



THE  
**L** **A** **N** **G** **U** **A** **G** **E**  
MARKET



French



## French – Stage B

Take a fun and fascinating journey with six young friends as they explore another language and culture.

Sakura, Chen Ping, Jono, Chiara, Juliette and Felix help students complete hundreds of enjoyable, practical activities and puzzles in one of six languages.

The Language Market combines sight and sound to create an effective interactive teaching tool that makes learning a second language GREAT FUN!

Using The Language Market, students will learn to understand, read and speak other languages quickly and easily.

The Language Market animated characters speak with authentic accents to entertain and guide students through a series of self-paced activities undertaken individually or by following a structured and carefully sequenced process.

Stage B builds on the skills learnt through the use of Stage A or other prior language learning and is suitable for all ages and learning capabilities. Stage B encourages students to acquire a more extensive understanding and comprehension of the language using longer passages of conversational text.

The Language Market series is available in the following six languages each sold separately:

- German
- French
- Italian
- Indonesian
- Chinese\*
- Japanese\*

\* Chinese and Japanese are available for Windows only.





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## The Language Market – Stage B

How is The Language Market different from other software?

Each stage of The Language Market ...

- has 16 sequenced units with over 200 interactive activities and exercises;
- is self-contained;
- covers a whole year of classroom structured learning;
- was designed by language teachers;
- focuses on form, incorporating explanations, relevant examples and reinforcement activities and exercises;
- observes, within a unit, the methodological principles of orientating, enhancing, synthesising and extending;
- observes the principles of reinforcement and progression within the program;
- can be used progressively where learners follow sequenced language activities that cannot be accessed out of order, except in revision.

How is Stage B different from Stage A?

The Stage B program ...

- expands the use of longer passages of conversational text;
- provides greater exposure to the notion of sentence structure and grammatical explanations;
- has activities which are function (not vocabulary) driven;
- has units which portray a story:
  - Six young travellers, Chen Ping from China, Felix from Germany, Sakura from Japan, Juliette from France, Jono from Indonesia and Chiara from Italy arrive in the market place as guests.
  - The travellers are hosted by the market place people (Mr Lee, Mimi and Max, Nestor, Ali, Carmen and Tina). Their mascot, Mossie, is full of mischief.



## The Language Market – Stage B

- During their adventure, they talk about their interests, ie sport and music, visit a haunted house, furnish and renovate it and then discuss their travels around Australia. They also plan world travel, camping and picnic trips, discussing modes of transport, weather, packing and shopping requirements.
- The story concludes with the friends being invited to and attending a farewell party before leaving.

How can the program be used in the classroom?

The program is self-paced so can be used in many applications such as ...

- a self-contained program in a distant mode learning situation;
- individualised learning;
- small groups in multi-level classes;
- classes with multiple entry, especially in year 8;
- reinforcement for all learners in the classroom and at home;
- a motivation booster for highly computer literate learners;
- a motivation booster for students who are slower on computers.

What does the program provide?

The program ...

- caters for the skills of reading, writing and listening;
- exposes the user to French native speakers;
- fosters and improves listening comprehension of spoken French at natural speed;
- fosters and improves reading comprehension of French texts, including letters and postcards;
- encourages the user to spell French words correctly;
- encourages the user to self-direct his/her learning;
- encourages uninhibited language learning;
- provides opportunities for problem solving and intelligent guessing;



## The Language Market – Stage B

- uses a scoring system for each activity to motivate learning and improvement;
- incorporates general knowledge;
- introduces culturally specific information through postcards, language activities and activity tips;
- motivates the user to communicate;
- provides practice for the user, to learn from his/her mistakes;
- has four revision units (Units 4, 8, 13 and 16);
- introduces all functions and vocabulary in a meaningful context through the activities;
- revises and consolidates all functions encountered in each unit, with a focus activity (Mischievous Mossie) which provides:
  - a list of functions from the unit with examples;
  - a cartoon synthesising activity using the functions of the unit in a different context;
- revises and consolidates all vocabulary encountered in each unit, with end of unit exercises which provide:
  - a vocabulary list that is accessible and may be printed;
  - language games to reinforce and consolidate the learning of new vocabulary;
- provides a focus on form, which is introduced through two sequenced intermissions in each unit. These intermissions ...
  - create awareness of some of the grammatical features of French, including gender, definite and indefinite articles, conjugation of regular and irregular verbs in the present tense, agreement of adjectives, prepositions, interrogatives etc;
  - provide short concise relevant grammar explanations in English with examples in French;
  - contain exercises to reinforce grammatical points; and
  - contain exercises in aural discrimination of French sounds.



## Installation instructions

Congratulations on choosing The Language Market multimedia program. To start learning your language, we recommend that you follow these steps:

Minimum system requirements for Windows

Windows 95, 98, Me, 2000, NT4 SP3 and later

Pentium 100, 32 MB RAM, 20 MB free hard disk space, CD-ROM, 16 bit colour display, Soundblaster or compatible sound card.

Windows installation

1. After starting Windows, place CD into CD-ROM drive.
2. Click "Start".
3. Click "Run".
4. Type D:\README.TXT (where D: is the drive letter of your CD-ROM drive).
5. Click "OK".

Minimum system requirements for Apple Macintosh

(German, French, Italian, Indonesian only)

Apple Macintosh System 8.1 and later

PowerMac, 32 MB RAM, 20 MB free hard disk space, CD-ROM, 16 bit colour display.

Apple Macintosh installation

1. After starting MacOS, place CD into CD-ROM drive.
2. Wait for the CD icon to appear on the desktop.
3. Double click the CD icon.
4. Double click the file called "README".

The "README" file will outline the procedures in the installation process.

Once the installation program has started, instructions will appear on your computer screen to guide you through the remainder of the installation.

For technical support, please contact Eduss Asia Pacific Ltd. on 1800 344 633 (AU ONLY) OR +61 7 5597 4600(International).





## Meet the Main Characters



## Starting up

The Language Market is a sequenced program. Each time you access an activity your score will be progressively recorded in your own score file. This file also keeps track of where you are up to, so you don't have to start at the beginning each time you use The Language Market program.

Step 1: Start The Language Market.

- If you are not running The Language Market from a network, the CD-ROM must be in the drive.

Step 2: Answer the question "Do you have a saved score file?"

When using Stage B for the first time, click on this icon.



Step 3: Type your name in the box and press Enter.

Step 4: Choose where you would like to save the file.

- If you always use the same computer, a good place would be the desktop.
- If you change computers a lot, you may wish to save it to a floppy disk.
- If you have networked computers, set up a "Score" folder on the networked drive and save it into the folder.
- If you are unable to change folders, it may be that your system administrator has configured your access privileges via The Language Market preferences file.
- Your name is used to name your file, it is best not to change this convention.

Step 5: Save the file by clicking "OK".

Step 6: Select the first activity from the main menu.





## Starting up

OR when you already have a score file, click on this icon.



- Step 3: Click on your file from the box.
- If your file is greyed out or does not appear in the box, it has been deleted or moved. You will need to search for the file.

Step 4: Select an activity from the main menu.

Note:

You will need a new file for each language you are learning. You will also need a new file in addition to The Language Market Stage A file you may have saved previously.





## Main menu

The main menu is depicted by a market place with 16 characters. Each character represents one learning unit, which consists of up to 15 activities. The characters each hold an item as a guide to what is taught in that unit. The characters reading books represent revision units.

As you progress through the units, you will notice these characters changing. All units, except the current unit, will have a character seated on the grass. As each unit begins, the character will stand up. The unit you are currently working on will be depicted by the standing character who is waving to you.

Click on the waving character to access the activities. The pond is now filled with numbered lily pads, each one containing an activity. Click on the red lily pad for the current activity.



Note:

For ease of use, on the first entry into the main menu, the character for Unit 1 will automatically display the activities without waiting to be clicked on.

The Language Market is a sequenced program, therefore the next activity will only be accessible when you have achieved a satisfactory level of proficiency in the previous activity. You can, of course, select any of the completed activities in any unit.

Green lily pads are inaccessible until the previous activities have been passed. Passed activities are shown as blue lily pads.



## Meet the friends



A group of six travellers arrive at the market place to stay with friends and to have an adventure. They are welcomed by Olga and the market place's mischievous mascot, Mossie. Follow these engaging characters as they learn, explore and solve puzzles throughout the units.



The dossiers below show a glimpse of the information to be learned by students as they progress through The Language Market Stage B.



