

Ma France en classe

Unité 24 : Les infos

Activities based on this unit will help your learners to:

- *Express opinions about issues in the news and about the weather*
- *Listen for information on the weather forecast*
- *Talk about the climate and climate change*
- *Learn something about the life of a journalist on local radio*
- *Find out about cultural and leisure events in a ski resort*

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.

Quel est son métier ?

- Show the first 50 seconds of Video A without sound or subtitles and ask the group to imagine what this man does for a living. As a journalist, it's his job to report facts and express opinions, so that will set the tone for the unit.

A day in the life of a journalist

- To give support in following the gist of the clip, give everyone them this list of Michael's activities, then show the film and ask them to put the tasks in the order they happen.
 - a. Il annonce les événements culturels à la radio
 - b. Il interviewe un skieur
 - c. Il lit les actualités dans le journal
 - d. Il se renseigne sur les événements culturels annoncés dans le journal
 - e. Il donne son opinion sur la cause des avalanches
 - f. Il enregistre un bulletin de météo
 - g. Il donne son opinion sur le changement du climat
 - h. Il se renseigne à la Maison du Tourisme sur les spectacles en perspective
- Watch the film again to confirm order, and pause to try the Comprehension Quiz questions.

Tomorrow's weather

- Give everyone a copy of a grid similar to the one below, show the clip of Michael presenting tomorrow's weather forecast. Ask them to listen out and match the symbols with the four headings.

<i>Temps demain matin ?</i>	<i>Temps l'après-midi ?</i>
<i>Température - station ?</i>	<i>Température - sommet ?</i>
-2°	2°

 

- In the Dictée, Stéphane gives a weather forecast. Try using it first as a listening task. Ask everyone to make up the following grid, listen to the paragraph and see if they can fill in the appropriate details.

Aujourd'hui	Demain en plaine	Demain en montagne
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- After listening to the Dictée paragraph, try it as a dictation. It will encourage attention to detail and the learners can discover for themselves how successful they were at the listening task.
- In Video B, Michael, Hakim & Alexis give their opinions about climate change. The interviews contain plenty of references to weather features, some simple expressions and some less well-known. Download the transcript and make a gap-fill exercise, taking out the key weather expressions and putting them all at the top of the page. The learners can listen to the interviews whilst following the text and fill in the blanks as they hear them.

Expressing opinions

- Give out copies of Video A transcript and ask learners, in pairs, to pick out the expressions that introduce an opinion. Having isolated such phrases as, *à mon avis, je pense que, je crois que etc.*, encourage them to compose opinions of their own, on the weather, on climate change, on winter sports or on the life of a journalist.

Armed with their list of opinions, encourage an exchange of views by making groups of four and playing D'accord / Pas d'accord. Each student makes a statement of opinion which the others must agree with or challenge. Those who agree say « *Je suis d'accord* », those who don't, say « *Je ne suis pas d'accord* » and make an alternative statement.

- Watch/listen to Video B with the aim of gist comprehension. Michael, Hakim & Alexis give their views on climate change. After each conversation ask « *Est-ce qu'il pense que le climat change ?* » Invite them simply to choose, « *Oui* », « *Non* », or « *Pas sûr* », for each man.
- Watch again and pause to try the Comprehension Quiz questions.
- The Jeu de rôle with Stéphane offers the framework for an exchange of views on climate change. Using his questions, give everyone the opportunity to express and opinion. As an extension task, encourage the learners to scan the transcript of Video B, looking for the expressions that describe the evidence of climate change: *la canicule, la sécheresse, les tornades, les vagues de chaleur, etc.* Then as a whole class activity, carry out a survey. Each person interviews as many others as possible, asking the two questions: « *Vous pensez que le climat change ?* » « *Pourquoi oui ? / Pourquoi non ?* »

Consolidation

- Video C challenges preconceived ideas about the weather. Show the clip and encourage everyone to "forecast" along with Michael. Ask them to bring to the next session a weather report from the media and challenge the others to guess the weather conditions and temperature in three foreign destinations.
- Pétanque provides more practice in stating opinions and in using verbs in the future tense, particularly to talk about the weather.
- To finish, try the Quiz Culturel. Everyone must make a sensible sentence before leaving!

For more support

All the activities are available online:

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



All transcripts are available online:

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