

1

Talking about yourself

AIMS OF THE UNIT

- ▶ greeting people
- ▶ basic courtesies
- ▶ using the numbers 1–10
- ▶ understanding and answering simple questions about yourself

GRAMMAR

- ▶ gender
- ▶ **un/une**
- ▶ adjectival agreement (singular only)
- ▶ present tense of **être**

Exploiting the course material

In the first lesson, it will be helpful to explain the *Breakthrough French* methodology to the class:

- ▶ The Conversations are authentic recordings of real people speaking without a script in real situations. Students will sometimes find it difficult to catch every word, but listening to the authentic recordings will develop their ability to understand normal spoken French in real life.
- ▶ Scripted studio recordings are used for the speaking exercises, because the controlled language and delivery make for clear, unambiguous prompts.

Encourage students to work aloud whenever they can, even when they are doing reading or writing exercises. Students will benefit if they have the cassettes as well as the coursebook to work on at home: they need to listen to the Conversations and to do the speaking exercises as often as possible – there is not usually enough time in class. The first unit deliberately contains very little vocabulary, to make it encouragingly manageable for complete beginners. If your students have all done some French before, you will probably want to work through it quite quickly. If some of the class are genuine beginners, you may wish to use the ideas below to extend the exercises in the coursebook.

Conversations 1 Exercise 2

Explain that in France it is courteous to shake hands whenever you meet or say goodbye. Then ask the students to get up and shake hands with everyone else in the class, saying **Bonjour/Bonsoir, Monsieur/Madame/Mademoiselle** each time, as appropriate. They can also use the opportunity to exchange first names. You can bring the activity to a halt by saying **Merci, Messieurs-dames**.

Conversations 2 ▶ Go round the class counting 1–10 and then backwards, with each student saying one number in the sequence.

- ▶ Student 1 says a number between one and ten. Student 2 repeats that number and then says another unrelated one. Student 3 recaps on both numbers and adds a third ... etc.

Exercise 5

Give a simple explanation and demonstration of how acute and grave accents affect the sound of the letter 'e' and then have further pronunciation practice based on the words **café** and **bière**.

- Conversations 3** ▶ In pairs, students ask each other's surname, first name and address, along the lines of the first recording in Conversations 3. If they all know each other already, suggest that they assume a fictitious identity for this exercise.
- ▶ Make sure that everyone knows how to give their nationality in the correct gender. Some examples are given in the notes to the second recording in Conversations 3, but you may have a Swede or an Australian in the class! Then go round the group, asking them all to give their nationality and to say where they are from (e.g. **Je suis anglaise. Je suis de Manchester**). You can have a bit of instructive fun showing them how to pronounce British place-names with a French accent.
- ▶ You can then practise third-person forms by asking students to recall each other's nationalities. Each student gives his/her name and then the others say e.g. **Philippa est écossaise**. When you have done that, practise a couple of plurals by asking e.g. **Et Tom et Alan?** – to which you will try to elicit the answer **Ils sont anglais**.
- ▶ If they can't remember someone's nationality, show them how to ask **Vous êtes anglais(e)?**

Exercise 9

Play the recording for this exercise two or three times and then ask students to get into pairs and read it through together, with one of them playing the waitress and the other the customer.

Exploiting material from the *Breakthrough French Activity Book*

The *Activity Book* contains further exercises for consolidation of the language covered in the unit – ideal for homework!

Answers to exercises on the worksheets

PAGE 3: EXERCISE 1

Lee Carlton est **américain**. (It should have been **américaine**.)

Il est de Washington. (She is a woman, so it should be **elle**, not **il**.)

Il est à Paris **pour son travail**. (Again, it should be **elle**, and she is in Paris **en vacances**.)

Il est à l'**Hôtel Montparnasse**. (**Elle** again – and she is staying at the **Hôtel Terminus**, which happens to be in the **boulevard Montparnasse**.)

PAGE 3: EXERCISE 2

a. French b. A village c. In Normandy d. In Lisieux e. He goes to a café for a beer or five f. Seven o'clock g. Eight o'clock h. A soufflé i. No j. Beer

PAGE 4: EXERCISE 1

Marianne est **française**. / Ingrid est **allemande**. / Harry est **américain**. / Debbie est **anglaise**. / David est **gallois**. / Martina est **irlandaise**. / Hugh est **écossais**.

PAGE 4: EXERCISE 2

Henri: Vous êtes français?

Andrew: Non, je suis écossais. Et vous?

Henri: Nous sommes français.

(à Paulette): Il est anglais.

Andrew: Non! Je suis écossais!

PAGE 4: EXERCISE 3

Un bon café français. / **Une bonne bière française**. / **Un bon nom français**. / **Un bon prénom français**. / **Une bonne adresse française**.

Exercise 1

Here is a form filled in by a visitor to France.

Nom (M./Mme/Mlle):	Carlton (Madame)
Prénom:	Lee
Domicile:	142, East 23rd Street, Washington
Nationalité:	Américaine
Adresse en France:	Hôtel Terminus, boulevard Montparnasse, Paris 14 ^e
Motif de votre visite:	Vacances

Underline the mistakes in this summary of the information on the form.

Lee Carlton est américain.
Il est de Washington.
Il est à Paris pour son travail.
Il est à l'Hôtel Montparnasse.

Exercise 2

Developing reading skills is largely a question of building up your confidence that you can understand the gist of a passage without knowing every word. In fact, one of the most important skills is intelligent guesswork. Read this text three times, not allowing yourself to be fazed by the words you don't know, and then see if you can answer the questions on it.

Jean-Paul Legrand est français. Il habite le village de Chamfort en Normandie et il travaille à Lisieux. Le soir, après le travail, il va dans un café et il prend une bière – une bonne bière française. Une bière – pas de problème – mais Jean-Paul prend deux bières, trois bières, quatre bières, cinq bières. Christine Legrand prépare le dîner pour sept heures du soir. A sept heures, Jean-Paul est toujours au café. A huit heures il prend le bus. A neuf heures il arrive à Chamfort. Christine est furieuse.

'Et mon soufflé?' crie-t-elle, 'Tu es alcoolique!'

'Moi? Alcoolique-hic?' dit Jean-Paul, 'Mais non! Je préfère la bière aux soufflés, c'est tout.'

- a. What is Jean-Paul's nationality?
- b. Is Chamfort a town or a village?
- c. Where is it?
- d. Where does Jean-Paul work?
- e. What does he do in the evening after work?
- f. For what time does Christine prepare dinner?
- g. At what time does Jean-Paul get the bus?
- h. What had Christine prepared for dinner?
- i. Does he agree that he is an alcoholic?
- j. What does he prefer to soufflés?

Exercise 1

Cross out the incorrect forms, according to the gender of the people.

Marianne est	français / française.
Ingrid est	allemand / allemande.
Harry est	américain / américaine.
Debbie est	anglais / anglaise.
David est	gallois / galloise.
Martina est	irlandais / irlandaise.
Hugh est	écossais / écossaise.

Exercise 2

See if you can fill in each of the gaps with the right part of the verb **être** (**suis, es, est, sommes, êtes** or **sont**).



Henri: Vous _____ français?
Andrew: Non, je _____ écossais. Et vous?
Henri: Nous _____ français.
(à Paulette): Il _____ anglais.
Andrew: Non! Je _____ écossais!

Exercise 3

Write **Un bon** or **Une bonne**, as appropriate, before each noun and **français** or **française** after the noun.

_____ café _____
_____ bière _____
_____ nom _____
_____ prénom _____
_____ adresse _____

Activity 1

You play a hotel receptionist and your partner plays a new client. Ask in French the name, address and nationality of the client and fill them in on the registration form.

Hôtel de Paris	
Nom (M./Mme):	.....
Prénom:	.....
Adresse:	.....

Nationalité:	.....

Activity 2

2 7 6 9 3 8

Your partner too has a set of six numbers. Without looking at each other's worksheets – and using only the French names for the numbers and the words **oui** and **non** – discover which numbers your lists have in common.

Activity 3

You're English, from Leeds, and you are on holiday in France. Respond to your partner's questions – and use **Et vous?** to return the questions about nationality and where you live.

Activity 4

You play a French person from Nice who is talking to a foreign visitor. Ask your partner:

- ▶ Are you English or American?
- ▶ Do you live in [the capital city of his/her country]?
- ▶ Do you come here for your work?

and, if it turns out s/he is on holiday, be prepared to wish him/her a good one.

Activity 1

You play a client checking in at a hotel. Your name is Claude Lebon and your address is 9, avenue de Londres, Calais. Your nationality is French: remember to say **Je suis français** if you are a man and **Je suis française** if you are a woman. (Claude can be either a man's or a woman's name, so keep your own sex!)

