

Touché ! 1 Teacher's Manual

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Introduction

Touché ! is a flexible, easy-to-use French course aimed at meeting the needs of students in the middle years. Careful consideration has gone into the design and structure of **Touché !**, with particular attention to current curriculum guidelines. You'll find a curriculum correlation grid for your state on the **Touché !** website at: www.cisheinemann.com.au/touche. The **Touché !** approach is summarised in the brief points below.

- The course has a strong communicative emphasis, and uses a blend of practical approaches drawn from experience in today's classrooms. An underlying aim is to teach students transferable skills and strategies for learning and to encourage them to become independent learners.
 - **Touché !** recognises the need of today's students to be active learners rather than passive recipients. The course provides activities that mentally engage students, in the belief that inductive thinking and risk-taking are intrinsic to language acquisition. This approach aids motivation, understanding and memorisation.
 - All four units in each stage of **Touché !** are based around a broad topic selected to appeal to the changing interests of teenagers and are compatible with current curriculum guidelines.
 - Each unit builds upon topic content, vocabulary and grammatical structures previously encountered. **Touché !** carefully regulates the introduction of new material by working from the known to the unknown. Building on existing knowledge from previous units, students can confidently handle new learning as they progress through the course.
 - While the organisation of unit content is basically sequential, it is sufficiently flexible for teachers to adapt it to suit their own teaching styles and students' needs.
- **Touché !** provides activities that encourage students to focus on what they know, enabling them to use creatively and confidently their limited knowledge of French.
 - Each unit encourages students to consolidate linguistic concepts by performing communicative tasks such as role-plays, games and poster-making. By applying what they've learned to their own experiences, they can appreciate the practical application of this knowledge.
 - Grammatical concepts are introduced in a context relevant to the students' experiences. Students hear and use the language before studying the structures and adopting a basic meta-language.
 - **Touché !** gradually teaches students to see language as a system, encouraging them to explore the nature of their own language and to make comparisons with French. This focus on form in the study of French contributes to improved literacy in English.
 - **Touché !** caters for differing ability levels by providing tasks with in-built, adjustable levels of challenge. For example, the items within *Workbook* activities are designed to progress from very achievable to quite demanding. This allows all students to experience a degree of success.
 - Most importantly, **Touché !** encourages students and teachers to laugh and have fun as they explore the French language and culture, to reflect on their own cultural heritage, and to appreciate that language and culture are inextricably linked.

How to use *Touché !*

Coursebook

Contents and Introduction

The Contents page gives you a convenient reference for checking what is covered in all units. The Introduction, explaining the different sections in each unit, is intended mainly for students. While it may not be the best place to start with eager beginners, it would be worthwhile going through this with students at appropriate moments to ensure they understand the purpose of each section.

Learn how to

On the first page of each unit is a list of intended learning outcomes. This is an important reference point, giving students a sense of purpose at the outset and a feeling of achievement at the end. The accompanying full-page image has been selected for the relevance of its cultural content to the unit theme. It is worth dwelling on this photograph to give students an opportunity to observe and discuss cultural differences and similarities. (All of the photos in *Touché !* have been taken on location and can be used to initiate class discussion on French culture.)

Cartoon story

The cartoon story is the hub of the unit. It has been carefully scripted and illustrated to serve a number of purposes, as follows:

- to introduce the theme and language focus of the unit

- to showcase the linguistic elements in a realistic, lively context that will appeal to the age group
- to display cultural information in context
- to present visual clues to meaning
- to provide listening comprehension practice when combined with the recording on the *Audio CD*
- to establish oral skill development through structured oral practice, including rehearsed performance

The cartoon story is the first, and most structured, of three phases of oral learning in the unit. (The other phases are the semi-structured oral drills – **Dialogue** and **Présentation** – and the unstructured **Jeu de rôle**.) There are many ways of working with the cartoon story. Regardless of the method chosen, it will be necessary to revisit the story over a number of lessons.

Suggested procedure for the cartoon story

The following steps would take place over a series of lessons.

- 1 Listen (L1) to unpaused version of story *with* or *without* the text.
- 2 Check for recognition of any words or expressions.
- 3 Listen again (L2) to unpaused version, this time *with* the text.
- 4 Ask questions that allow students to arrive at a general understanding of the series of events. (Don't try for a detailed translation.)

Icons used throughout the *Coursebook* and *Workbook*



Listening activity



Speaking activity



Reading activity



Writing activity



Word detective activity
(Ça veut dire quoi ?)



