

4094
French
HIGHER

Education and Work:
Critique of Own School/College (b)



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

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

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; Mondo

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 student's 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

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 seeks to elicit views about television; **Dans les coulisses d'un jeu télévisé** 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** 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; 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** 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, 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? is about why one should learn European languages for vocational purposes.

Institutrice à Hauteclouque and **Catherine Lemoguen infirmière (ø)** 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 - pourquoi pas? and **Vacances** 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** 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, translation, ce qui</i> standing for clause, <i>depuis</i>.</p>
Role of individual	<p>Ø * 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</i> <i>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, insister pour que...</p> <p>Vocabulary, translation, <i>se</i> <i>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.
	Ø ** 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
	Ø **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 Hauteclouque	Reading, Discussion and Writing	en/dans in time phrases à with distances.
	Ø **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
	Ø ** 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, saviour=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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Education and Work:
Critique of Own School/College

Une journée à l'école



Une journée à l'école

Ils sont plus de deux cents, garçons et filles, dans l'école primaire de Tchirozérine. Presque tous sont touaregs. Savez-vous dans quelle langue se font les cours? En français, la langue officielle du Niger!

Autrefois, les enfants, n'allaient pas à l'école. Ils apprenaient auprès de leurs parents tout ce qu'ils avaient besoin de savoir pour mener leur future vie d'éleveur, de caravanier ou de jardinier. Les grands-mères leur apprenaient à écrire avec un alphabet très particulier: le «tifinar».

Des débuts difficiles

En 1961, un missionnaire français, Jean Ploussard, s'est rendu compte que si les enfants touaregs du Niger n'allaient pas à l'école, ils allaient être mis à l'écart de leur propre pays, s'enfoncer dans la pauvreté.

A la demande de plusieurs familles, il a donc créé une école à Tchirozérine.

Beaucoup de parents ne voulaient pas y envoyer leurs enfants. Ils craignaient qu'avec l'école l'enfant perde ses traditions.

Les pères avaient besoin de leurs fils pour les aider au travail. Les mères ne voulaient pas être séparées de leurs enfants.

Quand un enfant partait à l'école, pour eux, c'était un enfant perdu.

Les enfants se sauvaient de l'école pour aller à pied retrouver leur famille à des kilomètres de là. Les maîtres d'école partaient à leur poursuite...

Aujourd'hui, les parents et les enfants sont convaincus que l'école est nécessaire. On y apprend le français, le calcul, l'histoire, la géographie.

En plus, on y apprend à coudre, jardiner, cuisiner, s'occuper d'un bébé...

Mais les Touaregs ne sont pas riches. Cette école ne pourrait donc pas exister si le CCFD ne lui envoyait pas d'argent.

Beaucoup d'enfants d'éleveurs ne retournent au camp que pour les vacances.

Un dortoir sous les étoiles

Après le dîner, tous s'endorment en plein air, sous l'immense ciel étoilé du désert. Ils rêvent du campement où les attendent les fêtes, les grandes courses de chameaux, et les longues histoires que les grands-mères racontent en tamachek, la langue des Touaregs.

Mille cinq cents élèves environ sont passés par cette école. Certains sont maintenant à des postes importants. Ainsi, l'ambassadeur du Niger à Moscou vient de l'école de Tchirozérine.

Et les autres? Ce n'est pas facile pour eux, car même avec un diplôme, on ne trouve pas de travail au Niger: il n'y a pas d'industrie, peu de grand commerce. La plupart des élèves seront donc éleveurs ou jardiniers, comme leurs parents. Mais comme ils savent lire, comme ils parlent français, ils sont mieux préparés à participer à la vie de leur pays.

Benou, le directeur de l'école, nous dit: «L'école peut changer des choses dans les familles; elle montre qu'on peut s'instruire sans pour autant oublier toutes les coutumes touarègues»

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Une journée à l'école

In this text, the author is describing a school for Touareg children in Tchirozérine. The Touaregs are a people who live in a region of the Sahara, in the former French colony of Niger. The CCFD (Comité Catholique contre la Faim et pour le Développement) is a society which is trying to help the Touaregs.

Stage 1: Comprehension

- a Read the first part of the text as far as “partaient à leur poursuite”, then answer the following questions :-
- 1 In which language do the Touareg children receive their education?
 - 2 What are the traditional occupations of their country?
 - 3 Before they went to school who, in particular, helped them to learn?
 - 4 What did Jean Ploussard think would happen to the Touareg children if they did not go to school?
 - 5 Why were parents initially reluctant to send their children to school?
What, in particular, was the attitude of: a their fathers
b their mothers?
 - 6 How did the children themselves react to being at school?

