

Ma France en classe

Unité 9 : Le vin

Activities based on this unit will help your learners to:

- *Talk about wines and compare them*
- *Express their particular preferences*
- *Learn something about the Southern Rhône and its wines*

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.

Introducing the topic

- Many adults love talking about wine, so try to draw out what they can say on the subject by showing the first 30 seconds of Video A as a silent movie with no introduction at all. Brainstorm vocabulary that springs to mind as the group watches that first clip.
- Show Video A and play vocab bingo. Each person chooses 5 of the expressions from the brainstorm and listens carefully to see if they are heard in the film. First to tick off all 5 expressions, shouts « *Loto* ».
- Show a map of that area of the Southern Rhône - there's a good one on the website of the Domaine du Pourra: www.domaine-du-pourra.fr/ To find the map, go to Acces and click on the sketch giving directions. Point out the Rhône, the A7, the Mont Ventoux and the départements that border the Vaucluse. Someone in the group may have visited the area.

Describing wine

- From the vocabulary list, pick out the key adjectives to describe wine, in French and in English. Cut into strips and, organising learners in pairs or small groups, ask them to match the French and English expressions. For learners at a higher level, use the transcripts to pick out a wider range of expressions and highlight them. Debrief by asking « *Comment dit-on "slightly sparkling" ?* » etc.
- Play the tasting section of Video A (with French subtitles) and pause after Marie and Jean-Christian have spoken, to allow learners to repeat the phrases.

Making comparisons

- Using the transcript, ask the learners to highlight the particular phrases Jean-Christian and Marie use to compare one wine with another: « *il est plus souple que ...* » etc. Explain *moins que* too (it doesn't figure in the clip) and ask learners to make up other similar examples for two imaginary wines.

Expressing preferences

- « *Je préfère celui-ci* ». « *Moi je préfère celui-là* ». The Grammar notes explain the use of these pronouns, together with the feminine and plural forms. Use objects in the class or other realia to demonstrate them further. Pages from catalogues or supermarket advertising brochures provide plenty of useful examples.
- It's hard to compare wines without sampling, so if possible, why not organise a simple tasting, ask everyone to compare the wines and choose their favourite? French mineral waters have very different characteristics and so can be

excellent alternative for those not wishing to drink alcohol. Make sure that the learners are primed with appropriate adjectives. A look at the labels too will give plenty of scope for comparisons.

- The Jeu de rôle is the perfect lead-in to a freer conversation about wine preferences. After a demonstration or two, give everyone a copy of Stéphane's questions and invite them to talk to as many people as possible - glass in hand if you are doing a tasting.
- Finish with a Challenge - a blind tasting as in Video C. Perhaps you'll find an expert in the group.

Listening to Jean-Christian

Nathalie's interview with Jean-Christian in Video B will represent quite a challenge to most learners, so it's important to decide in advance what you expect the learners to achieve from it and help prepare them for what they will hear. The transcript is invaluable.

- Print copies and cut them into sections separating the Nathalie's questions from J-C's answers. Ask the group to work in pairs to put the text back into a logical order. Limit the time for this so that scanning and skimming techniques are used, not in-depth reading. Then show the video, pausing after each question, to confirm the order.
- Prepare a complete copy for everyone, with key words blanked out. You might choose for example to blank out all the expressions relating to grapes, wine and wine-making. Show the film again and ask them to listen carefully to fill in the blanks. Run the clip one more time, this time with subtitles in French and pause at each answer to confirm.
- The Quiz questions and answers will help learners to form a précis of the interview, but depending on the level of the group, you may feel it's too difficult as a listening activity. It could be done by reading the transcript, or by reading and listening at the same time.

Consolidation

- Password: stand by the door and ask everyone to give you a key word from the session as they leave.
- For more practice with the vocabulary and specific grammar points arising from this unit, adjectival agreement and the use of demonstrative pronouns, suggest that learners play Pétanque and Solitaire at home and record their progress. They could then have a go at the Dictée.

For more support

All the activities are available online:

http://www.bbc.co.uk/languages/french/mafrance/html/wine_talk/activity.shtml

All transcripts are available online:

http://www.bbc.co.uk/languages/french/mafrance/html/wine_talk/summary.shtml