

# Education Support Pack

## Developing French

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I-84393-033-X

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# Introduction

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# What is Kar2ouche?



Kar2ouche is a multimedia authoring tool, used in a series of Content Libraries focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once students have learned to use Kar2ouche they are able to use it across a range of subjects.

Kar2ouche appeals to a range of learning styles: visual, aural and kinaesthetic. Engaging students of all abilities, Kar2ouche not only helps them develop skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know how and why as well as what.

<p><b>Information – processing skills</b></p>	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> <li>• read for meaning</li> <li>• identify key images, text and ideas</li> <li>• sort the relevant from the irrelevant and extract what is essential</li> <li>• organise and where necessary prioritise ideas</li> <li>• sequence events</li> <li>• develop cultural awareness.</li> </ul>
<p><b>Reasoning skills</b></p>	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> <li>• justify decisions using evidence</li> <li>• make informed choices</li> <li>• work out subtexts</li> <li>• consider alternative perspectives, interpretations, ambiguity and allusion</li> <li>• extract meaning beyond the literal.</li> </ul>
<p><b>Enquiry skills</b></p>	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> <li>• work collaboratively to question text</li> <li>• observe events and predict subsequent action</li> <li>• consider consequences</li> <li>• explore how ideas, values and emotions are portrayed</li> <li>• analyse the relationship between characters.</li> </ul>

<b>Creative thinking skills</b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"><li>• offer individual interpretations of texts or situations</li><li>• create original multimedia texts</li><li>• add imagined scenes and events</li><li>• respond imaginatively to texts and situations.</li></ul>
<b>Evaluation skills</b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"><li>• consider how meanings are changed when texts are adapted to different media</li><li>• review, modify and evaluate work produced</li><li>• reflect critically on written text, their own work and the work of peers</li><li>• compare and contrast their work with the work of others.</li></ul>
<b>Communication</b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"><li>• engage in collaborative working and dialogue</li><li>• listen, understand and respond critically to others</li><li>• articulate ideas in groups of different sizes</li><li>• use visual aids and images to enhance communication.</li></ul>

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# Activities Using Kar2ouche

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You and your students can use Kar2ouche in a range of contexts and in a number of ways. Roughly, Kar2ouche can be used to create:

- storyboards
- animations
- publications.

## **Storyboards**

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. Students can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step by step – as if for the police
- a summary with speech bubbles or caption containing important quotations
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class
- illustrations of alternative points of view/ debate
- imagined meetings between characters
- photographs/ freeze frames for a particular moment
- a proposal for a new film/ advert/ documentary etc to be presented to a board of executives.

In all of these students can add sound, their own digital images, special effects and recordings of their own voices.



If time is limited, you can complete partial storyboards for your students to complete in the lesson. Partially completed storyboards may comprise, for example:

- the first and last frame – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Students can also create their own incomplete storyboards for other students to complete.

## Animations



Students who have access to Kar2ouche out of class time, enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create a:

- news programme
- TV chat show/interview
- advertisement
- fashion show to show fashions of time.
- documentary
- film trailer
- musical score

## Publications



As a plenary, students can either present their storyboards to the class using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche. The sorts of publications students create, could include:

- newspaper front page – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- Storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- wanted posters
- guides
- catalogues
- book and magazine covers.

In all of these activities students may be asked to consider audience and purpose. You can stipulate this audience.

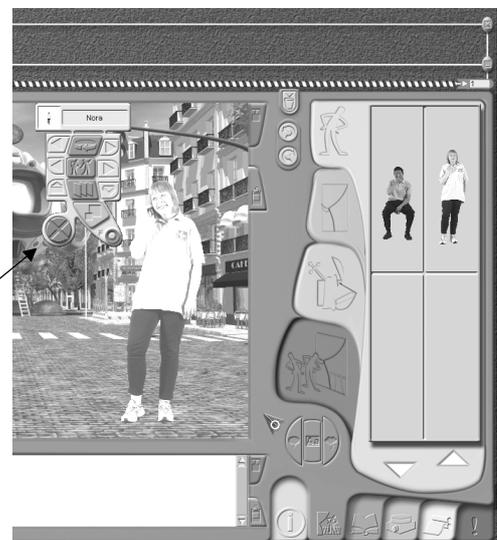
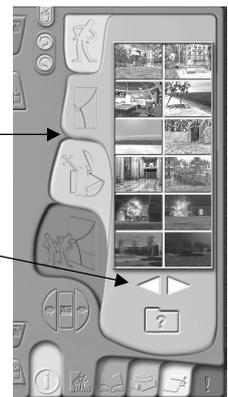
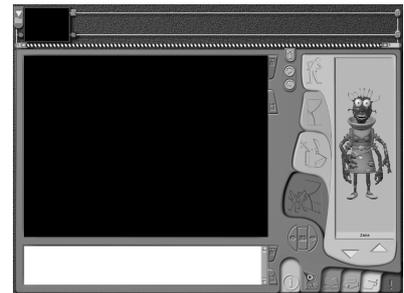
The possibilities are almost endless. As you get used to the software and use it within your area of expertise, other activities will suggest themselves.

# If You Haven't Used Kar2ouche Before – A Starter

If pupils have not used Kar2ouche before, they should refer to the Quick Start Guide or complete the apprentice activities in *Composer*. However, a quick way of showing them the main functions is to demonstrate creating a title sheet. This introduces selecting backgrounds, adding and posing characters, introducing text boxes, as well as adding text and sound. They can pick up the other skills as they go.

## To create a title slide

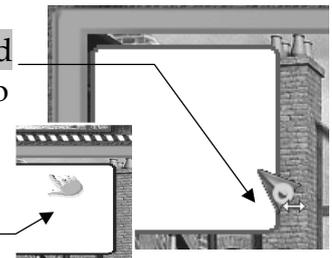
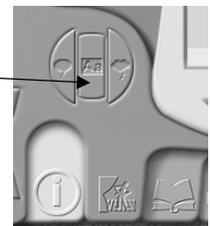
- 1 Ask pupils to open Kar2ouche – the first screen they see is the composition screen.
- 2 Next ask them to select a background by clicking on the blue background tag. They should click again to see six backgrounds and yet again to see twelve. (Do not click again otherwise they return to a single view) They can scroll through the backgrounds using the green arrows at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
- 3 Having selected a background, pupils should choose a character to add to the frame. They do this by clicking on the green character tab (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the manipulator tool.



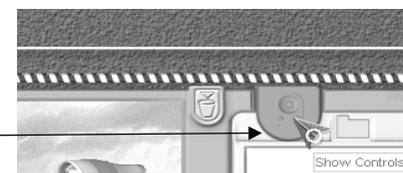
- To rotate the character pupils click on the left and right facing arrow heads at either side of the top icon.
- To repose the characters they click on the arrow heads either side of the central, characters icon.
- To resize the character pupils should left click on the blue squares at the bottom of the manipulator tool then drag the mouse towards them to make it bigger or backwards to make the character smaller.
- The bottom icon allows the layering of characters and/or props.
- The character can be moved around by left clicking and dragging.



- 4 Next ask pupils to add a text box. They can do this by left clicking on the **text box icon**. The text box will appear in the top left hand portion of the screen. Pupils can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the box bigger they do this by passing the cursor over the right or bottom borders until a **double arrowhead** appears. They should then click and drag to size. To move the box to elsewhere on the screen pupils should hover over the top of the box until the **hand** appears, left click to grab it and then drag to position.



- 5 Finally, pupils could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the **text audio tab** at the bottom of the screen. Next they should click on the **show controls icon** at the top of this text audio frame. This will bring up the audio control panel.



To add a sound effect they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound effects they should click on the effect and then on play.



To record their own voices pupils press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their sound file a name. They type this into the box and then click on save. The sound is attached to their frame.

Pupils will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do. For instance how to attach a sound file to a frame ...

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# This Pack

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The activities suggested for use with Kar2ouche *Developing French* will help students revise and build on prior learning from the Key Stage 2 QCA scheme of work, and complement both the Key Stage 3 QCA scheme of work as well as topic areas from a range of the most popular Key Stage 3 course books. For example:

- *Un deux trois* – Longman [www.longman.co.uk](http://www.longman.co.uk)
- *Formule X* – Collins [www.CollinsEducation.com](http://www.CollinsEducation.com)
- *Passe-Partout* – Nelson Thornes [www.nelsonthornes.com](http://www.nelsonthornes.com)
- *Fusée* – Hodder & Stoughton [www.hodderheadline.co.uk](http://www.hodderheadline.co.uk)
- *Métro* – Heinemann [www.heinemann.co.uk](http://www.heinemann.co.uk).

Kar2ouche provides you with an open-ended teaching and learning tool for use with your students allowing you to integrate the suggested tasks within your existing units of work. These activities provide students with alternative approaches to learning. However, because this is an open-ended tool, you are also able to devise your own activities, using the resources available, to link more specifically with current priorities, your class's abilities and existing schemes of work.

To facilitate your planning, the contents of the Kar2ouche activity screen and storyboards are reproduced in these support materials in a shaded box. Text in italic is not included, but describes what the pupils will see or hear.

## Structure

The materials are divided into five units:

- Unit 1 Mes copains et moi
- Unit 2 Chez moi
- Unit 3 Ma vie
- Unit 4 Mes loisirs
- Unit 5 Mes vacances.

Each of the five units provides three suggested activities – Beginner, Intermediate and Advanced. These correspond roughly to the work that might be carried out in years 7, 8 and 9. However, you will be able to decide which is the most appropriate for your classes according to their ability and prior experience of the language.

Each unit in Kar2ouche includes text/audio scenarios as well as wordbanks to extend your students' vocabulary and offer support as they complete the more creative tasks. These wordbanks are divided into three: Beginner, Intermediate and Advanced, and each is organised into six sections:

- Useful phrases and key vocabulary for the particular context
- Verbs – including tenses
- Opinions and attitudes
- Adjectives/adverbs
- Words relating to time, sequences and numbers
- Connectives and prepositions.

The Glossary at the end provides the full alphabetical list of vocabulary along with English translations. It is arranged alphabetically in French, by main word. When in Kar2ouche, you may access this by clicking on the Glossary arrow, or by using the search facility. The scripts of all the scenarios are provided in Appendix 1 to facilitate your planning.

## National Curriculum and QCA references

Unit		QCA Scheme of Work	National Curriculum French
<b>Unit 1</b> <b>Mes copains et moi</b>	Beginner	1 C'est parti!	AT1L1/2, AT2L1/2, AT3L1/2, AT4L1/2
	Intermediate	2 En famille	AT1L3, AT2L3, AT3L3, AT4L3
	Advanced	14 Déjà 17 A mon avis	AT1L4/5, AT2L4/5, AT3L3, AT4L3
<b>Unit 2</b> <b>Chez moi</b>	Beginner	2 En famille	AT1L2, AT2L2, AT3L2, AT4L2
	Intermediate	3 Chez moi	AT1L3, AT2L3, AT3L3, AT4L3
	Advanced	4 Comme d'habitude 9 Qu'est-ce qu'on va faire? 14 Déjà	AT1L4/5, AT2L4/5, AT3L3, AT4L3
<b>Unit 3</b> <b>Ma vie</b>	Beginner	5 Une journée	AT1L3, AT2L3, AT3L3, AT4L3
	Intermediate	5 Une journée 4 Comme d'habitude	AT1L4, AT2L4, AT3L4, AT4L4
	Advanced	9 Qu'est-ce qu'on va faire? 14 Déjà 17 A mon avis	AT1L5, AT2L5, AT3L5, AT4L5
<b>Unit 4</b> <b>Mes loisirs</b>	Beginner	6 Comment tu t'amuses?	AT1L2/3, AT2L2/3, AT3L2/3, AT4L2/3
	Intermediate	9 Qu'est-ce qu'on va faire?	AT1L3/4, AT2L2/3, AT3L3, AT4L3
	Advanced	14 Déjà 17 A mon avis	AT1L4/5, AT2L4/5, AT3L4/5, AT4L4/5
<b>Unit 5</b> <b>Mes vacances</b>	Beginner	7 Les autres pays	AT1L3, AT2L3, AT3L3, AT4L3
	Intermediate	8 Fais ceci...Faites cela!	AT1L4, AT2L4, AT3L4, AT4L4
	Advanced	15 Une visite	AT1L5/6, AT2L5/6, AT3L5, AT4L5/6



# Unit 1 Mes copains et moi

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## **Overview of Suggested Tasks**

**Beginner** Introducing yourself and your friends (name, age, birthday /give simple opinion about friends, etc).

**Intermediate** Describing yourself and your friends (what you look like/ what sort of person you are/likes and dislikes). Describing personality (you and your friends) and opinions about people (what you think of others, etc).

**Advanced** Describing a day or evening out and giving opinions about it. Discuss a recent event using the past tense.

**Beginner**

# Introducing Yourself and Your Friends

## Expectations

**All students will:** understand simple questions and answers; express themselves in single words or short phrases using a limited number of adjectives.

**Most students will:** carry out a simple conversation when meeting someone; copy accurately, and spell many words correctly when writing from memory.

**Some students will:** draw on prior learning and write and speak about topics covered so far, from memory, using a fuller range of questions and sentence structures; use the wordbank, the glossary or a dictionary to extend their range of expression.

## Learning Objectives

Students should learn to:

- say hello and goodbye
- ask how someone is and say how they are
- give their name and ask someone theirs
- give their age and birthday and ask someone theirs
- understand the implications of having two words for 'you'
- introduce other people
- give opinions about others.

## Learning Outcomes

Students will:

- practise greetings – *Bonjour* and *Salut*
- understand and ask others the question *ça va?*
- respond appropriately to the question *ça va?*
- practise *je m'appelle; il/elle s'appelle; comment tu t'appelles?*
- ask the questions *quel âge as-tu?* and *c'est quand, ton anniversaire?*
- know when to ask *quel âge as-tu/avez-vous?*
- give additional information using adjectives: *il/elle est marrant/e, sportif/ive, timide, sympa, bavard/e.*

## Resources

Kar2ouche *Developing French* Content Library

Incomplete storyboard **Je me présente**

Quick Start Guide

## Activity – Je me présente

### Introduction

Using Kar2ouche, students are introduced to the six French teenagers they will get to know throughout the subsequent units. The scene takes place outside the school on their first day. Some of the students are therefore meeting for the first time.

### Development

- 1 Students should open the incomplete storyboard **Je me présente**. The instructions for what they need to do are provided in the activity window. Students can flick easily between the storyboard frame and the instructions by using the tabs at the bottom. If you haven't already covered it, you will need to talk to them about the appropriate responses to, 'Ça va?' and also about how to ask someone's name.

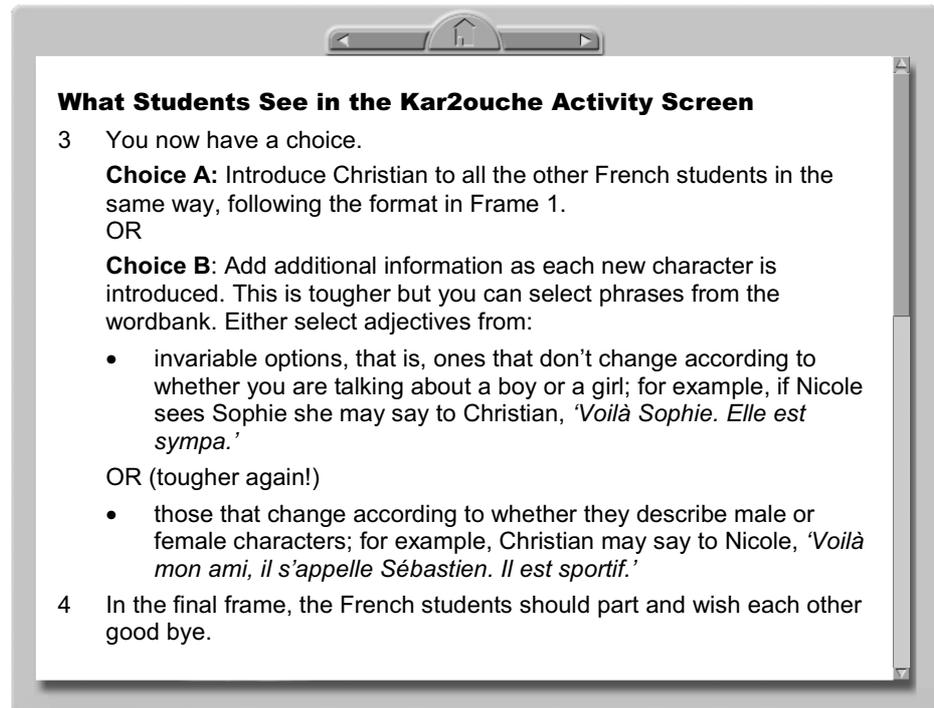


**What Students See in the Kar2ouche Activity Screen**

- 1 Open the storyboard **Je me présente**. Complete the first frame by selecting one of the other five teenagers known to Christian and placing them in the frame, for example, Nicole.
- 2 Add speech bubbles showing how the two students would greet each other and ask each other how they are. You can use your own words or select phrases from the wordbank.

*In Frame 1 Christian is introducing himself and saying, 'Salut. Je m'appelle Christian. Ça va?'*

- 2 Students then choose whether to carry on and complete the storyboard by copying the original format or by being more adventurous. If they choose the second option you may want to discuss the way that adjectives can change according to the gender of the person or thing they are describing. You could also explain the difference between *tu* and *vous*.



**What Students See in the Kar2ouche Activity Screen**

3 You now have a choice.

**Choice A:** Introduce Christian to all the other French students in the same way, following the format in Frame 1.  
OR

**Choice B:** Add additional information as each new character is introduced. This is tougher but you can select phrases from the wordbank. Either select adjectives from:

- invariable options, that is, ones that don't change according to whether you are talking about a boy or a girl; for example, if Nicole sees Sophie she may say to Christian, '*Voilà Sophie. Elle est sympa.*'

OR (tougher again!)

- those that change according to whether they describe male or female characters; for example, Christian may say to Nicole, '*Voilà mon ami, il s'appelle Sébastien. Il est sportif.*'

4 In the final frame, the French students should part and wish each other good bye.

## Plenary

By the end of the storyboard your students should have ensured that all of the French teenagers have been introduced to each other. They can then swap machines, watch and comment on each other's work.

## Extension Activities

- 1 Students could audio record the text they have added or create their own more extended storyboards changing the details about each teenager either by using the wordbank and selecting alternatives or by writing their own text.
- 2 Alternatively, students could take digital photos of themselves in their schools and import these into Kar2ouche. They could then copy text from the wordbank into the caption window to make up a profile of themselves and their friends. If your partner school also has Kar2ouche, they could e-mail this profile to them. Students from the partner school could then e-mail back profiles about themselves. Alternatively frames created in Kar2ouche can be copied into word processing, desk-top publishing or presentational documents and mailed.

## Intermediate

# Descriptions and Opinions

## Expectations

**All students will:** understand, with support, simple questions and answers about themselves and others; express themselves very simply and with support, in single words or short phrases, using a limited number of adjectives.

**Most students will:** understand spoken and written descriptions of friends, including physical or personal characteristics; talk and write briefly about themselves and others.

**Some students will:** write and speak about topics covered so far, from memory, using a fuller range of questions and sentence structures; use the wordbank, glossary or a dictionary to extend their range of expression.

## Learning Objectives

Students should learn to:

- express themselves in a conversation about their friends
- know how to make adjectives agree with the noun they qualify in order to describe people
- give opinions about others
- be able to describe people's character traits as well as their physical appearance.

## Learning Outcomes

Students will:

- answer the question *il/elle est comment?*
- produce statements such as *il a les cheveux courts et blonds et les yeux bleus, il est grand et très sportif*
- ask questions such as *comment est Luc?* and answer by producing sentences beginning *il est/elles sont* using a range of adjectives describing colour, size and character
- speak briefly about themselves
- understand and use a range of adjectives to describe people's characters
- work out pronunciation of new words, using their existing knowledge

- describe character traits of others using third person, for example *à mon avis, elle est sérieuse et assez réservée.*

## Resources

Kar2ouche

Incomplete storyboard **Mais non** and **Il/Elle est comment?**

French dictionary

## Activity – Mais non

### Introduction

Students will describe and give opinions about different characters.

### Development

- 1 Students should open the incomplete storyboard **Mais non** in which the teenage group describe each other – they don't seem to be too accurate!



**What Students See in the Kar2ouche Activity Screen**

- 1 Open the storyboard **Mais non** to see how, in the first frame, Sophie describes herself and Nicole.  
*In Frame 1 Sophie describes herself and Nicole, 'J'ai les yeux bleus et les cheveux blonds. Nicole a les yeux marron et les cheveux bruns.'*
- 2 Now see if Sébastien agrees by clicking on the next frame.  
*In Frame 2 Sébastien disagrees and says, 'Mais non, Nicole a les yeux noisette et les cheveux châtons.'*  
Is this right? Click on to see if Nicole agrees with this description of herself.  
*In Frame 3 Nicole says, 'Non, j'ai les yeux verts et les cheveux blonds.'*  
Now it's your turn. Click on to the blank Frame 4:
- 3 Choose a background where friends might meet and drag two characters into the frame.
- 4 Attach a speech bubble to one character and in it describe one of the other French students. Give an opinion about the character. You can refer to the wordbank for help.
- 5 Attach a thought bubble to the second character who should disagree with the opinion of the first student. Type the alternative description into the thought bubble.
- 6 If time, repeat the process using different characters.
- 7 Re-read your storyboard before showing it to friends, checking in particular the endings of the adjectives used to describe the characters.

## Activity – Il/Elle est comment?

### Introduction

The characters describe each other in a way that allows your students to guess who is being described.

### Development

- 1 Students should open the incomplete storyboard **Il/Elle est comment?**



**What Students See in the Kar2ouche Activity Screen**

- 1 Open the storyboard **Il/Elle est comment?** Listen to the audio and drag in the character you think Sophie is describing and add the speech bubble, 'C'est moi!'

