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French

as a Foreign
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Teacher's Guide

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1 Ma région et moi

À vos marques ! (Student's Book pp. 26–27)

Learning objectives: describe your morning routine, discuss the area where you live, discuss what you can do/see in the area

Vocabulary: *la ville, le nord-ouest, l'université, le centre sportif, le centre commercial, le château, les bateaux, la mer, la région, la semaine, se promener*

1 Lisez le texte et écrivez vrai (V) ou faux (F).

- Ask students to look at the photo of Brest and discuss what information they can draw from it about the town, such as the type of town, size, location, buildings and other features that they can see. Make notes on the board of all the relevant vocabulary that students suggest.
- Students read the text and then answer the questions. They check their answers in pairs.
- Elicit the answers.

Answers

1 F 2 V 3 F 4 V 5 V 6 V

2 Écoutez Salma qui habite en Belgique.

Répondez aux questions en anglais.  11

- Students read through the questions.
- Elicit the kind of information students need to listen for to answer each question. Ask for examples of the kind of words they expect to hear.
- Play the audio, pausing at the end of each section for students to complete their notes.
- Play the audio again for students to check their answers.
- Elicit the answers.

Answers

1 cosy 2 her cat 3 (very) understanding and hard-working 4 her father 5 it's well-equipped 6 a garage

Audioscript

J'habite dans un appartement douillet au centre de Bruxelles avec mes parents, mon frère cadet, Simon, et mon chat, Bruno. Ma mère, qui s'appelle Louise, est très compréhensive et travailleuse et mon père, Lucas, est grand et mince. Il a les cheveux courts et blonds et les yeux bleus. Mon frère est bête et il parle tout le temps, mais j'adore mon chat car il est intelligent et amusant.

Chez nous, il y a trois chambres, une cuisine bien équipée, une énorme salle à manger, une salle de bains et un salon, mais nous n'avons pas de garage. Ma chambre est petite, mais elle est à moi !

Extension

When you play the audio for the second time, ask students to write down all the other details that they can understand.

3 Lisez cet extrait d'un magazine canadien. C'est qui ? Écrivez Marthe, Romain, Julie ou Frank.

- Students skim-read the text and find as many time phrases as possible, including days of the week. They should find: *le lundi, le weekend, le mardi, le vendredi, le samedi, tous les matins, le dimanche.*
- Discuss how adding time phrases can enhance a sentence and make it more specific. Point out that time phrases can go in more than one position in the sentence.
- Students read the text extract more carefully and write down who would say each of the sentences below the text.
- Elicit the answers.

Answers

1 Marthe 2 Julie 3 Romain 4 Julie 5 Frank

Consolidation

Write examples of simple sentences describing daily routine on the board. The sentences should use regular verbs in the present tense. Ask students to copy and translate the sentences. They can then change one detail in each sentence to describe their own daily routine.

→ Encourage students to refer to the Grammar section on pp. 236–252 of the Student's Book. Remind them that using resources like this regularly will help them develop as confident and independent learners.

4 Écoutez Saïd qui parle de sa routine.

Répondez aux questions en français.  12

- Elicit what information students need to listen for, given the context and the questions. For example, ask students to suggest times, verbs and means of transport that they might hear.
- Play the audio, pausing at the end of each section for students to write notes.
- Play the audio again for students to check their answers.
- Elicit the answers.

+CHALLENGE: Encourage more confident students to write full sentences to answer the questions.

Answers

1 à six heures 2 Il se douche et il se brosse les dents. 3 un jus d'orange 4 Il va faire un footing / de la course à pied dans le parc. 5 à pied

Audioscript

Le matin je me lève à six heures. Je me douche et je me brosse les dents dans la salle de bains, puis je m'habille. Je prends le petit déjeuner dans la cuisine, normalement un croissant avec de la confiture et un jus d'orange. À sept heures et quart, je vais faire un footing dans le parc.

Unit 1 Ma région et moi

Je vais au collège à pied avec ma copine Sandra et nous arrivons à l'école à huit heures dix.

5 Posez et répondez aux questions avec votre partenaire.

- Students take turns to ask and answer the given questions.
- When answering questions 3–5, students can adapt the vocabulary used in the reading and listening activities on this spread. You could provide them with the audioscripts for reference.
- Monitor students as they complete the activity and provide help as required.
- Encourage students to perform their conversations in front of the class.

6 Écrivez un paragraphe sur votre région.

- Students write a short paragraph describing their region. They are asked to include details about their town/village (its name, location and a description), activities that people can do in their region, opportunities for shopping in their region.
- Students swap their descriptions with a partner. They circle any errors that they spot, then give the description back to their partner to correct.
- Collect in students' work for marking.

Sample answer

J'habite à Norwich en Angleterre. Dans ma ville on peut aller au cinéma, et visiter le château et plusieurs musées et églises. Dans ma région, on peut aller se promener au bord de la mer, louer un bateau et naviguer sur nos rivières ou se balader à vélo ou à pied dans nos forêts. Il y a beaucoup de magasins de vêtements et de chaussures dans notre région et surtout à Norwich. C'est super d'y faire du shopping !

