

4048
French
HIGHER

Education and Work:
Critique of Own School/College



HIGHER STILL: HIGHER FRENCH LANGUAGE UNIT: SUPPORT MATERIALS

INTRODUCTION

1 The materials contained in these folders

These materials have been devised so as to match the specification set out in Appendix 1 (Language Content (H)) of the Higher Still Arrangements Document for Modern Languages.

Materials have been provided to cover the language required for each theme, each topic and each topic development [as set out in the arrangements document, Appendix 1 - Language Content (H)].

2 Rationale

The principle adopted has been to develop all language from texts, either reading texts or listening texts. The idea behind this is that, at this stage in their learning, students will require to extend their vocabulary and structural grasp significantly; and that the best access to language development activities which will enable this is through target language texts. Therefore almost all items in these materials have the following sections:

- text
- comprehension exercises (sometimes with additional support for the student in accessing the text)
- translation exercises (with support for the student)
- language development activities
- grammar practice exercises
- paired speaking exercises
- discussion tasks
- directed writing.

This approach has been adopted to try to ensure that language learned from reading does not simply evaporate, but becomes embedded in the student's own language resource through the language development activities and then through use in the discussion and writing exercises.

In addition, it is hoped that this approach will provide support for students in preparation for the writing tasks in the external assessment (Listening/Writing paper and Directed Writing), for the writing requirements in the internal assessment, and for the requirements of the speaking tasks. In the latter context the material should help to extend the range of vocabulary and the range of expression which students can use in their performance.

3 Selection of Texts

The following criteria have been used in the selection of texts:

- availability for use
Copyright is a very difficult area. The texts used have been selected from magazines which provide suitable material for students at this level of learning French which are available for use and for further copying in centres. Centres are asked to ensure that any copyright attribution attached to a text in this collection is always present when it is reproduced for student use.

- accessibility to students at this level of language learning
For some years now there has been a drive toward the use of 'authentic' texts. Unfortunately, really authentic texts are frequently inaccessible to learners of the language. Most of the texts we have selected have been written/recorded with young readers/listeners in mind; but those selected from French sources (all reading texts) have often had to be amended in some way to facilitate access by the students. A number of texts have been written specially for our purposes to a Higher Still specification. Almost all recorded texts have been recorded to a Higher Still specification.

A particular principle has been adopted in respect of the text used to develop listening skills. It is 'spoken' text: none of it was scripted. The texts were recorded as improvisations and later transcribed. The reason for this is to ensure that the text as spoken is not 'literary' and represents the language as spoken by native speakers given specific instructions about content, vocabulary range, intellectual and conceptual difficulty, length, complexity of utterance etc.

- suitability for providing the basis of a progressively increasing and progressively more flexible language resource.
The items have been compiled in such a way as not only to reflect the syllabus pattern required by the Higher Still arrangements but also so as to provide students with the vocabulary and structures necessary to tackle both the internal and the external assessment procedures. More details about how this has been attempted follow below.
There has also been a more general educational aim to develop students' understanding of France and things French and to extend their horizons in terms of their thinking skills and skills in self-expression.
It is important however that intending users of the materials understand from the outset that each item has been devised so as to provide students with a range of opportunities which will include:
 - increasing their vocabulary
 - developing their mastery of the structure of the language
 - improving their translation skills
 - increasing their ability to write correctly in the language
 - developing their ability to speak flexibly in increasing depth about the specified topics.

Teachers are recommended to use also a number of topical recent texts from current magazines or Internet sources to complement the diet provided in these materials in order to give students experience of different types of text and different types of writing and to keep cultural references up to date.

4 Use of the materials

Although we have set out to cover all themes, topics and topic developments prescribed, there is a significant opportunity for choice in the material provided. No group of students is likely to cover all the passages here. Teachers should select according to their and their students' needs.

The items are listed in the initial contents with stars against them. In principle, one star items are perceived to be a little below the standard of the course, two star items to be at the level of the course and three star items to be challenging for more advanced learners. The allocation of stars is however done on the basis of the difficulty of the text. In a number of cases the working does not match the star rating. Teachers should therefore consider both text and working carefully when planning their programme of work.

All the grammar items listed as required for Higher in the grid provided as Appendix B (Grammar Content) in the Arrangements Document are covered in some way in these materials. It will be necessary for teachers to ensure that passages used provide a suitable range of such grammatical coverage.

The working of the passages assumes an approach based upon communicative language teaching methodology. In that context, it is important that grammatical instruction emerges out of language currently in use. Grammatical teaching points are therefore identified within the texts, and examples used are then exploited further in the speaking, discussion and writing exercises to try to enable students to internalise these structures. Teachers can plan coherent coverage by consulting the Language column in the table of contents.

While providing a range of materials adapted to the needs of the Higher Still Higher French course, it is important to say that the 'course' itself is dependent upon interaction between teacher and students. The materials provided have not been created as self-access materials. It is expected that teachers will read through the reading texts with their students (or play the recorded version), discuss them as a whole class exercise in the target language, discuss vocabulary and grammatical difficulties as they arise, and only then proceed to the comprehension questions. In this way students can be led to anticipate patterns of language and develop a response to material of the same kind in listening. Given that a number of the listening passages are on related topics, it will then be possible to exploit both the classroom discussion of the reading texts and the listening practice with the listening texts and benefit doubly from each. The texts have been established in their present form with this kind of approach in mind. The passages provided have been prepared so that they will be accessible to students with the support of the teacher. They are not intended to be tackled unseen by students in the manner of examination exercises. There will be time in the additional 40 hours provided for the course for examination practice and tackling of exemplar papers. The texts in these materials are geared to extending students' language skills over the prescribed language areas so as to prepare them for examinations. We have aimed to set challenges for students to enable such progression.

