

Aims and objectives	Key language/Culture	Grammar and skills	National criteria
<p><b>3A. Ma famille</b> pp18–19</p> <ul style="list-style-type: none"> <li>talk about your family</li> <li>practise saying 'the' and 'a'</li> <li>use parts of the verb <i>avoir</i> (to have)</li> </ul>	<p>J'ai ...  un père/une mère/une sœur/deux sœurs/un frère/trois frères/un demi-frère/une demi-sœur/un cousin/une cousine/un beau-père/une belle-mère/un grand-père/une grand-mère/des parents/des grands-parents  Je suis ...  fils unique/fille unique/enfant unique/le frère/la sœur de  Tu as/As-tu des frères et sœurs?  Qui est-ce? C'est ...  Voilà/Voilà mon/ma/mes ...  //Elle s'appelle comment? //Elle s'appelle ...  //Elle a quel âge? //Elle a ... ans  //Elle habite où? //Elle habite à ...</p>	<p><b>Grammar</b>  Masculine and feminine definite and indefinite articles (revision)  <i>Avoir</i> (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular)  <b>Pronunciation</b>  Identifying rhyming words  Final consonants</p>	<p><b>Attainment</b> AT1 Level 1–3, AT2 Level 1–3, AT3 Level 1–3, AT4 Level 1–3  <b>Framework</b> 7W2/4/5/6, 7S2/4/5, 7T1/5/6, 7L1/2/3/6  <b>Languages ladder/Asset languages</b> Grades 1–3  <b>Assessment for learning</b> ex 2, ex 3, <i>Pronunciation</i>, ex 5, <i>Au choix</i> ex 6</p>
<p><b>3B C'est à qui?</b> pp20–21</p> <ul style="list-style-type: none"> <li>use the words for 'my' and 'your'</li> <li>say who things belong to</li> </ul>	<p>mon, ma, mes  ton, ta, tes  C'est le/la (+ noun) de (+ name)</p>	<p><b>Grammar</b>  Possessives (<i>mon/ma/mes, ton/ta/tes</i>)  <i>de</i> to indicate possession</p>	<p><b>Attainment</b> AT1 Level 1–3, AT2 Level 1–3, AT3 Level 1–3, AT4 Level 1–3  <b>Framework</b> 7W2/4, 7S4, 7L2  <b>Languages ladder/Asset languages</b> Grades 1–3  <b>Assessment for learning</b> ex 2</p>
<p><b>3C Ma maison</b> pp22–23</p> <ul style="list-style-type: none"> <li>use parts of the verb <i>être</i> (to be)</li> <li>talk about your home</li> </ul>	<p>Qu'est-ce qu'il y a?  il y a ...  le salon/la salle à manger/la cuisine/les toilettes/la chambre/la salle de bains/le jardin/le garage/la pièce/le lit/la console/la radio/le téléphone/le chat</p>	<p><b>Grammar</b>  <i>Être</i> (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular)  <b>Pronunciation</b>  <i>et, est</i>  Discriminating between similar sounds in French</p>	<p><b>Attainment</b> AT1 Level 1–3, AT2 Level 1–3, AT3 Level 1–3, AT4 Level 1–3  <b>Framework</b> 7W2/5/6, 7S1/2, 7T1/5, 7L1/2  <b>Languages ladder/Asset languages</b> Grades 1–3  <b>Assessment for learning</b> ex 4, ex 5</p>
<p><b>3D C'est où?</b> pp24–25</p> <ul style="list-style-type: none"> <li>use prepositions to say where things are</li> <li>learn more about masculine and feminine</li> <li>practise the sounds <i>ou</i> and <i>u</i></li> </ul>	<p>Où est ...?  sur  sous  dans</p>	<p><b>Grammar</b>  Masculine and feminine – definite, indefinite and possessive articles (revision)  Use prepositions  <b>Pronunciation</b>  <i>sur</i> and <i>sous</i></p>	<p><b>Attainment</b> AT1 Level 1–3, AT2 Level 1–3, AT3 Level 1–3, AT4 Level 1–3  <b>Framework</b> 7W2/4/5/6, 7S3, 7T1, 7L1/2  <b>Languages ladder/Asset languages</b> Grades 1–3</p>
<p><b>3E Les nombres</b> pp26–27</p> <ul style="list-style-type: none"> <li>learn and practise the numbers up to 70</li> <li>practise language you have learnt in this Unit</li> </ul>	<p>numbers up to 70  Classroom language and rubrics:  <i>Pour vos devoirs ...</i>  <i>Copiez vos devoirs.</i>  <i>Faites l'exercice à la page ...</i>  <i>C'est pour lundi.</i>  <i>Apprenez le vocabulaire à la page..</i>  <i>C'est pour un contrôle, vendredi.</i>  <i>Lisez «x» à la page ...</i></p>	<p><b>Skills</b>  Identifying patterns when counting  Building vocabulary  <b>Cross-curricular</b>  Numeracy</p>	<p><b>Attainment</b> AT1 Level 1–2, AT2 Level 1–3, AT3 Level 1–3, AT4 Level 1–3  <b>Framework</b> 7W2/7, 7T6/7, 7L1  <b>Languages ladder/Asset languages</b> Grades 1–3  <b>Assessment for learning</b> ex 4</p>

## 3A Ma famille pages 18–19

Aims and objectives	Grammar and skills	Resources
<ul style="list-style-type: none"> <li>talk about your family</li> <li>practise saying 'the' and 'a'</li> <li>use parts of the verb <i>avoir</i> (to have)</li> </ul>	<p><b>Grammar</b> Masculine and feminine definite and indefinite articles (revision) <i>Avoir</i> (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular)</p> <p><b>Pronunciation</b> Identifying rhyming words Final consonants The letter è</p>	<p><b>Key language:</b> see p58</p> <p><b>Online resource:</b> <i>Unité 3</i> int01/02, ppt01, ws02/03/04</p> <p><b>Copymasters:</b> 3/1</p> <p><b>CD</b> 1 tracks 32–34</p> <p><b>GiA:</b> p5</p>

### Starters (pages 18–19)

#### Fiche de travail (ws02)

- Revise and practise days of the week and numbers up to 30. Each lesson, ask which day it is (*Quel jour sommes-nous? Aujourd'hui, c'est ...*) and what the date is. Show a month page from a calendar (see online worksheet) and point to a date, asking, for example, *Le 15, c'est quel jour?* Follow this with questions such as *Deux jours après/avant le 15, c'est quel jour?*, reinforcing the use of *avant* and *après* by pointing at the appropriate date.
- (use after task 3) Display a family tree on the board (see online worksheet) – two grandparents, two parents, three children. Use stick figure symbols to represent males and females and label the middle child *moi*. Write these family nouns on the board in random order: *le père, la mère, la sœur, le frère, le grand-père, la grand-mère*. Ask students to match them to the different members of the tree in relation to *moi*.