Activity 2

10 4 8 0 5 3

Your partner too has a set of six numbers. Without looking at each other's worksheets – and using only the French names for the numbers and the words **oui** and **non** – discover which numbers your lists have in common.

Activity 3

You play a French person from Bordeaux who is making polite conversation to a foreign visitor. Ask your partner:

- ▶ Are you English or American?
- ▶ Do you live in London?
- ▶ Do you come here for your work?

and, if it turns out s/he is on holiday, be prepared to wish him/her a good one.

Activity 4

You are Irish, from Cork, and you are on holiday in France. Respond to your partner's questions – and use **Et vous?** to return the questions about nationality and where you live.

2

Yourself and others

AIMS OF THE UNIT

- ▶ answering questions about one's job, self and family
- ▶ asking similar questions of others
- ▶ making negative statements
- ▶ using numbers up to 20

GRAMMAR

- ▶ present tense of **-er** verbs (model: **travailler**)
- ▶ **ne ... pas**
- ▶ **je ▶ j'** and **ne ▶ n'** before a vowel sound
- ▶ present tense of **avoir** (including the negative)

Exploiting the course material

- Conversations 1** ▶ Go round the group, with each person saying what his/her job is. If the appropriate vocabulary has not come up in the unit, you will need to furnish it, so you would do well to have a bilingual dictionary to hand – at least one of your students is bound to have an obscure job which defies simplified approximation!
- ▶ Write the names of their jobs in random order on the board. Then call out the first name of each of the students and have the others tell you what s/he does (e.g. **Chris ... Chris est fonctionnaire**).

Conversations 2 Exercise 5

- ▶ Teach the present tense of the verb **avoir**, which comes in the Grammar section. Then go round the group, asking one family-based question of each student. As they have not yet learned how to form questions with **Est-ce que ...?** or inversion, you would do best to stick to the following forms: **Vous êtes marié(e)? Vous avez des enfants? Des garçons ou des filles? Vous avez des frères et sœurs?**
- ▶ Put the students into pairs and have them question each other about their families. Warn them that they need to remember what they hear, because they will then have to tell another student about their partner (e.g. **Chris est marié. Il a quatre enfants: trois filles et un garçon. Il a une sœur et un frère.**).

- Conversations 3** Practise the use of **ne ... pas** by asking students to give a full negative sentence in reply to each of your questions.

You can ask about profession, e.g. **Vous êtes professeur, Fred?**, to which Fred should reply **Non, je ne suis pas professeur – je suis (mécanicien or whatever)**.

You can ask about marital status: **Vous êtes célibataire, Maria?** Maria replies **Non, je ne suis pas célibataire – je suis mariée**.

You can ask to be turned down for a trip to the cinema (like Nathalie in Conversations 3): **Vous venez au cinéma avec moi ce soir?** – to which the student could reply **Non, je ne peux pas** or **Non, je ne suis pas libre** or **Non, je n'aime pas le cinéma**.

Exercise 7

- ▶ Go round the class, with each student saying the next number in the sequence 1–20 and then backwards from 20 to 1.
- ▶ Ask everyone to write down five French-style telephone numbers, each consisting of five pairs of two-figure numbers (e.g. 01 17 05 13 19). None of the numbers should be higher than 20. Students work in pairs, dictating the numbers to each other and writing down the numbers their partners give them.

Exploiting material from the *Breakthrough French Activity Book*

Exercise 4

This exercise in the *Activity Book* introduces the verb **parler** and includes the names of a number of languages. You can practise the different persons of **-er** verbs, in the positive and negative forms, by asking questions about the languages that your students speak, e.g. **William – vous parlez allemand?**, to which William should reply either **Oui, je parle allemand** or **Non, je ne parle pas allemand**. Another student can then be asked e.g. **Elizabeth, vous parlez allemand? ... Et William, il parle allemand?** You can also manoeuvre to introduce some plurals, e.g. **William et Ruth parlent allemand**.

Answers to exercises on the worksheets

PAGE 9: EXERCISE 1

a. Faux b. Faux c. Faux d. Faux e. Vrai f. Vrai g. Faux

PAGE 9: EXERCISE 2

a. Thierry b. Jules c. Annique d. Joëlle e. Colette f. 5
g. Annique h. 2 years

PAGE 10: EXERCISE 1

j'habite / tu habites / il habite / elle habite / nous habitons / vous habitez / ils habitent / elles habitent

PAGE 10: EXERCISE 2

a / une / sont / est / ont / un / filles

PAGE 10: EXERCISE 3

Je n'aime pas le cinéma. / Tu n'aimes pas le cinéma. / Il n'aime pas le cinéma. / Elle n'aime pas le cinéma. / Nous n'aimons pas le cinéma. / Vous n'aimez pas le cinéma. / Ils n'aiment pas le cinéma. / Elles n'aiment pas le cinéma.

PAGE 10: EXERCISE 4

a. Non, je n'aime pas le cinéma. b. Non, je ne travaille pas à Londres.
c. Non, je n'habite pas Paris. d. Non, elle n'est pas professeur.
e. Non, elles ne sont pas anglaises. f. Non, ils ne sont pas ici.
g. Non, il n'est pas français.

Exercise 1

Here is part of a letter written by someone hoping to be employed to look after children in a French family during the summer holiday.

New words: **un étudiant / une étudiante** student.

... Je suis une fille de 19 ans et je suis célibataire. J'aime les enfants – j'ai une sœur de 12 ans et un petit frère de 6 ans. J'ai également une grande sœur de 23 ans – elle est mariée et elle a deux enfants: une fille de trois ans et un garçon de deux ans. Je suis étudiante, alors je suis libre pendant les vacances (du 25 juin au 3 octobre) ...

Jo Turner

Indicate whether each of the following statements about the writer of the letter is true (**vrai**) or false (**faux**):

- | | |
|---|-------------|
| a. Jo est un garçon. | Vrai / Faux |
| b. Elle est mariée. | Vrai / Faux |
| c. Elle n'aime pas les enfants. | Vrai / Faux |
| d. Elle a un petit-fils de 6 ans. | Vrai / Faux |
| e. Elle a une sœur mariée. | Vrai / Faux |
| f. La grande sœur a un fils de deux ans. | Vrai / Faux |
| g. Jo n'est pas libre pendant les vacances. | Vrai / Faux |

Exercise 2

Here is part of a letter sent to a friend after a number of years without contact.

Eh oui, je vis toujours – et Colette, ma femme, aussi! Nous sommes à la retraite depuis deux ans. Nous avons trois fils et deux filles:

– Robert (35 ans) est plombier; il est célibataire et il habite Niort.

– Jules (33 ans) est mécanicien auto; il travaille dans un garage à Marseille et il habite Aix-en-Provence avec sa femme et les trois enfants.

– Annique (30 ans) est infirmière. Elle est divorcée et elle a deux enfants: un garçon et une fille.

– Joëlle (29 ans) est femme d'affaires. Elle est célibataire et elle travaille à Nancy.

– Thierry (22 ans et célibataire) est à l'École des Ingénieurs de Marseille ...

Jean-Jacques

- Who is training to be an engineer?
- Who is the car mechanic?
- Who is the nurse?
- Who is the businesswoman?
- What is the name of Jean-Jacques' wife?
- How many grandchildren does Jean-Jacques have?
- Which of his children is divorced?
- How long ago did Jean-Jacques retire?

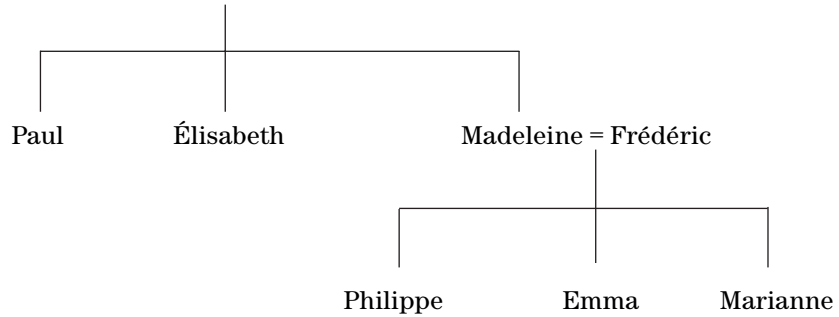
Exercise 1

Fill in the gaps in the present tense of the verb **habiter**.

_____ **habite** _____ **habitons**
tu _____ **vous** _____
il _____ **ils** _____
elle _____ **elles** _____

Exercise 2

Fill in the gaps in the sentences so that they describe the relationships in the family tree.



