

Aims and objectives	Key language/Culture	Grammar and skills	National criteria
<p>2A Venez en France pp12–13</p> <ul style="list-style-type: none"> understand people saying where they live learn how to say 'in' a place 	<p>J'habite à (+ town) en/au (+ country) dans + un appartement/une ferme/une maison près de ... une île/un port/un village/une ville/à la montagne</p>	<p>Grammar Prepositions for locations: à/a/en/dans</p> <p>Skills Using clues to work out meaning</p>	<p>Attainment AT1 Level 1–2, AT2 Level 1–2, AT3 Level 1–2, AT4 Level 1–2 Framework 7W2/4, 7S2/4, 7T7, 7L3/6 Languages ladder/Asset languages Grades 1–2 Assessment for learning ex 2</p>
<p>2B Où habites-tu? pp14–15</p> <ul style="list-style-type: none"> say where you live ask someone where they live use numbers up to 30 	<p>Où habites-tu ? Tu habites où? en France/en Angleterre/en Écosse/en Irlande (du Nord)/au Pays de Galles Numbers 1–30</p>	<p>Skills Elision: je or j' Inversion to form questions</p>	<p>Attainment AT1 Level 1–3, AT2 Level 1–3, AT3 Level 1–2, AT4 Level 1–3 Framework 7W6, 7S4, 7T1/2, 7L2/3/5, 7C4 Languages ladder/Asset languages Grades 1–3 Assessment for learning ex 2, ex 5</p>
<p>2C Comment ça s'écrit? pp16–17</p> <ul style="list-style-type: none"> learn the days of the week spell words using the French alphabet 	<p>Quel jour sommes-nous/C'est quel jour? lundi/mardi/mercredi/jeudi/vendredi/samedi/ dimanche à la maison Comment ça s'écrit? Comment ça se dit? Comment dit-on [...] en français/anglais?</p>	<p>Skills Identifying patterns in language for days of the week Learning useful phrases for the classroom</p> <p>Pronunciation The French alphabet The letter é</p>	<p>Attainment AT1 Level 1–3, AT2 Level 1–3, AT3 Level 1–3, AT4 Level 1–3 Framework 7W2/3/6/7, 7S4, 7L1/3/4, 7C4 Languages ladder/Asset languages Grades 1–3 Assessment for learning ex 2</p>
<p>Other resources: Online resource Unité 2, Copymasters CM2/1–2/4, CD 1 tracks 17–31, Flashcards 3–7</p>			

2A Venez en France pages 12–13

Aims and objectives	Grammar and skills	Resources
<ul style="list-style-type: none"> understand people saying where they live learn how to say 'in' a place 	Grammar Prepositions for locations: <i>à/a/en/dans</i> Skills Using clues to work out meaning	Key language: see p48 Online resource: <i>Unité 2 int01, ppt01, ws02</i> Copymasters: 2/1 CD 1 track 17 Flashcards: 3–7

Starters (pages 12–13)



Fiche de travail (ws02)

- 1 Display words and phrases from the previous unit randomly on the screen (see below or the online worksheet for a suggested list). In pairs, students create as many different phrases as they can.

11 ans	as-tu	Au revoir	Bonjour
calculatrice	Ça va	Comment	elle
il	j'ai	je	m'appelle
Non	ordinateur	Oui	pas très bien
portable	Quel âge	sac	s'appelle
Salut	t'appelles	très bien	tu
un	une		

- 2 (For use after *habite à* is taught.) Make up a *Vrai ou faux?* item about where famous people live. Start them off, then students make up their own statements, e.g.

David Beckham habite à Los Angeles.
Michael Jackson habite à Manchester.
Le Prince Harry habite en Angleterre.
Homer Simpson habite à Springfield.
Nessie habite en Écosse.
Sherlock Holmes habite à Londres en Angleterre.

Introduction

Share the spread objectives with students at the start of each lesson. Give them every opportunity to demonstrate their knowledge and skills and to evaluate their progress.

Draw attention to these basic phrases.