#### Introducing reading

A number of activities and ideas are suggested for the introduction of reading in the course of the book (see TB 21) and some of these could be used with this unit.

#### Présentation (ppt01) AT3

### La famille

Use the PowerPoint presentation to introduce the family members.

#### 18 1 tr 32 AT1, AT2; 7W2, 7L2

### 1 Ma famille

Speak about the Laurent family using the photos to introduce the recording.

Students can go on to listen to the recorded text several times, with or without the printed version.

For extra practice, the teacher could say a number from 1 to 5 and the name of a student who could then the corresponding sentence aloud.

#### transcript

### Ma famille

- Je m'appelle Thomas Laurent et j'ai douze ans. Dans ma famille, il y a cinq personnes: mes parents et trois enfants.
- Voici mon frère. Il s'appelle Daniel et il a dix ans.
- Voici ma sœur. Elle a quatorze ans.  
– Je m'appelle Louise et je suis la sœur de Thomas et Daniel.
- Voici ma mère, Madame Claire Laurent.
- Voici mon père, Monsieur Jean-Pierre Laurent.

#### 18 AT3, AT4; 7T1; AfL

### 2 Qui est-ce?

Students read through the statements and, referring back to the text if necessary, decide who is speaking or described each time.

The activity could be corrected orally. This provides an opportunity for peer assessment if students read out the answers. They should review the objectives and agree the criteria first.

**Solution:** 1 *C'est Thomas*, 2 *C'est Louise*, 3 *C'est Daniel*, 4 *C'est M. Laurent*, 5 *C'est Louise*, 6 *C'est Mme Laurent*, 7 *C'est M. Laurent*, 8 *C'est Louise*

#### 18 AT3, AT4; 7T5, 7T6; AfL

### 3 La famille Laurent

Students complete the description, orally or in writing, using the words in the box.

They should read out the full sentence when correcting this task, which provides another opportunity for peer assessment. Review objectives and agree criteria first.

**Solution:** 1 *père*, 2 *mère*, 3 *famille*, 4 *fille*, 5 *fil*, 6 *frères*, 7 *sœur*

## 3A Ma famille



Activité (int01)

AT1, AT3

### La famille de Kévin

Practise family members, relationship and age with this online drag-and-drop listening activity.



Fiche de travail (ws03)

AT3, AT4

### La famille Roland

This online worksheet provides consolidation of family vocabulary. Students complete a gapped version of the same family tree as in the previous activity.



18

AT2, AT3; 7W4, 7W6, 7L1; AfL

### Prononciation

This activity could be done in pairs first, with students checking on each other's answers and practising pronunciation. Agree the criteria and use this for peer assessment. It could then be checked as a class activity.

**Solution:** 1 frères, père, mère, 2 frères, 3 no, 4 no – s usually sounded in English, 5 a, e



19

Dossier-langue

### Masculine and feminine

This short explanation should help to familiarise students with *le* and *la*. It is covered again later in the fuller item on gender. (SB 25).



19

AT3; 7S4, 7S5, 7T1, 7L6

### 4 Une grande famille

As preparation, tell the class you are going to ask them whether they have any brothers and sisters and ask *Tu as (As-tu) des frères et sœurs?* with just *Oui* or *Non* for the answers to begin with.

The short cartoon then introduces the printed version of the question *Tu as des frères et sœurs?* and supplies examples of how to answer it.

Talk the class through the cartoon to check it has been understood, e.g.

*Voici une fille. Elle dit, 'Tu as des frères et sœurs?'*

*Et voici un garçon. Il répond ...*

*Regarde les photos. Le garçon dit, 'J'ai quatre sœurs' etc.*

Write on the board:

*Oui, j'ai ... sœur(s).*

*Oui, j'ai ... frère(s).*

Then ask some students to answer more fully the question *Tu as des frères et sœurs?*, choosing first those you know to have siblings. Eventually teach orally *Non, je suis fille/fils/enfant unique*. Add this to the list on the board, and go on to the next item.



19

1 tr 33

AT1, AT3; 7S2, 7L2, 7L3; AfL

### 5 Trois familles

First give the class a few minutes to look at the photos and text.

Add to the list on the board *demi-frère, demi-sœur, grand-père, grand-mère, grands-parents, cousin(e)*.

Ask the class to repeat these words and work out the meaning.

Go through each of the statements with the class, pointing at the relevant words on the board as you say them, e.g.

*Voici Talia. Elle est fille unique. Voici Simon. Il est fils unique. Il habite avec sa grand-mère et son grand-père/avec ses grands-parents.*

*Voici Alice. Elle a un demi-frère et une demi-sœur.*

Some students may want to know more about step-parents and siblings. They may be able to spot that *demi* is invariable whereas *beau* and *belle* agree. They could even look up the plurals in the glossary and find the 'mother/father-in-law' meaning, too.

Now use the recording, and incorporate a range of listening and reading strategies with varying amounts of support.

The reading task in part **b** is based on the photos and text above, but with the verbs in the third person. It could be done orally as a class activity or by students working in pairs, providing an opportunity for peer assessment. More able students, working alone, could write corrected versions of the false sentences.

**Solution:** (suggested corrections): 1 faux (*Talia est fille unique./Talia a deux cousins.*), 2 faux (*Simon a un père et des grands-parents/un grand-père et une grand-mère.*), 3 vrai, 4 vrai, 5 faux (*Simon est fils/enfant unique.*), 6 faux (*Alice a un demi-frère et une demi-sœur.*), 7 vrai, 8 vrai, 9 vrai, 10 vrai

### transcript

#### Trois familles

- Talia, tu as des frères et sœurs?  
– Non, je suis fille unique.  
– Tu as des cousins?  
– Oui, j'ai une cousine, Delphine et un cousin, Nicolas.
- Et toi, Simon, as-tu des frères et sœurs?  
– Non, je suis fils unique.  
– Et tu habites avec ta grand-mère et ton grand-père, c'est ça?  
– Oui, j'habite avec mon père et mes grands-parents.
- Et toi, Alice. Tu es fille unique aussi?  
– Non, non. Dans ma famille, il y a ma mère, mon beau-père et aussi mon demi-frère, David, et ma demi-sœur, Erika. Ils sont fantastiques!



