UNITÉ 6 TOUTES DIRECTIONS

Il y a une pharmacie près d’ici?
Asking the way, Understanding directions

Language

au coin de
une banque
un camping
un château
descendre
devant
droite
en face
à gauche
là
monter
la pêche
une pharmacie
une place
un pont
une poste
prendre
une rue
une station de métro
tourner

Il y a un(e)... près d’ici?
Où est...?
you allez/allez... (je vais)
continuez... (je continue)
you descends/monter (je descend/je monte)
you tournez/tournez... (je tourne)

[A] 
Dialogue
Pardon, madame. Est-ce qu’il y a une pharmacie près d’ici?

Student Book p.70
Revise the places students have already learned using notes or sketches made into a set of flashcards or put on to OHP: C’est une pharmacie... hôtel, cinéma, banque, piscine, supermarché, boulangerie. Also, add château, camping, station de métro and recycle bibliothèque, usine, hôpital.

Play the cassette for students to hear the basics of giving and receiving directions. As each one is heard, write the symbol on the board to reinforce meanings. Rub off or conceal these notes and have students record them in the same way as they hear the recording for the second time.

Use the flashcards of the places to let students hear the question forms they will need: Il y a une pharmacie près d’ici? Il y a une banque près d’ici? Then prompt: Alors, vous posez une question?
Answer the questions yourself with uncomplicated directions, oui, c’est sur la gauche/sur la droite/en face, or with a gesture or quick symbol to reinforce meanings.

[B] 
Activity 1

Student Book p.71
Do the activity with the whole group. Once they have completed the diagram, they could practise simple ways of asking and giving directions in pairs.

[C] 
Activity 2

Photocopy Master 6.1
pp.128-129

Student Book p.71
Use the first seven symbols on the sheet and gradually introduce the following before moving on to a more intensive practice: allez/continuez tout droit, tournez à droite, tournez à gauche, prenez la première rue à droite/gauche...

Draw a simple map (or use the one on p.71) and put it on the board, or preferably on OHP. Students suggest where places are and you enter them on a blank outline. Prompt students to ask questions and add to the directions you give them, descendez la rue/l’avenue and c’est sur votre droite/gauche/en face.

Students are now likely to have a good chance of success of following the directions in the recorded conversations in Activity 2; they will need help with traverser and pont.

[D] 
Practice in asking and giving directions

Use the plan of Montrond-les-Bains on p.71 of the Student Book, or perhaps (first) a simpler map which you draw on the board. A variety of techniques can be used:

* Give increasingly complicated directions which students follow on the map, note and then say where
they end up. This gives them practice in listening before they say the target items themselves.
* Ask students directions to a range of places. Students then give instructions and you can recapitulate them correctly.
* Ask students for directions and then make deliberate mistakes in recaps. Students put you right.
* Get students to ask for and recapitulate directions.

[E]

Cue Cards 6.2 p.130
Activity 4  Allez-y!

Student Book p.71
The cue cards provide information-gap practice for pairs of students. Having done the three pairs of cards, students will have asked for and given directions to nine places and recapitulated what they are told. Note that there are more buildings on the plan than the ones they are to find, so that the third one cannot be located simply by elimination.

Activity 4 should now present no problem to do in class. Alternatively, a written homework could be to write out the dialogues to help consolidate the new vocabulary.

Pour aller à Gare du Nord, s’il vous plaît?
Using the métro in Paris

Pour aller à Gare du Nord, s’il vous plaît?
Using the métro in Paris

Language

d’abord
changer
ensuite
jusqu’à
ou
de rien

à, à la, à l’, au
descendre (je descends, tu descends, vous descendez)
prendre (je prends, tu prends, vous prenez)
Pour aller...?

[A] (I) Dialogue  Pardon, monsieur

Student Book p.72
Before playing the dialogue, read Culturoscope on p.73 with the students. Write up the station names which appear in the dialogue, giving each of them a number or letter. Read them out and have the students then read them aloud.

Play the tape. Students write the number or letter of the stations mentioned in the order in which they occur in the dialogue. On a second hearing, stop the tape after the man has given the directions and ask students to recapitulate them as Françoise does.

[B]

Activity 1

Student Book p.72
Give students a few minutes to solve the problems set. You might then ask them to feed back their answers in French: Pardon, madame/monsieur, pour aller à Concorde, s’il vous plaît?

[C] (I)

Activity 2

Student Book p.72
Play the tape and have students feed back their answers in French: Elle va à Lyon; elle va à la Gare de Lyon; elle prend direction Gallieni...

[D]

Activity 3  Vous y êtes

Student Book p.73
This activity prepares students for the role play in Activity 4.

[E]

Activity 4  Allez-y!

Student Book p.73
This activity can be extended with a pair practice. Place the métro map on public view, or students look in their book, and ask students to note any two stations of their choice. The first station noted is the starting point, the second the destination. With so many unfamiliar place names, they will need help with pronunciation. Here are two example conversations:

S1: Je suis à Porte de Clignancourt. Pour aller à Opéra, s’il vous plaît?
S2: Eh bien, c’est facile, vous prenez Direction X. C’est direct.
S1: Je prends Direction X? Et c’est direct?
S2: Oui, c’est cela.
S1: Merci, madame/monsieur.

S1: Je suis à Châtelet. Pour aller à W?
S2: C’est un peu compliqué. (This needs teaching) Vous prenez Direction X. Vous changez à Y et vous prenez Direction Z.
S1: Je prends Direction X. Je change à Y et je prends Direction Z.
S2: C’est ça.
S1: Merci.
Au feu rouge
Understanding directions when driving

Language

arriver
en direction de
au feu rouge
en longeant le mur
un panneau
prendre à droite
repartir
retourner à gauche
un stop
à la suite de
suivre
en venant de
vert(e)

C’est loin?
c’est à 500 mètres

[A]
Practice of more complex directions

Student Book p.74
Look again at Photocopy Master 6.1 on p.128. Use it to convey meanings and then to have students repeat and recall the further directions given in this unit: au premier feu, arriver à un stop, jusqu’à..., en direction de..., au rond-point, au carrefour..., longeur le mur du château... You might make these into a set of flashcards or learning cards.

[B] ♦♦
Dialogue C’est très simple

Student Book p.74
This exchange has the useful phrases, j’ai tout compris, c’est très clair. Encourage students to use these in cue card practice and in class too.

[C] ♦♦
Activity 1

Student Book p.74
The recording can be used as model dialogues so that students, as well as doing the activities suggested, might try to imitate what is said by the native speakers. Use the cassette to let the students hear the new language. Let them hear the recording two or three times, then ask them to recall any of the language on the cassette.

