

Bonjour.



BONJOUR SEPTEMBER/OCTOBER 2009

Page	Articles	Topics	Teaching ideas
2	ZIG ZAG	Current events	In pairs, have your students share a few silly jokes, like the one on page two. Can they translate one into French?
4	BOUGE! 	Tennis players and their injuries	Please go to page 2. See worksheet 1 on illness and injuries.
6	CULTURE DÉTECTIVE 	French speaking parts of the world	Please go to page 7. See worksheet 2 on France's DOM-TOM, other departments, and regions.
8	STAR  	BBC's Sound of 2009, numbers	Please go to page 7. See worksheet 3 on numbers.
10	TON MONDE 	Vacation	Take a survey to find out which vacation your students would prefer. Then, put students in pairs to interview each other in French about their vacation activities.
12	LES ADOS	Weather and activities	Have students make a two-column list: weather conditions they like, and those they do not like.
13	EXERCISES	Weather and activities	For each activity mentioned in part B, have students write down the weather they would expect to have.
14	JEUX	Games - weather wordfind, vocabulary, body parts	Ask your students the season of the following events: <i>la fête des mères, la fête des pères, la Saint Valentin, Noël, Pâques, Halloween, le 14 juillet</i> , etc.
16	LA FRANCE VUE DE	Collioure	Choose a few numbers from the article. Say them out loud, and have your students tell you whether they refer to <i>habitants, heures, degrés, jours</i> , or <i>millimètres</i> .


BACKGROUND


Little Boots may have won BBC's Sound of 2009, but that doesn't mean that White Lies and Florence and The Machine should despair. After all, last year Adele won, but the runner up, Duffy, went on to achieve an incredible level of success as well. And while Adele won both the Sound of 2008 and the BRIT Critics' Choice award in 2008, Little Boots came in second for the Critics' Choice award, bested by Florence and The Machine. The White Lies came in third for that award, still a strong contender. The BBC's Sound of ... list is decided each year by just over 100 people in the music industry. They all suggest favorites for new acts, from anywhere in the world, who are not yet well known or established. The goal is to find and promote new talent. All of the top ten list get air time for performances and interviews on BBC 6 music.

Web-tip For more information about BBC's Sound of 2009 and top three finalists, go to:

<http://news.bbc.co.uk/2/hi/entertainment/7765741.stm>

<http://www.bbc.co.uk/mobile/radio/6music/sound2009/works/index.shtml>

 You can listen to a theme related to this article on *BONJOUR* CD 1.

 Activity for advanced students.

Go to www.maryglasgowmagazines.com where you can:

- Look at our regularly updated list of upcoming *Bonjour* issues
- Fill in an evaluation survey to tell us what you think of *Bonjour*

TEACHING IDEAS

PAGES 4 & 5
Bouge !

OBJECTIVES

- Ability to discuss illness and injury
- Increased knowledge of body parts

STARTER

Sketch out two very basic human forms on the board, labeling one “front” and the other “back”. Have your students do the same on their papers. As they read about each player, have them put an X on their drawing for each body part mentioned. They do not need to make multiple X’s for the same body part that is mentioned more than once.

TEXT ACQUISITION

Have students read the article and highlight or circle the different pains each player has suffered. Then call on volunteers to come to the front of the class and “be” one of the tennis players. Call on other students in the class to ask the tennis player what’s wrong (*Où avez-vous mal ?*) or if specific body parts hurt (*Vous avez mal au genou ?*) and have the player speak his/her answers in French. Once all maladies have been discovered, the class may guess which player stands before them.

EXTENSION

Now call out specific body parts, and have the class tell you the parts that part is made of. For example, if you call out *pied*, the class can contribute with *cheville, talon, orteil*. Try also calling out *bras, jambe, main*, etc. If your class has already studied body parts in greater depth, you can try body parts associated with digestion or respiration, etc.