Activité (int02)


AT1, AT2

### Des frères et sœurs

This online matching activity provides consolidation of family vocabulary. The second part can be used as a noughts-and-crosses team game – to win a square students must say the phrase that matches it. This could also provide a starter for future lessons.

 19 Dossier-langue 7W4, 7W5

This item summarises the singular paradigm of *avoir* and the use of *avoir* in talking about age.

 Fiche de travail (ws04) AT2

### Des cartes d'identité

An online speaking activity based on the language presented in exercises 4 and 5.

This leads in to SB 143 *Au choix*, task 6 (*Ma famille*) where students use the same formulae about themselves.

For further speaking practice, see CM 3/1 below.

#### Yellow card

There should be no use of English in oral pairwork tasks like this one. A 'yellow card' system can be introduced with appropriate sanctions for offenders.

 143 Au choix AT4; AfL

### 6 Ma famille

The brief item can be exploited with varying degrees of support, depending on ability, as an AfL task. Use the spread objectives as a focus for discussion and remember that it is important to model how to do tasks of this kind.

At the simplest level, students could design a poster for classroom display, including sketches or photos with labels. However, some students will be able to write a fuller description of their family, and this can form part of their *Dossier personnel*. This text could then be used as a basis for pair work.

As a variation, students could swap over and pretend to be someone else answering questions for them. Discuss how students' work has met the assessment criteria, and provide encouragement for improving skills where necessary.

Some posters could be put up in the classroom and used later for oral practice of *son/sa/ses*, e.g. *Son frère, comment s'appelle-t-il? Quel âge a-t-il?* etc.

The posters are also good for a guessing game. Cover the name at the top of the poster and say, for example: *Son frère s'appelle Thomas, sa sœur a 6 ans. Qui est-ce?*

AT2

### Une famille imaginaire

For this follow-up speaking activity, students each invent a family for themselves and note down the details. They then work in pairs or small groups, finding out about these 'new families', by using the questions and answers learnt on this spread.

 19  1 tr 34 AT2; 7W6, 7L1

### Prononciation

#### La lettre 'è'

This brief item practises pronunciation of the *è* sound and mentions use of the grave accent on other vowels.

### transcript

#### La lettre 'è'

père, très, après, chère

 142 Au choix AT2

### 1 Combien?

This activity gives further practice of question and answer work about families and could be done orally in class or used as a written extension activity. This is suitable as a written homework activity.

Students could go on to design various different families for each other, using pencil and paper and stick men (or clip art on the computer or whiteboard). They then change over, answering questions about each other's families.

#### Solution:

- 1 *J'ai deux frères et une sœur.*
- 2 *J'ai une sœur.*
- 3 *Je suis enfant unique.*
- 4 *J'ai quatre frères.*
- 5 *J'ai un frère et une sœur.*
- 6 *J'ai trois sœurs.*
- 7 *J'ai un frère.*
- 8 *J'ai un frère et deux sœurs.*

 3/1 AT2, AT4


### La famille Techno

This is an information-gap activity, based on a family tree. Students work in pairs, asking questions in turn to complete the ages of the people on their allocated family tree.

#### Hot seat

For further speaking practice, use the subject of one's family as a 'Hot seat' topic – one student answers questions asked by various members of the class for about a minute, e.g. *Ton frère/Ta sœur, comment s'appelle-t-il/elle?/Quel âge a-t-il/elle?* etc.

### Plenaries (pages 18–19)


 Fiche de travail (ws02)

- 1 In pairs, students tell their partner three things about their family. They then pair up with another two students – how many different phrases can they say? Take feedback from the class.
  - 2 In pairs or groups, students discuss strategies for remembering family vocabulary – *frère, mère, père* all rhyme; how to remember *sœur*? *enfant* is like which English word? (*enfant*)
- or How many cognates or near cognates can students remember? (e.g. *unique*)

**3B C'est à qui? pages 20–21**

Aims and objectives	Grammar and skills	Resources
<ul style="list-style-type: none"> <li>use the words for 'my' and 'your'</li> <li>say who things belong to</li> </ul>	<b>Grammar</b> Possessives ( <i>mon/ma/mes, ton/ta/tes</i> ) <i>de</i> to indicate possession	<b>Key language:</b> see p58 <b>Online resource:</b> <i>Unité 3 int03, ppt02, ws02/05/06</i> <b>CD 1 track 35</b> <b>GiA:</b> pp6–7

**Starters (pages 20–21)**

 **Fiche de travail (ws02)**

1 Display a number of words randomly on the board/screen (see below and online worksheet for suggestions). Students try pronouncing them silently to themselves putting the correct word for 'the' in front of each. After one minute, point to a word and then point to or name a student; the student says the word with *le/la/* in front.

*appartement, baladeur, boîte, chaise, crayon, fenêtre, port, gomme, livre, maison, ordinateur, taille-crayon, porte, poubelle, règle, stylo, trousse, village, ville*

The rest of the class agree (*Oui, c'est ça/correct*) by calling out the correct article.

In this activity, students ...

- are building up internal sound checking skills
- are encouraged always to sound out silently before trying words out loud
- are reminded that there is more than one form of the definite article.

2 (use before task 3) Revise days of the week and classroom objects, using one of the following:

- Give the days of the week with missing letters and ask students to fill in the gaps.
- Display jumbled spellings of the days of the week and ask students to write them correctly.
- Write the days of the week on the board in one location and a list of classroom items in another, then play a chain game in groups or as a class, e.g. *Lundi, j'ai un cartable. Mardi, j'ai un cartable et un baladeur. Mercredi, j'ai un cartable, un baladeur et ...*

*baladeur, boîte, crayon, cahier, calculatrice, cartable, classeur, feutre, gomme, livre, portable, règle, stylo, taille-crayon, trousse*

**Introduction AT2**

**My and your**

Teach *mon* and *ma*, *ton* and *ta* orally, by picking up classroom objects and saying *Voici mon crayon. Où est ton crayon?/C'est ta gomme, ça? Oui, c'est ma gomme, etc.*

Go round the class 'stealing' possessions from students. When you have assembled a pile of these, ask students *C'est ton crayon/ta gomme?* etc. They can only claim their possessions back by correctly saying *C'est mon crayon* etc.