*In Frame 1 Sophie describes one of the boys she has seen, including references to his personality, 'Il a les cheveux courts et blonds et les yeux bleus, il est grand et très sportif.'*

- 2 In Frame 2 use Christian to describe one of the girls from the character palette – add their description using words from the wordbank or your own phrases.
- 3 Now get a partner to see if they can guess who you've described and drag her into the frame. Let them know if they were right!
- 4 In Frame 3 select two characters and drag them into a frame; for example, Nicole and Sophie.

In a speech bubble the first character should describe a boy and give her opinion about him (positive). The other character is thinking the opposite. Attach a thought bubble containing a different description (negative).

- 5 Record yourself saying these words. If you need to check your pronunciation listen to the audio files and compare them with your recording.
- 6 If you have time repeat the process for another two characters' descriptions and opinions of one of the girls.

### Plenary

In pairs first, then in a class discussion or on a white board, encourage students to describe a character in French. You can ask students to take on the role of Nicole, for example, and ask them if you were Nicole how would you describe yourself? You can also ask for this description in the third person, including opinions. They can also describe themselves and their friends using the models they have already practised. With people they know they will be able to concentrate more on character traits than simple physical descriptions. Encourage students to ask *Il/Elle est comment?*

## Extension Activities

- 1 Students use and add to words in the wordbank to describe their ideal girlfriend/boyfriend. Here again they should be encouraged to refer to character as well as appearance.
- 2 Students use descriptions of appearance and personality to create profiles of famous people and give their opinions about them. These could be created using Microsoft Word or Publisher with phrases copied from word banks or added to by students. Alternatively pictures from the web or scanned images may be copied as backgrounds into Kar2ouche.
- 3 Students create an animation describing the relationships between the six French teenagers using the storyboard they have already created and add additional frames to provide movement. Students record the dialogue to accompany the animation.

**Advanced**

# Describing a Day or Evening Out (past tense)

## Expectations

**All students will:** show some understanding of the perfect tense; produce simple sentences in the perfect tense, probably with help, on a small number of topics, chiefly using the first person; understand short, straightforward spoken or written passages such as diaries, perhaps with visual clues; understand and give simple points of view, initially with prompts.

**Most students will:** understand the difference between present and perfect tenses and apply this knowledge in different situations; ask/understand questions and understand/give answers about past events within their own experience and that of others, in new and familiar contexts; summarise an event or story, with prompts or other aids; understand and express points of view.

**Some students will:** handle most aspects of the perfect tense with confidence and largely correctly; understand texts which use the perfect tense; understand narratives and opinions; justify ideas, opinions and points of view; switch confidently between tenses; use new language encountered to make their own speaking or writing more complex or ambitious.

## Learning Objectives

Students should learn to:

- know the difference between present and past, by reusing verbs previously encountered in the present tense in their perfect tense form
- understand how to form regular past participles
- become familiar with rules about *avoir* and *être* verbs, including rules of past participle agreement with *être* verbs, and combine with existing knowledge of the perfect tense; to know how to find past participles of irregular verbs.

## Learning Outcomes

Students will:

- recognise and produce as appropriate all parts of the verb *avoir* (present tense)
- demonstrate an understanding of the difference between present and past
- use the perfect tense (*avoir* verbs) with time phrases, for example *Luc a mangé une pizza en ville samedi dernier*
- demonstrate the use of common *avoir* and *être* verbs, for example *Samedi soir, nous sommes restés à la maison. J'ai regardé une vidéo avec ma sœur*
- distinguish (perhaps with support) between *avoir* and *être* verbs in the perfect tense and say or write, *hier je suis allé au cinéma où j'ai vu un bon film.*

## Resources

Kar2ouche *Developing French* Content Library

## Activity – Nous sommes allé(e)s

### Introduction

Students will describe a past event, including opinions. You may want to revise the formation of the perfect tense including past participles and using the auxiliary verbs *avoir* and *être* as part of your introduction.

### Development

- 1 Students should be asked to select one of the six characters. This character should describe in a series of frames, using thought or speech bubbles, a recent (but past) day/evening out, or date with one of the other characters. He or she should give their opinion about each stage using words and phrases from the word bank and, where possible, adding their own.
- 2 In the final frame the character they went out with should give their version of events. This could contradict the first version of events or just change some of the details.

**What students see in the Kar2ouche Activity Screen**

- 1 Choisissez un des six personnages.
- 2 Créez un storyboard de deux ou trois cadres.
- 3 Dans chaque cadre, votre personnage choisi décrit une sortie ou un rendez-vous avec l'un des autres personnages.
- 4 Ajoutez des bulles pour indiquer ce que disent et pensent les personnages.
- 5 Prenez des mots et expressions dans la banque de français, mais utilisez aussi vos propres mots.
- 6 Dans les deux ou trois derniers cadres, récrivez l'histoire du point de vue de l'un des autres personnages.

**Plenary**

Role play, encouraging students to contradict each other, politely. For example, one student agrees; another student says no, and gives a contradictory opinion. You can also have a student giving a contradictory version of events.

**Extension Activities**

- 1 Students create a diary page describing what they did and where they went at the weekend and give their opinions about the events/activities. This can be presented as a photo-story using the Kar2ouche print facility. Alternatively it could be written using a word-processing package and illustrated with frames copied from Kar2ouche as if photos had been inserted into the dairy pages.
- 2 Students describe a disastrous/perfect day/evening out/date.

# Unit I Wordbank

## I. Useful phrases and key vocabulary

### Beginner

French	English
au revoir	good bye
bon anniversaire!	happy birthday!
bonjour	hello
bof	not great
c'est quand, ton anniversaire?	when is your birthday?
ça va?	how are you?
ça va très bien, merci	very well thanks
comment allez-vous?	how are you?
comment tu t'appelles?	what's your name?
comment vous appelez-vous?	what's your name?

French	English
elle s'appelle	she is called
il s'appelle	he is called
j'ai onze ans	I'm eleven
j'ai douze ans	I'm twelve
je m'appelle	my name is
mon anniversaire, c'est le	my birthday is on
oui, ça va, et toi?	fine and you?
quel âge as-tu?	how old are you?
quel âge avez-vous?	how old are you?
salut	Hi

### Intermediate

French	English
as-tu ...?	have you got ...?
c'est	that is
c'est elle	that's her
c'est lui	that's him
elle est comment?	what is she like?
elle porte des boucles d'oreille	she wears earrings
elle porte des lunettes	she wears glasses
il est comment?	what is he like?
il porte des boucles d'oreille	he wears earrings

French	English
il porte des lunettes	he wears glasses
je porte des boucles d'oreille	I wear earrings
je porte des lunettes	I wear glasses
les cheveux blonds	blond hair
les cheveux courts	short hair
les yeux bleus	blue eyes
voilà	here

### Advanced

French	English
j'ai acheté un CD	I bought a CD
j'ai acheté une glace	I bought an ice cream
j'ai acheté un jean	I bought jeans
j'ai bu un café	I drank a coffee
j'ai bu un coca	I drank a coke
j'ai écouté de la musique	I listened to music
j'ai fait une excursion	I went on a trip
j'ai joué au foot	I played football
j'ai joué au tennis	I played tennis
j'ai joué sur l'ordinateur	I played on the computer
j'ai mangé des frites	I ate chips
j'ai mangé un hamburger	I ate a hamburger
j'ai mangé une pizza	I ate a pizza
j'ai regardé la télé	I watched the TV
j'ai regardé une vidéo	I watched a video
j'ai vu un film	I saw a film
je suis allé	I went
je suis allée	I went
nous avons regardé la télé	we watched the tv
nous avons regardé une vidéo	we watched a video

French	English
nous sommes allés en ville	we went into town
nous sommes allées en ville	we went into town
nous sommes allés à la piscine	we went to the swimming pool
nous sommes allées à la piscine	we went to the swimming pool
nous sommes allés au match de football	we went to the football match
nous sommes allées au match de football	we went to the football match
nous sommes allés au parc d'attractions	we went to the theme park
nous sommes allées au parc d'attractions	we went to the theme park
nous sommes allés au cinéma	we went to the cinema
nous sommes allées au cinéma	we went to the cinema
nous sommes allés au club des jeunes	we went to the youth club
nous sommes allées au club des jeunes	we went to the youth club

## 2. Verbs – including tenses

### Beginner

French	English
<i>Irregular verbs</i>	<i>Irregular verbs</i>
avoir	to have
j'ai	I have
tu as	you have
il a	he has
elle a	she has
nous avons	we have
vous avez	you have
ils ont	they have
elles ont	they have

French	English
<i>Irregular verbs</i>	<i>Irregular verbs</i>
être	to be
je suis	I am
tu es	you are
il est	he is
elle est	she is
nous sommes	we are
vous êtes	you are
ils sont	they are
elles sont	they are

### Intermediate

French	English
<i>Irregular verbs</i>	<i>Irregular verbs</i>
as-tu?	do you have?
elle est	she is
elle porte	she wears
elle porte	she is wearing
il est	he is
il porte	he wears
il porte	he is wearing
j'adore	I love
j'aime	I like
je m'entends bien avec	I get on well with

French	English
<i>Irregular verbs</i>	<i>Irregular verbs</i>
je n'aime pas	I don't like
je ne m'entends pas bien avec	I don't get on well with
je porte	I wear
je porte	I am wearing
je suis	I am
je trouve qu'elle est	I think that she is
je trouve qu'elle n'est pas	I think that she is not
je trouve qu'il est	I think that he is
je trouve qu'il n'est pas	I think that he is not

### Advanced

French	English
<i>Perfect tense: auxiliary verb avoir</i>	<i>Perfect tense: auxiliary verb to have</i>
j'ai	I have
tu as	you have
il a	he has
elle a	she has
nous avons	we have
vous avez	you have
ils ont	they have
elles ont	they have
<i>Past participles with avoir</i>	<i>Past participles with to have</i>
acheté	bought
bu	drunk
écouté	listened
fait	done
joué	played
mangé	eaten
regardé	watched

French	English
<i>Perfect tense: auxiliary verb être</i>	<i>Perfect tense: auxiliary verb to be</i>
je suis	I am
tu es	you are
il est	he is
elle est	she is
nous sommes	we are
vous êtes	you are
ils sont	they are
elles sont	they are
<i>Past participles with être</i>	<i>Past participles with to be</i>
allé	gone
allée	gone
allés	gone
allées	gone
resté	stayed
restée	stayed
restés	stayed
restées	stayed

## 3. Attitudes and opinions

### Beginner

French	English
ça m'est égal	I'm not bothered
j'adore	I love
j'aime	I like
j'aime ça	I like that

French	English
je déteste	I hate
je n'aime pas	I don't like
je n'aime pas ça	I don't like that

**Intermediate**

French	English
à mon avis	in my opinion
assez	quite
je crois qu'il est	I think he is
je crois qu'elle est	I think she is
je m'entends bien avec	I get on well with
je ne m'entends pas bien avec	I don't get on well with
je trouve qu'il est	I think that he is
je trouve qu'elle est	I think that she is
je trouve qu'il n'est pas	I think that he isn't

French	English
je trouve qu'elle n'est pas	I think that she isn't
moins	less
plus	more
selon	according to
tout à fait	absolutely
très	very
trop	too
un peu	a little
vraiment	really

**Advanced**

French	English
c'était amusant	it was fun
c'était nul	it was rubbish

French	English
c'était super	it was great

**4. Adjectives/adverbs****Beginner**

French	English
amusant	amusing
amusante	amusing
bavard	chatty
bavarde	chatty
ennuyeux	boring
ennuyeuse	boring
gentil	kind
gentille	kind
intelligent	intelligent
intelligente	intelligent
intéressant	interesting

French	English
intéressante	interesting
marrant	funny
marrante	funny
mignon	sweet
mignonne	sweet
paresseux	lazy
paresseuse	lazy
sportif	sporty
sportive	sporty
sympa	nice
timide	shy

**Intermediate**

French	English
bleu	blue
bleue	blue
bleus	blue
blond	blond
blonds	blond
bouclé	wavy
bouclés	wavy
brun	brown
bruns	brown
châtain	chestnut
châtains	chestnut
court	short
courts	short
de taille moyenne	medium height
frisé	curly
frisés	curly
généreux	generous
généreuse	generous
grand	tall
grande	tall

French	English
gris	grey
long	long
longs	long
marron	chestnut brown
mi-long	shoulder-length
mi-longs	shoulder-length
noir	black
noirs	black
noisette	hazel
petit	small
petite	small
raide	straight
raides	straight
roux	red hair
sérieux	serious
sérieuse	serious
vert	green
verte	green
verts	green

**Advanced**

French	English
beau	beautiful
belle	beautiful

French	English
fou	crazy
folle	crazy

## 5. Words relating to time, sequences and numbers

### Beginner

French	English
<b>Les jours de la semaine</b>	<b>Days of the week</b>
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday
<b>Les mois de l'année</b>	<b>Months of the year</b>
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December
<b>Les nombres 1-31</b>	<b>Numbers 1-31</b>
zéro	zero
un	one
deux	two
trois	three
quatre	four
cinq	five

French	English
<b>Les nombres 1-31</b>	<b>Numbers 1-31</b>
six	six
sept	seven
huit	eight
neuf	nine
dix	ten
onze	eleven
douze	twelve
treize	thirteen
quatorze	fourteen
quinze	fifteen
seize	sixteen
dix-sept	seventeen
dix-huit	eighteen
dix-neuf	nineteen
vingt	twenty
vingt et un	twenty one
vingt-deux	twenty two
vingt-trois	twenty three
vingt-quatre	twenty four
vingt-cinq	twenty five
vingt-six	twenty six
vingt-sept	twenty seven
vingt-huit	twenty eight
vingt-neuf	twenty nine
trente	thirty
trente et un	thirty one

### Advanced

French	English
aujourd'hui	today
ce matin	this morning
ce soir	this evening
ce week-end	this weekend
cet après-midi	this afternoon
dimanche soir	Sunday evening

French	English
l'après-midi	in the afternoon
le matin	in the morning
le soir	in the evening
samedi matin	Saturday morning
vendredi après-midi	Friday afternoon

## 6. Connectives and prepositions

### Beginner

French	English
et	and

French	English
mais	but

### Intermediate

French	English
avec	with

French	English
ou	or

### Advanced

French	English
après	after
d'abord	first
ensuite	next

French	English
où	where
puis	then



## Unit 2 Chez moi

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### **Overview of Suggested Tasks**

**Beginner** Saying where you live and what nationality you are; talking about your family and your pets. Saying and asking what colour something is.

**Intermediate** Describing your home and rooms in it, especially your bedroom (including possessions, furniture, locations of items, etc).

**Advanced** Talking about activities in the home and how often you do them. Asking and talking about what I and others did yesterday evening/at the weekend. (Plural forms of verbs in the perfect tense). Asking and talking about what I and others are going to do (*aller* + infinitive).

**Beginner**

# Talking About Who You Are

## Expectations

**All students will:** understand, with support, simple questions and answers about family members and pets; express themselves very simply and with support, in single words or short phrases, using a limited number of adjectives.

**Most students will:** say, ask and understand where people come from; understand spoken and written descriptions of family members and pets; talk and write briefly about family members and pets.

**Some students will:** write and speak about topics covered so far, from memory, using a fuller range of questions and sentence structures; use wordbanks, the glossary or dictionary to extend their range of expression.

## Learning Objectives

Students should learn to:

- ask questions about where people live, using *Où?* and ask what nationality someone is
- answer questions using *à / en* plus name of country, and give nationality
- ask and answer questions about the names and number of family members, including answers using negatives
- use subject pronouns with the verb *avoir* combined with family
- use plural subject pronouns with *avoir*
- use possessive adjectives (first, second and third persons, with masculine, feminine, singular and plural nouns) when talking about pets and family
- express themselves in a conversation about their families and pets
- make adjectives agree with the noun they qualify in order to describe people and animals.

## Learning Outcomes

Students will:

- ask questions such as *Où habites-tu?* and provide and understand answers such as *J'habite en France*
- ask and understand the question *Combien de ... as-tu/tu as?* or *Parle-moi de ta famille* and answer with sentences such as *J'ai un frère; il s'appelle ... J'ai deux sœurs. Elles ont ... ans et ... ans*
- answer questions orally and in writing about themselves and others such as *Combien de sœurs a-t-il?* as well as *Parle-moi de la famille de Corinne*, sometimes producing a response of more than one sentence such as *Elle a un frère. Il s'appelle Paul. Il a quinze ans*
- answer the question *Combien de ... avez-vous?* with *Nous avons ... chiens/chats*
- produce statements such as *Sophie a deux chats. Ils ont ... ans et ... ans*
- understand written and spoken French in which family and pets, names and ages are discussed
- produce in speech and in writing short descriptions which use possessive adjectives, for example *Voici mon chat, ma souris, mes poissons*
- ask questions such as *Comment est ton frère?* and answer by producing sentences beginning *Il est/ Elles sont* using a range of adjectives of colour, size and character
- understand and use, when appropriate, *Nous sommes....*

## Resources

Kar2ouche *Developing French* Content Library

Incomplete Storyboard **Coupe d'Europe**

## Activity – Coupe d'Europe

### Introduction

The school is having a European week. Each character has chosen to represent a country in Europe. The country they have chosen is designated by the flag they hold. They are interviewed by one of the teachers so that they can introduce themselves and give information about their nationality, families and pets.

### Development

- 1 Students should open the incomplete storyboard **Coupe d'Europe**. You may want to allocate different countries to different pairs of pupils to use to ensure that all countries are covered.



### What Students See in the KarZouche Activity Screen

1 Open the storyboard **Coupe d'Europe**. Listen to the audio file and read the speech bubbles.

*Frame 1 Background is a large map of Europe. Christian is standing in front of this, holding the Tricolore. Monsieur Marceau asks Christian, 'Comment tu t'appelles?' Christian responds 'Je m'appelle Christian.'*

*Frame 2 Monsieur Marceau asks Christian, 'Où habites-tu?' He replies, 'J'habite à Paris en France.'*

*Frame 3 Monsieur Marceau asks Christian, 'De quelle nationalité es-tu?' He replies, 'Je suis français.'*

*Frame 4 Monsieur Marceau asks, 'As-tu des frères et sœurs?' This answer is longer, 'J'ai un frère et une sœur. Mon frère s'appelle Nicolas et ma sœur s'appelle Amélie.' The characters Christian is talking about are shown small in the speech bubble next to the words.*

*Frame 5 Monsieur Marceau asks about his pets. 'As-tu un animal?' He says, 'J'ai un chat. Il est noir et blanc.' The cat can also be shown in the speech bubble.*

2 Complete the storyboard by selecting each character in turn to respond to the teacher, as they represent a different country. Add different flags, family members and pets, as appropriate, and complete the speech bubbles in response to each question – you may refer to the wordbanks to help. Attach sound files or record your own voices.

## Plenary

Students can swap machines and comment on each other's work. After this, in pairs, you can encourage them to role play and ask the questions and answers from the activity as prompts for an interview. Remind them to swap over roles.

## Extension Activity

- 1 Students create their own storyboard in which they interview their friends about their families and pets, etc. They choose characters, add speech bubbles and record questions and answers. The answers could include more detail, either by using additional words and phrases from the wordbank or phrases they have practised in Unit 1. You may want to provide a list of increasingly challenging questions that the students could ask in order to encourage additional detail. Some of the questions should elicit negative responses.
- 2 Ask students to report back about the person they have interviewed requiring the students to understand questions in the third person and report back using the third person, for example 'Parle-moi de la famille de Corinne'. 'Elle a un frère. Il s'appelle Paul. Il a quinze ans'.

## Intermediate

# Describing your Bedroom

## Expectations

**All students will:** understand single familiar sentences about bedrooms and items within.

**Most students will:** understand a range of familiar statements and questions about a bedroom; speak and write about a bedroom, using a range of language, some from memory; use a simple glossary to find new words.

**Some students will:** describe a bedroom in speech and in writing; understand written or spoken text, made up of familiar language; use the wordbank, glossary or a dictionary accurately to help them understand texts describing a bedroom.

## Learning Objectives

Students should learn to:

- describe a bedroom and its furniture with prepositions and *il y a*
- use a small range of prepositions, with furniture and parts of the room
- develop a conversation about where they live by describing the rooms of their house
- use their knowledge of *avoir*, and possessive and other adjectives, in the context of describing a house, or bedroom so that they express themselves with a small range of vocabulary and structures.

## Learning Outcomes

Students will:

- produce in written and spoken forms a description of their bedroom using words for furniture
- practise sentences beginning *Il est/Elles sont* using common prepositions such as *sur, dans, sous, avec, derrière, devant*, and *il y a*
- understand and produce in written and spoken forms descriptions of a house using a range of words for rooms and furniture, with previously learned adjectives and possessives, for example *Dans ma maison, il y a deux chambres. Dans ma chambre, j'ai un petit téléviseur. Sur mon lit...*

## Resources

Kar2ouche *Developing French* Content Library

Incomplete Storyboard **Ma chambre**

## Activity – Ma chambre

### Introduction

In the following activities students will find out about the rooms of the six teenagers and will describe their own room as well as their dream room. Each character describes what furniture and belongings they have in their bedrooms.

### Development

1 Students should open the incomplete storyboard **Ma chambre**.



**What Students See in the Kar2ouche Activity Screen**

- 1 Open the storyboard **Ma chambre**. Listen to the audio file of Luc describing his room .

*In Frame 1 Luc is standing in a bare bedroom. He says, 'Dans ma chambre, il y a un lit, une étagère, une armoire, un bureau, une chaîne stéréo, une chaise, une commode et une lampe.'*

- 2 As each item of furniture is mentioned, choose the corresponding prop and place it in the room.
- 3 Give Luc a speech bubble and add the corresponding text, which you can select from the text/audio palette or type yourself.

If recording facilities are available, you may wish to encourage students to record their own voices.

