

Tricolore Total 1  
**Section 3** Teacher's notes  
**Unité 1 Bonjour!** pages 3–11

Aims and objectives	Key language/Culture	Grammar and skills	National criteria
<b>Introduction</b> p3 <ul style="list-style-type: none"> <li>introduce France</li> <li>learn where some places are in France</li> </ul>	Voici ... Ça, c'est ... <b>Culture:</b> Finding out about the geography of France	<b>Skills</b> Learning some geographical facts about France <b>Cross-curricular</b> Geography	<b>Attainment</b> AT1 Level 1, AT3 Level 1, AT4 Level 1 <b>Framework</b> 7C1 <b>Languages ladder/Asset languages</b> Grade 1
<b>1A Toi et moi</b> pp6–7 <ul style="list-style-type: none"> <li>greet someone and say goodbye</li> <li>tell someone your name and age in French and ask what their name and age is</li> <li>ask someone how they are and tell them how you are</li> </ul>	Greetings: <i>Bonjour monsieur/madame/mademoiselle</i> ... <i>Salut</i> (+ name) ... <i>Au revoir</i> . <i>Comment t'appelles-tu? ... Je m'appelle ...</i> <i>Ça va? ... Oui, ça va bien. Et toi?</i> ... <i>Non, pas très bien ... Comme ci, comme ça.</i> Numbers 1–20 <i>Quel âge as-tu? ... J'ai (+ number) ans.</i> <b>Culture:</b> social conventions	<b>Skills</b> Asking and answering questions	<b>Attainment</b> AT1 Level 1–2, AT2 Level 1–2, AT3 Level 1–2, AT4 Level 1 <b>Framework</b> 7S3/4/5/9, 7T1/2, 7L1/2/3/6, 7C5 <b>Languages ladder/Asset languages</b> Grades 1–3 <b>Assessment for learning</b> ex 3, Stratégies
<b>1B Qu'est-ce que c'est?</b> pp8–9 <ul style="list-style-type: none"> <li>learn about numbers and things in the classroom</li> <li>learn about the gender of nouns</li> <li>learn how to make nouns plural</li> </ul>	<i>Qu'est-ce que c'est?</i> <i>C'est un bic/cahier/cartable/crayon/livre/ordinateur/stylo/taille-crayon ...</i> <i>C'est une boîte/calculatrice/chaise/gomme/règle/table/trousse ...</i> <i>baladeur (iPod, lecteur mp3)/classeur/fenêtre/feuille de papier/feutre/lecteur CD/portable/porte/poubelle/sac à dos/tableau interactif/trombone</i> <i>Combien? Il y a combien de (+ noun)?</i> <i>Il y a (number) (+ noun).</i> <i>Ce n'est pas un/une (+ noun)</i> <i>Ce sont des (+ plural noun)</i>	<b>Grammar</b> Masculine and feminine nouns with indefinite article ( <i>un/une</i> ) Forming plurals <b>Skills</b> Learning gender as you learn new nouns <b>Pronunciation</b> Different pronunciation of words which look the same in French and English	<b>Attainment</b> AT1 Level 1–2, AT2 Level 1–2, AT3 Level 1–2, AT4 Level 1–2 <b>Framework</b> 7W3/4/6/8, 7S2/3, 7T3/4/6, 7L1/4, 7C3 <b>Languages ladder/Asset languages</b> Grades 1–2 <b>Assessment for learning</b> ex 3
<b>1C En classe</b> pp10–11 <ul style="list-style-type: none"> <li>practise classroom commands and vocabulary</li> <li>practise some questions and answers</li> </ul>	Classroom commands: <i>Asseyez-vous/Complète/Copiez/Écoutez/Écrivez/Écrivez/Fermez/Ilouez à deux/Levez-vous/Ouvrez/Regardez/Répondez/Répondez/Travaillez à deux/Trouve</i>	<b>Pronunciation</b> The letter <i>i</i>	<b>Attainment</b> AT1 Level 1–2, AT2 Level 1–2, AT3 Level 1–2, AT4 Level 1–2 <b>Framework</b> 7W3/4/6, 7S4, 7T1/5, 7L1/4, <b>Languages ladder/Asset languages</b> Grades 1–2
<b>Other resources:</b> Online resource <i>Unité 1</i> , Copymasters CM 1/1–1/3, 1/28 CD 1 tracks 2–16, Flashcards 1–2			

\* Afl: Throughout the course, the plenaries provide a good opportunity for students to assess their progress against the spread objectives and share thoughts on effective learning strategies.

## Introduction page 3

Aims and objectives	Grammar and skills	Resources
<ul style="list-style-type: none"> <li>introduce France</li> <li>learn where some places are in France</li> </ul>	<b>Skills</b> Learning some geographical facts about France <b>Cross-curricular</b> Geography	<b>Key language:</b> see p36 <b>Online resource:</b> <i>Unité 1 int01</i> <b>Copymasters:</b> 1/1, 128



3

AT1

### La France

Many teachers like to begin with an introduction to France itself. The ICT presentation, the maps in the Student's Book and on CM128 and the quiz on CM1/1 are ideal for this.

Speak about the map (SB 3) very simply in French, e.g. *Voici la France. Ça, c'est Paris – voici la Tour Eiffel et Disneyland Paris. Voici les montagnes, les Alpes, les Pyrénées* etc.

Ask a few questions to find out how many of the class have visited France, how to get there, if they know any French people or can speak any French. etc.

Maybe talk about France from your own point of view, perhaps showing some photos, and tell the class about other countries where French is spoken and how useful it is as an international language.