Gradually extend this type of activity to include some plurals, *tes cahiers, mes livres, etc.*

When most students are getting the idea, move on to the explanation on SB 20.

 **20 Dossier-langue 7W2, 7W4**

**How to say 'my' and 'your'**

Get the class to read through the explanation and see if they have worked out the rule and understood it, first by getting one or two of them to explain it to the class, then asking the whole class to work in pairs and explain the rule to each other.

For practice, divide the class in half, one team being 'my' and one 'your'. When you say a French word, perhaps also holding up an object, the members of each team take it in turns to say, e.g. *mon stylo/ta règle/mes affaires* etc. The teams take it in turns to answer first and the winner is the first to get, say, 20 points for correct answers.

If students produced posters for SB 143 *Au choix* task 6 (see TB 61), these could be used for pairwork, e.g. *C'est ta sœur? Non, c'est ma mère, etc.*

 **1 pp6–7**

Further practice of the possessive adjectives *mon, ma, mes* and *ton, ta, tes*.

 **Activité (int03) AT3**

**À moi, à toi**

This online activity reinforces the *Dossier-langue* and prepares students for task 1.

 **20 AT2, AT3, AT4; 7W4**

**1 La famille Corpuscule**

Talk about this unusual family, using the illustrations and getting students to repeat the names of the family, preferably in short sentences, e.g.

*Voici la famille Corpuscule. C'est une famille de Vampires.*

Voici le père. Il s'appelle Tombô. Voici la mère. Elle s'appelle Draculine, etc.

Then move on to the task which involves supplying the correct possessive adjective either orally or in writing.

Voici Désastre. Il présente sa famille. Complète la description pour Désastre.

**Solution:** 1 *Ma, mon*, 2 *mes*, 3 *Mon, mon*, 4 *Ma, ma*, 5 *mes, ma*

AT2

## Les Corpuscule

As a follow-up speaking activity, put the names of the Corpuscule family on pieces of paper. Students pick one and have to say two things (or as much as they can) as if they are that person, e.g. *Je m'appelle Draculine. Mon fils s'appelle Désastre et ma fille s'appelle Enferina.*

Alternatively, students sit in the Hot seat and others ask them questions, e.g. *Ton fils, comment s'appelle-t-il?*



142 Au choix

## 2 Des questions utiles

Students supply the correct adjective: *ton, ta* or *tes*.

This could be an oral exercise or the answers could be written and checked orally.

**Solution:** 1 *Ton*, 2 *Ta*, 3 *Tes*, 4 *Ton*, 5 *ton*, 6 *Ton*, 7 *ta*, 8 *tes*



Fiche de travail (ws05)

AT2, AT3, AT4

## Interview d'une vampire

As support for the above task, the questions form the basis of an online worksheet. This could form part of the students' *Dossier personnel*.



20

AT2, AT4; 7W4, 7S4; AfL

## 2 Tu as tes affaires?

Further practice of the two possessive adjectives. Draw students' attention to the colour-coding suggested in the *Stratégies* box (masculine nouns in blue and feminine ones in red), indicating the thought process necessary to carry out the task. Remind students of the learning objectives and how this task will allow them to demonstrate their skills. Students could do this task orally in pairs, changing over roles half way through. More able students could then write the answers as consolidation (just possessives + noun).

Encourage students to check and correct each other's work, displaying correct answers as appropriate.

**Solution:** 1 *ta; ma*, 2 *ta; ma*, 3 *tes; mes*, 4 *tes; mes*, 5 *ton; mon*, 6 *ton; mon*, 7 *ta; ma*, 8 *ton; mon*



20 Stratégies

This item suggests ways of remembering the gender of nouns.

AT2

## Dans mon cartable ...

Working in pairs or small groups, each student puts two or three of their possessions in their school bag and they each have to ask questions in turn to find out what they are, e.g. *Tu as ton livre? Oui, voici mon livre* (puts it on the table) (or *Non!*). The first one to guess all the other one's possessions has won.

Introduction

AT2

## C'est le/la ... de ...

Introduce this structure by going round the classroom and picking up objects, saying, e.g.

*Voici la règle de Martin, et ça, qu'est-ce que c'est?*

*C'est le stylo de Linda.*

*C'est le crayon de David. Vrai ou faux?*

Use some games for practice, e.g.

- Put a few objects in a box. Take one out and hold it behind your back. Students guess what it is and who it belongs to, e.g. *C'est la règle de Chantal?*
- Je touche ...* (See Games TB 25.)
- Je pense à quelque chose*, played as usual, but with each person guessing using the construction *C'est le livre de Caroline* etc. (See Games TB 24.)

The choice of objects could be limited in order to stop one person's turn from going on interminably.



21

1 tr 35

AT1, AT3; 7W2, 7L2

## 3 Dani

Play the recording as students follow the cartoon strip. Then ask them some questions, on similar lines to those in the exercise which follows, e.g. *Regardez le baladeur. C'est le baladeur de Dani? Non? C'est le baladeur de son frère? Oui, c'est ça.*

### transcript

#### Dani

**Presenter** – **Lundi**, Dani est à la maison.

**Dani** – Voici une carte postale de mon frère, Louis. Il est à Nice.

**Presenter** – Aujourd'hui, c'est **mardi**. Dani est content.

**Dani** – Voici le baladeur de mon frère. C'est super, hein?

**Presenter** – **Mercredi**, il est à la campagne.

**Dani** – C'est le vélo de mon frère. J'aime le vélo!

**Presenter** – **Jedi**, Dani a un livre.

**Dani** – Très intéressant! C'est le livre de mon frère.


**Presenter** – **Vendredi**, il cherche son cartable.

**Dani** – Où est mon cartable? Ah, je prends le sac à dos de mon frère.

- Presenter** – Samedi, il est avec une amie.  
**Dani** – Je vais à la discothèque. Voici la copine de mon frère.  
**Presenter** – Mais dimanche ... qui est-ce?!  
**Dani** – Aïe! Voici mon frère!

 **21 Dossier-langue** **7W2**

Go through the presentation of *de* + noun and ask students to give further examples to reinforce the new structure.

 **Présentation (ppt02)** **AT3**

**Les articles**

Use this PowerPoint presentation to introduce and practise the use of definite and indefinite articles and possessive adjectives.

 **21** **7W2**

**4 Dani et son frère**

Students write down the true statement in each pair. This can be corrected orally, with students reading out the full sentence each time, e.g.