☉ Have your students write about an imaginary illness or injury. They must tell what the problem is, symptoms, whether or not they see a doctor, what they do to fix it, what activities they don’t do because they are sick or injured, and what they do to feel better. Depending on what your students are ready for, you may want to require this assignment to be in the *passé composé*. A sample answer might be something like this: *J’ai une angine. J’ai très mal à la gorge. Je ne peux pas parler. Je vais chez le médecin. Il me donne des pastilles. Je ne téléphone pas à mes amis. Je mange de la glace.*

HOMEWORK

Assign your students to research the illness or injury of their choice and find out how it is said in French, and a minimum of five to ten vocabulary words associated with it. Have them present their findings to the class, either orally or with posters of the information they have collected. Ideas might include carpal tunnel syndrome, swine flu, heart disease, tennis elbow, mad cow disease, etc. Related vocabulary should probably include the type of doctor who treats the problem, associated body parts, treatments, and so on.

BACKGROUND

France is proud to claim three of the world’s top ten professional male tennis players. They are Gilles Simon, Gael Monfils, and Jo-Wilfried Tsonga. While all three are fantastic players, Tsonga and Monfils have particularly interesting records. Although Tsonga is ranked #10, he has beaten Gilles Simon (#7) and Novak Djokovic (#3) each once in 2009. And a significant claim to fame for Monfils is that this past year he won against Rafael Nadal, ranked number one in the world. Beating Nadal is no easy feat. Nadal lost only three matches last year, of the forty-one he played. But Gael Monfils has done it once before and stands a decent chance of doing it again. Since his own world number one as a junior player in 2004, he has been steadily climbing the rankings of the ATP, and shows no intention of stopping at number nine.

Web-tip For more information about men’s tennis and players, go to: <http://sports.espn.go.com/sports/tennis/rankings>

WORKSHEET I

- *body parts, illness, injury*



NOTES

If I were sick or hurt in France, I could say:

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Feuille de travail | BONJOUR

Nom :

Classe :

Date :

A Quelques idiomes de la santé

Est-ce que tu comprends les idiomes suivants ? Relie chaque idiomme avec sa traduction.

- | | |
|--------------------------------|--|
| 1. avoir un chat dans la gorge | a. un œil blessé, peut-être par un coup de poing |
| 2. avoir mal au cœur | b. avoir une température élevée |
| 3. avoir une fièvre de cheval | c. avoir besoin de tousser |
| 4. être malade comme un chien | d. avoir mal au ventre |
| 5. un œil au beurre noir | e. être très malade |

B Les symptômes

Peux-tu identifier les maladies suivantes selon leurs symptômes ?

les allergies, la varicelle, l'empoisonnement alimentaire, la grippe

_____	_____	_____	_____
une toux	la nausée	les yeux qui piquent	des boutons rouges
de la fatigue	des vomissements	le nez qui coule	des démangeaisons
une fièvre		les éternuements	
une angine			
des frissons			

C Questions personnelles

Donne des réponses personnelles aux questions suivantes.

1. La dernière fois que tu as été malade, quels ont été tes symptômes ?

2. Qu'est-ce que tu as fait pour te sentir mieux ?

D Le médecin ou le malade ?

Qui dit les phrases suivantes, le médecin ou le (la) malade ?

- | | le médecin | le/la malade |
|---|------------|--------------|
| 1. Où avez-vous mal ? | _____ | _____ |
| 2. Vous avez une sinusite. | _____ | _____ |
| 3. J'ai très mal à la gorge. | _____ | _____ |
| 4. Je vais vous donner une ordonnance. | _____ | _____ |
| 5. Vous avez besoin d'un plâtre. | _____ | _____ |
| 6. Je tousse et j'ai le nez bouché. | _____ | _____ |
| 7. Il va vous falloir des points de suture. | _____ | _____ |
| 8. J'ai des courbatures partout. | _____ | _____ |
| 9. Je n'aime pas les piqûres. | _____ | _____ |
| 10. Ce n'est pas grave. | _____ | _____ |

Feuille de travail 2 BONJOUR

Nom :

Classe :

Date :

A Les DOM-TOM

Connais-tu les villes capitales des départements et territoires d'outre mer ?

