



Ma France en classe

Unité 1 : Parti

The Preview programme gives a flavour of Ma France, featuring short clips from several different units that you can use as taster or a diagnostic tool. Activities based on material presented in "Parti" will help you and your learners to:

- *Carry out an initial assessment*
- *Pick out topic areas where they have strengths or weaknesses*
- *Check whether the course is right for them*
- *Get talking about visits to France*

The films and activities are based on a range of topics often found in courses for beginners: understanding directions, talking about one's daily routine, buying tickets, introducing the family, understanding instructions and saying what you need at the shops. Here are some suggestions for using them in the classroom to assess prior learning. It will help if you produce a written worksheet, outlining the activities you propose for the session. At the end of each one you can ask learners to mark down how well they did or how comfortable they felt. You'll be able to use those indicators to inform future planning.

Speaking

- From the transcript of Video A, select four or five key phrases, one from each of the situations presented. Ask the group to think how they might say those things in French; e.g. "Turn left at the lights", "I get up at 7.30", "Two return tickets, please", "I come from Aberdeen". Show the film, asking them to listen out for those expressions.
- Stéphane's role-play gives practice at introducing oneself. You might opt to transcribe it for use in pair-work, to help the learners get to know each other. They could then try introducing their new friend to another couple.
- Brainstorm existing vocabulary by showing the first part of Video B with no sound. Invite learners to call out the different items bought in Marseilles. At the end of the film, invite everyone to add an item (no matter what) to the chain ... « *À Marseille, j'ai acheté du pain, du déodorant, des céréales, des oranges, du poisson, de la peinture, du fromage, etc* ». Carry on till they can't remember any more - or start a new chain!

Reading

- Print copies of the vocabulary page and cut into strips. Give 10 expressions to each person, asking them to match the English with the French phrases.
- Give out copies of the transcript and from it, ask learners to find a selection of other key expressions. Show the film, pausing just before each phrase to allow them to say it.
- With Internet access in class, use Solitaire to help the group members check how many of the key words and phrases they remember. Ask them to record their success rate on the activity sheet.

Listening

- Show Videos A and/or B, pausing for the comprehension questions. Ask learners to note down on the activity sheet how they fared.



- Show Video B and pause on the board that shows the range of products available in the island's shop. Call out a selection of different items and invite the learners to categorise them: e.g. *un croissant, une serviette de bain, des cerises, etc.*

Spelling

- Following the example of Rocco, invite suggestions as to how to spell the names of other people in the film. Play hangman too; you will soon get a feel for who is comfortable with the alphabet in French and who needs more practice.
- Help the group to gel: give them a list of everyone's first name and ask them to circulate, exchanging (and spelling) surnames. De-brief by asking « *Quel est le nom de famille de Linda ?* » etc.

Writing

- It may not be necessary to assess writing skills at this stage but if you feel it appropriate you could ask members of your group to write a mini-profile on the bottom of your activities sheet. Use Stéphane's role-play or Sylvie's introductions from Video A as suggested models. If your group has a site on a VLE (Virtual Learning Environment) you could post the profiles on it, or make a poster to pin up in the classroom.

Grammar practice

- Pétanque offers good opportunities to gauge understanding of specific grammar points. Whether in class or at home, learners can try the 10 sentences and let you know just how they did and where any difficulties arose. That way you can build the necessary revision or consolidation into your course.
- There are no real writing skills required for the E-mail task, but choosing the words to fill the gaps will demonstrate an understanding of some basic structures, or show where more help is needed.

Travels in France

- These films give a foretaste of all the places featured in Ma France, so it's a good opportunity to get your group talking about where they've been. After viewing the clips, ask « *Vous avez visité Lyon / Marseille / les Alpes... ?* » and then you'll probably need to introduce « *J'ai visité ...* ». People always love talking about their travels and those who can say more will have the opportunity to tell you about it.

For more support

All the activities are available online:

<http://www.bbc.co.uk/languages/french/mafrance/html/preview/activity.shtml>

All transcripts are available online:

<http://www.bbc.co.uk/languages/french/mafrance/html/preview/summary.shtml>