The map also presents a good opportunity to tie in geographical facts to the towns (such as famous buildings, certain foods, etc.). It can be used later to assess students' knowledge of France. Point out the different spelling and pronunciation of some towns/cities and stress the importance of correct pronunciation at this early stage.



Activité (int01)

AT1, AT3

### Voici la France

This online activity presents and practises the information on the map of France.



1/1

AT3, AT4; 7C1

### La France

#### 1 Voici la France

This accompanies the map on page 3 and *Presse-Jeunesse* item *Le sais-tu? La France*, SB 40.

It could be done at the beginning of learning French or later for interest or consolidation. The multi-choice quiz could be used for class discussion or as a written task, or as a group quiz 'against the clock'.

#### Solution:

##### 1 Voici la France

1 a, 2 b, 3 a, 4 b, 5 b, 6 a, 7 c, 8 c

##### 2 Chasse à l'intrus

1 *la Seine*, 2 *le Rhône*, 3 *la mobylette*, 4 *Dieppe* (others are capital cities), 5 *la Manche*, 6 *Le Mont Blanc*, 7 *la Suisse*, 8 *Londres*

##### 3 Mots mêlés

Note that words are horizontal, vertical and diagonal.


I	L	I	F	K	A	L	P	E	S	S
Q	I	B	O	R	D	E	A	U	X	I
X	L	T	O	L	O	I	R	E	T	A
H	L	U	F	Q	S	E	I	N	E	L
R	E	I	L	Y	O	N	S	I	Q	A
N	A	V	I	G	N	O	N	C	O	C
G	F	X	Z	R	H	Ô	N	E	U	O
I	D	I	S	N	E	Y	L	A	N	D

Students could be encouraged to find out more about France themselves, such as obtaining leaflets from a travel agent for a classroom display round a centrally placed map.

1A Toi et moi pages 6–7

Aims and objectives	Grammar and skills	Resources
<ul style="list-style-type: none"> <li>greet someone and say goodbye</li> <li>tell someone your name and age in French and ask what their name and age is</li> <li>ask someone how they are and tell them how you are</li> </ul>	<p><b>Skills</b></p> <p>Asking and answering questions</p>	<p><b>Key language:</b> see p36</p> <p><b>Online resource:</b> <i>Unité 1</i> int02/03, ppt01, ws02</p> <p><b>CD</b> 1 tracks 2–4</p> <p><b>Flashcards:</b> 1–2</p>

Starters (pages 6–7)

 **Fiche de travail (ws02)**

The material required for starters and plenaries can be found on one online worksheet for each unit. This can be used to display on the interactive whiteboard or to print out.

- 1 **5-4-3-2-1** This is the first of a regular type of starter. Display the words in random order and ask students to find 5 towns/cities, 4 rivers, 3 mountains, 2 seas and 1 country.

**Solution:**

des villes	des rivières	des montagnes	des mers	un pays
La Rochelle	Garonne	Alpes	Atlantique	France
Lyon	Loire	Pyénées	Méditerranée	
Marseille	Rhône	Vosges		
Paris	Seine			
Strasbourg				

If the online map activity has not yet been used, students could use that and talk briefly about France, before beginning to learn greetings, etc.

- 2 (Use after task 2 and the follow-up activities.) For a quick revision of introducing people, walk around the class, suddenly pointing to someone and asking the class *Qui est-ce?* When they reply, ask the person concerned *Comment t'appelles-tu?*

As this is simple revision, it needs to be done quickly, pointing to students behind you, on the other side of the class, etc. After a short while, able students could have a turn at this random pointing and questioning.

**Introduction**

AT2

**Greetings**

Introduce the class to French greetings and appropriate replies, both when addressed as a class and individually, e.g.

- 1 – *Bonjour, les enfants/les élèves/la classe!*  
 – *Bonjour, Monsieur/Madame/Mademoiselle.*

- 2 – *Bonjour, Ellie/Olivia/Jack/Noah* etc.  
 – *Bonjour, M./Mme/Mlle.*

Greet individuals by name, perhaps shaking hands with them.

Explain the use of *Salut* as a more informal greeting (Hi!) and bring this into the conversation as well.

*Salut, Lauren. Salut, Harry,* etc.

Introduce the other titles one at a time by using cards with names on, e.g. *M. Duval, Mme Cresson, Mlle Leclerc.*

Give out one or two cards and introduce those holding them to the class.

- *Voici Monsieur Duval. Répétez.*  
 – *Bonjour, Monsieur* etc.

To make things more amusing, you could attach the name labels to hats which can then be put on a variety of children, who, in turn, exchange greetings with the class or individuals.

When the class is confident with this, introduce *Au revoir* and practise in a similar way.

 **6**  **1 tr 2** **AT1, AT2; 7T1, 7L1, 7L2, 7C5**

**1 Bonjour!**

The class listens to the greetings while looking at the photos.

Ask pupils what they think they'll be learning, before eliciting the lesson objective, e.g. by the end of the lesson you will be able to meet and greet someone in well pronounced French.

Then play the recordings again, this time with the students repeating after the speakers and then try out the conversations without the support of the recording.

As you do this, begin to introduce some classroom commands, e.g.

*Écoute! Écoutez! Ouvrez le livre à la page ...*  
*Regardez le livre.*

Comment, if you wish, on the fact that shaking hands and sometimes kissing each other on the cheek, as shown in the photos, is quite usual in France for both boys, girls and adults.