Une journée à l'école

- b Now read to the end of the passage, then answer, in note form, in French, the following questions :-
- 1 Quelles matières est-ce qu'on enseigne aux enfants?
 - 2 Qu'est-ce que les enfants apprennent à faire?
 - 3 Quand est-ce que les enfants retournent à leurs familles?
 - 4 Où est-ce que les enfant dorment?
 - 5 Citez les trois choses au campement dont les enfants rêvent.
 - 6 Quelques-uns des anciens élèves ont réussi dans la vie. Vrai ou faux?
 - 7 Il y a du chômage au Niger. Pourquoi?
 - 8 Quels seront les métiers de la plupart des élèves?
 - 9 Alors, qu'est-ce que leur éducation les a aidés à faire?
 - 10 Selon le directeur, qu'est-ce que les enfants ne perdent pas?

Check your answers

Une journée à l'école

Stage 2: Language

One of the things we have to learn in French is whether a verb can be followed immediately by another verb in the infinitive form, or whether we have to put in **à** or **de** or **pour**.

We say, for example,

je peux venir

je l'aide **à** faire ses devoirs

j'essaie **de** parler

je viens **pour** vous parler (NB **pour** always has the meaning of "in order to")

Join the two halves of the following sentences, using their meaning and your knowledge of the verbs used to match the correct sections. Pay particular attention to the prepositions, **à**, **de** or **pour** used in each case and try to remember these :-

- | | |
|---|---|
| 1 Un missionnaire a décidé | a pour mener sa future vie |
| 2 Les grands-mères leur apprenaient | b de trouver du travail |
| 3 ...tout ce qu'il avait besoin de savoir | c à participer à la vie de leur pays |
| 4 L'enfant se sauvait de l'école | d être plus à l'écart de leur propre pays |
| 5 Les mères ne voulaient pas | e à écrire |
| 6 Les enfants allaient | f pour aller retrouver sa famille |
| 7 Ce n'est pas facile | g être séparées de... |
| 8 Ils sont bien préparés | h de créer une école |

Check your answers

Critique of Own School/College

Une journée à l'école

Now choose five of these structures, those which you think might be most useful to you in writing and speaking French, and write a sentence to illustrate each of them.

Show this work to your teacher

Stage 3: Discussion and Writing

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

A cette école les cours se font en français, mais les enfants qui y arrivent parlent leur propre langue. Est-ce juste à votre avis ? Quels sont les avantages ou désavantages de cette situation ? Est-ce qu'elle ressemble à la situation dans certaines régions de l'Ecosse autrefois ?

Comment est-ce que les enfants réussissent à garder leurs propres traditions ?

Comme vous l'avez remarqué, les enfants touaregs apprennent le français, le calcul, l'histoire et la géographie et ils apprennent également à coudre, jardiner, cuisiner, s'occuper d'un bébé. Que pensez vous de cette éducation ?

Est-ce que cette éducation est bien différente de celle que vous avez reçue à l'école primaire en Écosse ? Quelles différences est-ce que vous voyez ?

Maintenant, écrivez un court paragraphe pour exprimer vos opinions personnelles de l'école de Tchirozérine.

Show this work to your teacher

Une journée à l'école

Answer Sheet

Stage 1

- a
- 1 French
 - 2 Cattle breeders, caravaneers, gardeners
 - 3 The grandmothers (taught them to write their own alphabet)
 - 4 That they would be kept out of things, would sink into poverty
 - 5 They were afraid the children would lose their traditions
- The fathers needed the sons to help them with their work
- The mothers did not want to be separated from their children
- 6 They used to run away and go home to their families

Une journée à l'école

- b
- 1 Le français, le calcul, l'histoire, la géographie
 - 2 Ils apprennent à coudre
à jardiner
à cuisiner
à s'occuper d'un bébé
 - 3 Au moment des vacances
 - 4 En plein air
 - 5 Ils rêvent des fêtes, des courses de chameaux, des longues histoires que les grands-mères racontent
 - 6 Vrai. Par exemple, l'ambassadeur du Niger à Moscou
 - 7 Il n'y a pas d'industrie et peu de grand commerce
 - 8 Ils seront éleveurs ou jardiniers
 - 9 A participer à la vie de leur pays
 - 10 Toutes les coutumes touarègues

Stage 2

- 1 h
- 2 e
- 3 a
- 4 f
- 5 g
- 6 d
- 7 b
- 8 c

Education and Work:
Critique of Own School/College

Êtes-vous dans un bon lycée?



Êtes-vous dans un bon lycée ?

C'est quoi, au juste, un bon lycée ?

Une ambiance sympa ?

Un super taux de réussite au bac ?

De l'ordre et de la discipline ?

Des profs géniaux ?

Autre ?

Stage 1: Comprehension

- 1 Read what is written above, then write down, in English, which of the qualities mentioned would, in your opinion, be likely to be of great importance
 - a to pupils
 - b to teachers
 - c to head teachers
 - d to parents

Êtes-vous dans un bon lycée ?