### Fact file on Felix

Visiting

Nationality

Age

Birth month

Favourite animal

Favourite sport

Favourite musical instrument

Mr Lee

German

15

February

dog

tennis

trumpet



### Fact file on Juliette

Visiting

Nationality

Age

Birth month

Favourite animal

Favourite sport

Favourite musical instrument

Tina

French

14

January

cat

cycling

clarinet



### Fact file on Chiara

Visiting

Nationality

Age

Birth month

Favourite animal

Favourite sport

Favourite musical instrument

Carmen

Italian

15

April

koala

swimming

guitar



## Meet the friends



Fact file on Jono  
Visiting  
Nationality  
Age  
Birth month  
Favourite animal  
Favourite sport  
Favourite musical instrument

Ali  
Indonesian  
13  
March  
horse  
basketball  
flute



Fact file on Chen Ping  
Visiting  
Nationality  
Age  
Birth month  
Favourite animal  
Favourite sport  
Favourite musical instrument

Nestor  
Chinese  
14  
May  
panda  
soccer  
violin



Fact file on Sakura  
Visiting  
Nationality  
Age  
Birth month  
Favourite animal  
Favourite sport  
Favourite musical instrument

Mimi and Max  
Japanese  
16  
December  
frog  
judo  
drums



## Navigation guide



Exit The Language Market



Repeat Last Audio



Scoreboard



Turn off Repeating Audio



Tips and Hints



Translation of Last Audio



Close Tips and Hints Window



Close Translation Window



Navigation Guide



Vocabulary List for Unit



Credits



Close Vocabulary List Window



Close Credits Window



Start or Continue Activity



Print



Return to Previous Screen



Return to Main Menu



Proceed to Next Activity



Return to Previous Menu



Repeat Current Activity





## Conventions

### Mouse

All activities use a mouse. Only the left button of the mouse is needed. Only single clicks are needed inside The Language Market.

### Mouse cursor

When the mouse cursor turns into a pointing finger, this indicates that the item may be clicked.

### Dragging items

To drag items, click once and release the mouse button over the item. Move the mouse to where you wish to drop the item. Click and release the mouse again to drop the item. Ensure the mouse pointer is directly over the object you wish to drop item onto.

### Entering text within an activity

The Language Market has a special keyboard that will appear on the screen when you are required to enter information when completing an activity. Click on the buttons with your mouse to type the information required.

### Translations

If you use the magnifying glass to translate what was said, you will lose points from your score. The exception to this rule is for the initial instructions of how to complete an activity. Translations for instructions are free. Try using the megaphone instead of the magnifying glass when you need help. This will repeat the audio for you without losing any points.

### Extra information

Some activities have extra information. When you see the mortar board appear in an activity, click on it for hints and tips.

### Volume

There is a volume control slider at the bottom right corner of every screen. Slide button to the right to increase the volume. Slide to the left to decrease the volume.





## Bonus activity types

In every unit, you will find sequenced bonus activities.

### Intermissions

Intermission activities consist of three separate exercises which must be completed in order. The exercises are represented by three tents in a camp site. The flashing tent is the activity to be completed next. The other tents will appear grey until they are accessible.

Intermissions contain grammatical features, reinforcements and grammar explanations of the language.

### End of unit exercises

At the end of every unit is an activity entitled End of Unit Exercises. It contains a list of vocabulary items for that unit and a series of three sequenced exercises to utilise the vocabulary. Objects in the river scene that appear grey are not accessible until the previous exercise has been completed to a satisfactory level.

### Mischievous Mossie

Following the End of Unit Exercises is a list of functions for that unit and a cartoon style activity using the functions of the unit in a different context.

### Certificate

The last activity of every unit is a personalised certificate that can be printed.





## Scoring system

### Activity scoring

As each individual activity is begun, the score panel at the bottom right of the navigation panel shows the score as 0.

As you progress through the activity your score is adjusted. Points are gained for correct answers, and deducted for incorrect answers. Points are also deducted for each use of the translation button (excluding instruction translations, which are free).

At the end of the activity, a score box will display above the navigation panel with your final score converted to a percentage. The percentage is calculated from your final score multiplied by 100, then divided by the perfect score possible for that activity.

If you obtain a perfect score, you will be awarded two stars and a bonus of 50 on top of your 100.

If you pass the activity, but don't quite get a perfect score, you will be awarded only one star.

Whether you obtain one star or two, you will be given the opportunity to continue on to the next activity via the forward pointing finger button. Alternatively, you may return to the main menu and the next lily pad will be red.

If you have not achieved a high enough proficiency to pass the activity, you will not receive any stars. You will not be given the forward pointing finger to continue and you will not be able to progress to the next lily pad from the main menu.

To better your score, try the activity again.





## Scoring system

### Breakdown of all scores

To view a breakdown of all your scores, go to the main menu and click the score button (the star).

Your name and overall points for all units are shown at the top of the page. Click each unit number along the top to view scores for all units attempted.

### Each unit shows:

- Activity Number – made up of the unit and the lily pad number
- Times Played – the total number of times this activity has been attempted
- Times Passed – the total number of times a proficient level has been gained for this activity
- Total Times – the total time you have spent completing this activity for all times attempted
- Best Times – the fastest time you have taken to complete this activity
- Best Points – the highest points you have achieved attempting this activity
- Total – a total of all the best points for each activity within the unit

Activities such as intermissions and end of unit exercises are shown in multiple parts.

Each unit may be printed to keep a paper record of these details.

Alternatively, at the end of every unit there is a personalised certificate to print which shows that you have successfully completed the unit with your score for that unit.



# Unit 1

Unit Welcome to the market place  
Topics Animals, Colours, Countries, Greetings,  
Numbers 1 – 100, Personal identification  
Focus

Vocabulary

Field/Theme Personal and community life, The international world

## Activities and objectives

### 1 Where are the market people?

Objective: to revise greetings;  
to introduce the names of countries;  
to teach how to say en Chine, au Japon etc;  
to revise how to ask where people are, using tu  
and vous;  
to teach how to say what country you and other  
people are in.

### 2 The market people are great globe trotters

Objective: to reinforce the names of countries;  
to reinforce how to say what country someone is in.

### 3 Intermission

Objective: to review subject pronouns;  
to review how to form questions;  
to review the conjugation of the irregular verb être in  
the present tense.

### 4 At the airport: identifying luggage

Objective: to revise colours, the numbers 1 – 10 and the  
interrogative combien de;  
to consolidate the use of the subject pronouns tu, nous  
and vous;  
to revise how to introduce friends, using voici.

### 5 A faulty departure board

Objective: to revise numbers greater than 10;  
to consolidate the names of countries.

### 6 The visitors collect their passports

Objective: to introduce nationalities;  
to teach how to say what nationality you are.

### 7 At the lost property office: where is Felix's suitcase?

Objective: to reinforce and consolidate the vocabulary and  
functions of Activities 1 – 6.



## Unit 2

Unit Welcome to the market place  
Topics Animals, colours

### 8 Intermission

Objective: to revise agreement of adjectives;  
Field/Theme to review subject/verb agreement;  
to discriminate aurally between the French sounds  
/i/ and /y/.



### 9

## Activities and Objectives

Objective: to revise the names of animals;  
to revise how to ask and say what your favourite pet is.

### 10 The visitors become better acquainted

Objective: to revise the names of months;  
to consolidate how to ask and say personal details  
including nationality and age.

### 11 A postcard from Eva in Italy

Objective: to listen to, read and understand information on  
a postcard;  
to present cultural information about Italy;  
to revise vocabulary for colours and clothing.

### 12 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and  
language forms of the unit.

### 13 Mischievous Mossie

Objective: to consolidate and synthesise the functions of the unit.

### 14 Certificate





## Vocabulary

l'Allemagne	Germany
allemand, allemande	German
l'ami (m), l'amie (f)	friend
l'animal (m), les animaux	animal-s
les bagages	luggage
le chat	cat
le cheval, les chevaux	horse-s
le chien	dog
la Chine	China
chinois, chinoise	Chinese
être	to be
français, française	French
la France	France
la grenouille	frog
l'Indonésie	Indonesia
indonésien, indonésienne	Indonesian
l'Italie	Italy
italien, italienne	Italian
le Japon	Japan
japonais, japonaise	Japanese
la nationalité	nationality
où	where
le passeport	passport
le pays	country
préféré, préférée	favourite
le sac	bag
la valise	suitcase





## Focus on functions

How to ask a person where he/she is:	Où es-tu? Où êtes-vous?
How to say in which country you are:	Je suis en Chine. Nous sommes en Allemagne.
How to say in which country someone is:	Il est en Italie. Elle est en France. Ils sont au Japon.
How to introduce friends:	Voici mon ami Jono. Voici mon amie Chiara.
How to ask a person which nationality he/she is:	De quelle nationalité es-tu? Quelle est ta nationalité?
How to say which nationality you are:	Je suis chinois. Je suis allemande.
How to ask a person what his/her favourite animal is:	Quel est ton animal préféré?
How to say what your favourite animal is:	Mon animal préféré, c'est le chat. Mon animal préféré est la grenouille.

## Form

- Agreement of adjectives including nationalities
- Conjugation of the irregular verb être in the present tense
- Expressions être en Chine, au Japon; voici mon ami etc
- Interrogatives: où, est-ce que, combien de: interrogative expressions: quel(le) est ...?, de quelle nationalité ...?
- Possessive adjectives mon, ton
- Pronunciation of the French sounds /i/ and /y/
- Subject pronouns



## Unit 2

Unit Topics The friends are sports fans  
Sports and other leisure activities, Days of the week

Field/Theme Leisure and recreation



### Activities and objectives

- 1 What sports do the friends play?  
Objective: to introduce vocabulary for sports and hobbies;  
to teach how to ask and say what you do in your spare time.
- 2 The mascot plays a trick  
Objective: to reinforce and enhance sports vocabulary;  
to teach how to say you do not like playing a particular sport;  
to revise how to say you play/do not play a particular sport.
- 3 Intermission  
Objective: to teach the conjugation of the regular verb jouer in the present tense;  
to teach the conjugation of the irregular verb faire in the present tense;  
to discriminate aurally between the French sounds /u/ and /y/.
- 4 How often do the friends play sport?  
Objective: to introduce time phrases souvent, quelquefois, le lundi etc;  
to teach how to ask and say how often you play a particular sport.
- 5 Help Olga prepare a frequency graph  
Objective: to reinforce time phrases;  
to revise vocabulary for the days of the week and sports;  
to teach how to say what activity you do on a particular day.