EXTRA SUPPORT

To help less confident students prepare for the challenges of Unit 1, you could set follow-up work:

- *Vocabulary*
Set a vocabulary challenge to help reactivate previous learning or to support some students in catching up. Ask them to look up 10 words for each of the following categories: town, family, household chores.

- *Grammar*

Set activities practising the different present tense forms of regular *-er*, *-ir* and *-re* verbs to get students up to speed. For example:

- Give students sentences with a gap where the verb(s) should go and give the infinitive in bracket.
- Ask students to translate simple sentences into French, requiring them to conjugate the verbs. They can do this in pairs and/or use mini-whiteboards.

- *Pronunciation/Fluency*

When students perform their conversations for activity 5, encourage the class to give them constructive feedback on their pronunciation and fluency.

- They could mention two positive aspects of the speakers' spoken French and one area that could be improved.
- You could ask them to focus their feedback on any aspects of French pronunciation that you are currently teaching, such as pronunciation of cognates/near-cognates or particular letter combinations.

CHALLENGE

- *Activity 1*
Students write a paragraph about their own town similar in style and length to the reading text.

- *Activity 2*
Ask extra questions: Who does Salma live with? Which rooms are there in Salma's flat?

- *Activity 5*
Students could work in a group and carry out this speaking activity as a role-play. For example, they could role-play meeting a new student on the first day back at school and trying to get to know each other. Ask students to perform their role-plays in front of the class.

Further useful resources:

Collins *easy learning* series:

- *Vocabulary*
- *Verbs and Practice*
- *Grammar and Practice*
- *Dictionary*

1.1 Ma famille, mes animaux et moi (Student's Book pp. 28–29)

Learning objectives: describe yourself and your family, understand descriptions of others

Vocabulary: *je suis...*, *petit(e)*, *mince*, *beau/belle*, *de taille moyenne*, *j'ai les cheveux...*, *raide(s)*, *court(s)*, *frisé(s)*, *j'ai...*, *une barbe*, *des lunettes*

Grammar: use adjectives correctly

Warmer

! Vous êtes comment ? Et votre famille ?

Starter challenge

The Starter challenge appears in the first main section of each unit. It offers a stimulating route into the topic, provides a supportive context for understanding and helps reactivate known language.

- Write the question on the board. Elicit a few ideas. Students then discuss the question in pairs or groups.
- Write *Je suis...* and *Ma famille/Ma mère/Mon père/ Ma sœur/Mon frère est ...* on the board and elicit ideas for completing these sentences. Ask questions as necessary to prompt a broad range of descriptions.

1 Lisez l'e-mail de Yolande et trouvez l'équivalent français des expressions 1–8.

- Students work in pairs to read the text and find the French equivalent of each English phrase in the text. They write down the French phrases.

+SUPPORT: To build confidence and skills, pair less confident students with more confident ones.

- Elicit the answers.

Answers

1 Je m'appelle 2 J'ai 15 ans 3 Je suis petit(e) et mince 4 J'ai les cheveux longs, raides et bruns 5 les yeux noisette 6 J'ai une sœur aînée 7 Michel est timide 8 Nous avons un chat noir

+ Traduisez la dernière phrase de l'e-mail en anglais.

Answer

I am looking for a penfriend in Africa!

Consolidation

Ask students to read the *Grammaire* box to review the French words for 'the' and 'a'. Students then find and translate all instances of article + noun in the email. (*les cheveux, les yeux, une sœur, un (petit) frère, un chat, un iguane, un serpent*)

2 Écoutez Marine qui parle de sa famille. Complétez les phrases avec les bons mots.



- Play the audio. Students read the sentences and choose the correct option to complete each sentence.
- Students compare their answers in pairs.
- Elicit the answers.

Answers

1 son père 2 est paresseux 3 a les cheveux frisés 4 a une barbe noire

Audioscript

Mes parents sont divorcés et j'habite avec mon père à Québec au Canada. Il est gentil et assez sérieux. J'ai un frère qui s'appelle Luc et il est très paresseux car il n'aide pas à la maison.

Ma mère habite avec mon beau-père dans un appartement à Montréal. Elle a les cheveux courts, bruns et frisés, comme moi, et les yeux verts. Mon beau-père est sympa. Il est de taille moyenne, il a une barbe noire, une moustache et il porte des lunettes.

Je m'entends bien avec toute ma famille. C'est génial !

3 Complétez avec la forme correcte de l'adjectif.

- As a class, read through the *Grammaire* box on how to use adjectives correctly. To help refresh students' knowledge, you could carry out a quick-fire activity on mini-whiteboards practising a range of adjectives in their masculine, feminine and plural (masculine and feminine) forms. For example, give a regular adjective like *petit* and ask students to write it in its different forms.
- Give students examples of adjectives with different patterns of endings, such as *heureux, actif*. Write down the different forms of these adjectives and ask students to tell you the rule for each type.
- Finally, give examples of irregular adjectives, such as *blanc, beau, long*, and revise the different forms of these.
- Students complete the task. Elicit the answers.
- Read out the *Faire des progrès* tip and ask students to start recording adjectives in families in their vocabulary book or notebook.

