

UNITÉ 11 BON APPÉTIT!

Mon plat préféré, c'est le steack-frites

Talking about your favourite food

Language

à base de
Bon appétit!
en conserve
la (crème) chantilly
dépanner
diminuer
épicé(e)
un four à micro-ondes
les fruits de mer
grâce à
les grillades
un plat
plutôt
rester
un robot ménager
salé(e)
le steack-frites
sucré(e)
tellement

quel, quelle, quels, quelles

[A]

Introducing the topic: naming foods

As this block enables students to say what they like to eat, there is likely to be a wide vocabulary needed. To introduce the topic and revise the foods from Unit 5 give students a time limit to write down as many food words as they can remember. List their items on the OHP/board and begin to comment on them: *Vous aimez les pâtes/la viande/le poisson/les plats sucrés (épicés, salés) n'est-ce pas?* Encourage students to reply using *beaucoup, pas beaucoup*, and teach *tellement. Oui, j'aime beaucoup...*

You can then move on to ask students what they have eaten the day before, or at the weekend, and from this establish further practice in the vocabulary and revise the perfect tense: *J'ai/nous avons mangé, pris, bu...*

[B] (🔊)

Dialogue Quel est votre plat préféré?

Student Book p.126

Introduce the tape and, using it without the text, establish meanings by asking questions. Play the tape again and ask students to make notes about who likes what and then, having checked that they know how to ask the relevant questions, ask them to put questions to each other in pairs about the speakers in order to practise the language: *La femme 1 – Qu'est-ce qu'elle aime manger? Quel est son plat préféré? Anne-Marie? L'homme? La femme 2? La femme 3?* This can be rounded off with a report back session.

[C]

Quel est votre plat préféré?

Ask students about their favourite dishes and widen the questioning to include plural forms (which will require the use of *vos*): *Vous aimez les tartes? Quelles sont vos tartes préférées?* Also introduce *à base de* and *sucré, salé, épicé*. The latter can be used with the negative: *Vous n'aimez pas le curry? Pourquoi? (Parce que) je n'aime pas les plats épicés.*

When you have established the basic language with the students, ask them to put questions to each other about their favourite dishes. This could be done as a mini survey and the results written up for homework.

[D]

Infolangue

Student Book p.126

This would be an appropriate time to look at the *Infolangue* and discuss the forms of *quel*. Afterwards, do a short dictation exercise to reinforce the spelling variations.

[E] (🔊)

Activity 1

Student Book p.127

Students can work in pairs for this activity. Give them five minutes to look up as many words as they can to enable them to decide on the answers. Listen to the tape and discuss their answers. Next, give them two or three descriptions of dishes, before they have a go.

[F]

Activity 2 Vous y êtes?

Student Book p.127

Students can be put in small groups to work out the answers to this activity and then report back. Once the translations have been agreed upon, students can work out what the question or answer would be to each of the given sentences.

[G]

Activity 3 Et vous?

Student Book p.127

This activity can also be worked on in pairs or groups before reporting back.

[H]

Activity 4 Quiz

Student Book p.127

When you have done this quiz with the class as suggested in the Student Book, students could develop their own questionnaire to find similar details about their eating habits. The questions could be worked out with the whole class, i.e. *Où est-ce que vous achetez vos produits alimentaires? (supermarché) Vous dépensez à peu près combien par semaine? Avez-vous un congélateur? Aimez-vous manger les produits surgelés? ...*

Students could carry out the survey in the class, or with a parallel class if possible, and then prepare a mini report of their results in French.

[I]

Culturoscope

Student Book p.126

Students can be asked where the various places mentioned are and whether they know anything about the cuisine of the areas. Périgord is well known for truffles, *foie gras*; Lyon for sausage, *saucisson* (Montélimar, famous for *nougat*, is also close by); Alsace for beer and wine; Bourgogne for high-quality wine (*Côte-d'Or*, *Mâconnais*), snails, *pain d'épice*; Auvergne for cheeses (*cantal*) and *purée de pommes de terre au fromage et à l'ail*.

Un jambon-beurre, s'il vous plaît!

Ordering drinks and snacks

Language

apporter
une boisson
un café crème
un champignon
un cornichon
le croque-monsieur
le jambon
libre
au lieu de
une salade
en salle

service compris
un supplément
à la terrasse
le thon

il n'y a pas de
il n'y a plus de
il n'y a que du/de la/des

[A] (☞)

Dialogue Bonjour, madame

Student Book p.128

Most of the language of this dialogue will be understandable to the students and so the tape could be played to the class before it is studied in the book to give practice in listening and sorting out meaning. *Thon, jambon, cornichon* and *café crème* are new, and should be given beforehand. Give three or four key questions to the class before they listen to the tape: *Quels sont les différents sandwiches? Que prend Virginie? Qu'est-ce qu'elle veut boire? ...* Play the tape several times, asking the students to listen out for the answers, and then go over it clarifying any points.

When you have done this, use the tape for role play by using the first half ad verbatim, as far as *sandwiches au poulet ou au thon*, and then encourage students to order what they want from the list given by the *serveuse*. Students should do this without using the text, so that they need to hear and recall as they would in a café. Firstly, they can stick to the dialogue as on the tape but once familiar with that, encourage some variation as well.

T: Qu'est-ce que vous avez comme sandwiches? Vous avez des sandwiches? Je voudrais un sandwich. Qu'est-ce que vous avez? Je vais prendre un sandwich.

[B]

Infolangue

Student Book p.128

Study the *Infolangue*, drawing attention to the *pas de/plus de/que du*, etc. which will be used in the activity suggested in [C] below.

[C]

Using a menu

* Pronunciation and meaning

Look at the menu on p.129 with the class. Some of the words will be familiar but others need to be looked at from the point of view of meaning, *pression, blonde, brune, pamplemousse, comté (fromage)*, and so on, and others for their French pronunciation, e.g. names such as *Carlsberg, Pelforth* and *décaféiné*. Practise pronunciation by asking the prices of items: *C'est combien la Pelforth brune?* and then encourage

students to ask for prices, first as a whole class exercise, so that you can assist with pronunciation, and then in pairs for more practice. Note also *un quart* a quarter.

