




# Bonjour.



## BONJOUR SEPTEMBER/OCTOBER 2009

Page	Articles	Topics	Teaching ideas
2	ZIG ZAG	Current events	In pairs, get your pupils to 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 	Holidays	Take a survey to find out which holiday your pupils would prefer. Then, put pupils in pairs to interview each other in French about their holiday activities.
12	LES ADOS	Weather and activities	Get pupils to 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, ask pupils to write down the weather they would expect to have.
14	JEUX	Games - weather wordfind, vocabulary, body parts	Ask your pupils 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 ask your pupils to 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 favourites 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 learners.

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- 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”. Get your pupils to do the same on their papers. As they read about each player, ask them to 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

Ask pupils to 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 pupils 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 get the player to 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 ask the class to 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.

🎯 Get your pupils to 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 pupils 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 pupils 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. Ask them to 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 No10, he has beaten Gilles Simon (No7) and Novak Djokovic (No3) 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/>

#### WORKSHEET 1

- *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.

- Roger Federer a eu mal :  
a. au pied. b. à l'épaule.
- Jo-Wilfried Tsonga a eu mal :  
a. au talon. b. au coude.
- Andy Murray s'est blessé :  
a. à la cuisse. b. à la tête.
- Rafael Nadal a souffert :  
a. du genou. b. du ventre.
- 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.

- Hervé est allé en \_\_\_\_\_.
- Hervé a fait des \_\_\_\_\_.
- Thomas a fait beaucoup de \_\_\_\_\_.
- Dans la montagne, Thomas a fait de la \_\_\_\_\_.
- Marine a visité la \_\_\_\_\_.
- 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 asking the class to locate the countries from the article on a map. Get them to 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 pupils to choose three more countries that might be French speaking and discuss the accuracy of their guesses.

**TEXT ACQUISITION**

As pupils read through the article, get them to 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. Get them to 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.

🕒 Get pupils to research in which of the countries mentioned in the article French is an official language.

**HOMEWORK**

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

**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 pupils. You do not need to start with 1. Tell them the first number of the sequence, and get the others to hold up their numbers and call them out in order.

**TEXT ACQUISITION**

When your pupils 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 ask them to 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 pupils to create their own maths problem. Start with the first pupil of an outside row, and get that student to pick a number- *quinze*, for example. Now, going up and down the rows, pupils will alternate between adding/subtracting and figuring out the answer. For example, if pupil No1 starts with *quinze*, pupil No2 might say *plus deux*, which means pupil No3 will say *dix-sept*. Subsequent pupils will add to or subtract from that answer and continue.

**HOMEWORK**

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

**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*

**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:*

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**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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