes nationality. Before doing the cue card activity you may like to do Activities 2 and 3 with the class using the tape as suggested on p.18 and also as suggested in the Introduction.

C) Activity 4  Allez-y!

Student Book p.31

D)

Cue Cards 2.4 p.117

Students use the cards in the same way as in the taped interview in [B]. When they have done one card they take another. Students will need to ask how to spell certain names. Explain the conventions to the class that the tutor would normally use the nous form with students, as you have been doing. In order to give them practice they need to role play a more familiar relationship with you and to role play talking to children. Some members of the class are quite likely to know each other well enough to use the tu form.

Revise some of the language students already know using the tu form (name, age, family) and the ideas suggested in the relevant sections. To focus attention, put the key words that may be appropriate to a conversation on the board/OHP:

- domicile;
- famille – frère, sœur, père, mère (noms, âges);
- métiers des parents;
- être à l’école/au collège/lycée/à la maison

The range would be greater when talking with an adult: femme, mari, enfants. For a way of practising ton, ta, tes students could use the noughts and crosses game (see Introduction).

Comptez jusqu’à cent! 
Numbers from 70–100

A) Numbers

Student Book p.32
Use the tape to introduce the new numbers giving students opportunity to repeat them several times.

B) Activities for learning and practising numbers

Use the activities suggested in the Student Book for practice and reinforcement. In learning and practising numbers it is helpful to many students to do this by direct perception of the figure rather than by translation or adding and subtracting numbers. Some ways of practising numbers are given below.
* Noughts and crosses game (see Introduction).
* Two or three students play with two dice. They say a number from the faces thrown. For example, a four and a three could be 43 or 34. If students wish, they can keep score of, say, five throws to see who gets the highest score.

[C] "Choice Framework 2.5 p.117"

This framework can now be used to revise and practise the language of Units 1 and 2. The classroom practice can be led by you, done as pairwork or given as a written homework. See the Introduction for further suggestions about how to use frameworks. From this grid, students can make as many conversations as they wish to.

S1: Vous habitez où?
S2: A Paris. Et vous?
S1: A Grenoble. Je suis mécanicien. Et vous, que faites-vous?
S2: Je suis architecte.
S1: Vous êtes français?
S2: Oui. Et vous?
S1: Je suis belge. Vous êtes marié(e)?/Vous avez des enfants?/Vous avez de la famille?
S2: Je suis divorcé. J'ai deux filles.

[D]

Points de repère

Student Book p.33

Encourage students to check what they have learned in this unit by testing each other in pairs. They can then record their achievements by filling in the grid provided.
Je travaille dans une banque
Saying where you work and whether you like your job

Language

un ingénieur
une banque
une bibliothèque
un bureau
c'est-à-dire
un(e) comptable
enseigner
un étranger
les financements d'entreprise
français langue étrangère
grand(e)
un grand magasin
un hôpital
un infirmier/une infirmière
un(e) mécanicien(ne)
j'ai été militaire
une langue
un magasin
maintenant
plusieurs
une usine
un vendeur/une vendeuse

Où travaillez-vous? Vous travaillez où?
je travaille dans un(e)...
... à la Bibliothèque Nationale
... pour un journal
... chez Citroën
... comme ingénieur
je suis secrétaire
je m'occupe de...
Ça vous plaît?
oui, ça me plaît beaucoup
non, ça ne me plaît pas
cest intéressant, ennuyeux, fatigant
j'aime mon travail

[a]
Dialogue  Quelle est votre profession?

Student Book p.36
Revise questions asking about what people do for a living from Units 1 and 2 using the vocabulary already known. Add the new vocabulary by using the recorded interviews and making notes to act as an aide-mémoire. These can be added to the set of flashcard symbols started in Unit 1.

Students should not feel that they need to remember all the details in these interviews and the emphasis should be on the new professions, places of work and on the questions: Quelle est votre profession? Qu'est-ce que vous faites? Ça vous plaît comme travail?

[b]
Identities

At this stage, or later, describe a number of people in terms of where they live/work and other known details using the language from Units 1 and 2. Students guess the identities.

T: Il est français. Il travaille à l'Elysée.
Il est socialiste. Il est anglais. Il travaille à Londres, et il habite au 10, Downing Street.
Elle est anglaise. Elle habite Londres et elle est mariée.
Elle travaille dans un bureau à Covent Garden (this is one of the students).

Use people who are in the news at the moment or personalities from TV, sport, politics and the music world.

[c]
Il travaille où/chez qui?

A range of answers to these questions can be presented through quick sketches of names, jobs, places, etc. labelled with names or symbols which are familiar to students.
S: Georges Blanc est médecin. Il travaille dans un hôpital (à Paris). Madeleine Blanc est bibliothécaire. Elle travaille dans une bibliothèque (à Marseille). Elle est divorcée ...

[D]

Ça vous plaît comme travail?
Oui, ça me plaît beaucoup

Simple symbols for liking/disliking (hearts/ticks and crosses) will help students understand and then recall the question and answer sequence. These can be added to the details on the board/OHP and used as the stimulus for dialogues.

T: Eric, vous êtes plombier. Ça vous plaît comme travail?
E: Oui, ça me plaît beaucoup.
T: Imaginez que vous êtes Madeleine. (see above)

Question? (pointing to symbol for liking)
Vous aimeriez votre travail?
E: Oui, ça me plaît beaucoup. / Non, ça ne me plaît pas.

[E] ★★

Activity 1

Student Book p.37
Play the recording and ask students to indicate after the first example which English sentence it refers to. At the end, students could use the details given in English as a prompt to recall the French sentences.

[F]

Activity 2  Worksheet 3.1 p.118

Student Book p.37
Having practised the patterns (à, chez, comme, dans), you could set the gap-filling activity as part of the homework. If you do Activity 2 in class, ask students to complete Worksheet 3.1 for homework. This gives a number of sentences on the same pattern, the first few in gapped form and the others more open-ended.

