À quelle heure vous ouvrez?

Activities

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8.1 Objectives
Practice in asking questions about opening hours and listening out for times.

Materials
List of opening hours (provided) – versions A and B.

1. Learners work in pairs, taking turns to ask the questions which will give them the information they need to complete their list.

2. At the end of the activity, they compare lists which should be identical. These can be used as portfolio evidence.

8.2 Objectives
Practice in asking simple questions relating to travel and listening out for times and platform numbers.

Materials
Timetables – copies A and B.
Master copy (provided).

Preparation
Make two copies of the timetable. Keeping the original as the master copy, blank out some of the information from the other two, making sure that you don’t blank out the same information in both.

1. Ask learners to imagine they have spilt coffee over their timetables and there is now information missing from both of them. They ask each other questions to obtain the missing information, e.g.

À quelle heure part le train pour Bergerac?
À quelle heure est-ce qu’il arrive à Bergerac?
C’est quel quai?
C’est combien un aller retour pour Cognac?
2. When all the gaps are filled, A and B compare timetables, which should be identical, or you conduct a whole-class question and answer session.

The completed timetable can be retained as portfolio evidence.

This activity can also be carried out as a whole-group information gap activity by giving each learner a timetable with only a small amount of selected information on it – so that everyone has different information to give out.

### 8.3 Objectives
Consolidation of transactional phrases relating to travel.

### Materials
Board game (provided), die and four counters for each group. Sets of cue cards, each with a different phrase in both French and English (see examples below). These should be a mixture of questions and statements, of varying length and complexity.

Example cue cards:

<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’d like a single to Paris.</td>
<td>Je voudrais un aller simple pour Paris.</td>
</tr>
<tr>
<td>Do I have to change?</td>
<td>Il faut changer?</td>
</tr>
</tbody>
</table>

1. Give each group of four a board, a die, four counters and a pack of cards face down on the board.

2. Explain that each player in a group starts from a different corner of the board and the objective is to be the first to complete one circuit of the board and arrive in Paris in the middle.

3. Each player in turn throws the die and advances that number of places on the board in a clockwise direction.

4. The person on the player’s right then picks up a card from the top of the pile and reads out in English what is written on it.

5. The player translates it into French and it is checked by the person holding the card. The translation must be absolutely accurate or the player forfeits his/her next turn.
You can devise your own variations of this game to suit your learners’ needs, e.g. the statements can be read out in French for translation onto English – particularly the phrases learners are more likely to need to understand rather than use themselves.

And, of course, the cards can be used independently of the board either for revision or assessment purposes.