Given that the introductory procedures outlined above have taken place, there is nonetheless a place for asking students to complete the comprehension exercises as homework (or as in-class activity the teacher may be teaching a small group of students for a particular purpose) - and again, or alternatively, as revision in the period just before the course external assessment, where time will have to be taken to revise content, vocabulary and structures relevant to the various themes and topics prescribed.

The development of intellectual and conceptual skills has been a problem for teachers of Higher French for many years. We have attempted in the selection of types of text and of discussion and writing exercises to develop these in a systematic way. This has however been done on the presupposition that the texts will be used in approximately the order in which they are printed in the collection of materials; and that the themes will be studied in the order in which they appear in Appendix 1 - Language Content (H) in the Arrangements Document. [Teachers may of course tackle themes, or texts within themes, in a different order from that arranged here in accordance with the order which they are set out in the Arrangements Document; but they will have to plan carefully the development of the intellectual and conceptual skills of their students.]

5 Use of the materials where students in the class are not all at the same level

The materials provided in this collection have been devised with classes in mind which are preparing for Higher French only. An exemplar pack to illustrate possible approaches where students are preparing for Higher and Intermediate 2 French is currently in preparation.

It is important to take note at this point that the support materials being prepared for Intermediate 2 French are, like those in this collection, prepared for one level only. In a sense the materials illustrate the level of language required at that level.

It is strongly recommended that the materials in this Higher collection should be used with groups of students who are either expected to be successful in the course or whose ability to be successful is just a little uncertain. Students whose competence is below that would be better to follow the course at the level below.

It is not recommended that students aiming for Higher French should follow a diet of items prepared solely for Intermediate 2 French in order to simplify class arrangements. In effect, students who follow a programme of Intermediate 2 materials will be prepared for Intermediate 2, not Higher. Providing different questions and more grammatical development might be appropriate as a strategy at the introduction of each new theme. The difference between Intermediate 2 and Higher candidates is not only related to ability: it relates also to range of vocabulary known, grammatical mastery, intellectual development and ability to conceptualise.

6 Comprehension Questions

The comprehension questions in these materials have not been provided with marks. This is because they are not examination exercises. In many cases the discussion between teacher and students will lead to an identification of the number of marks which might have been awarded in an assessment context.

Teachers will however easily identify the marks envisaged by checking against the answer sheets provided for all exercises.

7 Glossaries

Glossaries have not been provided in the body of these materials.

Some support in leading students towards the understanding of difficult words, or words involving difficult concepts, has been provided. Further support is offered in the context of translation.

This approach has been taken because students preparing for Higher

- need to learn to work out the meaning of words not known in context
- need to learn the skills required for using a dictionary
- need to learn how and how often to use the dictionary.

However, a complete set of glossaries will follow as an appendix so that teachers who require this support for their students will have it available.

8 Audit of existing materials

At an early stage in the preparation of support materials an audit of existing materials was carried out. This will be circulated as extra information at a later date.

9 Additional materials

This collection of materials has been conceived and prepared as a coherent whole. A number of items have been prepared which were not included simply because they did not fit either the pattern of the collection or the format as set by the arrangements document. These items will be issued at a later date as extra items, to provide further flexibility in choice of material.

INTRODUCTORY NOTES ON THE TEXTS

The texts and working contained in this publication are not in themselves the 'Higher course'. That phenomenon includes all the interaction between teacher and students, and all the additional material the teacher will introduce into the series of lessons.

It is clear that it will not be possible for students and teachers to work through all of the texts contained in these folders. The following notes are intended to help teachers to make informed choices suitable to their own groups of students.

NOTE: Items marked (ø) have not been included in this pack as they are awaiting copyright clearance.

- **Lifestyles**

Family, friends, society

Issues in relationships with friends/family

1 Suzanne's Story (ø)

This is a text about a girl's relationship with her half-sister.

The purpose of the unit of work is to give students the opportunity to practise language relevant to this topic and especially to enable them to begin to develop their skills in the domain of directed writing, which will be a new requirement at this stage.

2 Ces merveilleux grands-parents (ø)

This text presents points of view about the relationship between young people and their grandparents. It also provides support towards the development of translation skills. The unit of work aims to conclude with students expressing in writing the likes and dislikes of others. The acquisition of the language required for this is the main purpose of the unit of work.

3 Problèmes avec les parents, Relations de famille and Parents séparés

These items are based upon listening texts which develop vocabulary and ideas useful for discussing family relationships.

4 Texts relating to "Les Yeux d'Antoine"

The letters and the "Journal Intime" prepared in relation to the short novel "Les Yeux d'Antoine" are included here as possible further opportunities to develop language skills in this area.

Rôle of the individual in the home and in society

5 Les petits enfants du siècle (ø); Mon enfance (ø); Mondo (ø)

These three texts form a unified group. Their main purpose is to develop students' mastery of the use of the imperfect and perfect tenses; but their content sits comfortably with this topic.

