

Dossier de découverte

pp. 14-18

Salut!

- ▶ What words are used to greet people in the languages that you know?
- ▶ Look at the photos and listen to the dialogues. Which photo corresponds to each dialogue?
- ▶ Listen again? What words to greet people can you hear?

Comment tu t'appelles?

- ▶ Look at the pictures and listen. Which situation is formal? Which situation is informal? Find the differences.
- ▶ Fill in the table with the help of the previous pictures.

DAS VERB S'APPELER

Je <input type="text"/>	Nous nous appelons
Tu <input type="text"/>	Vous vous appelez
Il / Elle / On s'appelle	Ils / Elles s'appellent
<p>i You must include the subject personal pronoun (je, tu, il/elle/on, nous, vous, ils/elles) before a verb.</p>	

- ▶ Walk around the classroom and introduce yourself to your classmates.

LES PRONOMS SUJETS LES PRONOMS TONIQUES

je	moi
tu	toi
il/elle/on	lui/elle
nous	nous
vous	vous
ils/elles	eux/elles

- ▶ Link the phrases to the photos.

Guide de survie en classe de FLE

- ▶ Listen and read. What phrases do the students use? What phrases do the teachers use?

Bienvenue dans la francophonie!

- ▶ Link the photos to the countries. Search for the answers if necessary.
- ▶ Circle what you would like to taste, visit or discover.
- ▶ Look at the map of Francophonie on pages 162-163. In small groups, find Belgium, Benin, Côte d'Ivoire, France, Morocco, Canada (Québec), Senegal and Switzerland.

Mes mots

- ▶ Choose five words which are important for you. Look up the translation in French and write them.

Mon panier de lexique

- ▶ Which words or phrases from these pages do you want to remember? Write them down and share them with the class.

Le chemin d'encouragement

- ▶ Listen and repeat these words of encouragement using the same intonation.
- ▶ Introduce yourself like in the photo. Your classmates encourage you.

01 Portrait-robot

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Avant de lire

1. Paris is...? What words do you associate with Paris?

Lire, comprendre et réagir

2. Look at the document. Circle the words mentioned in the previous activity. Complete the alphabet of Paris with your own words.
3. Choose four places that you want to discover.

Écouter, comprendre et réagir

4. Listen to the pronunciation of the letters of the alphabet and repeat.
5. Circle the letters which are pronounced differently (≠) in your language.
6. Listen to the sound postcards and associate them with the pictures.

Mon panier de lexique

7. What words on these pages do you want to remember? Write them.

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Lire, comprendre et réagir

1. Look at the Paris underground map. How many lines are there?
2. Answer the questions.
3. Which line do you take to visit...

Travailler la langue

4. Complete the table using the document.

DEFINITE ARTICLES

	MASCULINE	FEMININE
SINGULAR	<input type="text"/> métro	<i>la</i> ligne
PLURAL	<i>les</i> mots	<input type="text"/> lignes

→ WORKBOOK PAGE 6 EXERCISES 7, 8

Écouter, comprendre et réagir

5. Listen and repeat the numbers.
6. Listen and repeat the series of numbers.
7. Listen. Which line is it?

Produire et interagir

8. Say a number from 1 to 20. One classmate says the number before. Another classmate says the number after.
9. Look at the gestures to say the numbers in France. Write the numbers in letters.
10. In small groups, everyone writes a secret four-digit code. Use the gestures from the previous activity to help your classmates to guess your code.
11. Two by two, complete the two magic squares. The total of each line is equal to 10. Check your results in small groups.

S. 24**Lire, comprendre et réagir**

1. Look at this document. What is it about? What information does this document give?
2. In your opinion, what does it mean: *1 pizza achetée = 2 pizzas emportées*?

Écouter, comprendre et réagir

3. Listen to the two phone calls and fill in the order forms
4. Draw the two delivery routes on the map. Are these deliveries free?