[D]
Activity 4 Allez-y!

Student Book p.75
This activity can be done as a pair practice (though it is not a communication activity as both students have the information before them), or as a written homework to consolidate the language of this part of the unit.

[E]
Learning cards

Particularly for students having difficulties recalling language, you or they might make sets of learning cards with symbols on one side and the corresponding language on the other. Examples can easily be added to those given on Photocopy Master 6.1: vous longez le mur du château, en direction de Beaumont, au deuxième carrefour.

To make these an effective learning resource, students need at least a dozen cards. They look at the symbol, try to recall and say (aloud) the corresponding language and then check by looking at the reverse of the card. If they are right, that card goes to the bottom of the pack; if wrong, they put the card into the middle of the pack, so that it soon comes round again.

Other sets of language can be learned in this way (e.g. all shops by using notes, sketches or English equivalents, and adding new ones to the pack as they occur in the course). The cards can also be used for pairwork. One student can see the picture/symbol/ note and say what it is. The other student checks by looking at the reverse of the card saying, c’est cela/ non, ce n’est pas cela.

Le code des panneaux
Recognising road signs

[A]
Quiz

Student Book p.76
Do the quiz activities in class, or set them as part of a homework. You may want to return to this section of Unit 6 when students have learned on peut, on ne peut pas, on doit, on ne doit pas, il faut, il ne faut pas. Then they can explain in French those of the signs which give orders rather than information.
[B]

*Points de repère*

Student Book p.77
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 7 À TOUTE VITESSE

Un aller-retour, s’il vous plaît
Buying a ticket, Asking about train times and platforms

Language

un aller-retour
un aller simple
deux aller-retours
deux allers simples
un billet
un chemin de fer
composer
un composteur
un guichet
en première classe
en seconde classe
un train
n’oubliez pas
partir
prochain(e)
une voie
un quai
un retard

le, la, les
Quel? Quelle? Quelles? Quels?

[A]
Preparation for the unit

Practise numbers as they occur in prices, and the 24-hour clock as warm-up activities. Write up 54€, 100€, 14 h 05, 8 h 30, 33€, and have volunteer students read them aloud. Students can then invent prices or times and say them aloud for others to note.

[B] Dialogue

Bonjour, madame

Student Book p.80

This is a model dialogue for students to learn the basic structures and vocabulary needed to buy tickets and to ask for information. Ensure that they understand it thoroughly, then have them imitate Christine, or the ticket clerk, paying particular attention to the intonations in questions.

[C]
Practice

Buying tickets can be done by providing simple notation and writing up a selection of destinations and ticket types on the board/OHP.

<table>
<thead>
<tr>
<th>= un aller-retour</th>
<th>= un aller simple</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Paris</td>
<td>Bordeaux</td>
</tr>
<tr>
<td>Lyon</td>
<td>Grenoble</td>
</tr>
<tr>
<td>Londres</td>
<td>Calais</td>
</tr>
</tbody>
</table>

Students choose where they want to go. Play the clerk as in the dialogue with Christine.

T: Bonjour. Vous désirez?
S: Je voudrais un aller-retour pour Calais, s’il vous plaît.

Then move on to add more details, 1ère, 2ème, and then a price and a platform.

S1: Bonjour, vous désirez?
S2: Je voudrais un aller simple pour Londres, s’il vous plaît.
S1: Oui, en première classe ou en seconde?
S2: Seconde.
S1: Voilà. Cela vous fait cinquante euros.
S2: Merci. C’est sur quai?
S1: C’est sur le quai numéro quinze.
S2: Merci, madame.
S1: À votre service, madame.

[D]

Le prochain train pour...

Photocopy Master 7.1 p.131

Use the reduced timetable A from Photocopy Master 7.1 on the OHP to teach the question: Le prochain train pour Paris est à quelle heure? Ask the question yourself and students simply say the times they read off the timetable. Then reverse roles. Volunteer students can supply the information.

Give timetable B to a student and write the possible destinations on the board. Students choose a place and ask when the next train leaves for that destination. Either then, or later, add the question and answer about the platform.

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Activity 1

Student Book p.80
Do this activity as set, then use the recording as model dialogues for students to imitate, predict and recall the information.

Activity 2

Student book p.81
Do this activity and then ask students to cover the English and to recall the English equivalents of the French sentences.

Activity 3 Vous y êtes?

Student Book p.81
Students can do this activity in class or as a homework. If you do it in class, it can usefully be extended by asking students to write a question of their own in English on a slip of paper and ask other students to find the French.

Activity 4 Allez-y!

Student Book p.81
Let the students do this individually, then in pairs, where each in turn takes the role of the clerk and the passenger. Check and correct their dialogues as appropriate.

Horaires et prix réduits
Understanding printed information

Language

à l’avance
bénéficiier de
blanc(he)
bleu(e)
un calendrier
(vous) choisissez
circuler
les fêtes
en fauteuil roulant
un horaire
janvier
février
mars
avril
mai
juin
juillet
août
septembre
octobre
novembre
décembre
un mois
à partir de
une période
vous ne pouvez pas
un prix
réduit
rouge
sauf
si
un vélo
voyager
un(e) voyageur(euse)
une réduction
pour + infinitive
il faut/ il ne faut pas + infinitive

Teaching the months
Sharing information on birthdays would make a good warm-up activity so that students hear and say at least some of the months. Add le premier (mai).

Activity 1

Student Book p.82
Let students read the ticket and answer in English. As they suggest answers, say them in French and have some of the students do so also. Much of the language is contained in this unit.

Activities 2–5

Student Book pp.82–3
Any of these might be set for homework, especially as they all entail reading for information. Alternatively, allow students to work in pairs or small groups nominating a spokesperson to report back the results.

Timetable

Once the students have found their way round the authentic timetable, use it as a basis for further practice on asking about trains, times and dates.
Language

une arrivée
avant
changer
côté couloir/fenêtre
demain
un départ
donner
en fin d’après-midi
(non-)fumeurs
proposer
qui
des renseignements
renter
réservation obligatoire
un retour
revenir
trop tôt/tard
une voiture

pouvoir (je peux, je ne peux pas, vous pouvez)
devoir (je dois, vous ne devez pas)
vouloir (je veux, je ne veux pas, vous voulez)
jevoudrais

A] [ ]
Dialogue  Je voudrais des renseignements pour aller à Paris, s’il vous plaît

Student Book p.84
For this activity you will need a map of the north of France on the board/OHP. At first hearing, students can pick out the places mentioned and any times they manage to note. Record these as they feed them back to you: Paris, Hesdin, Arras, 10 h, 6 h 26, 7 h 39, 8 h 08, 8 h 57. This is also a good opportunity to revise dans le nord de la France, dans le département du Pas-de-Calais. Draw the line in on a map and mark the places mentioned and the times at which Françoisse will pass through or arrive. On a second hearing, pick out the ways Françoisse asks for information: Je voudrais... alors, je dois changer?