Madeleine _____ un frère, Paul, et _____ sœur, Élisabeth.
Paul et Élisabeth _____ célibataires.
Madeleine _____ mariée.
Madeleine et son mari _____ trois enfants: _____ garçon et deux _____

Exercise 3

Je n'aime pas le cinéma, said Hervé in Conversations 3. See if you can write out the same sentence for the other persons of the verb.

Je n'aime pas le cinéma.
Tu _____
Il _____
Elle n'aime pas le cinéma.
Nous _____
Vous _____
Ils _____
Elles _____

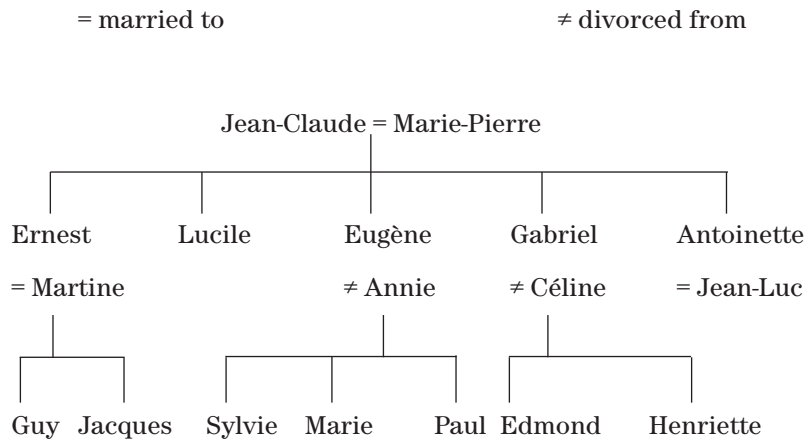
Exercise 4

Reply to each of the following with a full negative sentence (e.g. **Vous êtes français? Non, je ne suis pas français**).

a. **Vous aimez le cinéma?** **Non, je** _____
b. **Vous travaillez à Londres?** **Non,** _____
c. **Vous habitez Paris?** **Non,** _____
d. **Jacqueline est professeur?** **Non, elle** _____
e. **Anne et Sophie sont anglaises?** **Non,** _____
f. **Les enfants sont ici?** **Non,** _____
g. **Le café est français?** **Non,** _____

Activity 1

Your partner is playing one of the people in this family tree. Ask questions about his/her marital status, brothers, sisters and children to deduce which one it is. You are not allowed to ask your partner's name outright!



When you have worked out which of these people your partner was playing, take on the role of Marie yourself and see if your partner can work out who you are.

When you have done that, if there is time, you can pick another character each and repeat the exercise.

Activity 2

A version of *What's my line?* Try to convey to your partner by mime that you are a civil servant!

After that, it will be your turn to try to understand your partner's mime.

Activity 3

Ask your partner as many questions as you can think of, beginning:

Vous êtes ...?

Vous habitez ...?

Vous aimez ...?

Vous travaillez ...?

Your partner should answer each of them in the negative.

Activity 4

You and your partner count aloud together in French from 0 to 20 and then back to 0 again, leaving out the numbers which are multiples of 4 or which contain a 4 (e.g. 14).

Then do the same thing, based on the number 3.

3 *Ordering drinks and snacks*

AIMS OF THE UNIT

- ▶ asking and understanding what is available
- ▶ ordering breakfast, drinks, snacks and light meals
- ▶ the numbers 20–50

GRAMMAR

- ▶ the articles **le, la, l', les**
- ▶ **du, de la, de l', des** (= 'some'; the unit does not cover the meaning 'of the')
- ▶ **au, à la, à l', aux**
- ▶ the present tense of **prendre**

Exploiting the course material

- Conversations 1** ▶ Students work in pairs, one either side of an imaginary café counter. The customer gives a multiple order for tea, coffee, chocolate, etc. and the café owner repeats the order and asks for any necessary clarifications (e.g. **Citron? Nature?**). You may need to teach the new vocabulary **du sucre**. (If you in any case make tea and coffee in the classroom at the break, make the exercise authentic and have the students order their drinks and serve them up to each other.)
- ▶ Then have the students go round and ask the other members of the class what they are (supposedly) drinking:

Qu'est-ce que c'est?, to be answered by
C'est du thé / C'est du café au lait, etc.

Exercise 2

You could do some further work on the pronunciation of the sound [é]. The examples given on the recording are **le petit déjeuner / vous prenez / un café / vous désirez / vous avez / du thé / Vous prenez le petit déjeuner? / Vous désirez du café? / Vous avez du thé?**

Conversations 2 Exercise 5

- ▶ Go through the menu aloud, with the class repeating each item after you.
- ▶ The students work in pairs, one playing a customer and the other a bartender. The customer orders three or four drinks from the menu in the book and the bartender says the price of each.

Conversations 3 Exercises 7 and 8

Write a snack menu on the board:

(une) pizza	€8,00
(un) hot dog	€6,00
(un) croque-monsieur	€7,00
(un) croque-madame	€7,50

Using the transcript of Carolle's conversation with the barman as a basis, the customer orders a snack from the menu on the board and two sandwiches from the menu in the book. The bartender should say the price of each item as it is ordered and then give the total.

Notes on the photocopyable worksheets

► You may find it helpful to photocopy and cut out these numbers for drawing the lottery in Activity 1 on Roleplay sheet B.

► You could also reverse the activity: you draw a number and call it in English and the class responds with the number in French.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	

Exploiting material from the *Breakthrough French Activity Book*

Exercise 1

Students work in pairs: one gives a breakfast order and the other fills it in on the order card. They then swap roles.

Exercise 5

This conversation is a suitable script for students to practise reading aloud in pairs.

Answers to exercises on the worksheets

PAGE 15: EXERCISE 1

a. Campagnarde, Royale, Gargantua b. Anchoillade, Bambino c. saison
d. champignons e. fumé f. 30 cm

PAGE 15: EXERCISE 2

a. Le Pacific b. Le Cardinal c. Café Leffe d. Le Cardinal e. Le
Gaulois f. Café Leffe g. plats chauds

PAGE 16: EXERCISE 1

la galette; une galette / la crêpe; une crêpe / le fromage; un fromage / la saucisse; une saucisse / l'œuf; un œuf / la bouteille; une bouteille / le sandwich; un sandwich / le croque-monsieur; un croque-monsieur

PAGE 16: EXERCISE 2

le thé; du thé / le lait; du lait / la crème; de la crème / le chocolat; du chocolat / la bière; de la bière / le cidre; du cidre / l'eau; de l'eau

PAGE 16: EXERCISE 3

a. prends; au b. prends; aux c. prend; à l' d. prend; aux e. prenons; au
f. prenez; à la g. prennent; au h. prennent; à la

Exercise 1

Here is a menu from a pizza house. Read it through, then tackle the questions, which should help you work out some of the words you don't know.

Pizzas 30 cm Ø

4 SAISONS: Jambon épaule, coeur artichaut, poivron, champignons, tomate, fromage, origan	8,00€	PEPE VERDE: Jambon épaule, poivre vert, crème fraîche, tomate, fromage, origan	7,30€
ANCHOILLADE: Anchois, câpres, persillade, tomate, fromage, olives	7,50€	CAPRI: Tomate, jambon épaule, fromage, origan	7,00€
CHORIZO: Chorizo, champignons, olives, tomate, fromage, origan	7,20€	GARGANTUA: Lard fumé, chorizo, jambon épaule, poivron, artichaut, champignons, oeuf, fromage, tomate, origan, crème	8,30€
CAMPAGNARDE: Lard fumé, champignons, crème, oeuf, olives, tomate, fromage, origan	8,00€	BAMBINO: Tomate, fromage, jambon épaule Ø 25 cm	4,40€
REINE: Jambon épaule, champignons, olives, tomate, fromage, origan	7,10€	PIZZA DE LA SEMAINE: <i>Différente chaque semaine</i>	
ROYALE: Reine + crème fraîche + oeuf	8,00€	PIZZ'APÉRO: <i>Plaque de 50 x 60 cm de pizzas variées pour vos apéros, buffets</i>	30,00€
CALZONE: Royale soufflée	8,40€		
SAUMON: Saumon fumé, crème fraîche citronnée, tomate, fromage, origan	8,50€		

- Which pizzas are to be avoided by anyone who does not like eggs?

- Which are the only pizzas without oregano?

- Can you find the French word for 'season'? _____
- There are mushrooms on five of the pizzas: can you find the word for them?