- 6 What do the market people like doing?  
Objective: to introduce and revise vocabulary for other leisure activities;  
to teach how to ask if someone has a hobby;  
to teach how to say you like doing a particular activity;  
  
to teach how to ask others what they like doing.
- 7 Let's clean up the place  
Objective: to reinforce and consolidate the vocabulary and functions of Activities 1 – 6;  
to teach how to ask someone if he/she does a particular activity or sport.
- 8 Intermission  
Objective: to create awareness of the position of adverbs in a sentence;  
to teach the use of ne ... pas in negative sentences;  
to reinforce subject/verb agreement.
- 9 Agus sends a postcard from Indonesia  
Objective: to listen to, read and understand information on a postcard;  
to present cultural information about Indonesia;  
to revise nationalities, sports, names of cars and the days of the week;  
to reinforce and consolidate the functions of the unit.
- 10 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 11 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 12 Certificate





## Vocabulary

à droite	to the right
à gauche	to the left
avec	with
collectionner les timbres	to collect stamps
le court de tennis	tennis court
faire de la natation/nager	to swim
faire du judo	to do judo
faire du vélo	to ride a bicycle/to go cycling
les heures libres, le temps libre	spare time
jouer aux jeux électroniques	to play computer games
lire	to read
ne rien faire	to do nothing
le passe-temps	hobby
la piscine	swimming pool
quatre fois par semaine	four times a week
quelquefois	sometimes
regarder la télévision	to watch television
la salle de judo	judo room
souvent	often
le terrain de basketball	basketball court
tous les jours	every day
une fois par semaine	once a week
le vélodrome	velodrome

## Focus on functions

How to ask a person what he/ she does in his/her spare time: **Que fais-tu pendant tes heures libres?**  
**Qu'est-ce que tu fais pendant ton temps libre?**

How to say what you do in your spare time: **J'écoute de la musique.**  
**Je fais du judo.**  
**Je joue au tennis.**

How to ask a person if he/she does an activity or plays a sport: **Est-ce que tu écoutes de la musique?**  
**Est-ce que tu fais de la natation?**  
**Est-ce que tu joues au tennis?**





## Focus on functions (cont)

How to say what activities you do:

J'écoute de la musique.  
Je fais du judo.  
Je joue au tennis.

How to ask a person if he/she does something often:

Est-ce que tu joues souvent au tennis?  
Est-ce que tu écoutes souvent de la musique?

How to say how often you do an activity:

Je joue souvent au tennis.  
J'écoute de la musique tous les jours.  
Je fais quelquefois du vélo.  
Je fais du judo deux fois par semaine.

How to ask a person what he/she likes doing:

Qu'est-ce que tu aimes faire?  
Qu'est-ce que vous aimez faire?

How to say you like doing something:

J'aime jouer au tennis.  
Nous aimons collectionner les timbres.

How to say you don't like doing something:

Je n'aime pas jouer au football.  
Nous n'aimons pas faire de la gymnastique.

How to say what activity you do regularly on a particular day of the week:

Le lundi, je joue au tennis.  
Le samedi et le dimanche, je vais à la piscine.  
Je joue au basketball le mardi.

## Form

- Conjugation of regular -er verbs écouter and jouer and irregular verb faire in the present tense
- Interrogatives est-ce que, qu'est-ce que, que
- Negative ne ... pas
- Position of adverbs in a sentence
- Prepositions de and à and contractions du and au
- Pronunciation of the French sounds /u/ and /y/
- Time phrases souvent, quelquefois, le lundi etc
- Verbs: present tense of jouer à with sports, aimer + infinitive



# Unit 3

Unit      The band  
Topics    Music and musical instruments

Vocabulary  
Field/Theme

Focus  
Leisure and recreation



## Activities and objectives

### 1 All the friends are musicians

Objective: to introduce the names of musical instruments;  
to revise the use of the interrogative *est-ce que*;  
to teach how to ask if you play a musical instrument;  
to teach how to ask and say what musical instrument  
you play.

### 2 Which instrument is this?

Objective: to reinforce the names of musical instruments;  
to consolidate the use of the indefinite article;  
to introduce the question patterns *est-ce*  
and *quel est ...*;  
to teach how to ask about and identify different  
musical instruments.

### 3 Intermission

Objective: to create awareness of the notion of gender;  
to revise the gender of nouns encountered in the unit;  
to teach the conjugation of the regular verb *aimer* in  
the present tense;  
to discriminate aurally between the French sounds  
*/e/* and */ə/*.

### 4 Can the market people join the band?

Objective: to reinforce and synthesise vocabulary and functions  
from previous activities;  
to teach how to ask someone if he/she is good  
at something;  
to teach how to say how well you and others play a  
musical instrument;  
to teach how to say you and others play or do not play  
a musical instrument.



- 5 Choose the instruments for the band  
Objective: to revise the expressions j'aime and je n'aime pas;  
to synthesise vocabulary for musical instruments;  
to revise the indefinite article.
- 6 The mascot ruins the poster  
Objective: to read and understand the components of a poster, by  
reconstructing its text.
- 7 Intermission  
Objective: to review the position of the adverb bien in a sentence;  
to review the prepositions à and de and their  
contractions with the definite article.
- 8 It's concert time!  
Objective: to synthesise the vocabulary of Activities 1 – 6;  
to reinforce the use of il/elle joue (bien) du piano etc.
- 9 Four musicians introduce themselves  
Objective: to synthesise vocabulary and language forms of  
the unit;  
to listen to and understand information in an  
extended passage.
- 10 A letter from Itsuko  
Objective: to listen to, read and understand information in a letter;  
to present cultural information about Japan;  
to consolidate musical instrument vocabulary;  
to reinforce and consolidate the functions of the unit.
- 11 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and  
language forms of the unit.
- 12 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 13 Certificate



## Vocabulary

aimer	to like, to love
la batterie	drum-s
la clarinette	clarinet
le concert	concert
la flûte	flute
la guitare	guitar
l'harmonica (m)	mouth organ
l'instrument de musique (m)	musical instrument
la musique classique	classical music
la musique pop	pop music
l'orchestre (m)	band
le piano	piano
pratiquer	to practise
quand	when
qui	who
le saxophone	saxophone
la trompette	trumpet
le violon	violin
le violoncelle	cello
y a-t-il ...?	is there ...?/are there ...?

## Focus on functions

How to ask a person if he/she plays a musical instrument: Est-ce que tu joues d'un instrument?

How to ask a person which musical instrument he/she plays: De quel instrument joues-tu?

How to say which musical instrument you play: Je joue du violon.

Je joue de la batterie.

How to say that you do not play a musical instrument:

Je ne joue pas d'un instrument.





## Focus on functions (cont)

How to say which musical instrument he/she plays:

Il/elle joue de l'harmonica.

How to ask which instrument it is:

Quel est cet instrument?

How to say what the instrument is:

C'est un violon.

C'est une trompette.

How to ask a person if he/she is good at something:

Est-ce que tu joues bien du piano?

How to say you do something well:

Je joue bien du piano.

How to say he/she is good at something:

Il/elle joue bien de la guitare.

How to say you are not good at something:

Je ne joue pas bien du piano.

How to say he/she is not good at something:

Il/elle ne joue pas bien du violon.

## Form

- Agreement of the definite article in gender and number with noun
- Conjugation of the regular -er verb *aimer* in the present tense
- Expressions *je joue bien*, *je ne joue pas bien*; *c'est un/une ...*
- Indefinite article
- Interrogatives *est-ce ...*, *est-ce que*; interrogative adjective *quel*
- Negative *ne ... pas*
- Prepositions *de* and *à* and contractions *du* and *au*
- Pronunciation of the French sounds /e/ and /ə/
- Verbs: present tense of *jouer à + sport*, *jouer de + musical instrument*



# Unit 4

Unit Games galore!  
Topics Revision of topics in Units 1 – 3, Directions,  
Months and days of the week  
Focus

## Vocabulary

Field/Theme Personal and community life, The international world,  
Leisure and recreation

## Activities and objectives

### 1 Flag and country riddles

Objective: to revise colours and names of countries;  
to revise agreement of adjectives;  
to present cultural and geographical information about  
six countries.

### 2 Matching up the messages

Objective: to revise vocabulary for sports and other  
leisure activities;  
to revise the 3rd person singular and plural of verbs in  
the present tense;  
to revise how to say what leisure activities people do  
and like doing.

### 3 Musical chairs

Objective: to revise the names of musical instruments.

### 4 Intermission

Objective: to review the use of the definite article with countries  
and the expressions en France, je viens de France etc;  
to review third personal singular and plural subject/  
verb agreement;  
to review the gender of nouns.

