Language

la chance
la nourriture
null(le)
sale

perfect tense

[A] Introduction

In order to revise the perfect tense you could begin with an activity related to holidays the students have taken. Introduce this by saying where you went on holiday in recent years, putting the dates on the OHP/board and using the verbs passer, aller and partir.


T: En 1994, je suis parti(e) en Bretagne, où j'ai passé quinze jours. J'y suis allé(e) en été. Il a fait très beau pendant la première semaine et puis il a commencé à pleuvoir.

Students could then be asked about their recent holidays and they could continue to practise in pairs once the language has been sufficiently introduced.

[B] Où avez-vous passé vos dernières vacances?

Student Book p.178

The taped dialogues which introduce this section give opportunity to practise the perfect tense fully before analysing its form. Play the first section of the tape and ask what students notice about the tense. Then move on to use it by replaying the first section and putting the bare bones of it on the OHP/board, thus establishing the forms by repetition and questions:

Do the same with the second section of the tape:

And the third part:

Ask questions so that students can read the replies: Hervé a passé huit jours en vacances? Then rub out the underlined parts and ask questions again. Ask students to note the missing language or get someone to write it in on the OHP/board.

Explain the basics of the system — that some verbs use être and some use avoir and that the past participle agrees in the former case. Suggest to them that they make their own lists of être verbs as they come across them. The most important thing is to give students ample practice.

[C] Practising the forms

Use students' holidays as a starting point. This will involve je suis and j'ai of course. Ask where they went on holiday, for how long and who with. Introduce also the weather as the students know that language already. By using être in the imperfect (C'était super...) you will be giving them a simple way of beginning to understand the difference in the use of the tenses. They should be saying such things as: Je suis allé(e) à Quiberon. J'ai passé quinze jours en vacances. Je suis parti(e) avec mon amie. Il a fait très beau. C'était très bien/magnifique.

After some practice of these forms, ask students what they did on holiday. Much of this language is also known: manger, faire une randonnée, jouer à..., nager...
During this stage of the practice it may help students if the forms of the verbs are put on the OHP/board to give support. When they are used, write them in one of two columns être or avoir.

[D]

Extending the practice
Choice Framework 16.1 p.152

To broaden the range of language, use the Choice Framework 16.1. Students can make up holidays using the framework and add to it with your help. Ensure that you teach the questions which go with each column of the framework so that students can ask each other where they went, etc.

[E]

Infolangue
Student Book p.178
At this stage you may want to discuss the form of the perfect tense and its use with the imperfect in more detail referring to the Infolangue section.

[F]

Culturoscope
Student Book p.179
Students can study this alone or better in pairs and then report back and answer your questions on the passage with their books closed. The discussion could be extended to the holiday habits of the British.

[G] Activities 1 and 2
Student Book p.179
These recordings give a number of examples of the perfect and imperfect tenses. You will need to play the tape more than once.

[H]

Cue Cards 16.2 p.152
Students work in pairs and can do all three sets of cards. When they have done the cards they can make up holidays for themselves. Ask students to note what their partner says and when the activity is complete, have a report back session in which students describe one of their partner’s holidays.

[I] Activities 3 and 4
Student Book p.179
When you have done Activity 3 ask the class to study the expressions for a short while and to test each other on them by giving the first word. Then do Activity 4, and follow this by getting students to learn the positive comments and to test each other. When you have done this, do a role play in which students say how good or bad their holidays were. Use variants of the questions from the taped dialogue, depending on what the student says in reply to the first question. The questions on the tape are: Tu as passé de bonnes vacances? Qu’est-ce qui s’est passé? Et l’hôtel? You can add: Et le temps? Vous avez bien mangé? Qu’est-ce que vous avez fait?

[J]

Activity 5 Vous y êtes?
Student Book p.179
Students can do this activity in pairs before it is checked in class.

[K]

Activity 6 Et vous?
Student Book p.179
Students should be given a little time to think about an exotic holiday they have had or an invented one and then work in pairs with a number of partners.