- Can you find the word for 'smoked'? Clue: smoked bacon and smoked salmon both figure among the ingredients. _____
- What is the diameter of all the pizzas apart from the child-sized one? _____

Exercise 2

Here is a tourist brochure's description of some of the main cafés in Reims. You have not met all of the words, but read the text through three times and see if you can understand it well enough to answer the questions.

GRANDS CAFÉS

- **Le Cardinal** – 1, place des Martyrs de la Résistance. Tél. 03 26 40 33 19. Petit déjeuner, salades composées, quiches, pizzas, croque-monsieur, sandwichs variés, tartes, glaces, champagne à la coupe. 40 places + terrasse de 70 places.
- **Le Gaulois** – Bar-brasserie, 2–4, place Drouet d'Erlon. Tél. 03 26 47 35 76. Glaces, salades composées, plats chauds, sandwichs variés. 220 places + terrasse de 300 places.
- **Café Leffe** – 85, place Drouet d'Erlon. Tél. 03 26 40 16 32. Grand choix de bières. Glaces et cocktails uniques. 250 places et accueil de groupes (50 personnes).
- **Le Pacific** – 5, rue de Chativesle. Tél. 03 26 47 52 10. Cocktails, ambiance musicale, retransmissions sportives télévisées.

- In which café are you most likely to be able to watch a football match?

- Which one is mentioned as serving breakfast? _____
- Which one has a great choice of beers? _____
- Which one serves champagne by the glass? _____
- Of those which specify how many people they can accommodate, which is the largest? _____
- Which one particularly welcomes groups? _____
- Find the French for 'hot dishes'. _____

Exercise 1

Here is a list of nouns in their dictionary form, with (m.) after the masculine ones and (f.) after the feminine ones. Write them out twice: in the first column with **le**, **la** or **l'**, as appropriate, and in the second column with **un** or **une**, as appropriate. The first one has been done for you.

	le petit déjeuner	un petit déjeuner
petit déjeuner (m.)	_____	_____
galette (f.)	_____	_____
crêpe (f.)	_____	_____
fromage (m.)	_____	_____
saucisse (f.)	_____	_____
œuf (m.)	_____	_____
bouteille (f.)	_____	_____
sandwich (m.)	_____	_____
croque-monsieur (m.)	_____	_____

Exercise 2

This time, put **le**, **la** or **l'**, as appropriate, in the first column, and **du**, **de la** or **de l'**, as appropriate, in the second. The first one has been done for you.

	le café	du café
café (m.)	_____	_____
thé (m.)	_____	_____
lait (m.)	_____	_____
crème (f.)	_____	_____
chocolat (m.)	_____	_____
bière (f.)	_____	_____
cidre (m.)	_____	_____
eau (f.)	_____	_____

Exercise 3

In each of the sentences, put the correct part of the verb **prendre** in the first gap and **au**, **à la**, **à l'** or **aux**, as appropriate, in the second.

- Je** _____ **une galette** _____ **jambon**.
- Tu** _____ **un sandwich** _____ **œufs?**
- Il** _____ **du saucisson** _____ **aïl**.
- Elle** _____ **un sandwich** _____ **rillettes**.
- Nous** _____ **des crêpes** _____ **fromage**.
- Vous** _____ **un sorbet** _____ **framboise?**
- Ils** _____ **des sorbets** _____ **cassis**.
- Elles** _____ **des glaces** _____ **vanille**.

Activity 1

Mark six numbers on the lottery card in the usual way. The first person to have all six numbers called shouts LOTO and is the winner.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	

Activity 2

You play a waiter/waitress in a **crêperie**. Take your partner's order – and see if you can write it down in French.

Crêperie de la Ferme

A manger ...

.....

.....

.....

.....

.....

.....

A boire ...

.....

.....

.....

Activity 3

You are making up the bill. Say the prices below as you ring them up on the till – and be prepared for your customer to argue, as one of the amounts is wrong! You'll need to apologise for the mistake (**Oh! pardon!**).

- ▶ cheese pancake 7.25 €
- ▶ ham pancake 7.30 €
- ▶ sausage pancake 7.50 €
- ▶ ham and egg pancake 8.00 €
- ▶ cider 6.00 €/bottle

Activity 1

Mark six numbers on the lottery card in the usual way. The first person to have all six numbers called shouts LOTO and is the winner.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	

Activity 2

You are in a **crêperie**. Order:

- ▶ one ham pancake
- ▶ one ham and egg pancake
- ▶ one cheese pancake
- ▶ one sausage pancake
- ▶ some cider.

Activity 3

It is time to pay for the meal. The correct prices are:

- ▶ ham pancake 7.30 €
- ▶ ham and egg pancake 8.00 €
- ▶ cheese pancake 7.25 €
- ▶ sausage pancake 7.45 €
- ▶ cider 6.00 €/bottle

Make sure that your waiter/waitress has got them right.

4 *Getting somewhere to stay*

AIMS OF THE UNIT

- ▶ asking questions
- ▶ asking where things are
- ▶ booking in at hotels and camp-sites
- ▶ the numbers 50–100
- ▶ the alphabet in French

GRAMMAR

- ▶ yes/no questions using
 - rising intonation
 - Est-ce que...?**

Note: Inversion will not be introduced until Unit 12.

- ▶ **où ...?**
- ▶ **combien ...?**
- ▶ **il y a**
- ▶ present tense of **vendre** – contrast with **prendre** (Unit 3)
- ▶ present tense of **faire**

Exploiting the course material

- Conversations 1**
- ▶ Say some of the key phrases for this section in English (e.g. ‘A single room with washing facilities’) and ask students to call out the French for them.
 - ▶ In pairs, students read aloud the first Conversation (‘Booking in at a camp-site’). They then go through it again, changing the number of people and the length of time they wish to stay.
 - ▶ They can do the same with the second Conversation (‘Booking hotel rooms’).

Exercise 1

Stress that French vowels are ‘pure’ sounds, the same from start to finish, whereas English ones are usually a glide from one sound to another (i.e. diphthongs). Demonstrate the difference between the French vowel [ou] and the nearest English equivalent, [oo], which, said slowly, comes out something like [er-oo-w]; then ask the students to copy you.

Conversations 2 Exercise 4

Ask each student to assume a fictitious name (preferably one that is difficult to spell!). Remind the class of **Est-ce que vous pouvez me donner votre nom, s’il vous plaît?** and teach them the new phrase **Ça s’écrit comment?** Then Student 1 puts these two questions to Student 2 and everyone writes down the reply. In turn, Student 2 puts the same questions to Student 3 ... and so on.

Exercises 5 and 6

Students could read this script aloud in pairs.

Using the card for the Hôtel Brochet on p. 50 and their own names, pairs of students roleplay another ‘booking’ conversation. The more adventurous could even make up prices and so respond to a new question: **C’est combien?**

Conversations 3 Using the key language of the unit, make a series of statements such as **Il y a un bar à l'hôtel**. The class should respond by turning each one into a question beginning with **Est-ce que...?**: **Est-ce qu'il y a un bar à l'hôtel?**

Exercise 7

Use the hotel description to practise **Il y a**, **Est-ce qu'il y a...?** and **A quel étage...?** E.g.

Student 1: **Est-ce qu'il y a une salle à manger à l'hôtel?**

Student 2: **Oui, il y a une salle à manger au rez-de-chaussée.**

Student 3: **La chambre 90 est à quel étage?**

Student 4: **La chambre 90 est au neuvième étage.**

Exercises 8 and 9

► Students exchange telephone numbers. Remind them that French telephone numbers are usually given with the figures in pairs – they have not yet learned how to express numbers over 100, so tell them that 01234 567890 begins **zéro. douze. trente-quatre** rather than **zéro un. deux cent trente-quatre**.

Exploiting material from the *Breakthrough French Activity Book*

Exercises 3 and 4

Both these exercises provide simple scripts which students can read in pairs to practise booking in at a hotel. They can also vary the details (number of people/number of nights/type of accommodation/cost).

Answers to exercises on the worksheets

PAGE 21: EXERCISE 1

a. True b. False c. False d. True e. True

PAGE 21: EXERCISE 2

a. Trying to make a booking b. 5 c. 2 d. Yes e. 3 f. By fax

PAGE 22: EXERCISE

a. **prennent / prenez / prenons / prennent ... le petit déjeuner**

b. **rendent / rendez / rendons / rendent ... la clé maintenant**

c. **apprend / apprends / apprend / apprend ... l'anglais**

d. **font / faites / faisons / font ... les chambres maintenant**

Exercise 1

Lincoln
le 2 septembre

Madame,
Monsieur,

Suite à notre conversation téléphonique, je confirme ma réservation d'une chambre avec deux lits et douche pour la nuit du 25 septembre. Je désire également une place au garage. Veuillez trouver ci-joint des arrhes de 40€.