<i>Qui est-ce?</i>	<i>Il y a ...</i>
<i>Qu'est-ce que c'est?</i>	<i>Oui, c'est ça.</i>
<i>C'est ...</i>	<i>Non, ce n'est pas ça.</i>
<i>Ce n'est pas ...</i>	<i>Voici ...</i>



13 Stratégies

7S2, 7L3

Using clues

Some simple training in strategies for listening can be built into the materials from the outset. (See also TB 20, **Developing listening skills.**)

- Build up confidence by introducing language gradually with clues for what is to be listened for. This will help convince students that they can understand spoken French.
- Encourage guesswork and emphasise that you don't need to understand every word. For example, this item includes some new, but easily guessable, words: *super, fantastique, moderne, important(e).*



Activité (int01)

AT1, AT3

J'habite en France

An audio and graphic presentation of the places mentioned on the map and the new vocabulary.

Introduction

AT2

J'habite ...

Teach how to say where you live using the online presentation (see above) and repetition of *J'habite à (+ place)*. Then students say the phrase in answer to the question *Où habites-tu?* Finally, students could question others.

Using the presentation, gradually teach *C'est une ville/un village/un port* and ask:

(Name of place), *c'est une ville? C'est un village?*

Write the names of some well-known towns or villages in Britain and France on the board and use them for oral practice, e.g.

Teacher: – (Student A), *Paris, c'est une ville?*

Student A: – *Oui, c'est une ville.*

Alternatively, students could work on this in pairs, e.g.

Student A: *Paris.*

Student B: *C'est une ville.*

This provides an opportunity for the teacher to monitor who is able to say the words and who understands the work.

2A Venez en France

In a similar way, teach *une maison* and *un appartement*. Then ask *Tu habites dans une maison ou dans un appartement?* Teach *une ferme* and practise these nouns using a flashcard game (FC 3–7, see TB 26).

 12  1 tr 17 **AT1, AT2, 7L3**

1 J'habite en France

Use the photos to teach or revise *garçon, fille, homme, femme*, e.g.

Voici une femme.

Elle s'appelle Mme Dumas. Elle habite ici.

Et voici une fille. Elle habite dans une maison.

Next look at all the pictures in turn, speaking briefly about them, e.g.

Voici Paris. C'est une ville? Oui, c'est une ville.

Et voici Strasbourg. C'est une ville aussi.

Répétez – Strasbourg.

Mme Dumas habite à Strasbourg.

Et voici une ferme. C'est un appartement? Non, c'est une ferme, près de Trouville.

Et voici une fille. La fille habite ici, dans la maison.


Et voici un homme. Répétez. Il s'appelle M. Lebrun etc.

Now play the whole recording once while students follow in their books. Play it a second time, using the pause button to give them time to identify each speaker.

transcript

J'habite en France

- 1 J'habite à Paris. C'est fantastique!
- 2 Moi, j'habite à Lille. J'habite dans un appartement en ville.
- 3 Moi, j'habite ici, en Normandie. J'habite dans une ferme, près de Trouville.
- 4 J'habite ici, à Strasbourg, avec ma famille. J'habite dans une maison en ville.
- 5 Moi, j'habite à La Rochelle. C'est un port en France.
- 6 Moi, j'habite dans un village, à la montagne. C'est dans les Alpes, près de Grenoble.
- 7 Moi, j'habite ici, à l'Île de Ré. C'est une île près de La Rochelle.
- 8 Moi, j'habite à Nice. C'est super!

 **Présentation (ppt01)** **AT2**

Jeu de mémoire: Où habites-tu?

Use this PowerPoint version of Kim's Game to practise the vocabulary introduced in task 1.

 2/1  1 tr 17 **AT1, AT3**

1 J'habite en France

As a support activity to the above item, students listen again to the recording, first identifying the speakers and noting down the names, then filling in the grid on the sheet. This activity is ideal for use with individual listening facilities.

Solution:

	ville/ port	village	île	maison	appt.	ferme
Lucas	✓					
Camille	✓				✓	
M. Lebrun						✓
Mme. Dumas	✓			✓		
Nicolas	✓					
Mathilde		✓				
Julie			✓			
Jean-Pierre	✓					

2 Où sont les voyelles?

This could be done for further consolidation in class or for homework.