Ensure that students understand demain, avant huit heures and note these expressions. Write TGV against the line on the map from Arras to Paris. Students can now try to build a dialogue using the information written on the map with the notes demain and avant 10 h. It will not be word for word what appears on the recording, but they have learned enough to communicate in both directions.

Play the recording once more, comparing it with their efforts. They will see that alors, là, voilà, d’accord, donc all make the conversation more like real life communication. Encourage them to use some of these in their own exchanges.

B [ ]
Activity 1
Student Book p.85
Collect suggestions from students about what belongs in the gaps in the dialogue, one at a time. The completed written dialogue can be used for reading aloud.

C Modal auxiliaries
For practice of je peux/je ne peux pas, link them with possible/impossible and use the heading POSSIBILITÉS. Students can then make sentences from given notes.

SNCF pass ap 13 h = Je peux prendre le train à partir de (après) treize heures.

Bus pass = Je peux prendre le bus.

SNCF impos 00 h 12 = Je ne peux pas prendre le train avant midi.

For je veux/jen ne veux pas, you might use INTENTIONS as the heading.

bus ✔ = Je veux prendre le bus.

taxi ❌ = Je ne veux pas prendre le taxi.

train ✔ = Je veux prendre le train.

TGV ✔ = Je veux prendre le TGV.

avion ❌ = Je ne veux pas prendre l'avion.

For devoir, you might use the heading OBLIGATIONS. Symbols or notes for taxi, bus, TGV, plane, changer, réserver, even buying bread etc. (from Unit 5) can prompt. Je dois prendre un taxi, vous devez changer à Châtelet ...

The same symbols or notes can be used for il faut plus the infinitive. Note that English learners often use the negative, il ne faut pas to mean, ‘You don’t need to,’ as against ‘You mustn’t’. They could usefully be warned of this trap.

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[D]

**Activity 3 Allez-y!**

Cue Cards 7.2 p.131

Student Book p.85

Use the cue cards for further practice and ensure that students understand the notation: au 12 h = avant midi, a tick under A/R = aller-retour, a cross = un aller (simple). Therefore au 12 h can prompt: Je dois être à Paris avant midi. Je voudrais être à Paris avant midi. Je veux être à Paris avant midi. Make it clear to them that there is not one right utterance, but at least three. In the same way, pour quel vol? is the first reply from the person with card B, but it could equally well be: Pour quelle destination? Vous allez où? Où allez-vous?

Show how these cards work by performing one of the tasks with a student. This is a simulated phone conversation. If you do not have access to phones for students to use, asking them to sit back to back for this activity makes it feel more like talking on the phone than having a face to face exchange. The conversation might run as follows.

**SA:** Bonjour. Je voudrais des renseignements, s'il vous plaît.

**SB:** Bonjour, madame. Pour quel vol?

**SA:** Pour Lyon, s'il vous plaît. Je dois être à Lyon avant midi, lundi prochain.

**SB:** Oui. Il y a un vol à neuf heures douze.

**SA:** Neuf heures douze?

**SB:** Oui. Arrivée à Lyon, dix heures quinze.

**SA:** Dix heures quinze... Et le prix?

**SB:** Pour un adulte?

**SA:** Oui. Un aller simple.

**SB:** Cela vous fait quatre-vingt-quinze euros.

**SA:** Et je peux avoir un repas végétarien?

**SB:** Oui, madame.

**SA:** Bien. Merci, madame.

Encourage students to recapitulate the information they elicit and to note it down.

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**J’y vais en voiture**

Speaking about journeys to work

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**Language**

l’autre bout de
un car
un embouteillage
environ
mettre
une moto

---

à pied
prendre
rouler
voir
une voiture

je prends, je vais, je pars, j’arrive, je mets (+ time)
ça me prend
use of pronoun y

---

[A] ☹

**Dialogue** Vous mettez combien de temps pour aller...

Student Book p.86

Teach/revise forms of transport: en voiture, bus, métro, train, car, à pied, vélo, moto. This is easily done using symbols on the board/OHP.

---

Ask questions to elicit the simple response en bus... Recycle places from earlier in the course: Comment allez-vous au supermarché? Vous allez comment au bureau? Comment allez-vous/vas-tu au travail? Show them that je prends le bus is an appropriate answer, as well as (j’y vais) en bus.

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[B] Times of leaving home, length of journey

Use sketches and notes to help present the new structures. You could start with the third person forms: Fred part à 7 h, Monique part à 8 h ...

Next, let students hear first person forms: Je m’appelle Fred... Le matin, je pars à (vers, entre X h et Y h). Je prends le métro. Je mets dix minutes. They are now ready to answer questions about their own morning routines.

---

[C] Questions

Students now need to practise question forms which they will need for pairwork. This is easily done by putting question marks against the symbols given above: Vous partez à quelle heure? Tu pars à quelle heure? Comment allez-vous au travail? Comment vas-
tu au travail? C'est loin? Vous mettez combien de temps? Tu met combien de temps?

[D] ❞❞
Activity 1
Student Book p.87
Use the recording for students to do the task, then use it as a model dialogue.

[E] ❞❞
Activity 2
Student Book p.87
Do the activity in class. Extra practice can be provided in vouloir and pouvoir by having students state their requirements in the first person: Quel est votre problème? Je suis à Beaumont. Je veux (voudrais) prendre le premier train du matin pour Paris...

[F]
Activity 3 Vous y êtes?
Student Book p.87
This is best done after intensive practice of the language involved (see [B] above).

[G]
Activity 4 Allez-y!
Student Book p.87
Use this framework for controlled pair practice, before using the cue cards in [I] below.

[H]
Activity 5 Et vous?
Student Book p.87
Students can do this in pairs, noting the information they obtain and feeding it back to the class as a whole: Alors, Eric va au travail en voiture. Il part à six heures, et il arrive à six heures et demie...

[I]
Cue Cards 7.3 p.131
For this activity, students will need vous and tu according to who their partners are. Students with B cards need first to say who they are: Bonjour, je suis Marie-Eve...
Students should role play French speakers of their own sex, so care is needed in distributing the cards.