Je vous prie, Madame, Monsieur, d'agréer mes salutations les plus distinguées,

Veuillez trouver ci-joint a set formula meaning 'Please find enclosed'.
Je vous prie, Madame, Monsieur, d'agréer mes salutations les plus distinguées boils down to 'Yours faithfully'!

Check your comprehension: Are these statements true or false?

- | | | |
|----|---|--------------|
| a. | The letter confirms a telephone booking. | True / False |
| b. | The booking is for a twin room with a wash-basin. | True / False |
| c. | The guests will be staying for two nights in September. | True / False |
| d. | They will be coming by car. | True / False |
| e. | The writer is enclosing a deposit. | True / False |

Exercise 2

Leicester
le 30 juin

Madame,
Monsieur,

Je désire réserver deux chambres pour la semaine du 3 au 10 septembre (7 nuits). Nous avons besoin d'une chambre pour deux personnes avec grand lit et salle de bains, et d'une chambre pour les enfants avec trois lits et salle de bains. Est-ce que c'est possible?

S'il reste encore des chambres pour les dates en question, est-ce que vous pouvez m'envoyer vos tarifs par fax, s'il vous plaît? Merci beaucoup!

Veuillez agréer, Madame, Monsieur, mes salutations les plus distinguées,

Check your comprehension.

- Is the writer confirming a booking or trying to make one?
- How many people will there be in his party?
- How many rooms do they need?
- Do they want private bathrooms?
- How many beds are needed in the children's room?
- How does the writer ask the hotel to communicate their tariff?

Exercise

First, check that you know the verbs **vendre** and **prendre** by heart – remember that all the regular verbs like **vendre** keep their ‘d’ in the plural, whereas **prendre** and its compounds (**apprendre**, **comprendre**, etc.) drop the ‘d’. (Compare, for example, **nous vendons** and **nous prenons**.) You should also make sure that you know the verb **faire**, which is irregular. Then study the conversation at the top of the page.

Vendre

M. Lebrun	Est-ce qu'ils vendent des cartes postales?
Mme Lebrun	Je ne sais pas.
(au commerçant)	Est-ce que vous vendez des cartes postales?
Commerçant	Oui, nous vendons des cartes postales.
Mme Lebrun	Merci.
(à son mari)	Oui, ils vendent des cartes postales.

The conversations below follow the same pattern. Try to fill in the verbs.

a. *prendre le petit déjeuner*

Directeur de l'hôtel	Est-ce qu'ils _____ ?
Réceptionniste	Je ne sais pas.
(aux clients)	Est-ce que vous _____ ?
Clients	Oui, nous _____
Réceptionniste	Merci.
(au directeur)	Oui, ils _____

b. *rendre la clé maintenant*

Directeur de l'hôtel	Est-ce qu'ils _____ ?
Réceptionniste	Je ne sais pas.
(aux clients)	Est-ce que vous _____ ?
Clients	Oui, nous _____
Réceptionniste	Merci.
(au directeur)	Oui, ils _____

c. *apprendre l'anglais*

Mary Smith	Est-ce que Philippe _____ ?
Le père de Philippe	Je ne sais pas.
(à Philippe)	Est-ce que tu _____ ?
Philippe	Oui, j' _____
Le père de Philippe	Ah bon?
(à Mary)	Oui, il _____

d. *faire les chambres maintenant* (to do – i.e. clean – the bedrooms now)

Michel	Est-ce que les femmes de chambre _____ ?
Georges	Je ne sais pas.
(à la femme de chambre)	Est-ce que vous _____ ?
Femme de chambre	Oui, nous _____
Georges	Merci.
(à Michel)	Oui, elles _____

Activity 1

Work with a partner: you are a hotel receptionist and your partner is a would-be client. The language you will need includes:

- ▶ **Qu'est-ce que vous voulez comme chambre?**
- ▶ **Est-ce que vous pouvez me donner votre nom et votre adresse?**
- ▶ **Ça s'écrit comment?**
- ▶ **Et votre numéro de téléphone?**

Then swap roles and go through the conversation again.

Here is the registration form you will need to fill in with your partner's details.

Hôtel de France

Nom (M./Mme/Mlle):

Prénom:

Adresse:

.....

Téléphone:

Activity 2

You are in an unfamiliar hotel. Find out from your partner (who is also staying at the hotel):

- ▶ where the toilets are
- ▶ whether there is a bar at the hotel – and, if so, where it is
- ▶ where the telephones are
- ▶ whether there is a restaurant at the hotel – and, if so, where it is.

Then swap worksheets and roles.

Activity 3

Bingo! Call these numbers: your partner will check off those which are on his/her bingo card.

75 88 61 87 92 58 100 64 97 81 76 99 91 95 77 82 71 93

And here is your bingo card. This time, your partner will call the numbers.

87	63	98	79
71	97	61	88
51	76	83	93

Activity 1

Your partner is a hotel receptionist and you are a would-be client. You will need to:

- ▶ ask whether the hotel has any rooms for tonight
- ▶ specify the kind of room you want
- ▶ give your name and address – and spell them
- ▶ give your telephone number.

Then swap roles and go through the conversation again.

Here is the hotel registration form you will need to fill in when it is your turn to play the receptionist.

Hôtel de France	
Nom (M./Mme/Mlle):	.....
Prénom:	.....
Adresse:	.....

Téléphone:	.....

Activity 2

Here is a notice saying what is where in a hotel where you are staying. Be ready to tell your partner (another client) where things are. If you need a let-out, remember **Excusez-moi, Monsieur/Madame, je ne comprends pas – je suis anglais(e) / écossais(e) / gallois(e) / irlandais(e) / américain(e)** etc.

Hôtel de France	
2^e étage	
Bar 'Coco'	
Restaurant 'Les Tropiques'	
1^{er} étage	
Bureau du Directeur	
Toilettes	
Rez-de-chaussée	
Réception	
Téléphones	

Then swap worksheets and roles.

Activity 3

76	91	61	87
93	64	99	75
97	82	58	77

Here is your bingo card. Your partner will call a series of numbers: check off the ones on your card. When your last number is called, say LOTO.

Then it will be your turn to call the numbers.

99 61 57 93 88 92 76 83 81 91 79 87 95 51 86 97 71 98 65 63

5 *Directions*

AIMS OF THE UNIT

- ▶ asking for, understanding and giving directions
- ▶ numbers up to 1000

GRAMMAR

- ▶ present tense of **aller** and **venir**
- ▶ **il faut** + infinitive (and **il faut** + noun)
- ▶ prepositions (including **près de** + **le** ▶ **près du**, etc.)

Exploiting the course material

Conversations 1 Practising prepositions: **en face de**, **près de**, **à côté de**, **devant**, **derrière**. Ask questions based on the map of part of Caen on p. 64, e.g. **Où est l'église Saint-Pierre?**, to which the reply might be **En face de l'Office de Tourisme**.

Exercise 1

- ▶ In the same way, ask the students where various things are on the map of Brélès (on p. 66), again encouraging the use of prepositions like **près de** and **à côté de** in the replies. (In case you need to say it, the street name **la rue de l'Aber lldut** is pronounced so that **Aber** rhymes with **mer** and the 't' of **lldut** is audible. **Aber** is the Breton word for an estuary.)
- ▶ Ask them the whereabouts of well-known amenities in your local town.

Conversations 2 Exercise 3

- ▶ Vocabulary consolidation plus practice of **Pour aller à...?** Ask the class to tell you as many words as they can (other than actual names) for places to which they might conceivably ask directions (**l'Hôtel de Ville**, **la station-service**, etc.). Write them on the board, with their genders, and ask the students to put each one into a **Pour aller à...?** question.
- ▶ Pairwork based on the map of Brélès (p. 66) or the map of Caen (p. 64). One student asks **On est où exactement ici?** and the other replies. The first student then asks **Pour aller à...?** and follows on the map the instructions given by the other person. They then swap roles.

Exercise 5

Throw out a series of directions along the lines of **Vous allez tout droit** / **Vous prenez la deuxième à droite** / **Vous traversez la Grand-Place** / **Vous tournez à gauche** / **Vous faites 200 mètres**. Ask students to recap on each one in the first person singular: **Je vais tout droit**, etc.

Conversations 3 If you have several maps of the Paris métro, students could pore over them in pairs or small groups and practise working out and giving each other directions for getting from A to B.

Exercise 6

Further practice and correction of students' pronunciation of the sound 'u' (as in **tu**) would be helpful (**bu, du, eu, fût, jus, lu, mû, nu, pu, rue, su, tu, vu**).