* Ordering and understanding

Tell students that some of the items on the menu are not available today. They must discover which items those are. This will give them plenty of practice in ordering food and asking questions about items on the menu. It will also introduce the *Infolangue* phrases *pas de/plus de* when they have to change their order to something else. Include orders for drinks.

S: *Je voudrais/Avez-vous/Je prends/Je vais prendre un sandwich au jambon, s'il vous plaît.*

T: *Je regrette, monsieur/madame, il n'y a plus de sandwiches au jambon.*

S: *Alors, je vais prendre...*

Students could then do the activity in pairs. One student choosing three or four items only which are still available (it's nearly closing time) and the other trying to determine the items.

[D] (☞)

Activity 1

Student Book p.129

After the activity has been completed, recap by summarising the content of the dialogue with prompt questions: *Il n'y avait pas de...? Qu'est-ce qui s'est passé?* The responses to the first dialogue could include: *Ils ont mangé en salle. Il (l'homme) a commandé un sandwich. Elle voulait une omelette au fromage...*

[E]

Activity 2 Vous y êtes?

Student Book p.129

Some of these sentences can be expressed in more ways than one. Students can work in pairs before going over them as a class activity. Students can also work in pairs on Activity 3.

[F]

Activity 4 Allez-y! Cue Card 11.1 p.139

Student Book p.129

This activity can be role played between students using the cue cards provided. The student playing the customer can of course vary the responses quite considerably.

[G]

Culturoscope

Student Book p.128

Study the *Culturoscope* with the class, adding information about eating from your own and the class's experience – for example the *trois formules* in restaurants, which usually include a glass of wine and four elements to the meal, the fact that bread is provided and so on. You could also ask a few questions in French: *Où êtes-vous? Il y a un menu à la carte. Vous mangez à quatre heures de l'après-midi? Vous mangez un plat rapide? Vous prenez un café? Vous mangez un sandwich?*

Pour moi, un menu du jour! Ordering a meal in a restaurant

Language

l'addition

la carte

les chambres d'hôtes

sur commande

un fromage blanc

le menu (du jour)

à la place de

le plateau de fromages

une pomme de terre (au four)

remplacer

je prendrai

on va prendre

pour moi

[A]

The activities in this block relate to different stages of a meal in a restaurant.

[B] (☞)

Activity 1 L'apéritif

Student Book p.130

Define an *apéritif* and ask students to give typical drinks to list on the OHP/board. This will involve pronunciation of such drinks as *un gin-tonic*! Then practise the students in responding to the questions: *Vous désirez/ vous prenez/vous voulez/ je vous sers un apéritif?* Students can respond in a variety of ways: *Je prends... Je prendrai...* (point out that this is the future tense; there is no need at this point to give the whole form) *Je voudrais... Oui. Je veux bien. Je... Un..., s'il vous plaît. Oui, pour moi...*

Use the tape extract to reinforce this. You may have to

teach: *Je ne bois pas d'alcool.*

[C] (☞)

Activity 2 *Le menu*

Activity 3 *Le fromage*

Student Book p.130

Before the students look at the statements 1–6 in their book, ask them to look at the menu, while covering up Activity 2. Then play the tape and ask them to give the meaning as far as they can, using the menu of course to help them. Establish the names of the diners and ask students to note down who orders what. Play back the tape and then do Activity 3 as a group activity. You may like to see how many French cheeses the members of the class can name together.

[D]

Photocopy Master 11.2 p.140

Cut up the words from Photocopy Master 11.2 and place on the OHP, or photocopy and give to small groups of students. Further words can be added to the list from your students' vocabulary. Students can then arrange the words under suitable headings such as, *hors-d'œuvres, viandes, poissons ...*

S: Je pense que le jambon cru est un hors-d'œuvre.

Students can then use the class worksheet to give practice in ordering something and in ordering one dish in the place of another. You will need to role play the waiter/waitress. This activity will involve students in using the phrases from the dialogue: *Je prendrai... Je peux avoir... à la place de...?* Students should order the meal as though from the menu, inventing as they wish, and change one dish: *(Est-ce que) je peux prendre/lavoir l'escalope de veau à la place de la dinde? ...une quiche aux poivrons à la place de la charcuterie?*

[E] (☞)

Activity 4 *Le dessert*

Student Book p.130

When you have completed this activity you can use the tape as a model for role play with three students ordering desserts from you.

[F]

Activity 5 *Allez-y!*

Student Book p.131

Students can work on this activity in small groups before reporting back and role playing in pairs to the rest of the class. Encourage them to use this as a framework and to include additional phrases if they wish. Any new phrases should be checked with you first.

[G] (☞)

Activity 6

Student Book p.131

This activity can also be done by students in pairs.

S'il vous plaît!

Asking for advice and explanations, Making a complaint

Language

*bien cuit
dedans
demander
encore du...
une erreur
à point
recommander
saignant*

[A]

Activity 1 *Explanations, recommendations*

Student Book p.132

Go through this activity noting the language which is new and repeating the phrases so that the students can remember them. When you have done this, introduce additional language of things that you may ask for in a restaurant: *du sel, du vinaigre, de la sauce, du poivre, un verre, une fourchette, un couteau, une cuiller/cuillère.*

When these are known, you can put them on the board/OHP in the form of symbols if you wish, or just expect students to rely on their memory in the activity suggested in [B].

[B] (☞)

Photocopy Master 11.3 p.141

This menu will require some clarification to students. This could be in the form of English translations: *la cassolette* is a small dish, *l'éventail de lieu* is an arrangement of hake, *le colin* is also hake, *la bavette* is the undercut of sirloin, *le faux-filet* is sirloin, *l'andouillette* is chitterlings, *Ile Flottante* is custard with floating meringue and caramel. Alternatively, you could write a list of mini-descriptions in French: *Qu'est-ce que c'est la bavette? C'est un steak. La cassolette – c'est un petit plat.* Students are given the mini-descriptions and a cut-up version of the menu and they must match the appropriate items. They can use dictionaries or the Glossary for support and

discuss the matter in pairs: *Je pense que... La bavette c'est bon...* A class session can then be held to clarify the meanings. Tell the class that most menus contain the chef's specialities, so it is important to be able to clarify meanings on a menu.