Regardez 'a'. C'est le baladeur de Dani? Oui? Non?

Et regardez 'b'. C'est le baladeur de son frère. C'est vrai? Oui, c'est vrai.

**Solution: 1 b, 2 b, 3 b, 4 a, 5 a, 6 b**

**Qu'est-ce qui manque?**


As follow-up, this group speaking task provides practice of classroom objects + *de* + name. Everyone in the group puts something in the middle, e.g. pencil, ruler, rubber. They shut their eyes while the teacher mixes the objects up and removes one thing. Then in turn students pick up something and identify it saying, *C'est le crayon de Paul* etc. At the end they are asked *Qu'est-ce qui manque?* and have to say what is missing.

 **Fiche de travail (ws06)** **AT4**

**C'est le crayon de ...?**

This online worksheet provides more writing practice of *de*.

**Plenaries (pages 20–21)**


 **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 Students shut their books and take stock of what they have learnt so far in this unit: vocabulary for members of the family, differences between masculine and feminine, using possessive adjectives, using the different word order of *le/la* (+ noun) *de* (+ name).

**3C Ma maison pages 22–23**

Aims and objectives	Grammar and skills	Resources
<ul style="list-style-type: none"> <li>• use parts of the verb être (to be)</li> <li>• talk about your home</li> </ul>	<p><b>Grammar</b> Être (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular)</p> <p><b>Pronunciation</b> et, est Discriminating between similar sounds in French</p>	<p><b>Key language:</b> see p58  <b>Online resource:</b> <i>Unité 3</i> int04/05, ppt03, ws02/07  <b>CD</b> 1 tracks 36–38  <b>Flashcards:</b> 13–17</p>

**Starters (pages 22–23)**

 **Fiche de travail (ws02)**

- 1 Reinforce the focus on masculine and feminine. Present an assortment of 12–15 nouns learnt so far, without the articles (see below and online worksheet). Give each student two pieces of card, one in blue for masculine nouns, one in red for feminine nouns. Now read out the list of words. Students hold up the blue card if the word is masculine, red for feminine.  
*cahier, calculatrice, cartable, chaise, classeur, fenêtre, lecteur CD, maison, porte, poubelle, sac, stylo, table, tableau interactif, village*

- 2 (use after task 3) Play *Loto!* using visuals or text. Prepare a card for each student with any four rooms or items in the Laurent family's house in French (see online worksheet). Students pick them up as they enter the classroom. The first student to get all four places calls *Loto!* and has to say the four places in French.  
 An alternative version of this is 'strip bingo' – items are listed vertically on a strip of paper and students can only tear items from the top or the bottom when they are called out.

**être (to be)**

As the singular parts of *être* have occurred in context, this is now explained and practised. The full paradigm is covered in *Unité 5*. If teachers wish to cover the full paradigm in this unit, an online task is provided below.

For oral practice, use flashcards (13–17) for the rooms, giving them to students and asking questions, e.g.

- *Où es-tu?*
- *Je suis dans la chambre.*
- *Où est Richard? Il est dans la cuisine?*
- *Non, il est dans la salle à manger, etc.*

**Prononciation  
est (is), et (and)**

This item focuses on the sound of *est* (is) and *et* (and). It is accompanied by a short listening differentiation task. Emphasise to students that understanding the context helps them work out which word is being used. Also mention that the final *t* of *est* is sounded before a vowel or silent *h*, but the *t* on *et* is never sounded.

**Solution:** 1 *et*, 2 *est*, 3 *et*, 4 *est*, 5 *est*, 6 *est*, 7 *et*, 8 *est*

## transcript

**Prononciation: est (is), et (and)**

- 1 J'ai une sœur et un frère.
- 2 Mon frère est très amusant.
- 3 Il a une souris et un rat.
- 4 La souris est amusante.
- 5 Mais le rat est horrible.
- 6 Ma sœur est très petite.
- 7 Elle déteste le rat et la souris.
- 8 Mais elle adore son petit chat. Il est fantastique!

**Le verbe être**

This online task practises the verb *être*. It contains both singular and plural forms, but these are split to allow the plural to be optional.



The next three items are a set of e-mails to practise the singular of *être* and other vocabulary.

**1 Un message d'Yvan**

Students read the first e-mail which could be followed by a brief discussion about the verbs used. They then do the short *Vrai ou faux?* task. Point out the word *sportif* in preparation for the feminine form which appears in the next e-mail.

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

**2 Un message de Karine**

As the e-mail is sent by a girl, comment on the use of *sportive*.

**Solution:** *Je suis ta correspondante; Il est amusant; Elle est fantastique!; Es-tu sportive comme moi?*

**3 Salut!**

Students now write their own e-mail, filling in the gaps. More able students could add a few more sentences here.



This item focuses on the use of emphatic pronouns *moi* and *toi*.

**Des maisons françaises**

This PowerPoint presentation introduces the rooms of a house, and includes a picture of a house and a flat. It then presents some of the contents of various rooms.

Using the PowerPoint presentation, revise:

– *Tu habites où? – J'habite ...*

*Qu'est-ce que c'est? – C'est une maison/un appartement.*

Then present and practise the names of the rooms in the house and finally move on to include the word *pièce* and objects or items of furniture which appear in the rooms. Before presenting the contents, revise *table, chaise, télévision, radio, ordinateur, lecteur CD* and add *lit, téléphone, console*.

**4 La maison de la famille Laurent**

a First get the class to look at the plan of the house and talk briefly about the rooms, e.g.

*La salle à manger, c'est la lettre ...?*

*La lettre A, c'est quelle pièce? C'est la chambre.*

*Et voici la cuisine. Regardez. Dans la cuisine il y a une radio etc.*

- 1 Use a range of reading strategies with varying amounts of support.
- 2 Ask questions about the plan, introducing *Qu'est-ce qu'il y a?* and *Il y a ...* and gradually train the class to answer and then ask each other these, e.g.
  - a – *C'est le salon?*  
– *Oui, c'est le salon./Non, c'est la salle à manger.*
  - b – *Il y a une table/une radio/un lit dans la salle à manger/la cuisine/la chambre de Louise? Oui ou non?*
  - c – *Où est le lecteur CD/l'ordinateur?*  
– *Dans la chambre de Louise/de Thomas et Daniel etc.*
  - d – *Qu'est-ce qu'il y a dans la chambre de Louise?*  
– *Dans la chambre de Louise, il y a un lit, un chat et un lecteur CD.*
- 3 Finally play the recording again, this time with students not following the printed text.