36 15 – Code SNCF
Understanding instructions and using technology

Language
taper tapez 3615 SNCF
composter compostez votre billet
sélectionner sélectionnez votre place
choisir choisissez votre train
prendre prenez votre ticket
introduire introduisez votre carte

[A] ❞❞
Activity 1
Student Book p.88
Check that students understand exactly what the instructions they hear on the cassette are, as well as putting them in the right order.

[B]
Activity 2
Student Book p.88
By recapitulating the instructions yourself, you can let students hear first person forms of the verbs: j'effleure... j'indique... though it is probably not worth getting students to learn them all.

[C] ❞❞
Activity 3
Student Book p.89
Having completed the details, students could do this activity in pairs.

[D]
Points de repère
Student Book p.89
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 8 HÔTELS ET CAMPINGS

Vous avez une chambre?
Booking a hotel room, Arriving at a campsite

Language

d'accord
un adulte
avec
un bébé
un camping
une caravane
une chambre
compris
une douche
un emplacement
un (grand) lit
une nuit
par personne
une personne
un petit déjeuner
de la place
réserver
une salle de bains
une semaine
une tente
les WC

[B] ☘
Dialogue  Bonsoir, monsieur

This dialogue is not given in the Student Book. Use it in the same way as suggested in [A] above. Students could infer the meaning of emplacement. Use symbols to depict: emplacement, caravane, tente, nuit.

[C] ☘
Activity 1

Student Book p.93
After students have filled in the grid in the Student Book as a comprehension exercise, use the booking dialogues as models. Repeat key phrases and, using symbols which you can point to, ask students to give the appropriate language.

[D] ☘
Activity 2

Student Book p.93
Students could do this activity in pairs and check it in class. After doing this you could give students some reading practice by asking them to read the dialogue in the correct order to each other while you circulate.

[E]  activity 3  Vous y êtes?
Student Book p.93
This activity provides consolidation of the phrases needed to make reservations.

[F] Whole class practice of reserving a room/site

Photocopy Master 8.1 p.132
Use the Photocopy Master as a basis for class practice.

As the information is obtained, sketch it on the OHP/board as in [C] below (the symbols will be useful later).

When it is complete, check the French with the class to see what they can recall, then look at the text in the Student Book.
Students choose their requirements from the given pictures and reserve a room/site from you as receptionist. You then tell them the price from the price list. Other students note the details. They can then report back thus revising the perfect tense in a simple way.

T: Qu’est-ce qu’elle a réservé?
S1: (Elle a réservé) une chambre...
S2: avec un grand lit
S3: et avec une douche
T: Elle a commandé le petit déjeuner?
S: Oui.

You can of course teach *commander* if you wish, then, because they can use two verbs students would be able to say something on the following lines: *Elle a réservé une chambre... et elle a commandé le petit déjeuner.*

[G]

**Communicative activity**

**Cue Cards 8.2 p.133**

Students ask each other what is in certain rooms. Their partner provides the information and they fill it in on the card. When the cards are full they check back to see if they got it right. Naturally they do not look at each other’s cards when doing the exercise.

S1: Qu’est-ce qu’il y a dans la chambre numéro trente-six?
S2: Il y a un grand lit, une douche et une télévision.
S1: Et c’est combien la nuit?
S2: Soixante euros. Qu’est-ce qu’il y a dans la chambre numéro quarante-quatre?
S1: Il y a...

[H]

**Activity 5  Et vous?**

Student Book p.93

Students can phone you to make reservations using the realia. Give them time to work out what they will need to say and try carrying out the phone calls facing away from the student so that there are no gestures to assist understanding.

### Nous avons du retard

**Apologetics, Saying you’re late**

**Language**

après
désolé(e)
excusez-moi
je regrette, mais...

à l’appareil
à cause de
la circulation
une demi-heure
dîner
encore
garder
une grève
minuit
en panne
un repas
un retard
avoir du retard
en retard
si
à tout l’heure
téléphoner
vraiment
j’aurai
j’arriverai
Est-ce qu’on peut...?
Est-ce que je peux...?

[A] $\text{©}$

**Dialogue  Allô. L’Hôtel des Flandres?**

Student Book p.94

Play the tape to the class giving some key language first: *retard, ne pouvons pas, dîner, repas*. Students should be able to work out the general meaning of the conversation with this help. Give them the opportunity to hear the tape three or four times, extending understanding, before looking at the text in the Student Book.

There is quite a lot of vocabulary to use in this block and so students should be given opportunity to go over it carefully before going on to the simple role play suggested in [B] below.

[B]

**Role play – phoning to say you are late**

Put the following language on the OHP/board as a support for the role play, which will be done with you as receptionist. Ask the students to ring you up and say why they will be late. Encourage the use of the appropriate language for opening and closing phone conversations.

... à l’app.
... réservé...
Le train/avion/ferry... retard.
J’arriverai à...
Désolé(e)/Je m’excuse/Je regrette, mais...

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These cues can be used to assist students to build up phone calls with you following a set pattern at first. They should be encouraged to use the words of apology as they feel is appropriate. Initially use only the first person singular unless the students feel able to use the nous form: j’ai réservé... Je suis désolé(e)... Build up to include asking if it would be possible to eat on arrival as is said in the tape extract.

[C] ☎️
Activity 1
Student Book p.94
This activity extends the language to grève, poncne and circulation. Note and repeat this language before going on to the extended role play suggested below.

[D]
Extended role play
Choice Framework 8.3 p.134
Using the framework, encourage students to create phone dialogues with you explaining why they will be late using the full range of language available. When you feel that they are confident with this you can ask them to work in pairs. This can also revise earlier material. Students could say where they are: 100 km de l’hôtel/de la ville/du camping.

[E] ☎️
Activity 2
Student Book p.95
This activity consolidates the learning. When the activity has been done – first by guessing the missing words and then by listening to the tape – ask students to read it to, or with, each other inserting the words as they go.

[F]
Activity 3 Vous y êtes?
Student Book p.95
This activity can be done as pairwork. Students could be encouraged to alter the sentences within the limits of the language of the block.

[G]
Activity 4 Allez-y!
Student Book p.95
These role plays can be varied by using different reasons for lateness, times and names to spell.

[H]
Role play Est-ce que je peux/qu’on peut...?
After doing Activity 4 you may wish to role play arriving late at a hotel, apologising and asking various things such as whether it is possible to have a meal or if a phone call (to your family in Ireland) is possible. This could then also involve arriving, greeting and apologising, being given your room number and key, checking up about breakfast, making requests about meals and phoning.