Exercise 7

Write various numbers between 100 and 1000 on slips of paper. Each student draws a slip and reads out the number in French to the class. The others write down in figures what they have heard.

Exploiting material from the *Breakthrough French Activity Book*

Exercise 2

Ask the class to translate the road-signs into spoken French (e.g. for (f): **Vous allez tout droit ou à droite / Vous pouvez aller tout droit ou à droite**).

Exercise 4

This plan can be used for further pairwork on giving and understanding directions.

Exercise 7

A very good group could be asked for homework to write directions to somewhere local, based on the text in this exercise. It is best for you to choose the destination and the starting point, so that you can keep the task as simple as possible and give any additional vocabulary needed.

Answers to exercises on the worksheets

PAGE 27: EXERCISE 1

Juste après l'église de Morbecque, vous tournez à gauche ... vous trouverez la Base des Éclaireurs de Morbecque Le Parc juste avant la forêt.

PAGE 27: EXERCISE 2

a. Mairie des Lilas b. Châtelet, Balard and Châtillon c. République and Invalides d. Plaisance e. 300 metres f. Opposite it

PAGE 28: EXERCISE 1

a. allons b. vont c. vas d. va e. allez f. va g. vais

PAGE 28: EXERCISE 2

a. Il faut aller à pied. b. Il faut téléphoner. c. Il faut changer. d. Il faut prendre la deuxième à droite. e. Il faut travailler. f. Il faut traverser la place. g. Il faut un passeport. h. Il faut mille euros. i. Il faut un plan de la ville.

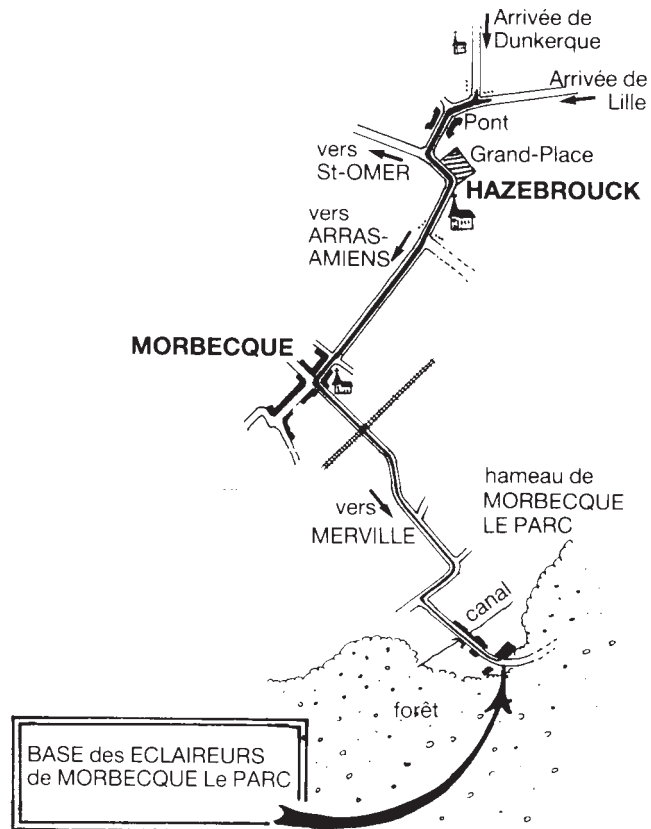
PAGE 28: EXERCISE 3

de l' / de la / du / du / de l' / de l'

Exercise 1

Here is a map showing how to get to a scouts' adventure holiday centre at Morbecque Le Parc in Flanders. Alongside are faulty instructions for someone coming from Dunkerque – the writer had clearly not got her orienteering badge! Can you find the two mistakes in the text?

Vous arrivez à Hazebrouck et vous tournez à droite. Vous traversez un pont et vous tournez à gauche. Là, vous êtes dans la Grand-Place. Vous traversez la Grand-Place. La route tourne à droite et vous passez devant l'église de Hazebrouck. Vous allez tout droit jusqu'à Morbecque. Juste après l'église de Morbecque, vous tournez à droite. Vous continuez en direction de Merville. Vous tournez à droite et puis à gauche. Vous traversez un canal et vous trouverez la Base des Éclaireurs de Morbecque Le Parc juste après la forêt.



Exercise 2

Here is part of a letter, giving directions from a point in the east of Paris to the writer's flat in the south of the city.

See if you can answer these questions.

Pour venir chez nous, il faut prendre le métro à Mairie des Lilas, direction Châtelet. Vous descendez à République et vous reprenez la direction Balard. Ensuite il faut changer aux Invalides: là, vous prenez la direction Châtillon. Vous descendez à Plaisance et vous trouverez notre appartement à 300 mètres, juste en face de l'Hôpital St-Joseph.

a. At which station should you take the metro?

b. Which three lines will you have to take?

c. At which two stations will you need to change?

d. Which station is your destination?

e. How far is it from there to the writer's flat?

f. Where is the flat in relation to the Hôpital St-Joseph?

Exercise 1

Fill in the gaps with the correct form of the verb **aller**.

- a. Nous _____ au cinéma ce soir.
 - b. Marie-Claude et Jean-François _____ au théâtre demain.
 - c. Est-ce que tu _____ au restaurant samedi?
 - d. Mon père _____ en Angleterre ce week-end.
 - e. Est-ce que vous _____ à Paris?
 - f. Henriette _____ à Montpellier pour l'anniversaire de son fils.
 - g. Je _____ à mon bureau à pied.
-

Exercise 2

Remembering the multiplicity of English equivalents for **il faut**, use it to translate the following sentences.

- a. You have to go on foot. _____
 - b. We must telephone. _____
 - c. One has to change. _____
 - d. You must take the second on the right. _____

 - e. We have to work. _____
 - f. You must cross the square. _____
 - g. One needs a passport. _____
 - h. You need a thousand euros. _____
 - i. We need a map of the town. _____
-

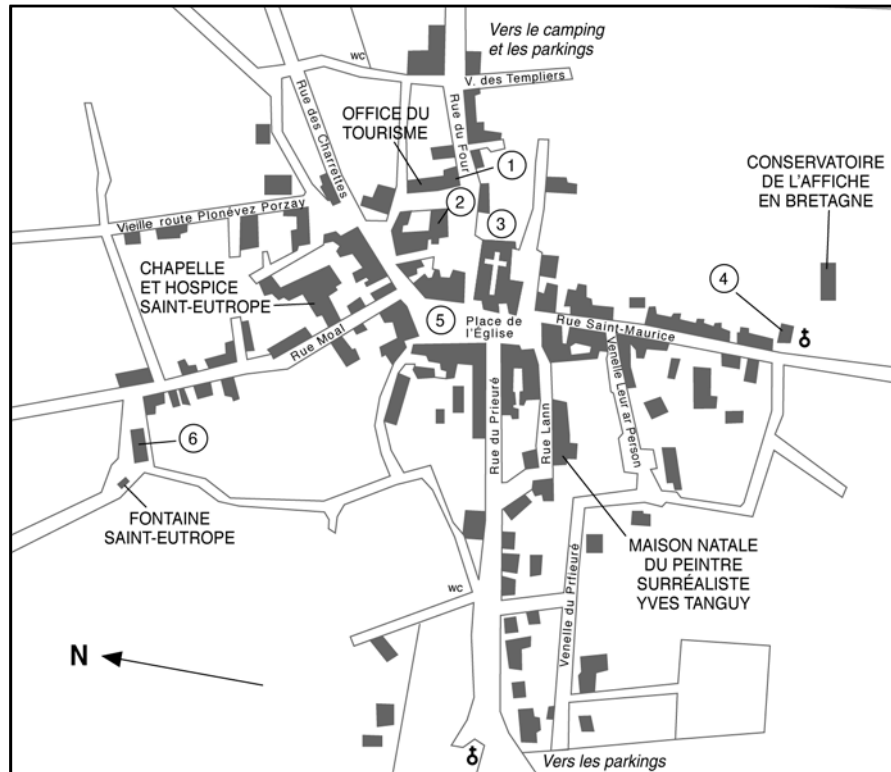
Exercise 3

Write **du, de la** or **de l'** in each of the gaps, as appropriate.

Notre maison est dans la rue Bertrand. C'est une grande rue près _____ Hôtel de Ville. La maison est à côté _____ boulangerie Pimpant et en face _____ musée. Je prends le bus pour aller à mon travail. Mon bureau est près _____ pont des Martyres, en face _____ école St-Jean; l'entrée du bureau est juste à côté _____ arrêt de bus.