Give students a copy of the menu on Photocopy Master 11.3 or put it on the OHP. Students will now be able to order items, ask for additional things, ask for explanations about the menu or make a complaint: *Vous pouvez m'apporter une cuiller/du sel, s'il vous plaît? Mon poulet est froid. Le colin, qu'est-ce que c'est?*

[B]

Activity 2 *Allez-y!*

Student Book p.133

This activity can be followed by a series of role plays in which students order meals, ask for explanations, request additional things and make complaints. The menus provided in the Student Book and on the Photocopy Master 11.3 can be used for this if further practice is appropriate.

[C]

Points de repère

Student Book p.133

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 12 FORME ET SANTÉ

J'ai mal à la tête

Saying what's wrong with you

Language

installez-vous

le bras

un bouton

la dent

le dos

ça vous gêne?

la gorge

la jambe

la main

malade

le menton

le nez

l'oreille

le pied

la tête

tout de suite

le ventre

j'ai mal au, à la, aux...

ça fait mal

ça me fait mal

j'ai froid/chaud/mal au coeur/de la fièvre

je me sens mal/je ne me sens pas bien

je voudrais prendre rendez-vous avec le docteur

Est-ce que je peux voir...?

[A]

Introducing the topic: parts of the body

Photocopy Master 12.1 p. 142

Use the Photocopy Master to teach those parts of the body which will be needed in this unit. Identification will involve the question: *Qu'est-ce que c'est?* and the answer *c'est le/la...* and *ce sont les...* As students begin to master this vocabulary, add in, simply for them to hear: *Oui, et moi, j'ai mal au/à la/aux...* with groans, grimaces and mimes to match. You can then ask students to say *j'ai mal...* as you indicate various parts of the body on the OHP.

[B] (C)

Dialogue *Bonjour, entrez*

Student Book p.136

Introduce the tape (without the transcription) and on first hearing, ask students simply to indicate (by mime

or in words) the parts of the body mentioned. The rest of the content can be built up by noting it under the following headings.

Problèmes

Symptômes

Durée

Prescription

Point out to students that *prescription* means doctor's orders and not what it looks like. Use *ordres* if you prefer. You will need to help students with *surinfecté*.

[C] (C)

Activity 1

Student Book p.137

Have the students indicate on a picture of the human body or on themselves where each complaint is located. You can practise this simply by referring to the letter given in the Student Book.

T: f?

S: *J'ai mal à la gorge...*

[D] (C)

Activity 2

Student Book p.137

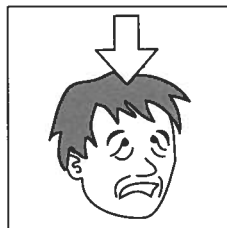
Do the exercise as given. Students' notes, when checked for accuracy, can now be used to practise making appointments. One student, or you, plays the receptionist, and the class supplies language for each of the patients in turn. This will draw attention to useful questions such as: *C'est à quel nom? Ça vous va? Vous avez une préférence?*

[E] (C)

Activity 3 Vous y êtes?

Student Book p.137

This activity can be prepared and/or extended by use of sketches to prompt. *J'ai mal à la tête...*



Adding a question mark prompts: *Vous avez mal à la tête?* and reference to a third party (*Et votre femme, Eric?*) can cue third person sentences (*Elle a mal à la tête*).

[F] (C)

Activity 4 Allez-y! Choice Framework 12.2 p.143

Student Book p.137

This activity is self-correcting. In preparation for it, you may wish to use Choice Framework 12.2.

Quelque chose pour la toux Obtaining medicines and medical advice

Language

arrêter de
avoir une bronchite
avoir la grippe
avoir une laryngite
avoir un rhume
une boîte
un comprimé
une cuiller à soupe
fumer
un médicament
une pastille
la posologie
un sirop
un suppositoire
tousser
la toux

restez, ne buvez pas, prenez, vous prendrez, il faut prendre, prendre (as instruction)

[A] (C)

Dialogue Bonjour, madame

Student Book p.138

Play the recording a number of times, with books closed. Ask questions to establish comprehension: *Quel est le problème de Françoise? Qu'est-ce que la pharmacienne propose? Qu'est-ce que Françoise achète pour la toux? Elle achète autre chose? Elle paie combien?* Students may need help with *C'est tout ce qu'il vous fallait?* and *une tisane*.

[B] (C)

Activity 1

Student Book p.138

Play the tape and have students do the activity as set. Check answers. With books closed, tell the students what is wrong with you, using the symptoms given in the dialogues; their task is to recall the advice without the text to help them. This can then extend to other problems and advice, as in Choice Framework 12.2.

[C]

Activity 2

Student Book p.139

The activity could well be set for homework, but make sure that you read the text, or at least the answers, aloud, to let students hear a correct pronunciation of them.

[D]

Activity 3 Vous y êtes?

Student Book p.139

These sentences are a straightforward re-cap, but students may have problems with, 'I'd like tablets' which implies preference and not simply a wish and with number 8, which calls for *un mal de ventre* rather than *avoir mal au ventre*.

[E]

Interpreting

Students can carry out an interpreting activity if one of them pretends to be ill and the other translates the complaint to the French-speaking pharmacist. The activity is made more realistic and fun if the interpreter does not know in advance what the others are going to say. Conversations could be set up along the lines of the example given below.

S1: *Would you tell her I've got a sore throat?*

S2: *Mon amie a mal à la gorge.*

S3: *(Elle a mal à la gorge?) depuis quand?*

S2: *How long have you had it?*

S1: *Three days.*

S2: *Depuis trois jours.*

S3: *C'est grave?*

S2: *Is it bad?*

S1: *Well, yes it is.*

S2: *Oui, c'est grave.*

S3: *Alors, voilà des pastilles. Il faut prendre une pastille toutes les deux heures.*

S2: *She wants you to have some pastilles. Take one every two hours.*

S1: *OK.*

S3: *Et puis... peut-être aller chez le médecin.*

S2: *She says maybe go to the doctor.*

S1: *OK.*

S2: *C'est bon. C'est combien?*

S3: *Deux euros, s'il vous plaît.*

S2: *Two euros.*

[F]

At the chemist Cue Cards 12.3 p.143

These cue cards provide the stimulus for further transactions at the chemist, but without the interpreting as in [E] above.