Now read the article below.

Si l'on demande aux élèves ce qu'ils apprécient dans leur bahut, aussitôt, ce sont les mots **ambiance, copains, relations avec les profs** qui leur viennent aux lèvres. "Dans mon bahut, il y a une super ambiance, on est tous solidaires et les profs sont toujours disponibles" déclare Nicolas.

Atmosphère, esprit famille, des éléments qu'on retrouve peu dans le discours des enseignants: "Le bon lycée ? Celui qui a des professeurs sérieux"... où les élèves ont envie de réussir " ... "où il n'y a pas de problème de discipline." Ah, la discipline ! Pas de doute, des élèves "faciles" rassurent les enseignants. "Nous avons le sentiment que nous pourrions faire sans problème ce pour quoi nous avons été formés: enseigner notre matière sans avoir à régler des problèmes de refus scolaire ou de violence", reconnaît Bernard Michaux, professeur de philosophie .

La discipline est aussi l'une des premières préoccupations des parents. Pour les familles, le bon lycée est justement celui qui surveille, signale les absences, ne laisse pas les élèves fumer pendant les cours ni s'asseoir sur les tables.

"A chaque rentrée, j'explique aux élèves qu'ils sont la vitrine de l'établissement," raconte Mme Leurs, proviseur. "On ne hurle pas devant les grilles, on ne traîne pas sur les trottoirs, on ne dessine pas sur les murs ..."

Alors, qu'est-ce qu'un bon lycée ?

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Êtes-vous dans un bon lycée ?

Celui qui s'occupe exclusivement des résultats scolaires, "donne une culture générale et le goût de travail", comme le recommande le président d'une association de parents d'élèves ?

Celui qui s'attache au bien-être des lycéens à travers les clubs, les fêtes? "Ces activités sont l'occasion pour les élèves de prendre possession des lieux en dehors de tout programme. La vie ne doit pas s'arrêter aux portes des lycées", estime Jean-Pierre Berland, proviseur et auteur de nombreux ouvrages sur le système éducatif.

Le bon lycée est-il celui qui sélectionne les meilleurs ou bien celui qui garde tous ses élèves au risque de diminuer ses scores de réussite au bac ?

"Avant de juger un bahut qu'on ne connaît pas, on ferait mieux de tourner sept fois sa langue dans sa bouche", affirme Sandrine.

- 2 Compare the notes of what you put in exercise 1 with what you read in the text.

Do you agree with what the writer says ?

Discuss this with a partner or with the teacher.

Now answer the following questions :

- a What three types of school are put forward as "good" schools ?
- b What do you understand by the phrase
Il sont la vitrine de l'établissement ?
- c What do you understand by Sandrine's remark ?

Discuss your answers with your teacher

Êtes-vous dans un bon lycée ?

Stage 2: Discussion

Sur quels critères pensez-vous qu'on doit juger qu'un lycée est bon ou mauvais ?

The following list shows some of the aspects to be taken into consideration. Read them, then put them into order of importance for you.

le taux de réussite aux examens

l'ambiance entre élèves

l'ambiance entre professeurs et élèves

la discipline

l'aide accordée aux élèves en difficulté

la qualité de l'enseignement

la qualité des équipements

la présence de clubs

l'état des locaux

Comparez votre liste avec celle d'autres étudiants et justifiez vos opinions si c'est nécessaire.

Êtes-vous dans un bon lycée ?

Stage 3: Writing

You are now going to consider how your school measures up.

Si vous le pouviez, que changeriez-vous ?

la façon de travailler ?- travailler en groupes, passer la plupart du temps en classe à faire des exercices écrits/oraux ?

- trop de devoirs/pas assez de devoirs à faire à la maison ?

examens ?- trop/ pas assez d'importance attachée aux examens/aux tests ?

ambiance entre élèves ? - êtes-vous "solidaires", comme Nicolas le dit, ou est-ce qu'il y a des rivalités, une mauvaise atmosphère ?

discipline ?- est-ce que les profs sont trop strictes/ pas assez strictes ?

rapports avec les profs ? - est-ce que les profs sont compréhensifs ou non? s'intéressent-ils à vous ou sont-ils distants ?

emploi du temps ? - est-ce que vous avez la journée/la semaine trop chargée?

- est-ce que vous avez assez de temps pour les sports, les activités culturelles, vos hobbies ?

Write two or three sentences in French on each topic, adding any other aspects which you feel strongly about.

Show this work to your teacher

Êtes-vous dans un bon lycée ?

Stage 4: Speaking

Êtes-vous dans un bon lycée ?

Prepare a talk on this subject, using material you have met while studying this and other relevant texts. Take time to structure your talk - make a general statement at the beginning, then back it up with statements about what is good and about what you would like to see improved in your own school.

Your teacher may ask you to record this talk or to give it to the class.