Solution: 1 *ferme*, 2 *Paris*, 3 *maison, famille*, 4 *appartement*, 5 *Grenoble*, 6 *habite*, 7 *ville*, 8 *habite*, *La Rochelle*

 12 **AT3; 7W4, 7S4, 7L6; (AfL)**

2 Vrai ou faux?

Teach *Vrai ou faux?* by making statements about members of the class or classroom objects, e.g. (holding up a book) *Voici une règle – c'est vrai ou faux? – C'est faux!*

Use the example to check that everyone knows how to do the task.

The task could be done as a class activity or individually with the answers checked orally. Some students might be ready to read out some of the statements being checked or they could just be repeated by the class.

Solution: 1 *vrai*, 2 *vrai*, 3 *vrai*, 4 *faux*, 5 *faux*, 6 *faux*, 7 *vrai*, 8 *vrai*, 9 *vrai*, 10 *faux*

Students could then try to make up further *vrai ou faux* statements about the photos. As follow-up, they could make up similar statements about their own town and set them as a class activity, e.g. *St Albans est en France. Huddersfield est en Angleterre. Liverpool est près de Paris*, etc.

As follow-up and a simple but effective opportunity for AfL, ask students: How do you say (for example) 'in a house'? Students tell their partner, who checks and corrects if necessary. Take feedback from the class. This links to both objectives for this spread and allows students to demonstrate their ability to recall and generate the language they have learnt.


 13 **Dossier-langue** **7W2, 7T7**

Work briefly through the explanation and ask students to complete rules 1, 2 and 3. Encourage them to refer back to them as they do the next few tasks.

Solution: 1 *à*, 2 *en*, 3 *dans*

Students could build up their own list of strategies for learning and remembering new language, e.g. in a personal file/exercise book. These rules could be added to their list.

Plenaries (pages 12–13)

 **Fiche de travail (ws02)**


- 1 In pairs, students tell their partner three things about where they live. They then pair up with another two students – how many different phrases can they say? Take feedback from the class.
- 2 Sticky notes: students write one phrase (or more, depending on the class) about where they live

(j'habite à ..., j'habite dans ..., j'habite en ..., c'est une ville ..., c'est super/fantastique, etc.). They stick the notes on an agreed place in the classroom (e.g. a display board headed *J'habite ici*). Teacher monitors the sticky notes for accuracy and uses this as an AfL opportunity, asking students to give feedback and suggestions for improvement. These can also be used to start the next lesson.

2B Où habites-tu? pages 14–15

Aims and objectives	Grammar and skills	Resources
<ul style="list-style-type: none"> • say where you live • ask someone where they live • use numbers up to 30 	Skills Elision: <i>je</i> or <i>j'</i> Inversion to form questions	Key language: see p48 Online resource: <i>Unité 2</i> int02/03/04, ppt02 ws02/03/04/05/06 Copymasters: 2/2 CD 1 tracks 18–22

Starters (pages 14–15)

 **Fiche de travail (ws02)**

- 1 **Chain questioning** (Use this to revise personal information before page 15, task 4)
 Display the questions *Comment t'appelles-tu? Quel âge as-tu?* and *Ça va?* and choose a student to ask someone one of the questions. If they answer correctly, that student asks another person one of the other two questions, and so on.
 This could be done as a competition in rows or groups.
- 2 Use a number game (see TB 24) to revise the numbers taught so far.

 14  1 tr 18 **AT1, AT2; 7S4, 7L2; AfL**

 14 **AT4; 7T1**

1 Écris des phrases complètes

Students find the correct words from the box to complete these core sentences.
 They could just note down the numbers and matching letters and the answers could be checked orally, with students supplying the full sentence. Any students ready to start writing could copy down the complete sentences. This could be used as a homework task.

Solution: 1 b, 2 f, 3 c, 4 a, 5 e, 6 d, 7 h, 8 g

 14 **Dossier-langue**

This short item introduces the concept of inversion to form questions. Go over the example to ensure students recognise the change of word order. Some students may be able to make up other questions such as *Habites-tu en France/dans une maison/à Londres?* Avoid other parts of the verb at this stage.