Activity 1

Here is a map of the picture-book Breton village of Locronan.



Ask your partner where the following places of interest are and see if you can work out which of the numbers 1–6 on the map corresponds to each of them.

- a. The well (**le puits**)
- b. The cemetery
- c. The Town Hall
- d. The Post Office (**la Poste**)
- e. La Chapelle Bonne-Nouvelle
- f. La Chapelle Saint-Maurice

Activity 2

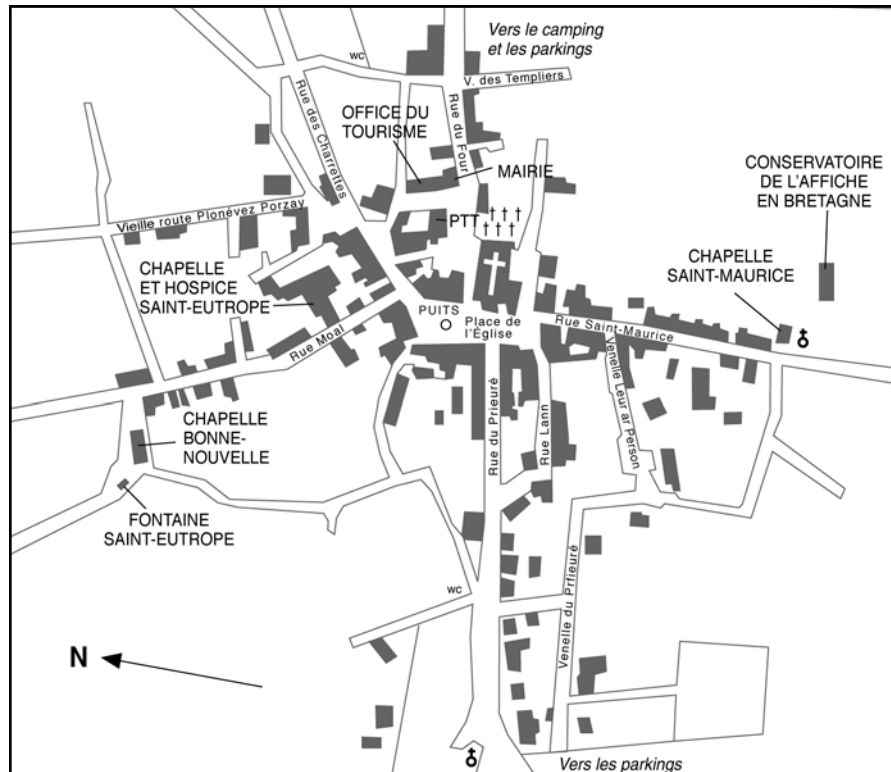
Imagine you are at the top edge of the same map, on the road coming in from the camp-site. Give your partner the two sets of directions s/he asks for. You will need to understand the word **autre** (other).

Activity 3

You are in the Tourist Office in Locronan: ask the person on duty (your partner) whether there are buses to Quimper; if so, ask for the timetable and find out where the bus stop is.

Activity 1

Here is a map of the picture-book Breton village of Locronan.



PTT = la Poste (the Post Office)

Most of the places of interest are not labelled on your partner's version of the map, so s/he will ask you where they are. Use the sentences below to help you say in French where each of the places is and see if your partner can identify the correct spots on his/her map.

- The well (**le puits**) is in la place de l'Église.
- The cemetery is behind the church.
- The Town Hall is next to the Tourist Office.
- The Post Office is opposite the Town Hall and opposite the cemetery.
- La Chapelle Bonne-Nouvelle is near la Fontaine Saint-Eutrope.
- La Chapelle Saint-Maurice is in front of the Conservatory of Poster Art in Brittany (le Conservatoire de l'Affiche en Bretagne).

Activity 2

Imagine you are at the top edge of the same map.

- Tell your partner that the car parks near the campsite are **complets**, and ask for directions to another car park (**un autre parking**).
- Ask for directions to the house where the surrealist painter Yves Tanguy was born (**la maison natale du peintre surréaliste Yves Tanguy**).

Activity 3

You are on duty in the Tourist Office in Locronan. You need to know that there is a bus service from Locronan to Quimper – you have timetables to give out to enquirers. The bus stop is near the car parks just off the bottom of the map.

6 Time

AIMS OF THE UNIT

- ▶ telling the time
- ▶ the days of the week
- ▶ months and dates
- ▶ talking about age

GRAMMAR

The Aims of the unit are treated as its grammar teaching points.

Exploiting the course material

Conversations 1 Exercise 1

- ▶ Ask the class **Quelle heure est-il?**, encouraging different answers if people's watches are not all exactly in synch. Repeat the question every few minutes throughout the lesson, asking a different student to respond each time.
- ▶ To practise a wider range of times, have Student 1 say a time in English, e.g. 'It's quarter past five'. Student 2 gives that time in French and then says a time in English for Student 3 to translate ... and so on.

Exercise 2

When the students have written down the answers and checked them, ask them to put them into French again: e.g. **L'Office du Tourisme est ouvert de quelle heure à quelle heure, s'il vous plaît?**

- Conversations 2** ▶ With books closed, play the first recording and ask students to note down the departure and arrival times of the train.
- ▶ Go round the class running through the days of the week, with each student saying the name of a day in sequence.
 - ▶ Say the names of several days out of sequence: each time the students have to say the name of the next day (e.g. you say **mercredi**, they say **jeudi**).
 - ▶ Use the photograph on p. 79 (**POISSONNERIE: Horaires d'ouverture**) as the basis for a series of questions like **De quelle heure à quelle heure est-ce que la poissonnerie est ouverte le mercredi matin?** (If anyone asks why **fermé** is written in the masculine when **poissonnerie** is feminine, the most plausible explanation is that, as the photograph was taken in a supermarket, it refers to **le rayon poissonnerie**.)

Exercise 5

Ask students to express the departure and arrival times of all the trains shown on the timetable, following the model:

Le train de cinq heures vingt et une arrive à sept heures vingt-neuf.

Exercises 6 and 7

Students work in pairs. One of them adopts the engagements noted down in Exercise 6 and the other tries to negotiate an appointment.

- Conversations 3** Books closed, play the first recording and ask the class to note down the school holiday dates as given by Françoise.

Exercise 9

Working in pairs, the students ask each other **Quelle est la date de votre anniversaire? / C'est quand, votre anniversaire?** They then announce to the class **L'anniversaire de Joan, c'est le 4 septembre** (or whatever).

Exercise 11

Draw some stick figures on the board, putting numbers by them to indicate their ages. Include two pairs of twins (two boys and two girls) among them. Then ask **Quel âge a-t-il? Quel âge ont-elles?** etc.

If you feel confident that some of your students will not mind giving their own ages in class, you could also ask those individuals **Quel âge avez-vous?**

Exploiting material from the *Breakthrough French Activity Book*

As ever, there are more reinforcement exercises, suitable for homework, in the *Breakthrough French Activity Book*.

Answers to exercises on the worksheets

PAGE 33: EXERCISE 1

a. OUILLY-DU-HOULEY: 'Distillerie du Houley' b. DAMPIERRE: 'Le Pressoir Dajon' c. ROSEL: 'Caves de Rosel' d. LE BREUIL-EN-AUGE: 'Calvados Château du Breuil' and COQUAINVILLIERS: 'Calvados Boulard' e. PONT-L'ÉVÊQUE: 'Chais du Père Magloire' f. GONNEVILLE-SUR-HONFLEUR: 'Domaine de la Pommeraie'

PAGE 33: EXERCISE 2

a. CONDÉ-SUR-NOIREAU b. DEAUVILLE c. CABOURG d. LION-SUR-MER
e. FALAISE f. End of July–beginning of August

PAGE 34: EXERCISE 1

a. i. Il est quatre heures et demie.	ii. Il est seize heures trente.
b. i. Il est cinq heures vingt-cinq.	ii. Il est dix-sept heures vingt-cinq.
c. i. Il est une heure et quart.	ii. Il est treize heures quinze.
d. i. Il est minuit moins le quart.	ii. Il est vingt-trois heures quarante-cinq.
e. i. Il est sept heures cinq.	ii. Il est dix-neuf heures cinq.
f. i. Il est sept heures moins cinq.	ii. Il est dix-huit heures cinquante-cinq.
g. i. Il est neuf heures moins vingt.	ii. Il est vingt heures quarante.
h. i. Il est onze heures moins dix.	ii. Il est vingt-deux heures cinquante.

PAGE 34: EXERCISE 2

a. c'est le premier janvier. b. c'est le quatorze février. c. c'est le quatorze juillet. d. c'est le quinze août. e. c'est le premier novembre. f. c'est le vingt-cinq décembre. g. c'est le trente et un décembre.

