

IGCSE Foreign Language French 0520

Unit 4: Home Town and Geographical Surroundings, The Environment, Shopping, Public Services

Recommended Prior Knowledge

A preparatory course which corresponds to the UK Key Stage 3 National Curriculum Modern Foreign Language requirements.

Context

This Unit could be taught earlier in the course if desired. Students will already be familiar with many of these topics and will often have encountered them at a less sophisticated linguistic level in a preparatory course. This unit enables revision of present tenses but also affords students the opportunity to use a variety of tenses.

Outline

Vocabulary Groups: The local area, places in town / countryside, countries, environment, weather, directions, shops, shopping (food/clothes), post office, bank, lost property, numbers, time.

Grammar: Partitive article (revision), quantities, en, demonstratives, direct object pronouns, revision of adjectives, (regular plus common irregular forms), comparison of adjectives, superlatives, quantifiers (e.g. assez, très, trop). prepositions. Present tense (revision), Perfect tense (revision), Imperfect tense (revision), Future tense (revision), Imperatives.

AO	Learning Outcomes	Suggested Teaching Activities		Online Resources	Other resources
1	The local area <ul style="list-style-type: none"> Give and seek information about the local area. 	Core		www.languagesonline.org.uk - ma ville (revision of places in a town)	Métro 4 rouge Module 5 Ma ville OHT of simple drawings of places and local geographical features e.g. sea, hills, town/village, countryside (types). Teacher to provide list of questions
		Speaking	Revision of places (these can be presented on OHT/flashcards). Students are given a list of questions which can be practised/prepared in pairs/groups. Answers could also be written out.		
		Reading / Writing	Students read and complete a gapped text.		Teacher provides a gapped text describing the local area. The gaps to complete feature places and adjectives.

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		Writing	<p>Students prepare descriptions of their area. These could be prepared as tourist brochures / dépliants intended for French speaking visitors. Students could use IT to complete / illustrate their work. Encourage them to use local tourism websites to import pictures of their local area. The brochures could be displayed in the classroom.</p>		
	<p>The local area, other areas and countries (see also Unit 3 Holidays)</p> <ul style="list-style-type: none"> Express, seek and explain views and opinions about the candidate's area or other places 	Core			
		Listening	Students listen to accounts of life in other areas/countries and complete multiple choice questions.		Teachers to provide texts
		Listening	Students listen to an account from a young man who has been round the world and complete short answers in French.		
		Extended			
		Listening	Students listen to an account of a young African living in Kenya and complete short answers in French.		0520/1 Nov. 2004 Section 3, ex 1
		Listening	Students listen to an account of travels abroad and complete multiple choice answers.		0520/1 Nov. 2002 Section 3, ex 1 0520/1 June 2002 Section 3, ex 1
		Listening	Students listen to an account of a trip to New Zealand and complete short answers in French.		0520/1 Nov 2003 Section 2 Ex2
		Reading	Students read two contrasting texts based on the advantages /		Teacher chooses appropriate text from coursebook

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			disadvantages of living in town country. As a group / class activity create a list of advantages / disadvantages of life in the town / countryside – using ideas from the text.		materials.
		Speaking / Writing	Students prepare a short presentation in which they state their own opinions and feelings about whether they prefer the town or the countryside. They also give their opinions about where they live and the good / bad points. More able students can be encouraged to say where they would like to live in the future and why. This is also an appropriate writing activity.	www.atantot.com Roleplays – Ma ville	
		Core			
		Writing	Students write a letter to a penfriend describing where they live and what they think about it.		Paper 2 0520/2 June 2002 Section 2 Ex2
	<ul style="list-style-type: none"> Compare features of own area with that of other areas and suggest possible changes which could be made to own area. 	Core This is a good place to study comparison of adjectives and superlatives.			
		Reading / Writing	Students choose one place / town in a pays francophone. They then make a list of 10 comparisons using plus/moins/aussi and 10 adjectives provided between this chosen place and their own area. This is also a good time to revise how to introduce opinions (e.g. à mon avis, je trouve que, il me semble que etc.)		Teacher to provide list of 10 adjectives (e.g. grand / petit, pollué, industriel, tranquille etc.).