2 Et toi? Où habites-tu?


Students listen to the model dialogue, then make up their own answers and use them in conversation, based on the illustrated examples.

Students could learn the conversations for homework. This can be the basis of an early speaking assessment. It is also an ideal opportunity for peer assessment, allowing students to demonstrate their skills and to give or receive feedback.

transcript

Et toi? Où habites-tu?

- Où habites-tu?
- J'habite à Wakefield. Et toi, où habites-tu?
- Moi, j'habite dans un village, près de Leeds.

 **Fiche de travail (ws03)** **AT3, (AT4)**

Où?

A word snake matching activity practising *dans, en, au, à*.

 2/2  1 tr 19 **AT1**

Trois conversations

Students should first look through the illustrations for the conversations and the multiple choice items, before working on the recorded version and ticking the correct options. This item would be useful with individual listening equipment or in a multi-media facility.

2B Où habites-tu?

- Solution:** **1** Ab, Bc, Cb, Dc
2 Aa, Bc, Ca, Da
3 Aa, Bb, Ca, Db

transcript

Trois conversations

1 Première Conversation

- Bonjour. Je m'appelle Monique. Comment t'appelles-tu?
- Je m'appelle Marcel.
- Quel âge as-tu, Monique?
- J'ai quatorze ans. Et toi?
- J'ai dix ans.

2 Deuxième Conversation

- Bonjour. Je m'appelle Marc. Comment t'appelles-tu?
- Je m'appelle Françoise. Tu habites où?
- J'habite dans un village, près de La Rochelle. Et toi?
- J'habite dans un village, près de Marseille.

3 Troisième Conversation

- Bonjour. Je m'appelle Philippe. Et toi? Tu t'appelles comment?
- Je m'appelle Martine. Tu habites où?
- J'habite à Sainte-Marie. C'est un village. Et toi?
- J'habite à Bordeaux. C'est une ville en France.



141 Au choix

AT2, AT4

1 C'est où?

Students make up sentences, using the appropriate prepositions with the names of towns or countries. This could be an oral or written activity.

Solution:

- 1** Glasgow, c'est une ville en Écosse.
- 2** Manchester, c'est une ville en Angleterre.
- 3** Paris, c'est une ville en France.
- 4** La Rochelle, c'est une ville en France.
- 5** Bordeaux, c'est une ville en France.
- 6** Dublin, c'est une ville en Irlande.
- 7** Leeds, c'est une ville en Angleterre.
- 8** Belfast, c'est une ville en Irlande du Nord.
- 9** Swansea, c'est une ville au pays de Galles.
- 10** Aberdeen, c'est une ville en Écosse.



141 Au choix

AT3, AT4

2 Complète les phrases

This gap-fill activity practises the prepositions with places, towns and countries. Students could write out the full sentences or do the activity orally.

- Solution:** **1** dans, à, **2** dans, dans, **3** en, dans, **4** à, près, au, **5** en, dans, près



Fiche de travail (ws04)

AT4

Écris des phrases

This activity gives further written consolidation of prepositions with places, towns and countries.



Présentation (ppt02)

AT1, AT2, AT3; 7C4

Chantez! Un, deux, trois

A song revising numbers 1–20 which could be used now as preparation for the next group of numbers. For the words and music, see TB 28.

Teaching numbers up to 30

Teach the numbers orally, using the ICT activity (below), repetition and number games (see TB 24).



Activité (int02)

AT1, AT2, AT4

Les nombres 1–30

This online activity includes listening, speaking and writing tasks to practise the numbers 1–30. It can be used at any point from now on for consolidation or revision.



Fiche de travail (ws05)

AT3

Comptez

This online reading activity practises matching numbers to words and can be used in conjunction with the previous activity.



15

1 tr 22

AT1; 7T2, 7L3

3 Qui habite où?

Revise the pronunciation of the names and ask the class to read aloud the numbers of the houses. Then play the recording, pausing after each speaker to look at the example, and for students to write down the correct answers.