## transcript

### La maison de la famille Laurent

Je suis Louise Laurent. Voici notre maison et notre jardin.

Et voici le garage. Dans la maison, il y a huit pièces: le salon, la salle à manger, la cuisine, les toilettes, la salle de bains et trois chambres.

Dans la chambre de mes parents, il y a un lit et un lecteur CD. Dans la chambre de Thomas et Daniel, il y a deux lits, une console de jeux et toutes les affaires de mes frères.

Il y a une télévision dans le salon et aussi dans la chambre de mes parents et de mes frères. Il y a aussi un téléphone dans la chambre de Maman et Papa.

Dans la salle à manger, il y a une table et cinq chaises.

Dans la cuisine, il y a une radio et un téléphone.

Dans ma chambre, il y a mon lecteur CD, mon ordinateur et, regardez, sur mon lit, il y a mon chat Mimi!

- b** This matching task consolidates the vocabulary for rooms. Ask questions such as *Le salon, c'est où? La cuisine, c'est la lettre 'B', oui ou non?* Answers can be checked orally. Students could check each other's work in pairs as an opportunity for peer assessment. Remind them to refer to the spread objectives and agree criteria for success before assessing their work.

**Solution: 1 J, 2 G, 3 H, 4 I, 5 A, 6 C, 7 B, 8 D, 9 E, 10 F**

Once all the areas of the house have been identified, do further oral practice of the new vocabulary, e.g. *La lettre 'D', c'est quelle pièce?*

For further practice, print the pictures from the PowerPoint presentation (above) as flashcards and play any of the flashcard games (see TB 26) or adapt the games for the whiteboard. A useful one here is 'Guess which room it is' or 'Guess which room it isn't'. Hold a flashcard face down, or hide the whiteboard picture, and ask, for example,

- *Ce n'est pas la cuisine?*
- *Vrai.*
- *Ce n'est pas la salle à manger?*
- *Faux, c'est la salle à manger. Regarde!*



Activité (int04)

AT1, AT3, AT4

### Les pièces

These online tasks present and practise the new vocabulary.



23

AT3; 7S1, 7T5; AfL

### 5 Les pièces

This entails matching two halves of a sentence. Answers could be checked through in pairs first as an opportunity for peer assessment. Then correct the task orally, to give practice in reading out the complete sentences.

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



143 Au choix

1 tr 38

AT1

### 5 Samedi

This item is to practise the verb *être* and also includes some possessive adjectives and rooms of the house. Go through the text and pictures with the class, commenting on where everyone is and asking questions such as *Où est Louise? Ah, voilà, elle est dans sa chambre* etc.

Students could then do part **b** in which they complete the sentences. They should then listen to the recording and follow the text, checking their answers as they go.

**Solution: 1 est, 2 est, 3 es, 4 suis, 5 es, 6 suis, 7 est, 8 es, 9 suis, 10 est**

Finally, students could read the conversation aloud in groups of four, perhaps recording some of them. Some groups of students might like to act this now or later.

If more oral work is required, use flashcards of rooms to give to a row of students, asking them questions, e.g. *Tu es dans le salon? Es-tu dans la cuisine?* etc.

Then get students to make up *vrai ou faux* statements to ask others, e.g.

*Corrie est dans la salle à manger. Tyler est dans la salle de bains,* etc.

## transcript

### Samedi

- *C'est samedi chez la famille Laurent. Où sont les enfants?*
- *Où est Louise? Je pense qu'elle est dans sa chambre ... Louise, tu es dans ta chambre?*
- *Oui, Maman. Je suis ici. J'écoute des CD.*
- *Et Thomas? Il est dans sa chambre aussi? Thomas, tu es dans ta chambre?*
- *Non, Maman. Je suis dans le salon. Je regarde la télé.*
- *Très bien. Mais où est Daniel? Daniel, tu es dans ta chambre?*
- *Oui, Maman, je suis dans ma chambre. Je range mes affaires.*
- *Tu ranges tes affaires?!*
- *Mais oui, Maman! Dimanche, c'est le concert rock en ville, non? Et moi, j'adore la musique!*



Activité (int05)

AT1, AT2

### Ma famille et ma maison

This online guided role play practises much of the language covered so far. Students could use this as the basis for further extended dialogues.

## Plenaries (pages 22–23)



### Fiche de travail (ws02)

- Find out from students how they remember the spelling and pronunciation of the rooms and the objects in them. They work in pairs, then report back
- Ask students to look at the objectives for pages 22–23: how well do they think they have done? Can they explain the main points to a partner? What did they find easy or difficult?

## 3D C'est où? pages 24–25

Aims and objectives	Grammar and skills	Resources
<ul style="list-style-type: none"> <li>use prepositions to say where things are</li> <li>learn more about masculine and feminine</li> <li>practise the sounds <i>ou</i> and <i>u</i></li> </ul>	<b>Grammar</b> Masculine and feminine – definite, indefinite and possessive articles (revision) Use prepositions <b>Pronunciation</b> <i>sur</i> and <i>sous</i>	<b>Key language:</b> see p58 <b>Online resource:</b> <i>Unité 3</i> int06, ppt04, ws02/08 <b>Copymasters:</b> 3/2 <b>CD 1</b> tracks 39–41 <b>GiA:</b> p5

## Starters (pages 24–25)



### Fiche de travail (ws02)

- Write a random list of vocabulary items on one area of the board (see online worksheet – rooms, furniture, objects). Begin to draw any one of the items. Students tell you as soon as they know what it is. Bad drawing 'adds to the interest'. Students then continue in pairs. (This provides good preparation for the vocabulary used in work on prepositions.)
- Show the picture of Thomas and Daniel's room (SB 24) and play *Sur ou sous?* Explain that holding your arms up means that an object is *sur*; holding them down means it is *sous*. Say sentences containing *sur* or *sous* (e.g. *la trousse de Thomas est sur la chaise*). Students listen and when they hear *sur* their arms go up, when they hear *sous* their arms go down under the desks. Alternatively, they could only do the action if the information is correct (as a version of *Jacques a dit ...*).

### Introduction

AT2

### Où est ...?

There are a variety of ways to teach and practise *sur*, *sous* and *dans*, e.g. with classroom objects, piling them up, putting them in, on or under things and asking questions beginning with *Où est ...?* At first supply the answers too, then get the class to answer. Eventually students can ask and answer similar questions. The small diagram on SB 24 gives the meaning of the three words.