+SUPPORT: Ask students to work in pairs to identify the article in front of each noun in questions 1, 2, 3, 6, 7 and 8 and use this to help them choose the correct form of each adjective. Ask them how they can work out which form to use in the other questions. (Using the gender/number of the pronoun.)

Answers

1 grande 2 petits 3 blanche 4 contente 5 heureux 6 gris 7 longs 8 bleus 9 polies 10 marrants

Extension

Write on the board *Quels sont les avantages et les inconvénients d'avoir plusieurs frères et sœurs ?* Give students two minutes to discuss the question in groups. Elicit ideas.

4 Présentez-vous en français.

- Point out that students need to address all the bullet points in their presentation. Elicit a few useful words for each bullet point as a whole class.
- Give students two or three minutes to prepare key ideas for their presentation.
- Ask students to present themselves to each other. They can do this in small groups or by walking around the class and talking to lots of different people.

Unit 1 Ma région et moi

+CHALLENGE: Ask some more confident students to present themselves to the class.

Consolidation

As students prepare for their presentation, monitor and check any problems with pronunciation. Note any common errors and discuss them with the class at the end of the activity.

5 Lisez le blog de Daniel. C'est qui : sa sœur, son frère, son père, sa mère ou son grand-père ?

- Students read the blog and answer the questions.
- Students check their answers in pairs.
- Elicit the answers.

Answers

1 son grand-père 2 son père 3 sa mère 4 son frère
5 sa sœur

6 Écrivez un paragraphe sur votre famille et vos rapports.

- Read the *Conseil-langue* box as a class and discuss which adjectives students could use in their paragraphs. Discuss any potential difficulties with these adjectives (e.g. the feminine form of adjectives such as *heureux*, *compréhensif* or *travailleur*).
 - Students complete the task individually.
 - Students swap their descriptions with a partner. They circle any errors that they spot, then give the description back to their partner to correct.
 - Collect in students' work for marking.
- Alternatively, you could ask students to peer-assess each other's work first.

Sample answer

J'habite avec mes parents. Je suis fille unique donc je n'ai pas de frères ni de sœurs, c'est dommage. Nous nous entendons bien dans notre famille : moi, je suis très gentille et compréhensive, ma mère est autoritaire mais juste et mon père est marrant et travailleur. Nous nous partageons les tâches ménagères et nous ne nous disputons presque jamais.

Cooler

Play *Whispers*. Students stand in lines facing the board. Whisper a question from today's lesson to the student at the back of each line (for example: *Comment est ta mère ?*). That student says the question to the person in front, who says it to the next person, and so on to the student at the front of the line. He/She then answers the question and the class uses their answer to determine if the question was passed on correctly.

EXTRA SUPPORT

To help less confident students consolidate their learning, you could set follow-up work:

- *Vocabulary*

Ask students to make a wordsearch based on today's key words. They swap this with a partner and find the hidden words.

• Grammar

Set activities practising the different forms of regular and irregular adjectives to give students extra practice. For example:

- Write sentences with a missing adjective and give three or four variations of the adjective. Students choose the version with the correct agreement.
- Give students an English adjective (such as 'white') and ask them to write all the variations of the adjective in French on mini-whiteboards (for example: *blanc*, *blanche*, *blancs*, *blanches*).

• Pronunciation/Fluency

Ask students to practise their presentation from activity 4 several times and then to record it. When they play it back, ask them to identify any errors or things they could improve.

CHALLENGE

• Activity 4

Ask some students to work as 'experts'. Assign each 'expert' to work with a less confident group and to 'coach' the students in this group on their pronunciation, grammar and vocabulary.

• Activity 6

To make this writing task more challenging, ask students to include three time phrases and three connectives in their paragraphs.

Workbook answers (pp. 4–5)

Activité 1 ►

1 grande 2 longue 3 petite 4 intelligente 5 belle
6 heureuse 7 gentille 8 blanche 9 vieille 10 jolie
11 mauvaise

Activité 2 ►

1 un chapeau rouge
2 une tortue grise
3 un petit cochon
4 des cheveux noirs
5 un lapin marron
6 une jolie maison
7 une jeune fille
8 une personne timide
9 un chat mignon
10 mon grand-père aimable

Activité 3 ►

1 Pamela habite aux Caraïbes.
2 Elle habite dans une maison.
3 Elle a un frère et une sœur.
4 Jeanette a les cheveux longs.
5 Pamela adore son frère.
6 Sa maison est petite.
7 Son père a une barbe.
8 Ses parents sont ensemble.

Activité 6 ▲

1 Je m'entends bien avec mon frère.
2 Je ne m'entends pas bien avec mon père.
3 Il est souvent de mauvaise humeur.
4 Il m'énervé.
5 Ma mère est toujours calme.
6 Mes parents sont divorcés.