## transcript

**Bonjour!**

- 1 – Bonjour, Coralie.  
– Bonjour, Sébastien.
- 2 – Salut, Olivier!  
– Salut, Magali!
- 3 – Au revoir, Isabelle.  
– Au revoir, Loïc.
- 4 – Bonjour, Monsieur Garnier.  
– Bonjour, Madame Lucas.

As a follow-up, after a short demonstration, ask students to get up and each say hello, then goodbye to four other people in French.

Integrate with greetings the teaching and practice of the commands:

*Lève-toi/Levez-vous, Assieds-toi/Asseyez-vous, Viens/Venez ici* and *Retourne à ta place*. The game *Jacques a dit* (TB27) could be used here as a class activity to consolidate understanding of the new classroom commands.

1 tr 3

AT1

**Comment t'appelles-tu?**

Explain that the class will now hear some of the people shown in the photographs being asked what their names are. Ask the class to listen carefully to see how they reply.

## transcript

**Comment t'appelles-tu?**

- Comment t'appelles-tu?
- Je m'appelle Coralie.
- Comment t'appelles-tu?
- Je m'appelle Sébastien.
- Comment t'appelles-tu?
- Je m'appelle Olivier.
- Comment t'appelles-tu?
- Je m'appelle Magali.
- Comment t'appelles-tu?
- Je m'appelle Loïc.
- Comment t'appelles-tu?
- Je m'appelle Isabelle.

After playing the recording, introduce yourself: *Je m'appelle* (+ name) and then point to several students and get them to say *Je m'appelle* (+ name).

Gradually start to ask the question *Comment t'appelles-tu?* and practise this question and answer work until most students can answer correctly.

6

AT2; 7S3, 7S4, 7T2, 7L6

**2 Une conversation**

This illustrated dialogue shows the printed form and should prove a useful prompt for practice in pairs. Make sure that everyone understands the rubric *Travaillez à deux*.

As a follow-up, get students to go round the class asking four different people their names before they sit down.

## Introduction

AT2, AT4

**C'est ...?**

The aim of the next activities is to be able to introduce people. Point to a student and ask *Comment t'appelles-tu?* The student replies. Then point to the student and say to the class. *C'est ...*

Gradually expand this as follows:

- 1 **Teacher:** *C'est ...? Oui/Oui, c'est ...*
- 2 **Teacher:** *Qui est-ce? C'est ...? Oui? Oui, c'est ...*
- 3 **Teacher:** *Qui est-ce?*  
**Student:** *C'est ...*  
**Teacher:** *Oui, c'est ...*
- 4 **Teacher:** *Qui est-ce? C'est (+ wrong name)? Non, c'est (+ correct name).*
- 5 **Teacher:** *Qui est-ce? C'est (+ wrong name)?*  
**Student:** *Non, c'est (+ correct name).*



140 Au choix

AT2, AT4

**1 Qui est-ce?**

These are close-ups from the photos of the same people featured in *Bonjour!* (task 1 above). Students jot down the numbers and match them up with the people.

This short item could be corrected orally.

**Solution:** 1 *C'est Loïc*, 2 *C'est Coralie*, 3 *C'est Monsieur Garnier*, 4 *C'est Olivier*, 5 *C'est Isabelle*, 6 *C'est Madame Lucas*, 7 *C'est Sébastien*, 8 *C'est Magali*

## Jeu

AT2, AT3

**Devinez le prénom**

(Use at any point after task 2)

Write a selection of about ten common French *prénoms* on cards and spread them out, face down.

Students take turns to pick up and look at one of the cards, which then becomes his/her name. Other students are asked to guess the card-holder's name (*Qui est-ce?*) finally asking *Comment t'appelles-tu?* The student who guessed correctly picks a card next.

Continue until all the names have been used.

Several students could pick up cards and ask each other's names as a chain game.

As an alternative version, one student picks up a card and the others have three chances to guess her/his correct name.

Each pupil could keep a card and it could become his/her 'French name'.



7

1 tr 4 FC1–2

AT1; 7L1, 7L2, 7S4, 7S5, 7C5; AfL

**3 Ça va?**

Tell the class they are going to learn how to ask people how they are or if they're OK. The class repeat *Ça va?* several times. Then get some students to ask you the question and, showing flashcard 1 (happy face), say *Oui*,

# 1A Toi et moi

ça va bien, merci. After a while, add to this *Et toi?* Hand the card to the questioner and get her/him to reply.

When everyone has practised this, introduce the possibility of not feeling too good, miming pain or sadness and using flashcard 2 (sad face) to teach *Non, pas très bien*.

Students copy down the names of the six people illustrated in silhouette or just write the numbers, then listen to the conversations between Julie and her friends and put a tick or a cross to show if each person is OK or not.

Pause the recording after the first conversation, refer to the example to make sure everyone knows what to do before playing the rest of the recording. Eventually correct the item orally with the class, perhaps playing the recording again and stopping after each conversation to say *Ça va? Oui ou non?*

**Solution:** 1 *Lauryne* ✓, 2 *Julien* ✓, 3 *Sanjay* ~, 4 *Chloé* ✗, 5 *Léa* ✓, 6 *Alexandre* ~

## transcript

### Ça va?

- 1 – Bonjour, Lauryne.  
– Ah, bonjour, Julie. Ça va?  
– Oui, ça va bien, merci, et toi?  
– Oui, oui. Ça va très bien.
- 2 – Bonjour, Julien, c'est Julie.  
– Ah, bonjour, Julie. Ça va?  
– Oui, ça va bien, merci, et toi?  
– Oui. Ça va très bien, merci.
- 3 – Bonjour, Sanjay.  
– Ah, salut Julie.  
– Ça va, Sanjay?  
– Oh, comme ci comme ça.
- 4 – Bonjour, Chloé.  
– Qui est-ce?  
– C'est Julie. Ça va, Chloé?  
– Non, Julie. Ça ne va pas très bien.
- 5 – Bonjour, Léa.  
– Qui est-ce? C'est Julie?  
– Oui, oui, c'est moi. Ça va, Léa?  
– Ah, salut, Julie! Oui, oui, ça va bien, merci.
- 6 – Bonjour, Alexandre, c'est Julie.  
– Ah, bonjour, Julie. Ça va?  
– Oui, ça va bien, merci, et toi?  
– Bof, comme ci comme ça.