### 5 The relay race of opposites

Objective: to reinforce how to say what sports and hobbies you  
like and do not like;  
to reinforce how to say how well you do something.

### 6 Who has which hobbies?

Objective: to synthesise vocabulary for sports and hobbies;  
to retrieve information by solving a puzzle.

### 7 The artist's palette

Objective: to revise colours.



## 8 Intermission

Objective: to create awareness of the infinitive;  
to review the use of j'aime, je vais etc with the infinitive;  
to discriminate aurally between the French sounds  
/ɛ/ and /ə/;  
to teach the conjugation of the irregular verb avoir in  
the present tense.

## 9 Mystery trips on the underground: find your destination

Objective: to revise and enhance colours;  
to revise directions.

## 10 Participate in the market people's obstacle race

Objective: to synthesise the topics: numbers, leisure activities,  
months, days of the week, colours, countries  
and capitals.

## 11 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and  
language forms of the unit.

## 12 Certificate





## Vocabulary

allemand, allemande	German
aller	to go
avoir	to have
le cercle	circle
chinois, chinoise	Chinese
le club de judo	judo club
le drapeau	flag
être	to be
faire	to do, to make
français, française	French
indonésien, indonésienne	Indonesian
italien, italienne	Italian
japonais, japonaise	Japanese
les jeux électroniques	computer games
lire	to read
le parcours de jogging	jogging circuit
la patinoire	rollerskating rink
regarder	to look at, to watch
le sport	sport
le stade d'athlétisme	track and field stadium
le stade de basketball	basketball stadium
le stade de football	soccer stadium
la station de métro	underground station
le terrain de volleyball	volleyball court
le timbre	stamp
le vélodrome	velodrome





## Form

- Agreement of adjectives
- Conjugation of the irregular verb avoir in the present tense
- Gender of countries
- Pronunciation of the French sounds /ɛ/ and /ə/
- Subject/verb agreement
- Verbs: present tense of aimer and aller with the infinitive

# Unit 5

Unit      An eerie feeling  
Topics    Housing, Rooms in a house

Vocabulary  
Field/Theme

Focus  
Personal and community life, The imaginative world



## Activities and objectives

- 1 What's behind the door?  
Objective: to introduce vocabulary for the rooms and various parts of a house;  
to introduce the prepositions dans, derrière, sous, à;  
to teach how to ask and say where people are.
- 2 Juliette's dream house  
Objective: to reinforce vocabulary for the rooms of a house;  
to revise how to ask and say what something is.
- 3 In which room is the mascot?  
Objective: to consolidate vocabulary for the rooms of a house;  
to reinforce the preposition dans and the contraction au;  
to teach how to say which floor something is on.
- 4 Intermission  
Objective: to discriminate aurally between the French sounds /ɛ/ and /œ/;  
to review the gender of nouns encountered in the unit;  
to reinforce interrogatives.
- 5 The Ghost's dream house  
Objective: to introduce vocabulary for different types of housing;  
to introduce j'aimerais, vous aimeriez with the infinitive;  
to teach how to ask and say what type of house you live in;  
to teach how to ask and say what type of house you would like/would not like to live in.
- 6 The friends make plans to occupy the house  
Objective: to reinforce the use of j'aimerais bien;  
to reinforce and extend vocabulary for different floors of a house;  
to reinforce how to say what floor you would like to live on.



## 7 Intermission

Objective: to review the prepositions à, à côté de, derrière, dans and de and contraction au;  
to review the use of the infinitive with j'aimerais;  
to teach the conjugation of the regular verb habiter in the present tense.

## 8 The friends describe their homes

Objective: to reinforce vocabulary for different types of housing;  
to consolidate agreement of adjectives;  
to reinforce the use of the subject pronoun nous;  
to reinforce how to say what type of house you live in;  
to teach how to describe your house and give details about its rooms;  
to teach how to say what city you live in.

## 9 A postcard from Neuschwanstein

Objective: to listen to, read and understand information on a postcard;  
to present cultural information about Germany;  
to reinforce and consolidate the vocabulary and functions of the unit.

## 10 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

## 11 Mischievous Mossie

Objective: to consolidate and synthesise the functions of the unit.

## 12 Certificate





## Vocabulary

l'appartement (m)	apartment
au premier étage	on the first floor
au rez-de-chaussée	on the ground floor
au sous-sol	in the basement
la chambre	bedroom
la chambre d'amis	guest room
confortable	comfortable
la cuisine	kitchen
l'étage (m)	storey
étrange	eerie
la fenêtre	window
le garage	garage
le grenier	attic
habiter, vivre	to live
l'immeuble (m)	apartment building
le jardin	garden
la maison	house
moderne	modern
peut-être	perhaps
la pièce	room
la porte	door
la salle à manger	dining room
la salle de bains	bathroom
la salle de jeux	rumpus room
la salle de séjour	living room
les toilettes	toilet
la tour	high rise
vieux, vieille	old



## Focus on functions



How to ask what something is:	Qu'est-ce que c'est?
How to say what something is:	C'est une vieille maison. C'est la cuisine.
How to say in which city you live:	J'habite à Sydney. Nous habitons à Paris.
How to say in which type of housing you live:	J'habite dans une maison. J'habite dans un appartement. Nous habitons dans un immeuble.
How to say on which floor you live:	J'habite au rez-de-chaussée. Nous habitons au troisième étage.
How to describe your house/apartment:	La maison est moderne. L'appartement est grand.
How to give details about the rooms in your house:	Nous avons deux chambres. Il y a une salle à manger.
How to ask a person if he/she would like to live in a certain place:	Est-ce que tu aimerais habiter dans un appartement? Aimerais-tu habiter dans une tour?
How to say you would like to live in a certain place:	J'aimerais habiter dans une maison.
How to say you would not like to live in a certain place:	Je n'aimerais pas habiter dans une tour.

## Form

- Agreement of adjectives
- Conjugation of the regular -er verb habiter in the present tense
- Expressions c'est un/une ...; il y a; habiter au rez-de-chaussée, à Paris, dans une maison
- Interrogatives: est-ce que, où; question: Qu'est-ce que c'est?
- Negative ne ... pas
- Prepositions à, à côté de, dans, de, derrière, sous and contraction au
- Pronunciation of the French sounds /ɛ/ and /œ/
- Verb pattern j'aimerais, vous aimeriez + infinitive



# Unit 6

Unit	Riches in the attic
Topics	Furniture, Rooms in a house, Countries, Family
Focus	Personal and community life, The built world

Vocabulary  
Field/Theme



## Activities and objectives

- 1 'Treasures' in the attic  
Objective: to introduce vocabulary for furniture items;  
to reinforce the indefinite article.
- 2 Are the 'treasures' in good or bad condition?  
Objective: to reinforce and enhance furniture item vocabulary;  
to teach how to describe the condition of something.
- 3 Intermission  
Objective: to review the gender of nouns encountered in the unit;  
to review the agreement of the demonstrative adjective  
ce with the noun;  
to discriminate aurally between the French sounds  
/ɔ/ and /œ/.
- 4 Mimi's permission  
Objective: to introduce and revise the names of countries;  
to revise the names of family members;  
to teach how to say what country people live in.
- 5 The cleaning team at work  
Objective: to reinforce and enhance furniture item vocabulary;  
to teach how to tell someone to clean something.
- 6 The friends furnish the old house  
Objective: to reinforce and enhance furniture item vocabulary;  
to reinforce how to say where you would  
like something.
- 7 Intermission  
Objective: to teach the conjugation of the regular verb nettoyer in  
the present tense;  
to review prepositions and the contraction du;  
to review the expressions en Chine, au Japon etc.



- 8 The house ghost seeks the mascot  
Objective: to introduce and reinforce prepositions de, à, devant, derrière, sur, sous, entre, à côté de;  
to teach how to ask and say where something is.
- 9 The letter needs fixing  
Objective: to reinforce prepositions;  
to consolidate and extend furniture vocabulary;  
to teach how to say what is in a particular room of the house.
- 10 Postcards all sliced up: reconstruct the messages!  
Objective: to read and understand postcard messages, by reconstructing the text;  
to synthesise the vocabulary and functions of the unit.
- 11 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 12 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 13 Certificate





## Vocabulary

à côté de	beside
l'armoire (f)	cupboard
l'Australie (f)	Australia
la baignoire	bathtub
le Brésil	Brazil
le canapé	sofa
la chaise	chair
dans	in
derrière	behind
devant	in front of
en bon état	in good condition
en mauvais état	in bad condition
entre	between
les Etats-Unis d'Amérique	United States of America (USA)
le fantôme	ghost
le fauteuil	armchair
le jardin	garden
la lampe	lamp
le lit	bed
meubler	to furnish
les meubles	furniture
nettoyer	to clean
la Nouvelle-Zélande	New Zealand
propre	clean
sous	under
sur	on
la table	table
le tapis	rug
la télévision	television set



## Focus on functions



How to say in which country you live:

J'habite en Australie.

How to say in which country he/she lives/they live:

Il habite en Chine.

Elle habite au Japon.

Ils habitent en Nouvelle-Zélande.

How to say what is in a particular room of the house:

Il y a une table et une armoire dans la cuisine.