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		Writing	In pairs students are given 5 minutes to list as many changes as possible which could be made to their area. The class shares the answers and a “sondage” can be done as class exercise. Results can be written as graphs / using IT.		Teacher may need to provide a cue sheet with phrases such as Je voudrais moins de / trop de etc.
		Extended			
		Writing	As a final exercise students are asked to prepare a presentation / write an account of Ma Ville Idéale.		
2	<p>The Weather</p> <ul style="list-style-type: none"> Give and seek information about the weather. 	Core			
		Speaking	Teacher revises weather phrases using numbered symbols. These can then be presented on the OHP and students asked to remember which number corresponds to which weather symbol. The next phase of presentation can centre on towns and weather temperatures.	www.languagesonline.org.uk Quel temps fait-il? (weather phrase revision)	OHT map of France and symbols to represent weather.
		Listening	Students listen to short statements about weather and match the statements to symbols on the OHP.		The listening resource booklet features several past papers; Section 1 Ex1 often features multiple choice questions to test weather. Alternatively coursebook recordings could be used.

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	<ul style="list-style-type: none"> Give and seek information about weather conditions in the past or future. 	Reading	Students read forecasts for the weather in France. They then complete the maps by inserting the correct symbol according to the given information.	http://fr.news.yahoo.com Go to météo link	Coursebook or teacher provided weather forecasts. Texts can be found from newspapers or newspaper websites. Students will also need blank maps of France.
		Reading	Students read an account of a day out during which the weather suddenly changed for the worse. They highlight expressions relating to weather in past tenses. Alternatively, gaps can be placed in the text to make the exercise more demanding. Students can also write an account of such a day.		Teacher to provide text.
3	The environment <ul style="list-style-type: none"> Give and seek information about problems affecting the environment and remedial measures such as conservation / recycling. 	Core As this is not a topic which many will have encountered before the teacher will need to give a list of key vocabulary and phrases in the initial stages of learning.			N.B. Most appropriate coursebooks now feature good sections on green issues. Detailed scientific knowledge is not expected but students should be able to state what the main problems are e.g. pollution, greenhouse effect, changes in weather conditions, too much traffic etc.
		Reading	Students match a numbered list of problems to possible solutions. This is a good starter activity.		Teacher to provide two lists on OHT

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		Writing / Speaking	Students use key vocabulary sheet and prioritise their top 5 problems and 5 possible solutions. As a class activity the group decides by voting which are the worst problems and what solutions can be offered. Students should be encouraged to use il faut, devoir / pouvoir + infinitive in answers.		Teacher to provide Vocabulary sheet / key phrases.
		Listening	Students listen to four young people discussing the environment and tick six correct answers from a list. Students could be given the list of statements prior to the exercise and asked to learn appropriate vocabulary so as to make the exercise more accessible.		Paper 1 Listening June 2004 Section2 Ex1
		Reading / Writing	Students read accounts of what young French people do to help protect the environment. They then write a paragraph of what they do at present (some revision of negatives may be necessary) and then a paragraph based on what they could do to help. This activity can lead to some creative poster work (using IT) which can be used as stimulating display material based on "on devrait" and "on ne devrait pas".		Teacher chooses text / coursebook materials.
			Core / Extended		
		Speaking / Writing	In pairs, students prepare a short radio interview based on the theme of how to protect the environment. These can be recorded and the best ones played to the group. Whilst listening, students should be asked to note down what solutions are offered by the	www.atantot.com Roleplays – l'environnement	Teacher may need to have useful questions ready on an OHT / cue sheet to help weaker students.

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			interviewee.		
4	Directions	Core			
	<ul style="list-style-type: none"> Give and seek directions 	Listening / Speaking	Students look at a map of a French town on OHT and in pairs practice asking the way to different places.		Revise places in a town and shop names and revise pour aller au / à la. Teacher provides OHT of a simple diagram / map. Students can make a copy of this map or do their own for use in role plays.
		Listening	Students listen to short texts and write down the destination of each person.		Coursebook materials
		Speaking	Students practice giving directions – group / class oral work with teacher, students then practice in pairs.		N.B. Section 1 Ex1 of the 0520/ papers often feature directions and short visual multiple choice questions. The Listening Resource booklet features such questions.
		Speaking	In pairs, Partner A gives Partner B instructions to an unknown destination. Using the map Partner B says to where s/he has been directed.		
		Writing	Students write out a simple set of directions telling a foreign friend how to get to different places in a new town. (This can help students to practise the tu form of the imperative.)		