For further practice, choose pairs of students to come out and ask each other *Ça va?* and cue their replies with the flashcards. This practice could continue as pair or group work and is an opportunity for peer assessment, with mini-flashcards made quickly by the students. Refer students to the spread objectives and agree the criteria for success. This allows students to demonstrate the skills acquired so far. If appropriate, display a model of a perfect answer.



Activité (int02)

AT1, AT3

### Bonjour! Ça va?

Use this animated interaction to practise recognition of answers to the question 'How are you?'

### Numbers 1–20

Many students will have at least some idea of the French numbers, but it is important to get pronunciation right at this point.

It is a good idea to teach the numbers three at a time with students repeating them after you, and only move on to the next three when the previous group is properly learnt. Tell pupils that our brains recall information best when it's remembered in chunks.

### Number games

There is a wide selection of these (see TB 24) e.g. *Loto!*, *Continue!*, *Onze* and *Le dix magique*. For games which have a winner, teach *J'ai gagné* and (Name) *a gagné*.

The numbers need plenty of practice, so one or two number games could be played in each lesson during the first few weeks of French, with higher numbers being added unit by unit as they are introduced. *Zéro* could also be taught, perhaps as part of a 'countdown'.



Activité (int03)

AT1

### Qui parle?

Once students are familiar with numbers up to 20, they could do this simple matching activity.



7

AT2; 7L3

### 4 Quel âge as-tu?

Students look at the question and answer printed at the top of the task and can be helped to work out how to slot different ages into the same answer structure. They can then go on to practise this with the puzzle.

- 1 Students follow the lines and work out each person's age, perhaps noting them down, e.g. *Laura 11*.
- 2 They work in pairs, in turns asking the age of their partner who replies for the person named, as in the example.

**Solution:** *Théo 5, Hugo 10, Laura 11, Manon 7, Noah 3, Camille 18, Julien 8, Marine 17*

Dialogue

AT2

Students could now add age to the dialogue previously used to ask each other's name (see SB 6, task 2).

First revise greetings and asking names, demonstrating with a student.

**Teacher:** (shaking hands) *Bonjour.*

**Student:** *Bonjour M./Mme/Mlle.*

**Teacher:** *Comment t'appelles-tu?*

**Student:** *Je m'appelle ...*

**Teacher:** (shaking hands) *Au revoir (name).*

**Student:** *Au revoir M./Mme/Mlle.*

Get students to practise this in pairs, choosing a few to demonstrate this to the class.

Then add in the new question and answer and get pairs of students to practise the complete dialogue, perhaps recording some of them.

**7 Stratégies AT2; 7S9, 7L6; AfL**

This item provides consolidation of the three types of question and answer learnt so far and is a good opportunity for peer assessment. Remind students of the spread objectives and agree the criteria for success.

Students work in pairs to see how long a conversation

they can make up. This could then be developed into a class competition to see which pair's conversation is the longest (as well as being correct).

**Présentation (ppt01) AT2**

### Quel âge?

In this PowerPoint activity, students have to guess people's ages from photos.

### Plenaries (pages 6–7)

**Fiche de travail (ws02)**

- 1 Students write down two sentences summarising the lesson, then share these with the class. Discuss the key points to remember and what aspects might cause difficulties.
- 2 Discuss strategies for remembering words and phrases and urge students to practise at home – maybe with brothers and sisters.

1B Qu'est-ce que c'est? pages 8–9		
Aims and objectives	Grammar and skills	Resources
<ul style="list-style-type: none"> <li>• learn about numbers and things in the classroom</li> <li>• learn about the gender of nouns</li> <li>• learn how to make nouns plural</li> </ul>	<p><b>Grammar</b> Masculine and feminine nouns with indefinite article (<i>un/une</i>) Forming plurals</p> <p><b>Skills</b> Learning gender as you learn new nouns</p> <p><b>Pronunciation</b> Different pronunciation of words which look the same in French and English</p>	<p><b>Key language:</b> see p36</p> <p><b>Online resource:</b> <i>Unité 1</i> int04/05, ppt02, ws02/03/04</p> <p><b>Copymasters:</b> 1/2</p> <p><b>CD</b> 1 tracks 5–9</p>

### Starters (pages 8–9)

**Fiche de travail (ws02)**

- 1 Everyone stands up. Go quickly round the class asking people questions, alternating between their name, age and if they are well.  
If they answer correctly they sit down, until all are seated.
- 2 (Use before task 2) The lesson could start with a game to see if students remember the classroom vocabulary, e.g. *Jeu de mémoire* (Kim's game – see TB 26) or *Je touche* (TB 25). Use actual objects in the classroom, or the PowerPoint game below (ppt02).