S. 25**Travailler la langue**

5. Choose a word in the document and spell it out to a classmate using the table.

SPELLING

- To indicate the presence of a letter, we say **avec un** (+ letter)
E.g.: *Dinon avec un n*
- To indicate the absence of a letter, we say **sans** (+ letter)
E.g.: *Dinon sans t*
- To indicate the presence of a double letter, we say **deux** or **avec deux** (+ letters)
E.g.: *Perri avec deux r*

e can be written:

- e**: without accent
- é**: **e** acute accent
- è**: **e** grave accent
- ê**: **e** circumflex accent

To give an e-mail address:

- .com** point com
- tiret
- _** tiret (du) bas
- @** arobase

→ WORKBOOK P 6 – EXERCISES 1, 2, 3, 4, 5, 6

6. Complete the table using the document.

ORDINAL ADJECTIVES

Ordinal adjectives are used to classify. They are formed by adding **-ième** to the numbers.

E.g.: *cinquième, sixième,*

- ! The ordinal of **un** is **premier**.
- ! We write *cinquième, neuvième*.
- ! The final **e** of the numbers disappears in ordinals.
E.g.: *quatre* → *quatrième*
E.g.: *seize* →

→ WORKBOOK P 7 – EXERCISES 13, 14, 15

Écouter, comprendre et réagir

7. Listen to these three dialogues and write the e-mail addresses.

Produire et interagir

8. Make a list of the students in the class: say your surname, your first name, then spell them out.
9. Say your e-mail addresses, spell them if necessary, and add them to the list of the students in the class.
10. In your language, are there letters which do not exist in French? Are there any specific features (double letters, accents...)?
11. Look at this map of Paris and the map of the districts in the document. Say the famous places in each district, using the Internet if necessary.

DÉFI 01 Create a Self-portrait in Figures
You are going to make a presentation sheet with surprising or interesting figures about you.

- ▶ Choose surprising or interesting figures about you. Write them using a dictionary.
- ▶ Illustrate the figures of your self-portrait with drawings or photos.
- ▶ Present your sheet.

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Avant de lire

1. Fill in the form without reading the document.

Lire, comprendre et réagir

2. Read the chart and check your answers from the previous activity.
3. Associate the words with the graphics.
4. What information do you know about your country?

Écouter, comprendre et réagir

5. Four students talk about their country. Listen to them and fill in the table.

Mon panier de lexique

What words are useful to present a country? Write them.

p. 28

Avant de lire

1. Look at the illustrations. In your opinion, what does the article talk about?
2. In your opinion, is France a country of young or of elderly people?

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Lire, comprendre et réagir

3. Look at the age pyramid and read the first paragraph of the article. Then check your answer from the previous question.
4. What about your country? Is it a country of young or of elderly people?
5. Look at the chart *La ligne de vie des Français*. Look in the text for the sentences which correspond to the three stages (first child, marriage, death).

Travailler la langue

6. Fill in the missing numbers in letters, using the document and the table from page 23.
7. In small groups, ask each other your age.

8. A classmate from the group presents your ages using the table.

THE VERB AVOIR

J'	ai
Tu	as
Il/Elle/On	a
Nous	avons
Vous	avez
Ils/Elles	ont

→ WORKBOOK P10 – EXERCISES 27, 28

Produire et interagir

9. In your opinion, how old is a young person? And an elderly person?
10. Choose a celebrity. Two by two, guess their age, then check on the Internet.
11. Draw your lifeline (real or ideal).
12. What information do you want to know about the person next to you? Tick the boxes, then they fill in the form.

p. 30

Avant de lire

1. In your country, are these jobs traditionally male or female?

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Lire, comprendre et réagir

2. Read the article. In France, what jobs are above all female? And above all male?
3. What is your job? In your country, is it a male or female job?