The grammatical exploitation of the first passage emphasises one use of the imperfect (repeated actions in the past), exploitation of the second, other uses; and exploitation of the third, the difference in usage between the perfect and the imperfect.

Students are led through this material towards use of these structures and the vocabulary mastered in guided extended writing.

Systematic and rigorous work of this kind should extend mastery of the language. The structure of the units of work is designed to help them to master - remember, retain - vocabulary and structures so as to serve them in good stead when encountering unseen material in the internal assessments and more particularly in the external end of course assessments. Oral fluency should be powerfully assisted by the work done in tackling coherent collections of exercises such as those provided for this group of texts.

6 La place de la femme

This text was introduced in order to provide students with the language resource needed to discuss issues about women in the modern world. The text also offers good opportunities for practising the use of the conditional tense.

7 Un “papa-poule”

This text discusses how a man copes with looking after children.

8 Claudine (ø)

This text is in the first place an excellent excuse for extending the students' skill in using certain language structures. It also provides an opportunity for students to use their imagination and also to use fairly basic language in an imaginative context.

Advantages and disadvantages of home area

This is a group of texts aimed at developing the students' ability, to discuss their own home area in speaking and in writing. They are provided with vocabulary and structures applicable to a range of contexts within this domain.

Leisure and healthy living

Leisure interests

This group of texts aims to develop the students' existing command of vocabulary and structures relating to leisure interests. Texts have been provided which take a different approach from material students are likely to have studied earlier in their careers. A number of attitudes and ideas have been incorporated to encourage classroom debate and provide material use in assessment exercises in speech and in writing.

La meilleure télé du monde (ø) seeks to elicit views about television; **Dans les coulisses d'un jeu télévisé (ø)** takes students behind the scenes in the production of a television game show; the development of the familiar **Delphine** listening text seeks to encourage the expression of a range of ideas about television, about viewing, about its place in the students' own lifestyle; the interview with Claude Sautet puts a different slant on cinema; **La fête du super-bowl (ø)** introduces the vocabulary required for the discussion of sport and provides an opportunity for students to develop their own personalised vocabulary for use in the oral assessment and in writing activities. The last item is used particularly to emphasise skills relating to the creation of written text.

Health issues

- 1 La façon de manger en Ecosse; Mangez tonique (ø); Comment rester en pleine forme** discuss issues relating to healthy eating and exercise. After studying these texts students should be equipped to discuss and write about diet, exercise and a balanced way of life.

- 2 The texts on tobacco, alcohol and drugs provide vocabulary and structures required for the discussion of issues relating to their use or abuse.
- 3 **Les petits maux de l'hiver (ø)** leads to a solo speaking exercise in which students talk about an illness they themselves have had.

- **Education and work**

- **School/college**

- **Critique of own school/college**

The first eight passages form a series of texts leading students to be able to comment on their own schooling and issues relating to it. An extra publication, to follow later, will provide the means for students to complete their own progress record in French, with support documentation prepared for them also in French.

The texts develop attitudes to school, to learning, to the classroom situation. The first two texts although in simple French, are developed in such a way as to establish discussion skills which will be extended as the students work through the texts which follow.

Une journée à l'école (ø), although it appears to be about a remote location (schooling in francophone Central Africa) nonetheless introduces a surprising number of issues about education which are totally topical in Scotland today.

From **Claudine à l'école (ø)** and **La dernière classe** students will learn how to express opinions about school and about the need to learn conscientiously.

- **Careers**

- **Job intentions and aspirations**

Eric and **Etudes universitaires** explain how other students have chosen their subjects. Students are then required to write about the reasons for their own subject choices. Students will then be equipped to begin to compile a record of their own educational and other achievements.

Parlez-vous européen (ø) is about why one should learn European languages for vocational purposes.

Institutrice à Hautecloque and **Catherine Lemoguen infirmière** give specific accounts of the world of work. **Parole aux jeunes** is designed to enable students to talk about their own work experience in French.

Travailler en Afrique takes another approach to work issues; it provides students with the opportunity to become acquainted with the language of CVs and letters of application.

- **The wider world**

- **Holidays and travel**

The two initial listening texts deal with the issues of family holidays and should be of interest to students preparing for Higher.

Réviser cet été (ø) and **Vacances (ø)** present a different aspect of holidays from that used in students' previous school careers.

Types de vacances deals with different types of holiday (comparison of types of holiday) as in the course specification.

The extract from **Les petits enfants du siècle (ø)** has been chosen for its humorous approach to a familiar holiday situation - the family falling out during a car journey.

Tourism

The texts in this section have been put together so as to provide students with ample opportunity to learn a range of vocabulary and idiom suitable for discussing their own local area and areas of tourist interest within it and in the target country. The first four texts deal with areas in France. The language used can then be reexploited by the students to describe their own area and their views of it.

Eguisheim encourages writing in the past tense.

Franche Comté encourages discussion on types of tourist accommodation.

Besançon encourages students to talk about a town abroad.

Languedoc-Roussillon encourages students to write about particular features of an area: and to discuss the trustworthiness of publicity materials.

It is part of the aim of this material to provide cultural background about areas of France.

The remaining 6 texts deal with areas in Scotland. There is a variety of text-types; and a variety of features of interest to tourists are treated.

Stirling concentrates on a historical approach.

Le ski en Ecosse discusses the advantages and disadvantages of Scotland as a skiing centre.

La côte ouest de l'Ecosse deals with communications in isolated areas.