Check the results orally, perhaps with further questions, e.g. *Qui habite au numéro sept? Où habite Magali?* etc.

- Solution:** **1** Olivier 7, **2** Coralie 21, **3** Magali 25, **4** Loïc 30, **5** Sébastien 14, **6** M. Garnier 28, **7** Jean-Marc 5, **8** Isabelle 15

This activity could also be used more competitively: say one of the people's names and students race to say the correct number. If considered appropriate, the 3rd person could also be introduced, e.g.

Teacher: Magali.

Student: Elle habite au numéro 25.

transcript

Qui habite où?

- 1** – Où habites-tu, Olivier?
 - J'habite à Paris, dans la Villa Violette.
 - C'est quel numéro?
 - Numéro sept.

- 2 – Et toi, Coralie? Où habites-tu?
– J’habite à La Rochelle, dans la rue Gambetta.
– Quel numéro?
– Vingt et un.
- 3 – Salut, Magali. Est-ce que tu habites au numéro vingt-cinq?
– Oui, c’est ça. Au vingt-cinq.
- 4 – Et toi, Loïc, tu habites dans cette rue, non?
– Oui, j’habite au numéro trente.
- 5 – Salut, Sébastien.
– Salut!
– Où habites-tu, Sébastien?
– À La Rochelle, au numéro quatorze, rue du Pont.
- 6 – Et vous habitez aussi dans la rue du Pont, M. Garnier. C’est vrai?
– Oui, mais moi, j’habite au numéro vingt-huit.
- 7 – Et Jean-Marc, aussi. Il habite au numéro cinq.
– Oui, c’est ça. Moi, j’habite au cinq.
- 8 – Et toi, Isabelle, où habites-tu?
– Moi, j’habite à Rennes, dans la rue de Paris.
– Quel numéro?
– Quinze, j’habite au numéro quinze.

 15

AT3, AT4; 7T1

4 C’est moi!

- a This task is suitable for students ready for independent reading. In part **a**, students match up the two halves of sentences. In part **b**, they write out the sentences in full.

Solution:

- a** 1 b, 2 a, 3 e, 4 f, 5 d, 6 c
b 1 *Je m’appelle Sonia Charbonnier.*
 2 *J’ai douze ans.*
 3 *J’habite dans une maison.*
 4 *Ma maison est dans un petit village.*
 5 *Le village est près de La Rochelle.*
 6 *La Rochelle est une ville en France.*



Activité (int03)

AT1, AT2

Où habites-tu?

In this online role-play activity, students listen to two people greeting each other and asking their name, age and where they live.

 15

AT2; 7S4, 7L5; AfL

5 Inventez des conversations

This pairwork activity offers a good AfL opportunity. First agree the criteria for success with students; they can then check their conversation with partners and know exactly what they must do to be successful.

As follow-up, students could be encouraged to prepare and perform presentations of themselves (or a famous person or friend, in the first person), saying name, age, where they live and anything else they have learnt. They could do this in pairs, asking and answering as many questions as possible, using props and role play. The activity is fun and gives them a real sense of how much they have already learnt.



15 Stratégies

7W6

Students might have worked out the answer to this question, while using *j’habite*.

Explain that *h* is often not sounded in French. With *habite*, this has the effect of making it seem as if the word begins with a vowel. Stress to students that this also has the effect of making *j’habite* sound like one word.

Solution: 1 *Je*, 2 *J’*, 3 *J’*, 4 *Je*



Fiche de travail (ws06)

AT2, AT4

Carte d’identité

Students complete an identity card for themselves and a friend.



Activité (int04)

AT1, AT3

Rue Danton: Une nouvelle famille dans la rue

This is a suitable point at which to use the first episode (covering *Unités 1* and *2*) of the video soap opera. The language is closely linked to the unit, but the video also provides some extension and valuable cultural background. The online activities help focus students on the key language.

Plenaries (pages 14–15)




Fiche de travail (ws02)

- 1 Brainstorming session in which students work out how much they could now tell a French person about themselves, e.g. name, age, state of health, where they live, how many CD players, MP3 players etc. they have. This also could take the form of a mind map if preferred.
- 2 Students reflect on the objectives of the unit and how much they have achieved. They could find two things they’ve found easy, one thing they’ve found hard; say what is the most important fact they have learnt this unit and what is the oddest fact. They should comment on any aspects of French culture they have been exposed to (especially if they have watched the Rue Danton video) and compare these with their own.