Je pense partir dans les Alpes
Talking about holiday plans

Language
un congé espérer
d’une famille nombreuse penser
(tout) de suite

je vais + infinitive
je pense + infinitive
j’espère + infinitive
j’aimerais + infinitive
j’ai l’intention de + infinitive
je pars
je vais partir
je partirai

Dialogue Cette année, qu’est-ce que vous pensez faire?

Student Book p.180
Much of the language is known already. Play the tape in sections and ask students to tell you what they can about the tense use. Also clarify any meanings. Draw attention to the structures (Je vais/pense partir...) and ask questions about what the speakers intend to do,
noting the structures on the OHP/board as you use them.

Note how pour is used – Je pars pour... semaines and also the use of depuis with the present tense. Because of the learning load, it is probably best not to introduce the future form at this stage but to deal with that later when the other ways of expressing it have been well established.

[B] Activity 1

Student Book p.181
This activity gives more examples of the patterns and could be done at this stage.

[C] Infolangue

Student Book p.180
Study the Infolangue, ask students to close their books and ask what they can recall. Encourage students to use a variety of forms in the activities which follow. Ask them what their plans are now for holidays or visits to friends and relatives. Encourage them to ask each other: Que pensez-vous faire pour vos vacances? Où allez-vous en vacances? Vous avez des projets de visites? Quand est-ce que vous partez? Avec qui? Pour combien de temps? Qu'est-ce que vous allez faire?

Extend the practice by using the Choice Framework 16.1 on p.152. The column for the weather does not fit this exercise and needs to be covered over. You could, however, add symbols for types of travel and include the questions: Vous allez voyager comment? Vous prenez le bateau/le train/la voiture/ l'aéroglisseur? Vous partez en vélo, moto, voiture? Vous passez par le tunnel?

[D] Culturoscope

Student Book p.181
Discuss this with students and compare their holiday entitlements to the French pattern.

[E] Activity 2 Vous y êtes?

Student Book p.181
Students can do this activity in pairs before reporting back as a class exercise. For further practice, students could work in groups of four. Each student chooses a specific requirement for a holiday, i.e. A likes the seaside, B likes hot weather, C likes sport, etc. They then have to discuss suitable locations and agree upon a holiday destination.

[F] Activity 3 Allez-y!

Student Book p.181
Ask students to work out what they could say using the cues in the Student Book. After you have practised this role play it can be varied.

Ma voiture ne démarre pas
Coping with a car breakdown

Language

la batterie
le capot
le clignotant
le coffre
une crevasse
l'essuie-glace
le frein
le klaxon
le moteur
le pare-brise
les phares
le rétroviseur
la roue
le volant

[A] Photocopy Master 16.3 p.153

There is quite a lot of vocabulary which needs to be introduced before work on the block begins. Use the Photocopy Master 16.3 to do this. It does not have any language on it so run through it first, identifying the various parts of the car. If you then photocopy it and give it to students in pairs they can learn and test each other as they have the list of vocabulary in the Student Book.
than once to the class until they feel they can answer
the questions.

[D]

Activity 3 Quiz
Student Book p.183
You may like to give students the task of reading out
the sentences in the quiz. To improve reading skills
and help with listening skills, do this task in groups of
four. One person has the book and reads the
statements and the choices for answers. The others
choose the appropriate answer.

[E]

Activity 4 Vous y êtes?
Student Book p.183
Students can work these out in pairs before class
checking takes place.

[F]

Activity 5 Allez-yl!
Student Book p.183
This role play can be acted out by students. You could
give the language of the mechanic on a worksheet or on
the OHP for the student who facilitates the role play.

Alors, madame/monsieur, qu’est-ce qui ne va pas?
Ah. C’est peut-être la batterie.
Vous pouvez soulever le capot? Je vais regarder ça.
Je ne sais pas. Revenez dans une heure.