**Introduction AT2**

### Gender

Grammatical gender is still a difficult concept, to be introduced gradually, stressing its importance but not making it sound too difficult.

The words *garçon* and *fille* have occurred in the number games, but in any case they are good ones to start with.

Revise the questions and answers learnt already and move on from *Qui est-ce? C'est Jean* to *Qui est-ce? C'est un garçon. C'est un garçon? Oui, c'est un garçon.*

The best way to teach classroom objects, initially, is to handle them, introducing the words orally. A good standard teaching sequence is as follows:

*Écoutez!/Répétez! C'est un(e) ...*

*Oui ou non?/Choix – c'est un stylo ou un crayon?*

*Corrige-moi. C'est un crayon.*

*Non, c'est un stylo.*

*Qu'est-ce que c'est?* etc.

Introduce the French for five masculine classroom objects (*un livre, un stylo, un cahier, un crayon, un cartable*) and practise them with the question *Qu'est-ce que c'est?*

## 1B Qu'est-ce que c'est?

Then help students to deduce that the word for 'a' used with the other words is *un* (like *un* before *garçon*).

Next point to a girl and say *C'est un garçon?* (In single-sex classes, use alternatives such as flashcards or a PowerPoint presentation.) When you get the answer *Non*, say *Non, c'est une fille. Répétez. C'est une fille.* Elicit the difference in sound from pupils.

Now teach five feminine objects (*une chaise, une règle, une table, une gomme, une boîte*) with *Qu'est-ce que c'est?*

Draw attention to the word *une* and link it with *une fille*.

Explain briefly that, in French, all objects are either *un* or *une* words, and mention the terms masculine and feminine. Tell the students to make sure that they always learn whether a word is masculine or feminine. You could introduce an ongoing presentation technique with PowerPoint: use one colour background for masculine words, one for feminine and one for plurals and get pupils to always do the same. Tell the students this is helpful as we learn in three ways – through seeing, hearing and doing, and this particular technique helps visual memory.

Or give each student two pieces of card, one in blue for masculine nouns, one in red for feminine nouns. When practising new vocabulary, students hold up the blue or red card as appropriate. This makes them think about the gender, and the colour helps cement the gender for some students. (See the Starters & Plenaries file (ws02) in the online resource for a printable version of these cards.)

Next, teach a few more classroom objects (*un ordinateur, un classeur, un sac à dos, un trombone, un taille-crayon, une calculatrice, une trousse*) and practise these as before.

As further practice, play some fast-paced vocabulary games at the end.

Stress that masculine/feminine is not to do with the essence of the thing – stereotypically manly things are not necessarily masculine or girly things feminine.



Activité (int04)

AT1, AT2, AT3

### Les affaires scolaires

Use this online activity to present and practise the classroom objects.



Présentation (ppt02)

AT2

### Jeu de mémoire: Mes affaires scolaires

This is a teacher-led Kim's Game where there are several classroom objects on the page.



8 1 tr 5

AT1, AT4; 7W4, 7T4

#### 1 Des affaires scolaires

Ask the class to look at the pictures of classroom objects, noticing that they are divided into masculine (*un*) and feminine (*une*) words (surrounded with red or blue frames as an added reminder).

Explain *affaires* if they have not already met the phrase *Rangez vos affaires!*

Students write down the numbers from 1–15, listen to the recording and write down the letter for each object as it is mentioned in the recording.

This task could be corrected by playing the recording again and stopping to check each answer in turn.

Reinforce gender here by asking students, as they listen, to say whether they heard *un* or *une* and what that, therefore, tells them about the noun, i.e. that it is masculine or feminine (*c'est masculin/féminin*).

The written form of the names for classroom objects can be introduced as soon as students are confident enough in their pronunciation. They should refer to the list in the *Sommaire* on page 11.

This is a suitable time for students to start their own vocabulary books, perhaps adopting the idea of writing or underlining masculine words in blue and feminine ones in red.

**Solution: 1 C, 2 I, 3 J, 4 A, 5 E, 6 N, 7 B, 8 D, 9 F, 10 H, 11 M, 12 L, 13 K, 14 O, 15 G**

### transcript

#### Des affaires scolaires

- 1 – Qu'est-ce que c'est?  
– C'est un cahier.
- 2 – Et ça? C'est une règle?  
– Ah oui, c'est une règle.
- 3 – Qu'est-ce que c'est?  
– C'est une gomme.
- 4 – C'est un livre?  
– Oui, c'est un livre.
- 5 – Qu'est-ce que c'est?  
– C'est un cartable.
- 6 – Et voici une chaise.  
– Oui, oui, c'est une chaise.
- 7 – Et ça, qu'est-ce que c'est?  
– C'est un stylo.
- 8 – Voici un crayon.  
– C'est vrai. C'est un crayon.
- 9 – Et ça, qu'est-ce que c'est?  
– C'est un taille-crayon, c'est mon taille-crayon.
- 10 – Et voici un bic.  
– Oui, un bic. C'est important, ça!
- 11 – Et une calculatrice, regarde!  
– Ah bon, c'est ma calculatrice, ça!
- 12 – Oui? Dans la trousse? C'est ça?  
– Oui, oui. Dans la trousse.
- 13 – Et ça, c'est une boîte?  
– Oui, c'est une boîte.
- 14 – Et ça, c'est une table.  
– Oui, c'est vrai, c'est une table.
- 15 – Et voici un ordinateur.  
– Oui, un ordinateur. Ça, c'est très important!



8

Dossier-langue

7W4

#### Masculine and feminine (gender)

Draw students' attention to this brief *Dossier-langue*, which sums up the gender of nouns.