2C Comment ça s'écrit? pages 16–17

Aims and objectives	Grammar and skills	Resources
<ul style="list-style-type: none"> learn the days of the week spell words using the French alphabet 	<p>Skills Identifying patterns in language for days of the week Learning useful phrases for the classroom</p> <p>Pronunciation The French alphabet The letter é</p>	<p>Key language: see p48</p> <p>Online resource: <i>Unité 2</i> int05/06/07/08, ppt03/04, ws02/07</p> <p>Copymasters: 2/3, 2/4</p> <p>CD 1 tracks 23–31</p>

Starters (pages 16–17)

 **Fiche de travail (ws02)**

1 Trouve les paires Display a selection of sentences and phrases in French. Students match them to the English translations. (See online worksheet.)

- | | |
|------------------------------|------------------------------|
| 1 Ça va? | a In a flat. |
| 2 Il habite à la montagne. | b Not very well. |
| 3 Asseyez-vous. | c She's called Françoise. |
| 4 Dans un appartement. | d How are you? |
| 5 Pas très bien. | e Sit down. |
| 6 Où habites-tu? | f It's a town in France. |
| 7 C'est une ville en France. | g Where do you live? |
| 8 Elle s'appelle Françoise. | h He lives in the mountains. |

Solution: 1 d, 2 h, 3 e, 4 a, 5 b, 6 g, 7 f, 8 c

2 Chasse à l'intrus Display groups of words from *Unités 1* and *2*. Students identify the odd word out of each group and justify their choice. (See online worksheet.)

A	B	C	D	E	F
crayon	Ça va.	une boîte	seize	je	maison
stylo	Copie.	un cartable	sept	jeudi	ferme
classeur	Écoute.	une poubelle	six	il	montagne
feutre	Écris.	une trousse	samedi	elle	appartement

 **Activité (int05)** AT1, AT3

Un calendrier

Use this activity to present and practise the days of the week.

 **16**  **1 tr 23** AT1, AT2, AT3; 7W2, 7L3

1 La semaine de Lou

Make sure students know the days of the week before presenting this item. See if they have spotted the link between *di* and *day*.

Once students have read and understood the text, they find the five true sentences in activity **b** below. Follow this up with some oral work – teacher-led at first, then handed over to students, e.g.

C'est lundi. Où est Lou?

Il est en Angleterre – c'est quel jour?

As an extension activity, students could be encouraged to do their own cartoon strip. Discuss places Lou Leroux might report from and suggest sources for illustrating their work (presentation pictures or clip art of town, village, house, flat, farm, etc.). These could provide an interesting wall display and be a stimulus for further oral work.

Solution: Sentences 1, 3, 5, 6 and 8 are true.

transcript

La semaine de Lou

Voici Lou Leroux. Il est reporter à Télé-France.

Il voyage beaucoup.

Lundi, il est dans un village en Écosse.

Mardi, il est à Londres, en Angleterre.

Mercredi, il est au pays de Galles.

Jeudi, Lou est à Belfast, en Irlande du Nord.

Vendredi, il est dans une ferme à la montagne, en France.

Samedi, Lou est à Paris.

Lou est à la maison. Ouf!! Lou adore le dimanche!

 **Activité (int06)** AT1, AT2

L'alphabet

This is an animated presentation of the alphabet.

Introduction AT1, AT2

L'alphabet

Before doing the remaining SB activities, the French alphabet should be taught. Use the online presentation (above) or the song (below) or follow this suggested sequence:

- The class repeats a few letters at a time – ask them to spot the 'catches' as they arise (*e/i, g/j*, etc.).
- Gradually work up to the whole alphabet using such strategies as stopping and seeing if the class or one group can go on alone, dividing the class into two or more groups and 'conducting' them, moving swiftly from one group to another, one group carrying on as the other leaves off.
- Teach students to spell their names and introduce *Comment ça s'écrit?*


- Help the class to get used to asking the teacher to spell any word they are not sure of.
- Practise spelling a few words regularly and perhaps play a spelling game, e.g.
Ton nom s'écrit comme ça?