**What Students See in the Kar2ouche Activity Screen**

- 4 Go into Frame 2 and listen to Luc's telephone conversation and/or read the text in the text/audio pane.

*In Frame 2 Luc is phoning a friend. He has rearranged his room and is giving his friend a description of this new arrangement. This is what he says:*

*'Sur le lit, il y a des magazines et des CD. Sous le lit, il y a des jeux vidéo. A côté du lit, j'ai une commode. Sur la commode, il y a un réveil et un téléviseur. En face du lit, il y a une table. Sur la table, j'ai un ordinateur et une lampe. Devant la table, il y a une chaise et, derrière la table, il y a une étagère où il y a des livres. Près de la table, il y a une armoire et, dans l'armoire, il y a mes vêtements. Par terre, il y a un tapis et, à la fenêtre, il y a des rideaux.'*

- 5 Listen again to the audio file of Luc describing how he has rearranged his room. Select the items he mentions and place them exactly as they are described.
- 6 Build up your own written description of the room in the caption window.
- 7 Save the storyboard.

At this point tell students that they will be adding a final frame to their storyboards, so don't save and print out until this is done, unless you are short of time.

### **Plenary**

Encourage pairs of students to talk to each other as much as possible about Luc's room. They should then complete a final frame, rearranging the room in any way they like. In pairs students then describe, in French, this new arrangement to another pair, who build it up without looking at the picture. They then add the original pair's oral directions as text, so that you can check if they have placed items accurately when you look at the final printouts.

### **Extension Activities**

- 1 Create a storyboard featuring the house of one of the teenagers in Kar2ouche. In Frame 1 select the cross section of a house from the backgrounds. You can have the teenager introducing his or her house, room by room, with full descriptions of furniture in each room. The structure could be floor by floor.
- 2 Students create their own storyboard in which they describe in their own voices, their own bedroom or their dream room, including colours, sizes, etc. They could import a digital photo of their own room into Kar2ouche and then add a commentary.
- 3 In addition text could be copied into a word file and students could e-mail a description of their room to another student, either abroad or in the same class to use as instructions for creating a storyboard. This could be mailed to the person sending the description to check. Using words and phrases from the wordbank students could also add a description of their whole house and which rooms they have on each floor, etc.
- 4 You might like to produce a set of questions for pupils based on a single storyboard frame, to check their understanding of prepositions and possessives.

## Advanced

# Daily Routines

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## Expectations

**All students will:** understand, with support, the main points of written and spoken sentences about where people go and what they do in the home; write single words and phrases, and copy phrases and sentences, about household activities; ask for and respond to information about what people do in the house, using set phrases; understand and use simple language about future plans; show some understanding of the perfect tense; produce simple sentences in the perfect tense, probably with help, chiefly using the first person. Give brief opinions about daily routine activities.

**Most students will:** understand statements and questions about where people go and what they do about the house; ask and answer questions about what people do in the home and express likes and dislikes; write phrases about household activities accurately and produce some words and phrases from memory; look up the meaning of some unknown words in a glossary; understand and express intentions and plans using the immediate future tense, initially with support, across a range of familiar contexts; understand the difference between present and perfect tenses and apply this knowledge; ask/understand questions and understand/give answers about past events within their own experience and that of others. Give opinions about daily routine activities.

**Some students will:** understand short written and spoken passages about what people do about the home, and cope with unfamiliar language; write about what they do at home and express simple opinions; be accurate when writing words and phrases from memory; memorise and use vocabulary and verb paradigms; use a glossary or dictionary efficiently and effectively to help them with their understanding; understand and use, accurately and independently, a range of language to express future intentions and actions; handle most aspects of the perfect tense with confidence and largely correctly; understand texts which use the perfect tense. Give opinions and justify reasons for opinions about daily routine activities.

## Learning Objectives

Students should learn to:

- use all the subject pronouns with *-er* verbs when talking about what they do at home
- recognise that verbs have an infinitive and what this means
- recognise that the infinitive has to be changed when they want to use a verb
- recognise that learning the pattern for one verb enables them to use many other verbs
- use a range of *-er* verbs
- adapt language encountered so far in this unit to speak or write about a different past event
- initiate and develop conversations based on future ideas
- develop listening skills.

## Learning Outcomes

Students will:

- understand written and spoken French in which houses and some routines are described
- produce, orally and in writing, sentences such as *Je travaille dans la/ma chambre. Mon père regarde la télé dans le salon. On écoute la radio dans la cuisine...*
- write one or two paragraphs about themselves and/or someone else, using the perfect tense
- understand and express future intentions using *aller* + infinitive
- understand a spoken description of future activities, for example *Lundi matin, nous allons/vous allez faire de la natation à la piscine*
- ask and answer questions about future plans using *aller* + infinitive
- produce work based on listening skills.

## Resources

Kar2ouche *Developing French* Content Library

Incomplete Storyboard **Tu aides à la maison?**

## Activity – Tu aides à la maison?

### Introduction

In the following activity students will talk about what they usually do, what they have done, and their future plans. Students will have the opportunity to manipulate the language to talk in the second and third person singular and plural.

### Development

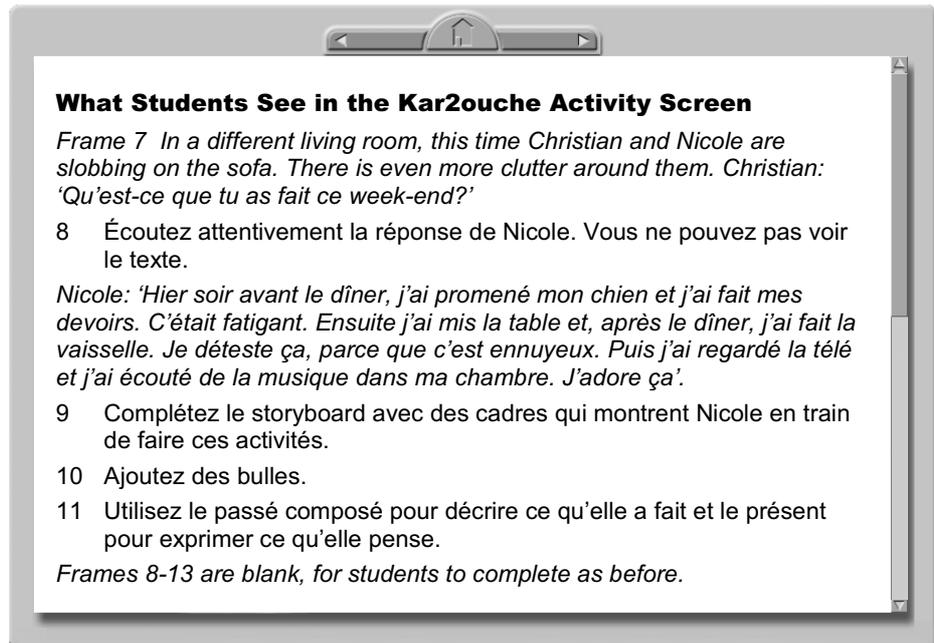
- 1 Students open the incomplete storyboard **Tu aides à la maison?** The audio files the students listen to in this activity have no corresponding text, to make the task of completing the storyboard accurately, more challenging. The scripts for these audio files are presented below for your reference.



**What Students See in the Kar2ouche Activity Screen**

- 1 Cliquez sur Tu aides à la maison?
- 2 Écoutez attentivement Sophie et Luc  
*Frame 1 In the living room, Sophie and Luc are slobbering on the sofa. There is a lot of clutter around them.*  
Sophie asks: 'Tu aides à la maison, Luc?'  
Luc: 'Tous les jours, je fais mon lit. Quelquefois, je fais la vaisselle et, souvent, je mets la table. Le week-end, je range ma chambre, mais je ne fais jamais la cuisine.'
- 3 Continuez et complétez le storyboard avec des cadres qui montrent Luc en train de faire ces activités dans les pièces.
- 4 Ajoutez une bulle où Luc décrit ce qu'il fait.
- 5 Choisissez des accessoires et des poses appropriées.
- 6 Utilisez des mots et expressions de la banque de français.
- 7 Continuez et complétez le storyboard en utilisant les cadres 2 à 6 pour montrer Luc en train de faire ces activités dans les pièces appropriées.  
*Frames 2-6 are blank apart from a label in each: Frame 2 is labelled Task 1; Frame 3 is labelled Task 2, etc.*

Now the focus becomes the past tense. Encourage students to use speech bubbles in the past tense, and thought bubbles in the present tense.



**What Students See in the Kar2ouche Activity Screen**

*Frame 7 In a different living room, this time Christian and Nicole are slobbering on the sofa. There is even more clutter around them. Christian: 'Qu'est-ce que tu as fait ce week-end?'*

8 Écoutez attentivement la réponse de Nicole. Vous ne pouvez pas voir le texte.

*Nicole: 'Hier soir avant le dîner, j'ai promené mon chien et j'ai fait mes devoirs. C'était fatigant. Ensuite j'ai mis la table et, après le dîner, j'ai fait la vaisselle. Je déteste ça, parce que c'est ennuyeux. Puis j'ai regardé la télé et j'ai écouté de la musique dans ma chambre. J'adore ça.'*

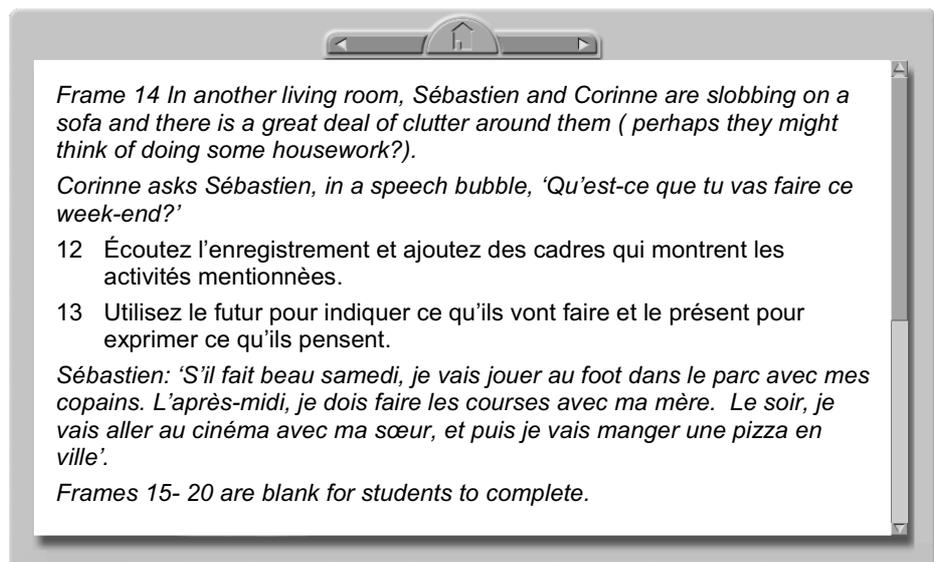
9 Complétez le storyboard avec des cadres qui montrent Nicole en train de faire ces activités.

10 Ajoutez des bulles.

11 Utilisez le passé composé pour décrire ce qu'elle a fait et le présent pour exprimer ce qu'elle pense.

*Frames 8-13 are blank, for students to complete as before.*

Now the focus becomes the future tense. This time speech bubbles are to be in the future tense and thought bubbles in the present tense.



*Frame 14 In another living room, Sébastien and Corinne are slobbering on a sofa and there is a great deal of clutter around them (perhaps they might think of doing some housework?).*

*Corinne asks Sébastien, in a speech bubble, 'Qu'est-ce que tu vas faire ce week-end?'*

12 Écoutez l'enregistrement et ajoutez des cadres qui montrent les activités mentionnées.

13 Utilisez le futur pour indiquer ce qu'ils vont faire et le présent pour exprimer ce qu'ils pensent.

*Sébastien: 'S'il fait beau samedi, je vais jouer au foot dans le parc avec mes copains. L'après-midi, je dois faire les courses avec ma mère. Le soir, je vais aller au cinéma avec ma sœur, et puis je vais manger une pizza en ville.'*

*Frames 15- 20 are blank for students to complete.*

## Plenary

Whole class feedback: use household chores symbols in Kar2ouche as a prompt, and ask each student to produce a sentence saying how often they do this, but do not give them the vocabulary (they react to the symbol and produce the vocabulary). Remind them not to say exactly what they have just heard, in each turn, and that each part of the sentence has to vary.

## Extension Activities

1 Students could create a game show (Mr and Mrs style) where each of the 6 characters answers three questions about their friends (using present, future and past tenses and third person singular), for example:

- Que fait- il/elle à la maison?
- Qu'est-ce qu'il/elle a fait hier soir ?
- Qu'est-ce qu'il/elle va faire ce week-end?

Each contestant has already answered these questions for him or herself in the storyboard, so their answers can be revealed. The winner is the person who gets all three questions correct.

2 Students can be asked to create their own storyboard in which they interview their friends about their activities in the home. They should be instructed to use examples of present, future and past tenses and third person singular, to show their understanding of the forms. They could choose the text from the word bank or adapt it to write their own.

3 Students write one or two paragraphs about themselves and/or someone else, and what they do around the house, or away from the house in their free time, using the perfect tense.

# Unit 2 Word Bank

## I. Useful phrases and key vocabulary

### Beginner

French	English
comment tu t'appelles?	what is your name?
je m'appelle	my name is
où habites-tu?	where do you live?
J'habite en Allemagne	I live in Germany
J'habite en Angleterre	I live in England
J'habite en Autriche	I live in Austria
J'habite en Belgique	I live in Belgium
J'habite en Écosse	I live in Scotland
J'habite en Espagne	I live in Spain
J'habite en France	I live in France
J'habite en Grande-Bretagne	I live in Great Britain
J'habite en Irlande	I live in Ireland
J'habite en Irlande du Nord	I live in Northern Ireland
J'habite en Italie	I live in Italy
J'habite en Suisse	I live in Switzerland
J'habite au pays de Galles	I live in Wales
J'habite au Portugal	I live in Portugal
de quelle nationalité es-tu?	what nationality are you?
je suis allemand	I am German
je suis allemande	I am German
je suis anglais	I am English
je suis anglaise	I am English
je suis autrichien	I am Austrian
je suis autrichienne	I am Austrian
je suis belge	I am Belgian
je suis belge	I am Belgian
je suis écossais	I am Scots
je suis écossaise	I am Scots
je suis espagnol	I am Spanish
je suis espagnole	I am Spanish
je suis français	I am French
je suis française	I am French
je suis britannique	I am British
je suis irlandais	I am Irish
je suis irlandaise	I am Irish
je suis italien	I am Italian
je suis italienne	I am Italian
je suis suisse	I am Swiss
je suis gallois	I am Welsh
je suis galloise	I am Welsh
je suis portugais	I am Portuguese
je suis portugaise	I am Portuguese
j'habite à Berlin	I live in Berlin
j'habite à Londres	I live in London
j'habite à Vienne	I live in Vienna
j'habite à Bruxelles	I live in Brussels
j'habite à Edimbourg	I live in Edinburgh
j'habite à Madrid	I live in Madrid

French	English
j'habite à Paris	I live in Paris
j'habite à Dublin	I live in Dublin
j'habite à Belfast	I live in Belfast
j'habite à Rome	I live in Rome
j'habite à Berne	I live in Bern
j'habite à Cardiff	I live in Cardiff
j'habite à Lisbonne	I live in Lisbon
parle-moi de ta famille	tell me about your family
parle-moi de la famille de Nicole	tell me about Nicole's family
combien as-tu?	how many do you have?
combien a-t-il?	how many does he have?
combien a-t-elle?	how many does she have?
as-tu des frères et sœurs?	have you any brothers and sisters?
un frère	one brother
une sœur	one sister
deux frères	two brothers
deux sœurs	two sisters
un frère et une sœur	one brother and one sister
je n'ai pas de frères et sœurs	I haven't any brothers and sisters
je suis fils unique	I am an only child
je suis fille unique	I am an only child
j'ai un demi-frère	I have a half brother
j'ai une demi-sœur	I have a half sister
comment s'appelle ton frère?	what is your brother called?
comment s'appelle ta sœur?	what is your sister called?
comment s'appellent tes parents?	what are your parents called?
mes parents s'appellent	my parents are called
ma mère s'appelle	my mother is called
ma grand-mère s'appelle	my grand-mother is called
ma tante s'appelle	my aunt is called
ma cousine s'appelle	my cousin is called
ma sœur s'appelle	my sister is called
mon père s'appelle	my father is called
mon grand-père s'appelle	my grand father is called
mon oncle s'appelle	my uncle is called
mon frère s'appelle	my brother is called
as-tu un animal?	do you have a pet?
j'ai un chat	I have a cat
j'ai un chien	I have a dog
j'ai un cheval	I have a horse
j'ai un hamster	I have a hamster

**Beginner**

French	English
j'ai un lapin	I have a rabbit
j'ai un oiseau	I have a bird
j'ai un poisson	I have a fish
j'ai une souris	I have a mouse
j'ai deux chats	I have two cats
j'ai deux chevaux	I have two horses
j'ai deux chiens	I have two dogs

French	English
j'ai deux hamsters	I have two hamsters
j'ai deux lapins	I have two rabbits
j'ai deux oiseaux	I have two birds
j'ai deux poissons	I have two fish
j'ai deux souris	I have two mice
je n'ai pas d'animal	I don't have a pet
il'est de quelle couleur?	what colour is it?

**Intermediate**

French	English
au sous-sol	in the basement
au rez-de-chaussée	on the ground floor
au premier étage	on the first floor
au deuxième étage	on the second floor
au troisième étage	on the third floor
dans la mansarde	in the attic
chez moi, il y a	at home there is
il n'y a pas de	there isn't a
nous avons	we have
un balcon	a balcony
une cave	a cellar
un garage	a garage
un jardin	a garden
la chambre	the bedroom
la cuisine	the kitchen
la douche	the shower
l'entrée	the entrance hall
l'escalier	the stairs
la salle à manger	the dining room
la salle de bains	the bathroom
la salle de jeux	the games room
le salon	the living room
la salle de séjour	the living room
le garage	the garage
le jardin	the garden
le vestibule	the hall
le wc	the toilet
j'ai un	I have a

French	English
j'ai une	I have a
j'ai des	I have some
il y a mon	there is my
il y a ma	there is my
il y a mes	there are my
dans ma chambre, il y a	in my room there is
une armoire	a wardrobe
un bureau	a desk
des CD	some cds
une chaîne stéréo	a music system
une chaise	a chair
une commode	a chest of drawers
une étagère	a bookshelf
des jeux vidéo	video games
une lampe	a lamp
un lit	a bed
des lits superposés	bunk beds
des livres	books
des magazines	magazines
un ordinateur	a computer
des posters	posters
un réveil	an alarm clock
des rideaux	curtains
une table	a table
un tapis	a carpet
un téléviseur	a television
mes vêtements	my clothes

**Advanced**

French	English
s'il fait beau	if it is fine
s'il fait mauvais	if the weather is bad
je dois	I have to
tu aides à la maison?	do you help with the housework?
je ne ... jamais	I never
je dois travailler dans le jardin	I have to work in the garden
je dois faire la cuisine	I have to cook
je dois mettre la table	I have to lay the table
je débarrasse la table	I clear the table
j'écoute de la musique	I listen to music
je fais la cuisine	I cook
je fais mes devoirs	I do my homework
je fais la lessive	I do the washing
je fais mon lit	I make my bed
je fais le ménage	I do the housework
je fais le repassage	I do the ironing
je fais la vaisselle	I do the washing up
je lave la voiture	I wash the car

French	English
je mets la table	I lay the table
je passe l'aspirateur	I do the Hoovering
je promène le chien	I take the dog for a walk
je range ma chambre	I tidy my room
je regarde la télé	I watch tv
je travaille dans le jardin	I work in the garden
qu'est-ce que tu as fait ...?	what did you do?
qu'est-ce que vous avez fait ...?	what did you do?
hier soir	yesterday evening
qu'est-ce que tu vas faire ce soir?	what are you going to do this evening?
qu'est-ce que vous allez faire ce week-end?	what are you going to do this weekend?
je vais faire les courses	I am going to do the shopping
nous allons faire de la natation	we are going swimming
Je suis allé en ville	I went into town
Je suis allée en ville	I went into town

## 2. Verbs – including tenses

### Beginner

French	English
j'habite au	I live in
j'habite en	I live in
mon cousin s'appelle	my cousin is called
mon frère s'appelle	my brother is called
il s'appelle	he is called
elle s'appelle	she is called
mes parents s'appellent	my parents are called

French	English
ils s'appellent	they are called
elles s'appellent	they are called
il a ... ans	he is ... years old
elle a ... ans	she is ... years old
ils ont ... ans	they are ... years old
elles ont ... ans	they are ... years old

### Intermediate

French	English
il y a	there is

French	English
il n'y a pas de	there isn't

### Advanced

French	English
<b>Perfect tense: auxiliary verb avoir</b>	<b>Perfect tense: auxiliary verb to have</b>
j'ai	I have
tu as	you have
il a	he has
elle a	she has
nous avons	we have
vous avez	you have
ils ont	they have
elles ont	they have
<b>Past participles with avoir</b>	<b>Past participles with to have</b>
acheté	bought
bu	drunk
fait	done
écouté	listened
joué	played
mangé	eaten
mis	set
regardé	watched
<b>Perfect tense: auxiliary verb être</b>	<b>Perfect tense: auxiliary verb to be</b>
je suis	I am
tu es	you are
il est	he is
elle est	she is
nous sommes	we are
vous êtes	you are
ils sont	they are
elles sont	they are

French	English
<b>Past participles with être</b>	<b>Past participles with to be</b>
resté	stayed
restée	stayed
restés	stayed
allé	gone
allée	gone
allés	gone
<b>Future tense using aller + infinitive</b>	<b>Future tense using to go + infinitive</b>
je vais	I am going
tu vas	you are going
il va	he is going
elle va	she is going
nous allons	we are going
vous allez	you are going
ils vont	they are going
elles vont	they are going
<b>Infinitive</b>	<b>Infinitive</b>
aller	to go
dormir	to sleep
écouter	to listen
faire	to make
faire	to do
jouer	to play
lire	to read
manger	to eat
regarder	to watch
rentrer	to go home
rester	to stay
sortir	to go out

## 3. Attitudes and opinions

### Beginner

French	English
assez	quite
très	very

French	English
un peu	a bit/ a little
vraiment	really

### Intermediate

French	English
à mon avis	in my opinion
j'adore	I love

French	English
j'aime	I like
je n'aime pas	I don't like

### Advanced

French	English
c' était amusant	it was fun
c' était nul	it was rubbish

French	English
c' était super	it was great

## 4. Adjectives/adverbs

### Beginner

French	English
blanc	white
blanche	white
bleu	blue
bleue	blue
brun	brown
brune	brown
gris	grey
grise	grey
jaune	yellow

French	English
marron	chestnut brown
noir	black
noire	black
orange	orange
rose	pink
rouge	red
vert	green
verte	green

## 5. Words relating to time, sequences and numbers

### Advanced

French	English
après le dîner	after dinner
avant le dîner	before dinner
d'abord	first of all
de temps en temps	from time to time
enfin	lastly
ensuite	next
généralement	generally
hier soir	yesterday evening
l'après-midi	in the afternoon

French	English
le dimanche	on Sunday
le matin	in the morning
le samedi	on Saturday
le soir	in the evening
le week-end	at the weekend
puis	then
quelquefois	sometimes
souvent	often
tous les jours	everyday

## 6. Connectives and prepositions

### Beginner

French	English
à	at
à	in

French	English
en	in

### Intermediate

French	English
à côté de	next to
aussi	also
dans	in
derrière	behind
devant	in front of

French	English
par terre	on the floor
près de	near to
sous	under
sur	on

### Advanced

French	English
après le dîner	after dinner
avant le dîner	before dinner
d'abord	first of all
enfin	lastly

French	English
ensuite	generally
généralement	next
hier soir	yesterday evening
puis	then



## Unit 3 Ma vie

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### **Overview of Suggested Tasks**

**Beginner** Telling the time; talking about school subjects (including opinions); talking about your timetable.

**Intermediate** Describing your daily routine (including your day at school) using reflexive verbs.

**Advanced** Describing your school day (including past and future tenses and giving opinions).

**Beginner**

# School Timetable

## Expectations

**All students will:** understand simple questions and sentences, written and spoken, about aspects of school, and respond with support; give a simple opinion about school subjects, using notes of their own, or provided by the teacher

**Most students will:** understand spoken and written passages and dialogues about school, including school subjects, likes and dislikes, and information using numbers; carry out conversations of at least two or three exchanges, asking and answering questions about school subjects and school routines; write two or three sentences about school, using notes of previously learnt language with aids such as a glossary; express orally and in writing simple opinions about school and give reasons; write short phrases about school from memory

**Some students will:** understand increasingly long passages; take their own notes on what they read and hear; describe in speech and writing their school life, drawing on language learnt in earlier contexts and using their notes, dictionaries, the wordbank and glossary to help them.