**8 Stratégies** AT3; 7W4, 7W8, 7T4

This explains the use of gender and provides some added practice involving using a dictionary. Make sure that students are clear about the significance of *m* and *f*, and remind them of this from time to time, getting them to look up new words as they occur.

**140 Au choix** 1 tr 6 AT1, AT2

## 2 Télé-jeu: 30 secondes

This is a fun listening item for practice of classroom vocabulary.

Ask students to look at the picture, then explain it briefly:

*Voilà, c'est un jeu à la télévision. Regardez les prix.*

*Chloé gagne quatre choses et Max gagne six choses.*

Explain *gagne*, if not guessed.

Some teachers may wish to give their class the written words (on the board in random order).

As follow-up, students can play the game themselves. One student sees how many prizes s/he can win in thirty seconds, without looking at the book and with suitable applause from the class. Soon, a student can play the quizmaster, or the game can be played in groups. More prizes could be added.

**Solution: Chloé 1, 2, 4, 6 Max 1, 3, 5, 7, 8, 9**

transcript

### Télé-jeu: 30 secondes

- Voilà, Chloé et Max, regardez les prix – ce sont des prix fantastiques, non?
- Oui, oui, fantastiques!
- Bon, tu as trente secondes: 3 ... 2 ... 1 ... zéro!
- Eh bien, numéro un, c'est un lecteur CD et deux, euh, c'est un portable.
- Très bien, super! Continue!
- Alors trois, numéro trois, c'est ... c'est une télévision?
- Ah, non. Mais ...
- Ah non, euh, la télé, c'est numéro quatre. Et numéro six, euh, c'est un baladeur ...
- Trente secondes! Très bien, Chloé. Tu as gagné un lecteur CD, un portable, une télé et un baladeur.
- Oh, merci, merci, monsieur.
- Et maintenant, Max. Ça va?
- Euh ... oui, oui, ça va.
- Tu as trente secondes: 3 ... 2 ... 1 ... zéro! Commence!
- Numéro un est un lecteur CD, euh ... oui, numéro trois, c'est une calculatrice; numéro cinq, des crayons; numéro sept, un lasseur; numéro huit, une poubelle, numéro neuf, un cartable et ...
- Trente secondes! Fantastique, Max! Tu as gagné six prix, six! Voilà: un lecteur CD, une calculatrice, des crayons, un classeur, une poubelle et un cartable. Félicitations et au revoir!

Introduction

AT2

## Combien?

Teach *Combien?* and *C'est combien?* orally using groups of classroom objects, holding up fingers, writing figures on the board, etc., first asking and answering the questions yourself then getting students to do so.

Gradually use numbers plus nouns, saying: *Il y a combien de (+ noun)? Il y a (+ number and noun).*

**8**

AT2; 7S3, 7T6

## 2 Combien?

First ask a few questions based on the picture to check that students remember the words involved. Then show the class how to work in pairs asking each other *Il y a combien de (+ noun)?*

They answer using the structure suggested.

**Solution: 1 Il y a 3 crayons, 2 Il y a 5 livres, 3 Il y a 8 règles, 4 Il y a 2 stylos, 5 Il y a une trousse, 6 Il y a 6 gommes, 7 Il y a 7 taille-crayons, 8 Il y a 4 calculatrices.**

(Note: The written form of the numbers is not given in the Student's Book until *Unité 2*. If the spelling of numbers is required at this point, refer to the *Sommaire* on page 17 of the Student's Book.)



Fiche de travail (ws03)

AT3

## Un ou une?

This online activity revises the classroom objects learnt so far, together with their gender.

**9** 1 tr 7

AT2; 7W6, 7L1

## Prononciation: c'est anglais ou français?

This is the first in a series of items featuring different sounds.

This short item focuses on the difference in pronunciation between English and French words, even though they might look the same.

transcript

### C'est anglais ou français?

- |          |            |
|----------|------------|
| 1 France | 5 article  |
| 2 Paris  | 6 solution |
| 3 crayon | 7 parent   |
| 4 table  | 8 sport    |

**9** 1 tr 8

AT1, AT2; 7W3, 7S2, 7T3, 7L4, 7C3; AfL

## 3 Qu'est-ce que c'est?

a Revise the classroom objects already taught using the structure *Qu'est-ce que c'est?*

*C'est un [bic/cahier/cartable/crayon/livre/ordinateur/stylo/taille-crayon.]*

*C'est une [boîte/calculatrice/chaise/gomme/règle/table/trousse.]*

*Voici/Voilà un ... Oui/Non.*

## 1B Qu'est-ce que c'est?

Then teach *un tableau interactif, un baladeur, un CD, un lecteur CD, un portable, un classeur, un sac à dos, un trombone, un feutre, une calculatrice, une feuille de papier, une poubelle, une fenêtre, une porte*. Use flashcards, objects or the online presentation (Activité (int04) above).

The word *baladeur* is taught here as it is the generic term, but you may also wish to teach *un iPod* and *un lecteur mp3*.

When students are familiar with the new vocabulary, they can do the listening activity. For this they listen to French children playing the game *Je pense à quelque chose*, using a mixture of masculine and feminine nouns. Before they do this, explain simply how the game works, e.g.

– Je pense à quelque chose. Qu'est-ce que c'est?

– C'est un livre?

– Non, ce n'est pas ça.

– C'est un feutre?

– Oui, c'est ça. Très bien!

Play the game with them a few times, using first the objects in the masculine box (*un*), then in the feminine box (*une*). Play a few more rounds with students taking the teacher's role.