Dans la salle de séjour, il y a un tapis et deux fauteuils.

How to ask where something is:

Où est le livre?

Où est la lampe?

How to say where something is:

Le livre est sous la table.

Le livre est sur le tapis.

Le livre est à côté de la chaise.

Le livre est derrière le lit.

Le livre est devant le fauteuil.

Le livre est entre le lit et la table.

Le livre est dans l'armoire.

How to describe the condition of something:

La chaise est en bon état.

Le fauteuil est en mauvais état.

## Form

- Agreement of the demonstrative adjective *ce* with the noun
- Conjugation of the regular -er verb *nettoyer* in the present tense
- Expressions *en bon/mauvais état*; *il y a*; *habiter en Chine, au Japon* etc
- Formation of plurals
- Interrogatives *où, qu'est-ce que*
- Prepositions *à, à côté de, dans, de, derrière, devant, entre, sous, sur* and contractions *du* and *au*
- Pronunciation of the French sounds /ɔ/ and /œ/
- Verb *habiter* in the present tense



# Unit 7

Unit	A trip for a treat
Topics	Travel, Clothing, Countries, Numbers 100
	- 4000
Focus	
Vocabulary Field/Theme	The natural world, The built world

Vocabulary

Field/Theme



## Activities and objectives

### 1 Choosing dream destinations

Objective: to introduce and revise the names of countries;  
to provide general knowledge about some countries;  
to teach how to ask and say where you would like to go;  
to teach how to say what you would like to do and see.

### 2 Voting on a destination

Objective: to revise the names of countries;  
to reinforce how to say where you would like to go;  
to teach how to say where you want to go.

### 3 Intermission

Objective: to discriminate aurally between the French sounds  
/u/ and /ɔ/;  
to teach the conjugation of the modal verb *vouloir* in  
the present tense;  
to reinforce the use of the infinitive with verbs *aimer*  
and *vouloir* in the conditional tense.

### 4 Places to visit in Australia

Objective: to present information about famous Australian  
landmarks;  
to introduce adjectives to describe the landmarks;  
to teach how to describe various locations and landmarks  
in Australia.

### 5 What clothes to pack for Australia?

Objective: to revise clothing item vocabulary;  
to revise the expression *avoir besoin de* with the  
indefinite article and plural nouns;  
to teach how to tell people what they need/do not need  
for a trip.



- 6 Intermission  
Objective: to reinforce the use of the indefinite article and des (some/any);  
to review the gender of nouns encountered in the unit;  
to review avoir besoin de with the indefinite article and plural nouns;  
to review sentence word order.
- 7 As the crow flies  
Objective: to introduce numbers 100 – 4000;  
to present general information about distances in Australia.
- 8 Who can guess the distance?  
Objective: to reinforce and extend the use of large numbers;  
to teach how to give an estimated distance.
- 9 How to travel around Australia  
Objective: to introduce vocabulary for different means of transport;  
to teach how to ask and say how you can go somewhere.
- 10 Souvenirs for the market people  
Objective: to consolidate the vocabulary of the unit.
- 11 Bobi's tour de France  
Objective: to listen to, read and understand information on a postcard;  
to present cultural information about France;  
to reinforce and consolidate the vocabulary and functions of the unit.
- 12 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 13 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 14 Certificate



## Vocabulary

aller	to go
l'avion	plane
avoir besoin de	to need
le bateau	boat
le cadeau	gift/present
le car	coach
célèbre	famous
dangereux, dangereuse	dangerous
la distance	distance
l'Egypte (f)	Egypt
énorme	huge
l'Inde (f)	India
intéressant, intéressante	interesting
le métro	underground train
le moyen de transport	means of transport
mystérieux, mystérieuse	mysterious
les Pays-Bas	the Netherlands
pourquoi	why
rapide	fast
regarder	to look at
spectaculaire	spectacular
la Suisse	Switzerland
le timbre	stamp
le train	train
visiter	to visit
voir	to see
la voiture	car
vouloir	to want

## Focus on functions

How to ask a person where he/she would like to go:

How to say you would like to do something:

Où aimerais-tu aller?

J'aimerais aller en Suisse.  
J'aimerais voir le Taj Mahal.





## Focus on functions (cont)

How to say the numbers  
between 100 and 4000:

cent un (101)  
deux cents (200)  
deux cent vingt (220)  
trois cents (300)  
trois cent quatre (304)  
quatre cent soixante (460)  
six cent cinquante-trois (653)  
neuf cent quatre-vingt-dix-neuf (999)  
mille (1000)  
mille deux cent cinquante (1250)  
trois mille six cents (3600)  
quatre mille (4000)

How to ask how you go  
somewhere:

Comment pouvons-nous aller de  
Darwin à Alice Springs?  
Comment pouvons-nous aller à Hobart?

How to say how you go  
somewhere:

en bateau  
en train  
en car  
en voiture  
en avion

How to tell someone what  
he/she needs to take on a trip:

Tu as besoin d'un jean et d'un tee-shirt.

## Form

- Conditional tense of aimer (1st, 2nd, 3rd person singular)
- Conjugation of the modal verb vouloir in the present tense
- Expressions aller de Paris à Lyon, aller en + country; avoir besoin de with the indefinite article and plural nouns
- Indefinite article and des (some/any)
- Interrogatives comment, où
- Pronunciation of the French sounds /u/ and /ɔ/
- Transport phrases en bateau, en avion etc
- Verbs: pouvoir in the present tense; verb patterns: j'aimerais, je voudrais etc with the infinitives aller and voir



# Unit 8

Unit	Games galore!
Topics	Revision of topics in Units 1 – 7, Dates, Numbers 1000 +
Focus	
Vocabulary	
Field/Theme	Personal and community life, Leisure and recreation, The natural world, The built world, The international world, The imaginative world

## Activities and objectives

### 1 The geography board game

Objective: to revise the names of countries;  
to present cultural information about 12 countries;  
to revise how to say what country you are in and what the capital is.

### 2 Who lives in which house?

Objective: to consolidate prepositions;  
to extend listening and reading comprehension;  
to revise how to say ages and what country a person comes from.

### 3 Find the mascot

Objective: to revise furniture item vocabulary;  
to consolidate prepositions;  
to consolidate how to say the location of something.

### 4 Intermission

Objective: to reinforce prepositions;  
to reinforce venir de + country;  
to discriminate aurally between the French sounds /o/ and /ø/.

### 5 Travel dreams

Objective: to reinforce vocabulary for means of transport;  
to consolidate how to ask and say how you can go somewhere.

### 6 A rainy day: let's paint!

Objective: to revise vocabulary for clothes, animals, colours and musical instruments;  
to revise how to say what you would like to do.

### 7 Detective work: what Kevin did

Objective: to revise vocabulary for clothes, means of transport and dates;  
to create awareness of how to talk about past events.



## 8 Intermission

Objective: to teach the conjugation of the irregular verb venir in the present tense;  
to reinforce the use of ne ... pas;  
to teach how plurals are formed;  
to review the gender of nouns encountered in the unit.

## 9 Bingo time!

Objective: to revise numbers 1000 +;  
to listen to and understand large numbers.

## 10 Around the world in 80 seconds

Objective: to revise means of transport, countries and clothing items.

## 11 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

## 12 Certificate



## Vocabulary

aller	to go
la capitale	capital
le monde	world
peindre	to paint
la personne	person
la photo	photo
prendre l'avion	to take a plane
prendre le bateau	to take a boat
prendre le car	to take a coach
prendre le train	to take a train
prendre la voiture	to take a car
venir de	to come from
voyager	to travel

## Form

- Conjugation of the irregular verb venir in the present tense
- Expression venir de France, du Japon etc
- Formation of plurals
- Negative ne ... pas
- Perfect tense
- Prepositions
- Pronunciation of the French sounds /o/ and /ø/





## Meet the Main Characters

# Unit 9

Unit	Clockwise!
Topics	Telling the time, 24 hour clock, Directions, Places in a town
Focus	Leisure and recreation

Vocabulary  
Field/Theme



## Activities and objectives

### 1 What's on today?

Objective: to introduce vocabulary for daily activities and routines;  
to teach how to ask and say what time it is  
(whole hours);  
to teach how to ask and say when/what time something  
will happen;  
to teach how to tell someone to hurry up;  
to teach how to say it is time to do something.

### 2 The grandfather clock

Objective: to reinforce how to ask and say what time it is  
(whole hours).

### 3 Where has Sakura gone?

Objective: to reinforce whole hours;  
to revise the names of places in a town and directions;  
to reinforce how to say what time something will happen.

### 4 Intermission

Objective: to review the use of à and de in time phrases;  
to teach the conjugation of the irregular verb aller in the  
present tense.

### 5 What's on at the fair?

Objective: to teach how to ask and say what time it is (half hours);  
to consolidate how to ask and say what time it is  
(whole hours);  
to consolidate how to say what time something  
will happen.

### 6 Choosing the programme

Objective: to reinforce and consolidate whole/half hours;  
to consolidate how to ask and say when something  
will happen.