Ça va mieux

Saying how you look after yourself

Language

*attentif/ve à
en baisse/hausse
les conseils
une couche sociale
éviter
les gens
gras(se)
la moyenne
la nourriture
plus ou moins
la santé
il me semble
suivre
surveiller
à tous les niveaux
de toute façon*

*je me sens (beaucoup) mieux
ça va mieux*

*davantage/plus informés
plus de fruits
moins d'alcool
de plus en plus
de plus en plus de...
Quelles sont les maladies les plus courantes?*

[A] (☞)

Dialogue Est-ce que les gens...

Student Book p.140

The dialogue is best used simply for comprehension. After eliciting the two or three main pieces of information, you might like to set students a task along the lines of Activity 1, requiring them to find French equivalents in the dialogue for items such as social classes (strata), new illnesses and being careful about what they eat.

[B] (☞)

Activity 1

Student Book p.140

Play the tape and have students do the task as set. You might like to give them the French for the statement which they identify as not being in the dialogue: *Les Français font toujours plus ou moins ce qu'on leur dit (de faire).*

[C] (☞)

Activity 2

Student Book p.140

Play the tape and ask students to note who would have said what. Ensure that they are not expecting to hear the written statements word for word.

[D]

Activity 3 Vous y êtes?

Student Book p.141

Do the exercise as set. You can then extend it by having students list all the factors they can which would seem to make for good health, and those which don't. Students could do this for homework, using dictionaries to add one or two to those given in their book.

[E]

Activity 4

Student Book p.141

When students have done the activity, ask them to close their books and see how much of it they can remember. You might want to give them just a few notes or symbols to jog their memories.

[F]

Activity 5

Student Book p.141

The reading exercise could be set for homework. Students might then be asked to talk about the situation in the UK. Since they won't have comparable statistics to hand, they will need to preface their observations with: *J'ai l'impression que... Je pense que...*

Articles from the British press which you come across would be worth keeping, copying and using to prompt oral and written work involving comparisons with France. Students could also use the data to:

- * prepare short presentations of their own families
- * prepare and then use brief questionnaires in class
- * ask a partner about his/her diet and then report the information back to the class.

[G]

Activity 6 Et vous?

Student Book p.141

This activity can be done in pairs and threes. Reporting back in the third person ensures that students listen to each other, in order to make notes, and gives the whole class another chance to hear the target language items.

Que faire?

Understanding printed instructions

Language

indications
mode d'emploi
mise en garde
au-delà de
au-dessus
le début
une dose-globule
un état grippal
éventuellement
de façon précoce
laisser
un nourrisson
les sportifs
le traitement
l'usage

[A]

Activity 1

Student Book p.142

Do the activity as set. Students could attempt some or all of the activities in this section for homework. Once the answers have been found and corrected as necessary, you might ask the same questions in French, for oral response. There is scope for using *il faut...* in both questions and answers.

[B]

Activity 2

Student Book p.143

The same techniques can be used as in [A] with this text.

[C]

Points de repère

Student Book p.143

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 13 AU TRAVAIL

Le plus beau métier

Explaining what your job is, Making comparisons

Language

actuellement
un chef
les chômeurs
la conception
la direction
à domicile
l'enseignement
une entreprise
la fabrication
la gestion
un métier
je m'organise
un produit
la publicité
responsable de
la restauration
la scène
le secrétariat
la vente

je fais du secrétariat à domicile
je suis/je travaille dans la publicité
je m'occupe de communications professionnelles
plus intéressant que
moins intéressant que
aussi difficile que
le plus beau
le moins cher
le meilleur/le pire
à votre avis/ton avis
je pense que...
je crois que...
pour moi...
à mon avis...

[A]

Preparation

Revise the objectives of Unit 3 on jobs, routines and likes and dislikes. Prompt the relevant question forms with headings: *Travail, distance, commence, finit, opinion*. Student volunteers can put the questions, and others can give answers which reflect the truth or which assume another (French, maybe) identity.

[B] (☞)

Dialogue Est-ce que tu travailles?

Student Book p.150

Play the taped interviews one at a time. With the first one, elicit from the class that the speakers are on familiar terms and use *tu/toi* forms. With each interview, have students fit the essential information under the relevant headings from [A] above and add *métier*.

The first interview contains the useful adverbs *donc, en fait* and *voilà*, in the sense of 'that's right'. Students should note these. You can help by using them whenever possible in classroom talk.

In the fourth interview, the interviewee uses the comparative. Repeat that part of the interview. On OHP/board, quickly sketch a short person and a tall person. Explain the meaning of *plus/moins*. Then move on to discuss jobs which are more or less interesting such as: *chauffeur de taxi* v. *conducteur de métro*.

Allow students to listen to each interview two or three times if necessary. They can then give you a brief summary of each one.

[C]

Activity 1

Student Book p.151

Read the *Culturoscope* aloud for the students and have them read out the sentences after they have had time to prepare them.

[D] (☞)

Activity 2

Student Book p.151

Play the tape and have students add names or initials to the chart given. Then use the completed chart for students to feed back the information gleaned: *Monsieur Parc est directeur de fabrication. Madame Loy est chef du personnel...* They can then check they have got the answers right: *Le Directeur Général, c'est bien X?* Students will need to know actual job titles to do this.

[E] (☞)

Activity 3

Student Book p.151

Before students listen to the tape, define some of the

key phrases for them to help them with meanings: *population active, chômeurs...* Then play the tape and have students complete the sentences before they feed back their answers.

[F]

Activity 4 Vous y êtes?

Student Book p.151

This could be set for homework and could easily be extended by asking students to make up another five sentences which re-use language from the unit without simply repeating items from it.

[G]

Activity 5 Et vous?

Student Book p.151

This activity can be set up as group or pairwork. Demonstrate a model with the class first and then students use the questions in pairs or groups. Set a time limit for the activity. Make sure that all students are asking and answering questions. Feedback can be formal or informal, oral or written.

Qu'est-ce que tu vas faire? Talking about future possibilities

Language

agricole
un apprentissage
l'avenir
un BTS
une carrière
un diplôme
durer
un emploi
les études
une exploitation
une formation
s'installer
une langue
un(e) photographe
performant(e)
un pilote d'essai
poursuivre des études
soit... ou bien...
un stage
à temps plein/à mi-temps
un voyageur

Tu vas faire quel métier?
tu auras, j'aurai, je prendrai, je travaillerai
je voudrais, j'aimerais bien, j'ai l'intention de

[A]

Future tense

Student Book p.152

Go through the future tense endings given in the *Infolangue*.