[G]

Points de repère
Student Book p.183
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 17  LANGUES ET TRAVAIL

Les jobs d’été

Language

un(e) animateur/trice
aucune formation
une boîte de nuit
un(e) caissier/caissière
la cueillette
cueillir (les choux)
les démenagements
gagner
un organisme d’assistance
payé à l’heure
un permis de conduire
un pourboire
un receveur d’autoroute
la rémunération
le Smic (Salaire minimum interprofessionnel de croissance)
touché (de l’argent)
les vendanges

[2. Vendanges et cueillettes
Quand commencez-vous?
Qu’est-ce que vous cueillez?
Les heures de travail sont longues?
Vous commencez à quelle heure?
Vous pouvez commencer à partir de quel âge?

3. Animateurs de centres de vacances
Vous travaillez où?
Vous travaillez avec un groupe d’enfants de quel âge?
Qu’est-ce que vous faites exactement?
Vous êtes logé(e)?
Faut-il une formation?

4. Restauration et hôtellerie
Où travaillez-vous?
Que faites-vous?
Vous gagnez beaucoup?
Et les pourboires?

5. Parcs de loisirs
Que faites-vous?
Quel est l’âge minimum?
Les heures de travail...
Vous travaillez seul?
Faut-il parler une langue étrangère? Laquelle?

6. Hypermarchés ou épiceries
Vous travaillez dans quelle sorte de magasin?
Vous travaillez en équipe?
Le salaire?

7. Garages
Le salaire?
Vous gagnez des pourboires?
Quel genre de personne devrait se présenter pour le poste de pompiste?

8. Emplois de bureau
Vous travaillez où?
Vous faites quoi?
Vous parlez une langue étrangère?
En quoi consiste le travail pour un organisme d’assistance?

[B]

Activities 1 and 2

Student Book p.191
These activities can be worked on by students in pairs and then reported back. You might like to prepare an answer grid on OHP in advance to speed this up.
Activity 3

Student Book p.191
The class should be able to answer these questions after they have heard the recording once. Check the answers with them by going through the tape again.

Activity 4

Student Book p.191
Depending on the level of your students, this activity could be done together by playing the tape once or twice only. Weaker students would benefit from a choice of words on the OHP/board to use for the gap-fill activity. These words should also include some redundant vocabulary.

Activity 5

Student Book p.191
This role play can be done in pairs and then opened out to include other jobs. Hélène’s questions could remain largely the same. Allow preparation time and adequate time for pairs to act out their new roles. Alternatively, pairs could go out of the room and record their interviews on tape. Their recordings can then be used for further listening practice for the rest of the class.

Les stages en entreprise

Language

accueillir
la bureautique
le chiffre d’affaires
la durée
effectuer
une facture
gentil(le)
LEA, Langues étrangères appliquées
une licence
la main-d’œuvre
une maîtrise
la motoculture de plaisance
un ordinateur
un PDG, président-directeur général
Ça t’a plu?
la pub, la publicité
récupérer
rémunéré(e)
le secrétariat
un(e) stagiaire

la traduction
un(e) tuteur/tutrice

Preparation

Revise vocabulary from Unit 13 on work and training.

Activity 1

Student Book p.192
Introduce this block by playing the tape to the class and inviting them to note down any key French words which they recognise (even if they don’t know the meaning). Write these up and explain meanings in French if need be. After this, ask students to look at the questions in Activity 1 and again, encourage them to ask (in French) for clarification of any unknown words. Play the tape again so that the questions can be answered. When you have checked the answers with the class you can go on to exploit the tape further. This can be done by asking the class to imagine that they are Monsieur Hanocq and then asking them about the company and the reception of the stagiaires. They can suggest what the stagiaires may do while in the company.

Activity 2

Student Book p.192
This activity can be worked on in pairs by the students. It provides consolidation for the language of the work place.

Job interviews

To extend the language from Activity 2, invite each pair of students to make up three or four questions that a potential stagiaire might want to ask Monsieur Hanocq: Que fait l’entreprise? Quelles sont les heures de travail? Go over their suggestions together. A challenging extension would then be for the class to carry out interviews, either based on Monsieur Hanocq or on any of the previous job specifications.