## Learning Objectives

Students should learn to:

- use simple verbs to express an opinion, in the positive and negative, followed by the definite article
- ask simple questions about people's likes and dislikes by revising the raised voice/intonation technique and by using *Est-ce que ...?*
- ask why and give a simple reason for their opinion by using *parce que* with *c'est, il/elle est* followed by a range of adjectives
- apply the rules of adjectival agreement, and use quantifiers
- use and adapt language learnt in other contexts (*avoir* + school subject; *-er* verbs, including *commencer à* + time)
- give and understand information about their school day.

## Learning Outcomes

Students will:

- understand and form statements and questions about people's opinions on school subjects, for example *Tu aimes le français? J'aime les maths. Je n'aime pas l'histoire. Tu détestes la géo, hein?*
- understand questions such as *Que penses-tu de ...?* and *Pourquoi?*, and express opinions with reasons and understand others doing the same with statements such as *J'aime le français, parce que c'est très intéressant. Je déteste les maths, parce que c'est trop difficile.*
- make and understand statements about the school day using familiar verbs combined with *à* + the time, for example *J'ai une heure d'histoire à neuf heures quinze. La récréation est à onze heures cinq.*
- extension activity using the third person, form sentences on reading a French pupil's timetable, for example *Il a musique à huit heures.*

## Resources

Kar2ouche *Developing French* Content Library

Incomplete storyboards **Mon emploi du temps** and **Ma journée préférée**.

## Activity – Mon emploi du temps

### Introduction

In the following activity students will listen to a description of a school day, and complete the storyboard following the model provided.

### Development

- 1 Students open the incomplete storyboard **Mon emploi du temps**.



#### What Students see in the Kar2ouche Activity Screen

Open the storyboard **Mon emploi du temps**.

- 1 Look at the first frame and either read the speech bubbles or listen to the audio.
- 2 Complete the storyboard in pairs, one taking on the role of Christian, and the other, Nicole. Refer to the timetable in Frame 1. Add a speech bubble to Christian, in each frame, with words from the wordbank, to describe his timetable for a day, including the time each lesson begins. In Nicole's speech bubble, she should announce which day he has described.

**What Students see in the KarZouche Activity Screen continued**

*Frame 1 Christian is standing in front of a large copy of his timetable giving the days and times of his lessons. Students listen to an audio file and/or read speech bubbles in which Christian describes what lessons he has on a particular day and when. 'Aujourd'hui, j'ai sciences et maths et, après la récréation, j'ai français et puis une heure de dessin. Après le déjeuner, j'ai deux heures de technologie et une heure de musique.'*

*Nicole works out which day of the week it is by looking at the timetable and says, 'C'est lundi.'*

*In the subsequent 4 frames Christian and Nicole are somewhere in school, still discussing Christian's timetable.*

For your reference, this is Christian's timetable as it appears in the first frame of the storyboard **Mon emploi du temps**.

	Lundi	Mardi	Mercredi	Jeudi	Vendredi	Samedi
<b>8h00–9h00</b>	sciences	maths	maths	français	histoire	anglais
<b>9h00–10h00</b>	maths	géographie	géographie	anglais	espagnol	français
	récréation					
<b>10h15–11h15</b>	français	espagnol	sciences	EPS	espagnol	EPS
<b>11h15–12h15</b>	dessin	anglais	sciences	EPS	maths	
	déjeuner					
<b>2h00–3h00</b>	technologie	sciences	anglais	maths	français	
<b>3h00–4h00</b>	technologie	sciences	histoire	dessin	sciences	
	récréation					
<b>4h15–5h15</b>	musique	informatique	informatique	art dramatique	dessin	

**Plenary**

Go over their answers and then ask them to describe what lessons students have that day, from their own timetable. If students complete this activity quickly, they can describe days from their own timetable with their partner, or describe another person's timetable using the third person.

## Extension Activity

### Introduction

Students should complete the extension storyboard, which covers preferences and opinions about school subjects, recording their own voices.

### Development

- 1 Students should open the incomplete storyboard **Ma journée préférée**.



**What Students See in the Kar2ouche Activity Screen**

Open the storyboard **Ma journée préférée**

- 1 Listen to the audio files and show Christian's opinion of the subject by adding a thought bubble to each frame. Drag a mood face from the props to match his thoughts about the subject he is describing. You can, if you wish, add his teacher, and props for that subject into the frame too.
- 2 Complete the storyboard by creating several more frames featuring other characters, in pairs, who have a similar conversation about their timetables. You can place them in appropriate backgrounds with relevant props. Give each character a speech bubble with words from the wordbank, and follow the pattern of the first three frames. Don't forget to record the dialogue.

*The first three frames depict the conversation between Christian and Sophie, in front of the same timetable as in the previous storyboard.*

*Frame 1 Christian: 'Voici mon emploi du temps. Le premier cours commence à huit heures. C'est sciences.'*  
*Sophie: 'Tu aimes les sciences, hein?'*

*Frame 2 Christian: 'Oui, j'adore les sciences. C'est ma matière préférée. Le deuxième cours commence à neuf heures. C'est maths. Je n'aime pas ça, parce que le prof est nul.'*

*Frame 3 Christian: 'Après la récréation, j'ai français.' Sophie: 'Est-ce que tu aimes le français?'*  
*Christian: 'Oui, j'aime le français, parce que c'est facile et je suis fort en français.'*

### Plenary

Pupils should show the additional frames they have created to other pupils and then describe their opinions of their own timetable.

## Intermediate

# Describing Your Daily Routine

## Expectations

**All students will:** understand, with support, the main points of spoken sentences about daily routines; use single words and phrases, and copy phrases and sentences, about daily activities; ask for and respond to information about what people do everyday, using set phrases.

**Most students will:** understand statements and questions about daily routine, likes and dislikes; use phrases about daily activities and produce some words and phrases from memory; look up the meaning of some unknown words in the wordbank, glossary or dictionary and carry out conversations of at least two or three exchanges, asking and answering questions about routines.

**Some students will:** understand short spoken passages about what people do everyday, and cope with unfamiliar language; talk about what they do everyday and express simple opinions; be accurate when writing words and phrases from memory; memorise and use vocabulary and verb paradigms; use a glossary or dictionary efficiently and effectively to help them with their understanding.

## Learning Objectives

Students should learn to:

- understand the function and form of reflexive verbs in the present tense, for example *je me lève*
- say what time it is and use the time in questions and statements about their everyday activities
- give opinions about their daily routine and everyday activities.

## Learning Outcomes

Students will:

- understand and use language describing daily routines
- understand how reflexive verbs differ from others, and apply this understanding in a spoken or written presentation
- understand and say what time it is in statements about everyday activities.

## Resources

Kar2ouche *Developing French* Content Library

Incomplete storyboard **Ma routine**

## Activities – Ma routine

### Introduction

The blank frames in this storyboard have to be composed by the students, based on their understanding of Corinne describing her routine. They can read the text as they listen, then make a storyboard featuring Corinne doing a different activity, and her opinion about it, in each frame. Students can complete as many frames as they can manage in the time available.

### Development

1 Students open the incomplete storyboard **Ma routine**.



**What Students See in the Kar2ouche Activity Screen**

1 Open the storyboard **Ma routine** and listen to Corinne describing her daily routine. You can read the text as you listen, to help you. Each phrase is in a separate frame and you should create a picture for each one.

- Select the background, Corinne in a suitable pose, and props, for each frame. Remember that layers are useful.
- Give Corinne a speech bubble, with appropriate words to describe what she is doing.
- Give her a thought bubble for her opinion about what she is doing.
- Select a clock face from the props and drag it into each frame.
- Add the hands to show the time each activity takes place.

*Corinne is doing a different activity in each frame:*

*Frame 1 'Lundi à sept heures et demie, je me réveille. Je n'aime pas ça.'*

*Frame 2 'Puis, à huit heures moins vingt, je me lève. C'est difficile pour moi.'*

*Frame 3 'À huit heures moins le quart, je me lave et je m'habille tout de suite.'*

*Frame 4 'Ensuite, à huit heures je prends mon petit déjeuner et je quitte la maison à huit heures et quart.'*

*Frame 5 'J'arrive à l'école vers huit heures et demie.'*

*Frame 6 'À neuf heures moins dix j'ai deux heures de maths. Je trouve ça ennuyeux, parce que c'est difficile et inutile.'*

### Plenary

Ask pupils to mime different activities (these could be prompted by the wordbank). This can either be done in pairs, with one miming and the other guessing the activity in French, or as a charade type game for the whole class or in groups (again all guesses to be in French) with students nominating who is to mime.

## Extension Activities

Students produce their own descriptions of their daily routines and record them. They can use phrases and times from the wordbank or write their own. They can choose one of the characters in Kar2ouche to represent themselves, or use digital photographs of themselves, going through their daily routine. They should be prompted to use reflexive verbs and include the times when they usually perform the activities.

## Advanced

# Describing Your School Day

## Expectations

**All students will:** understand simple questions and sentences, about aspects of school routine, and respond with support; give a simple opinion about school subjects using notes of their own, or provided by the teacher; show some understanding of the perfect tense; produce simple sentences in the perfect tense, probably with help, chiefly using the first person.

**Most students will:** understand spoken dialogues about school routine, including school subjects, likes and dislikes; asking and answering questions about school subjects and school routines; produce two or three sentences about school, using notes of previously learnt language with aids such as a glossary; express orally simple opinions about school and give reasons; produce short phrases about school routine from memory; understand and express intentions and plans using the immediate future tense, understand the difference between present and perfect tenses and apply this knowledge in different situations; ask/understand questions and understand/give answers about past events within their own experience and that of others.

**Some students will:** understand increasingly long passages; take their own notes on what they read and hear; describe in speech and writing their school life, drawing on language learnt in earlier contexts and using their notes and a glossary to help them understand and use simple language about future plans; understand and use, accurately and independently, a range of language to express future intentions and actions; handle most aspects of the perfect tense with confidence and largely correctly.

## Learning Objectives

Students should learn to:

- distinguish between present and immediate future
- use the immediate future, *aller* + infinitive
- apply their knowledge of *aller* + infinitive, to express future, and other structures, in the context of school

- recognise the difference between present and past, by reusing verbs previously encountered in present and perfect tenses
- form regular past participles
- become familiar with rules about *être* verbs, including rules of past participle agreement, and combine with existing knowledge of perfect tense; to know how to find past participles of irregular verbs
- understand and state preferences for school subjects, giving simple reasons for these preferences.

## Learning Outcomes

Students will:

- understand the difference between present and future
- use future time markers and express future intentions in conversation, for example *Demain, je vais...*
- understand the details of a passage containing a range of information in a number of paragraphs with simple and complex sentences
- recognise and produce as appropriate all parts of the verb *avoir* (present tense)
- understand the difference between present and past, for example *D'habitude je prends le déjeuner à la cantine, mais hier j'ai mangé chez moi.*
- use the perfect tense (*avoir* verbs) with time phrases
- understand the use of common *avoir* and *être* verbs
- distinguish (perhaps with support) between *avoir* and *être* verbs in the perfect tense and say or write, for example *hier, je suis allé au cinéma où j'ai vu un bon film.*
- understand opinions given and use similar language to give their own opinions and reasons for these preferences.

## Resources

Kar2ouche *Developing French* Content Library

Incomplete storyboard **Ma vie à l'école**

## Activity – Ma vie à l'école

### Introduction

In this storyboard, Christian is interviewed for a children's television programme. He is asked about the previous day's timetable at school, including his opinions, and answers in the past tense. Students use this model to make the next frame. This pattern is repeated for the future tense.

### Development

- 1 Students open the incomplete storyboard **Ma vie à l'école**



**What Students See in the Kar2ouche Activity Screen**

*In Frame 1 we see a T.V. interviewer announcing that today we are going to talk about school life, 'Aujourd'hui on va parler de la vie scolaire et on pose des questions aux élèves de quatrième.'*

*In Frame 2 Christian is standing in front of his timetable with one of the days ringed.*

*Interviewer: 'Qu'est-ce que tu as fait hier à l'école?'*

*Christian: 'Hier, j'ai eu un cours de sciences jusqu'à neuf heures. C'était vraiment intéressant, parce que c'est ma matière préférée et le prof est toujours amusant. Après le cours de maths, j'ai retrouvé mes copains dans la cour. A dix heures et quart, après la récréation, je suis allé en cours de français. J'aime le français, parce que c'est facile et je suis fort en français. Ensuite, j'ai eu une heure de dessin et le déjeuner a commencé à midi et quart. Pendant le déjeuner, j'ai fait mes devoirs pour le cours de technologie qui a commencé à deux heures. Je déteste la technologie, parce que c'est ennuyeux. L'après-midi, j'ai eu deux heures de technologie et une heure de musique et je suis rentré à la maison à cinq heures et quart.'*

**Instructions to Students:**

- 1 Cliquez sur le storyboard **Ma vie à l'école**.
- 2 Ecoutez la conversation entre l'animateur et Christian.

*Frame 3: Interviewer: 'Qu'est-ce que tu as fait avant-hier?'*

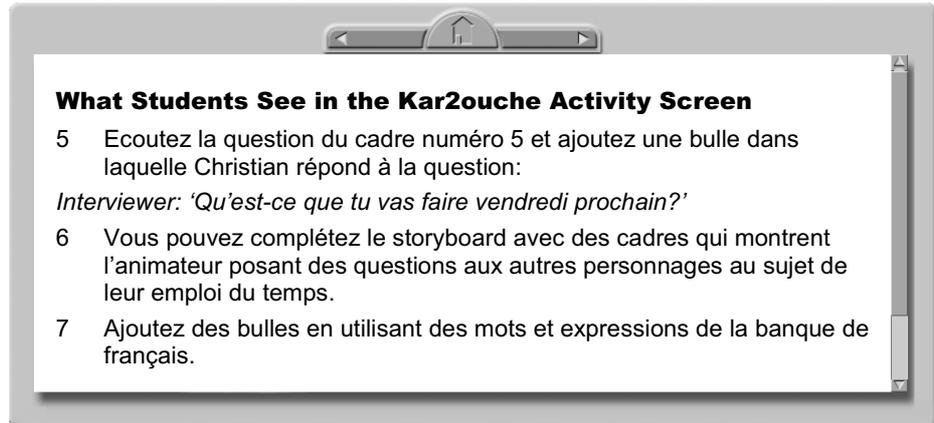
- 3 Ajoutez une bulle dans laquelle Christian répond à la question en utilisant le passé composé, mais il ne doit pas donner d'opinion.
- 4 Ecoutez la suite de la conversation, dans le cadre numéro 4, et faites attention au temps du verbe.

*In Frame 4 the next day on the timetable is ringed.*

*Interviewer: 'Qu'est-ce que tu vas faire demain à l'école?'*

*Christian describes the next day's school routine and gives opinions about that day's subjects.*

*Christian: 'J'adore le mercredi. Après le cours de maths, je vais avoir un cours de géographie et j'aime ça. Après la récréation, je vais avoir deux heures de sciences. C'est ma matière préférée, parce que c'est utile. Pendant la pause-déjeuner, je vais jouer au foot dans la cour. Après le déjeuner, je vais avoir une heure d'anglais, une heure d'histoire et finalement une heure d'informatique. J'adore aussi l'informatique, parce que ça peut être utile et c'est cool. A cinq heures et quart, après le cours d'informatique, je vais aller à la piscine avec mes copains.'*



### Plenary

You and the class can put together another description of another day, with another character, including opinions. You can decide which tense to concentrate on or allocate different groups different tenses/days. Ask pupils to concentrate on their leisure activities as well as what they do at school.

### Extension Activities

Students produce a storyboard describing the lessons they had yesterday and the ones they will have tomorrow, giving opinions about the lessons and reasons. They can use phrases from the wordbank or write their own. They can create classrooms from the backgrounds and select suitable props. They can choose one of the Kar2ouche characters to represent themselves explaining their lessons, or use a series of digital images they have taken of themselves and their school.

Students can compose some written paragraphs, maybe in the form of a diary, based on work covered in the activity.

# Unit 3 Word Bank

## I. Useful phrases and key vocabulary

### Beginner

French	English
l'allemand	German
l'anglais	English
l'art dramatique	Drama
le dessin	Art
l'éducation religieuse	RS
l'éducation physique	PE
l'espagnol	Spanish
le français	French
la géographie	Geography
l'histoire	History
l'informatique	ICT
les maths	Maths
la musique	Music
les sciences	Science
la technologie	Technology

French	English
j'ai une heure de	I have one hour of
j'ai deux heures de	I have two hours of
quelle est ta matière préférée?	what is your favourite subject?
ma matière préférée, c'est	my favourite subject is
les cours commencent à	lessons start at
les cours finissent à	lessons finish at
le cours de ... commence à	the ... lesson starts at
nous avons	we have
nous commençons par	we start with
il y a un cours de	there is a lesson of
voici mon emploi du temps	here is my timetable
je suis fort en	I am good at
je suis forte en	I am good at

### Intermediate

French	English
je me réveille	I wake up
je me lève	I get up
je me lave	I get washed
je m'habille	I get dressed
je me brosse les dents	I brush my teeth
je me maquille	I put on my make up
je me coiffe	I do my hair
je prends un bain	I have a bath
je prends une douche	I have a shower
je prends mon petit déjeuner	I have my breakfast
je quitte la maison	I leave the house
je vais à l'école à pied	I go to school on foot
je vais à l'école en bus	I go to school by bus
je vais à l'école en voiture	I go to school by car

French	English
je vais à l'école à vélo	I go to school by bike
j'arrive au collège	I arrive at school
je parle avec mes copains	I speak with my friends
je parle avec mes copines	I speak with my friends
les cours commencent	lessons start
je mange à la cantine	I eat in the canteen
je joue avec mes copains	I play with my friends
je joue avec mes copines	I play with my friends
je rentre à la maison	I go back home
je mange avec ma famille	I eat with my family
je fais mes devoirs	I do my homework
je regarde la télé	I watch TV
je me couche	I go to bed
je dors	I sleep

### Advanced

French	English
qu'est-ce que tu as fait hier à l'école?	what did you do yesterday at school?

French	English
qu'est-ce que tu vas faire demain à l'école?	what are you going to do tomorrow at school?