[B]

Preparation

Introduce the new professions and trades to the stock of flashcards built up in previous work (*photographe, pilote d'essai, professeur d'anglais, fermier/exploitant*) and revise known vocabulary as you add the new ones in. Explain that the focus here is on future plans. Go over the technical vocabulary, such as *BTS*, before playing the tape.

[C] (C)

Dialogue Tes études vont durer combien de temps ici?

Student Book p.152

Focus students' listening during this recording by writing a selection of true/false statements on the board/OHP. Students then have to decide which are true and which are false. They should also correct the false statements. You could then use prompts like these to help students note and feed back the main points: *L'ambition de Christophe, c'est de devenir...; Peggy veut devenir...; Les trois idées d'Amélie sont...*

[D] (C)

Activity 1

Student Book p.153

In pairs, get students to read through the job adverts before playing the tape.

Students may need help with tenses, sorting out when interviewees are talking about the present, past experience and future intentions. As they hear the interviews for the second time, list the verbs under: *passé, présent, futur*. This is quite an advanced activity and may not be appropriate for all groups.

Their answers to the activity could then be discussed in class: *Quel métier recommandez-vous pour X?*

[E] (C)

Activity 3 Allez y!

Student Book p.153

This activity can be extended by having students put questions to other members of the class, who make up answers from the language they have been learning.

[F]

Activity 4 Et vous?

Student Book p.153

It would help students to have some practice in the future tense before they do this activity. Write some notes on the board/OHP to serve as prompts:

<i>Maintenant,</i>	<i>je travaille</i>	<i>Dans 10 ans...</i>
	<i>j'ai 55 ans</i>	
	<i>j'habite une grande maison</i>	

Then explain your situation in ten years' time: *Je serai à la retraite. J'aurai 65 ans. J'habiterai à la campagne...* Students could then make up some more prompts for *maintenant* and the class has to put them into the future. This activity could cover a wide range of situations, such as a poor student now and in ten years a managing director. This fun activity will lead them nicely into the activity in their book.

Vive la retraite!

Saying what you used to do, Describing your daily routine

Language

s'ennuyer
se lever
longtemps
s'occuper
un percepteur
se préparer
se promener
se reposer
un restaurateur-hôtelier
se réveiller
le temps
il va y avoir X ans
un voyage

j'étais percepteur
je travaillais dans un bureau
Depuis quand est-ce que...?
je suis à la retraite depuis 1988/trois ans
je travaille ici
je m'occupe, je me repose, je me lève
tu te reposes, t'organises
il/elle se promène, s'ennuie
nous nous reposons, vous vous ennuyez
ils/elles se lèvent, s'organisent

[A]

Preparation

Photocopy Master 13.1 p. 144

Use the pictures from the photocopy master to practise talking about students' daily routine with reflexive verbs. Start with the *je* form and then move on to *il/elle*. Once students are familiar with the vocabulary, add times and hold a discussion about the routine of a day in the life of a student. Students can then imagine they are retired and discuss how their routine has changed: *Maintenant, je me lève à dix heures...*

[B] (Ⓜ)

Dialogue M. Soleillant, depuis quand êtes vous en retraite?

Student Book p.154

Play the tape. As students feed back the information, they will have practice in third person reflexives: *Il s'occupe des animaux, il s'occupe des jardins... il se lève assez tard.*

[C] (Ⓜ)

Activity 1

Student Book p.155

Ask students to predict the phrases given, then play the tape. On a second hearing, it would be useful to gather together the questions put by Françoise. This is a useful activity in which to highlight spellings. Students will need to refer to the transcript in the Student Book.

[D] (Ⓜ)

Activity 2

Student Book p.155

Play the tape, inviting students to take the part of the mother. Ask questions to help them do this: *Ça se passe comment en général, le matin, chez vous?* The activity can be completed quickly in class or at home afterwards.

[E]

Activity 4 Allez-y!

Student Book p.155

After doing the exercise as set, students could work in pairs to create alternative versions. These can also be used in class with students listening, taking notes and then recapping back to the student using the *vous* form.

[F] (☞)

Activity 5 Et vous? Cue Cards 13.2 p. 144

Student Book p.155

Each of these tasks can be done in pairs, where the interviewer's task is to note down what is said (to feed back in the third person if called on) and to prompt with questions when the speaker needs it.

One of the tasks which has not been covered in class could be set as written homework.

This activity can be extended by using the cue cards provided.

Je peux laisser un message? Phoning for business

Language

Je voudrais parler à (nom), s'il vous plaît

Je pourrais parler à (nom)?

Vous pourriez me passer (nom)?

Ici (nom)

M/Mme (nom), à l'appareil

Je rappellerai plus tard

Il/Elle pourrait me rappeler?

Je peux laisser un message?

C'est moi

Je vous le/la passe

Ne quittez pas

C'est de la part de qui?

Ça ne répond pas

Son poste est occupé

Vous patientez?

Je peux avoir vos coordonnées?

Vous pouvez répéter/épeler, s'il vous plaît?

Vous êtes libre lundi matin?

Non, je suis en réunion

Non, je suis pris(e) toute la journée

Je peux me libérer de 8 h à 10 h/entre 8 h et 10 h

lundi prochain/la semaine prochaine

au mois de juin

[A]

Preparation

On OHP/board write up some of the key phrases/vocab in French. In a second column, write up the English equivalents, but not in the same order.

Explain the lesson objectives to the class and ask them to match up the lists in pairs. Give them five to ten

minutes for this. As you go over their answers, practise pronouncing the French with them. Remind them that good, clear pronunciation is very important on the phone as there are no visual clues to support the listener.

[B] (☞)

Activity 1

Student Book p.156

Ask the students if they can recall the language from [A] above. Play the tape again if necessary. The short dialogues can then be used as models for students to imitate and recall.

[C]

Activity 2 Vous y êtes?

Student Book p.156

This can be easily and usefully extended in preparation for the activities which follow. Make sure that each of the five examples is heard and recalled more than once. This is an excellent topic for improvised role play and students could sit back to back to do this. One student is the secretary and the other is the caller. Allow both to improvise using any or all of the language so far covered.