[G] ★★

Activity 4

Student Book p.37
Read the passage on Chantal Decourt aloud, ensuring that students understand it by asking questions in French: Quelle est sa profession? Then play the tape for students to tell you in French what the two crucial errors are. You may wish to give students further chances to hear some of the vocabulary given on the tape and in the paragraph by saying some sentences aloud and asking students to note the information and then feed it back.


(students note: M. Mitsumori; jap; Tok; compt)

Madame McDonald est bibliothécaire. Elle travaille à Edimbourg.

(note: Mme McD; bib; Edim)

Madame Robinson est anglaise. Elle est professeur d'anglais langue étrangère, à Brighton. Elle est mariée, et elle a deux enfants.

(note: Mme Rob; ang; prof ang; Brighton; mar; 2 enfs)

[H]

Activity 5 Et vous?

Student Book p.37
This can be done as a pairwork exercise. Students need only a reminder of the questions they might ask: Travail? Où? Alternatively, they might make small presentations to the whole class, prompted by you: Alors, Margaret, parlez-nous un peu de votre travail...

Je travaille de neuf heures à midi
Times and working hours

Language

aux alentours de
après
l'après-midi
entre
en général
une heure
un horaire
une bêtise d'accueil
j'ai un éveilage de chats
un jour
tous les jours
midi
minuit
parfois
le matin
par semaine
le soir
jusqu'à
surtout

Quelle heure est-il? Il est quelle heure?
il est une heure, deux heures
il est une heure cinq, dix, et quart, vingt, vingt-cinq
il est une heure moins cinq, dix, le quart, vingt, vingt-cinq
je commence à neuf heures
je termine à cinq heures
je travaille de... à (jusqu'à) ...heures
huit heures par jour
quarante heures par semaine

24 3

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[A]  
**Telling the time**

Look at the clocks on p.39. Practise the relevant numbers quickly before going on to telling the time, perhaps with a noughts and crosses frame, or by having students count in twos or threes (deux, quatre, six... / trois, six, neuf, douze...). Say some times of day including du matin, de l’après-midi, du soir, and note them on the board:

![Clocks]

It is easy to indicate when the speakers start and finish their work by using an arrow from starting point to finishing point beside each person’s name. Mark on the time line the information given in Activity 5, then give other examples for students to practise. If you put the time line on OHP, an overlay can be used for the arrows; this will mean that you don’t waste time having to rub things out! Students then read back the information given on the time line: Monsieur Blanc travaille de huit heures à dix-sept heures. Madame Blanc travaille de quatorze heures à vingt et une heures.

[B]  
**Activity 1**

Student Book p.39

Play the tape and ask students to identify the times mentioned. Do them one at a time. Students could attempt to repeat the times with the intonation of the speaker.

[C]  
**Activity 3**

Student Book p.39

Times round the world can be practised easily if you provide a table like this on the board/OHP:

<table>
<thead>
<tr>
<th>NEW YORK</th>
<th>LONDRES</th>
<th>MOSCOU</th>
<th>HONG-KONG</th>
<th>SYDNEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>-6</td>
<td>0</td>
<td>+3</td>
<td>+7</td>
<td>+12</td>
</tr>
</tbody>
</table>

You can then ask: *Il est trois heures du matin à Londres: quelle heure est-il à Moscou? Et à New York?* Or using language taught in earlier units students choose one of the places from the table and volunteer: *A Londres, il est midi. Chez moi, il est minuit* and others deduce: *Vous habitez Sydney.*

[D]  
**Activities 4 and 5**

Student Book p.39

Play the tape a bit at a time, giving students time to find the statements they need to ascribe to speakers, and for Activity 5, to write in the missing words. For further practice in talking about working hours, draw a time line on the board/OHP:

---

**Choice Framework 3.2 p.118**

Students are given the opportunity here to put the questions they will need for communicative practice in work routines: *Qu’est-ce que vous faites dans la vie? Quelle est votre profession? Vous travaillez où? Vous commencez à quelle heure? Vous finissez/démarrez à quelle heure? Vous travaillez de quelle heure à quelle heure? Vous aimez votre travail?* You might like to add: *Vous travaillez combien d’heures par semaine? Vous avez combien de semaines de vacances?*

One student asks a question such as: *Comment vous appelez-vous?* Another student chooses any of the names from the first column; the next volunteer asks a question about a job, and a volunteer chooses from the second column, and so on. This activity is done with the whole class in preparation for the next activity.

---

**Activity 6  Et vous?**

**Cue Cards 3.3 p.118**

This work is to be done in pairs. Note the following:

* Questions are not provided on the cards; students use the information to prompt the questions they need.
* The information is not presented in the same order on all the cards, so that students can choose where to begin, and cannot answer their partner’s questions mechanically from top to bottom of the card.
* Students are encouraged to use the words listed at the bottom where they can; this means they supply occasional pieces of information not given on the card: *Je travaille parfois jusqu’à vingt heures.*
* You might like to provide a blank grid on which students note the information they obtain. Have some of them report back to the whole group – this requires adaptation to third person forms and can allow longer utterances if you ask students a general question: Parlez-moi de Gregory Harrison.

**Du lundi au vendredi**

**Days of the week, Frequency**

**Language**

un boulanger-pâtissier
un traiteur
donner dimanche
lundi
mardi
mercredi
jeudi
vendredi
samedi
tous les jours
je ne travaille pas
je vais
j’y vais
ne jamais
à la piscine
repos
le soir
au théâtre

je vais au cinéma le dimanche matin
je ne travaille pas le mercredi
je ne vais jamais au théâtre
je vais très peu au cinéma
je vais très souvent au restaurant
je vais à la piscine trois fois par an

[A] ne...pas/jamais/plus

New patterns are best presented by working with known vocabulary: Je ne vais pas and Je ne vais jamais, and later Je ne travaille pas and je ne travaille plus. Use this new pattern with the old material, for example:

T: Moi, je travaille ici à X, mais je n’habite pas à X. J’habite à Y. Je suis né à Paris, mais je n’habite plus Paris, j’habite Clermont Ferrand. Mon fils ne vit plus avec nous. Il habite à Z.