Internet activity



Cultural activity

Learning to speak

During the first unit, it is worth having a class discussion that will elicit ideas on how people learn to speak their mother tongue. The following points are relevant to the students' recognition of the importance of listening:

- listening and imitating lead to the development of speech
- learning to speak is more difficult for someone who is hearing impaired
- silent reading of text will not teach you to speak because although different languages may use the same alphabet, they do not necessarily pronounce the letters the same way

- 5 Read through and practise **Points de prononciation**.
- 6 Practise pronunciation of **Vocabulaire**.
- 7 Introduce and discuss clues for the **Ça veut dire quoi ?** word detective activity in the *Workbook*. (This will be explained in more detail on page 6.)
- 8 Correct the word detective activity, revising pronunciation of vocabulary.
- 9 Undertake further pronunciation practice and consolidate vocabulary through games such as **Télépathie mentale**, **Morpion** or **Enveloppe secrète**.
- 10 Listen again (L3) to unpaused cartoon story *with* the text.
- 11 Read and discuss **Points de culture** and check for more detailed comprehension of the story.
- 12 Listen again (L4) to paused version *without* the text and have students repeat. (Without the text, students focus on what they hear, not on what they see.)
- 13 Listen again (L5) to paused version *with* the text and repeat.
- 14 The final step is for students to act out the cartoon story. Students choose roles and should work in pairs or small groups towards a performance of the cartoon story (preferably without the text). Acting out the story is the conclusion of the cartoon story activities, so performance day should be a bit of a treat. Encourage students to dress up and use props. As the cartoon stories become more challenging, encourage students to perform sections appropriate to their abilities if the whole is beyond them. You may like to use this performance as an assessment task.

Points de culture

These brief explanations in English of specific aspects of French culture presented in the cartoon story can be further explored in class discussion at any time that seems appropriate. They provide a good starting point for cultural comparisons.

Points de prononciation

Here students look at letters and letter groups that English speakers are most likely to mispronounce in French. The aim is to facilitate both correct pronunciation and correct spelling by giving students a grasp of sound-symbol correspondence. This section needs to be done as a class, with the teacher modelling the sounds and words. From here, it is a natural progression to the pronunciation practice of the vocabulary in the next section.

Vocabulaire

In recognition of the increasing reluctance of today's students to memorise, **Touché !** deliberately avoids a passive presentation of vocabulary. Key vocabulary from the cartoon story is organised in meaningful categories and is supplemented by illustrations and photographs using vocabulary in a second context. In combination with the **Ça veut dire quoi ?** activity, this requires students to actively engage in vocabulary learning. Not only is the challenge of discovery more enjoyable than rote learning, but the process of deduction improves retention.

Initially, the focus should be on pronunciation, not meaning. Have students repeat the words and expressions after you and wait until they are reasonably confident with correct pronunciation before proceeding to the **Ça veut dire quoi ?** activity in the *Workbook*.

Some ways to keep repetition lively:

- vary the volume
- vary the speed
- vary the tone
- vary the student target – whole class, half class, boys, girls, rows, pairs, individuals (this allows time for confidence to build)

Carte blanche

This double-page spread is a change of pace that expands on aspects of culture and vocabulary relevant to the unit theme. It is really a **carte blanche** for teachers, to be used in whatever way suits your teaching style. It provides a basis for interesting class discussions and it also provides further reading using material already introduced. Where an occasional new word is used, students should be encouraged to make use of their word detective skills or, if necessary, the

Points de référence section. **Carte blanche** is best done prior to the **Dialogue** and **Présentation**, as the oral drills often make use of the vocabulary introduced here.

Points de langue

This section provides a succinct explanation of the main language points introduced in each unit via the cartoon story. It is expected that teachers would elaborate on these language points before directing students to appropriate consolidation activities in the *Workbook*. Rather than covering all language points in one session, it is usually better to intersperse them with relevant oral or written activities. Oral practice of these language points is provided through the **Dialogue** and **Présentation**; written practice is provided through the *Workbook* activities.

Dialogue and Présentation

These semi-structured oral activities represent the second phase of oral skill development. Focusing on the unit's main language points, they allow students the scope for individual choice while providing a secure framework for practising key new structures. Students should be made aware of the need to:

- listen to each other and respond appropriately
- vary their responses
- repeat these drills until they can have a fluent and confident exchange
- change roles

These drills also provide an excellent support when students are preparing their role-plays.

Rap, Chansons and Hé ! Ça rime !