Le sud de la Clyde deals with weather aspects. Students write about what can be done in good weather and what can be done in bad weather.

L'Eastend de Glasgow provides students with a set of vocabulary and structures to allow them to discuss and write about their own local area.

Le Loch Lomond leads students to write a description in French of an area in Scotland known to them.

Throughout this section, different skills and structures are revised with a view to the forthcoming external course examination.

SUPPORT MATERIALS FOR HIGHER FRENCH

The enclosed documentation refers to the complete set of Support Materials prepared for Higher French.

Several texts included in the list of contents were worked on the basis of copyright clearance through the French Embassy in its publication 'Don't let your Kids get ahead of you'.

Since this document dates from 1989, it was felt that individual copyright owners should be contacted before the official publication of the materials by Higher Still.

Most copyright owners have still not replied to our letters sent some three months ago.

Consequently the items affected are being withheld from the present distribution. The list of contents shows clearly which items are available and which are withheld, as does the set of notes on the texts.

Teachers who are in possession of exemplar copies of the embargoed texts are asked to refrain from copying them.

They will be released for normal use as soon as clearance is provided. Should this be withheld, then new texts covering as many as possible of the same ideas and structures will be commissioned to replace them.

A through page numbering has been carried out. Any replacement texts will fit into the same page numbers.

Higher Still Development: French Higher

SUPPORT MATERIALS THEME: LIFESTYLES



Topic	Text	Skills	Language
Family, Friends, Society	<p>∅ ** Suzanne's Story.</p> <p>∅ ** Ces merveilleux Grands-parents.</p> <p>** Problèmes avec ses parents.</p> <p>** Relations de famille</p> <p>** Parents séparés</p>	<p>Reading, Speaking, Writing – practice and directed.</p> <p>Reading, Speaking, Writing.</p> <p>Listening, Speaking, Writing – answering questions in French.</p> <p>Listening, Speaking, Writing – answering questions in French</p> <p>Listening, Discussion, Writing</p>	<p>Vocabulary, structure practice – ways of saying 'being unwilling'.</p> <p>Translation, language study, structure practice – ways of saying 'liking' and 'not liking'.</p> <p>Vocabulary, transcription, practice in condition of <i>devoir</i>.</p> <p>Find the French for..., leading to structure practice</p> <p>Voc. development, avoir raison, tort</p>
	<p>From Unit 2 Les yeux d'Antoine supporting texts; relationships between siblings.</p> <p>* Lettres</p> <p>** Journal</p>	<p>Reading, Speaking – discussion and from notes Writing including some more extended.</p> <p>Final comprehensive speaking exercise.</p> <p>Reading, Speaking – discussion, Writing – practice and more extended.</p> <p>Final comprehensive speaking exercise.</p>	<p>Vocabulary, translation, <i>décider. de</i> and <i>se décider à, ce qui... ce que, manquer, sentir</i> and <i>se sentir, vouloir que, bien que.</i></p> <p><i>Venir, quelque chose de, tenses of pouvoir, professions, ne... que, demander à, dire à, tenses of devoir, essayer de, se souvenir de, dont,</i> translation, <i>ce qui</i> standing for clause, <i>depuis.</i></p>
Role of individual	<p>∅ * Les petits enfants du siècle</p> <p>∅ * Mon enfance</p> <p>∅ ** Mondo</p> <p>** La place de la femme</p> <p>** Un "papa-poule"</p> <p>∅ *** Claudine</p>	<p>Reading, Writing.</p> <p>Reading, Writing.</p> <p>Reading, Writing including extended.</p> <p>Listening, Writing, Discussion.</p> <p>Listening, Discussion, Writing</p> <p>Reading, Writing including extended.</p>	<p>Imperfect tense, repeated actions, formation.</p> <p>Imperfect, other uses.</p> <p>Vocabulary, <i>peut-être que, après avoir, décider de, commencer à,</i> compound adjectives of colour, <i>ce qui... c'est.</i></p> <p>Conditional tense.</p> <p>Voc revision and extension.</p> <p>Vocabulary, <i>pas de, essayer de, avoir chaud et être fatigué, s'approcher de,</i> tenses of <i>devoir,</i> non-agreement of <i>marron</i> etc., <i>sortir</i> and <i>lever</i> with <i>avoir.</i></p>

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Higher Still Development: French Higher