## 2. Verbs - including tenses

### Beginner

French	English
c'est	it is
c'était	it was
j'adore	I love
j'aime	I like
je déteste	I hate

French	English
je n'aime pas	I don't like
je préfère	I prefer
tu aimes ...?	do you like ...?
tu détestes	you hate

## Intermediate

French	English
je me réveille	I wake up
je me lève	I get up
je me lave	I get washed
je m'habille	I get dressed
je me brosse les dents	I brush my teeth
je me maquille	I put on my make up
je me coiffe	I do my hair
je prends un bain	I have a bath
je prends une douche	I have a shower
je prends mon petit déjeuner	I have my breakfast
je quitte la maison	I leave the house
je vais à l'école à pied	I go to school on foot
je vais à l'école en bus	I go to school by bus
je vais à l'école en voiture	I go to school by car

French	English
je vais à l'école à vélo	I go to school by bike
j'arrive au collège	I arrive at school
je parle avec mes copains	I speak with my friends
je parle avec mes copines	I speak with my friends
les cours commencent	lessons start
je mange à la cantine	I eat in the canteen
je joue avec mes copains	I play with my friends
je joue avec mes copines	I play with my friends
je rentre à la maison	I go back home
je mange avec ma famille	I eat with my family
je fais mes devoirs	I do my homework
je regarde la télé	I watch TV
je me couche	I go to bed
je dors	I sleep

## Advanced

French	English
<b>Perfect tense: auxiliary verb avoir</b>	<b>Perfect tense: auxiliary verb to have</b>
j'ai	I have
tu as	you have
il a	he has
elle a	she has
nous avons	we have
vous avez	you have
ils ont	they have
elles ont	they have
<b>Past participles with avoir</b>	<b>Past participles with have</b>
acheté	bought
bu	drunk
écouté	listened
joué	played
mangé	eaten
regardé	watched
<b>Perfect tense: auxiliary verb être</b>	<b>Perfect tense: auxiliary verb to be</b>
je suis	I am
tu es	you are
il est	he is
elle est	she is
nous sommes	we are
vous êtes	you are
ils sont	they are
elles sont	they are
<b>Past participles with être</b>	<b>Past participles with to be</b>
allé	gone
allée	gone
allés	gone
allées	gone
arrivé	arrived
arrivée	arrived
arrivés	arrived
arrivées	arrived
parti	left
partie	left
partis	left
parties	left
resté	stayed
restée	stayed
restés	stayed
restées	stayed

French	English
<b>Future tense using aller + infinitive</b>	<b>Future tense using to go + infinitive</b>
je vais	I am going
tu vas	you are going
il va	he is going
elle va	she is going
nous allons	we are going
vous allez	you are going
ils vont	they are going
elles vont	they are going
<b>Infinitives</b>	<b>Infinitives</b>
aller	to go
dormir	to sleep
écouter	to listen
faire	to make
faire	to do
jouer	to play
lire	to read
manger	to eat
regarder	to watch
rentrer	to go home
rester	to stay
sortir	to go out

### 3. Attitudes and opinions

#### Beginner

French	English
amusant	fun
c'est	it is
c'était	it was
difficile	difficult
ennuyeux	boring
facile	easy
génial	brilliant
intéressant	interesting
moche	rotten

French	English
nul	rubbish
ok	ok
parce que	because
pourquoi?	why?
que penses-tu de ...?	what do you think of ...?
super	great
tu aimes ...?	do you like ...?
tu détestes ... hein?	you hate....don't you?

#### Intermediate

French	English
chouette	great
cool	cool
fatigant	tiring

French	English
pas marrant	not funny
utile	useful

#### Advanced

French	English
c'est difficile, mais c'est intéressant	it's difficult but it's interesting
c'est fatigant, mais c'est utile	it's tiring but it's useful
ma matière préférée, c'est	my favourite subject is

French	English
parce que c'est fatigant	because it's tiring
parce que c'est utile	because it's useful
quelle est ta matière préférée?	what is your favourite subject?

### 4. Adjectives/adverbs

#### Beginner

French	English
difficile	difficult
ennuyeux	boring
facile	easy
génial	brilliant
intéressant	interesting

French	English
nul	rubbish
ok	ok
moche	rotten
super	great

#### Intermediate

French	English
chouette	great
cool	cool
fatigant	tiring

French	English
pas marrant	not funny
utile	useful

#### Advanced

French	English
assez	quite
aussi	as well
aussi ... que	as ... as
meilleur	better
moins ... que	less ... than
pire	worse

French	English
plus ... que	more ... than
très	very
trop	too
un peu	a little
vraiment	really

## 5. Words relating to time, sequences and numbers

### Beginner

French	English
<b>Les jours de la semaine</b>	<b>Days of the week</b>
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday
<b>L'heure</b>	<b>Time</b>
il est une heure	it is one o'clock
il est deux heures	it is two o'clock
il est deux heures cinq	it is five past two
il est deux heures dix	it is ten past two
il est deux heures et quart	it is quarter past two
il est deux heures vingt	it is twenty past two
il est deux heures vingt-cinq	it is twenty five past two
il est deux heures et demie	it is half past two
il est trois heures moins vingt-cinq	it is twenty five to three
il est trois heures moins vingt	it is twenty to three
il est trois heures moins le quart	it is quarter to three
il est trois heures moins dix	it is ten to three
il est trois heures moins cinq	it is five to three
il est midi	it is midday
il est minuit	it is midnight
il est midi et demi	it is half past midday
il est minuit et demi	it is half past midnight

French	English
<b>L'heure</b>	<b>Time</b>
à une heure	at one o'clock
à deux heures	at two o'clock
à midi	at midday
à minuit	at midnight
après	after
ensuite	next
finalement	finally
puis	then
aujourd'hui	today
hier	yesterday
demain	tomorrow
le matin	in the morning
l'après-midi	in the afternoon
le soir	in the evening
les cours commencent à	lessons start at
les cours finissent à	lessons finish at
le cours de ... commence à	the ... lesson starts at
la récréation commence à	break starts at
le déjeuner commence à	the lunch break starts at
le premier cours commence à	the first lesson starts at
le deuxième cours commence à	the second lesson starts at
le troisième cours commence à	the third lesson starts at
le quatrième cours commence à	the fourth lesson starts at
le cinquième cours commence à	the fifth lesson starts at

### Intermediate

French	English
à	at
une heure	one o'clock
deux heures	two o'clock
deux heures cinq	five past two
deux heures dix	ten past two
deux heures et quart	quarter past two
deux heures vingt	twenty past two
deux heures vingt-cinq	twenty five past two
deux heures et demie	half past two
trois heures moins vingt-cinq	twenty five to three
trois heures moins vingt	twenty to three
trois heures moins le quart	quarter to three
trois heures moins dix	ten to three

French	English
trois heures moins cinq	five to three
midi	midday
minuit	midnight
après	after
ensuite	next
finalement	finally
puis	then
aujourd'hui	today
hier	yesterday
demain	tomorrow
le matin	in the morning
l'après-midi	in the afternoon
le soir	in the evening

### Advanced

French	English
quelquefois	sometimes
d'habitude	usually
normalement	normally
toujours	always
chaque année	each year
souvent	often

French	English
quand	when
depuis	since
pendant	during
pour	for
si	if
ne ... jamais	never

## 6. Connectives and prepositions

### Beginner

French	English
avec	with
à	at
mais	but

French	English
où	where
parce que	because

### Intermediate

French	English
pour	for
pourquoi	why

French	English
puis	then
quand	when

### Advanced

French	English
après	after
d'abord	first of all
déjà	already
donc	therefore, so

French	English
enfin	at last
ensuite	next
finalement	finally

## Unit 4 Mes loisirs

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### **Overview of Suggested Tasks**

**Beginner** Talking about what you like to do in your freetime and how often.

**Intermediate** Planning your evening (invitations and future plans).

**Advanced** Describing a date (opinions, perfect and imperfect tenses).

**Beginner**

# Free Time Activities

## Expectations

**All students will:** understand spoken and written phrases, questions and short sentences about hobbies and leisure interests, including brief opinions; respond with short phrases (orally and in writing) to familiar questions about their own hobbies and leisure interests; copy or repeat phrases about hobbies, and add words from memory; complete parts of a letter, using a model and other prompts.

**Most students will:** understand main points and some details in short passages about people's hobbies and interests; take part in conversations of two or more exchanges about their own or other people's hobbies and interests, including opinions; talk and write about their interests, and express simple opinions with reasons, following a model initially using a model for support; speak and write from memory.

**Some students will:** understand longer passages spoken at near-normal speed about hobbies and leisure interests, and identify specific details; begin to use context to deduce the meaning of unfamiliar words; take part in conversations about hobbies, asking questions to maintain and develop the conversation; write a letter about leisure interests, showing ability to use and adapt some previously learnt language.

## Learning Objectives

Students should learn to:

- use their knowledge of *aimer/détester*, etc + definite article to describe their hobbies and interests
- develop a conversation by giving a statement about their hobbies and adding *Et toi/vous?*
- express agreement and disagreement
- use *jouer* with *à* and *de*, followed by the definite article
- use previously learnt *faire* with *de* + definite article for other sports, for example *faire de l'équitation*
- distinguish *jouer* from *faire* using their knowledge of English

- combine a small number of sentences using time adverbs as connectives to sequence their text
- use the infinitive of a following or dependent verb in order to state what they like to do as hobbies and leisure pursuits
- use *Qu'est-ce que* (learnt in another context) to ask about hobbies
- use knowledge of the days of the week, the time and adverbs of frequency, in order to state and understand when and how often they pursue a hobby
- link sentences using conjunctions to form complex sentences about interests and hobbies.

## Learning Outcomes

Students will:

- understand and produce in speech and writing, sentences such as *Je joue aux cartes. Il joue au rugby. Mon frère joue de la guitare. Je ne joue pas du piano. Je fais de la natation.*
- sequence a series of such sentences using connectives such as *d'abord, puis, ensuite, enfin*
- converse with others by asking *Quels sont tes passe-temps?* and give opinions using constructions such as *Moi, j'adore la danse, et toi? Je n'aime pas la natation. Je suis d'accord, je déteste aussi le judo.*
- combine verbs such as *aller, aimer, détester* and *je voudrais* with an infinitive to make sentences such as *J'aime écouter des disques. Je voudrais aller au cinéma. Ma sœur adore aller à la piscine. Mon frère n'aime pas jouer au rugby.*
- ask and understand questions about hobbies such as *Qu'est-ce que tu fais comme activités?* and *Tu aimes le sport?*
- produce and understand, orally and in writing, sentences about when and how often they pursue their interests, for example *Je vais à la pêche tous les vendredis. Je fais du judo aujourd'hui à sept heures. J'aime jouer au foot tous les jours. D'habitude, je vais à la piscine.*
- produce sentences such as *Je vais au cinéma tous les samedis et je joue au basket le lundi. Je n'aime pas aller à la piscine, parce que je déteste la natation. A huit heures, je vais dans ma chambre où je joue sur l'ordinateur.*

## Resources

Kar2ouche *Developing French* Content Library

Incomplete Storyboards **Partenaire de rêve 1** and **2**

## Activity – Partenaire de rêve 1 et 2

### Introduction

In the following activities the characters stage a 'Blind Date' style quiz show in which they discuss their hobbies and how often they do them. Students can then match characters up with their ideal partner.

### Development



#### What Students See in the Kar2ouche Activity Screen

- 1 Open the Kar2ouche storyboard **Partenaire de rêve 1** and listen to each of the girls' audio files.

*In Frame 1 Corinne, Sophie and Nicole are sitting on stools on the set of Blind Date. The T.V. interviewer asks the girls in turn, 'Qu'est-ce que tu fais quand tu es libre, et combien de fois par semaine?'*

*In Frame 2 Corinne responds: 'Tous les jours j'écoute de la musique, trois fois par semaine je vais au badminton, le week-end je vais au cinéma et je vais en ville. J'adore faire de la natation et je déteste le football.'*

*In Frame 3 Sophie responds: 'Tous les jours je promène mon chien, deux fois par semaine je vais au club des jeunes et je joue au ping-pong. Le samedi j'aime faire du vélo et du patin à roulettes. Le dimanche je vais chez mes grand-parents et je joue aux cartes.'*

*In Frame 4 Nicole responds: 'Tous les jours après l'école, je joue sur l'ordinateur et j'aime regarder la télé, parce que j'adore les feuilletons. Quelquefois, je lis des magazines et, le week-end, j'aime aller à la pêche. Je n'aime pas aller en ville, parce que je déteste faire du shopping.'*

- 2 Add three more frames, with a different boy in each frame, and make up answers for each, in response to the same question by the interviewer. Include some connectives such as *d'abord, puis, ensuite, enfin*.



- 1 Open the Kar2ouche storyboard **Partenaire de rêve 2**

- 2 Listen to the conversation between the interviewer and the boys.

*In Frame 1 the three boys are sitting on the stools.*

*Interviewer: 'Qu'est-ce que tu fais quand tu es libre, et combien de fois par semaine?'*

*In Frame 2 Christian responds: 'Après l'école, j'aime aller au parc avec mon chien. Une ou deux fois par semaine, je vais au club des jeunes. J'adore jouer au tennis et au ping-pong. J'aime aussi faire du vélo de temps en temps et, en général le dimanche, je reste à la maison.'*

*In Frame 3 Sébastien responds: 'Le soir, j'aime regarder des vidéos et jouer sur l'ordinateur. J'aime lire et écouter de la musique. Je déteste aller en ville. Le week-end, je préfère faire des promenades à la campagne et aller à la pêche.'*

*In Frame 4 Luc responds: 'Moi, je suis assez sportif. J'aime jouer au badminton et faire de la natation, mais je n'aime pas jouer au foot. J'adore aller au cinéma le week-end et écouter de la musique.'*

- 3 Compare these with your own answers for each boy in the first storyboard. Add three frames showing which girl you think is best suited to which boy. Give each girl a thought bubble with words expressing what she thinks of the boy you have chosen. This gives you an opportunity to match their interests and personalities. You can look back at Unit 1 wordbanks as all the activities have useful words to help you here.

**Plenary**

Encourage students to watch each other's storyboards. They could mail their storyboards to another pair who could storyboard the conversation the matched characters might have on their first date. They could chose an appropriate background/location for the dates.

**Extension Activity**

Students could make a storyboard of the date the matched characters go on.

Students can put themselves and their friends into this storyboard, instead of the 6 characters, using digital photographs and their own recordings.

Students develop a conversation by giving a statement about their hobbies and adding *Et toi/vous?*

## Intermediate

# Planning Your Evening

## Expectations

**All students will:** understand and use simple language about future plans; understand and say or write simple sentences about what they can and cannot do, with support as necessary.

**Most students will:** understand and express intentions and plans using the immediate future tense, initially with support, across a range of familiar contexts; discuss arrangements, asking and answering questions and giving reasons.

**Some students will:** understand and use, accurately and independently, a range of language to express future intentions and actions; discuss arrangements with confidence and accuracy.

## Learning Objectives

Students should learn to:

- use the infinitive of a following verb with modal verbs to give invitations and respond to them, for example *je veux aller, je peux jouer*
- cope with less predictable language when giving and responding to invitations
- adapt language for use in new and imaginative contexts
- communicate with purpose and spontaneity.

## Learning Outcomes

Students will:

- understand invitations
- give invitations and accept or refuse, giving reasons, for example *Tu veux jouer aux cartes? Jouer aux cartes ... je ne peux pas, parce que je vais faire mes devoirs.*
- understand acceptances and refusals, and refuse politely with reasons, for example *Vous voulez jouer aux échecs? Désolé(e) ... je ne peux pas, je dois aider mon père.*

- explain why they can/cannot do something, using a range of modal verbs, for example *Tu veux jouer au tennis à 5 heures? Désolé(e), je ne peux pas, je dois faire un gâteau.*
- make social arrangements, for example *Tu veux déjeuner chez moi mardi après-midi? Mardi ... oui, je suis libre. D'accord, je veux bien. Merci.*

## Resources

Kar2ouche *Developing French* Content Library

Incomplete storyboard **Tu es libre ce soir?**

## Activity – Tu es libre ce soir?

### Introduction

In the following activities students will practise making, accepting and declining invitations.

### Development

- 1 Students should open the incomplete storyboard **Tu es libre ce soir?**



**What Students See in the Kar2ouche Activity Screen**

- 1 Open the Kar2ouche storyboard **Tu es libre ce soir?** and listen to the model dialogue which covers Frames 1-3.
 

*In Frame 1 Christian telephones Nicole to invite her out that evening. Nicole declines the invitation and gives a reason why.*

*Christian: 'Salut, Nicole. Tu es libre ce soir? Tu veux aller au cinéma?'*

*Nicole: 'Je suis désolée. Ce soir, je ne peux pas. Je dois faire mes devoirs.'*

*In Frame 2 Sébastien telephones Nicole to invite her out that evening. Nicole declines the invitation and gives a reason why.*

*Sébastien: 'Salut, Nicole. Tu veux regarder une vidéo ce soir?'*

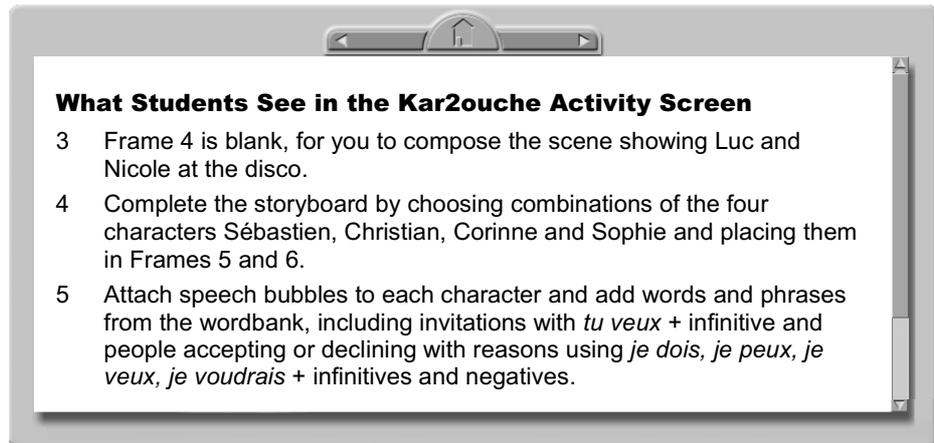
*Nicole: 'Désolée. Je dois faire du baby-sitting.'*

*In Frame 3 Luc telephones Nicole and invites her out that evening. This time Nicole accepts the invitation.*

*Luc: 'Salut. Tu veux aller à la discothèque ce soir?'*

*Nicole: 'Oui, je veux bien.'*
- 2 Attach speech bubbles to each character and add appropriate words and phrases from the wordbank.

- 2 Frame 4 is blank, for students to compose themselves. Remind them that they can use vocabulary from all other wordbanks, or use the Glossary.



### Plenary

Encourage students to put their storyboards on cycle and listen to each other's work.

### Extension Activities

Students can create their own storyboards featuring different combinations of the characters inviting, accepting or declining invitations to different future events.

**Advanced**

# Describing a Date

## Expectations

**All students will:** show some understanding of the perfect tense; produce simple sentences in the perfect tense, probably with help, chiefly using the first person; understand short, straightforward spoken or written passages, perhaps with visual clues; understand and give simple points of view, initially with prompts.

**Most students will:** understand the difference between present and perfect tenses; ask/understand questions and understand/give answers about past events within their own experience and that of others; understand and express points of view.

**Some students will:** handle most aspects of the perfect tense with confidence and largely correctly; understand texts which use the perfect tense, understand narratives and opinions; justify ideas, opinions and points of view.

## Learning Objectives

Students should learn to:

- know the difference between present and past, by reusing verbs previously encountered in present and perfect tenses
- form regular past participles
- recognise rules about *être* verbs, including rules of past participle agreement, and combine with existing knowledge of perfect tense; to know how to find past participles of irregular verbs
- adapt language encountered so far in this unit to speak or write about a different past event.

## Learning Outcomes

Students will:

- recognise and produce as appropriate all parts of the verb *avoir* (present tense)
- understand the difference between present and past, for example *D'habitude je prends le déjeuner à la cantine, mais hier j'ai mangé chez moi.*

- use the perfect tense (*avoir* verbs) with time phrases, for example *Ma mère a travaillé dans le jardin samedi dernier.*
- understand the use of common *avoir* and *être* verbs, for example *Samedi soir, nous sommes restés à la maison. Papa a joué aux cartes avec ma sœur.*
- distinguish (perhaps with support) between *avoir* and *être* verbs in the perfect tense and say or write, for example *Hier, je suis allé au cinéma où j'ai vu un bon film.*

## Resources

Kar2ouche *Developing French* Content Library

Incomplete storyboard **Nous sommes sortis**

## Activity – Nous sommes sortis

### Introduction

In the following activity students will practise describing a recent date. The T.V. interviewer describes where and when four characters went recently, and students have to work out the correct identity.

### Development

- 1 Students open storyboard **Nous sommes sortis**, and complete it according to the instructions in the Activity Screen.



**What Students See in the Kar2ouche Activity Screen**

- 1 Cliquez sur le storyboard **Nous sommes sortis**.
- 2 Écoutez attentivement les enregistrements.
- 3 Complétez le storyboard avec des cadres montrant les activités de chaque personnage et l'heure appropriée.
- 4 Ajoutez des bulles, en utilisant le passé composé pour décrire ce que les personnages ont fait et avec qui.
- 5 Ajoutez des bulles pour exprimer leurs opinions.

*In Frame 1, the background is a town map. Four of the characters are describing where and when they went recently without revealing their identity. The teenagers are very small, in different places, with a clock with a certain time next to each. The T.V. interviewer is in the foreground.*

*'Hier après-midi, je suis allée en ville avec des copines. Nous avons fait les magasins et bu un coca au club des jeunes. Hier soir après le dîner, j'ai fait mes devoirs et puis je suis allée en ville où j'ai retrouvé une copine au café à huit heures, et puis nous sommes allés au cinéma où nous avons vu un bon film. C'était fantastique, parce que j'adore les films d'horreur.'*

*'Samedi dernier à dix heures et demie, je suis allé au parc où j'ai joué au foot avec mes amis et, après, j'ai mangé une pizza en ville avec des copains. L'après-midi vers trois heures et demie, je suis allé à la piscine avec mon frère. C'était génial, parce que j'aime nager. Finalement, je suis allé au club des jeunes où j'ai joué au ping-pong et écouté de la musique.'*



*' Mercredi matin à dix heures, je suis allé au club des jeunes où j'ai joué aux cartes avec un copain et, après, j'ai écouté de la musique. C'était super, parce que j'adore la musique. À deux heures de l'après-midi, je suis allé en ville et j'ai mangé au café et, après ça, je suis allé à la piscine.'*

*' Lundi dernier, je suis allée au club des jeunes où j'ai lu des magazines et écouté de la musique. Ensuite, je suis allée en ville où j'ai fait des achats pour ma mère et, à quatre heures, je suis allée au parc avec un copain. Nous avons fait une promenade avec mon chien et acheté une glace. C'était vraiment bon.'*

### **Plenary**

Ask students to compare their storyboard with a partner to see if they are the same.