Note that Activity 4 requires students to distinguish between ne pas and ne jamais

[B] ¶

**Dialogue**

Vous vous appelez comment?

Student Book p.40

Use the model dialogues to introduce days of the week and the key questions: Vous commencez à quelle heure le matin? Vous travaillez tous les jours de la semaine? Tu sors beaucoup? Collect together the leisure activities mentioned in the recording and note them on the board/OHP or collect pictures from magazines for use as an aide-mémoire:

<table>
<thead>
<tr>
<th>th</th>
<th>= théâtre</th>
</tr>
</thead>
<tbody>
<tr>
<td>pisc</td>
<td>= piscine</td>
</tr>
<tr>
<td>amis</td>
<td>= chez mes amis</td>
</tr>
<tr>
<td>parents</td>
<td>= chez mes parents</td>
</tr>
</tbody>
</table>

Write up in a column expressions to do with frequency and combine them with the leisure pursuits: souvent, très peu, jamais, une fois par semaine, le mercredi soir, le week-end...

[C]

**Practising days of the week**

Like numbers, these are generally learned in sequence. It is useful to provide practice which helps each of them take on its independent meaning. Use them in contexts known to all.

T: Le dimanche, est-ce que le supermarché Sainsbury est ouvert? Et Boots? Et vous, vous avez cours de français le samedi ou le mardi? Et votre fille, Jacqueline, elle va à l’école le mercredi? Et en France, à l’école primaire, il y a classe le mercredi?

[D]

**A time line**

A time line with the seven days of the week can be used like the one for working hours. Elle/I travaille tous les jours de la semaine? will require students to practise days of the week in context: Non, elle travaille (surtout) le week-end; il travaille le lundi et le mardi; le mercredi, c’est repos. Students can be invited to make up some people and their working hours, marked on the time line with an arrow or with ticks. They can then report back.

[E] ¶

**Activity 1**

Student Book p.40

This recording should be straightforward, but students may need help with je dine chez eux.
Activity 3

Student Book p.41
Students may have difficulty with *quelques semaines*.

Activity 4   *Et vous?*

Student Book p.41
In addition to the examples, you can use the aide-mémoire mentioned above to encourage students to ask questions: *Vous sortez souvent? Vous aimez le cinéma?* Answers can be either in the form: *j'y vais une fois par semaine* or simply, *oui, une fois par semaine*. The main focus is communication about frequency rather than teaching the pronoun *y*. Add some of the material from earlier in the unit to the questions you practise: *Vous allez souvent à la banque? Vous allez souvent à la bibliothèque?* Prompt words with question marks will allow you to get students to ask as well as to answer the questions.

<table>
<thead>
<tr>
<th>Souvent?</th>
<th>Banque?</th>
<th>Bibliothèque?</th>
<th>Piscine?</th>
</tr>
</thead>
</table>

These questions can be used for a guessing game. One student says, *moi, je sors...* and the others guess the place with questions such as: *Vous allez à la banque? Vous allez au restaurant? Vous allez à la piscine?* Practise the question forms needed for pair practice: *Vous travaillez tous les jours de la semaine? Vous allez souvent au restaurant/lau cinéma à la piscine? Vous sortez beaucoup?*

Worksheet 3.4 p.119

Students use the grid on the worksheet to interview classmates. They enter their own information in the first line and then carry out little interviews. The headings prompt the questions they have been learning. As students elicit information from others, they note it in the columns beneath their own entry. This can then be used for reporting back in the third person.

Interactive conversations

Students should be encouraged to make their exchanges more like real conversations as units progress. This can be done if you:
* Teach them a small number of ways of reacting – *ah, bon, vraiment! d'accord* – to show they have understood.
* Show them that questions do not always have to be put in the same way: *Moi, je suis bibliothécaire – et vous?* and that they are not always obliged to wait to be asked questions, where, for instance, their information happens to coincide: *Vous travaillez tous les jours de la semaine? Oui. Moi aussi. Vous sortez beaucoup? Non, jamais. Moi non plus!*

24 heures de la vie d'une femme

**Language**

*un(e) bénévole*  
*une casquette*  
*un chef de cabine*  
*un courrier*  
*les courses (f)*  
*une durée*  
*l'enfance*  
*les garçons couchés*  
*une bêtise de l'air*  
*UTA (Union de Transports Aériens)*

This text is for gist reading. Students need to be reassured that they will be able to cope with the extended text.

It may be useful to take students through a number of useful strategies in reading longer texts:
* Headlines – point out that it is good to start by looking at the title and asking themselves what expectations this sets up, i.e. what is the article likely to include?  
* Sub-headings (like the paragraph in capitals) – do they help to increase/modify our expectations?  
* How many words do we already know?  
* Which of the unfamiliar words look like their English equivalents?  
* Are there any clues (in the linguistic context) which allow us to make intelligent guesses about meanings?*

Activity 1

Student Book p.42
Students might underline the words they already know. Another useful step is to look for words which they do not know, but which look like their English equivalents (*cabine, gym, compagnie)*.

Activity 2

Student Book p.42
These questions allow students to re-use language they have learned. The activity could be set as homework or done orally in class.
[C]

*Activity 3*

Student Book p.43
Ask the students to tell you exactly which word or words allowed them to locate the translations.

The text adds to their store of adverbial phrases. You can profit from this by asking students to extend the range of questions they ask each other: *Qu'est-ce que vous faites après le dîner? Qu'est-ce que X fait tous les matins?*

[E]

*Points de repère*

Student Book p.43
Encourage students to check what they have learned in this unit by testing each other in pairs. They can then record their achievements by filling in the grid provided.
UNITÉ 4 VILLE OU CAMPAGNE

J’habite à Anvin
Saying where you live

Language
un appartement
en banlieue
au bord de la mer
à la campagne
au centre-ville
grand(e)
un(e) habitant(e)
un jardin
une maison
une montagne
le nord
on
petit(e)
situé(e)
un village
en ville
ça se trouve

verbs in -er; all persons, present tense

[A]
Maison, appartement; je, il, elle vous, habiter Photocopy Master 4.1 p.119

Photocopy Master 4.1 includes maison and appartement. For presentation these can be photocopied on a transparency and cut up into individual squares. They can then be put together with place and people’s names in various combinations so that the following is possible.