SUPPORT MATERIALS THEME: LIFESTYLES



Topic	Text	Skills	Language
Advantages/ disadvantages of home area	<p>** La vie dans un village</p> <p>** C'est fou ce qu'on peut changer en si peu de temps</p> <p>** La vie à Paris</p> <p>** Aberdeen vu par un couple résident</p>	<p>Listening, Discussion, Writing</p> <p>Reading, Discussion, Writing</p> <p>Listening, Discussion, Writing</p> <p>Reading, Writing</p>	<p>Vocabulary development</p> <p>Vocabulary consolidation, habitué à</p> <p>Transcription</p> <p>Translation, vocabulary development</p>
Leisure and Healthy Living: Leisure interests	<p>** Les loisirs</p> <p>** La Télévision</p> <p>∅ ** La meilleure télé du monde</p> <p>∅ ** Dans les coulisses d'un jeu télévisé.</p> <p>∅ *** Interview avec Claude Sautet.</p> <p>∅ ** La fête du Super Bowl.</p> <p>∅ ** L'inconnu aux yeux clairs (adapted from Les yeux d'Antoine – Unit 2).</p>	<p>Listening, Writing</p> <p>Listening, Writing</p> <p>Reading, Speaking, Discussion, Writing.</p> <p>Reading, Discussion, Writing.</p> <p>Reading, Speaking, Writing.</p> <p>Reading, Writing.</p> <p>Reading, Writing – including extended.</p>	<p>Vocabulary, useful expressions, structuring an essay.</p> <p>Vocabulary, useful expressions, <i>ne...ni...ni...</i>, <i>de</i> after a superlative.</p> <p><i>bon</i> = right, <i>depuis</i>, <i>avant que</i>, <i>pour que</i>.</p> <p>Imperfect practice.</p> <p>Vocabulary.</p> <p>Vocabulary, <i>ressembler à</i>, <i>rendre</i> + adj., agreement of past participle, direct/indirect objects, <i>dire/demander à</i>.</p>
Health Issues	<p>** La façon de manger en Ecosse.</p> <p>∅ *** Mangez tonique!</p> <p>*** Comment rester en pleine forme</p> <p>∅ ** Tabac. La guerre est déclarée.</p> <p>∅ ** On peut se construire une vie de non-fumeur.</p> <p>*** Le problème du tabac.</p> <p>** L'alcool en France et en Ecosse.</p> <p>** La Drogue.</p> <p>∅ *** Les petits maux de l'hiver.</p>	<p>Listening, Speaking, Writing, Discussion.</p> <p>Reading, Writing, Speaking.</p> <p>Reading, Discussion, Writing</p> <p>Reading, Writing.</p> <p>Reading, Writing, Discussion.</p> <p>Listening, Writing, Discussion.</p> <p>Listening, Writing, Discussion.</p> <p>Listening, Writing, Discussion.</p> <p>Reading, Writing, Speaking, Talk.</p>	<p>Transcription.</p> <p>Vocabulary development.</p> <p>Vocabulary and idiom development, <i>insister pour que...</i></p> <p>Vocabulary, translation, <i>se passer de</i>.</p> <p>Vocabulary.</p> <p>Q/A in French.</p> <p>Vocabulary <i>obliger de</i> and <i>obliger à</i>, <i>aussi</i> + inversion.</p>

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Higher Still Development: French Higher

SUPPORT MATERIALS THEME: EDUCATION AND WORK



Topic	Text	Skills	Language
Critique of own school/college	* La Discipline en France	Listening, Speaking, Discussion and Writing	Vocabulary
	* Rapports avec les professeurs	Listening, Discussion and Writing	Phrases for expressing opinions and advice on essay.
	** Différences entre les lycées écossais et français	Listening, Writing and Discussion	Profiter de, permettre à qqn de faire, apprendre à.
	∅ * Une journée à l'école	Reading, Discussion and Writing	Some Q/A in French, verbal structures.
	∅ ** Claudine à l'école	Reading and Writing	Questions all in French
	*** La dernière classe	Extended reading, Discussion and writing	2 versions, one with questions in French
	∅ ***Punition	Reading and Writing.	Vocabulary, en train de, regarder, voir, entendre + infinitive.
∅ ***Êtes-vous dans un bon lycée ?	Reading, Discussion, Writing and Speaking	Vocabulary	
Careers, Job Intentions and Employment Issues	**Eric et les matières qu'il a choisies	Listening, Discussion and Writing	
	**Études universitaires	Listening, Discussion and Writing	soit ... soit and future after quand
	∅ **Parlez-vous européen ?	Reading, Discussion and Writing	Vocabulary, revision of countries, nationalities, réussir à and translation.
	∅ ***Institutrice à Hautecloque	Reading, Discussion and Writing	en/dans in time phrases à with distances.
	∅ **Cathérine Lemoguen and infirmière	Reading, Speaking, Writing and Discussion	Vocabulary, Translation, verbal structures and sur = out of
	**Parole aux Jeunes	Reading, Writing and Discussion	Vocabulary, some technical terms and expressions of opinion
	**Travailler en Afrique	Reading	

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Higher Still Development: French Higher

SUPPORT MATERIALS THEME: THE WIDER WORLD



Topic	Text	Skills	Language
Holidays and Travel	** Vacances avec les parents - Marie-Hélène	Listening, Writing and Discussion	Vocabulary and Transcription
	** Vacances avec les parents - Pascal	Listening and Discussion	Translation points, penser à and penser de
	∅ ** Rêviser cet été - pourquoi pas?	Reading, Discussion and Writing	Translation and verbs taking à
	∅ ** Vacances	Reading and Writing	Vocabulary, Pluperfect, negatives with perfect and pluperfect, venir de, dont and inversion after direct speech.
	** Types de vacances	Reading, Writing and Speaking	Translation and Q/A in French
	∅ ** Le voyage de Géraldine	Listening, Reading and Writing (directed)	Visiter, rendre visite, perfect tenses and vocabulary
	∅ *** Les petits enfants du siècle - un voyage	Reading	
Tourism	** Eguisheim	Reading, Writing	Vocabulary development, use of reflexive verbs for passive
	** La Franche-Comté	Reading, Writing, Discussion	Translation, savoir=to be able to, s'adapter à, en + pres. part., vocab. extension
	** Besançon	Listening, Speaking	Transcription, vocab. dev.
	*** La Région Languedoc-Roussillon	Listening, Discussion, Writing	Vocabulary development
	** Stirling	Reading, Discussion	Translation, Vocabulary Development
	** Le ski en Ecosse	Listening, Writing,	ce qu... c'est..., entendre dire que/parler de
	** La côte ouest de l'Ecosse	Listening, Writing, Discussion	ce qui=which, rendre + adj., voc. dev.
	** Le sud de la Clyde	Listening, Discussion, Writing	Transcription
	** L'Eastend de Glasgow présente-t-il un intérêt touristique?	Reading, Discussion, Writing	Translation, ignorer
	*** Le Loch Lomond	Reading, Discussion, Writing	Vocab dev.