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5	Shopping (Food and clothes)	Core					
	<ul style="list-style-type: none"> Give and seek information about different shops. 	<p>Speaking</p> <p>Revision of shop names – these can be presented via flashcards or on OHT and names can be matched to pictures. Students practice role play phrases in pairs in different shops such as closing / opening times – where shops can be found (NB revision of times / numbers may also be necessary).</p>	<p>Reading</p> <p>Students study adverts for different shops and teacher places pictures of items on worksheets / OHT. Students match the items to buy with the correct shop. Written questions asking for opening times etc. could also be set.</p>	<p>Listening/ Reading</p> <p>Students listen to a taped shopping list and read a list of shops (numbered). They match items to shops.</p>	<p>Writing</p> <p>Students are given two minutes to write the names of different shops. They give the list to their partner who then writes down a product which can be bought from each shop. (This makes a good starter activity or a good end of lesson game!)</p>	<p>www.atantot.com Roleplays – les courses</p>	<p>Teacher to provide appropriate cue sheet.</p> <p>Coursebook materials / past examination materials from 0520/2 Section 1 Ex1.</p> <p>Mini white boards are good to use here instead of paper as the rest of the class can check what each pair has done if it is a game!</p>

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	<ul style="list-style-type: none"> Students describe and give opinions about local shopping facilities. 	Extended Writing	Students complete the examination writing exercise based on "Shopping, plaisir ou nécessité."		Paper 4 0520/4 June 2004 question 1
	<ul style="list-style-type: none"> In a shop find out what is available, ask for appropriate quantities (food) and deal with prices. 	Speaking	First revise food items then add in quantities (flashcards / OHT). Using role play cards students practice requesting various items and differing quantities of those items.		Teacher to provide appropriate tasks on OHT or on cue cards. The cues could be visual or verbal. Paper 3 (0520/3) June 2004 Role Play1 A Shopping (N.B. Shopping situations frequently appear on A Role Plays)
		Listening	Students listen to short dialogues and note down the product required, the amount and the price (N.B. revision of numbers may be necessary prior to testing prices!) Students listen to exam questions and answer as above or use the examination questions.		Coursebook materials often feature lots of practice on shopping. Choose texts / dialogues which feature people choosing different quantities / amounts of different food items. The Listening papers feature many short (Section 1 Ex1) examples of multiple choice questions based on shopping. Teachers could compile these listening tasks together on one cassette and use them in class.
		Reading	Students read about the Sarlat market and complete the box ticking exercise.		Paper 2 0520/2 June 2005 Section 1 Ex2

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		Speaking	Game: Je suis allé au marché et j'ai acheté Students add a name of a product / amount / quantity they bought, first repeating in the correct order what earlier speakers bought.		
	Shopping for Clothes <ul style="list-style-type: none"> • Ask for items of clothing and modify requirements. 	Speaking/ Writing	After revising items of clothing (presented on OHT or flashcards) students practise simple role play situations in pairs in which they ask for an item of clothing, giving their size and colour / material preference.	www.vokabel.com/french.html les vêtements (vocab. revision)	Métro 4 rouge module 6 unit 2 shopping for clothes Teacher to provide: <ol style="list-style-type: none"> 1) key phrases for role play phrases 2) cues for role play situations either on OHT or cards. Prompts on these cards can be visual or verbal.

