



Ma France en classe

Unité 2 : En route

Activities based on this unit will help your learners to:

- *Practise asking for, giving and understanding directions when travelling by car*
- *Interpret French maps and road signs*
- *Focus on the pronunciation of names of towns and villages*

Here are some suggestions for using the films and activities in the classroom. There are so many ways of exploiting the material; don't forget to let us know if you think of more.

Setting the scene

- Exploit what the learners know already by showing Video A as a silent movie, asking the group to brainstorm vocabulary the film brings to mind as they watch it. They could work in groups to make a list or simply shout out expressions for you or a volunteer to jot on the board.
- From the vocabulary highlighted, pick out a small selection of expressions you know they will hear and ask the group to listen out for them as you play the video again with sound.
- Arm each member of the group with a set of 3 cards marked A, B and C. Watch the video, pausing for everyone to answer the quiz questions by a show of cards

Practice with directions

- Play Pétanque; take turns to choose the right word. With the whole group participating, aim for 100% in the Progress chart.
- Distribute copies of a simple road map or town plan. Learners can work in pairs to ask each other the way to different destinations. As a model conversation, show the short clip from Video A in which Isabelle asks a passer-by.
- Where more help is needed, give that extract from the transcript so that less confident students can base their conversations on that dialogue.
- Try the Jeu de rôle with Stéphane. It's just a short exchange, so everyone could try it, each asking the way to somewhere different. Others in the group listen and sketch a plan illustrating the directions given.
- The Grammar notes in this unit are especially helpful in reinforcing the verb forms needed for directions.

Reading maps and road signs

- Increase awareness of the region by asking learners to listen out for the main towns mentioned when you show Video B.
- Practise numbers and increase familiarity with the different types of road: pause on a close-up of the map during the viewing and point to several road numbers, asking learners to say them out loud. Read some yourself, wrongly perhaps. Ask the group, « C'est bien la A47 ? » « Non, c'est la A46 ! »

BBC

- Try the comprehension quiz. You can do it onscreen or give printed copies and ask learners to do it in teams, as in a pub quiz.
- When showing Video B, pause on the close-ups of the road signs, so that group members have chance to take a good look. Talk about these and other signs, ask who has seen similar ones and where. For more signs, look at the French government site: <http://www1.securiteroutiere.gouv.fr/signaux/>

Consolidating key vocabulary

- Select a number of words from the vocabulary list and show them on the board. Give a definition of each word and ask the learners to pick out the corresponding expression from the selection. More advanced learners could work in pairs to create their own definitions.
- Follow up with the cultural quiz. If you have no Internet connection, print out page and cut the expressions into strips. Divide the group into two teams, A & B giving team A the starter statements. They must circulate among team B, reading out their statement to each person until they find someone who can give a sensible response.
- Download the French transcript of Video B. Cut out a selection of the key words from the text and put them in a box at the bottom of the page. Invite learners to complete the blanks, putting the words back in the right spaces.

Pronunciation practice

- Show Video C, The Challenge, as a starting point. Pause the film when Nathalie shows the names of towns and cities. Ask group members to repeat the names and spell them in French. It's great practice.
- Moving on from The Challenge, ask each person to jot down a list of 3 places in France, but not to show anyone else. He/she then works with a partner to spell out the names. The partner must write them down and then pronounce them correctly.
- Do the Dictée. Print out copies of Stéphane's dictation and post them up around the room. Learners working in groups take turns to go and report back a section of the text to their group's scribe. Good pronunciation is essential as the scribe will never see the original and the passage will help everyone to practise the key structures needed to give directions.

For more support

All the activities are available online:

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

All transcripts are available online:

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