

Ma France en classe

Unité 18 : Le musée

Activities based on this unit will help your learners to:

- *Describe how things used to be*
- *Practise giving and understanding key dates from the past*
- *Check their understanding of key points*
- *Learn something of the origins of the cinema*
- *Talk about films they have seen*

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

- Take some of the words from the Vocabulary notes and display them on the board: *l'appareil, la caméra, une photo, le réalisateur, un photographe, le cinéma, un feuilleton*. Ask if they give any clues as to the context of the film you are about to show. There are some false friends there; they might need explaining or defining.
- Show the film silently without subtitles. It lends itself well to this treatment. Ask the group to call out what they are seeing as the scenes change. Some will contribute single words, others compose sentences. Either way, they'll set the scene for later.

How things used to be

- Give everyone a print-out of the comprehension questions. Learners can work together in pairs to read out the questions to each other and try to predict the right answers. Reading will help prepare them for hearing the dialogue. Whilst watching the film, ask the two partners to listen out for alternate answers to the quiz questions. Having watched once, they check their predictions, then watch again to confirm.
- Assuming the learners have started to understand how to form and to use the imperfect tense, give out copies of the transcript with all the verbs in the imperfect blanked out and placed at the bottom of the page. Invite them to listen to the dialogue and fill in the blanks. Confirm answers by showing the film once last time.
- Use the two old film extracts paused, as stills, and ask learners in pairs to make up sentences using the imperfect tense to describe how things used to be: *toutes les femmes portaient des robes longues, elles travaillaient à l'usine, les familles riches employaient un jardinier etc.* Alternatively, you could bring in other old photos to use in this way.

Pardon, quelle date ?

- Put the names of some significant events on the board: *Révolution, 14.07.1789 Inauguration de la Tour Eiffel 31.03.1889, Mort d'Edith Piaf, 11.10.1963 Naissance de Napoléon 15.08.1769, Mort de Charles de Gaulle, 13.10.1970, Bataille de Waterloo, 15.06.1815*. Following the model given here, read out the selection of dates for the learners to take down, then ask them to match date to event.

- Ask individual members of the group to read dates back to you by asking as Nathalie does, « *Pardon, quelle date ?* » It's a technique that can be used for checking important information. Using the transcripts, learners can work in groups to compose queries about other significant points in Fabrice's explanations: *Pardon, quelle rue ? Pardon, combien de spectateurs ? Pardon, à quelle heure ?*. They read their queries out for members of another group to answer.

Vous aimez le cinéma ?

- In Video B Fabrice is interviewed about his own cinema-going. Before watching, distribute copies of the transcript, cut up into questions and answers. Mark the start of the dialogue with a No 1 and give a strip to every member of the group. Ask the person with No 1 to kick off the conversation and ask the other members to give their "contribution" to the dialogue when it seems to fit. Show the clip and check if the dialogue has been reordered correctly.
- Try the Comprehension Quiz questions.
- The Jeu de rôle will give the learners the chance to express their own preferences about actors and films. Try it with the whole group, eliciting everyone's first response, then try a poll of all the students. Give each member of the group one of Nathalie's questions from Video B, preferred French film, preferred actor, last film seen etc. In a large group there'll be duplications but that doesn't matter. All students circulate, posing their question to as many other people as possible. Both questions and answers will become more fluent and confident with repetition.

The first cinema

- The Dictée presents a brief résumé of the history of the cinema, reinforcing dates and the use of the imperfect tense. Try it at the end of the session, or ask the learners to do the dictation at home.

Going further

- Use the Drag and Drop quiz to introduce other historical and artistic dates and themes. Play it in class in groups. Stronger speakers might be asked to compose similar sentences reflecting their own particular interests. Then at a future session, the contributions are pooled to create a game for everyone.

For more support

All the activities are available online:

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

All transcripts are available online:

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