T: J’habite une maison à (Manchester). (placing picture on OHP/board) Sandrine habite un appartement à Lyon. Marcel habite une maison à Montélimar. Alice habite un appartement à Rennes.

Encourage contributions from students and put questions about the information. It will involve the use of vous habitez which you may initially have to give to the class.

T: Qui habite à (Manchester)?
S: Vous.
T: Oui. Et à Lyon?
S: Sandrine.

Develop this with more examples and then use a question containing a contrast. First present the question form: Est-ce que...?

T: Marcel et Alice, est-ce qu’ils habitent un appartement?
S: Non. Marcel habite une maison, et Alice habite un appartement.
T: Et moi?
S: Vous habitez une maison.
T: Et vous?

Ask students if they live in houses or flats and encourage them to ask each other. By now they will have used: habiter – je, il, elle, vous.

[B]
Vous habitez où? Où travaillez-vous? en banlieue, à la campagne, au centre-ville, dans un village/Manchester, habiter – ils/elles Photocopy Master 4.1 p.119

Extend the above using Photocopy Master 4.1 in the same way to include the vocabulary given here. You may wish to look at the Infolangue on p.46, or leave this to the end of this piece of work. Present the language of saying where your house is and use questions as above. Encourage the students to ask the questions.

Introduce travailler and encourage its use by students. Use the plural form ils/elles in questions when asking about the people you have created on the board: Jules et Claude, où est-ce qu’ils habitent?/Ils habitent où? Ils travaillent où? Ils travaillent à...?

[C] ( ) Dialogue Vous habitez une maison ou un appartement?

Student Book p.46
Play the first tape extract and then ask questions about the content introducing jardin, grand, petit.
Extend this to the class’s houses: Vous avez... Votre... Mon/Ma... est... Use photos of houses from magazines for further language practice as to whether they have gardens, their size and where they are.

[D] ( ) Dialogue Et où habites-tu?
Student Book p.46
These recordings can be used for general
understanding and interviews can then be created from them. As students hear the recordings several times without using the book they can note down as much detail as possible, including the names of towns mentioned. They can then interview each other for language practice. Explain département and ask if the class can name any. The location of these departments can serve as a trailer for the next block.

[E]  
**Habiter**  
**Worksheet 4.2 p.120**

Look at the paradigm of the -er verb with students. Worksheet 4.2 can be used in class or, better, for homework. Discuss the use of on and the informal French use of nous, on habite...

[F]  
**Practising the language of the block**  
**Choice Framework 4.3 p.121**  
**Cue Cards 4.4 p.121**

Students should be able to carry out a conversation much as follows using Choice Framework 4.3. When you feel that they have had sufficient practice as a whole class, you could use Cue Cards 4.4 for pairwork.

S1: **Vous habitez un appartement ou une maison?**  
S2: **Une maison. Et vous?**  
S1: **J'habite un appartement à Nantes.**  
S2: **Vous habitez où, à Nantes?**  
S1: **J'habite au centre-ville. Et vous?**  
S2: **J'habite dans un village mais je travaille à Brest, au centre-ville. Et vous? ...**

[G]  
**Activity 1**

Student Book p.47  
Students can be encouraged to make notes from this tape when they have done the activity as suggested, and use them in class for narration practice: *Je m'appelle... et j'habite à... Mon frère habite à X au centre-ville*. They can also use the information they gather to create interviews with each other, adding to the information as they wish.

[H]  
**Activity 2**

Student Book p.47  
This can be done in class in pairs and then checked together.

[I]  
**Activity 3  Allez-y!**

Student Book p.47

When you have done the activity in class, encourage students to alter it and develop different dialogues with each other following the same pattern.

[J]  
**Activity 4  Et vous?**

Student Book p.47  
Encourage students to work at this in pairs so that they can seek and give information with a number of students about where they live.

[K]  
**Homework  Worksheet 4.2 p.120**  
**Choice Framework 4.3 p.121**

The students could take Choice Framework 4.3 and write up a few portraits: *Marcel et Marc habitent à...*  
See also Worksheet 4.2 in which students are invited to write ten descriptive sentences. They can also use the framework to make up information on an imaginary self, which they use as the basis for interviews with each other. These could then be reported back to the whole class using the third person.

---

**Anvin, c'est dans le nord de la France**

Locating places

---

**Language**

l'est  
le nord  
le nord-est  
le nord-ouest  
l'ouest  
le sud  
le sud-est  
le sud-ouest  
C'est où?  
Où est...?  
à X kilomètres/minutes/heure(s) de  
à côté de  
entre  
loin de  
pas loin de  
près de  
tout près de  
une commune  
un hameau

---

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[A] Dialogue  Et vous habitez où?

Student Book p.48
Use the tape to introduce this block. Much of the language will be familiar and the dialogues contain little that is new or that cannot be inferred (près de, loin de, entre, dans le nord/sud... de).

After playing the first extract two or three times, ask about Saint-Pol (petite ville) and situate it by using the students' general knowledge.

T: Saint-Pol est une ville ou un village? Saint-Pol est dans le Pas-de-Calais, oui ou non? Et le Pas-de-Calais est un...? (département) C'est dans le nord (pointing up) ou dans le sud? (pointing down) Saint-Pol est dans quel département? C'est donc dans le sud? L'ouest... Et ce village est près d'une ville? Il est près de quelle ville? (gesture près de) Oui. Arras. Près d'Arras. Répétez « près de ».

You can now introduce loin de by contrasting Saint-Pol with where you are and then asking about other places: Le Canada est près de l'Italie ou loin de l'Italie?

[B] Dialogue  Où est Anvin?

Student Book p.48
This extract allows you to teach dans le nord/sud/ est/ouest de... using the map of the départements on p.247 of the Student Book, or places in any country. You can also use entre in the same way, perhaps also using a sketch.

