

# Ma France en classe

## Unité 21 : Les fleurs

*Activities based on this unit will help your learners to:*

- *Express good wishes, condolences and congratulations at significant events*
- *Learn more about religious and secular festivals in the French calendar*
- *Order flowers for a special occasion*
- *Talk about the flowers they like/don't like and explain why*

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

- Show the opening sequence of Video A - the first 10 seconds as a silent movie with no subtitles. Ask everyone to concentrate on what they can see and elicit from them just what's happening (a florist loading the van ready for deliveries). Invite suggestions as to when we send/give flowers and to whom. This introduction establishes the context and will anticipate expressions heard in the dialogue: *anniversaires, naissances, mariages, morts, décès etc.*

### Saying the right thing

- Watch the clip with sound and French subtitles. Afterwards, brainstorm the expressions heard to express sentiments and wishes: *Félicitations, Bon anniversaire, Condoléances, Bonjour, Au revoir etc.* Write up these phrases. It's a good idea to offer a page of empty speech balloons (see below) for the learners to record these expressions.
- Play the clip again, with English subtitles. Pause as Marie-Paule shows each arrangement and invite learners to say something appropriate for each event.
- Reacting quickly by saying the right thing isn't an easy skill to acquire in a foreign language but learning in a group gives plenty of chance to practise. Play *Quoi de neuf ?* Give everyone a small cutting from a local newspaper - a birth, marriage or death announcement, shop opening, exam success, road accident, sports achievement etc. Ask everyone to imagine that the event in their cutting is happening to them. « *Mon cousin est mort* », « *J'ai eu un accident de voiture* », « *J'ai un nouveau fils/petit fils* » etc. Everyone circulates around the room, speaking to as many others as possible: « *Bonsoir, quoi de neuf ?* » Each explains what has happened to them and the others must respond with an appropriate phrase. It's helpful to pre-teach, « *Ah bon. Quel dommage !* »

### Annual celebrations

- In Video B, Marie-Paule highlights events in the French calendar that are important for her business. Before watching, give out a grid showing key festivals in the year and invite learners to tick the ones she mentions.

Le Nouvel An	La Saint Valentin	La Fête des Grand-mères	Pâques	Le Premier Mai
La Pentecôte	La Fête des Mères	La Fête des Pères	La Toussaint	Noël

Watch again to confirm the events mentioned and pause to answer the Comprehension Quiz questions.

- Follow up with a discussion about the dates of these and other key festivals.

### Name that flower

- Videos B and C present the French names of several flowers. Having found those names, from the films or from the transcripts, issue a 2 minute dictionary challenge. How many French flower names can be found in that time?
- Following the example of The Challenge in Video C, ask small groups of students to choose flowers for other events: Wimbledon, Grand Prix de Monaco, le 14 juillet, le 11 novembre, etc.

### Ordering flowers

- The Jeu de rôle provides a skeleton dialogue to use in a florist's shop, ordering flowers for a special occasion. Once everyone is comfortable answering Stéphane's questions, encourage them to work with a partner, taking turns to be the customer, answering the same questions but ordering flowers for an occasion/person of their choice. More confident students can be encouraged to take the dialogue further, specifying particular flowers and colours and giving reasons for their choice.

### Consolidation

- The Quiz Culturel exploits some of the key points in this unit. Try it as a listening activity. Give each student just one of the expressions from the right-hand column. Then read out clearly the left-hand prompts one by one. Everyone must listen carefully and reply if they feel they have the right answer. You can differentiate by making sure that stronger learners hold the answers to the more difficult/ambiguous questions.
- Pétanque encourages attention to detail, agreement etc. Get the learners to try it, working in groups of 4 whilst others do other activities. If groups record their progress it becomes very competitive and learners are keen to try again to reach 100%.
- The E-mail task can be done as homework, with an extra option for those who want to stretch themselves further. Ask them to compose an e-mail to someone who has just moved house/got married/got a new job.

### For more support

All the activities are available online:

[http://www.bbc.co.uk/languages/french/mafrance/html/flowers\\_messages/activity.shtml](http://www.bbc.co.uk/languages/french/mafrance/html/flowers_messages/activity.shtml)

All transcripts are available online:

[http://www.bbc.co.uk/languages/french/mafrance/html/flowers\\_messages/summary.shtml](http://www.bbc.co.uk/languages/french/mafrance/html/flowers_messages/summary.shtml)

Bon  
anniversaire

Que dire ?  
Comment réagir ?