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La discipline en France



La discipline en France

Transcription

- Et toi, Mireille, comment était la discipline dans ton école ?
- Dans mon école, ça va. La discipline n'était pas trop rigide, il n'y avait déjà pas le port de l'uniforme, cela n'existait pas, ni dans mon collège, ni dans mon lycée. Tout le monde s'habillait un peu comme il voulait. Et dis-moi, Christophe, dans ton lycée, est-ce qu'on pouvait fumer ?
- Ah, on pouvait fumer dans le lycée, pas au collège. Au lycée, les étudiants, les élèves peuvent fumer dans la cour.
- Et dans les couloirs ?
- Non, dans les couloirs, c'est interdit
- Alors, la discipline souvent dans mon collège et mon lycée était gérée par les surveillants, les pions.
- Ah les pions ?
- Oui, des étudiants qui s'occupent souvent des élèves, de la discipline des élèves, notamment pour les retenues, les heures de colle.
- Ah? Dans mon lycée, il n'y avait, il n'y avait qu'un seul pion, mais il avait un rôle très important pour surveiller les élèves et qui était parfois très... comment dirais je ? - très méchant
- Et surtout il y avait beaucoup de surveillants le mercredi quand il y avait les heures de colle, c'est-à-dire les heures de retenue où les élèves devaient venir au lycée le mercredi pour travailler, alors que normalement le mercredi est un jour libre où les enfants ne vont pas à l'école en France.
- Ah moi, j'allais à l'école en France le mercredi matin, uniquement.
- Au lycée ?
- Au lycée, oui, pas au collège.
- Au collège, toute la journée est libre.
- Voilà. On pouvait faire du sport.

La discipline en France

Stage 1: Comprehension

- 1 Christophe and Mireille are talking about school discipline in France. Notice that they make a distinction between the **collège** where French pupils spend the first four years of secondary education and the **lycée** where they go afterwards to prepare to sit the **baccalauréat**.

Listen to what they have to say and make notes under the following headings:-

school uniform

the right to smoke

the “surveillants”, the “pions”, and their role

detention, “les heures de colle”

Wednesday in the French school week

Check your answers

La discipline en France

Stage 2: Writing and Speaking

Etes-vous pour ou contre le port de l'uniforme ?

Travaillez avec un partenaire. L'un de vous va trouver au moins trois raisons pour le port de l'uniforme et l'autre au moins trois raisons contre.

Ecrivez des notes, puis, en vous basant sur vos notes, discutez avec votre partenaire.

Maintenant, écrivez un court paragraphe pour exprimer votre opinion personnelle.

Show this work to your teacher

Stage 3: Discussion and Writing

Vous allez continuer à travailler avec un partenaire ou dans un petit groupe.

Discutez des questions suivantes:

Quels problèmes faut-il résoudre pour améliorer la discipline dans nos collèges en général ?

Trouvez-vous que les règles dans votre établissement sont raisonnables ?

Pensez-vous que les retenues, les heures de colle, offrent un moyen satisfaisant de punir l'indiscipline ?

Quelles autres punitions sont plus efficaces à votre avis ?

(Vous devriez considérer les devoirs supplémentaires, les renvois temporaires, l'intervention des parents etc.)

Maintenant, écrivez un paragraphe pour exprimer vos idées sur ce sujet.

Show this work to your teacher

La discipline en France

Answer Sheet

Stage 1

- school uniform** - did not exist, either at the **college** or at the **lycée**
everyone dressed more or less as he/she wished
- the right to smoke** - pupils could smoke at the **lycée**, not at the **collège**
they could smoke in the playground, not in the corridors
- the “surveillants”** - students who looked after disciplinary matters,
especially detention
- detention** - took place on Wednesdays
pupils had to come and work, although Wednesday is
normally a holiday in France
- Wednesday in the French School week** - for pupils in the **collèges**, Wednesday is free
they can do sport
in Christophe’s **lycée**, pupils came in on a Wednesday
morning

Education and Work:
Critique of Own School/College

Rapports avec les professeurs



Rapports avec les professeurs

Transcription

Dis-moi, Mireille, comment étaient les rapports avec les professeurs de ton collège ou de ton lycée ?

Les rapports avec mes professeurs ont été toujours assez distants. Il y avait d'un côté le professeur qui venait avec son cours et qui nous faisait le cours du haut de son bureau - de l'autre côté il y avait les élèves qui prenaient des notes, les élèves qui écoutaient et qui devaient apprendre mais je ne peux pas dire qu'il y avait vraiment des rapports amicaux ou des rapports assez proches entre les profs et les élèves, par exemple, les élèves ne confiaient jamais leurs problèmes aux profs. Il y avait quand même beaucoup de distance entre les deux.