- 7 Felix wins a 24 hour watch  
Objective: to teach how to say the time using the 24 hour clock;  
to teach how to say the time of day using du matin,  
du soir etc.
- 8 Intermission  
Objective: to reinforce the use of il y a;  
to review the gender of nouns encountered in the unit;  
to discriminate aurally between the French sounds  
/ɔ/ and /ɔ̃/.
- 9 Set the alarm  
Objective: to consolidate and enhance how to ask and say the  
time (whole/half hours).
- 10 Cuckoo clocks in the Black Forest  
Objective: to listen to, read and understand information  
on a postcard;  
to revise interrogatives qui, quand, où, combien de etc;  
to present cultural information about Germany.
- 11 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and  
language forms of the unit.
- 12 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 13 Certificate



## Vocabulary

aller	to go
le défilé de mode	fashion parade
le déjeuner	lunch
l'école (f)	school
écrire des lettres	to write letters
l'heure (f)	time, hour
l'horloge de 24 heures (f)	24 hour clock
le match de tennis/de football	tennis/soccer match
midi	midday/noon
minuit	midnight
le musée	museum
la pendule, l'horloge (f)	clock
le petit déjeuner	breakfast
prendre une douche	to have a shower
le programme	programme
la station de métro	underground station
le tennis de table	table tennis
vouloir	to want



## Focus on functions



How to ask the time:

Quelle heure est-il?

How to say what time it is:

Il est six heures.

Il est neuf heures et demie.

Il est onze heures.

Il est midi et demie.

How to say the time using  
the 24 hour clock:

Il est vingt-trois heures (23:00).

Il est dix-sept heures (17:00).

Il est treize heures trente (13:30).

Il est vingt et une heures trente  
(21:30).

How to say the time of day:

Il est six heures du matin.

Il est deux heures de l'après-midi.

Il est onze heures du soir.

How to ask when something  
will happen:

C'est quand, la foire?

A quelle heure est le concert?

A quelle heure est le match de tennis?

How to say when something  
will happen:

Le concert est à cinq heures et demie.

Le match de tennis est à sept heures.

How to tell someone to hurry up:

Dépêche-toi!

Dépêchez-vous!

How to say it's time to do  
something:

C'est l'heure du petit déjeuner.

C'est l'heure du déjeuner.

C'est l'heure de prendre une douche.

C'est l'heure de se lever.

## Form

- Conjugation of the irregular verb aller in the present tense
- Expressions il y a; du matin, du soir etc when saying the time; à ... heures etc; c'est l'heure de + noun/infinitive
- Imperative mood of se dépêcher
- Interrogatives: quand, c'est quand, à quelle heure; question: Quelle heure est-il?
- Prepositions à and de with time phrases
- Pronunciation of the French sounds /ɔ/ and /ɔ̃/



# Unit 10

Unit	Ideal weather for a snowman!
Topics	Weather, Seasons, Sport and other leisure activities, Months
Focus	
Vocabulary Field/Theme	The natural world, The international world

Vocabulary

Field/Theme



## Activities and objectives

- 1 The weather report**  
Objective: to introduce weather vocabulary;  
to teach how to describe the weather.
- 2 Ideal weather for kites**  
Objective: to reinforce weather vocabulary;  
to revise vocabulary for sports and hobbies and parts of the body;  
to reinforce how to describe the weather.
- 3 Intermission**  
Objective: to reinforce weather phrases;  
to discriminate aurally between the French sounds /ɛ/ and /ɛ̃/;  
to teach the formation of the immediate future tense;  
to revise the conjugation of the irregular verb aller in the present tense.
- 4 In Australia, December is summertime**  
Objective: to introduce the names of the seasons;  
to revise the months;  
to introduce the concept of wet and dry seasons and of opposite seasons in the Northern and Southern Hemispheres;  
to teach how to say what season it is.
- 5 Is it hot or freezing?**  
Objective: to teach how to ask and say what the temperature is;  
to teach how to ask what the weather is like;  
to teach how to ask and say whether it is hot or cold;  
to teach how to say you are hot or cold.



- 6 My favourite season  
Objective: to reinforce weather vocabulary and the names of the seasons;  
to reinforce the concept of opposite seasons in the Northern and Southern Hemispheres;  
to consolidate how to describe the weather;  
to consolidate how to say what the temperature is.
- 7 Compare the weather  
Objective: to consolidate the names of the seasons and weather vocabulary;  
to introduce comparative adjectives;  
to teach how to compare the weather in different places or seasons.
- 8 Intermission  
Objective: to review the gender of nouns encountered in the unit;  
to consolidate agreement of adjectives;  
to reinforce sentence word order.
- 9 Colder weather: shorter days  
Objective: to reinforce and enhance comparative adjectives;  
to reinforce how to compare the weather in different places or seasons.
- 10 Pick the day for the picnic  
Objective: to reinforce and consolidate the vocabulary and functions pertaining to the weather;  
to revise the days of the week.
- 11 Holiday pictures from China  
Objective: to read and understand photo captions;  
to present cultural information about China;  
to synthesise the vocabulary and functions of the unit.
- 12 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 13 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 14 Certificate

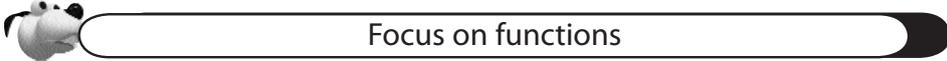




## Vocabulary

l'automne (m)	autumn
le bonhomme de neige	snowman
le brouillard	fog
le bulletin météo (météorologique)	weather report
l'été (m)	summer
faire voler un cerf-volant	to fly a kite
l'hémisphère nord (m)	Northern Hemisphere
l'hémisphère sud (m)	Southern Hemisphere
l'hiver (m)	winter
idéal, idéale	ideal
il fait beau	it's fine
il fait chaud	it's hot
il fait froid	it's cold
il gèle	it's freezing
il neige	it's snowing
il pleut	it's raining
il y a des nuages	it's cloudy
il y a du brouillard	it's foggy
il y a du vent	it's windy
la neige	snow
le nuage	cloud
le pique-nique	picnic
la pluie	rain
le printemps	spring
la saison	season
la saison des pluies	wet season
la saison sèche	dry season
le temps	weather
le vent	wind





## Focus on functions

How to ask what the weather is like:

Quel temps fait-il?

How to describe the weather:

Il fait beau.

Il fait froid.

Il pleut.

Il neige.

Il y a du vent.

How to say which season it is:

C'est le printemps.

C'est l'été.

C'est l'automne.

C'est l'hiver.

How to compare the weather

Il fait plus chaud à Jakarta qu'à Paris.

in different places or seasons: Il fait plus froid à Tokyo qu'à Shanghai.

En hiver, les jours sont plus courts qu'en été.

En été, les jours sont plus longs qu'en automne.

How to ask whether it's hot or cold:

Est-ce qu'il fait chaud?

Est-ce qu'il fait froid?

How to say it's hot or cold:

Il fait chaud.

Il fait froid.

How to say you are hot or cold:

J'ai chaud.

J'ai froid.

How to ask what the temperature is:

Quelle température fait-il?

How to say what the temperature is:

Il fait 18 degrés.

Il fait moins 5 degrés.

## Form

- Comparative adjectives
- Conjugation of the immediate future tense (aller + infinitive)
- Expressions avoir chaud/froid; en été, en hiver etc
- Interrogative: est-ce que; interrogative adjective: quel
- Pronunciation of the French sounds /ɛ/ and /ɛ̃/
- Verb patterns: faire in weather phrases; il faut



# Unit 11

Unit Food and drinks for a picnic  
Topics Food and drinks

Vocabulary  
Field/Theme

Focus  
Personal and community life, The international world,  
The imaginative world



## Activities and objectives

### 1 Lunch time

Objective: to introduce food and drink vocabulary;  
to introduce expressions avoir faim/soif;  
to teach how to say you are/are not hungry or thirsty;  
to teach how to ask and say what you would like to eat or drink;  
to teach how to ask for something at the table;  
to revise how to tell someone where to put something.

### 2 What to buy for the picnic?

Objective: to introduce new food and drink vocabulary;  
to reinforce food and drink vocabulary from Activity 1;  
to revise the partitive article du, de la etc;  
to introduce the verb pattern il faut;  
to revise how to say what you need.

### 3 How often do you eat meat?

Objective: to reinforce food and drink vocabulary;  
to revise time phrases souvent, ne ... jamais etc;  
to teach how to say how often you eat and drink something.

### 4 Intermission

Objective: to teach the conjugation of the regular verb manger in the present tense;  
to review the partitive article;  
to review the use of avoir faim/soif and avoir envie de.

### 5 Ask Dr Chiara

Objective: to consolidate food and drink vocabulary;  
to teach how to ask and say if something is healthy or unhealthy.