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	<ul style="list-style-type: none"> Make a complaint about an item and ask for reimbursement. 	Speaking/ Writing	<p>The next stage of the activity requires the teacher to present lexical “problem” items such as wrong size, colour etc. Remember to provide phrases to enable students also to make complaints and ask for reimbursement or reduction. Students then write dialogues based on problems / reasons for not buying or returning the item of clothing. These can then be acted out for the class.</p> <p>Revise / present direct object pronouns in association with phrases such as Je le / la / les / prends and OHT / flashcards of clothes. In pairs students write role play scenario based on the theme of “Le client difficile”.</p>		<p>Teacher provides OHT to support vocabulary learning.</p> <p>Teachers can back up this activity with grammar based activities such as gapped sentences in which the missing direct object pronoun is replaced.</p>
	<ul style="list-style-type: none"> Express and explain views / opinions about clothing and fashions. 	<p>Core</p> <p>Listening</p> <p>Speaking/Writing</p>	<p>Students listen to taped extracts of four young French students talking about designer clothing and complete the exercise (ticking 6 correct statements out of 12).</p> <p>In pairs, students interview each other about shopping habits. The class pool responses and then students write a short article based on their own shopping habits. Simple opinions as to their favourite shops and clothes</p>		Teacher to produce text

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			should be added.		
		Extended			
		Writing	Students complete the writing examination exercise based on "Les vêtements de marque".		Paper 4 0520/4 June 2002, question 1B
	<ul style="list-style-type: none"> Give an account of a period of time in the shops in the past or one that is still being planned. 	Core / Extended			
		Writing	Students are given a fictitious amount of money to spend and asked to describe the day they had / will have. At the Core Level encourage students to give a factual account with simple opinions. At the Extended Level students can be encouraged to include more opinions and explanations in a wider variety of tenses. This could first be treated as a group writing exercise with a pooling of ideas prior to individual drafts. As an alternative activity students can plan a future shopping trip having first revised future tenses.	http://www.cite-europe.com/	<p>Teacher may need to provide revision sheets on appropriate tenses / phrases according to the ability level of the students in the group.</p> <p>Teacher could provide plan of a French centre commercial such as Cité Europe. This may stimulate a few ideas as to shops available and the kinds of things to buy. Also in such "Centres" there are often restaurants / cinemas and students could include such details.</p>
6	Public Services At the Post Office <ul style="list-style-type: none"> Find out the cost of sending items, request stamps and pay. 	Core			
		Speaking	Students work in pairs on appropriate role play activities. (Remember that payment will involve some revision of numbers.)	www.languagesonline.org.uk les chiffres (revision of numbers)	Métro 4 Module 6 unit 4 Services Teacher to provide essential phrases on OHT / revision sheet. Role play cards e.g. Paper 3 0520/3 Roleplay 7A, June 2005.
		Writing	Students can be encouraged to write out dialogues to aid		

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			learning.		
	At the bank <ul style="list-style-type: none"> Explain how much money is to be changed and in what way. Find out rates of exchange and commission and the location of the cash desk. 	Core			Teacher to provide key phrases, role play cue cards or situations on OHT.
		Speaking	Students work in pairs on appropriate role play activities.		Roleplay 0520/3 Nov. 2003 9A
		Writing	Students complete written versions of role play activities.		
	Lost property <ul style="list-style-type: none"> Explain that something has been lost / stolen and describe the item, contents, where and when it was stolen / lost. 	Core			
		Speaking	Firstly the class revises clothes, personal effects (e.g. bag, wallet, watch etc.) and adjectives using the OHP. Items can be removed and each person describes what was lost, where and when. The items can also be strung together with each person repeating what the previous person lost and adding an item. Students complete IGCSE Speaking role plays in pairs as this topic lends itself well to role plays in pairs, which can then be written out to support learning.		Méto 4 Module 6 unit 5 lost property Paper 3 0520/3 June 2003 Role Play 2 B (Jacket stolen in a restaurant). Paper 3 0520/3 June 2004 Role Play 2 B (Purse and passport left on plane).
		Listening	Students listen to short extracts / dialogues in which items are described and details given concerning the loss. Students copy out a grid with headings "Objet, description, où, quand"		Teacher to provide grid on OHT and script for extracts if listening coursebook materials are not available.

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		Reading/ Writing	<p>and each complete 4 details in French per extract.</p> <p>Alternatively students could read a gapped transcript of the dialogues and complete the dialogues.</p>		
		Extended			
		Writing	<p>Students write an account of 110-140 words describing what happened when they picked up the wrong case at an airport.</p>		<p>Paper 4 0520/4 June 2002, question 2</p>