Activity 4

Student Book p.193
Go through the adverts with the students. The qualifications mentioned are: DEUG – Diplôme d’études universitaires générales, BTS – Brevet de technicien supérieur, LEA – Langues étrangères appliquées. When you have been through the adverts, ask the class to match up the students to jobs, justifying their selections.
[F]  Activity 5

Student Book p.193
This activity can be made more difficult if you write up each incomplete statement on the OHP/board and omit the options. Students do not look in their book. When students note their answers in French, the spelling should be ignored. However, when the answers are checked against the Student Book, the spellings should be examined and discussed.

Le télétravail

Language

en avoir assez/marre de
l'archivage
la comptabilité
un(e) comptable
concilier
craquer
gagner sa vie
le graphisme
grimper
installation informatique
la prise en charge
la Sofres

[A]
Coping with an extended reading passage
Worksheet 17.1 p.154

Here are some suggestions for getting to grips with a longer text. Students could work in small groups and the text is provided on the worksheet so students can write on it if required.

* Look at the title of the article and the sub-headings - do they give any clues to the general meaning?
* Students should realise that they can’t feasibly look up every word as it would take forever. Instead, they should go through the text, one sentence at a time, picking out the words they know and underlining those they don’t. They should then see if they can piece together a general understanding of the meaning. At the end of a paragraph, they should go back over that whole section before moving on to the next paragraph.
* If students reach the point where they really can’t make sense of a sentence, get them to try and pick out two or three words that look key to the meaning. These will generally be nouns or verbs. If something looks like an English word, they should assume at this stage that the meanings are similar.

[B]
Activity 1

Student Book p.194
Once students have been through the whole text, they can do this activity. This will help them to focus on the main points and will confirm how well they have understood the gist of the text.

Students can now go back over the text in more detail to see if there are any phrases or sections they still don’t understand or they misinterpreted on their first reading. They should try to find out where they went wrong and now is the time to look up further words in the glossary or a dictionary. They should ask for help if necessary and should not leave the reading passage with words not cleared up. They should be aware, however, that they can still get the gist of the text without having to understand every word.

[C]
Tips for learners

The strategies given in [A] and [B] can be used for any reading text in French. Students should be encouraged to read as much French as they can. Research suggests that it is the most effective way to widen vocabulary.

[D]
Activity 2

Student Book p.194
Ask students to read the text and then offer some true/false statements for them to correct: Elle est secrétaire. Elle travaille dans un supermarché. Son employeur était pour le télétravail. Elle n’a pas d’enfants. Le désavantage est qu’elle paie les factures de télécommunications. This gives students practice in shifting from je to elle. They can then write up their answers to the questions, either in class or at home.

[E]
Extending and practising

At this stage, students could compile lists of the advantages and disadvantages of home working for any job or their own job. These arguments should be prepared to be presented to their boss/the class.

[F]
Activity 3

Student Book p.195
This activity can be done using the groundwork students have done in [E] above. You might extend the scenario in the Student Book by asking the class to imagine their case for home working has been turned down by their boss. Students take the part of employer and employee and try to simulate the conversation in pairs. Allow others to join in with helpful suggestions.
UNITÉ 18 VACANCES

Le tourisme vert

Language

un canal (pl. les canaux)
le canoë-kayak
en cas de dommage
un chemin pédestre
l’escalade
s’étendre
facile
une façon
une ferme
les gens du cru
un gîte
insolite
une randonnée à cheval
une roulotte
la spéléo(logie)
le tourisme vert

[A]

Preparation

It might be useful to revise leisure vocabulary with students before they start this unit.

[B]

Reading for information

Student Book p.199
Study the information on canal holidays. Questions can be asked about the map: Où se trouve Epinal? Par quelles villes passe le grand canal d’Alsace? Students can obtain information from you about the price and details of hiring a canal boat. They should close their books for this and then seek the information as though enquiring at an agency, using the cues suggested:

Les prix selon les saisons.
Les prix par semaine...
La capacité des bateaux.
Les possibilités de location.
Problèmes de navigation pour débutants.

[C] §§

Activities 1 and 2

Student Book p.198
These can be done as class activities. The more technical vocabulary might need discussing first of all.