- 6 Are you keeping fit?  
Objective: to consolidate food and drink vocabulary;  
to revise vocabulary for leisure activities;  
to revise how to ask and say how often you  
do something.
- 7 Raiding the fridge  
Objective: to consolidate food and drink vocabulary.
- 8 Intermission  
Objective: to review the gender of nouns encountered in the unit;  
to teach negative expressions ne ... rien, ne ... jamais,  
ni ... ni;  
to review the partitive article.
- 9 I'm hungry! Let's eat!  
Objective: to consolidate food and drink vocabulary;  
to reinforce how to ask and say what you would  
like to eat.
- 10 Time for a midnight snack  
Objective: to consolidate vocabulary and language functions of  
the unit.
- 11 A recipe for sushi  
Objective: to read and understand information in a letter;  
to present cultural information about Japan;  
to enhance food and drink vocabulary.
- 12 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language  
forms of the unit.
- 13 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 14 Certificate





## Vocabulary

avoir faim	to be hungry
avoir soif	to be thirsty
le beurre	butter
boire	to drink
bon, bonne	good
le bonbon	lolly
les chips	potato crisps
le chocolat	chocolate
l'eau minérale (f)	mineral water
le fromage	cheese
le fruit	fruit
jamais	never
le jambon	ham
le jus d'orange	orange juice
le lait	milk
le légume	vegetable
la limonade	lemonade
manger	to eat
l'oeuf (m), les oeufs	egg-s
le pain	bread
le poisson	fish
le poulet	chicken
le riz	rice
la salade	lettuce, salad
la santé	health
la saucisse	sausage
la tomate	tomato
végétarien, végétarienne	vegetarian
la viande	meat





## Focus on functions

How to say you are hungry/  
thirsty:

J'ai faim.

J'ai soif.

How to ask a person what  
he/she would like to eat/drink:

Qu'est-ce que tu veux manger?

Qu'est-ce que tu veux boire?

How to say what you would  
like to eat/drink:

Je veux manger du poulet.

J'aimerais bien du chocolat.

Je voudrais du poisson.

Je veux boire de l'eau minérale.

How to ask if something is  
healthy/bad for your health:

Est-ce que c'est bon pour la santé?

Est-ce que c'est mauvais  
pour la santé?

How to say that something is  
healthy/bad for your health:

Les légumes, c'est bon pour la santé.

La limonade, c'est mauvais  
pour la santé.

## Form

- Conjugation of the verb manger in the present tense
- Expressions avoir faim/soif; avoir envie de; c'est bon/mauvais
- Negatives ne ... jamais, ne ... rien, ni ... ni
- Partitive article du, de la etc
- Time phrases souvent etc
- Verbs: vouloir, boire in the present tense; verb patterns: j'aimerais, je voudrais, je veux etc + infinitive



# Unit 12

Unit	It's shopping time!
Topics	Shopping, Food and drinks, Money, Telling the time
Focus	Personal and community life, The international world

Vocabulary  
Field/Theme



## Activities and objectives

### 1 At the fruit shop

Objective: to introduce the names of shops;  
to revise the position of adjectives with a noun;  
to consolidate fruit and vegetable vocabulary;  
to teach how to say something is cheap or expensive;  
to revise how to say what floor something is on.

### 2 The butcher's, the baker's ...

Objective: to reinforce the names of shops;  
to consolidate food and drink vocabulary;  
to reinforce how to say something is cheap or expensive;  
to revise how to say what floor something is on.

### 3 Spin and win!

Objective: to reinforce and consolidate food and drink vocabulary.

### 4 Who carries what?

Objective: to consolidate food and drink vocabulary.

### 5 Intermission

Objective: to teach the conjugation of the regular verb entendre in the present tense;  
to discriminate aurally between the French sounds /a/ and /ã/;  
to review the position and agreement of adjectives.

### 6 Ice-cream in any currency

Objective: to introduce the names of different currencies;  
to teach how to ask and say how much something costs;  
to reinforce how to say something is cheap or expensive.

### 7 Money up for grabs

Objective: to revise the names of different currencies.



- 8 At the cafeteria  
Objective: to revise food and drink vocabulary;  
to revise how to say you are hungry or thirsty;  
to revise how to say what you would like to eat or drink.
- 9 Intermission  
Objective: to revise the position and agreement of adjectives;  
to review the use of on.
- 10 Can you be fooled?  
Objective: to reinforce and consolidate the vocabulary of the unit.
- 11 Tracking Mossie  
Objective: to synthesise the vocabulary of the unit;  
to revise how to say the time (whole/half hours).
- 12 Jono's mother sends a puzzle  
Objective: to listen to, read and understand information in a letter;  
to present cultural information about Indonesia;  
to revise prepositions.
- 13 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 14 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 15 Certificate



## Vocabulary

acheter	to buy
l'argent (m)	money
avoir besoin de, il faut	to need
la banane	banana
bon marché	cheap
la boucherie	butcher shop
la boulangerie	bakery
la cafétéria	cafeteria
la carotte	carrot
cher, chère	expensive
combien	how much, how many
coûter	to cost
la cuisse de poulet	chicken leg
entendre	to hear
la fraise	strawberry
le franc	franc
le fromage	cheese
le gâteau, les gâteaux	cake-s
la glace	ice-cream
le jambon	ham
le jus de pomme	apple juice
le magasin de fruits et légumes	fruit shop
la mangue	mango
la monnaie	currency
l'orange (f)	orange
le paquet	pack, packet
la pomme	apple
la pomme de terre	potato
prendre	to take
le supermarché	supermarket





## Focus on functions

How to ask how much something costs:

Combien coûte le chou?  
Combien coûtent les fraises?  
Ça coûte combien?

How to say how much something costs:

Le fromage coûte 10 francs.  
Les pommes coûtent 12 francs.

How to say something is expensive:

Les mangues coûtent chères.  
Les pommes sont chères.  
Ça coûte cher.  
C'est cher.

How to say something is cheap:

Les pommes de terre sont bon marché.  
C'est bon marché.

## Form

- Agreement and position of adjectives
- Conjugation of the regular -re verb entendre in the present tense
- Expressions avoir faim/soif; bon marché
- Questions Ça coûte combien? Combien coûte/ coûtent ...?
- Pronunciation of the French sounds /a/ and /ã/
- Use of on



# Unit 13

Unit Games galore!  
Topics Revision of topics in Units 9 – 12, Setting  
the table  
Focus Personal and community life, The international world

Vocabulary  
Field/Theme



## Activities and objectives

- 1 Setting the breakfast table  
Objective: to introduce the vocabulary for cutlery and crockery items;  
to revise prepositions;  
to revise how to tell someone where to put something.
- 2 Pack the picnic basket  
Objective: to revise food and drink vocabulary;  
to consolidate the use of *il faut*;  
to revise how to say what you need.
- 3 What has the snake eaten?  
Objective: to revise food and drink vocabulary;  
to reinforce cutlery vocabulary.
- 4 Who drinks tea?  
Objective: to revise drinks vocabulary;  
to revise how to say what someone likes and dislikes;  
to revise how to say where someone lives.
- 5 Intermission  
Objective: to review agreement of the interrogative adjective *quel*  
with the noun;  
to teach the conjugation of the irregular verb *boire* in the  
present tense;  
to discriminate aurally between the French sounds  
*/ɔ̃/* and */ɛ̃/*.
- 6 Do you know the answer?  
Objective: to consolidate vocabulary for weather, seasons, food  
and drink.
- 7 Compare and be quick!  
Objective: to revise comparative adjectives;  
to revise how to make comparisons.
- 8 Ride the logs  
Objective: to revise how to say the time (whole/half hours);  
to revise how to say the time using *du matin*,  
*de l'après-midi* etc.



## 9 Intermission

Objective: to reinforce the conjugation of *mettre* in the present tense;  
to reinforce agreement of the interrogative adjective *quel* with the noun;  
to review interrogatives.

## 10 Jono in the food maze

Objective: to revise furniture, food and drink vocabulary;  
to revise prepositions.

## 11 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

## 12 Certificate





## Vocabulary

l'assiette (f)	plate
les baguettes (f)	chopsticks
la boisson	drink
le bol	bowl
le café	coffee
la cafetière	coffee pot
le couteau, les couteaux	knife, knives
la couverture	blanket
la cuillère	spoon
la fourchette	fork
le jus de légumes	vegetable juice
mettre	to put, place, set, put on
le panier à pique-nique	picnic basket
plein, pleine	full
le verre	glass

## Form

- Comparative adjectives
- Conjugation of the irregular verb boire in the present tense
- Interrogative adjective quel
- Partitive article du, de la etc
- Prepositions
- Pronunciation of the French sounds /ɔ̃/ and /ɛ̃/
- Verb: mettre in the present tense; verb pattern: il faut





## Meet the Main Characters

# Unit 14

Unit  
Topics

Preparations for the farewell party  
Planning a party, Daily routines,  
Invitations, Revision of topics in  
Units 1 – 13

Vocabulary

Field/Theme Personal and community life

## Activities and objectives



### 1 Olga plans her day

Objective: to introduce vocabulary for planning a party and daily routines;  
to teach how to say you must do something;  
to teach how to indicate the order of events;  
to teach how to talk about the immediate future.

### 2 The phone runs hot

Objective: to reinforce vocabulary for planning a party and daily routines;  
to teach how to ask a person if he/she can do something;  
to teach how to say you can and cannot do something;  
to reinforce how to talk about the immediate future;  
to revise how to ask and say telephone numbers.

### 3 Writing the invitations

Objective: to listen to, read and understand an invitation;  
to synthesise vocabulary from previous units;  
to revise interrogatives *qui*, *pourquoi*, *quand*, *où* etc.