1. Guadeloupe	a. Saint-Denis
2. Martinique	b. Nouméa
3. la Guyane Française	c. Basse-Terre
4. la Réunion	d. Cayenne
5. Saint Pierre et Miquelon	e. Saint-Pierre
6. Wallis et Futuna	f. Papeete
7. Mayotte	g. Fort-de-France
8. la Polynésie Française	h. Gustavia
9. la Nouvelle Calédonie	i. Mamoudzou
10. Saint Barthélemy	j. Mata-Utu

B Les langues

Tu savais qu'il y a beaucoup de pays et d'endroits qui parlent français. Mais savais-tu qu'on parle plusieurs langues en France ? Essaie de choisir la langue de chaque région. Attention - il y a une région avec deux langues.

Gascon, Provençal, Alsacien, Catalan, Breton, Basque

1. Provence _____
2. Bretagne _____
3. Alsace _____
4. Roussillon _____
5. Aquitaine _____

C Les villes, les départements et les régions

Sais-tu remplir la grille avec les mots suivants ?
Lyon, Paris, Bas-Rhin, Provence-Alpes-Côte d'Azur, Lille

Ville Principale	Département	Région
Paris		Île de France
	Rhône	Rhône-Alpes
Marseille	Bouches-du-Rhône	
	Nord	Nord-Pas de Calais
Strasbourg		Alsace

Feuille de travail 3 BONJOUR

Nom :

Classe :

Date :

A Les nombres ordinaux

Tu connais les nombres cardinaux, mais connais-tu les nombres ordinaux ? Essaie de remplir les phrases suivantes avec les nombres ordinaux qui conviennent.

1. Le français, c'est mon _____ cours de la journée.
2. La personne qui gagne la course a été _____.
3. Vendredi, c'est le _____ jour de la semaine.
4. Pour un concours, on donne des prix pour la première, la deuxième, et la _____ place.
5. Un autre mot pour "deuxième", c'est _____.

B Les nombres en lettres

Donne des réponses aux questions suivantes, mais écris-les en lettres selon l'exemple.
ex. Tu as combien de frères ? deux

1. Quelle heure est-il maintenant ?

2. Écris les mots pour les chiffres d'un numéro de téléphone.

3. En général, tu reçois combien de textos ou d'emails par jour ?

4. Un déjeuner à la cantine de ton école coûte combien ?

5. À ton avis, ton sac à dos pèse combien de kilos ?

C Les achats

Voici quelques vêtements que tu veux acheter. Mais tu as seulement cent euros. Qu'est-ce que tu choisis ?

un tee-shirt noir 15 €, un jean 20 €, des baskets 70 €, un maillot de bain 25 €, des sandales 31 €, une casquette 10 €, une ceinture 5 €, un blouson 32 €, un pull 27 €, un polo bleu 19 €

- | | le chiffre | le mot |
|---|------------|--------|
| 1. Tu dépenses combien d'argent ? | _____ | _____ |
| 2. Il te reste combien d'argent ? | _____ | _____ |
| 3. Combien coûtent les autres vêtements ? | _____ | _____ |
| 4. Combien coûtent les baskets et une casquette ? | _____ | _____ |
| 5. Si tu achètes le polo et le blouson, il te reste ? | _____ | _____ |

Feuille de travail 4 BONJOUR



Nom :

Classe :

Date :

PISTE 1 — LES PARTIES DU CORPS

Écoute la piste 1 et choisis la bonne réponse.

1. Roger Federer a eu mal :
a. au pied. b. à l'épaule.
2. Jo-Wilfried Tsonga a eu mal :
a. au talon. b. au coude.
3. Andy Murray s'est blessé :
a. à la cuisse. b. à la tête.
4. Rafael Nadal a souffert :
a. du genou. b. du ventre.
5. Andy Murray s'est blessé :
a. au poignet droit. b. à la cheville droite.

PISTE 2 — LA FRANCOPHONIE

Écoute la piste 2 et trouve si les phrases sont vraies (V) ou fausses (F)

- | | V | F |
|--|--------------------------|--------------------------|
| 1. Les Pays-Bas est le pays de Tintin. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Sarah est allée en Suisse l'année dernière. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Pierre est mauvais en géographie. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Au Cameroun, on aime beaucoup le football. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. En Inde, on adore les marionnettes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Pierre et Sarah ont deux bonnes réponses. | <input type="checkbox"/> | <input type="checkbox"/> |

PISTE 3 — LA NOUVELLE ADELE

Écoute la piste 3 et trouve si les phrases sont vraies (V) ou fausses (F).