Several oral games provide useful practice, e.g. *Qu'est-ce qu'il y a dans la boîte?* (see TB 25).



### Présentation (ppt04)

AT1, AT2, AT3

### C'est où?

This PowerPoint presentation introduces and practises the prepositions *dans*, *sur* and *sous*.



24



1 tr 39

AT1, AT3; 7W2, 7T1, 7L2

## 1 Notre chambre

Use the picture for oral discussion. Students then listen to Thomas describing the room and guess which is his side.

After this first hearing, go through the whole item more thoroughly using the printed text. Use listening and reading strategies as appropriate.

Ask questions about the picture, e.g. *Où sont les livres de Thomas? Où est le lit de Daniel? – Voici/Voilà ...*

*Où est le sac à dos? Qu'est-ce qu'il y a dans la trousse?* etc.

### transcript

#### Notre chambre

Je suis Thomas Laurent, et Daniel est mon petit frère.

Voici notre chambre et voici notre console, avec les jeux vidéo et les manettes.

Voici mes affaires. Mes livres sont sur la table, et mes crayons sont dans la boîte. Mon stylo est sur le cahier et mes classeurs sont sous la table. Et voilà mon baladeur.

Et voici les affaires de mon frère Daniel.

Où est le sac à dos? Ah oui, il est sur le lit! Dans le sac, il y a une règle et des livres. Et qu'est-ce qu'il y a sous le lit? Voilà! Le baladeur de Daniel est sous le lit. Et voici la trousse de Daniel: elle est sur la chaise. Et qu'est-ce qu'il y a dans la trousse? Regardez! Il y a une gomme dans la trousse, mais les crayons et le stylo sont sous la chaise!

 **24** **AT3, AT4; 7W2, 7W5**

## 2 Dans la chambre


Students supply the word *sur*, *sous* or *dans* to complete these sentences. Most are given in the text, but one or two have to be discovered through the picture of the bedroom. The answers should be checked orally afterwards, with students reading aloud each completed sentence.

**Solution:** **1 dans, 2 sur, 3 dans, 4 sur, 5 dans, sur, 6 dans, 7 sous, 8 sur**

Use similar questions and answers to consolidate the new vocabulary and to introduce the pronouns *il* and *elle*.


### Consolidation

The following worksheet and *Au choix* activities present a selection of differentiated activities which could be used here to consolidate work on rooms in the house, prepositions and expressing possession.

 **Fiche de travail (ws08)** **AT4**

## Invente des phrases

This online worksheet provides writing practice of the prepositions *dans*, *sur* and *sous*.

 **142 Au choix** 1 tr 40 **AT1, AT4**

## 3 La maison de la famille Lambert

This task is suitable for most students. Students listen to the recording and complete the text. This could be done as an oral exercise with students requiring extra support.

**Solution:** **1 maison, 2 chaises, 3 table, 4 salle à manger, 5 salon, 6 la télévision, 7 un, 8 affaires, 9 la, 10 de**

### transcript

#### La maison de la famille Lambert

Voici la maison et le jardin de la famille Lambert.  
 Dans la cuisine, il y a trois chaises et une table.  
 Mme Lambert est dans la salle à manger.  
 Anne-Marie Lambert est dans le salon. Elle regarde la télévision.  
 Voici la chambre de Christophe Lambert. Dans sa chambre, il y a un lit et aussi ses affaires.  
 Voici la salle de bains.

 **142 Au choix** **AT4**

## 4 Jeu de mémoire

This brings together work on the rooms of the house and also revises possession. Students study the pictures on SB 23 and 24 before trying to identify the objects, using the substitution table to help them. The task could be done in writing and checked orally.

### Solution:

- 1 *C'est la radio de la famille Laurent.*
- 2 *C'est le lit de Thomas.*
- 3 *C'est le stylo de Daniel.*
- 4 *C'est le baladeur de Thomas.*
- 5 *C'est la télévision de la famille Laurent.*
- 6 *C'est le chat de Louise.*
- 7 *C'est le sac à dos de Daniel.*
- 8 *C'est le lecteur CD de Louise.*

Optionally, this task could be followed by more oral questions about the objects shown, practising *C'est le (+ noun) de (+ name)*.

Some students may be able to cope with the alternative structure *C'est à qui? C'est à (+ name)* – see *Grammaire 4.3* (SB 160). This could be done first with the teacher asking questions, then with some students making up similar questions about the objects shown or about things in the classroom, e.g.

- *Le baladeur, c'est à Louise?* – *Non.*
- *C'est à qui?* – *C'est à Simon.*
- *Et ce cahier, c'est à James?* – *Oui.*
- *Ah oui, c'est le cahier de James, etc.*

 **24** 1 tr 41 **AT1, AT2; 7W6, 7L1**

## Prononciation: Suzanne et Suzette Souris

This item focuses on the pronunciation of the sound *ou* and *u*, already met in the words *sur* and *sous*. Students could try saying the sentences as a tongue twister.

### transcript

#### Prononciation: Suzanne et Suzette Souris

Suzanne Souris est sur la boîte. La boîte est sur la table.  
 Voici sa sœur, Suzette Souris. Suzette est amusante.  
 La boîte est sous la table. Suzanne et Suzette Souris sont aussi sous la table.

 **25 Dossier-langue** **7W2, 7W4**

## Masculine and feminine

By now students have met all the articles and several possessive adjectives and pronouns, so this item really serves as a reference table for revision, bringing the main examples together. Go through the table with students and check that they can complete it accurately.

The completed table ...

- sets out more fully the link between *un* and *le/une* and *la* (already mentioned on SB 19)
- includes *l' + vowel*

- mentions the use of the pronouns *il* and *elle* to mean 'it'
- explains that gender applies to things as well as people in French.

If some students are not too clear about any of these points, give them more examples, e.g.

*Voici un stylo.* (Write *un stylo* on the board.)

*C'est le stylo de Vivienne, oui?* (Write *le stylo* under *un stylo*.)

Put the pen in a box, or any other suitable place.

*Bon, le stylo de Vivienne est dans la boîte. Il est dans la boîte.* (Write *il* under *le*.)

Coloured pens could be used to highlight masculine and feminine words.

Continue in the same way using feminine objects and with words beginning with a vowel, so that students can see the pattern.



7W2, 7W4

### 3 Masculin ou féminin?

Draw the attention of the class to the words in the box and emphasise that words other than the definite and indefinite article show if a noun is masculine or feminine.