Et qu'est-ce que tu préfères ? Tu préfères avoir des relations amicales ou professionnelles, de professeur avec ton enseignant, ton professeur?

Alors j'ai pu voir des rapports un peu différents en Ecosse, puisque les profs et les élèves semblent avoir des rapports un peu plus proches, un peu plus chaleureux entre eux - il n'y a pas une barrière qu'il y a souvent en France et je pense qu'il est bon pour l'élève de se sentir en sécurité, c'est-à-dire d'avoir de bons rapports avec son professeur, mais d'un autre côté, il faut instaurer une limite pour qu'il y a toujours du respect des élèves envers le professeur et donc ne pas abuser des rapports trop amicaux avec les élèves. Mais on peut rajouter que souvent les professeurs comme partout ont les rapports qu'ils ont avec les élèves - dépendant de la personnalité des professeurs. Il y en a des sympathiques et des moins sympathiques, des chaleureux et des plus froids comme partout et dans tous les pays.

Oui, bien sûr, je comprends ce que tu veux dire.

Rapports avec les professeurs

Stage 1: Comprehension

Mireille is speaking about relationships between teachers and pupils in France and Scotland. Listen to what she has to say and make notes, in English, under the following headings :-

- a her general description of teacher/pupil relationships in France
- b the physical barrier between the teacher and the pupils
- c what the teacher did and what the pupils did in class
- d what proved that relationships are not too close
- e how she finds relationships in Scotland
- f the advantage for the Scottish pupil
- g why she talks of a limit
- h the importance of the teachers' personalities

Check your answers

Rapports avec les professeurs

Stage 2: Discussion and Writing

- 1 Travaillez avec un partenaire ou dans un petit groupe. Discutez des questions suivantes :-

Comment trouvez-vous la description de Mireille des activités du professeur et des élèves dans la classe ?

Est-ce que c'est comme ça dans votre classe ?

Quelles sortes d'activités vous aident le mieux à apprendre ?

Préférez-vous travailler en groupes ?

Est-ce que vous partagez les opinions de Mireille concernant l'importance d'une "limite" ?

Citez les avantages (et les désavantages ?) d'une telle limite.

- 2 Ecrivez un court paragraphe où vous commentez la description donnée par Mireille des classes françaises et des rapports entre professeur et élèves et où vous exprimez vos opinions personnelles.

Note that in writing this paragraph there are two aspects to be treated - the situation in French classrooms as described by Mireille and the question of teacher/pupil relationships. Your paragraph must deal with both, although it is not necessary to give both equal attention.

You want to bring in some variety to the way you express your opinions.

Here are some expressions well known to you which you may like to use :-

à mon avis

je crois que

je trouve que

je suis convaincu(e) que

je pense que

je suis sûr(e) que

Show your work to your teacher

Rapports avec les professeurs

Answer Sheet

Stage 1

- a rather distant
- b on one side, the teacher, - on the other the pupils - with the teacher's desk between
- c the teacher arrived and gave his lesson
the pupils took notes, listened (and were supposed to learn)
- d the pupils did not confide in their teachers
- e a bit different, a bit closer, warmer
- f he feels secure
- g must be a limit so that pupils keep their respect for their teachers and do not take advantage of over-friendly relationships
- h relationships depend on teachers' personalities; some are nicer, some not so nice, some have warm personalities, some are colder

Education and Work:
Critique of Own School/College

*Différences entre les lycées
écossais et français*



Transcript

Différences entre les lycées écossais et français

- Dis-moi, Mireille, trouves-tu des différences entre les lycées écossais et les lycées français?
- Dans les horaires, il y a déjà des différences, puisqu'en France nous commençons l'école à 8h., nous finissons à midi, avec une pause à 1h. pour manger un croissant ou un petit pain, nous reprenons l'après-midi à 14h, c'est-à-dire 2h. de l'après-midi, et nous finissons en général à 16h. ou 4h. de l'après-midi. Nous avons donc deux heures pour manger, ce qui fait que souvent nous profitons de ces 2 heures pour rentrer et manger à la maison.
- Ah, d'accord.
- Et que penses-tu des vacances? Est-ce que les vacances ... sont-elles les mêmes?
- Ah, les vacances ne tombent pas aux mêmes dates qu' en France, évidemment, mais en Ecosse il y a des vacances de Noël, des vacances de Pâques. Par contre, ils ont des vacances, enfin un grand weekend à l'intérieur de chaque trimestre. Je trouve que c'est assez identique en France et en Ecosse.
- Moi, je trouve que l'uniforme est une grande différence entre les collèges français et écossais. Regarde, en France il n'y a pas d'uniforme du tout, pour aller. . . lorsqu'on va à l'école on s'habille un peu., il n'y a pas trop d'exigences vestimentaires. En Ecosse, par contre, il faut porter l'uniforme, avec la cravate, la chemise etc. Que penses-tu de l'uniforme?
- Je ne suis pas tout à fait d'accord avec toi. En France, l'uniforme n'existe pas, mais les élèves sont toujours pratiquement habillés d'un jean, d'un pull. C'est une sorte d'uniforme, non?
- Je dirais que c'est un phénomène de mode plutôt.
- Peut-être, peut-être.
- Et les matières? Est-ce que tu trouves qu'il y a des différences dans les matières dans les collèges français et écossais?