Travailler la langue

4. Fill in the table using the article.

JOB NAMES IN THE FEMININE

- In general, the feminine is formed with the masculine + e.
E.g. : *Il est enseignant* → *Elle est*
- When the masculine ends with an e, the feminine has the same form.
E.g. : *Il est secrétaire* → *Elle est*

- ❗ Some feminines have a special formation.
(i)er → **(i)ère**
E.g. : *Il est infirmier* → *Elle est*
- ien** → **ienne**
E.g. : *Il est pharmacien* → *Elle est*
- eur** → **euse**
E.g. : *Il est vendeur* → *Elle est*
- teur** → **trice**
E.g. : *Il est conducteur* → *Elle est*

→ WORKBOOK P 9 – EXERCISES 24 AND 26

5. Fill in the table using the photo captions.

THE VERB ÊTRE

Je	suis
Tu	es
Il/Elle/On	<input type="text"/>
Nous	sommes
Vous	êtes
Ils/Elles	<input type="text"/>

→ WORKBOOK P 10 – EXERCISES 27,28

Écouter, comprendre et réagir

6. Six people say their age and their job. Listen and write them down.

Produire et interagir

7. Form two teams. One person from your team mimes a job. The other team guesses the job.
8. Write the job of each person in the class on the board. Which jobs are most represented?
9. In small groups, introduce yourself using the labels. Then, another person introduces him or herself and repeats your information.

Regarder, comprendre et réagir

-  Find the video and the activities on espacevirtuel.emdl.fr.

DÉFI 02 Create a Country Portrait
You are going to make a portrait of your country or of another country.

- ▶ In small groups, have a brainstorming session using the labels.
- ▶ Look for illustrations or draw.
- ▶ Present your portrait to the class.

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Mes mots

1. Write all the French words that you have learnt in the alphabet.
2. One letter is missing in the drawing. Which one?
3. Do a lot of words contain this letter in your language?

02 D'ici et d'ailleurs

p. 35

Avant de lire

1. Look at the photos. In your opinion, what is it? Where is it?

Lire, comprendre et réagir

2. Read the document and check your answers from the previous activity.
3. Answer the questions.
4. Look for words to describe the Zinneke Parade.

Écouter, comprendre et réagir

5. Listen to the testimonies of three participants in the Zinneke Parade and fill in their identity profile.

Mon panier de lexique

What words about festivities do you want to remember? Write them.

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Lire, comprendre et réagir

1. In small groups, answer the questions of the quiz.

Écouter, comprendre et réagir

2. Martine, French, and Christian, Belgian, answer the first four questions of the quiz. In groups, listen and check your answers. Then search on the Internet to answer the other questions.

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Travailler la langue

3. Read the quiz and link the question word to its meaning.
4. Complete the table using the quiz.

QUESTION WORDS

The question words **qui, que/quoi, combien, où, quand, comment** are used to ask a question.

QUESTION WORD + VERB + SUBJECT

E.g. : **Qui** est l'auteur de Tintin ?

.....

.....

! **Qui** is placed at the end of a question sentence.

E.g. :

! When speaking, we often use the structure:

QUESTION WORD + SUBJECT + VERB

E.g. : **Où** il est ?

To ask a question which is answered with "yes" or "no", we often use the structure:

EST-CE QUE + SENTENCE

E.g. : **Est-ce que** tu aimes Tintin ?

→ WORKBOOK P. 14 – EXERCISES 1,2,3

5. Fill in the tables using the quiz.

QUEL

Quel is used to ask a question about the identity of someone or something.

QUEL + NOUN + VERB

E.g. : **Quels** produits sont typiquement belges ?

QUEL + ÊTRE + NOUN

E.g. :

→ WORKBOOK P. 15 – EXERCISES 4, 5

AGREEMENT OF QUEL

The gender and number of the adjective **quel** agree with the following noun.

	MASCULINE	FEMININE
SINGULAR	quel produit est belge ?	<input type="checkbox"/> est la mer de la Belgique ?
PLURAL	<input type="checkbox"/> produits sont belges ?	<input type="checkbox"/> sont les trois langues ?

Produire et interagir

- Draft a questionnaire to find out about the person next to you.
- Show a classmate the photo of something or someone that you love. They ask you questions.
- Choose the photo of an event that you know well and search for information if necessary. A classmate asks you questions using the labels to find out about the event.

Écouter, comprendre et réagir

- Listen to the answers and write the questions.

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Lire, comprendre et réagir

- Read the title and the introduction of the article. Why is Belgium “multicultural”?
- Read the article. Does some of the information surprise you? Which? Underline it.