The teacher, and later one of the class, spells out someone's name in French. Anyone who thinks their name is being spelt should stand up. If the wrong person stands up or the person named fails to stand up, they lose a point. If the person named stands up, they have the next turn at spelling a name.

When students have learnt the alphabet, suggest that every time they learn a new French word, they should try to spell it in French.

The introduction of the French alphabet could be linked with ICT, providing a good opportunity to explore the keyboard, which would be useful for those students with poor keyboard skills.

The most basic activity is *Trouve la touche*. Dictate spellings or phrases by saying, for example, *Tapez 'd'*, *tapez 'e'*, *tapez 'u'*, *tapez 'x'* – *C'est quel mot?*

 **Présentation (ppt03)** AT1, AT2, AT3; 7C4


Chantez! L'alphabet

The alphabet song provides an alternative and popular way of presenting and practising the alphabet. For words and music, see TB 26.

AT1

C'est quel jour?

Now students are familiar with the alphabet, provide further practice of days of the week with a simple listening task. Spell out days of the week (in random order) and students either spot which one is being spelt from a calendar-type list or write it down.

 **2/3**

Les jours de la semaine

This provides extra practice of the days of the week, numbers and spelling.

Solution:

1 Mots mêlés

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

(The missing day is *mercredi*.)

2 La semaine de Camille

- 1 *Lundi, elle est à la ferme.*
- 2 *Vendredi, elle est à la plage (or Nice).*
- 3 *Samedi, elle est au match de foot.*
- 4 *Mardi, elle est à La Rochelle.*
- 5 *Mercredi, elle est à Paris.*
- 6 *Jeudi, elle est à la montagne.*
- 7 *Dimanche, elle est à la maison.*

 **16** AT2; 7W6, 7S4; AfL

2 Comment ça s'écrit?

This pairwork activity consolidates the work on spelling. Students should act out the conversation in pairs then adapt it by changing the names to whatever they want.

This activity provides another opportunity for peer assessment. Remind them of the objectives of the spread and agree the criteria for success before they proceed to demonstrate their skill.

 **16 Stratégies** 7W3, 7W7, 7L4

This provides some useful phrases for finding out new words, helping students to respond to face-to-face instructions, questions and explanations. Practise the questions and some answers with a quick quiz around the class.

Student A: *Comment dit-on 'jeudi' en anglais?*

Student B: *Comment dit-on 'book' en français?*

Student C: *Comment ça s'écrit?*

 **16** 1 tr 26 AT1; 7L3

3 Comment ça se dit?

Look at the pictures with students and talk through them first before playing the recording.

Students then match the recording to the correct picture.

Solution: 1 D, 2 C, 3 A, 4 B

transcript

Comment ça se dit?

- 1 J'ai 30 chansons sur mon lecteur MP3.
- 2 Je réponds à l'invitation de Kevin, tu vois? RSVP.
- 3 Ah, regarde les lettres: IRL. C'est une voiture irlandaise.
- 4 Samedi, je regarde un DVD avec Chloé.

 **17** 1 tr 27 AT1, AT2; 7W6, 7L1

Prononciation

L'alphabet

Some useful tips to help students remember the more difficult letters of the French alphabet. Encourage students to think up their own ideas as this helps cement the pronunciation in their minds.

2C Comment ça s'écrit?

The key letters and words are recorded as a model for students, with sound effects which can reinforce the learning for some students.

transcript

Prononciation: L'alphabet

i – j ... comme l'île de Fiji.

g comme génie

h comme hache

C'est un VW, comme Volkswagen.



17

1 tr 28–29

AT1, AT2

Prononciation

la lettre é (e with an acute accent)

This listen-and-match activity practises the pronunciation é (e, accent aigu).

For extra practice, get more able students to spell words containing é.

Other words that have appeared so far include *numéro*, *écrit/écrite*, *télé*, *vérifie*, *zéro*, *idée*, *stratégie* and *unité* as well as some people's names.