La douche ne marche pas
Reporting a problem

Language

une armoire
chaud(e)
le chauffage
une couverture
dès que
il fait bon
ne marche pas
monter
un oreiller
le papier hygiénique
en route
le savon
une savonnette
une serviette (de toilette)
supplémentaire

je pourrais avoir...

[A] ☎️
Dialogue Monsieur, s’il vous plaît
Student Book p.96
Before listening to the recording, prepare the main vocabulary of the block by giving the nouns from Mot à mot on p.96. Then listen to the recording without the students reading the text. Ask the class questions about the content: François, qu’est-ce qu’elle demande/voudrait? Et où est-il? Et où est l’armoire? Et elle voudrait autre chose aussi – qu’est-ce que c’est?

[B]
Je pourrais avoir...? Est-ce que je peux avoir...? Il n’y a pas de... ne marche pas
Note these phrases with the students and study the examples in the Infolanguage, on p.96 before doing.
Activity 1. Ask the students to note what the phrases are associated with. Do some repetition work of the phrases.

[C] Activity 1

Student Book p.96
After doing the activity as suggested in the Student Book use the dialogues for practice by replaying each dialogue completely and then replaying and stopping the tape just before selected parts, asking students to supply the next words.

Tape: – Allô. Réception.
   – Allô. Ici la...
S: Chambre 23.
Tape: Il n’y a pas...
S: De serviette...

[D] Activity 2

Student Book p.97
This can be done by students in pairs and then checked in class.

[E] Activity 3

Student Book p.97
This consolidates the language of the block so far.

[F] Practise complaining/requesting

Photocopy Master 8.4 p.134

Ask the students to give you the items they have already met in the texts that can be reasonably asked for or complained about, adding any others such as un verre. List these under the three headings given below as appropriate. Some can be written under two headings of course.

...ne marche pas
Il n’y a pas...
Je pourrais avoir/Est-ce que je peux avoir...?

Now role play requests and complaints with the class by asking questions: C’est quelle chambre? Votre nom, s’il vous plaît? C’est Madame... euh? Vous avez regardé dans l’armoire, monsieur? Il n’y en a pas dans l’armoire? (i.e. for a blanket or pillow)
When you feel that students have acquired the language, or if you feel that they are able to do so straight away, use the Photocopy Master 8.4 which uses illustrations only.

[G] Activity 4 Alllez-y!

Cue Cards 8.5 p.135

Student Book p.97
When you have done this activity, Cue Cards 8.5 can be cut up and used. One set is given to pairs of students who place them face down on a table and then take turns to turn them over making the appropriate request or complaint as they do so. The partner then makes an appropriate reply: Je suis désolé(e). C’est quelle chambre? Je vous la/le monte. Il y a un/une... dans l’armoire. Oui, tout de suite, madame/ monsieur.

[H] Culturoscope Worksheet 8.6 p.135

Student Book p.97
Further consolidation of the text in the Student Book is provided on Worksheet 8.6.

Châteaux et hôtels indépendants
Understanding information on hôtels

[A] Reading comprehension

Student Book p.98
This block is mainly for reading comprehension and students should be encouraged to develop dictionary skills. They should be asked to bring dictionaries to the class if they have them. They can of course be shared.

When dealing with the brochure extracts in class (with or without dictionaries) ask the students to give as much information to you as they can about each hotel in turn. They could work at this in pairs first, before whole class discussion and before doing Activity 1.

[B] Worksheet 8.7 p.136

This worksheet provides extra support for dealing with the brochures.

[C] Points de repère

Student Book p.99
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 9 INTÉRIEURS

J’ai un trois-pièces
Describing your home

Language

une chambre
chez moi
une cour
une cuisine
une dépendance
donner sur
une entrée
entrer
un étage
à l’étage
une marche
une pièce
un rez-de-chaussée
une salle à manger
un salon/séjour
un sous-sol

j’ai une maison
j’habite dans un appartement
il y a deux étages et un sous-sol
au premier étage, il y a trois chambres

je n’ai pas de jardin
il n’y a pas d’ascenseur

[A] ☺
Dialogue  Dans mon appartement, il y a trois pièces...

Student Book p.106
Play the cassette. Ensure that students see that salon-salle à manger is one room only! Do Activity 1 and have students read back their findings.

Using Chez moi,... tell them three things about your own home, explaining in French that two are true and one false. They guess the false statement. At this point, or later in the unit, they can do the same and other students guess which of their three statements is false.

[B] ☺
Activity 2
Student Book p.107
Do the activity, then ask questions in French about the Baudelot house to practise à tel étage, à côté de...

[C]
Activity 3  Allez-y!
Student Book p.107
This activity is easily extended by adding Et vous? (toi?) Et votre (ton) appartement? as you do each question in class. Alternatively, once the students have answered as though they were Corinne, they could put the same questions, maybe omitting number 3, to others in the class about their own homes.

[D]
Activity 4  Et vous?
Student Book p.107
Students give a short presentation about their home. To show them how they might recycle some of the previously learned language, do two or three yourself. Use the third person to begin with and then describe your real home. Students could note the information in words or symbols: Monsieur Durand habite un appartement près du centre-ville, à Rouen. Il y a trois chambres, un salon-salle à manger, une cuisine, une salle de bains, et un coin bibliothèque sous les toits. Il travaille dans un bureau, à dix minutes à pied de l’appartement.

Moi, j’ai une petite maison dans un village, à vingt minutes en voiture de ce collège. J’ai deux chambres, une salle à manger, une salle de bains et un WC séparé. C’est joli comme maison. J’aime bien.

If you think that your class might find such a presentation daunting at first, you could give them cues to follow, and set it as a written homework. But that should be preparation rather than a final piece of work.

[E] ☺
Activity 5
Student Book p.107
Students will need some help with this as the recordings contain a high proportion of unfamiliar words: de plein-pied, constituée de, communiquer, pratique.

The abbreviations should present little problem. The invitation to sell the house might be treated with some humour, in that each feature needs painting in glowing terms. Do some presentation and practice of relevant adjectives and reinforce il y a... before students prepare their sales pitch to end the session. They could do this as a paired role-play talking over the phone. This is easily simulated by having them sit back to back.
Language

auparavant
avant
un couloir
un grenier
un terrain

maintenant:
je suis à Paris
j'ai une maison
il y a cinq pièces
c'est grand
j'habite seul

avant:
j'étais à la campagne
j'avais un appartement
il y avait deux pièces
c'était petit
j'habitaiss avec mes parents

[A] 
Dialogue  Où étais-tu auparavant?
Student Book p.108
Before playing the tape, use sketches or notes to introduce/revise some of the language students will need. These could easily be in the form of a small advert. Then play the cassette ensuring that students understand (they may well guess) the meaning of plus agréable, plus calme.