[C] Dialogue  Je suis née dans une commune...

Student Book p.48.
Note that au nord de would be more usual here. This is a suitable point to refer to the Infolangue on p.48. A small grammar point worth mentioning is that the cardinal points are invariable as adjectives.

[D]
A X kilomètres/mètres/heures/minutes de...

Begin with the location of the college where you are teaching, building up understanding and introducing the phrases gradually. Kilomètres and minutes will be the easiest for students to understand first.


You could put your name and the distances on the board/OHP:

<table>
<thead>
<tr>
<th>nom</th>
<th>5 km</th>
<th>20 mn</th>
</tr>
</thead>
<tbody>
<tr>
<td>nom</td>
<td>5 km</td>
<td>20 mn</td>
</tr>
</tbody>
</table>

T: Et vous, Malcolm, vous habitez à cinq kilomètres du collège?
M: Non, à deux kilomètres.
T: Bon. Vous habitez à deux kilomètres du collège. Et à combien de minutes?
M: A cinq minutes.

On the board/OHP:

<table>
<thead>
<tr>
<th>nom</th>
<th>5 km</th>
<th>20 mn</th>
</tr>
</thead>
<tbody>
<tr>
<td>nom</td>
<td>5 km</td>
<td>20 mn</td>
</tr>
</tbody>
</table>

You can build up profiles in this way and then invite students to put questions to each other about what is on the board/OHP.

S1: Deana, elle habite où? / Deana, elle habite près/loin du collège?
S2: (Oui/Non.) Elle habite à dix kilomètres du collège.

You could then move to the distance between towns and use heures and kilomètres. If you are in a town the names of well known shops can be used to ask how far they are from the centre of town, and thus use mètres. You can use the board in the way suggested above. A photocopy of a mileage chart from a road atlas makes a good teaching aid for this.

[E] Culturoscope – Où vivent les Français?
Cue Cards 4.5 p. 121

Student Book p.48
This extract practises numbers and percentages. In order to enable them to practise numbers and convey information, give students the following to do in pairs using the cue cards. The task is for Student A to say the series of numbers from the cue card. Student B has the book open at p.48 and responds by giving the same figure as a percentage and the information associated with it. After A has given five numbers the roles are reversed and B reads the numbers from the cue card. If you wish, you could encourage them to note the information.

www.bbcactivelanguages.com
A: Trente-cinq.
B: Trente-cinq pour cent des Français habitent dans une ville.
A: (notes 35% – ville)

[F] 
Activity 1
Student Book p.49
This lends itself to note-taking and reporting back and prepares students well for the activity which is suggested in [I] below. After note-taking and reporting back, students could complete the activity in the book from their notes or from memory.

[G] 
Activity 2
Student Book p.49
When students have listened to the recorded information on the châteaux around Paris, ask them to complete the form in their book.

[H]
Activity 3 Allez-y!
Activity 4 Et vous?
Student Book p.49
Activity 3 prepares students in part for Activity 4, in which they describe the way to their home. This activity can be done in pairs.

[I]
grand(e)/petit(e) ville/village; à... km; au (nord) de...; dans (département); dans le département du/de la...; le département c'est le/la...
Cue Cards 4.6 p.122

Cut the cue cards up and distribute them round the class at random so that each student has one small piece of paper. Students who have question marks on their slips take turns to ask questions out loud in the class. Those who have the information which is being asked for have to provide it. All students note the information for a later feedback session.

S1: Carcassonne, qu'est-ce que c'est?
S2: C'est une ville.
S1: C'est où?
S2: C'est à 92 kilomètres à l'est de Toulouse.
S1: Dans quel département? / C'est quel département?
S2: C'est l'Aude.
S1: C'est où, l'Aude?
S2: C'est dans le sud de la France.

As a follow-up activity, students could report to the rest of the class about who lives where.

Verrières, c'est très petit
Describing a place, Expressing likes and dislikes

Language
adorer
agréable
aimer
animé
assez
beaucoup de
une boulangerie
calme
c'est beau
c'est comment?
one chose
détester
être
les jeunes
joli(e)
humain(e)
au pied de
préférer
de belles propriétés
quand même
un quartier
très
trop de
il y a/Il n'y a pas de...

[A]
Adjectives to describe a place: assez, très
To introduce this language it may be best to start with the students’ own homes. Revise habiter, asking where they live etc. and then go into description via grand and petit introducing assez and très. You could use the names of towns in France and Britain:

T: Paris est une très grande ville. Leicester est une ville assez grande. J'habite X. C'est une ville assez/très grande.

Go through vocabulary with the students using adjectives where appropriate such as calme and agréable. Introduce new adjectives such as industriel, if needed. You will need to teach questions such as C'est comment (à X/chez vous)? Build up descriptions of the places where your students live, noting the language on the board and allowing students to volunteer language: Comment dit-on ‘sports centre’
en français? Encourage students to discuss appropriate descriptions of their town: Vous êtes d'accord? Je suis/ne suis pas d'accord.

[B]

Aimer, détester, adorer, il y a..., ne...pas

Present the place where you live, saying whether you like it or not and what there is there. You can set up a contrast with another place. This will enable you to use the negative with Il y a...

T: J'habite X. C'est très agréable. J'aime beaucoup X. Il y a un cinéma, trois restaurants. Il y a beaucoup de choses à faire. Je n'aime pas Y. Il n'y a pas de cinéma/theâtre/restaurant...

Then continue with: Il n'y a pas beaucoup de choses à faire. C'est trop bruyant... You could either develop this with your students about the places where they live or you could create contrasting places on the board. In this work you will need the questions: Qu'est-ce qu'il y a à X? C'est comment? Il/Elle aime X?

Students could then do a survey in the class whereby they quiz each other on their opinions of the local area. Encourage them to say, j'aime... parce que... plus an opinion each time.