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Travailler la langue

- Fill in the table using the article.

THE GENDER OF COUNTRY NAMES

• Country names which end in are feminine.

E.g.: *la France*,

• The others are masculine.

E.g.: *le Portugal*,

❗ *le Mexique, le Mozambique, le Cambodge, le Zimbabwe*

❗ *les États-Unis, les Pays-Bas*

Produire et interagir

- Make a list with the maximum number of country names in each category. Two by two, compare your proposals.

Travailler la langue

- Fill in the table using the article.

PREPOSITIONS + COUNTRY / CITY

	Feminine country name	Masculine country name	City name
Aller	<input type="checkbox"/> Wallonie	<input type="checkbox"/> Luxembourg	<input type="checkbox"/> Bruxelles
Venir	<input type="checkbox"/> Belgique	<input type="checkbox"/> Maroc	de Paris

ALLER A / À

• Before a plural country name, we use **aux**.

E.g.: *Il va Pays-Bas.*

• Before a feminine country name or one beginning with a vowel, we use **en**.

E.g.: *Nous allons France et Allemagne.*

• Before a city name, we use **à**.

E.g.: *Ils vont Anvers.*

VENIR DE

• Before a country or city name beginning with a vowel: **de → d’**.

E.g.: *Elle vient Espagne.*

→ WORKBOOK P. 15, 16 – EXERCISES 6, 7, 8, 9, 10

Travailler la langue

- Fill in the tables using the article.

THE VERB VENIR

Je	viens
Tu	viens
Il / Elle / On	<input type="checkbox"/>
Nous	venons
Vous	venez
Ils / Elles	<input type="checkbox"/>

THE VERB ALLER

Je	vais
Tu	vas
Il / Elle / On	va
Nous	allons
Vous	allez
Ils / Elles	<input type="checkbox"/>

→ WORKBOOK P. 17 – EXERCISES 11, 12, 13

Produire et interagir

- Tell a classmate the name of a well-known monument. They guess where this monument is.
- Here are the souvenirs from Billie’s world tour. In your opinion, where do they come from?
- In your country, where are the foreigners from? Where do the people who leave your country go? In small groups, search for information and present your results to the class.

DÉFI 01 Make a Quiz to Find out About a Country
You are going to make a quiz to help people find out about your country or a country that you know.

- ▶ In small groups, choose the interesting or surprising aspects about your or another country.
- ▶ Choose categories to organize your ideas.
- ▶ Draft questions in each category, with three possible answers.
- ▶ Swap your questionnaires and answer them.
- ▶ Check your answers with the group which created the questionnaire.

p. 41

Avant de lire

1. In your opinion, what are the stereotypes about these countries? Complete the sentences with the help of the drawings.

Lire, comprendre et réagir

2. Read the document with the help of the images. Compare with the stereotypes from the previous activity.
3. Which country on this map do you want to know? Why?
4. Are your answers to the previous activity stereotypes? Discuss in class.

Écouter, comprendre et réagir

5. Listen to the testimonies. What are these people's stereotypes about the French? Link them.
6. What are your clichés about France? Discuss in class.

Regarder, comprendre et réagir

-  Find the video and activities on espacevirtuel.emdl.fr.

Mon panier de lexique

What do *on* design on these pages What words on these pages do you want to remember?

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Avant de lire

1. Look at the photos of this advert. Which places or objects do you recognize? Discuss in class.

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Lire, comprendre et réagir

2. Read the advert and dream... What would you like to do, visit, eat or buy?

Écouter, comprendre et réagir

3. Travellers say what they like and do not like in Morocco. Listen and fill in the testimonies.

Travailler la langue

4. Fill in the table using the advert and the previous activity.

THE VERB AIMER

J'	<input type="text"/>
Tu	aimes
Il/Elle/On	<input type="text"/>
Nous	<input type="text"/>
Vous	aimez
Ils/Elles	aiment

The negative is formed by adding **ne/n'** before the verb and **pas** after the verb.