### **Extension Activity**

Students create another storyboard with different combinations of characters meeting at different places, on other days. Speech bubbles could be in the past tense and thought bubbles in the present tense, to express opinions.

# Unit 4 Word Bank

## I. Useful phrases and key vocabulary

### Beginner

French	English
qu'est-ce que tu fais quand tu es libre?	what do you do in your free time?
j'écoute de la musique	I listen to music
je dois	I have to
je dors	I sleep
je fais de l'athlétisme	I do athletics
je fais de l'équitation	I do horse riding
je fais de la gymnastique	I do gymnastics
je fais de la natation	I do swimming
je fais de la planche à voile	I do windsurfing
je fais du judo	I do judo
je fais du patin à roulettes	I do roller skating
je fais du ski	I do skiing
je fais du vélo	I do cycling
je joue au badminton	I play badminton
je joue au basket	I play basketball
je joue au foot	I play football
je joue au hockey	I play hockey
je joue au ping-pong	I play table tennis
je joue au rugby	I play rugby
je joue au tennis	I play tennis

French	English
je joue au volley	I play volley ball
je joue aux cartes	I play cards
je joue sur l'ordinateur	I play on the computer
je lis	I read
je mange	I eat
je ne ... pas	I don't
je ne fais rien	I don't do anything
je peux	I can
je regarde des vidéos	I watch videos
je regarde la télé	I watch TV
je rentre	I go home
je reste à la maison	I stay at home
je sors	I go out
je vais à la pêche	I go fishing
je vais au cinéma	I go to the cinema
je vais chez mes copains	I go to my friends
je vais chez mes grands-parents	I go to my grand-parents
je vais en ville	I go into town
je veux	I want
je voudrais	I would like

### Intermediate

French	English
tu veux aller à la pêche?	do you want to go fishing?
tu veux aller au cinéma?	do you want to go to the cinema?
tu veux aller chez des copains?	do you want to go to friends?
tu veux aller chez tes grands-parents?	do you want to go to your grand-parents?
tu veux aller en ville?	do you want to go into town?
tu veux écouter de la musique?	do you want to listen to music?
tu veux faire de l'athlétisme?	do you want to practise athletics?
tu veux faire de l'équitation?	do you want to go horse riding?
tu veux faire de la gymnastique?	do you want to do gymnastics?
tu veux faire du judo?	do you want to do judo?
tu veux faire de la natation?	do you want to go swimming?
tu veux faire du patin à roulettes?	do you want to go roller skating?
tu veux faire de la planche à voile?	do you want to go windsurfing?
tu veux faire des promenades?	do you want to go for walks?
tu veux faire du ski?	do you want to go skiing?

French	English
tu veux faire du vélo?	do you want to go cycling?
tu veux jouer au badminton?	do you want to play badminton?
tu veux jouer au basket?	do you want to play basketball?
tu veux jouer aux cartes?	do you want to play cards?
tu veux jouer au foot?	do you want to play football?
tu veux jouer au hockey?	do you want to play hockey?
tu veux jouer sur l'ordinateur?	do you want to play on the computer?
tu veux jouer au ping-pong?	do you want to play table tennis?
tu veux jouer au rugby?	do you want to play rugby?
tu veux jouer au tennis?	do you want to play tennis?
tu veux jouer au volley?	do you want to play volley ball?
tu veux regarder la télé?	do you want to watch tv?
tu veux regarder des vidéos?	do you want to watch videos?

**Advanced**

French	English
j'ai acheté une glace	I bought an ice cream
je suis allé au club des jeunes	I went to the youth club
je suis allée au club des jeunes	I went to the youth club
je suis allé au parc	I went to the park
je suis allée au parc	I went to the park
j'ai bu une limonade	I drank a lemonade
j'ai écouté de la musique	I listened to music
j'ai fait les courses	I did the shopping

French	English
j'ai fait mes devoirs	I did homework
j'ai fait une excursion	I went on a trip
j'ai fait une promenade	I went for a walk
j'ai fait du vélo	I went cycling
j'ai joué sur l'ordinateur	I played on the computer
j'ai mangé des frites	I ate chips
j'ai regardé la télé	I watched TV
je suis resté à la maison	I stayed at home
je suis restée à la maison	I stayed at home

**2. Verbs – including tenses****Beginner**

French	English
<b>Regular verbs: er</b>	<b>Regular verbs</b>
jouer	to play
je joue	I play
je joue	I am playing
tu joues	you play
tu joues	you are playing
il joue	he plays
il joue	he is playing
elle joue	she plays
elle joue	she is playing

French	English
<b>Regular verbs: er</b>	<b>Regular verbs</b>
nous jouons	we play
nous jouons	we are playing
vous jouez	you play
vous jouez	you are playing
ils jouent	they play
ils jouent	they are playing
elles jouent	they play
elles jouent	they are playing

**Intermediate**

French	English
<b>Regular verbs: ir</b>	<b>Regular verbs</b>
finir	to finish
je finis	I finish
je finis	I am finishing
tu finis	you finish
tu finis	you are finishing
il finit	he finishes
il finit	he is finishing
elle finit	she finishes
elle finit	she is finishing
nous finissons	we finish
nous finissons	we are finishing
vous finissez	you finish
vous finissez	you are finishing
ils finissent	they finish
ils finissent	they are finishing
elles finissent	they finish
elles finissent	they are finishing
<b>Regular verbs: ir</b>	<b>Regular verbs</b>
sortir	to go out
je sors	I go out
je sors	I am going out
tu sors	you go out
tu sors	you are going out
il sort	he goes out
il sort	he is going out
elle sort	she goes out
elle sort	she is going out

French	English
<b>Regular verbs: ir</b>	<b>Regular verbs</b>
nous sortons	we go out
nous sortons	we are going out
vous sortez	you go out
vous sortez	you are going out
ils sortent	they go out
ils sortent	they are going out
elles sortent	they go out
elles sortent	they are going out
<b>Regular verbs: re</b>	<b>Regular verbs</b>
répondre	to reply
je réponds	I reply
je réponds	I am replying
tu réponds	you reply
tu réponds	you are replying
il répond	he replies
il répond	he is replying
elle répond	she replies
elle répond	she is replying
nous répondons	we reply
nous répondons	we are replying
vous répondez	you reply
vous répondez	you are replying
ils répondent	they reply
ils répondent	they are replying
elles répondent	they reply
elles répondent	they are replying

**Beginner**

French	English
<b>Irregular verbs</b>	<b>Irregular verbs</b>
aller	to go
je vais	I go
je vais	I am going
tu vas	you go
tu vas	you are going
il va	he goes
il va	he is going
elle va	she goes
elle va	she is going
nous allons	we go
nous allons	we are going
vous allez	you go
vous allez	you are going
ils vont	they go
ils vont	they are going
elles vont	they go
elles vont	they are going

French	English
<b>Irregular verbs</b>	<b>Irregular verbs</b>
faire	to do
je fais	I do
je fais	I am doing
tu fais	you do
tu fais	you are doing
il fait	he does
il fait	he is doing
elle fait	she does
elle fait	she is doing
nous faisons	we do
nous faisons	we are doing
vous faites	you do
vous faites	you are doing
ils font	they do
ils font	they are doing
elles font	they do
elles font	they are doing

**Intermediate**

French	English
<b>Irregular verbs</b>	<b>Irregular verbs</b>
je dois	I have to
je peux	I can
je veux	I want
je voudrais	I would like
<b>Infinitives</b>	<b>Infinitives</b>
aller	to go
dormir	to sleep
écouter	to listen

French	English
<b>Infinitives</b>	<b>Infinitives</b>
faire	to do
jouer	to play
lire	to read
manger	to eat
regarder	to watch
rentrer	to go back
rester	to stay
sortir	to go out

**Advanced**

French	English
<b>Perfect tense: auxiliary verb avoir</b>	<b>Perfect tense: auxiliary verb to have</b>
j'ai	I have
tu as	you have
il a	he has
elle a	she has
nous avons	we have
vous avez	you have
ils ont	they have
elles ont	they have
<b>Past participles with avoir</b>	<b>Past participles with to have</b>
acheté	bought
bu	drunk
écouté	listened
fait	done
joué	played
mangé	eaten
regardé	watched

French	English
<b>Perfect tense: auxiliary verb être</b>	<b>Perfect tense: auxiliary verb to be</b>
je suis	I am
tu es	you are
il est	he is
elle est	she is
nous sommes	we are
vous êtes	you are
ils sont	they are
elles sont	they are
<b>Past participles with être</b>	<b>Past participles with to be</b>
allé	gone
allée	gone
allés	gone
allées	gone
resté	stayed
restée	stayed
restés	stayed
restées	stayed

### 3. Attitudes and opinions

#### Beginner

French	English
comment trouves-tu ...?	what do you think of ...?
elle n'aime pas	she doesn't like
elle va	she is going
est-ce que tu aimes ...?	do you like ...?
il n'aime pas	he doesn't like
il va	he is going
j'adore	I love
j'aime	I like
je déteste	I hate
je n'aime pas	I don't like

French	English
je préfère	I prefer
qu'est-ce que tu aimes faire?	what do you like to do?
qu'est-ce que tu préfères comme passe-temps?	which pastime do you prefer?
que penses-tu de ...?	what do you think of ...?
que fais-tu?	what do you do?
que fais-tu?	what are you doing?
vas-tu ...?	are you going ...?

#### Intermediate

French	English
bien sûr	of course
bof	not great
bonne idée	good idea
certainement	certainly
d'accord	ok
désolé, je ne peux pas	sorry, I can't
désolée, je ne peux pas	sorry, I can't
j'ai mal à la tête	I have a headache
je fais du baby-sitting	I am babysitting
je fais mes devoirs	I am doing my homework

French	English
je suis enrhumé	I have a cold
je suis enrhumée	I have a cold
je vais chez mes grands-parents	I am going to my grandparents
non	no
non, je n'ai pas envie	no, I don't want to
oui, je veux bien	yes, I want to
pas tellement	not really

### 4. Adjectives/adverbs

#### Beginner

French	English
difficile	difficult
ennuyeux	boring
facile	easy
génial	brilliant
intéressant	interesting

French	English
moche	rotten
nul	rubbish
ok	ok
super	great

#### Intermediate

French	English
assez	quite
très	very
trop	too

French	English
un peu	a little
vraiment	really

#### Advanced

French	English
aussi	as well
moins	less

French	English
plus	more
que	than

### 5. Words relating to time, sequences and numbers

#### Beginner

French	English
combien de fois par semaine?	how many times a week?
une fois	once
deux fois	twice
trois fois	three times
par semaine	per week
quelquefois	sometimes
souvent	often
tous les jours	every day

French	English
le week-end	at the weekend
le week-end prochain	next weekend
le matin	in the morning
l'après-midi	in the afternoon
le soir	in the evening
la nuit	at night
le samedi	on Saturday
le dimanche	on Sunday

**Intermediate**

French	English
ce week-end	this weekend
ce matin	this morning
cet après-midi	this afternoon
ce soir	this evening
vendredi après-midi	Friday afternoon
samedi matin	Saturday morning
dimanche soir	Sunday evening

French	English
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
à six heures	at six o'clock

**Advanced**

French	English
<i>l'heure</i>	<i>time</i>
il est une heure	it is one o'clock
il est deux heures	it is two o'clock
il est deux heures cinq	it is five past two
il est deux heures dix	it is ten past two
il est deux heures et quart	it is quarter past two
il est deux heures vingt	it is twenty past two
il est deux heures vingt-cinq	it is twenty five past two
il est deux heures et demie	it is half past two
il est trois heures moins vingt-cinq	it is twenty five to three
il est trois heures moins vingt	It is twenty to three
il est trois heures moins le quart	it is quarter to three
il est trois heures moins dix	it is ten to three
il est trois heures moins cinq	it is five to three
il est midi	it is midday
il est minuit	it is midnight
il est midi et demi	it is half past midday

French	English
<i>l'heure</i>	<i>time</i>
il est minuit et demi	it is half past midnight
à une heure	at one o'clock
à deux heures	at two o'clock
à midi	at midday
à minuit	at midnight
après	after
ensuite	next
finalement	finally
puis	then
aujourd'hui	today
le matin	in the morning
l'après-midi	in the afternoon
le soir	in the evening
ce week-end	this weekend
ce matin	this morning
cet après-midi	this afternoon
ce soir	this evening
vendredi après-midi	Friday afternoon
samedi matin	Saturday morning
dimanche soir	Sunday evening

**6. Connectives and prepositions****Beginner**

French	English
à	at
avec	with
mais	but

French	English
où	where
parce que	because

**Intermediate**

French	English
puis	then
pour	for

French	English
pourquoi?	why?
quand	when

**Advanced**

French	English
après	after
d'abord	first of all
déjà	already
donc	therefore, so

French	English
enfin	at last
ensuite	next
finalement	finally

## Unit 5 Mes vacances

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### **Overview of Suggested Tasks**

**Beginner** Giving the weather forecast referring to countries, capitals, weather and compass points.

**Intermediate** Asking where places are in a town and giving directions.

**Advanced** Describing a journey.

**Beginner**

# The Weather Forecast

## Expectations

**All students will:** understand a limited range of language dealing with other European countries, capitals, weather and compass points; speak about some aspects of other European countries using simple phrases, with support.

**Most students will:** understand spoken language dealing with aspects of other European countries, capitals, weather and compass points.

**Some students will:** listen to, read and understand texts about other European countries, capitals, weather and compass points; understand and give more detailed weather reports in both speech and writing.

## Learning Objectives

Students should learn to:

- understand and give factual information about countries in Europe
- understand and talk about the weather
- use French in progressively more demanding contexts, for example a simulated weather report.

## Learning Outcomes

Students will:

- use *le/la* + country names
- ask/answer questions, for example *Quelle est la capitale de la Belgique? C'est Bruxelles.*
- understand and produce simple phrases about the weather
- prepare and deliver an oral presentation about the weather.

## Resources

Kar2ouche *Developing French* Content Library

Incomplete storyboard **La météo**

## Activity – La météo

### Introduction

In the following activities the characters give weather reports for the region of France and for Europe as a part of their European week. They stand in front of a large map of Europe (see Unit 2) and give their weather reports. Symbols for different types of weather can be added to the map from the props as each person gives their report.

### Development

- 1 Students open the incomplete storyboard **La météo**. You may wish to remind students how to introduce a country, and refer back to Unit 2.



**What Students See in the Kar2ouche Activity Screen**

- 1 Open the Kar2ouche storyboard **La météo**. Complete the frame by adding speech bubbles and text from the wordbank and appropriate weather symbols from the props palette.

*In Frame 1 Christian is standing in front of a large map of France. He gives the weather forecast for the regions: 'Dans le nord, il pleut. Dans l'ouest, il y a du vent. Dans le sud, il fait beau. Dans l'est, il y a du soleil. Dans les Alpes, il neige. Dans le centre, il y a des orages. À Paris, il y a du brouillard.'*

*In Frames 2-6 there is a large map of Europe, with a different character standing in front. In turn, they are going to describe the weather in a different country.*

- 2 Complete each frame by adding a speech bubble containing a description of the weather in different parts of each country. Add weather symbols as appropriate.
- 3 Place a second character in each frame, who asks geographical questions such as 'Quelle est la capitale de la Belgique?' Answers could be verbal or in the form of props. Students could record their conversations.

### Plenary

Encourage students to present their own storyboard to the class using a large screen or to small groups on individual machines. More confident students will be able to give live presentations, rather than rely on the text/audio in the storyboard.

### Extension Activity

Students could refer to a number of national newspapers and then produce a Powerpoint presentation for the weather forecast in Europe during the previous week. They should import images from Kar2ouche to illustrate the presentation.

## Intermediate

# Asking for and Giving Directions

## Expectations

**All students will:** understand and use simple language to describe locations and directions; use a more limited range of language for giving simple instructions and asking questions, with prompts or support; take part in simple scripted role plays.

**Most students will:** understand, ask for and give information about places, and ask for and give directions to them; understand and use a range of question forms and instructions.

**Some students will:** understand, ask and talk about locations and directions; give precise locations and directions using a range of language including more complex sentence structure.

## Learning Objectives

Students should learn to:

- ask/answer questions about locations
- develop accuracy with *du/de la*
- use different interrogatives
- understand and use ordinal numbers
- give directions using imperatives (second person plural)
- increase length and complexity of spoken and written work.

## Learning Outcomes

Students will:

- ask and answer questions, for example *C'est où, le cinéma ? C'est dans la deuxième rue à gauche*, and use prepositions with *de* correctly, for example *en face de l'hôpital*
- form questions accurately and understand precise locations
- vary question forms, for example *Est-ce qu'il y a un café près d'ici, s'il vous plaît? Il y a un café près d'ici, s'il vous plaît?*
- distinguish between cardinal and ordinal numbers used in appropriate contexts, for example *Prenez la troisième rue à droite*.
- understand and follow directions
- use imperatives to give instructions/directions

- understand concept of and structure of second person imperatives (plural)
- direct others around a location using a range of language, for example *Allez à la poste. Descendez la rue de la gare; à 100 mètres à droite, il y a la mairie et l'office du tourisme.*

## Resources

Kar2ouche *Developing French* Content Library

Incomplete storyboard **Pour aller à...?**

## Activity – Pour aller à ...?

### Introduction

In the following activities students practise asking for, and giving directions.

### Development

- 1 Students should open the incomplete storyboard **Pour aller à...?**



**What Students See in the Kar2ouche Activity Screen**

- 1 Open the Kar2ouche storyboard **Pour aller à...?**  
*In Frame 1 Sébastien and Corinne are standing in front of a large sketch map of a town with blank boxes to represent specific places in a town, some key places are already labelled.*  
*Sébastien: 'Pour aller à la poste, s'il vous plaît?'*  
*Corinne: 'Allez tout droit, prenez la première rue à droite et la poste est à gauche en face du supermarché.'*
- 2 Shrink Sébastien so that he fits on to the map at the destination he is asking about.
- 3 Work the route back with lots of tiny arrows from the props palette. Add a text box with a commentary of the route taken (second person plural of the present tense).  
*In Frame 2 Nicole and Christian have a similar conversation:*  
*Nicole: 'Pour aller à l'hôpital, s'il vous plaît?'*  
*Christian: 'Allez tout droit, prenez la deuxième rue à gauche et l'hôpital est à droite.'*
- 4 Shrink Nicole and complete the frame as you did for Frame 1.  
*In Frame 3 Luc and Sophie have a similar conversation:*  
*Luc: 'Est-ce qu'il y a une banque près d'ici?'*  
*Sophie: 'Tournez à gauche, puis allez tout droit et prenez la deuxième rue à gauche après le jardin public, et la banque est à droite en face du musée.'*
- 5 Shrink Luc and complete the storyboard, as before.

### Plenary

On a large screen ask for directions from one place on the map to another. And ask different students to give instructions.

## Extension Activities

- This activity can be done in pairs. Print out the wordbank for each pair or use dictionaries, glossaries available in existing text books. Give each pair the name of a destination somewhere in the school. Put this in an envelope so that only one of the pair can see it. The person looking at the destination should direct the other student, the searcher, in French to the designated location, using the wordbank words for guidance as necessary. The one following the instructions should write down in English what they think they have been told, in case they go wrong, and need to retrace their steps. If they get lost, they need to discuss back in class where they went wrong and why.
- Students could create their own conversations based on the map using more varied language.

**Advanced**

# Describing a Journey

## Expectations

**All students will:** understand and use a limited range of language to do with visits at home and abroad; carry out tasks which are less wide-ranging in scope, for example shorter and more guided spoken exchanges.

**Most students will:** understand and use language to do with visits at home and abroad, developing greater independence in usage of tenses and other language skills; understand and use, in speaking and writing, more complex sentence structure; ask a range of questions.

**Some students will:** use tenses with increasing confidence, applying their knowledge to contexts within the unit.

## Learning Objectives

Students should learn to:

- understand language, heard or read, about a trip or holiday abroad
- ask about details of a previous holiday
- express preferences about different aspects of a holiday, giving reasons which involve using the comparative and superlative.

## Learning Outcomes

Students will:

- understand a spoken or written narrative and note main points, for example types of activities, and details. They can also understand differences in form and meaning between present and past tenses
- ask a range of questions prepared in advance, orally and in writing, for example (*Est-ce que*) *tu es allé(e) en France?*
- state preferences with reasons, using comparative forms, for example *Je préfère voyager en train, parce que c'est plus rapide que la voiture et moins fatigant.*

## Resources

Kar2ouche *Developing French* Content Library

Incomplete storyboard **Une visite**

## Activity – Une visite

### Introduction

In the following activity, students will construct routes and journey details, including the reasons for certain choices. It is an opportunity to use comparisons and opinions, for example I like a bus because..., a plane because... and build these into full descriptions.

### Development

- 1 Students look at the incomplete storyboard **Une visite**.
- 2 Encourage students to complete Frame 1, then discuss this with them before you let them go ahead with the other frames for the other characters, which can be much more detailed.
- 3 They can make journeys for the other characters (including who they went with) using weather symbols, clocks, etc. Use the first person singular or plural voice.