Students can then listen to the recording and write down the numbers of any objects mentioned.

**Solution:** 4, 8, 10, 1, 7, 5, 3

### transcript

#### Qu'est-ce que c'est?

- Je pense à quelque chose. Qu'est-ce que c'est?
- C'est un classeur.
- Non, ce n'est pas ça.
- C'est un feutre?
- Non, ce n'est pas ça.
- C'est une fenêtre?
- Non, ce n'est pas ça.
- C'est un tableau interactif?
- Oui, c'est un tableau interactif. Très bien!

- Je pense à quelque chose. Qu'est-ce que c'est?
- C'est un trombone?
- Non, ce n'est pas ça.
- C'est un sac à dos?
- Non, ce n'est pas ça.
- C'est un portable?
- Oui, c'est ça. C'est un portable.

- b Students can now play the game in pairs or groups, using both masculine and feminine singular nouns. This is an opportunity for peer assessment. Remind students of the spread objectives and agree the criteria for success. Show how their work can be improved by praising good examples and letting them demonstrate to other groups or the whole class.

For further practice, students could play a version of *Je pense à quelque chose* using mini whiteboards. Working in pairs, they each draw (in secret) three items they might find in a pencil case/classroom. They have to guess their partner's items by asking, e.g. *Un stylo, s'il te plaît*. If their partner has drawn this item, they get another go; if not, they swap over. The winner is the person who identifies all three with the fewest guesses.



9 Dossier-langue

1 tr 9

AT1; 7W4

## Plural

This explains plurals.

The listening activity focuses on the sound of singular and plural forms. Students should then look at the difference between French and English plurals. If necessary, compare with the *Prononciation* activity above.

### transcript

#### Au pluriel

- |               |                 |
|---------------|-----------------|
| 1 un crayon   | 4 une solution  |
| neuf crayons  | trois solutions |
| 2 une table   | 5 un parent     |
| cing tables   | deux parents    |
| 3 un article  | 6 un sport      |
| sept articles | quatre sports   |



9

AT3, AT4; 7W3

## 4 Au collège

- a Students read through the statements about Mathilde's possessions, and copy down only those which match the picture.

**Solution:** 1 Il y a quatre crayons, 3 Il y a une trousse, 4 Il y a trois livres, 5 Il y a un portable

- b This time, students refer to the picture and write complete sentences to describe it.

**Solution:** Dans le sac de Thomas, il y a un taille-crayon. Il y a deux classeurs.

Il y a cinq règles, une calculatrice, quatre gommes et un baladeur.



Activité (int05)

AT2

## Combien?

Use this online recording activity to practise talking about classroom objects in the singular and plural.



Fiche de travail (ws04) AT3, AT4

## Singulier ou pluriel?

This online worksheet provides written practice of classroom items in the singular and plural.



140 Au choix

AT3

## 3 C'est quelle image?

Students match the conversations to the pictures.

**Solution:** 1 B, 2 A, 3 G, 4 C, 5 D, 6 E, 7 F, 8 H



1/2 1 tr 10-12

AT1

## Écoutez bien!

A listening quiz on language taught in this unit. Students write down 'Section 1' and numbers from 1–5. They look at the pictures and write the letter of the correct one as they hear it.

**Solution: 1 d, 2 b, 3 e, 4 a, 5 c**

In Section 2, the class number again from 1–5, then listen for the age of each speaker.

**Solution: 1 e, 2 a, 3 b, 4 d, 5 c**

In Section 3, students number from 1–10, then listen for classroom objects.

**Solution: 1 j, 2 c, 3 b, 4 d, 5 g, 6 a, 7 i, 8 f, 9 h, 10 e**

transcript

**Écoutez bien!**

**Section 1**

- 1 Bonjour! Je m'appelle Pierre.
- 2 Bonjour! Je m'appelle Françoise.
- 3 Bonjour! Je m'appelle Catherine.
- 4 Bonjour! Je m'appelle Jean-Pierre.
- 5 Bonjour! Je m'appelle Michèle.

**Écoutez bien!**

**Section 2**

- 1 – Quel âge as-tu?  
– J'ai six ans.
- 2 – Quel âge as-tu?  
– J'ai quatre ans.
- 3 – Quel âge as-tu?  
– J'ai douze ans.
- 4 – Quel âge as-tu?  
– J'ai cinq ans.
- 5 – Quel âge as-tu?  
– J'ai dix ans.


**Écoutez bien!**

**Section 3**

- 1 C'est une gomme.
- 2 C'est un livre.
- 3 C'est un cartable.
- 4 C'est une règle.
- 5 C'est une boîte.

- 6 – Qu'est-ce que c'est?  
– C'est un crayon.
- 7 – Qu'est-ce que c'est?  
– C'est un cahier.
- 8 – Qu'est-ce que c'est?  
– C'est une table.
- 9 – Qu'est-ce que c'est?  
– C'est un stylo.
- 10 – Qu'est-ce que c'est?  
– C'est une chaise.

**Plenaries (pages 8–9)**

 **Fiche de travail (ws02)**

1 Use the game *Qu'est-ce qu'il y a dans la boîte?* (see TB 25). Make sure that there are sometimes several of the same object in the box.

When students have identified an object, encourage them to think about whether they should use *un/une* or a number and how they remembered which to use. If there is only one object, ask how to make this plural. Similarly, for plural objects, elicit whether one of them would be *un* or *une*.

A number of images are provided on the online worksheet for a version of this activity if required.