- | | V | F |
|---|--------------------------|--------------------------|
| 1. Adele a chanté devant 14 000 téléspectateurs. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Sur MySpace, les amis d'Adele ont laissé 423 messages. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Little Boots a sorti un 55 tours. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Little Boots a sorti 300 exemplaires. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Sur MySpace, les amis de Little Boots ont laissé 1 705 messages. | <input type="checkbox"/> | <input type="checkbox"/> |

PISTE 4 — ON S'EST BIEN AMUSÉS !

Écoute la piste 4 et écris la réponse.

1. Hervé est allé en _____.
2. Hervé a fait des _____.
3. Thomas a fait beaucoup de _____.
4. Dans la montagne, Thomas a fait de la _____.
5. Marine a visité la _____.
6. Marine a préféré la visite au _____ de la bande dessinée.

TEACHING IDEAS

PAGES 6 & 7

Culture Détective

OBJECTIVES

- Improved world geography
- Improved knowledge of francophone countries
- Improved speaking ability

STARTER

Begin by having the class locate the countries from the article on a map. Have them note: countries that border France, the country or countries they think are the farthest away from France, and which Francophone country is closest to their own country. Also ask students to choose three more countries that might be French speaking and discuss the accuracy of their guesses.

TEXT ACQUISITION

As students read through the article, have them keep a list of the continents and keep track of which countries are parts of which

continent. Make sure they can also identify each country mentioned in their own language.

EXTENSION

Assign each student one of the francophone countries or areas to give a short oral report about. Have them choose five of the following topics, and present their findings to the class in French: government, climate, languages, location, imports/exports, capital city, flag, national anthem, currency, something tourists do there. They should include visuals of some kind.

🕒 Have students research in which of the countries mentioned in the article French is an official language.

HOMEWORK

Assign students to list France's other overseas departments and territories, besides Mayotte.

BACKGROUND

For the most part, departments have to follow all French laws, and territories mostly make their own laws. Mayotte is unique among French departments for two reasons. First, of all the Comoros islands, Mayotte is the only one that did not wish to become independent, and that has pursued and embraced belonging to France. Despite Mayotte's recent change of status, the Union of Comoros still claims it, and the United Nations recognizes it as part of the Union of Comoros. Second, although French is its only official language, and the language used in the school system and most commonly used on television and radio, only about half of the inhabitants of Mayotte claim they speak it fluently.

Web-tip For more information about Mayotte and French DOM-TOM, go to: <https://www.cia.gov/library/publications/the-world-factbook/geos/mf.html>

WORKSHEET 2

- French departments and territories



TEACHING IDEAS

PAGES 8-9

STAR

OBJECTIVES

- Increased facility in understanding and speaking French numbers

STARTER

Write numbers in a sequence on index cards and hand them out at random to your students. You do not need to start with 1. Tell them the first number of the sequence, and have the others hold up their numbers and call them out in order.

TEXT ACQUISITION

When your students have finished the article and activities, challenge them to add up all the figures given in each section, and to write out and speak it as a word. (48,661,941; 2,444,353; 17,024) Then have them add those three figures together and do the same thing. Did they all come up with the same answer? (51,123,318)

EXTENSION

Challenge your students to create their own math problem. Start with the first student of an outside row, and have that student pick a number- *quinze*, for example. Now, going up and down the rows, students will alternate between adding/subtracting and figuring out the answer. For example, if student #1 starts with *quinze*, student #2 might say *plus deux*, which means student #3 will say *dix-sept*. Subsequent students will add to or subtract from that answer and continue.

HOMEWORK

Have your students research why the French use *soixante-dix*, *quatre-vingt*, and *quatre-vingt-dix* but French speakers in Switzerland and Belgium use *septante*, *octante/huitante*, *nonante*.