[D]

Activity 4

Student Book p.156

Do the activity as set and then go over the correct solutions: *Elle peut voir Estelle mardi après-midi...*

[E]

Activities 5 and 6 Vous y êtes?

Student Book p.157

Do these as set. In Activity 5 students can read the messages aloud, as well as matching them to the callers.

[F]

Cue Cards 13.3 p.145

When students have done the tasks in this section, they are ready to move on to more open-ended work, using the cue cards provided. Model a dialogue with a student first and ensure that students are aware of the questions they need to ask. A conversation could run along these lines:

A: Allô, bonjour. Ici A.

B: Ah, bonjour. Ça va?

A: Merci. Et vous?

B: Oui, oui. Vous êtes libre lundi?

A: Non, je suis pris(e). J'ai réunion.

B: Et à midi?

A: Non, j'ai rendez-vous.

B: *Et mardi? Vous êtes libre?*

A: *Je regrette, non. Je suis à Strasbourg toute la journée. Mais mercredi, je suis libre. Je suis au bureau entre 9 h et 10 h. J'ai réunion à 10 h.*

B: *Bien! Moi, je suis au bureau de 9 h à 11 h. Rendez-vous mercredi alors? Neuf heures à mon bureau?*

A: *D'accord. A mercredi alors. Au revoir.*

B: *Au revoir.*

[G]

Points de repère

Student Book p.157

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 14 PLAIRE ET SÉDUIRE

Vous me faites un paquet-cadeau?

Buying presents

Language

apporter
en boîte
un cadeau
chercher
vous connaissez (bien)
coûter
ça dépend
une fleur
le goût
être invité(e)
un paquet-cadeau
soldé(e)
un tableau
en vitrine
vous-mêmes/nous-mêmes

je cherche quelque chose pour une jeune fille
c'est pour faire un cadeau
Qu'est-ce que vous me conseillez?
Je peux regarder?
celui-ci, celui-là, celle-ci, celle-là, ceux-ci, ceux-là,
celles-ci, celles-là

[A] (🔊)

Dialogue Bonjour madame Worksheet 14.1 p.146

Student Book p.160

To prepare for this recording, revise numbers and prices in the ways which have been most successful for you in past units. Give students a copy of the worksheet to read through before they hear the tape. Allow them to ask (in French) for clarification of any new vocabulary. Play the tape once or twice and check their responses. Then go back over the tape, asking students to pick out key questions and answers: *Je voudrais acheter un cadeau... Qu'est-ce que vous me conseillez? Ils font quel prix?*

[B] (🔊)

Activity 1

Student Book p.160

In addition to the prediction/checking exercise, students can be asked on a second hearing to put the utterances in the right order as they listen to the dialogue again. Focus on the new pronouns and ask students what *celui-ci* might mean. Then use real objects – or empty packets – to teach the language *celui-ci, celui-là...* Offer a choice to students:

T: *Qu'est-ce que vous prenez?*

S: *Des chocolats, s'il vous plaît.*

T: *Ceux-ci ou ceux-là?*

S: *Ceux-là, s'il vous plaît.*

Ask students to suggest a pattern first, then clarify on board/OHP before going on to Activity 3.

[C] (🔊)

Activity 2

Student Book p.161

Ensure that students understand the information in *Culturoscope*. Do the activity. Students might need explanation that *un alcool* is strong liquor and not simply an alcoholic drink.

[D]

Transactions

Practice in transactions can be given by presenting a number of regional specialities for students to buy. This can be given a slight lift if you take in empty packets and explain what was once in them, or a huge lift if you take in full ones! Some examples are given below:

* In a *pâtisserie/confiserie* – *sucré de pomme* (barley sugar) from Normandy; *truffes* (chocolates) from the Alps.

* In a general store – *confit de canard* from the Charente or the Périgueux; *foie gras* from the same regions or Alsace.

You will need to provide prices and it is best to err on the expensive side in the interests of realism!

Je fais du 38

Buying clothes

Language

à la mode
essayer
peut-être
les chaussures
une chemise
un imperméable
une jupe
un maillot de bain
un manteau
un pantalon
un pull/pull-over
une veste
en coton
en cuir
en laine
en soie
blanc(he)
bleu marine
gris(e)
jaune
marron
noir(e)
rose
rouge
vert(e)
clair(e)
foncé(e)
rayé(e)
uni(e)

Vous faites quelle taille?
Vous faites quelle pointure?
je fais du 38/42/46
ça ne (me) va pas
c'est trop grand/petit, long/court
je le prends, je la prends, je les prends
Je peux l'essayer?
Vous l'avez en rouge?

[A] (☺)

Dialogue Bonjour, madame

Student Book p.162
Teach the vocabulary for clothes and colours using items the class is wearing. Introduce phrases such as: *Ça vous va bien. Le gris, ça ne me va pas. Je préfère le bleu.* Play the first extract of the tape and ask students about what Françoise is buying.

[B] (☺)

Activity 1

Student Book p.163

Play the tape once or twice and invite students to find the information. Use French headings on the board for support:

Vêtement	Couleur	Taille	Prix
----------	---------	--------	------

[C] (☺)

Activity 2

Student Book p.163

Students read aloud the sentences they are to judge. Play the tape three or four times to do the activities set.

[D]

Activity 3 Vous y êtes?

Student Book p.163

Students may well have problems with pronouns: *c'est, il est, ça me va...* English learners tend to use *ce* when *il/elle* is necessary: *J'aime son manteau: il est bleu.* Using some pictures or the OHP, give a few examples and allow students to spot the pattern. Revise adjective agreements too. Students can now tackle the activity.

[E]

Cue Cards 14.2 p. 146

Students can do a role play activity using the cue cards to simulate buying clothes in a shop.

[F]

Activity 4 Et vous?