2 Follow up the *Prononciation* item on this spread by leading a discussion of the correlation between sound and spelling, based on place names on the map (SB 3), e.g.

- *France* – looks like English: sounds totally different
- *Paris, Calais* – final consonant not sounded
- *Lyon/Lyons* – languages often spell towns differently
- *Honfleur* – silent 'h'

This could lead into a further discussion about learning strategies and identifying patterns in language (including comparisons with patterns in English).

Some words are provided on the online worksheet for a version of this activity if required.

**1C En classe pages 10–11**

Aims and objectives	Grammar and skills	Resources
<ul style="list-style-type: none"> <li>• practise classroom commands and vocabulary</li> <li>• practise some questions and answers</li> </ul>	<p><b>Pronunciation</b></p> <p>The letter <i>i</i></p>	<p><b>Key language:</b> see p36</p> <p><b>Online resource:</b> <i>Unité 1</i> int06/07, ws02/05</p> <p><b>Copymasters:</b> 1/3</p> <p><b>CD</b> 1 tracks 13–16</p>

**Starters (pages 10–11)**

 **Fiche de travail (ws02)**

1 As all the items on this double page spread are intended to consolidate the language covered in the first weeks of learning French, another look at the online map of France would be appropriate.

Students could see how quickly they can identify the places on the map and then work in groups to see how many of the words on the map and how many snippets of information about France they can remember.

2 **5-4-3-2-1** game. Display the list of words in random order, then ask students to name 5 electrical/electronic items, 4 things to write with, 3 containers, 2 pieces of furniture, 1 book.

## Solution:

*un baladeur, un lecteur CD, un ordinateur, un portable, un tableau interactif un bic, un crayon, un feutre, un stylo une boîte, un sac, une trousse une chaise, une table un cahier*

## Introduction

### Classroom instructions

Gradually introduce *s'il te plaît* and *merci bien* and, if wished, *Je ne sais pas/Je voudrais un ...*

Begin to use as often as possible such commands as *regardez, ouvrez, fermez, écrivez*, so that the class gets used to the lesson being conducted in French.



10

1 tr 13

AT1, AT3; 7W3, 7T1, 7L4

### 1 Vocabulaire de classe

a In part a, students read the classroom commands and match them to the illustrated activities.

**Solution: 1 C, 2 A, 3 H, 4 B, 5 G, 6 D, 7 F, 8 E**

b Students listen to the recording and write down the letter for the correct picture.

**Solution: 1 H, 2 D, 3 G, 4 C, 5 E, 6 B, 7 F, 8 A**

## transcript

### Vocabulaire de classe

- |                      |                 |
|----------------------|-----------------|
| 1 Travaillez à deux. | 5 Asseyez-vous. |
| 2 Répétez.           | 6 Levez-vous.   |
| 3 Écrivez.           | 7 Comptez.      |
| 4 Écoutez.           | 8 Regardez.     |



Activité (int06)

AT1, AT3

### Vocabulaire de classe (1)

This online activity supports the classroom vocabulary by matching the French commands to the spoken version and to the English translations. It can be used at any stage to revise or assess the main classroom commands used so far.



10

AT3, AT4; 7W3

### 2 Complète les phrases

This activity provides written practice of the classroom commands in context. Students could read out their answers and direct student(s) or the teacher to follow the appropriate instruction.

**Solution: 1 tableau interactif, 2 crayons, 3 porte, 4 fenêtre, 5 lecteur CD, 6 bic, 7 livre, 8 cahier**



Fiche de travail (ws05)

AT3

### Dans la salle de classe

This online worksheet provides further practice of the classroom vocabulary and its meaning.



10

1 tr 14-16

AT1, AT2; 7W6, 7L1

### Prononciation: la lettre 'i'

a Students listen to the words and match them with the printed version.

**Solution: 1 a, 2 e, 3 c, 4 d, 5 f, 6 b**

b Students pronounce the words and check their pronunciation.

This is a good task for students to work on individually so they can concentrate fully on getting the pronunciation correct. However, it could also be used for whole-class oral work.

c The silly sentence helps fix the sound for students.

## transcript

### Prononciation: la lettre 'i'

- |  |            |
|--|------------|
| a 1 dix                                    | 4 un bic   |
| 2 il y a                                   | 5 un stylo |
| 3 merci                                    | 6 unité    |
| b six écris livre dis oui fille            |            |
| c Minnie la souris lit dix livres à Paris. |            |



10

AT3; 7S4, 7T5

### 3 Trouve la question

Students find the appropriate question to match the answers supplied.

**Solution: 1 c, 2 e, 3 f, 4 a, 5 d, 6 b**



11



1/3

7W3, 7W4

### Sommaire

This is a summary of the main language and structures taught in this unit. It is also on copymaster for ease of reference.

On each *Sommaire* page is a useful strategy for learning vocabulary.



Activité (int07)

AT3

### Vocabulaire (1)

This online game provides practice of all the vocabulary of the unit.

## Plenaries (pages 10–11)



### Fiche de travail (ws02)

- 1 Get students to construct a mind map. Provide a blank sheet with headings for the topics covered (greetings, name and age, health, numbers, classroom objects, classroom commands). Students write notes or vocabulary for each of the headings, based on their learning so far, then discuss these with the teacher.
- 2 Referring to the *Sommaire* for help, students work in pairs to see how long a conversation they can make up, using greetings, questions and answers about name, age and health and also about what things are and how many of them there are.  
Encourage discussion about what students have learnt, what parts are easier and what proved more difficult.

DRAFT