**What Students See in the Activity Screen**

1 Cliquez sur le storyboard **Une visite**.  
*Frame 1 features a map of Europe with the outline of a journey marked. Below the map there is a line of symbols, times and places, summarising the stages of the journey, for example*

8.00 Mardi
→
12.30 Paris

2 Regardez le premier cadre . Vous avez deux choix.

**Choix A:** Vous pouvez écouter l'enregistrement où Sébastien décrit son voyage en utilisant le passé composé.

*Sébastien: 'La semaine dernière, je suis allé en France. J'ai quitté la maison mardi à huit heures du matin et j'ai pris l'autobus pour aller à l'aéroport où j'ai pris l'avion pour Paris. Je préfère voyager en avion, parce que c'est plus rapide que la voiture et moins fatigant. Je suis parti à midi et demi et je suis arrivé en France une heure plus tard. Le voyage était agréable et il faisait plus beau à Paris qu'en Angleterre. Le mercredi j'ai visité la Tour Eiffel et Notre Dame. Je suis revenu le vendredi à sept heures du soir.'*

Faites un résumé. Utilisez vos propres mots.

**Choix B:** Vous pouvez créer une carte postale pour le premier cadre. Dans le deuxième cadre, décrivez le voyage en utilisant le passé composé et le futur proche. Ecrivez 100 mots.

**Plenary**

The whole class could reconstruct one of their journeys from memory. They could also do this as a role play activity.

Students who opted for choice B can print out their postcard and describe it from memory.

**Extension Activity**

Students select symbols from Kar2ouche props to build up a diagram of a journey they have made and then record a description of this journey and add speech bubbles containing this description.

The activity can also be extended into a writing exercise.

# Unit 5 Word Bank

## I. Useful phrases and key vocabulary

### Beginner

French	English
L'Allemagne	Germany
L'Angleterre	England
L'Autriche	Austria
Belfast	Belfast
La Belgique	Belgium
Berlin	Berlin
Berne	Bern
Bruxelles	Brussels
Cardiff	Cardiff
Dublin	Dublin
L'Écosse	Scotland
Edimbourg	Edinburgh
L'Espagne	Spain
La France	France
La Grande-Bretagne	Great Britain
L'Irlande	Ireland
L'Irlande du Nord	Northern Ireland
L'Italie	Italy
Lisbonne	Lisbon
Londres	London
Madrid	Madrid
Paris	Paris
Le pays de Galles	Wales
Le Portugal	Portugal
Rome	Rome
La Suisse	Switzerland
Vienne	Vienna
dans les Alpes	in the Alps

French	English
dans le centre	in the centre
dans l'est	in the east
dans le nord	in the north
dans l'ouest	in the west
dans le sud	in the south
au bord de la mer	on the coast
à la montagne	in the mountains
à la campagne	in the countryside
en ville	in town
à	to
à	at
en	in
la météo	the weather
quel temps fait-il?	what is the weather like?
il y a du brouillard	it is foggy
il y a du soleil	it is sunny
il y a du vent	it is windy
il y a des orages	there are storms
il pleut	it's raining
il neige	it's snowing
il fait chaud	it's hot
il fait froid	it's cold
il fait beau	it's fine
il fait mauvais	it's bad weather
il y a du brouillard	it is foggy
il y a du soleil	it is sunny
il y a du vent	it is windy
il y a des orages	there are storms

### Intermediate

French	English
est-ce qu'il y a ... près d'ici?	is there ... near here?
c'est où...?	where is...?
c'est où l'arrêt de bus?	where is the bus stop?
c'est où la banque?	where is the bank?
c'est où la boulangerie?	where is the baker's?
c'est où le café?	where is the café?
c'est où la cathédrale?	where is the cathedral?
c'est où le centre commercial?	where is the shopping centre?
c'est où le cinéma?	where is the cinema?
c'est où le commissariat?	where is the police station?
c'est où l'église?	where is the church?
c'est où la forêt?	where is the forest?
c'est où la gare?	where is the station?
c'est où l'hôpital?	where is the hospital?
c'est où l'hôtel?	where is the hotel?
c'est où l'hôtel de ville?	where is the town hall?
c'est où le jardin public?	where is the park?
c'est où les magasins?	where are the shops?
c'est où la mairie?	where is the town hall?

French	English
c'est où le marché?	where is the market?
c'est où la mosquée?	where is the mosque?
c'est où le musée?	where is the museum?
c'est où l'office du tourisme?	where is the tourist information office?
c'est où le parking?	where is the car park?
c'est où la piscine?	where is the swimming pool?
c'est où le pont?	where is the bridge?
c'est où le port?	where is the port?
c'est où la poste?	where is the post office?
c'est où le restaurant?	where is the restaurant?
c'est où la rivière?	where is the river?
c'est où le stade?	where is the stadium?
c'est où le supermarché?	where is the supermarket?
c'est où le théâtre?	where is the theatre?
pour aller... ?	how do I get to the...?
pour aller à l'arrêt de bus?	how do I get to the bus stop?
pour aller à la banque	how do I get to the bank?

**Intermediate**

French	English
pour aller à la boulangerie?	how do I get to the baker's?
pour aller au café?	how do I get to the café?
pour aller à la cathédrale?	how do I get to the cathedral?
pour aller au centre commercial?	how do I get to the shopping centre?
pour aller au cinéma?	how do I get to the cinema?
pour aller au commissariat?	how do I get to the police station?
pour aller à l'église?	how do I get to the church?
pour aller à la forêt?	how do I get to the forest?
pour aller à la gare?	how do I get to the station?
pour aller à l'hôtel?	how do I get to the hotel?
pour aller à l'hôtel de ville?	how do I get to the town hall?
pour aller à l'hôpital?	how do I get to the hospital?
pour aller au jardin public?	how do I get to the park?
pour aller aux magasins?	how do I get to the shops?
pour aller à la mairie?	how do I get to the town hall?
pour aller au marché?	how do I get to the market?
pour aller à la mosquée?	how do I get to the mosque?
pour aller au musée?	how do I get to the museum?
pour aller à l'office de tourisme?	how do I get to the tourist information office?

French	English
pour aller au parking?	how do I get to the car park?
pour aller à la piscine?	how do I get to the swimming pool?
pour aller au pont?	how do I get to the bridge?
pour aller au port?	how do I get to the port?
pour aller à la poste?	how do I get to the post office?
pour aller au restaurant?	how do I get to the restaurant?
pour aller à la rivière?	how do I get to the river?
pour aller au stade?	how do I get to the stadium?
pour aller au supermarché?	how do I get to the supermarket?
pour aller au théâtre?	how do I get to the theatre?
allez tout droit	go straight on
tournez à gauche	turn left
tournez à droite	turn right
prenez la première rue à gauche	take the first road on the left
prenez la première rue à droite	take the first road on the right
prenez la deuxième rue à gauche	take the second road on the left
prenez la deuxième rue à droite	take the second road on the right
prenez la troisième rue à gauche	take the third road on the left
prenez la troisième rue à droite	take the third road on the right

**Advanced**

French	English
à quelle heure es-tu parti?	what time did you leave?
à quelle heure es-tu partie?	what time did you leave?
comment as-tu voyagé?	how did you travel?
avec qui y es-tu allé?	who did you go with?
avec qui y es-tu allée?	who did you go with?
quel temps faisait-il?	what was the weather like?
quand es-tu arrivé?	when did you arrive?
quand es-tu arrivée?	when did you arrive?
qu'est-ce que tu as fait?	what did you do?

French	English
en autobus	by bus
en train	by train
en avion	by plane
en voiture	by car
en bateau	by boat
le voyage	the journey
la traversée	the crossing
c'était	it was
il y avait	there was
il faisait beau	it was fine

**2. Verbs – including tenses**

**Intermediate**

French	English
<i>Imperatives</i>	<i>Imperatives</i>
allez	go
descendez	go down
montez	go up

French	English
<i>Imperatives</i>	<i>Imperatives</i>
prenez	take
tournez	turn
traversez	cross

## Advanced

French	English
<b>Perfect tense: auxiliary verb avoir</b>	<b>Perfect tense: auxiliary verb to have</b>
j'ai	I have
tu as	you have
il a	he has
elle a	she has
nous avons	we have
vous avez	you have
ils ont	they have
elles ont	they have
<b>Past participles with avoir</b>	<b>Past participles with to have</b>
acheté	bought
bu	drunk
écouté	listened
fait	done
joué	played
lu	read
mangé	eaten
pris	taken
quitté	left
regardé	watched
visité	visited
vu	seen
<b>Perfect tense: auxiliary verb être</b>	<b>Perfect tense: auxiliary verb to be</b>
je suis	I am
tu es	you are
il est	he is
elle est	she is
nous sommes	we are
vous êtes	you are
ils sont	they are
elles sont	they are
<b>Past participles with être</b>	<b>Past participles with to be</b>
allé	gone
allée	gone
allés	gone
allées	gone
descendu	went down
descendue	went down
descendus	went down
descendu	got off
descendue	got off
descendus	got off
descendues	got off
monté	went up
montée	went up
montés	went up
montées	went up
monté	got on
montée	got on
montés	got on
montées	got on

French	English
<b>Past participles with être</b>	<b>Past participles with to be</b>
parti	left
partie	left
partis	left
parties	left
rentré	gone home
rentrée	gone home
rentrés	gone home
rentrées	gone home
resté	stayed
restée	stayed
restés	stayed
restées	stayed
retourné	gone back
retournée	gone back
retournés	gone back
retournées	gone back
sorti	gone out
sortie	gone out
sortis	gone out
sorties	gone out
<b>Reflexive verbs in perfect tense</b>	<b>Reflexive verbs in perfect tense</b>
je me suis arrêté	I stopped
je me suis arrêtée	I stopped
tu t'es arrêté	you stopped
tu t'es arrêtée	you stopped
il s'est arrêté	he stopped
il s'est arrêtée	he stopped
elle s'est arrêté	she stopped
elle s'est arrêtée	she stopped
nous nous sommes arrêtés	we stopped
nous nous sommes arrêtées	we stopped
vous vous êtes arrêtés	you stopped
vous vous êtes arrêtées	you stopped
ils se sont arrêtés	they stopped
elles se sont arrêtées	they stopped
ils se sont arrêtés	they stopped
elles se sont arrêtées	they stopped
<b>Past participles of reflexive verbs</b>	<b>Past participles of reflexive verbs</b>
dépêché	hurried
dépêchés	hurried
dépêchée	hurried
dépêchées	hurried
levé	got up
levés	got up
levée	got up
levées	got up
promené	gone for a walk
promenés	gone for a walk
promenée	gone for a walk
promenées	gone for a walk

### 3. Attitudes and opinions

#### Beginner

French	English
amusant	fun
c'est	it is
c'était	it was
difficile	difficult
ennuyeux	boring
facile	easy
génial	brilliant
intéressant	interesting
je préfère	I prefer

French	English
moche	rotten
nul	rubbish
OK	Ok
parce que	because
pourquoi?	why?
que penses-tu de...?	what do you think of ...?
super	great
tu aimes ...?	do you like ...?
tu préfères ...?	do you prefer ...?

#### Advanced

French	English
aussi ... que	as ... as
il faisait plus beau à	it was nicer in
la meilleure	the best
le meilleur	the best
la moins	the least
le moins	the least
la pire	the worst
le pire	the worst

French	English
la plus	the most
le plus	the most
meilleur que	better than
moins ... que	less ... than
pire que	worse than
plus ... que	more ... than
vraiment	really

### 4. Adjectives/adverbs

#### Beginner

French	English
assez	quite
difficile	difficult
ennuyeuse	boring
ennuyeux	boring
facile	easy
génial	brilliant
géniale	brilliant
intéressant	interesting
intéressante	interesting

French	English
moche	rotten
nul	rubbish
nulle	rubbish
ok	ok
super	great
très	very
trop	too
un peu	a little
vraiment	really

#### Advanced

French	English
agréable	pleasant
aussi	as well
beau	beautiful
belle	beautiful
bon	good
bonne	good
calme	calm
confortable	comfortable
content	pleased
contente	pleased
fantastique	fantastic

French	English
fatigant	tiring
fatigante	tiring
heureuse	happy
heureux	happy
mauvais	bad
mauvaise	bad
moins	less
plus	more
que	than
rapide	fast

## 5. Words relating to time, sequences and numbers

### Beginner

French	English
<b>Les jours de la semaine</b>	<b>Days of the week</b>
dimanche	Sunday
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
<b>l'heure</b>	<b>time</b>
il est une heure	it is one o'clock
il est deux heures	it is two o'clock
il est deux heures cinq	it is five past two
il est deux heures dix	it is ten past two
il est deux heures et quart	it is quarter past two
il est deux heures vingt	it is twenty past two
il est deux heures vingt-cinq	it is twenty five past two
il est deux heures et demie	it is half past two
il est trois heures moins vingt-cinq	it is twenty five to three
il est trois heures moins vingt	it is twenty to three
il est trois heures moins le quart	it is quarter to three

French	English
<b>l'heure</b>	<b>time</b>
il est trois heures moins dix	it is ten to three
il est trois heures moins cinq	it is five to three
il est midi	it is midday
il est minuit	it is midnight
il est midi et demi	it is half past midday
il est minuit et demi	it is half past midnight
à une heure	at one o'clock
à deux heures	at two o'clock
à midi	at midday
à minuit	at midnight
après	after
ensuite	next
finalement	finally
puis	then
aujourd'hui	today
hier	yesterday
demain	tomorrow
le matin	in the morning
l'après-midi	in the afternoon
le soir	in the evening

### Advanced

French	English
depuis	since
pendant	during
pour	for
hier	yesterday

French	English
la semaine dernière	last week
l'année dernière	last year
pendant les vacances	during the holidays

## 6. Connectives and prepositions

### Intermediate

French	English
à côté de la	next to the
à côté des	next to the
à côté du	next to the
après	after
c'est	It's
dans	in
dans la rue ...	in ... street
derrière	behind

French	English
devant	in front of
en face de la	opposite the
en face des	opposite the
en face du	opposite the
entre ... et ...	between ...and
sur la place de la ...	on the ... square
sur la place des ...	on the ... square
sur la place du ...	on the ... square

### Advanced

French	English
après	after
d'abord	first of all
déjà	already
donc	therefore, so
enfin	at last
ensuite	next
finalement	finally

French	English
mais	but
où	where
parce que	because
pour	for
pourquoi?	why?
puis	then
quand	when

# Appendices

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# Appendix I Scenarios

Unit/Activity	Character	Script
<b>Unit 1 Beginner</b> <i>Je me présente</i>	Frame 1 Christian	'Salut. Je m'appelle Christian. Ça va?'
<b>Unit 1 Intermediate</b> <i>Mais Non</i>	Frame 1 Sophie	'J'ai les yeux bleus et les cheveux blonds. Nicole a les yeux marron et les cheveux bruns.'
	Frame 2 Sébastien	'Mais non, Nicole a les yeux noisette et les cheveux châtain.'
	Frame 3 Nicole	'Non, j'ai les yeux verts et les cheveux blonds.'
<b>Unit 1 Intermediate</b> <i>III/Elle est comment?</i>	Frame 1 Sophie	'Il a les cheveux courts et blonds et les yeux bleus, il est grand et très sportif.'
<b>Unit 2 Beginner</b> <i>Coupe d'Europe</i>	Frame 1 Monsieur Marceau	'Comment tu t'appelles?'
	Frame 1 Christian	'Je m'appelle Christian.'
	Frame 2 Monsieur Marceau	'Où habites-tu?'
	Frame 2 Christian	'J'habite à Paris en France.'
	Frame 3 Monsieur Marceau	'De quelle nationalité es-tu?'
	Frame 3 Christian	'Je suis français.'
	Frame 4 Monsieur Marceau	'As-tu des frères et sœurs?'
	Frame 4 Christian	'J'ai un frère et une sœur. Mon frère s'appelle Nicolas et ma sœur s'appelle Amélie.'
	Frame 5 Monsieur Marceau	'As-tu un animal?'
	Frame 5 Christian	'J'ai un chat. Il est noir et blanc.'
<b>Unit 2 Intermediate</b> <i>Ma chambre</i>	Frame 1 Luc	'Dans ma chambre, il y a un lit, une étagère, une armoire, un bureau, une chaîne stéréo, une chaise, une commode et une lampe.'
	Frame 2 Luc	'Sur le lit, il y a des magazines et des CD. Sous le lit, il y a des jeux vidéo. A côté du lit, j'ai une commode. Sur la commode, il y a un réveil et un téléviseur. En face du lit, il y a une table. Sur la table, j'ai un ordinateur et une lampe. Devant la table, il y a une chaise et, derrière la table, il y a une étagère où il y a des livres. Près de la table, il y a une armoire et, dans l'armoire, il y a mes vêtements. Par terre, il y a un tapis et, à la fenêtre, il y a des rideaux.'
<b>Unit 2 Advanced</b> <i>Tu aides à la maison?</i>	Frame 1 Sophie	Tu aides à la maison, Luc?'
	Frame 1 Luc	'Tous les jours, je fais mon lit. Quelquefois je fais la vaisselle et, souvent, je mets la table. Le week-end, je range ma chambre, mais je ne fais jamais la cuisine.'
	Frame 7 Christian	'Qu'est-ce que tu as fait ce week-end?'
	Frame 7 Nicole	'Hier soir avant le dîner, j'ai promené mon chien et j'ai fait mes devoirs. C'était fatigant. Ensuite j'ai mis la table et, après le dîner, j'ai fait la vaisselle. Je déteste ça, parce que c'est ennuyeux. Puis j'ai regardé la télé et j'ai écouté de la musique dans ma chambre. J'adore ça.'

	Frame 14	Corinne	'Qu'est-ce que tu vas faire ce week-end?'
	Frame 14	Sébastien	'S'il fait beau samedi, je vais jouer au foot dans le parc avec mes copains. L'après-midi, je dois faire les courses avec ma mère. Le soir, je vais aller au cinéma avec ma sœur, et puis je vais manger une pizza en ville.'
<b>Unit 3 Beginner</b> <b>Mon emploi du temps</b>	Frame 1	Christian	'Aujourd'hui, j'ai sciences et maths et, après la récréation, j'ai français et puis une heure de dessin. Après le déjeuner, j'ai deux heures de technologie et une heure de musique.'
	Frame 1	Nicole	'C'est lundi.'
<b>Unit 3 Beginner</b> <b>Ma journée préférée</b>	Frame 1	Christian	'Voici mon emploi du temps. Le premier cours commence à huit heures. C'est sciences.'
	Frame 1	Sophie	'Tu aimes les sciences, hein?'
	Frame 2	Christian	'Oui, j'adore les sciences. C'est ma matière préférée. Le deuxième cours commence à neuf heures. C'est maths. Je n'aime pas ça, parce que le prof est nul.'
	Frame 3	Christian	'Après la récréation, j'ai français.'
	Frame 3	Sophie	'Est-ce que tu aimes le français?'
	Frame 3	Christian	'Oui, j'aime le français, parce que c'est facile et je suis fort en français.'
<b>Unit 3 Intermediate</b> <b>Ma routine</b>	Frame 1	Corinne	'Lundi à sept heures et demie, je me réveille. Je n'aime pas ça.'
	Frame 2	Corinne	'Puis, à huit heures moins vingt, je me lève. C'est difficile pour moi.'
	Frame 3	Corinne	'A huit heures moins le quart, je me lave et je m'habille tout de suite.'
	Frame 4	Corinne	'Ensuite, à huit heures, je prends mon petit déjeuner et je quitte la maison à huit heures et quart.'
	Frame 5	Corinne	'J'arrive à l'école vers huit heures et demie.'
	Frame 6	Corinne	'A neuf heures moins dix, j'ai deux heures de maths. Je trouve ça ennuyeux, parce que c'est difficile et inutile.'
<b>Unit 3 Advanced</b> <b>Ma vie à l'école</b>	Frame 1	Interviewer	'Aujourd'hui on va parler de la vie scolaire et on pose des questions aux élèves de quatrième.'
	Frame 2	Interviewer	'Qu'est-ce que tu as fait hier à l'école?'
	Frame 2	Christian	'Hier, j'ai eu un cours de sciences jusqu'à neuf heures. C'était vraiment intéressant, parce que c'est ma matière préférée et le prof est toujours amusant. Après le cours de maths, j'ai retrouvé mes copains dans la cour. A dix heures et quart, après la récréation, je suis allé en cours de français. J'aime le français, parce que c'est facile et je suis fort en français. Ensuite, j'ai eu une heure de dessin et le déjeuner a commencé à midi et quart. Pendant le déjeuner, j'ai fait mes devoirs pour le cours de technologie qui a commencé à deux heures. Je déteste la technologie, parce que c'est ennuyeux. L'après-midi, j'ai eu deux heures de technologie et une heure de musique et je suis rentré à la maison à cinq heures et quart.'
	Frame 3	Interviewer	'Qu'est-ce que tu as fait avant-hier?'
	Frame 4	Interviewer	'Qu'est-ce que tu vas faire demain à l'école?'