Help them to pick out the words which tell the listener what used to happen (adverbs, and verbs in the imperfect).

[B] 
Activity 1
Student Book p.108
Having corrected the errors in the summary, ask students to give you (from memory – with books closed) an account of the truth.

[C] 
Activity 2
Student Book p.108
Students can do the straightforward gap-filling exercise, but will need help with some of the vocabulary: moutons, lapins, poules. Let them hear the tape to check their answers.

[D] 
Activity 4  Allez-y!
Student Book p.109
Once students have established the right order for the questions and answers, this dialogue is a useful lead-in to the next activity. Students can read it aloud, playing the two parts, perhaps in pairs, then try to reconstruct it from memory.

[E] 
Choice Framework 9.1 p.136
Activity 5  Et vous?
Student Book p.109
In preparation for this activity, use the Choice Framework 9.1. You will need to teach chien, chat and students may well ask you for these words. Use the same framework to practise the contrast between past and present. You can do this by choosing two items from some of the categories.

T: Avant, j'habitais un château, maintenant, j'ai une caravane... Avant, j'habitaiss à Presles, maintenant, j'habite Rouen.

Moi, je fais la vaisselle
Saying who does what at home

Language

les carreaux
dépoussiérer
faire la cuisine
faire la lessive
faire les lits
faire le ménage
faire le repassage
faire la vaisselle
faire les vitres
laver
le linge
nettoyer
passer l'aspirateur
Qui fait quoi?
repasser
gerer
une tâche ménagère
tous/toutes les deux

c'est moi/toi qui...
elle/lui qui...
nous/vous qui...
ce sont elles/eux qui...

www.bbcactivelanguages.com
je fais toujours/souvent le ménage
je ne fais jamais la cuisine
je passe l'aspirateur tous les jours
je fais la lessive toutes les semaines
je fais les lits de temps en temps

[A]
Photocopy Master 9.2 p.137
Dialogue Je passe l'aspirateur

Student Book p.110
Use Photocopy Master 9.2 to introduce some or all of
the household chores vocabulary. These can be used
afterwards as an aide-mémoire, to cue either il/elle fait
la vaisselle, or je fais la vaisselle.
Play the dialogues which can then be used as models.

[B]
Activity 1

Student Book p.111
Play the cassette and do the questions one by one. This
allows you to add, Et vous? (toi?) so that students can
talk about their household chores.

[C]
Activity 2

Student Book p.111
The focus here is on listening for specific words and
phrases. Students will need help with lourdes,
elaborés, une (bonne) partie.

[D]
Activity 4 Allez-y!

Student Book p.111
Do the first part of the exercise with the class, taking
suggestions from individuals. Correct errors and
explain that there are alternative ways of expressing
the same things.

The second and third conversations can be worked out by
the students in pairs. Each plays the role of the
interviewer for one interview.

[E]
Activity 5 Et vous?

Student Book p.111
These short presentations are best done in pairs.
Revise the question forms before setting the students
to work. If you collect all of the questions together
and the headings or symbols on the board, students
can conduct a survey of the class, or part of it.
Even better, they could – if circumstances allow –
survey a parallel class.

Styles de vie
Describing homes and lifestyles

Language
beau/belle
bom(ne)
elegant(e)
énorme
grand(e)
gros(se)
joit(e)
vieux/vieille
moderne
petit(e)

[A]
Introduction

Use the illustration to introduce some of the words
which students will need in the first activity: une belle
demeure, pricière, royale. For the last two, writing
them on the board will help – they look like English
words, but don’t sound like them!

[B]
Activity 1

Student Book p.112
Do the activity with the students. The recording can
be further exploited by listening for, and listing on the
board:
* all rooms mentioned
* the floors mentioned
* words which have been learned already (parfois...).

You might want to pick up cinquantaine and link it
with dizaine, already seen in the course, and add
douzaine, vingtaine, centaine.

[C]
Activity 2

Student Book p.112
Do this in class. It is quite difficult as the choices are
determined not only by meaning but also by the
position of the adjectives.

[D]
Activity 3

Student Book p.113
Play the cassette and let the students do the gap-filling
exercise. Pick out with them, and note, the key words
about where people live: dans les grandes villes, en
banlieue, en ville, à la campagne. Ask questions about
their home such as where they used to live, where their
parents lived and whether they have a second home.

[E] 

Activity 4

Student Book p.113
The completed table could easily serve as a stimulus for the students to conduct a questionnaire in class. 
They need to practise the questions: Vous avez (Tu as) une voiture? Deux voitures? Le téléphone?

From the completed survey, students could produce a written report, possibly for homework: 10 sur 12 des étudiants ont une voiture. 90% ont la télévision,...

[F]

Further practice

As a pairwork activity, students might list their three most important possessions. Before they work in pairs, practise the necessary language with them by making some statements yourself and noting key words on the board:

T: Pour moi, le lave-vaisselle est très important: mon mari ne faisait jamais la vaisselle, avant. 
La voiture est essentielle. Je la prends pour aller au travail. 
Le téléphone est très utile pour moi: je travaille chez moi, les clients m'appellent. 
Nous avons trois télévisions: les enfants en ont une dans leur chambre,

After the pairwork practice, collect some of the reasons students have given to justify their priorities. 
You might have to correct some error where ambition outstrips present competence. Students could now write a short presentation of facts and of their own views, for homework.

[G]

Points de repère

Student Book p.113
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 10 LOISIRS

Je fais du théâtre
Talking about your leisure interests

Language

bricoler
la broderie
une carte
chanter
la chorale
la clarinette
les échecs
écouter
en dehors de
l’équitation
une exposition
la gymnastique
jardiner
lire
partir
la pétanque
la planche à voile
une promenade
regarder
le solfège
le théâtre
le tennis
un violon
voir
le volley

faire de (+ pastimes)
jouer à (+ sport)
jouer de (+ instrument)

[A]
Introduction of topic; faire + noun; aimer + noun

As the range of activities which interest people is wide, you will need to introduce this topic gradually. Start by introducing the vocabulary for the various activities and once students are familiar with these, move on to saying what you like to do: J’aime jardiner, j’aime la télé, j’aime le cinéma... Next, introduce students to the use of faire (je fais du sport, je fais des promenades...) before combining both constructions by arranging the vocabulary on the board/OHP under two headings faire l’aimer. Keep the practice simple at this point. (You may well feel also that you need to introduce jouer but if you do you will need to note clearly the different use of du, de la, de l’ and au, à la, à l’. This can be left until later. See [B] below)

Ask students the question: Qu’est-ce que vous faites/aimez faire (le week-end)? and encourage them to say what they do or like doing and provide the language as the need arises. Students too can put the question. As you build up the two lists put the name or initial of the student next to the activity and when the list is complete ask students what other students like to do: Daniel, que fait Margaret? Qu’est-ce que Margaret aime faire?