Student Book p.163

This could be set as a homework activity. It can also be used in class as a basis for pairwork, with one student putting the questions and her/his partner giving the answers prepared at home. The level of difficulty can be raised if questioners work from notes rather than the book: *Manteau – tous les combien? Maillot – tous les combien?*

Un grand brun aux yeux bleus

Describing people

Language

les cheveux bruns/marron
les cheveux grisonnants

les cheveux roux
connaître
court(e)
drôle
frisé(e)
grand(e)
gros(se)
mince
porter
porter des lunettes
raide
sympathique

il est grand/petit/mince/gros
elle est grande/petite/mince/grosse
il/elle fait 1,65m/1,80m
il/elle porte des lunettes
il/elle a les/des yeux marron/bleus/verts/noirs
les/des cheveux bruns/blonds/roux/gris
courts/longs/frisés/raides
il est sympa/drôle/calme/actif/intelligent/patient
elle est sympa/drôle/calme/active/intelligente/patiente

[A]

Preparation

Collect pictures from magazines, or make sketches, which show those physical characteristics given in the *Mot à mot*. If they include well-known figures such as politicians, singers or athletes, so much the better. Describe the figures, so that students can hear the target items, and understand them without reference to the vocabulary list. This can be done as a quiz with the class guessing the one you are describing.

[B] (🔊)

Activity 1

Student Book p.164

Play the tape. Do the first part of the exercise using headings in French. The class should make notes in French. Afterwards, they feed back the details, again in French, with you prompting by asking appropriate questions. Before you finish this activity, write up the question forms. This will prepare students for *Allez-y!* and the remaining activities.

[C] (🔊)

Activity 2

Student Book p.164

Once students have completed the activity, they can describe the portrait themselves.

[D]

Activity 3 *Vous y êtes?*

Student Book p.165

This activity could be set for homework as it is quite

straightforward.

[E]

Activity 5 *Et vous?*

Student Book p.165

This can be prepared or enlarged on in this way:

- * Give verbal portraits of people in the class or of well-known personalities; students identify each.
- * Give verbal portraits – students draw.
- * Students prepare verbal portraits, read (or say) them aloud; others identify or draw.
- * For the self-portrait, they could be given a phone context, arranging to meet someone for the first time. If this is acted out in class, ensure that participants are not face to face. They can describe themselves any way they like or they could describe another person.

Merci mille fois

Saying thank you

Language

merci pour l'excellent repas
une merveilleuse soirée
les fleurs magnifiques
votre carte
merci de nous avoir invités
de m'avoir invité(e)
d'avoir organisé cette journée
merci beaucoup/bien/mille fois!
mille fois merci!

[A]

Preparation

Student Book p.166

Read the text about invitations with the students. Make sure that they do not misread *mondaine* as mundane as it is now used in English!

[B]

Activities 1–3

Cue Cards 14.3. p.147

Student Book p.166

Do the activities as set. As a follow-up, you can use the cue cards to give further pair practice.

[C]

Activity 4

Student Book p.166

This could well be set as a homework, or done in

pairs. Encourage students to keep it simple. You might like to write up an incomplete card on the OHP/board, asking students to fill in the gaps.

J'ai été ravi(e) de connaître vos deux enfants; nous avons été très heureux de faire la connaissance de votre ami X et de son épouse...

[D] (☞)

Points de repère

Student Book p.167

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 15 PAR TOUS LES TEMPS

Quel temps fait-il?

Talking about the weather, Understanding weather forecasts

Language

il fait...
beau
chaud
froid
gris
mauvais
il y a...
du brouillard
des nuages
de l'orage
du soleil
du vent
il neige
il pleut

l'automne (m)
l'été (m)
l'hiver (m)
le printemps
une brise
un climat dur
une éclaircie
l'ensemble
fondu(e)
un hiver doux
humide
il manque de vent
la météo
en milieu de journée
un parapluie
la pluie
par rapport à
le temps
un temps lourd

[A]

Introducing the topic

Explain that the topic is about weather and begin teaching the basic vocabulary with the aid of sketches for *il pleut, il fait/il y a du soleil, il y a fait du vent, il neige, il fait beau/mauvais/froid...* Give plenty of initial repetition using flashcards if possible. Refer to the weather *ce soir* and if you feel that the class can manage it use, *hier il faisait...*

One way of obtaining variety is to attach a type of weather to a town and then ask what the weather is like there. This gives you a range of weather: à *Moscou, il fait froid et il neige; à Cannes, il fait beau.*

[B]

The seasons

Introduce these and use them in the same way as you have used the weather and various towns: *Quel temps fait-il au Canada, en hiver? ...dans le Midi en été? Quand neige-t-il dans les Alpes?* Students can work in pairs or small groups and ask each other what the weather is like anywhere in the world, specifying also the season. Others can reply, inventing suitable conditions.

[C] (C)

Dialogue Comment trouvez-vous le climat de Montbrison?

Student Book p.170

Before listening to these dialogues, which include a range of new language, go over the *Infolangue* and *Mot à mot*. Use the tape recordings as a starting point for talking about the climate of the place where you live and of places that students have visited or lived in. This will involve using words such as *d'habitude, souvent, rarement* which you can feed in as needed.

[D]

Weather map Cue cards 15.1 p.148

Student Book p.171

Study this section which is suitable for reworking language. Questions can be asked such as, *décrivez le climat atlantique*, as this will require students to reformulate the given language: *en hiver le climat est doux./Le climat d'hiver est doux./Il fait doux en hiver.* The cue cards encourage further use of weather vocabulary and seasons.

[E] (C)

Activity 1

Student Book p.171

Students will need to listen to the tape a number of times in order to make adequate notes. Encourage them to report back after doing the first part of the activity and perhaps listening to the tape again section by section. The answers to the second part of the activity can be worked on in pairs. Students can report back their answers orally.

[F] (C)

Activity 2

Student Book p.171

The weather forecast uses the future tense. Play the forecast a number of times to enable students to grasp it fully.

The weather maps can also be used for the present tense description of weather after you have done the activity as set out. Questions can be put by students in pairs to each other about the weather in the various parts of the country.

faire du ski (alpin)
s'intéresser à
même quand/si
la natation
une randonnée pédestre
ressortir
un résultat
un spectateur
une spectatrice
sportif, sportive
ça tourne bien
tous les combien?

imperfect tense

[A] (C)

Dialogue *Est-ce que tu pratiques un sport?*

Student Book p.172

Play the first dialogue to the class two or three times and then ask students to tell you about Fabrice's interests. Clarify meanings fully only after students have first told you as much as they can. There will be some words that are new and RAC may be missed by students also.

Before playing the second part of the tape, ask students to pay attention to the verbs and ask them what they notice. Discuss this and explain that it is the past tense. Then, after playing it two or three times, ask questions, stopping the tape as you go through. For example, after line two you can ask: *Elle pratiquait le football?* and then *Elle le pratiquait tous les combien?*

You can either start discussing the use of the imperfect tense now or when suggested below in [C].