	Frame 4	Christian	'J'adore le mardi. Après le cours de maths, je vais avoir un cours de géographie et j'aime ça. Après la récréation, je vais avoir deux heures de sciences. C'est ma matière préférée, parce que c'est utile. Pendant la pause-déjeuner, je vais jouer au foot dans la cour. Après le déjeuner, je vais avoir une heure d'anglais, une heure d'histoire et finalement une heure d'informatique. J'adore aussi l'informatique, parce que ça peut être utile et c'est cool. A cinq heures et quart, après le cours d'informatique, je vais aller à la piscine avec mes copains.'
	Frame 5	Interviewer	'Qu'est-ce que tu vas faire vendredi prochain?'
<b>Unit 4 Beginner</b> <b>Partenaire de</b> <b>rêve 1</b>	Frame 1	Interviewer	'Qu'est-ce que tu fais quand tu es libre, et combien de fois par semaine?'
	Frame 2	Corinne	'Tous les jours j'écoute de la musique, trois fois par semaine je joue au badminton, le week-end je vais au cinéma et je vais en ville. J'adore faire de la natation et je déteste le football.'
	Frame 3	Sophie	'Tous les jours je promène mon chien, deux fois par semaine je vais au club des jeunes et je joue au ping-pong. Le samedi j'aime faire du vélo et du patin à roulettes. Le dimanche je vais chez mes grands-parents et je joue aux cartes.'
	Frame 4	Nicole	'Tous les jours après l'école, je joue sur l'ordinateur et j'aime regarder la télé, parce que j'adore les feuilletons. Quelquefois, je lis des magazines et, le week-end, j'aime aller à la pêche. Je n'aime pas aller en ville, parce que je déteste faire du shopping.'
<b>Unit 4 Beginner</b> <b>Partenaire de</b> <b>rêve 2</b>	Frame 1	Interviewer	'Qu'est-ce que tu fais quand tu es libre, et combien de fois par semaine?'
	Frame 2	Christian	'Après l'école, j'aime aller au parc avec mon chien. Une ou deux fois par semaine, je vais au club des jeunes. J'adore jouer au tennis et au ping-pong. J'aime aussi faire du vélo de temps en temps et, en général le dimanche, je reste à la maison.'
	Frame 3	Sébastien	'Le soir, j'aime regarder des vidéos et jouer sur l'ordinateur. J'aime lire et écouter de la musique. Je déteste aller en ville. Le week-end, je préfère faire des promenades à la campagne et aller à la pêche.'
	Frame 4	Luc	'Moi, je suis assez sportif. J'aime jouer au badminton et faire de la natation, mais je n'aime pas jouer au foot. J'adore aller au cinéma le week-end et écouter de la musique.'
<b>Unit 4 Intermediate</b> <b>Tu es libre ce soir?</b>	Frame 1	Christian	'Salut, Nicole. Tu es libre ce soir? Tu veux aller au cinéma?'
	Frame 1	Nicole	'Je suis désolée. Ce soir, je ne peux pas. Je dois faire mes devoirs.'
	Frame 2	Sébastien	'Salut, Nicole. Tu veux regarder une vidéo ce soir?'
	Frame 2	Nicole	'Désolée. Je dois faire du baby-sitting.'
	Frame 3	Luc	'Salut. Tu veux aller à la discothèque ce soir?'
	Frame 3	Nicole	'Oui, je veux bien.'

<b>Unit 4 Advanced</b> <b>Nous sommes sortis</b>	Frame 1	Nicole	'Hier après- midi, je suis allée en ville avec des copines. Nous avons fait les magasins et bu un coca au club des jeunes. Hier soir après le dîner, j'ai fait mes devoirs et puis je suis allée en ville où j'ai retrouvé une copine au café à huit heures et puis nous sommes allées au cinéma où nous avons vu un bon film. C'était fantastique, parce que j'adore les films d'horreur.'
	Frame 1	Luc	'Samedi dernier à dix heures et demie, je suis allé au parc où j'ai joué au foot avec mes amis et, après, j'ai mangé une pizza en ville avec des copains. L'après-midi vers trois heures et demie, je suis allé à la piscine avec mon frère. C'était génial, parce que j'aime nager. Finalement je suis allé au club des jeunes où j'ai joué au ping-pong et écouté de la musique.'
	Frame 1	Sébastien	'Mercredi matin à dix heures, je suis allé au club des jeunes où j'ai joué aux cartes avec un copain et, après, j'ai écouté de la musique. C'était super, parce que j'adore la musique. À deux heures de l'après-midi, je suis allé en ville et j'ai mangé au café et, après ça, je suis allé à la piscine.'
	Frame 1	Corinne	' Lundi dernier, je suis allée au club des jeunes où j'ai lu des magazines et écouté de la musique. Ensuite, je suis allée en ville où j'ai fait des achats pour ma mère et, à quatre heures, je suis allée au parc avec un copain. Nous avons fait une promenade avec mon chien et acheté une glace. C'était vraiment bon.'
<b>Unit 5 Beginner</b> <b>La météo</b>	Frame 1	Christian	'Dans le nord, il pleut. Dans l'ouest, il y a du vent. Dans le sud, il fait beau. Dans l'est, il y a du soleil. Dans les Alpes, il neige. Dans le centre, il y a des orages. À Paris, il y a du brouillard.'
<b>Unit 5 Intermediate</b> <b>Pour aller à...?</b>	Frame 1	Sébastien	'Pour aller à la poste, s'il vous plaît?'
	Frame 1	Corinne	'Allez tout droit, prenez la première rue à droite et la poste est à gauche en face du supermarché.'
	Frame 2	Nicole	'Pour aller à l'hôpital, s'il vous plaît?'
	Frame 2	Christian	'Allez tout droit, prenez la deuxième rue à gauche et l'hôpital est à droite.'
	Frame 3	Luc	'Est-ce qu'il y a une banque près d'ici?'
	Frame 3	Sophie	'Tournez à gauche, puis allez tout droit et prenez la deuxième rue à gauche après le jardin public, et la banque est à droite en face du musée.'
<b>Unit 5 Advanced</b> <b>Une visite</b>	Frame 1	Sébastien	'La semaine dernière, je suis allé en France. J'ai quitté la maison mardi à huit heures du matin et j'ai pris l'autobus pour aller à l'aéroport où j'ai pris l'avion pour Paris. Je préfère voyager en avion, parce que c'est plus rapide que la voiture et moins fatigant. Je suis parti à midi et demi et je suis arrivé en France une heure plus tard. Le voyage était agréable et il faisait plus beau à Paris qu'en Angleterre. Le mercredi j'ai visité la Tour Eiffel et Notre Dame. Je suis revenu le vendredi à sept heures du soir.'

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## Appendix 2 Kar2ouche and Special Needs

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It may be a truism to say that all children have special educational needs, but it does mean that teachers are always considering ways of differentiating the lessons that they teach in order to meet the requirements of individual pupils. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that the teacher and/or learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely used definition of special needs as referring to those pupils who experience some kind of sensory or learning difficulty, on average 20% of pupils in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

‘From 1988-90 the Palm Project explored the effects of computers on pupils’ autonomy in learning. The project found that pupils not only were more autonomous but also more motivated.’

Glendon Ben Franklin in Leask, M Ed. (2001) *Issues in Teaching Using ICT*, Routledge.

In particular, multi-media products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables pupils to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Special needs children are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often under-developed. In Kar2ouche all of the text is provided with a sound file so that pupils can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a pupil’s vocabulary whilst also increasing his or her attention span. By following the text as they listen, pupils begin to recognise words and are provided with a real context for their learning.

In addition Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way that increases their confidence. ‘Nothing motivates children with special needs more than success, especially when their peer group

can see that success is demonstrated on an equal basis without allowances being made.' (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum) Once confidence has been built, the speech and thought bubbles offer the opportunity for pupils to write in small bite-size chunks. This can be increased gradually by requiring pupils to produce a paragraph in the caption window and subsequently maybe use the writing frames and scaffolds provided in the education support packs that accompany the software.

The sound files and recording facility can therefore be seen to enable the learner to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these pupils found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that, pupils who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by the teacher to encourage collaborative learning thereby supporting these pupils as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group they are then more confident when required to present their ideas to the class or an adult.

For pupils with visual impairment, the teacher can go into the password-protected area to increase the size of the font. The sound files also help these children. Likewise the brief sound-clips support dyslexic children many of whom find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary thus allowing them to consolidate learning. For those whose hearing is impaired the combination of text and exciting visual material is motivating and by being able to attach pre-recorded sound files, pupils are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to teachers, support research projects and use findings to develop additional features that will help to move learning forward.

# Appendix 3 Glossary

Alphabetical in French, by main word

il/elle	a	he/she has
il/elle	a ... ans	he/she is ... years old
il y	a	there is, are
il n'y	a pas de	there isn't, aren't
	à	at
	à deux heures	at two o'clock
	à six/sept/huit/neuf heures	at six/seven/eight/nine o'clock
	à une heure	at one o'clock
d'	abord	first of all
d'	accord	ok
	acheté	bought
j'	adore	I love
	agréable	pleasant
j'	ai	I have
j'	aime	I like
j'	aime (ça)	I like (that)
il/elle n'	aime pas	he/she doesn't like
je n'	aime pas	I don't like
je n'	aime pas ça	I don't like that
est-ce que tu	aimes ...?	do you like ...?
qu'est-ce que tu	aimes faire?	what do you like to do?
tu	aimes ...?	do you like...?
	allé(e)(s)	gone
	aller	to go
vous	allez	you go/are going
	allez	go
nous	allons	we go/are going
	amusant/amusante	amusing/funny
c'était	amusant	it was fun
chaque	année	each year
l'	année dernière	last year
	août	August
il/elle s'	appelle	he/she is called
ils/elles s'	appellent	they are called
mes parents s'	appellent	my parents are called
	après	after
	après le dîner	after dinner
cet	après-midi	this afternoon
l'	après-midi	in the afternoon
il/elle s'est	arrêté(e)	he/she stopped
je me suis	arrêté(e)	I stopped
tu t'es	arrêté(e)	you stopped
ils/elles se sont	arrêté(e)s	they stopped
nous	arrêté(e)s	we stopped
nous sommes		
vous vous êtes	arrêté(e)(s)	you stopped
j'	arrive au collège	I arrive at school
	arrivé(e)(s)	arrived
tu	as	you have
	as-tu ...?	do you have ...?
	assez	quite
	aujourd'hui	today
	aussi	as well, also

	aussi ... que	as ... as
	avant le dîner	before dinner
	avec	with
vous	avez	you have
à mon	avis	in my opinion
	avoir	to have
nous	avons	we have
	avril	April
	bavard/bavarde	chatty
	beau/belle	beautiful
	belle	beautiful
	bien sûr	of course
	blanc/blanche	white
	bleu/bleue	blue
	blond	blond
	bof	not great
	bon/bonne	good
	bonne idée	good idea
	bouclé	wavy
je me	brosse les dents	I brush my teeth
	brun/brune	brown
	bu	drunk
	calme	calm
	certainement	certainly
	chaque année	each year
	châtain	chestnut
	chouette	terrific
	cinq	five
le	cinquième cours	the first lesson starts at
	commence à	
je me	coiffe	I do my hair
	combien de fois	how many times a week?
	par semaine?	
les cours	commencent à	lessons start at
	confortable	comfortable
	content/contente	pleased
	cool	cool
à	côté de	next to
à	côté du/de la/des	next to the
je me	couche	I go to bed
les	cours commencent à	lessons start at
le	cours de ... commence à	the ... lesson starts at
les	cours finissent à	lessons finish at
	court	short
mon	cousin s'appelle	my cousin is called
je	crois qu'elle est	I think she is
je	crois qu'il est	I think he is
	dans	in
	décembre	December
	déjà	already
le	déjeuner commence à	lunch starts at
	demain	tomorrow
il est midi et	demi	it is half past midday
il est minuit et	demi	it is half past midnight
	dépêché(e)(s)	hurried

	depuis	since
	derrière	behind
	descendez	go down/get off
	descendu(e)(s)	gone down/got off
	désolé(e), je ne peux pas	sorry, I can't
je	déteste	I hate
tu	détestes	you hate
tu	détestes ..., hein?	you hate ..., don't you?
	deux	two
	deux fois	twice
le	deuxième cours commence à	the second lesson starts at
	devant	in front of
	difficile	difficult
c'est	difficile, mais c'est intéressant	it's difficult but it's interesting
	dimanche	Sunday
	dimanche soir	Sunday evening
le	dimanche	on Sundays
	dix	ten
	dix-huit	eighteen
	dix-neuf	nineteen
	dix-sept	seventeen
je	dois	I have to
	donc	therefore
	dormir	to sleep
je	dors	I sleep
	douze	twelve
	écouté	listened
	écouter	to listen
ça m'est	égal	I am not bothered
	en	in
	enfin	lastly
	ennuyeux/ennuyeuse	boring
je suis	enrhumé(e)	I have a cold
	ensuite	next
je m'	entends bien avec	I get on well with
je ne m'	entends pas bien avec	I don't get on well with
	entre	between
je n'ai pas	envie	I don't want to
tu	es	you are
il/elle	est	he/she is
il	est deux heures	it is two o'clock
il	est une heure	it is one o'clock
c'	est	it is
	et	and
c'	était	it was
c'	était amusant	it was fun
c'	était nul	it was rubbish
c'	était super	it was great
vous	êtes	you are
	être	to be
	facile	easy
	faire	to make/do
je	fais	I do/am doing
tu	fais	you do/are doing
je	fais du baby-sitting	I am babysitting
je	fais mes devoirs	I do/am doing my homework
que	fais-tu?	what do you do/are you doing?
il	faisait plus beau à	it was nicer in
nous	faisons	we do/are doing
il/elle	fait	he/she does/is doing

	fait	done
vous	faites	you do/are doing
	fantastique	fantastic
	fatigant	tiring
c'est	fatigant, mais c'est utile	it's tiring but it's useful
	février	February
	finalelement	finally
	finir	to finish
je	finis	I finish/am finishing
tu	finis	you finish/are finishing
ils/elles	finissent	they finish
les cours	finissent à	lessons finish at
vous	finissez	you finish/are finishing
nous	finissons	we finish/are finishing
il/elle	finit	he/she finishes/is finishing
une/deux/trois	fois	once/twice/three times
	folle	crazy
ils/elles	font	they do/are doing
	fou/folle	crazy
mon	frère s'appelle	my brother is called
	frisé	curly
	généralement	generally
	généreux/généreuse	generous
	génial	brilliant
	gentil/gentille	kind/nice
	grand/grande	tall
	gris/grise	grey
je m'	habille	I get dressed
j'	habite au	I live in
j'	habite en	I live in
d'	habitude	usually
il est une	heure	it is one o'clock
l'	heure	time
à cinq	heures	at five o'clock
à deux	heures cinq	at five past two
à deux	heures dix	at ten past two
à deux	heures et demie	at half past two
à deux	heures et quart	at quarter past two
à deux	heures vingt	at twenty past two
à deux	heures vingt-cinq	at twenty five past two
à dix	heures	at ten o'clock
à huit	heures	at eight o'clock
à neuf	heures	at nine o'clock
à onze	heures	at eleven o'clock
à quatre	heures	at four o'clock
à sept	heures	at seven o'clock
à six	heures	at six o'clock
à trois	heures	at three o'clock
il est deux	heures cinq	it is five past two
il est deux	heures dix	it is ten past two
il est deux	heures et demie	it is half past two
il est deux	heures et quart	it is quarter past two
il est trois	heures moins cinq	it is five to three
il est deux	heures vingt	it is twenty past two
il est deux	heures vingt-cinq	it is twenty five past two
	heureux/heureuse	happy
	hier	yesterday
	hier soir	yesterday evening
	huit	eight
	intelligent/intelligente	intelligent
	intéressant/intéressante	interesting
ne ...	jamais	never
	janvier	January

	jaune	yellow
	jeudi	Thursday
il/elle	joue	he/she plays/is playing
je	joue	I play/am playing
	joué	played
je	joue avec mes copains/copines	I play with my friends
ils/elles	jouent	they play/are playing
	jouer	to play
tu	joues	you play/are playing
vous	jouez	you play/are playing
nous	jouons	we play/are playing
tous les	jours	every day
les	jours de la semaine	days of the week
	juillet	July
	juin	June
je me	lave	I get washed
je me	lève	I get up
	levé(e)(s)	got up
	lire	to read
	long	long
mi-	long	shoulder-length
	lu	read
	lundi	Monday
	mai	May
	mais	but
j'ai	mal à la tête	I have a headache
	mangé	eaten
je	mange à la cantine	I eat in the canteen
je	mange avec ma famille	I eat with my family
	manger	to eat
je me	maquille	I put on my make up
	mardi	Tuesday
	marrant/marrante	funny
pas	marrant	not funny
	marron	brown/chestnut
	mars	March
ma	matière préférée, c'est	my favourite subject is
quelle est ta	matière préférée?	what is your favourite subject?
	matin	this morning
le	matin	in the morning
	mauvais/mauvaise	bad
le	meilleur	the best
	meilleur	better
	meilleur que	better than
la	meilleure	the best
	mercredi	Wednesday
	mi-long	shoulder-length
à	midi	at midday
il est	midi	it is midday
	mignon/mignonne	sweet/cute
à	minuit	at midnight
il est	minuit	it is midnight
	mis	set
	moche	rotten
	moins	less
la	moins	the least
le	moins	the least
	moins ... que	less ... than
trois heures	moins cinq	five to three
trois heures	moins dix	ten to three
trois heures	moins le quart	quarter to three
trois heures	moins vingt	it is twenty to three

	trois heures	moins vingt-cinq	it is twenty five to three
		monté(e)(s)	gone up/got on
		montez	go up/get on
de taille	moyenne		medium height
	ne ... jamais		never
	neuf		nine
	noir/noire		black
	noisette		hazel
	non		no
	normalement		normally
	novembre		November
la	nuit		at night
	nul		rubbish
c'était	nul		it was rubbish
	octobre		October
	OK		Ok
ils/elles	ont		they have
ils/elles	ont ... ans		they are ... years old
	onze		eleven
	orange		orange
	ou		or
	où		where
	oui		yes
	par semaine		per week
	parce que		because
	parce que c'est fatigant		because it's tiring
	parce que c'est utile		because it's useful
	paresseux/paresseuse		lazy
je	parle avec mes copains/copines		I speak with my friends
	parti(e)(s)		left
	pendant		during
	pendant les vacances		during the holiday
que	penses-tu de ...?		what do you think of ...?
	petit/petite		small
un	peu		a bit/ a little
je	peux		I can
	pire		worse
la	pire		the worst
le	pire		the worst
	pire que		worse than
sur la	place du/de la/des ...		on the ... square
	plus		more
la	plus		the most
le	plus		the most
	plus ... que		more ... than
il/elle	porte		he/she wears/is wearing
je	porte		I wear/am wearing
	pour		for
	pourquoi?		why?
je	préfère		I prefer
tu	préfères ...?		do you prefer ...?
qu'est-ce que tu	préfères comme passe-temps?		which pastime do you prefer?
le	premier cours		the first lesson starts at
	commence à		
je	prends mon petit déjeuner		I have my breakfast
je	prends un bain/une douche		I have a bath/shower
	prenez		take
	près de		near to
	pris		taken
	promené(e)(s)		gone for a walk
	puis		then
	quand		when

	quatorze	fourteen
	quatre	four
le	quatrième cours commence à	the first lesson starts at
	que	than
	quelquefois	sometimes
	quinze	fifteen
	quitté	left
je	quitte la maison	I leave the house
	raide	straight
	rapide	fast
la	récréation commence à	break starts at
	regardé	watched
je	regarde la télé	I watch TV
	regarder	to watch
je	rentre à la maison	I go back home
	rentré(e)(s)	gone back home
	rentrer	to go back home
il/elle	répond	he/she replies/is replying
ils/elles	répondent	they reply/are replying
vous	répondez	you reply/are replying
nous	répondons	we reply/are replying
	répondre	to reply
je	réponds	I reply
tu	réponds	you reply/are replying
	resté(e)(s)	stayed
	rester	to stay
	retourné(e)(s)	gone back
je me	réveille	I wake up
	rose	pink
	rouge	red
	roux	red (hair)
dans la	rue	in the street
	samedi	Saturday
le	samedi	on Saturdays
	samedi matin	Saturday morning
	seize	sixteen
	selon	according to
par	semaine	per week
la	semaine dernière	last week
	sept	seven
	septembre	September
	sérieux/sérieuse	serious
	si	if
	six	six
ce	soir	this evening
le	soir	in the evening
nous	sommes	we are
ils/elles	sont	they are
je	sors	I go out/am going out
tu	sors	you go out/are going out
il/elle	sort	he/she goes out/ is going out
ils/elles	sortent	they go out/are going out
vous	sortez	you go out/are going out
	sorti(e)(s)	gone out
	sortir	to go out
nous	sortons	we go out/are going out
	sous	under
	souvent	often
	sportif/sportive	sporty
je	suis	I am
c'était	super	it was great
	super	great
	sur	on

	sympa	nice
de	taille moyenne	medium height
pas	tellement	not really
de	temps en temps	from time to time
par	terre	on the floor
	timide	shy
	toujours	always
	tournez	turn
	tous les jours	every day
	tout à fait	absolutely
	traversez	cross
	treize	thirteen
	trente	thirty
	trente et un	thirty one
	très	very
	trois	three
	trois fois	three times
le	troisième cours commence à	the first lesson starts
	trop	too
je	trouve qu'elle est	I think that she is
je	trouve qu'elle n'est pas	I think that she is not
je	trouve qu'il est	I think that he is
je	trouve qu'il n'est pas	I think that he is not
comment	trouves-tu ...?	what do you think of ...?
	un	one
	une fois	once
	utile	useful
il/elle	va	he/she goes/is going
pendant les	vacances	during the holidays
je	vais	go/am going
je	vais à l'école à pied	I go to school on foot
je	vais à l'école à vélo	I go to school by bike
je	vais à l'école en bus	I go to school by bus
je	vais à l'école en voiture	I go to school by car
je	vais chez mes grands-parents	I am going to my grandparents
tu	vas	you go/are going
	vas-tu ...?	are you going ...?
	vendredi	Friday
	vendredi après-midi	Friday afternoon
	vert	green
	verte	green
je	veux	I want
je	veux bien	I'd like to
	vingt	twenty
	vingt et un	twenty one
	vingt-cinq	twenty five
	vingt-deux	twenty two
	vingt-huit	twenty eight
	vingt-neuf	twenty nine
	vingt-quatre	twenty four
	vingt-sept	twenty seven
	vingt-six	twenty six
	vingt-trois	twenty three
	visité	visited
ils/elles	vont	they go/are going
je	voudrais	I would like
	vraiment	really
	vu	seen
ce	week-end	this weekend
le	week-end	at the weekend
le	week-end prochain	next weekend
	zéro	nought, zero