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

transcript

Prononciation: La lettre é

- | | | | |
|-----|----------|---|------------|
| a 1 | détail | b | Écosse |
| 2 | école | | écrit |
| 3 | écoute | | télévision |
| 4 | éléphant | | réponds |
| 5 | cinéma | | téléphone |
| 6 | énorme | | |



141 Au choix

1 tr 30

AT1, AT4

3 Qu'est-ce que c'est?

This activity gives further practice of singular and plural nouns with *c'est* and *voici*. (*Voici* has been used at this stage as *ce sont* is not explicitly taught in this unit.) In part **a**, students listen and match the captions with the pictures.

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

In part **b**, students write sentences about the eight pictures, using the substitution table to help them.

transcript

Qu'est-ce que c'est?

- | | | | |
|---|----------------------|---|--------------------------|
| 1 | C'est une boîte. | 5 | C'est un baladeur. |
| 2 | Voici des baladeurs. | 6 | C'est une calculatrice. |
| 3 | Voici des boîtes. | 7 | C'est un enfant. |
| 4 | Voici des enfants. | 8 | Voici des calculatrices. |



141 Au choix

1 tr 31

4 Jean-Pierre a des problèmes

Students first listen straight through to get the gist of the story. They then look at the things which the teacher asks for and listen to the recording, writing down the order in which the objects are asked for.

Finally see if the class can explain why Jean-Pierre has apparently come without a lot of his equipment.

Solution: C, D, F, E, A, B

transcript

Jean-Pierre a des problèmes

- Jean-Pierre, donne-moi ton cahier, s'il te plaît.
- Oui, monsieur ... euh ... mon cahier ... mais monsieur, mon cahier est dans mon cartable.
- Bien. Voici ton cartable. Donne-moi ton cahier de mathématiques.
- Mais monsieur, mon cahier n'est pas ici.
- Ah ... ton cahier n'est pas là. Montre-moi ta calculatrice alors.
- Ma calculatrice ... mais monsieur, ma calculatrice n'est pas dans le cartable.
- Jean-Pierre, c'est la leçon de mathématiques et ton cahier n'est pas dans ton cartable, et ta calculatrice n'est pas dans ton cartable! Alors, regarde bien dans le cartable. Il y a des crayons?
- Oui, monsieur, il y en a deux. Mais monsieur ...
- Et il y a une gomme?
- Oui, monsieur, il y a une gomme, mais monsieur ...
- Tais-toi, Jean-Pierre! Il y a une règle?
- Oui, monsieur, il y en a une, mais monsieur ...
- Et un livre? Il y a un livre de mathématiques?
- Oui, monsieur ...
- Bon, c'est bien, alors!
- Mais non, monsieur, ce n'est pas bien!
- Jean-Pierre, qu'est-ce qu'il y a, alors?
- Ça, c'est le cartable de Sébastien. Voilà mon cartable et voici mon cahier et ma calculatrice!



Activité (int07)

AT1, AT3

Vocabulaire de classe (2)

This online matching activity provides examples of classroom vocabulary, building on those from the previous unit.



Fiche de travail (ws07)/Présentation (ppt04) AT3

Le baladeur d'Anne-Sophie

This online worksheet provides extended reading practice of the language of the first two units. It should be printed out and folded to make a simple reader. There are short comprehension activities on the final page.

Use the PowerPoint presentation for whole-class presentation of the text.

Each unit from now on has a similar reader, providing a mixture of fact and fiction.



Sommaire

A summary of the main language and structures of the unit, also on copymaster for ease of reference.

There is a vocabulary-learning tip included on the page.



Activité (int08)

AT3

Vocabulaire (2)

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

Plenaries (pages 16–17)



Fiche de travail (ws02)

AT3

- 1 Students agree on (for instance) 10 words that they are going to find more difficult to remember from this unit. They then suggest and discuss things they are going to do to remember them.
- 2 Students produce a spider diagram of everything learnt in the unit. This could be in groups or as a whole-class activity with students contributing to the mind map on the board.

DRAFT