Then ask students to put the question to each other as a whole class activity. In this way you will activate a range of vocabulary and practise students in asking questions in the second and third persons.

[B] @@

Dialogue — Et quelles sont les activités...

Student Book p.116
Before playing these dialogues, which should be heard without the book, give the students some key or difficult words – solfège, en dehors de, lire, broderie. They may be able to guess the second and last of these. Take the dialogues slowly and use them for comprehension questions. Ask students to tell you about the interests of the various people as each extract is dealt with.

[C]

Infolangue

Student Book p.116
Study the language and the structures. Ask students if they play sports and use the structure: Je joue au, à la, à l’...

[D] @@

Culturoscope — Activity 1

Student Book p.117
Study the Culturoscope by giving percentage figures and asking the class to give the information. Or students could give the figures as well as answer.

T: Onze pour cent.
S: Ils aiment faire des courses (du sport)/Onze pour cent des Français aiment faire les courses (du sport) (le week-end).

Activity 1 can now be done and the students encouraged to make a note of the activities of the speakers and then report back.
Class question and answer
Choice Framework 10.1 p.137

In order to give students an opportunity to practise a wide range of the language, use the Choice Framework 10.1. This revises the language of relationships and the possessive adjective and gives a bit more scope for short dialogues. It also contains activities which have not been mentioned in the text but which allow you to follow the interests of students thus extending their vocabulary.

S1: Qu'est-ce que vous aimes faire le week-end?
S2: Je fais de l'équitation, je joue aux cartes et j'aime jardiner.
S1: Avec qui?
S2: Je fais de l'équitation avec ma nièce, et je joue aux cartes avec mes amis. Et je jardine seule. Et vous?

This can of course be done as a whole class activity or by students moving around and working in pairs – or both. There should also be a report back from pairwork and so students should note what their partner says. This will involve the use of son/sa/ses.

S3: Claire aime jouer de la guitare et faire des mots croisés. Elle fait des mots croisés avec son mari.

Cue Cards 10.2 p.138

These cards can be given to pairs of students. They put the pile of cards face down between them and take turns to turn them over. They have to say that they like doing the activity and name a person who they do it with. Alternatively, the sheet of illustrations can be given as it is to students who then point to one picture for their partner to react to.

Activities 2 and 3 Vous y êtes?

These activities can be done in pairs before being checked in class.

Activity 4 Allez-y!

Students could work in pairs with one playing the role of interviewer and the other (looking at the Student Book) the interviewee. Students could see how many different ways they know of responding to the questions posed by the interviewer.

Activity 5 Et vous?

Student Book p.117

When students have done this in pairs they can be encouraged to create personalities for themselves and then to interview each other. Remind them of the categories that they are now able to include as there is a great deal of information – name, relationship, domicile, job, likes and dislikes, activities, etc.

Je ne sais pas nager
Saying what you enjoy doing, what you can and can't do

Language

adorer
avoir horreur de
une bande dessinée
bien
conduire
détester
un dirigeant
une équipe
faire partie de
la lecture
mal
monter à cheval
nager
la pêche
savoir
j'y joue...
j'y vais...
j'en fais...

Dialogue J'aime bien jardiner

This tape can be used to introduce the block. New nouns can be largely understood apart perhaps from dirigeant, which could be given. The verbs nager and savoir are also new and need to be written up. To develop listening skills, play the tape to the class without their reading the text. It can be played in short sections, checking for understanding. Go over sections more than once, stopping the tape and asking the class to recall what comes next. Note savoir, which occurs in the text in the je, tu, il and its forms and practise this as suggested in [B].
Practising savoir, ne pas savoir

To do this, you could put pin figures plus names on the board/OHP with a symbol or word with ticks or crosses to indicate what the people can and cannot do, (note that faire de la voile has been added here).

From these cues you can derive statements such as, Raymond sait nager, (mais) il ne sait pas jouer aux échecs. Begin by asking, Raymond, qu'est-ce qu'il sait faire? and then move on to develop this for the other figures, encouraging students to use the negative. When you feel that the students can manage the construction, ask them what they themselves can do, thus broadening the range of activities. As the sounds of sait and sais are the same there is an easy transfer.

T: Michael, vous savez faire ça tout ça?
M: Non, Je sais jouer de la clarinette.
T: Et vous, Susan, vous savez monter à cheval?
S: Oui.

Then make a contrast so that students need to use negatives in their replies.

T: Gail, Vous savez nager et monter à cheval, comme Juliette? (pointing to OHP/board)
G: Je sais nager. (Mais) Je ne sais pas monter à cheval.

When the class has had sufficient practice, present the form of the verb and draw attention to the fact that the verbs aimer, détester, adorer are used in a similar way, J'aime nager. These can be practised later after Activity 2, see [E] below.

Infolangue

Student Book p.118
Study the verb structures in the Infolangue with the students and deal with any grammar points which may arise. The use of en and y with expressions of time and the use of mal and bien are covered below.

Activity 1

Student Book p.119
This is a listening comprehension which can be done in class.

Activity 2

Student Book p.119
This is a more complex comprehension activity. Students can be encouraged to make notes and then report back as a class activity using the third person. Note avoir la passion de. This activity gives a stimulus for practising the use of adorer, détester, aimer beaucoup which you could do in the way suggested in [B] above.

Mal, bien

Choice Framework 10.1 p.137

Students can now talk about what they can do, what they like doing and what they dislike doing. In introducing how well they can do things you may well find that they wish to use assez, in which case introduce it. To give a full range of question and answer use the Choice Framework 10.1 to which you may wish to add more of the various activities that your students go in for. Students can be asked to talk about their activities and should be encouraged to say at least three things about each – what they can do, how well they like doing it and how good they are at it. This will use savoir, aimer, adorer, mal, bien. They should also say what they do not like doing to activate ne pas aimer, détester.