[D]

Activity 5

Student Book p.198
This should be done in pairs with one student having the doubts expressed in the activity and the other reassuring him/her. Students doing the reassuring can assume either the role of a friend who is experienced in canal boating or someone at an agency. Before this is attempted you may like to go through it in the way suggested but with the whole class, so that they hear how to formulate statements or questions and receive ideas about responding.

Les gîtes de France

[A]

Activity 1

Student Book p.200
Study the short texts and then ask students to do the activity, asking them to justify their reasons for selecting the different types of accommodation for different people. This will involve them in saying, parce qu’il aime...

[B]

Tackling the text

Student Book p.200
Use the article about gîtes to teach students how to pick out the main points of an article and write a brief summary in French or a list of recommendations for prospective clients:

Pour devenir l’hôte(sse) idéal(e), vous devez...
* avoir un grand appartement/une grande maison
* vous occuper du ménage...
* préparer le petit déjeuner.
Vous devez aussi...
* aimer la conversation
* avoir le sens de l’hospitalité.

Once you have completed this, as a class or in groups, the students will have no problem doing the tasks in their books.
[C] Activity 4

Student Book p.201
This tape is not very difficult and the activity could be attempted at first listening if you wish. Check the answers by going through the tape again. When you have done this you could ask the class to tell you as much as possible about the gite as though they had stayed there and were describing it to a friend.

[D] Activity 5

Student Book p.201
Treat this activity in a similar way to that suggested above. The information contained in it can be used as a basis for a description of how a holiday was spent, what it was like, what the locality provided, etc.

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[A] Introduction

Worksheet 18.1 p.154

The worksheet can be given to the class to help them become familiar with the material.

[B] Activities 1 and 2

Student Book p.203
These can now be done in pairs or small groups.

[C] Activity 3

Student Book p.203
This activity could be done as a whole class activity giving reading and pronunciation practice to students. Invite students to read out the passages. Others can suggest islands that would suit them. Alternatively, students can work in groups of three or four. One student reads a statement and the rest are only allowed to look at the information about the islands. They can ask for repetition and must then select the island.

[D] Pairwork

Put the names of the islands on the OHP/board. Students work in pairs and ask their partner questions about a particular island. The partner uses the book to provide information as though he or she is at the tourist office.

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Au bord de la mer

Language

un cotre grosillon
au départ de
un ilot
au large des côtes vendéennes
une navette
la nidification
profiter de
un sentier balisé
un thonier
une traversée
UNITY 19 CULTURE: SÉJOUR À PARIS

Où dormir? Où manger?

Language

une auberge de jeunesse
un déjeuner d'affaires
draps fournis
la fermeture
garer
goûter à
l'hébergement
inclus
un lavabo

[A]

Preparation

Student Book p.206
Read the introduction with the students. As well as ensuring comprehension, use it for practice in expressing likes, dislikes and preferences: Vous aimez les grands hôtels de luxe? Vous avez fait du camping? Qu'est-ce que vous préférez, un grand hôtel ou un petit hôtel familial? Vous connaissez les auberges de jeunesse?

[B]

Activity 1 Auberge d'Artagnan

Student Book p.207
Students will need to read the realia with care in order to find the answers. Have them indicate where in the material they have found the information (that which tells them what is not available as well as what is).

Once students have found answers and fed them back, you might use the six items given for quick practice in questioning. Individuals phone the Auberge d'Artagnan and have short conversations like this:

S1: Auberge d'Artagnan, bonjour.
S2: Bonjour monsieur/madame. Est-ce qu'il y a des chambres avec télévision, s'il vous plaît?
S1: Oui, monsieur/madame, dans quarante de nos chambres pour deux personnes.
S2: Merci, monsieur/madame.

This could then lead to pair practice, with one student phoning and putting all six questions, and the other student, the receptionist, supplying the information which students have found and confirmed. They could also enquire about prices of rooms and facilities.

[C] ⎯

Activity 2 Camping du Bois de Boulogne

Student Book p.207
Note that the answers to these questions are not all simple oui/non: Il y a un restaurant, mais nous ne savons pas si c'est un très bon restaurant! On peut aller à Paris en bus entre les mois d'avril et octobre.