BACKGROUND

Winning BCC's Sound of 2009 isn't where it all began, though. Victoria Hesketh was always interested in music, and has played the piano since early childhood. She studied music in college, and was even a hotel lounge pianist for a while. Her career as a professional musician really took off when she went solo after the band she was with split up. Since then, she's had several singles on the radio, and even more sold out concert tour dates. Her first much anticipated album, *Hands*, came out in June.

Web-tip <http://www.guardian.co.uk/music/2008/nov/24/victoria-hesketh-little-boots-pop>

WORKSHEET 3

- numbers



NOTES

I will use number vocabulary when we address the following topics in class:

TEST

Look through this issue of *Bonjour* to find the answers to these quiz questions.

1. On repeint la tour Eiffel tous les combien ?
a. cent ans b. sept ans c. vingt-cinq ans
2. Il faut combien de temps pour repeindre la tour Eiffel ?
a. un an b. un mois c. six mois
3. Lacoste est une marque de
a. dentifrice. b. voiture. c. vêtements.
4. Quelle personne n'a pas souffert de la cheville droite ?
a. Davydenko b. del Potro c. Murray
5. Quand est-ce que le Tennis Masters de Paris a lieu ?
a. en octobre b. en novembre c. en août
6. Quelle personne n'a pas eu mal au genou ?
a. Rafael Nadal b. Novak Djokovic c. Gilles Simon
7. Cette personne a souffert de cinq blessures différentes.
a. Gaël Monfils b. Andy Roddick c. Fernando Verdasco
8. Avec Mayotte, il y a maintenant combien de départements français ?
a. 99 b. 100 c. 101
9. Quel pays n'est pas francophone ?
a. l'Allemagne b. la Belgique c. le Maroc
10. Dans quel pays est-ce qu'on parle flamand ?
a. au Cameroun b. en Belgique c. au Sénégal
11. Qui a gagné le BBC's Sound of 2008 ?
a. Duffy b. Leona Lewis c. Adele
12. Le prénom de Little Boots est
a. Veronica. b. Victoria. c. Valerie.
13. Qui n'est pas de Londres ?
a. Victoria Hesketh b. Harry McVeigh c. Adele Adkins
14. Qui a le plus d'amis sur MySpace ?
a. Adele b. Little Boots c. White Lies
15. Collioure est situé près de
a. l'océan Pacifique. b. la Méditerranée. c. la mer des Caraïbes.

ANSWERS

Test: 1b, 2a, 3c, 4a, 5b, 6c, 7a, 8c, 9a, 10b, 11c, 12b, 13a, 14a, 15b

Worksheet 1: A: 1c, 2d, 3b, 4e, 5a **B:** la grippe, l'empoisonnement alimentaire, les allergies, la varicelle **C:** 1 réponses individuelles **D:** Le médecin: 1, 2, 4, 5, 7, 10; le/la malade: 3, 6, 8, 9

Worksheet 2: A: 1c, 2g, 3d, 4a, 5e, 6j, 7i, 8f, 9b, 10h **B:** 1 Provençal, 2 Breton, 3 Alsacien, 4 Catalan, 5 Basque et Gascon **C:** Paris, Paris, Île de France; Lyon, Rhône, Rhône-Alpes; Marseille, Bouches-du-Rhône, Provence-Alpes-Côte d'Azur; Lille, Nord, Nord-Pas de Calais; Strasbourg, Bas-Rhin, Alsace

Worksheet 3: A: 1 réponse individuelle, 2 première, 3 cinquième, 4 troisième, 5 second(e) **B:** réponses individuelles **C:** 1-3 réponses individuelles, 4 €80 quatre-vingt, 5 €49 quarante-neuf

Worksheet 4: 

Feuille de travail 4 : Piste 1 : 1-b, 2-a, 3-a, 4-a, 5-b ; **Piste 2 :** 1-F, 2-V, 3-V, 4-V, 5-F, 6-F ; **Piste 3 :** 1-Espagne, 2-promenades, 3-sport, 4-randonnée, 5-Belgique, 6-musée ; **Piste 4 :** 1-F, 2-V, 3-F, 4-V, 5-V

All the Internet sites mentioned in this issue have been thoroughly checked by our editors at the time of going to press. However, Internet sites do change content, often without prior notice. Unfortunately, we cannot be responsible for possible subsequent alterations.

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