### 4 Intermission

Objective: to review the use of *devoir* and *il faut* with the infinitive;  
to discriminate aurally between the French sounds /s/ and /z/;  
to teach the conjugation of the modal verb *pouvoir* in the present tense.

### 5 Arranging the furniture

Objective: to revise prepositions in a problem solving situation;  
to revise vocabulary for furniture and colours;  
to revise how to tell someone where to put something.

### 6 Carmen creates place cards

Objective: to revise vocabulary for countries, animals and musical instruments;  
to reinforce how to indicate the order of events.



- 7 Mossie learns how to set the table  
Objective: to consolidate cutlery vocabulary;  
to revise prepositions;  
to provide general knowledge about how to set a table;  
to revise how to say where to put something.
- 8 A topsy-turvy table setting  
Objective: to enhance crockery and cutlery vocabulary.
- 9 Intermission  
Objective: to reinforce interrogatives;  
to reinforce adverbs d'abord, puis etc;  
to review the use of modal verbs and il faut.
- 10 Sweet or spicy?  
Objective: to introduce adjectives and expressions to describe food;  
to revise food vocabulary;  
to teach how to say how something tastes.
- 11 Time to go home  
Objective: to revise means of transport and some food items;  
to reinforce how to talk about the immediate future;  
to revise how to ask and say how to get to different places.
- 12 Sunday lunch at Juliette's  
Objective: to revise the vocabulary and language forms from all units;  
to consolidate how to talk about the immediate future;  
to find out about Sunday winter activities in France.
- 13 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 14 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 15 Certificate





## Vocabulary

à droite de	to the right of
à gauche de	to the left of
acide	sour
au milieu de	in the middle of
le citron	lemon
croquant, croquante	crunchy
d'abord	first
devoir	to have to (must)
enfin	finally
ensuite	then, next
épicé, épicée	spicy
la journée	day
mettre la table	to set the table
mou, molle	soft
nettoyer	to clean
organiser	to organise
pouvoir	to be able to (can)
prendre le petit déjeuner	to have breakfast
prendre une douche	to have a shower
préparer	to prepare
puis	then, next
salé, salée	salty
la soirée	evening, party
sucré, sucrée	sweet
téléphoner à quelqu'un	to ring someone (on the phone)
venir	to come
les vêtements (m)	clothes



## Focus on functions



How to indicate the sequence of events: D'abord, je vais prendre mon petit déjeuner.

Ensuite, je vais jouer au tennis.

Puis, je vais faire du vélo.

Et enfin, je vais prendre une douche.

How to say you must do something:

Je dois mettre la table.

Je dois téléphoner à mes amis.

How to ask a person if he/she can do something: Peux-tu venir à deux heures cet après-midi?

Est-ce que tu peux mettre la table?

Peux-tu me donner le numéro de téléphone de Nestor?

How to say you can/cannot do something:

Je peux mettre la table.

Je peux venir à la soirée.

Je ne peux pas écrire les invitations.

## Form

- Adverbs d'abord, puis, ensuite, enfin
- Conjugation of modal verb pouvoir in the present tense
- Infinitive with il faut and modal verbs pouvoir and devoir
- Interrogative adjective quel
- Pronunciation of the French sounds /s/ and /z/
- Immediate future tense (aller + infinitive)
- Verbs: devoir, faire, jouer in the present tense; verb pattern: il faut



# Unit 15

Unit Topics Getting ready to leave  
Clothing, Colours, Parts of the face,  
Personal identification, Shopping, Telling  
the time  
**FOCUS**

## Vocabulary

Field/Theme Personal and community life, The built world,  
The international world, The imaginative world

## Activities and objectives

### 1 Creating a mask

Objective: to revise adjectives describing physical features;  
to revise agreement and position of adjectives;  
to revise parts of the face.

### 2 What's the exact time?

Objective: to teach how to say what time it is (quarter hours/  
ten past etc).

### 3 A present for Mossie

Objective: to revise the names of shops and vocabulary for food and  
other items;  
to revise how to say what you would like to do.

### 4 Happy or sad?

Objective: to introduce adjectives to describe how you feel;  
to introduce the expressions avoir peur, être en colère etc;  
to teach how to say you are happy, sad etc.

### 5 Intermission

Objective: to consolidate the position and agreement of adjectives;  
to reinforce the expressions il y a, y a-t-il, il n'y a pas;  
to teach the conjugation of the regular verb choisir in the  
present tense.

### 6 Which clothes belong to Juliette?

Objective: to revise clothing vocabulary;  
to consolidate agreement and position of adjectives;  
to revise the partitive article and the interrogative  
adjective quel;  
to teach how to ask and say what belongs to someone.



- 7 A choice of souvenirs  
Objective: to revise vocabulary for colours and clothing;  
to reinforce and enhance the interrogative adjective quel;  
to revise agreement and position of adjectives;  
to revise je voudrais etc;  
to revise how to ask and say which item(s) you would like.
- 8 What does the future have in store?  
Objective: to introduce the future tense;  
to revise agreement and position of adjectives;  
to introduce time phrases le mois prochain etc;  
to teach how to say what you will do at a future time.
- 9 Intermission  
Objective: to teach the conjugation of être in the future tense;  
to revise agreement of adjectives;  
to revise the interrogatives comment, combien de, qui  
and quel.
- 10 Carnival masks  
Objective: to revise vocabulary for parts of the face;  
to revise adjectives describing colours and  
physical features;  
to present cultural information about 'carnevale'  
in Venice;  
to listen to and understand information about masks.
- 11 End of unit exercises  
Objective: to reinforce and consolidate the vocabulary and language  
forms of the unit.
- 12 Mischievous Mossie  
Objective: to consolidate and synthesise the functions of the unit.
- 13 Certificate





## Vocabulary

A quelle heure ...?	At what time ...?
l'année (f)	year
avoir peur	to be afraid
la casquette	cap
choisir	to choose
doré, dorée	golden
être content(e)	to be happy
être en colère	to be angry
être triste	to be sad
l'heure (f)	hour, time
jouer aux échecs	to play chess
la librairie	bookshop
la montre	watch
la paire de chaussettes	pair of socks
partir	to leave
la plume	feather
pourquoi	why
quel, quels, quelle, quelles	what, which
la semaine	week
vide	empty



## Focus on functions



How to say the time:

Il est six heures cinq.  
Il est six heures dix.  
Il est six heures et quart.  
Il est six heures vingt.  
Il est six heures vingt-cinq.  
Il est sept heures moins vingt-cinq.  
Il est sept heures moins vingt.  
Il est sept heures moins le quart.  
Il est sept heures moins dix.  
Il est sept heures moins cinq.

How to say you are happy:

Je suis content(e).

How to say you are sad:

Je suis triste.

How to say you are frightened:

J'ai peur.

How to say you are angry:

Je suis en colère.

## Form

- Agreement and position of adjectives
- Conjugation of the regular -ir verb choisir in the present tense
- Expressions avoir peur, être content, triste, en colère; il y a
- Future tense
- Interrogatives: combien de, qui, comment; interrogative adjective: quel
- Time phrases l'année prochaine, le mois prochain etc
- Verb: être in the future tense; verb patterns: je voudrais, aimerais-tu, aimeriez-vous



# Unit 16

Unit Farewell friends  
Topics Revision of topics in Units 1 – 15

Vocabulary Theme Personal and community life, Leisure and recreation,  
Focus The built world, The international world,  
The imaginative world



## Activities and objectives

- 1 Attend to each person's request  
Objective: to revise vocabulary and functions from previous units;  
to respond to requests using known vocabulary  
and functions.
- 2 Pass the parcel  
Objective: to revise comparative adjectives.
- 3 Candid camera  
Objective: to revise how to ask and say what people are doing.
- 4 What did they do?  
Objective: to introduce the perfect tense;  
to teach how to ask and say what people did.
- 5 Intermission  
Objective: to review the agreement of possessive adjectives;  
to create awareness of how to form the perfect tense of  
regular -er verbs with avoir.
- 6 Olga's farewell speech  
Objective: to reinforce the perfect tense;  
to reinforce how to ask and say what people did;  
to review the main 'events' of the story.
- 7 The friends reminisce  
Objective: to revise vocabulary for sports and other leisure activities;  
to revise how to ask and say what people like doing.
- 8 First the riddle, then the gift  
Objective: to introduce relative clauses;  
to revise some of the vocabulary, language forms and  
functions of the units.



## 9 Intermission

Objective: to create awareness of how to form the perfect tense of regular -er, -re and -ir verbs with avoir;  
to reinforce the use of the present tense of avoir to form the perfect tense;  
to discriminate aurally between the French sounds /ā/ and /ē/.

## 10 Homeward bound

Objective: to revise numbers and the names of countries;  
to revise how to say thank you and goodbye;  
to revise how to say the time.

## 11 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

## 12 Certificate





## Vocabulary

danser	to dance
décorer	to decorate
faire un voyage	to go on a trip
jouer à cache-cache	to play hide and seek
moins	minus, less

## Form

- Comparative adjectives
- Conjugation of the regular verb regarder in the perfect tense
- Perfect tense
- Possessive adjectives
- Pronunciation of the French sounds /ã/ and /ɛ/
- Relative pronoun qui





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