When students have done the exercise as set, and some time has elapsed, ask them to tell you in French where the hostel and the campsites are, and what facilities are available. The motivation is apparently: Can you remember? but in fact you are having them re-use some of the useful language of this unit.

[D]

Activity 3 Liste des restaurants

Student Book p.207
The activity is a straightforward one. When students have done it and you have checked answers, read through the adverts with them pointing out (or have them try to tell you) items of interest not covered in the activity — What is a kir? What is the significance of offert? What is the difference between une salade and une salade composée? What is le terroir?

[E] ⎯

Activity 4 Cue Cards 19.1 p.155

Student Book p.207
Use the cue cards to practise phone bookings. A model dialogue is given below.

B: Ici le camping, bonjour.
A: Ah, bonjour, madame. Je voudrais réserver un emplacement, s'il vous plaît.
B: Oui. C'est pour quand?
A: C'est pour le cinq juillet... du cinq au huit.
B: Trois nuits, alors?
A: C'est cela.
B: Et vous avez une tente, une caravane...?
A: Une tente. Une tente pour deux personnes.
B: Deux adultes?
A: Deux adultes.
B: C'est bon. Votre nom, s'il vous plaît...
Les marchés mode d’emploi

Language

les antiquités
les bijoux
la brocante
les (bonnes) affaires
les épices
fréquenté(e)
marchander
le marché aux puces
les meubles
le mode d’emploi
d’occasion
un oiseau
la philatélie
faire des prix
les puces
le quartier
les rapports
reputé(e) pour

[A]

Activities 1 and 2

Student Book p.209
Read through the introduction with the students and then have them do Activities 1 and 2 by reading the descriptions of the markets on their own.

[B] 

Activity 3

Student Book p.209
Ask students to read through the rubric for Activity 3 and then play the tape. Invite students to make the briefest of notes on the two interviews in French. Then using their notes, students talk about each of the stall holders: Le premier marchand vend des... Il travaille de... à... Il travaille au marché depuis... Il aime bien... En général, ses clients sont de...

[C] 

Activities 4 and 5

Student Book p.209
Use the short utterances as models for students to imitate.

[D] 

Activity 6

Cue Cards 19.2 p.155

Student Book p.209
In preparation for this tape about a visit to the marché d’Aligre, make up some paragraphs about visits you have made to two or three of the other markets. Either read them aloud or write them on the board/OHP.

Students make notes of what they hear/read, and then decide which market you visited.


Later, they feed back from their notes the narrative of your visit(s).

Students can use the cue cards to make dialogues with each other about a trip to a market. If required, they can then write a postcard about a visit to marché d’Aligre. You might like to write an example up for them first on the board/OHP.

A travers Paris

Language

l’assurance
autrefois
connu(e)
une croisière
la location
une nocturne
A voir!

[A] 

Activity 1

Student Book p.210
Play the tape and have students complete the activity. This is a good point in the course to pull together the adverbs: souvent, rarement, parfois, peu, avant, autrefois, généralement, aujourd’hui, and to add a few more: régulièrement, de temps en temps...

Encourage students to use some of them as you use the first activity as a basis for asking them about their own leisure activities – revising and building on what was done in Unit 10.
[B]  
**Activity 2  Canal Saint-Martin**  
Student Book p.211  
This can usefully be done in pairs. Both students read the leaflet, then one of them covers up the questions and looks only at the leaflet. The second student asks the questions.

[C]  
**Activities 3 and 4**  
Student Book p.211  
Have students indicate which part of the realia allows them to decide on their answers. The vélo information could easily be used as a basis for reporting on past events: *Moi, j'ai fait une excursion à vélo. Le rendez-vous à Paris vélo était à vingt et une heures. La promenade a duré environ trois heures. Nous avons longé les quais de la Seine, nous avons vu l'Assemblée nationale, la tour Eiffel... J'ai loué un beau vélo et c'était relativement peu cher – 180 francs tout compris.*

You might say such a paragraph aloud, then ask students to give the same information orally. They could then write it up for homework. Students could work in pairs or small groups to plan their own cycling tour. They then report back to the class who have to follow the route on maps. This allows students to choose their own itinerary and makes the realia more meaningful for them.