These light-hearted language consolidation activities can be done at any time, and in any manner you choose, for a change of pace. The three *Rs* – rhythm, rhyme and repetition – are great ways of developing oral fluency while consolidating key learning points at a subconscious level. All these activities use known language and structures, so students can get straight into the activity. They are all performed on the *Audio CDs*.

Jeu de rôle

This is the third and final phase of each unit's oral work and can make a good assessment task. The **Jeu de rôle** should be seen as the culmination of students' progress to date.

It may be scripted or unscripted and could be worked on over a number of lessons. Ensure students have a grasp of the key structures needed. For the less confident, the **Dialogue** and **Présentation** provide helpful examples.

This is a good time to emphasise what many senior students still struggle with – the need to think in ideas, not words. Encourage students to:

- use the French they have learned (not to write a play in English to be translated into French)
- practise until they can perform confidently and fluently and with appropriate expression
- dress up and bring props

À faire

À faire provides a range of extension tasks relevant to the unit themes. These should not require teacher input and have varying levels of challenge, allowing the student to choose and 'own' a task suited to their ability. They are useful for early finishers and during teacher absence. They can also serve as assignment material.

Pour jouer

These games are included to consolidate the main learning outcomes of the unit. Many of them (for example **Morpion**, **Enveloppe secrète** and **Mémoire**) are adaptable to any theme and could be played again at any stage in the course.

Cliquez ici

See the Guided Internet Activities section on page 7 for more information about **Cliquez ici**.

Workbook

Checkpoint

The **Checkpoint** on the first page of each unit echoes the learning outcomes listed at the beginning of each *Coursebook* unit. They are set out as a group of communicative tasks, to be conducted with a partner as a French dialogue. The **Checkpoint** allows students to monitor their own progress and to record their achievements.

Teachers should provide opportunities for students, in pairs, to run through the **Checkpoint** at regular intervals throughout the unit, until they are capable of performing all tasks confidently. Encourage the

more confident student in the pair to start as Person A, as their question often acts as a stimulus for Person B. Ensure that students change roles.

Ça veut dire quoi ?

Consistent with the active learning approach adopted by **Touché !**, the word detective activity, **Ça veut dire quoi ?**, actively engages students in developing their own French–English vocabulary lists. It can be done individually or in pairs. By working out meanings of French words and expressions for themselves, students' understanding and memorisation are improved.

Elicit suggestions from students about how they can work out meaning, then draw their attention to the Introduction in the *Workbook*, which lists some clues available to the word detective. The types of applicable clues may vary; for example, in **Unité 3 Voici ma famille**, the gender of the word becomes an important clue. Other clues centre on students' increasing comprehension of word types and functions, reinforcing their understanding of the meta-language.

Point out to students the importance of context in detective work and how it can also help in making sense of unfamiliar vocabulary. Two different contexts are provided in the *Coursebook*: the cartoon story and the additional photos/illustrations with speech bubbles on the **Vocabulaire** page. The evolving crime-scene illustration at the start of each **Ça veut dire quoi ?** activity in the *Workbook* emphasises the importance of both cognates and context when working out the meaning of words. Encourage students to use the **Points de référence** only if there are words they can't guess.

Students should start the **Ça veut dire quoi ?** activity by writing in the numbers only. Correct these in class, before directing students to fill in the English meanings. (You may also want your students to further consolidate this learning by rewriting French words in a new column, or by writing both English and French lists in their notebooks.) Explain to students that matching the English and French is not the end of the activity. *Memorising* is an essential part of learning a language. Discuss with them some techniques to aid memorisation of vocabulary.

Vocabulary memorisation – hints for students

- Look for links between the English and French words.
- Before writing the English meaning, try recalling it rather than simply finding the number and copying the word. Check if you're right, then write the correct word.
- After writing the English meanings, cover them and test yourself, marking those you couldn't remember. Go back to those and try again.
- After testing the English meanings, cover the French side and follow the same process.
- Then, with the French side still covered, try writing the French with correct spelling.
- Work with a partner and test each other on both English and French equivalents.

Tu écoutes ?

The aim of this exercise is to test aural recognition, not comprehension, and can therefore be done fairly early in the unit after the cartoon story. It requires students to apply their knowledge of sound–symbol correspondence. Because new numbers are sometimes included, it is best to have covered these first.

Tu piges ?