[B]

Revise and introduce new sports

Go over the different types of sports that the class knows and give the French for any others that they suggest, making a list on the OHP/board. You might like to use Choice Framework 10.1 on p.137 for this revision. When you have revised the language of sports and similar activities, students can carry out a class survey asking each other about what they do in their spare time. You will need to include non-sporting activities to reflect the interests of the whole class. Also revise who does various sports and how often. This will prepare the class for the next activities.

[G]

Worksheet 15.2 p.149

Use this worksheet to enable students to describe the weather. Students work in pairs. Student A puts weather symbols on his/her map and then tells student B what the weather is like in various parts of the country. The partner who is listening puts weather symbols on his/her map and when the activity is complete the students compare maps. Six maps are given on the worksheet. You may like to run through one first so that the language of north, south, etc. is practised.

[H]

Activity 3 *Vous y êtes?*

Activity 4 *Et vous?*

Student Book p.171

These are suitable for doing in pairs and then reporting back.

Je joue dans un club

Talking about sports, Saying what you used to do

Language

avoir envie de
bronzer
casanier/casanière
le cyclisme
une équipe
essayer de

[C]

The imperfect tense

Choice Framework 15.3 p.150

Go over the form of the tense and give examples of its use which contrast the present with the past, then discuss the meaning of the tense by asking the students to tell you what they can infer from the examples you give.

T: *J'habitais à X entre 19— et 19—, mais maintenant j'habite à Y.*

Quand j'avais dix-neuf ans, je jouais beaucoup au tennis/j'étais membre d'un club de tennis, maintenant je ne joue plus (pas)/je ne suis pas/plus membre d'un club.

Quand j'étais jeune, j'allais à l'école, maintenant je n'y vais plus.

Quand j'étais plus jeune, je jouais de la guitare; maintenant je joue du piano/préfère jouer du piano.

Il y a cinq ans, j'avais un chien; maintenant je n'en ai pas (plus)/j'ai un chat.

L'année dernière, j'allais souvent à la piscine, mais cette année je préfère faire du vélo.

Encourage the students to make up similar examples, keeping them to the first person singular for the moment. Using the Choice Framework 15.3, practise students in making up statements beginning: *Il y a... ans/Quand j'étais (plus) jeune,... L'année dernière...* They can also use *on* and make statements as below:

S: *Quand j'étais plus jeune, je jouais au tennis dans une équipe. Je jouais deux fois par semaine au club de tennis. Maintenant, je joue rarement – une fois par mois.*

Il y a dix ans je jouais du football avec des amis. On jouait tous les samedis au club municipal. Maintenant je joue au golf.

Quand j'étais plus jeune, je faisais du ski. J'allais en Suisse en hiver. Maintenant je ne le pratique plus, je joue aux cartes.

L'été dernier, j'allais à la pêche au lac Pochin, maintenant j'y vais plus. Il fait mauvais.

When the class has had sufficient practice with your help, students can talk to each other in pairs, inventing the sports and activities they used to do. Suitable questions are: *Est-ce que tu pratiques/vous pratiquez un sport maintenant?...joues/jouez d'un instrument maintenant?... as/avez un passe-temps préféré maintenant?*

[D]

Activity 1 Culturoscope

Student Book p.172

Do this activity and then discuss with the class what sport means to them. Students would need to use such phrases as: *J'aime faire... parce que je.../c'est bon*

pour/on peut/j'aime plus infinitive and *pour moi, c'est...* These could be put on the OHP/board to assist them.

[E] (C)

Activities 2 and 3

Student Book p.173

Study the questions given in Activity 2 and then play the tape more than once to the class. Ask them to give as much information to you as they can. Then go on to Activity 3.

[F]

Activity 4 Vous y êtes?

Student Book p.173

This can be done by students in pairs.

Sports d'hiver

Choosing a resort from brochures,
Discussing facilities

Language

un bowling
un canon à neige
couvert(e), découvert(e)
la détente
l'enneigement
l'entretien
une patinoire
une piste
en plein air
on pourra
tu as raison
une télécabine

si je ne suis pas fatigué, j'irai faire du ski
s'il pleut, on ira...
s'il n'y a pas de neige, on pourra...
si c'est trop cher, je n'y vais pas

[A]

Reading the brochures

Student Book p.174

Students can study the resort brochures in pairs. To do this they may need dictionaries. Ask the students to go through the first brochure and make brief notes so that they can talk about the resort. When they have made notes ask them to close their books and then reconstruct as much information as possible together about Les Menuires on the OHP/board. To do this students will need to re-order and find their own ways of conveying information. Follow this by making a

portrait of Méribel in the same way.

[B]

Infolangue

Choice Framework 15.4 p.151

Student Book p.174

Study the *Infolangue* and then give practice in this structure by using the Choice Framework 15.4. The question to ask is: *Qu'est-ce qu'on fait/va faire demain?* This will permit the following types of reply:

S'il pleut, on pourra jouer aux cartes.

S'il fait du vent, on reste à l'hôtel.

S'il fait beau, on peut/pourra faire une randonnée.

S'il pleut, on pourra (sortir) manger dans un restaurant.

[C] (Ⓢ)

Activity 1

Student Book p.174

This is a long tape and it has some quite complex language in it. As it is also a discussion in detail of what the resorts offer, you will need to take it slowly to permit students to make their notes. Play the tape straight through at least twice to enable students to tune in to the discussion and note some points. Then play it through in sections so that they can put ticks in the grid as appropriate. Check the answers and then ask students to report back on the opinions of Frédéric and Aline as you go through the tape another time.

[D]

Cue Cards 15.5 p.151

These cue cards enable students to practise describing the facilities and activities available in a holiday centre. To do the activity, students will need to use the perfect and the imperfect tenses.

[E]

Activity 2

Student Book p.175

Encourage students to work at this activity in pairs. They could each take one of the resorts and describe it to the other and ask questions as well. You could give the students some assistance with expressions they will need by revising them first: *...parce que j'aime... Je n'aime pas... Je déteste... Je préfère... J'adore... Je trouve que... J'ai décidé de... On va... Nous allons... Il y a un/une... On pourrait...*

[F]

Points de repère

Student Book p.175

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.