[D]  
**Activity 5  Photocopy Master 19.3 p.156**  
Student Book p.211  
Have students complete the diary pages on the photocopy master with the things they choose to do on their weekend in Paris.

Once they have completed the diary entries, they can work in pairs, each taking a turn at the role of the Parisian friend. You can add an extra dimension for strong students by having the Parisian friend react to the proposals: *Chouette! Bonne idée! Les touristes n'y vont pas, en général... and give advice: Oui, mais vas-y (plutôt) samedi matin...*

After this pairwork, students can use exactly the same diary entries to give an oral or written account of what they actually did on their weekend in Paris: *Je suis arrivé vendredi soir. Je suis descendu dans un petit hôtel près de la Gare du Nord. Samedi matin, je suis allé au marché aux puces... j'ai acheté de l'artisanat africain. Samedi après-midi, je suis allé à la tour Eiffel. Il faut voir la tour, n'est-ce pas?*

As in this example, they should be encouraged to add details – what they did does not match exactly what they intended to do, etc. and they should add reactions to what they did: *J'ai très bien mangé! La promenade à vélo, c'était vraiment bien. J'ai aimé la tour Eiffel, mais quel monde!*

Students might then like to write a postcard home about their visit.
UNITÉ 20 LES FRANCOPHONES

On y parle français

Language

apprendre
une communauté francophone
un(e) francophone
une langue étrangère
une langue maternelle
une langue officielle
les palmarès
sans statut particulier

[B] ☺
Activity 3
Student Book p.216
Play the tape in the two parts indicated in the Student Book. Once students have ticked the responses and checked that their answers are correct, give them a few minutes to prepare and then ask them, in French, to recall all they can about Christel Verhoeye and her opinions.

[C]
Talking about regions
Distribute the regions/countries described in the text among the students. After a few minutes’ reading and preparation, have them give short presentations of the part of the world they have been reading about. They should speak from memory or from very brief notes.

La France dans le monde

Language

les activités nautiques
un bateau à fond de verre
la chaleur
un chef-lieu
le créole
un cyclone
le dépaysement
la France métropolitaine
une grotte
un lac souterrain
un mélange
d’outre-mer
le patois
un piment
le riz
un sentier de grande randonnée
la superficie
les tarifs aériens
un volcan

[A]
Activities 1 and 2
Student Book p.216
Use the same technique for this section of the unit as for the first section.

[A]
Activity 1
Student Book p.218
Do the activity as set. Then inform students you are
going to ask them to recall the information (and language) without reading it, using the brief notes below on the OHP/board:

<table>
<thead>
<tr>
<th>Destination d’hiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Premier séjour</td>
</tr>
<tr>
<td>Difficile de choisir</td>
</tr>
</tbody>
</table>

[B]

Activity 2
Photocopy Master 20.1 p.156
Student Book p.218
Use the pictures from the photocopy master to make flashcards. These will help students recall the vocabulary, once they have found it in the texts.

Use pairs of flashcards and ask: Qu’est-ce que vous allez faire à...? Students answer in the same future tense: Je vais faire du cheval et je vais faire des promenades en bateau.

At another time, use the same flashcards to prompt use of the perfect tense: Qu’est-ce que vous avez fait à...? Je suis allé(e) à la pêche et j’ai fait des randonnées (à pied). If you want to include further leisure pursuits, you could use Choice Framework 10.1 on p.137.

[C]

Activities 3 and 4
Student Book pp.218–219
Use the technique described in [A]. In Activity 4, students can produce sentences such as: Je voudrais voir une grotte avec un lac souterrain. Je vais à...

[D]

Activity 6
Student Book p.219
Do the activity in pairs, with all students taking each role in turn. You can easily extend this activity, using much of the same language and other items too, by asking students to choose a holiday destination, perhaps from a given list, and inviting others to play the role of a French-speaking friend who does not know about the resorts:

Skegness – C’est où exactement? Tu y vas à quel moment de l’année? Pourquoi? Qu’est-ce qu’il y a à faire?