Différences entre les lycées écossais et français

- Au niveau des premières années d'études, pas beaucoup. Mais ensuite nous, nous avons la philosophie, nous avons des matières plus, peut-être plus techniques qu'ils n'ont pas ici, mais...
- Je crois que la philosophie n'existe pas en Ecosse.
- Je ne crois pas.
- C'est une matière qui nous permet d'apprendre à penser, sur tous les sujets qui peuvent exister, sur la vie, une pensée sur la vie. Et les sports?
- Ah, les sports. Ils ont aussi... je crois qu'en France nous avons 2 heures de sports par semaine, dans les lycées et les collèges.
- Oui, je crois que c'est cela.
- C'est identique ici.
- Les sports sont un peu différents. Chez nous, nous avons du basket, nous avons du volley, du foot, beaucoup de natation et de la gymnastique. Je crois que les sports en Ecosse sont un peu différents. Il y a le badminton, il y a beaucoup de foot
- Et du rugby
- Mais aussi du rugby, bien sûr - du golf, quelquefois.
- Dans les écoles? - Quelques sports différents, c'est normal. Mais, il existe aussi d'autres activités comme les clubs en France, il existe des clubs comme ici. Qu'est-ce que tu en penses?
- Oui, souvent, dans chaque école il y a un club, un club de gymnastique, ou un club de football et souvent ces clubs ont lieu, se réunissent le mercredi puisqu'en France il n'y a pas de cours le mercredi matin..., le mercredi, en général.

Différences entre les lycées écossais et français

Stage 1: Comprehension

On this tape Christophe and Mireille are talking about differences they have noticed between French and Scottish secondary schools.

Before you listen to what they have to say, using knowledge you already have about French schools, put a tick in the second or third column in the grid below to indicate whether you think the situation in France is different from or similar to the situation in Scotland with regard to the aspects stated in the first column.

Listen to the tape once through to check on the point of difference or similarity.

Then listen to the tape again, stopping it at appropriate points to allow you to note in the fourth column details of the differences mentioned.

	Different from Scotland	Similar to Scotland	Details of differences
School day (hours)			
Holidays			
Uniform			
School subjects			
Sports (time spent)			
Sports (types of sport)			
Clubs			

Check your answers

Critique of Own School/College

Différences entre les lycées écossais et français

Stage 2: Language

- 1 In discussing the French school day, Mireille says :-

Nous profitons de ces deux heures pour rentrer et manger à la maison.

We take advantage of these two hours to go home and eat at home.

Note the structure **profiter de... pour faire quelque chose** - to take advantage of... (in order) to do something.

Here are some more examples :

Nous avons profité du beau temps pour faire une promenade.

We took advantage of the fine weather to go for a walk.

Je vais profiter de mon temps libre pour aller à la piscine.

I'm going to take advantage of my free time to go swimming.

Now complete the following sentences in any way appropriate :-

Il a profité de ses vacances

Nous allons profiter de sa visite

Elle profite

Ils

Show this work to your teacher

Différences entre les lycées écossais et français

2 Later on, Mireille says :-

C'est une matière qui nous permet d'apprendre à penser.

It's a subject which allows us to learn how to think.

There are two structures in this sentence which could be very useful to you.

permettre à quelqu'un de faire quelque chose

Look at the following examples :

Le professeur ne permet pas aux élèves de parler en classe.

The teacher does not allow the pupils to talk in class.

Le sport leur permet de se tenir en bonne santé.

Sport allows them to keep healthy.

Now make up four sentences of your own. Remember that if you use a pronoun to stand for the person allowed or not allowed to do something, it will be the indirect pronoun object (**me, te, lui, nous, vous, leur**), as these contain the preposition **à**, and if you use a noun, you will have to put **à** before it (**à mon ami, aux enfants, à Anne-Marie** etc).

Show this work to your teacher

b **apprendre à** - to learn (how) to do something

Look at these examples :-

Elle a vite appris à nager

She quickly learned how to swim

Pierre a envie d'apprendre à faire du ski

Peter is keen to learn how to ski

Now make up four sentences of your own, one in the present tense, one in the future and two in the past. Change the subject each time.

Show this work to your teacher

Différences entre les lycées écossais et français

Stage 3: Writing

Using the information you have filled in in the grid, and replaying the tape, if necessary, to help you with vocabulary, write, in French, a list of the differences between Scottish and French schools and a list of the similarities between them.

e.g. **En Ecosse la journée scolaire commence à... Par contre, en France, elle commence à**

En France et en Ecosse les élèves.....

Add to what Christophe and Mireille said any information which you already knew, e.g. about the French school week.

Then write three reasons why you prefer one system to the other.

Show this work to your teacher

Stage 4: Discussion

Avec un partenaire, ou dans un petit groupe, discutez du système que vous préférez.

Différences entre les lycées écossais et français

Answer Sheet

	Different from Scotland	Similar to Scotland	Details of differences
School day (hours)			France - begin at 8 a.m., interval at 10 a.m., lunch 12 a.m. till 2 p.m., school finishes at 4 p.m.
Holidays			much the same, but on different dates holidays in both at Christmas and Easter, mid-term breaks in Scotland
Uniform			none in France
School subjects			much the same in early years, but in France philosophy and more technical subjects
Sports (time spent)			much the same - 2 hours per week
Sport (types of sport)			football in both, in France basketball, volleyball, swimming, gym. In scotland badminton, rugby, golf
Clubs			in both countries, in France gym, football, meet on Wednesday (mornings).