Exercice 1

The apple country of Calvados in Normandy is known for its cider, its apple brandy (called **calvados**) and another apple-based alcoholic drink called **pommeau**. Here are the opening times of some of the places where they are made.

INDUSTRIES LOCALES	
<p>DISTILLERIES – CIDRERIES</p> <p>LE BREUIL-EN-AUGE <i>“Calvados Château du Breuil”</i> 14130 Le Breuil-en-Auge. Tél. 02 31 65 07 76. Visite des chais du château et de la distillerie tous les jours en saison de 9 h à 12 h et de 14 h à 18 h, hors saison du lundi au vendredi.</p> <p>COQUAINVILLIERS <i>“Calvados Boulard”</i> Distillerie du Moulin de la Foulonnerie Tél. 02 31 62 29 26. Visites possibles tous les jours du 15 avril au 15 septembre et du lundi au vendredi, du 16</p>	<p>septembre au 15 avril.</p> <p>COUDRAY-RABUT (sur RN 177) <i>“Fiefs Sainte-Anne”</i> <i>“Calvados Cœur de Lion”</i> (M. Drouin), distillerie artisanale, ouvert du lundi au samedi, de 9 h à 12 h et de 14 h à 18 h. Tél. 02 31 64 30 05 (M. Flambard). Visites commentées et dégustation. Vente. Pour les groupes, visites possibles sur réservation.</p> <p>DAMPIERRE <i>“Le Pressoir Dajon”</i> Cidre bouché, Calvados. Visites l’après-midi de Pâques à septembre (pour les groupes sur rendez-vous). Renseignements: famille Gilbert Lair. Tél. 02 31 68 72 30</p>
<p>GONNEVILLE-SUR-HONFLEUR (14600 Honfleur) <i>“Domaine de la Pommeraié”</i> Calvados Coquerel. Tél. 02 31 89 20 11. Ouvert du lundi au samedi de 9 h à 12 h et 13 h à 18 h, prévenir pour les groupes.</p> <p>LISIEUX <i>“Le Père Jules”</i> Léon Desfrièches, route de Dives. Tél. 02 31 61 14 57. Visites possibles même samedi et dimanche.</p> <p>OUILLY-DU-HOULEY <i>“Distillerie du Houley”</i> <i>“Calvados La Ribaude”</i> Tél. 02 31 63 63 46. Visites guidées tous les jours (dégustation et vente sur place)</p>	<p>de 9 h 30 à 12 h et de 14 h à 18 h (les week-ends visites guidées en groupe uniquement sur réservation 8 jours à l’avance).</p> <p>PONT-L’ÉVÊQUE <i>“Chais du Père Magloire”</i> Ets Debrise-Dulac; visites organisées tous les jours (même le dimanche), de 10 h à 12 h 30 et de 14 h 30 à 18 h 30. Tél. 02 31 64 12 87. Musée du Calvados.</p> <p>ROSEL (près de Caen) <i>“Caves de Rosel”</i> rue du Clos-Joli Tél. 02 31 80 05 75. Vidéo, visite, dégustation. Visites du mardi au samedi de 10 h à 12 h 30 et de 14 h à 19 h 30 et le dimanche matin de 10 h à 13 h.</p>

New vocabulary:
hors saison out of season.

- At which one do groups have to book eight days in advance for a guided visit at weekends? _____
- Which one is open only from Easter to September? _____
- Which one is closed on Sunday afternoons and on Mondays?

- Which two are closed on Saturdays out of season?

- Which one houses the Calvados museum? _____
- Of those which specify their opening times, which has just a one-hour lunch-break? _____

Exercice 2

Here are the dates of some musical events in Calvados.

MUSIQUE	
<p>CABOURG</p> <ul style="list-style-type: none"> Musique à dîner “Récital de piano” les 29 avril, 27 mai, 24 juin, 8 juillet Concerts à l’église les 27/07, 12/08 et 17/12. <p>CONDÉ-SUR-NOIREAU</p> <ul style="list-style-type: none"> Musique au kiosque municipal, ou au Royal, les 25/03, 19/06, 25/09 et 25/11. Renseignements O.T.: Tél. 02 31 69 31 95. 	<p>DEAUVILLE</p> <ul style="list-style-type: none"> 2^e festival International de Musique Classique de Deauville les 15, 16, 17 avril. Renseignements: Tél. 02 31 14 14 14 ou 02 31 88 21 43. Swingin’ Deauville (Festival de jazz) du 1^{er} au 9/07. <p>FALAISE</p> <ul style="list-style-type: none"> Concert d’orgue (à Guibray) les 27 mai et 2 octobre. Présentation de l’orgue de Guibray et mini-concert chaque dimanche après-midi, en juillet et août.
	<ul style="list-style-type: none"> Récital de clavecin (Hôtel de Ville), fin octobre. Swing le samedi soir en juillet et août (pl. Belle-Croix). <p>HONFLEUR</p> <ul style="list-style-type: none"> Festival de Musique de Honfleur fin juillet-début août. Renseignements: Tél. 02 31 89 16 47. <p>LION-SUR-MER</p> <ul style="list-style-type: none"> Festival des Terrasses Musicales d’août (jazz, blues, classique) 4 à 5 fois par semaine de 20 h à 24 h.

- Which is the only place to mention a concert in November? _____
- Where is there an international festival in April? _____
- Where can you listen to a piano recital on 27 May? _____
- Where can you hear music four or five nights a week in August from 8 p.m. until midnight? _____
- Where can you listen to a short organ recital every Sunday afternoon in July and August? _____
- When will the Honfleur Festival of Music take place? _____

Exercise 1

Quelle heure est-il?

Write these times out using (i) the 12-hour clock (e.g. **Il est onze heures**) and (ii) the 24-hour clock (e.g. **Il est vingt-trois heures**). All the times are p.m.



- a. i. Il est _____
ii. Il est _____



- b. i. Il est _____
ii. Il est _____



- c. i. Il est _____
ii. Il est _____



- d. i. Il est _____
ii. Il est _____



- e. i. Il est _____
ii. Il est _____



- f. i. Il est _____
ii. Il est _____



- g. i. Il est _____
ii. Il est _____



- h. i. Il est _____
ii. Il est _____

Exercise 2

Fill in the dates, on the model:



En 2006, le dimanche de Pâques, c'est le seize avril.

If you are unsure of some of the dates, see p. 93 of the coursebook.

- a. **Le jour de l'an,** _____
b. **La Saint-Valentin,** _____
c. **La Fête Nationale,** _____
d. **L'Assomption,** _____
e. **La Toussaint,** _____
f. **Noël,** _____
g. **La Saint-Sylvestre** (New Year's Eve), _____

Activity 1

Your chance to see how well you could bluff your way as a spy! You have been issued with the **carte d'identité** below. Be ready to give the details from it unhesitatingly when you are quizzed by an officer from counter-espionage.

012156	
NOM	M A R T I N
Prénom	Claude
Né le	14/1/56
à	LYON
	
NATIONALITÉ FRANÇAISE	
Taille	1 M 68
Signes particuliers	NÉANT
Domicile	23 rue de la Couronne AIX-EN-PROVENCE 13
Fait le	29/4/03
par	Pour le Préfet Le Directeur de la Réglementation
<i>X. Lamour</i> X. LAMOUR 	
Signature du titulaire <i>Claude Martin</i>	

Activity 2

You play the Personal Assistant to the Managing Director of a French company. Your partner works for the parent company and will be telephoning you to dictate a message giving his/her whereabouts over the next three weeks. Write them down in French and then ask for the **numéro de téléphone** in Calais and Dieppe. (You can assume that you have the other numbers on file already.)

Activity 1

Your chance to make your mark in counter-espionage! You have reason to believe that your partner may be using a false **carte d'identité**. Ask him/her for the details you need to fill in the form below, watching out for hesitation, particularly when you ask **Quel âge avez-vous?**

NOM:	.....
Prénom:	.....
Date de naissance:	.....
Age:	.....
Nationalité:	.....
Adresse:	..... .....

Activity 2

Your French affiliate needs to know your whereabouts during your forthcoming business trip. You telephone and dictate a message to the Managing Director's Personal Assistant.

Tomorrow:	London
Wednesday:	Brighton
Thursday:	Calais
Friday:	Calais
13–18 April:	Dieppe
19–21 April:	Rouen
22–27 April:	Paris

If the PA asks for them, your phone numbers are:

03.21.79.99.73 in Calais

and

02.35.88.91.71 in Dieppe.

(S/he knows all the others.)