

Ma France en classe

Unité 6 : Très occupé

Activities based on this unit will help your learners to:

- *Make appointments and plans to meet friends*
- *Talk about the working day*
- *Explain a hold up or delay*
- *Practise pronunciation with tongue twisters*

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

- Before showing Video A, it's helpful to introduce some of the key vocabulary relating to Hakim's work. Display the following expressions:

l'ordinateur	un rendez-vous
le téléphone portable	un message
l'agenda	un mail
le vélo	une carte

Show the video and ask the group to marry an expression on the right with one on the left. Talk about those four essential tools of Hakim's work and ask who in the group uses those items on a daily basis.

- Try the drag and drop activity, the Quiz Culturel, as a listening task. Give everyone the words in the right-hand column and ask them to find the appropriate answer as you read each prompt from the column on the left.

The working day

- Show Video A again, pausing to display the comprehension questions. Give everyone a set of 3 cards marked A, B & C; when answering, they display the appropriate card and you will be able to assess how much each learner has understood.
- In Video B, Hakim explains his working hours and how he organises his day. After the first showing, do the comprehension quiz. Then you could encourage discussion about what else Hakim does apart from work. « *A part le travail, qu'est-ce qu'il doit faire ?* »
- Show the film again, pausing after each of Nathalie's questions, inviting learners to answer in a similar way.

Arranging a meeting

- Download the transcript of Video A and give everyone a copy. The learners can work in pairs to find the part of the dialogue in which Hakim arranges to meet Isabelle. Using that conversation as a model, they can then organise a meeting themselves.
- The role-play with Stéphane gives further practice. It's short, so why not let everyone take turns?
- Pétanque concentrates on verbs in the present tense in this context, so if the Internet is available it's a good follow-up. Learners needing more practice could perhaps play it at home.



- For more work at home, suggest the E-mail activity. Ask stronger learners to compose their own message along similar lines and send it to you.

Delays

- Give out copies of the transcript of Video B. Ask learners to work in pairs and pick out the expressions used to explain a delay. They could then prepare messages to be left on the answer phone, explaining why they will be late. Who has got the best excuse?
- Move on to a whole class speaking activity. There's grid-lock in the city centre and everyone is ringing to explain their late arrival. Learners circulate and simulate rushed phone calls with each other. « *Allo, ici Stephen. Désolé mais je suis pris dans un bouchon. Je vais être en retard.* » Learners jot down each name and excuse. Debrief by asking how many people were in a traffic jam? How many couldn't park, etc.

Tongue twisters

- Try the Challenge in Video C. The learners will love to have a go at the tongue twisters. If they are keen and would like to try more, you can find some by looking at www.uebersetzung.at/twister/fr.htm

For more support

All the activities are available online:

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

All transcripts are available online:

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