[C] ♥♥

Dialogue J'habite à Verrières

Student Book p.50
Play the tape of Danièle Ducreux. It is suitable for note-taking and reporting back. Students hear the tape and give you any information that they can which you note on the board. They hear the tape a few times and then should be able to talk about the village:

Verrières – Loire, petit, lycée, boulangerie.
Danièle – préfère la campagne, les animaux, la nature.

[D] ♥♥

Dialogue Et c'est comment, Montmorency?

Student Book p.50
Do the same process with the tape of Valérie Buil. Linguistic work can be done also before the text itself is looked at.

[E]

Language study

At this point you could look at the Infolangue on p.50 and again involve the class by using the language of liking and disliking with their own area or other areas, now that they have more language.

[F] ♥♥

Activity 1

Student Book p.51
Do Activity 1 and then seek the opinions of the students about these places if they know them. Students can be invited to say what they can about the places and whether they like them and why or why not. Students can bring their own photos of places they like or do not like and explain their reasons to others in the class in small groups.

[G]

Activity 3 Allez-y!

Student Book p.51
Do the role play suggested in the activity and then invite students to extend the language by inventing other places to talk about using the same pattern of dialogue.

[H] ♥♥

Activity 4 Et vous?

Worksheet 4.7 p.123

Student Book p.51
The tape of Corinne talking about Presles could be used in conjunction with Worksheet 4.7 in which the information has been altered.

[I]

Cue Cards 4.8 p.123

Students should now be in a position to talk about where they live in some detail and to talk about other areas also. Using the cue cards, students work in pairs giving and seeking information about the places on their cards which is where they pretend to live. The ticks and crosses on the cards indicate liking and disliking. They can use other language not on the card to talk about where 'they' live of course, and should be encouraged to do so. In order to do this they will need to ask questions: Où habitez-vous? Vous aimez y habiter? Vous aimez X? C'est comment? Qu'est-ce qu'il y a à X?

Le 17e arrondissement

Getting to know Paris

Language

une ambiance anonyne bourgeois(e) chic
ordinal numbers

[A]

**Ordinal numbers and the arrondissements**

You could use the map of Paris on p.53 to introduce and teach the ordinal numbers. This could be introduced in French of course.

T: Regardez le plan ici. (pointing) Il y a des arrondissements. Combien d’arrondissements y a-t-il?
S: Vingt.
T: Oui. Il y en a vingt. Le premier est au centre. Le vingtième est à l’ouest et le seizième est...?
S: À l’est?
T: Oui le seizième et à l’est. Où est le dix-huitième?
S: Au nord.
T: J’habite dans le treizième. Où est ce que j’habite? Dans le nord?
S: Dans le sud-ouest de Paris.

Encourage the students to ask questions of the same type: Où est le... arrondissement? J’habite dans le... Où est-ce que j’habite? J’habite où?

[B] [[D] A dialogue

**J’habite à Paris dans le dixième arrondissement**

Student Book p.52

These extracts contain some useful language which can be revised in role play such as, ça me plaît, j’aime bien. Play the two extracts to the class a number of times, putting questions in French and asking the class to repeat language. The detail can be put on the board/OHP in note form.

Next, interview the students about the areas with no written support other than the words on the board. Encourage them to use the expressions noted above: ça me plaît, j’aime bien. The dialogue between Clara and Corinne could also be used for a short transcription practice.

[C] [[D] Activity 1

Students Book p.52

Students listen to the guide and note which arrondissement the monuments are in. This tape could then additionally be used by students to note which part of Paris that is: centre, nord...

[D] [[D] Activities 3 and 4

Student Book pp.52–53

This tape has a lot of language, much of which the students have already come across. After matching the sentences given in the Student Book to the photos in Activity 3 students could go on to the comprehension questions in Activity 4. After doing these activities students could listen to the tape as often as they wish to in groups of two or three and then make a portrait of the arrondissement. They should be encouraged not to copy from the tape but to note the key language and to develop their portrait of the area from that language. This could also be a homework activity.

[E] Points de repère

Student Book p.53

Encourage students to check what they have learned in this unit by testing each other in pairs. They can then record their achievements by filling in the grid provided.
UNITÉ 5 LES COURSES

[A]
Asking for things – pâtisseries, fruits, glaces, pain

There is quite a lot of vocabulary in this unit and it needs to be established before the language can be used more extensively with aux/à la/ l’/au. Begin by practising je voudrais/je vais prendre/je peux avoir with a number of foods. This can be done either with flashcards, magazine pictures or OHP pictures which you point to. Use items with un/une or a number:

une/trois baguette(s), tarte(s), croissant(s), brioch(es), éclair(s), pain(s) de campagne, gâteau(x), glace(s); des oranges, fraises, framboises, pommes, kiwis.

Students ask for these items from you as you show a card or point to the picture. When a student uses je vais prendre… the next to buy something must use another of the expressions. A variation on this is to play a cumulative game in which each student asks for the last item(s) and then adds one.

[B]
Asking the price

When students can ask for the items, encourage them to ask for the price as well. Add prices alongside your pictures of food and students can then ask for a combination of items and the price: Je vous dois combien? C’est combien? Ça fait combien? Put these phrases on the board/OHP for a while and then remove them, perhaps leaving just: Je… C’… Ça…

[C]
Pairwork

Students can then do some pairwork using this vocabulary. Stop the pairwork and remove several of the food pictures explaining that you have not got something: Désolé(e)/Je n’en ai pas… Students will then need to use je vais prendre…/je peux avoir… rather than je voudrais… for their second request. Encourage the use of expressions such as alors, eh bien. Pairwork can then be resumed but now Student B can run out of any of the items at will forcing Student A to ask for an alternative.

[D] ☺☺
Dialogue  Bonjour, madame, qu’est-ce que je vous sers?

Student Book p.60
The next learning point is the use of aux/au/à la/ à l’
with tarte, glace etc. Play the tape and ask students to pick out any reference to tarte and éclairs and list the types mentioned. Extend this and list the possible combinations.

| tarte – aux pommes, fraises, framboises/à l'ananas |
| éclair – au café, chocolat/à la vanille |
| croissant – au chocolat, beurre |
| gâteau – à l'ananas / à la pomme |
| glace – à l'orange, à la pistache, vanille, fraise/au chocolat, café |

Taking the part of the shopkeeper, role play with students, encouraging them to buy a lot of things in the pâtisserie, using phrases such as: Je vous sers. Vous désirez? Je n'en ai pas. Désolé(e)...