This is a more difficult exercise that tests comprehension. It is probably better done later in the unit, after students have had a chance to absorb new material. As there is quite a lot of reading to be done in this exercise, allow time prior to listening. If there are students with low literacy levels, read each set of items aloud before listening.

As an extension activity for quick finishers, students could be directed to label each group of alternatives 'a', 'b' and 'c', then match the English of **Tu piges ?** to their French equivalents in **Tu écoutes ?**

Audio CDs

With recordings from the *Coursebook* and *Workbook*, the **Touché ! 1 Audio CDs** contain the cartoon stories, songs and listening activities. It's a good idea to have your own photocopy of the *Audio CD* booklet showing the track numbers. Care has been taken to include a balance of male and female voices and to expose students to a wide range of native French speakers. All recorded items for the *Workbook* activities are included twice.

Teacher's Manual with Audio CD

As well as providing guidelines on how to use each of the course components – *Coursebook*, *Workbook*, *Audio CDs* and *Website Support* – the *Teacher's Manual with Audio CD* also contains four unit-specific sections.

Suggested sequencing flowchart

The flowchart for each unit provides suggestions for sequencing and integrating the various elements of the course. It is a useful aid to planning, as it shows clearly what new learning needs to have been covered for the successful completion of the various consolidation and extension tasks. Activities within the same shaded area have a common stage of learning. Arrows indicate activities that are particularly linked.

Unit notes

The unit notes include brief cultural notes relevant to the unit, puzzle solutions and additional tips and games.

Assessment tasks

The assessment tasks cater for different student abilities and learning styles. For each unit, there are at least two assessment tasks per macro skill. The initial task is easier and often similar in style or context to tasks in the *Coursebook* and *Workbook*. The focus is usually on a limited number of learning outcomes. The last task is more challenging and the context is often different from those presented in the *Coursebook* and *Workbook*. It will generally embrace several learning outcomes.

The tasks are primarily designed as assessment tasks but teachers may feel that some work better as reinforcement or extension activities, depending on their students' needs. Many of the assessment tasks can be completed under test conditions. Most of the speaking tasks are designed to be completed as cooperative work. The last writing task usually requires a longer period of time to complete and teachers may choose to allow students to refer to their *Coursebook* and *Workbook*.

A final set of assessment tasks embracing all four units (one per skill) is included at the end of the manual. These tasks treat learning outcomes from the entire **Touché ! 1 Coursebook**.

Listening scripts

This section provides complete transcripts of listening activities for both *Workbook* and *Teacher's Manual*.

The CD supplied with this manual has the recordings for all listening assessment tasks in the *Teacher's Manual*. Items for each task are repeated, unless indicated on the transcript.

Track 1	Unit 1, Listening 1:	Le karting
Track 2	Unit 1, Listening 2:	Six petites conversations
Track 3	Unit 2, Listening 1:	Aïe !
Track 4	Unit 2, Listening 2:	Qui est-ce ?
Track 5	Unit 2, Listening 3:	Il est sympa ?
Track 6	Unit 2, Listening 4:	Monsieur Mesquin et le sale chien
Track 7	Unit 3, Listening 1:	Oh là là là là !
Track 8	Unit 3, Listening 2:	Chez la diseuse de bonne aventure
Track 9	Unit 4, Listening 1:	Tu as un animal chez toi ?
Track 10	Unit 4, Listening 2:	Tu aimes les chats ?
Track 11	Unit 4, Listening 3:	La planète Bizarre
Track 12	Summary task, Listening:	Alors, tu piges ?

Website Support

In addition to the curriculum correlation grids, the **Touché !** website at www.hi.com.au/touche also contains Guided Internet Activities (known as **Cliquez ici**) and Emergency Lessons.

Guided Internet Activities

The **Cliquez ici** worksheets can be downloaded from the website. They give students an opportunity to learn more about the French-speaking world and to further practise their 'word detective' skills. Much incidental learning can take place during the Guided Internet Activities, so they are enriching linguistically as well as culturally. **Cliquez ici** provides an excellent means of incorporating information technology into the language classroom. You could print these worksheets off and provide them to the students, or simply refer students to the site.

Emergency Lessons

These lessons are varied, both in content and structure, allowing teachers to choose to either drill students on particular aspects of a unit or to provide a more global activity. They could also be used as reinforcement activities. It is suggested that these be downloaded from the website at the start of the year and kept on file to ensure they are readily available when needed. The integration of Emergency Lessons within the course is designed to be flexible; however, if students have only just begun working on a particular unit, teachers may prefer to use the previous unit's Emergency Lessons.