E.g.: Je **n'aime pas** le couscous.

→ WORKBOOK P.17 EXERCISES 14, 15

5. Fill in the table using the advert..

THE VERB AIMER

AIMER + COMMON NOUN OR PROPER NOUN

E.g.: J'aime le couscous,

E.g.: J'aime Marrakech,

AIMER + INFINITIVE

E.g.: J'aime voyager,

→ WORKBOOK P.17 EXERCISES 14, 15

6. How do you translate the examples from the table in your language or in the languages that you know?

Produire et interagir

7. Discuss what tourists like in your city, region or country.
8. In small groups, using the vocab box, discuss what you like or do not like in the city or region where you live.
9. What are your tastes? Fill in the worksheet.

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Avant de lire

1. What souvenirs do you like to buy on holiday or when travelling? Discuss in class giving examples.

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Lire, comprendre et réagir

2. Read the headings and look at the pictures. Do you understand what the headings mean?
3. Read the document. For each souvenir indicate who likes it and who does not like it.

Travailler la langue

4. Fill in the table using the document.

INDEFINITE ARTICLES

	MASCULINE	FEMININE
SINGULAR	<input type="text"/> sac	<input type="text"/> bouteille
PLURAL	<i>des</i> souvenirs	<input type="text"/> tablettes

→ WORKBOOK P.18 EXERCISES 16, 17

5. Write the corresponding indefinite article. Search in the unit if necessary.
6. Which objects from the document do you like? In small groups, discuss your tastes using the table.

MOI AUSSI/ MOI NON PLUS

	AGREE	DISAGREE
Affirmative sentence E.g.: <i>J'aime/J'adore.</i>	moi aussi	moi non pas moi
Negative sentence E.g.: <i>Je n'aime pas.</i>	moi non plus	moi, si

→ WORKBOOK P.18 EXERCISES 18, 19

7. Complete the sentences depending on your tastes, then compare with two classmates.

Écouter, comprendre et réagir

8. Listen to these two people expressing their tastes and react in class using *moi aussi, moi non plus, moi non, moi si*.

DÉFI 02 Create an "Interactive" Souvenir Poster. You are going to make a souvenir poster of your city or country and discuss the posters of the other groups.

- ▶ In small groups, discuss souvenir ideas. Make a list.
- ▶ Look for photos of these souvenirs. Write captions and create your poster. Leave space for the written comments of your classmates.
- ▶ Hang your posters up and comment on the posters of your classmates.

p. 46

Mes mots

1. How does the sentence machine work? Create sentences to talk about yourself, a classmate, then the class.

03 Un air de famille

p. 49

Avant de lire

1. Which words do you associate with the family?

Lire, comprendre et réagir

2. Read the document. Circle the words mentioned in the previous activity.

3. Look at the photos. Where are Lucie, Amandine and Victor? Circle them.

4. Re-read the texts and fill in the table with the first names of the members of the family.

Écouter, comprendre et réagir

5. Listen to the descriptions of the types of families and associate them with the photos.

6. What is your family like?

Mon panier de lexique

What words about the family have you learnt? Write them.

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Lire, comprendre et réagir

1. Look at the document. Write the names of the members of the Martinet family under the photos. Then draw the lines of the family tree.
2. In small groups, ask your classmates one of the following questions. The first to answer wins one point.
3. In small groups, everyone asks another question about the Martinet family.

Travailler la langue

4. Do you want to know other words about the family in French?
5. In your language, do family words work in a different (≠) way?
6. Two by two, try to define the following family words, using a dictionary if necessary.
7. Create three riddles. Then make a classmate guess them.

Écouter, comprendre et réagir

8. Look at the document. Then listen and answer the questions about the family relationships of the Martinets.

Regarder, comprendre et réagir

 Find the video and activities on espacevirtuel.emdl.fr.

Produire et interagir

9. Do you know other television series? Say the names of the characters and their family relationships. Discuss in class.
10. How many different family relationships do you have? Compare with a classmate.
11. The teacher says the name of a person from the family tree. In small groups, write all the family relationships of this person. The team which finds the most relationships wins.