[E] ✴✴
**Activity 1**

Student Book p.61
The tape for Activity 1 gives an example of a dialogue in which the shopkeeper has not got what the customer has asked for. Listen to the tape with the class, asking them to repeat it so that the language is practised again. Note il ne m'en reste plus, and explain en.

[F]
**Cue Cards 5.1 p.124**

When you feel they are able to, invite students to use these cue cards which allow the same sort of dialogue to take place. They work with different partners taking turns to be the customer and the shopkeeper. Encourage them to extend the language in any way they can, i.e. how many items do they want? They should do a number of these dialogues with different partners, so give each student a whole set of cue cards.

[G]
**Activity 3**  **Allez-y!**

Student Book p.61
This can be done and then students can be encouraged to vary it.

[H] ✴✴
**Activity 4**

Student Book p.61
This can be done and then students encouraged to say what their favourites are in Activity 5. Students can ask each other and to do this, will need to practise the question: Quel(le) est votre... préféré(e)?

---

**J'ai acheté du pain, de la viande, des fruits**

**Saying what you've bought, Shopping for groceries**

**Language**

blanc
une boîte de tomates
les cacahuètes
la chair à saucisses
le chou farci
l'eau (minérale)
dépenser
le fromage
le fruit
le lait
des légumes
un litre d'huile
un morceau de
un œuf
le papier de toilette
le poisson
le raisin
surgelé(e)
rouge
sec
la viande
le vin
le yaourt/yogourt

du, de la, de l', des
perfect tense of acheter

[A]
**Items of food: du, de la, des**

You will find it helpful to make flashcards of the food items for this block. In learning the vocabulary for items of food there are two things to learn – the item and the partitive article du, de la, de l', des. These are best acquired if learned as small word groups straight away, i.e. de la viande. A practical and active way of teaching these word groups is to have flashcards and to teach: C'est de la viande, c'est du fromage... (Put a price on each card for use later.) After repetition and practice, ask students to identify the cards and as they say them correctly so they are handed the card. Other students then have to identify the cards and they get the card in turn if they say the word group correctly, and so on.
J’ai acheté/dépensé...

Explain that you have been shopping and make statements about the flashcards from [A] above that you take from a shopping bag.

T: J’ai acheté de la viande. J’ai dépensé cinq euros. (5€ is on the card and shown to the class.) J’ai acheté des cerises et j’ai dépensé un euro cinquante. Donc, j’ai dépensé six euros cinquante au total.

Ensure understanding of the phrases and encourage the class to repeat the phrases. Then put the following questions on the board and give the cards out asking the questions: Qu’est-ce que vous avez acheté? Combien avez-vous dépensé?

As soon as possible give the students a task. They note down in any form five things that they have bought, and they put a price to each and total it up. They then find a partner and each asks the questions which they can read from the board at this stage. They exchange the information and then you take feedback and note answers on the board.

T: Alors, Jane, qu’est-ce que Dominic a acheté?
J: Il a acheté des cerises, une salade, des légumes, du pain et une tarte.
T: Combien a-t-il dépensé?
J: (Il a dépensé) huit euros.
T: Dominic. Vous avez dépensé combien pour la salade?
D: (J’ai dépensé) soixante-quinze centimes.

Dialogue Pardon, madame

Student Book p.62
Ask students to note what the shoppers have bought. They should listen to the conversations a number of times so that they make as exact a note as possible. Some of the words will be new and not in the Mot à mot section (longue conservation, bananes, clémentines). Ask students to guess at the spelling and meaning. The dialogue can be reconstructed more simply by you with the students. Ask the class to imagine that they are the customers, and you ask them what they have bought. Revise spellings for a moment.

Activity 1

Student Book p.63
For this activity play the tape a number of times and then let students do it from memory.

Activity 2

Student Book p.63
This activity can be done with no reference to text. Students make notes of the foods mentioned and then they can report back.

Activity 4 Vous y êtes?

Student Book p.63
These sentences provide more vocabulary practice.

Activity 5 Et vous?

Student Book p.63
This is suitable for working on in pairs. Students can make up lists which they change in order to work with a second or third partner.

Culturoscope – La France des fromages

Teach il est fabriqué... Then, giving names of cheeses, require students to say where in France they are made: Le camembert Il est fabriqué dans le norden Normandie. You could then revise the language of liking/disliking with students as they talk about the various cheeses.

Cue Cards 5.2 p.125

These cue cards practise items of food and du, de la, de l’, des, avoir acheté/dépensé (jeu/elle/le vous or tu).
* Students seek from each other what they have bought and how much they spent. They note this down.
* They circulate and ask any other student:
  1. who his/her partner was and note the name (Qui était votre partenaire?)
  2. what he/she bought and spent (Combien a-t-il/elle dépensé?)
When this has gone on for sufficient time you can have a report back session in which the students tell you what others bought.
Qu’est-ce que c’est, le cake aux olives?
Asking for an explanation, Understanding quantities for a recipe

Language
les amandes effilées
le bacon
le cake
une cerise
coupé(e)
dénoyauté(e)
l’eau
la farine
l’huile
le jambon
la levure
même
un morceau
les pruneaux
les raisins secs
râpé(e)
le sel
le sucre
le sucre en poudre/vanillé
le verre (moyen)
vert(e)
le vinaigre
la demi-livre (de)
le gramme (de)
le kilo (de)
la livre (de)
un centilitre (de)
un décilitre (de)
un demi-litre (de)
un litre (de)

numbers over 100

Qu’est-ce que c’est le/la...?
C’est quoi...?
Qu’est-ce qu’il y a dans...?
il faut (with recipes)