Students then work on writing the two lists of nouns, showing their gender and their meaning.

#### Solution:

##### masculin

<b>français</b>	<b>anglais</b>
<i>un livre</i>	a book
<i>un crayon</i>	a pencil
<i>ton ami</i>	your friend
<i>un ordinateur</i>	a computer
<i>le cartable</i>	the satchel
<i>le baladeur</i>	the personal stereo
<i>mon grand-père</i>	my grandfather

##### féminin

<b>français</b>	<b>anglais</b>
<i>ta gomme</i>	your rubber
<i>ma calculatrice</i>	my calculator
<i>ta chaise</i>	your chair
<i>l'amie</i>	the (girl)friend
<i>une table</i>	a table



AT3; 7W4

### 4 Où est ...?

This task practises the prepositions *sur*, *sous* and *dans* and also involves matching the correct pronoun (*il* or *elle*) with a masculine or feminine noun.

Mention two things to look for when doing the task:

- 1 get the right preposition
- 2 match the genders (*il* for masculine noun, *elle* for feminine noun)

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

AT2

### C'est où?

For further practice of prepositions and pronouns, play a game. Someone places/hides objects around the classroom and asks where they are. Others reply using

pronouns. This could be a team game – one mark for the correct place, one for the correct preposition, one for using the correct pronoun.



AT2, AT4; 7S3

### 5 Ma chambre

Students could discuss this activity in pairs first, noting the phrases and vocabulary they will need. The task could then be done orally as a class activity, asking students questions such as: *Qu'est-ce qu'il y a dans ta chambre? Où est ton ordinateur? Tu as une télévision dans ta chambre?*

Students can then write out a short description of their room (or their ideal room, if they prefer). The final version of this can form part of students' *Dossier personnel*.



### Masculin, féminin

This gives practice of gender. There is a built-in incline of difficulty, so less able students may need help with tasks 3 and 4.

#### Solution:

##### 1 Les mots féminins

The following should be underlined: *la famille, la maison, une demi-sœur, la trousse, la mère, la télévision, une carte postale, la radio, une calculatrice, la grand-mère*

##### 2 5-4-3-2-1

- 5 *un frère, une demi-sœur, le père, la mère, la grand-mère*
- 4 (any 4) *la télévision, un ordinateur, un lecteur CD, la radio, une calculatrice*
- 3 *samedi, vendredi, dimanche*
- 2 *un stylo, un crayon*
- 1 (any one) *une maison, un cinéma*

##### 3 Fais deux listes

<i>l'animal</i>	<i>la ferme</i>
<i>le baladeur</i>	<i>la maison</i>
<i>le grand-père</i>	<i>la rue</i>
<i>le jardin</i>	<i>la sœur</i>
<i>l'ordinateur</i>	
<i>le sac</i>	

##### 4 Les blancs

This is an open-ended task.



### Masculine and feminine

This grammar explanation and practice covers material in *Unités 1–3* and can be used here for consolidation.



AT1, AT3

### Rue Danton: L'appartement de Manon et Hugo

This is a suitable point to use the ongoing video 'soap'. This episode provides extension material on rooms and contents.

Plenaries (pages 24–25)



Fiche de travail (ws02)

1 In pairs, students tell their partner three things about where things are in their house or room. They then pair up with another two students – how many different phrases can they say? Take feedback from the class.

2 Show visuals of some of the items of vocabulary that students have met in this unit (and also from the first two units). Which, if any, do students find hard to remember? Is it easy to remember the gender? Discuss, as a class, ways of memorising the more difficult words.

3E Les nombres pages 26–27		
Aims and objectives	Grammar and skills	Resources
<ul style="list-style-type: none"> <li>learn and practise the numbers up to 70</li> <li>practise language you have learnt in this Unit</li> </ul>	<p><b>Skills</b> Identifying patterns when counting Building vocabulary</p> <p><b>Cross-curricular</b> Numeracy</p>	<p><b>Key language:</b> see p58 <b>Online resource:</b> Unité 3 int07/08/09, ppt05, ws02/09 <b>Copymasters:</b> 3/3, 3/4, 3/5 <b>CD</b> 1 tracks 42–43</p>

Starters (pages 26–27)



Fiche de travail (ws02)

- Display the numbers up to 30 in words in French on the board, out of sequence. Invite students to work out the right order silently to themselves and then to call them out in sequence. Point to the first student who starts – *un, deux*. Then point to another student (not the next one) who continues – *trois, quatre, cinq*. Point to a third student – *six* – etc.
- Display words with the vowels *é* and *è* missing. Students hold up a piece of paper with *é* or *è* on it. It is helpful if these are on different coloured paper, perhaps orange for *é* and green for *è*. Suggestions: *écoute, réponse, numéro, stratégie, zéro, idée, vérifie, télévision, téléphone, intéressant, vélo, père, mère, frère, pièce, complète, règle* and one to really test them: *répète*.

transcript

C'est quel nombre?

- |                |                  |
|----------------|------------------|
| 1 trente       | 4 soixante-dix   |
| 2 soixante     | 5 cinquante-neuf |
| 3 trente et un | 6 treize         |



26

AT2, AT4; 7W2, 7T6

2 Les nombres

Students have to supply the missing number in each straightforward sequence. This could be done orally first, then ask students to write out the missing numbers.

**Solution:** 1 *vingt-huit*, 2 *soixante-deux*, 3 *quarante-quatre*, 4 *quatorze*, 5 *cinquante*, 6 *trente-cinq*



26

1 tr 43

AT1, AT3, AT2; 7W2, 7T6

3 Complète les listes

This is a more demanding task as the numbers are not sequential, but follow varying patterns and directions. Students work out the missing numbers, then listen to the recording to check.

**Solution:** 1 *quatre*, 2 *seize*, 3 *quinze*, 4 *trente*, 5 *cinquante-cinq*, 6 *soixante*, 7 *trente et un*, 8 *cinquante*



26

Stratégies

7W7, 7T7

If students have not already done so, this is a good point to encourage them to write their own vocabulary book, building it up with every unit. Discuss the different ways they could organise it. In pairs or small groups, students could say which method they think will work best for them.



26

1 tr 42

AT1; 7W2, 7L1

1 C'est quel nombre?

This listening activity practises aural discrimination of numbers up to 70.

**Solution:** 1a 30, 2a 60, 3b 31, 4b 70, 5a 59, 6b 13.