Students can ask each other: Quelles sont vos activités préférées? or Que faites-vous le week-end? and make notes of two or three conversations and then report back in class.
Souvent, le week-end, tous les jours, le mercredi

These can be revised if you add another column to the Choice Framework 10.1 or you put the time expressions on the board/OHP. Students can then talk about when they take part in the activities as well as with whom. The time expressions can be cued as follows if you do not want to use the whole word: *souvent* – *st*; days of week – *l m m j v s d w-e*; *rarement* – *r*; etc.

You can also revise the time of day at this point including *soir*, *matin* and clock times.

Students can now be encouraged to say: *J’aime beaucoup jouer aux cartes. Je joue assez bien et j’y joue le mercredi soir avec des amis de huit heures à onze heures. Je joue de la guitare le soir et le weekend. Je ne joue pas très bien.*

The use of *y* and *en* can be introduced at this stage.

You will need to study the *Infolangue* with the class to facilitate this.

Activity 3 Vous y êtes?

Student Book p.119

This consolidates the learning and provides a check on what students may be unsure about.

Activity 4 Allez-y!

Student Book p.119

This is much like a cue card activity. Students can work in pairs before answers are checked in class. Encourage students to make up more ‘self portraits’ and to interview each other using Choice Framework 10.1 for cues.

Activity 5 Et vous?

Student Book p.119

This activity could be extended as though it were a first introduction of the student and/or the student’s family in the context of a town twinning. The information would then be more extensive than the interests of the student and would include family detail, the place where they live and so on. The activity could either be done as a phone call, acted out in pairs or as homework in the form of a letter.

Language

à vendredi
à tout à l’heure
d’accord
boire un verre
déjeuner
dernier/dernière
devant
c’est dommage
c’est mon tour
comme d’habitude
filer
inviter
libre
malheureusement
regretter
on se retrouve
venir

j’aimerais bien
je veux bien
si tu veux/si vous voulez

Dialogue Françoise, tu vas au marché jeudi, à Hesdin?

Student Book p.120

Ensure understanding of the tape and use it in small extracts as a model, encouraging the class to repeat and predict when you stop the tape every now and then. Use the tape without the text being read at first and only look at it once the class has done comprehension, listening and repetition work.

Vous voulez...? Je veux bien. Je regrette...

Cue Cards 10.3 p.139

Invite members of the class to do something with you and encourage them to accept or refuse. As you suggest places to go to or things to do, put the item on the board/OHP, as a word or a symbol. You will need to develop these conversations carefully, encouraging rather stock responses at first and beginning with a simple question and answer routine.

T: Norma, vous voulez venir dîner samedi soir?
Places to go and things to do could include:
Culture — théâtre, cinéma, exposition, concert (pop, musique classique), château à visiter.
Sport — tennis, faire du vélo, aller à la piscinchnager, se promener/ferar une randonnée.
General — café, manger au restaurant, manger chez un/des ami(s), prendre le café chez quelqu'un, faire des courses avec...

When you obtain positive replies, suggest days and times, which can again lead to negotiation, and finally add: On se retrouve où? On se retrouve...à... This can then lead on to a longer dialogue.
T: Vous voulez venir au cinéma voir Cyrano?
S: Oui. Je veux bien.
T: Vous êtes libre jeudi soir?
S: Non. (Ce n'est pas possible jeudi. Je ne peux pas jeudi. Encourage this sort of response so that negotiation has to take place.)
T: Mercredi, alors?
S: Oui. (D'accord. C'est possible.)
T: Très bien. On se retrouve devant le cinéma à dix-neuf heures?
S: Oui. (A dix-neuf heures devant le cinéma.)

Cue Cards 10.3 will help students to develop dialogues along these lines.

[D]
Infolangue
Student Book p.120
When you have completed a number of such dialogues with members of the class you will have a list of items on the OHP or board. Go through them carefully with the whole class while looking at the Infolangue section so that they have a clear idea of how to make a request and negotiate.

[E] 💩
Activities 1 and 2
Student Book p.121
These activities provide further consolidation of the language before students work more independently. Activity 1 assists with listening while Activity 2 helps with the written form.

[F]
Student pairwork
Ask the students to prepare three or four invitations of different sorts and then ask them to circulate and invite each other out, negotiating about the day, time and the place to meet. Ask them to report back simply, each giving one example of what they will be doing.

S1: Je vais voir l'exposition Matisse, dimanche, avec Martin. On se retrouve à quatorze heures, devant le musée.

S2: Je vais jouer au tennis avec Sylvia. On se retrouve au club à dix heures, mardi matin.

[G]
Activity 3
Student Book p.121
After doing this activity students can practise giving replies of different types to invitations. In pairs or small groups they can try not to use the reply that the previous speaker used either to accept or refuse an invitation.

[H]
Activity 4  Vous y êtes?
Student Book p.121
This activity can be done by students in pairs.

[I]
Activity 5  Allez-y!
Student Book p.121
This can be done as a whole class activity and the students could be encouraged to write down the replies as well as giving them orally.

Les loisirs des Français
Reading about leisure in France in the 1990s

[A]
This block is mainly reading, but much speaking practice can be derived from it.

[B]
Activities 1 and 2
Student Book p.122
Study the text of the Préférences de pratiques culturelles with the class and ask them to identify the words in Activity 1. Go on to Activity 2 which will enable the students to study the language in greater depth. When you have done this, ask students questions relating to the table, from which a considerable amount of language can be developed. Explain and introduce words as necessary.

T: Vous lisez un quotidien? Lequel? Et vous?
Qui lit un hebdomadaire? Et un mensuel?
Quels magazines/Quelles revues lisez-vous?
Magnetoscope — Qui possède...? Vous enregistrez des films/documentaires? Vous lisez des romans?
Biographies, livres de voyage...?
Vous sortez pour faire quoi? Pour aller...? Qui fait une collection? Vous collectionnez depuis des ...?; Vous avez combien de...?
[C]

Activities 3 and 4

Student Book pp.122–3

These can be done by students in pairs, and they can be encouraged to sort out the meaning of the passage themselves before you look at it as a class. If there are dictionaries available, encourage their use. Once these two activities are complete it may be possible, depending on the level of competence of the class, for them to give you the meaning of the passage in French with your help. This involves their using simple language to convey the meaning.

S: On écoute beaucoup de musique en France. On écoute beaucoup plus de musique. On écoute de la musique à la radio/sur des disques...

Il y a beaucoup de baladeurs/on achète beaucoup de...
Beaucoup de jeunes/de ménages possèdent...
Toutes les catégories de la population aiment écouter la musique.
On écoute de la musique pop, de la musique classique...
Les jeunes écoutent de la musique chaque jour.

[D]

Points de repère

Student Book p.123

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.