[A] Quantities Photocopy Master 5.3 p.126
Students will need to learn numbers over 100, such as 150, 200, 250 in order to say quantities. Practise just the 100s and 50s for the moment. Identify the measures. Some will be known but livre, décilitre and centilitre will be new and the two latter need some getting used to. You could use the noughts and crosses game (see Introduction) for a little practice, putting 15 cl, 1 kg, 550 g (= 1 livre) 1 l (= 1 litre) in the spaces. Using flashcards, board or OHP link the measures with foods (new farine and known pommes) and as the students become confident include containers: un verre, une bouteille, un paquet, un sachet, une boîte. Encourage students to ask for items with various quantities using a grid of items on an OHP or flashcards. Photocopy Master 5.3 is provided for this purpose. Students will need a lot of practice of these measures in order to feel confident with them, so practise them in:
* shopping with each other
* shopping with you
* dictating amounts to each other: 50 grammes, 1 litre, 15 centilitres...
* dictating shopping lists to each other: Il faut — 250 grammes de bacon, un paquet de café...
This will give variety to the practice. Put an overlay over the OHP and write prices on it.

[B] Dialogue Pour faire le cake, qu’est-ce qu’il faut?

Student Book p.64
Play the tape and ask students to note as much of the recipe as they can. They will need to hear the tape a number of times. Reconstruct the recipe with the students on the board. This will be a good introduction to the following activity in which students ask about the ingredients of recipes. You could photocopy the recipe and then mix up the quantities and ask students to rearrange them, or do the same thing on the OHP.

[C] Activity 1

Student Book p.65
This can now be done. It could be done without the aid of the text a second time.

[D] Activity 2

Student Book p.65
This activity can be done in pairs or small groups and then gone over together as a reporting back activity.

[E] Activity 3 Allez-y!

Student Book p.65
This can also be done in pairs. Students can then go on to make up different lists, one giving the item and the partner suggesting the amount.

S1: Du sucre.

385

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S2: Un kilo. (Du) fromage.

[F]
Cue Cards 5.4 p.127

These cue cards provide practice in asking about recipes: Tu as/vous avez quelle recette?

Imagining that they are answering questions put by French people, students work in pairs and say what is in the recipes. Distribute the recipes around the class. The task is for students to collect at least four recipes from other students.

S1: Tu as/Vous avez quelle recette?
S2: J’ai le Welsh Rarebit.
S1: C’est quoi, le Welsh Rarebit?
S2: Alors, pour la recette il faut...

Ensure that the students can ask the questions: Qu’est-ce qu’il y a dans...? Le..., c’est quoi? Qu’est-ce que c’est...? and that they can say un peu de/un petit peu de. They will also need the word pain grillé/toast.

For preparation ask them to explain to you or each other in French what the following are – a bacon butty, bubble and squeak, trifle, Christmas cake. They have met the language for the main ingredients of these.

Marché ou supermarché?
Saying where you go shopping and why

Language

la boulangerie
au bout de
cher/chèvre
le choix
faire les courses
l’épicerie
le/la fleuriste
un grand magasin
la librairie
le marchand
la marchande (de légumes)
le marché
meilleur(e)
moins (de)
un petit commerce
pourquoi?
parce que/que'
plus (de)
pratique
le prix
un produit d’entretien
rapide
je trouve que

aller
faire

[A]
Où est-ce qu’on achète...?

Revise the shops and add new ones by asking where you buy things. It’s good to ban the supermarket in this activity. Students should also ask the questions as soon as you have got going. This activity can be done so that on is revised with aller.

T: Où va-t-on pour (acheter de) la viande?
S: A la boucherie.
T: Et les fruits?
S: On va au marché.
T: Et pour un journal?

[B] Dialogue
Où faites-vous vos courses normalement?

Student Book p.66

Play the tape dialogue by dialogue asking the class to identify the shops mentioned, and developing each dialogue with the class. For example, after the first dialogue you can ask someone if they use the supermarket, where it is (revising il est à... de chez moi), and why. Their answer can practise the language from the dialogue: un grand choix. Repeat the same process for the following dialogues. Discuss reasons with the class, organising the language for them on the board/OHP to give them support at this stage.

| Où? | Pourquoi?
|-----|-----|
| Je fais mes courses à la/au... | plus/moins:
| Je vais à la/au... | trap/plus de/moins de
| J’achète... à la/au... | prix/qualité
| C’est à... de... | cher/avantageux/bon
| C’est près de/toin de... |

[C] Activity 1

Student Book p.67

This tape is more extensive than the first set of dialogues and can be used to explore more vocabulary and find additional reasons for shopping here or there. Play the tape a number of times and ask the class to identify the shops, then products including new ones, and finally reasons for going to various shops.
[D]  
Activity 2   Allez-y!  
Student Book p.67  
This can be done in pairs. It can then be redone with students using different words in the same type of dialogue.

[E]  
Activity 3   Et vous?  
Student Book p.67  
This is very suitable for pairwork. Students should be encouraged to spend a little time preparing some ideas before beginning.

[F]  
Pairwork  
The task is for each student to prepare a short narrative about a couple and their shopping. The reason for talking about a couple is to practise the use of font, vont. The narrative should have the following framework and can revise the words of frequency such as parfois, le matin/soir, samedi etc. Ask students to prepare the narrative and then tell it to another student, who should note it down. Discourage students from writing it all out or writing it in English and then translating it. They should just make notes and talk. An example is given below.

X and Y go ... where?  
when? for what? why? where is it?  
and they go ...

S/T: X et Y vont au supermarché le soir. Il y a moins de monde et c’est pratique. Ils achètent des choses comme du savon, parce que c’est moins cher. Le supermarché est à six kilomètres de la maison. Le vendredi matin, ils font les courses au marché où ils achètent les légumes. La qualité est bonne/meilleure et les prix sont avantageux. Le marché est au centre-ville. Parfois, ils vont à la boulangerie pour acheter des gâteaux car ceux-ci sont très bons.

[G]  
Points de repère  
Student Book p.67  
Encourage students to check what they have learned in this unit by testing each other in pairs. They can then record their achievements by filling in the grid provided.