Breakthrough Video **French**

INSTRUCTOR'S MANUAL

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Introduction

Breakthrough Video French was filmed entirely on location in France. Real French in authentic everyday settings is used throughout. Many of the scenes are shot in Paris where students will recognize familiar landmarks such as La Tour Eiffel, l'Arc de Triomphe, Les Champs Élysées, the traditional open-air cafés, and ultra-modern complexes such as Les Halles and Le Centre Pompidou. To provide something of a contrast, the team also filmed in and around the beautiful town of Bordeaux with its gardens, its medieval buildings, and its old squares, and in sun-drenched villages such as St.-Émilion.

The one-hour video is divided into fifteen units, each unit focusing on a particular communicative skill such as “introducing yourself,” “expressing likes or dislikes” or “getting what you want in shops.” The material has been deliberately designed to be of use in language courses at a variety of levels. At a basic level it can be used to introduce and teach key words and phrases such as “j’habite,” “je m’appelle,” or “je voudrais.” At higher levels it can be used as the starting point for active oral work such as descriptions, summaries, or translations, for detailed listening work, or indeed as a stimulus for written work. This Instructor’s Manual contains suggestions to enable teachers to adapt the material to suit the level and needs of their own classes.

The technique used in filming is that of “controlled spontaneity.” Here, French people are put into situations they are familiar with and in which they feel comfortable. They might be asking for directions in the street, buying a ticket at the railway station, chatting outside school, or ordering a snack in a café. What they say in these situations is recorded and then carefully edited to provide language teaching material that is relevant and clearly spoken and which contains the sort of vocabulary and situations increasingly necessary for modern examinations.

Breakthrough Video French is lively and natural and captures the feeling of being in France. Each unit has been subdivided into two or three se-

quences to make it manageable for use in the classroom—just enough to set the language in an attractive authentic context, but not so much as to swamp students and make them lose confidence. If carefully used, it can help bring any language class to life, integrating successfully with ongoing courses to provide a valuable teaching and learning resource. It should be noted, however, that this is *not* a grammar course. Suggestions are given in the Scope and Sequence section for grammar points you might want to review, but there is no systematic grammatical progression.

Using the Instructor's Manual

The Manual contains general information on using video in the classroom; a scope and sequence chart showing the content of each unit; notes for each unit including transcripts, lists of key vocabulary, a note on social and cultural points that occur, how to exploit the Resource and Activity Book, and suggestions for additional follow-up work.

In order to make the most of each unit there are a number of features that need to be explained, and which need to be read carefully.

1. Each of the fifteen units in *Breakthrough Video* has been divided into two or three sequences or scenes. There is a *transcript* for each scene that is necessary when planning or using the activities.
2. Each transcript is followed by a list of *key words and phrases*. On occasions, additional vocabulary is added in case you feel it is appropriate to introduce related words at that stage. For instance, in Unit 1, several characters say “Je suis français.” You may or may not wish to introduce similar vocabulary such as “Je suis américain,” “Je suis italien,” etc. Supplementary phrases such as this have been included in the vocabulary at various stages to give you the option of extending the actual transcript should you wish to.
3. After the last transcript is a section we have called *Connotations Culturelles*. This is written in French and takes as its starting point some of the social and cultural background information that arises naturally from the video scenes. Unit 6, for instance, which is partly shot at the railway station, includes additional information on the S.N.C.F. and on the new generation of high-speed links between cities. *Connotations Culturelles* have been included partly to keep you, the teacher, in touch with the present situation in France and partly to suggest information you might like to pass on to your students (in English). This section is not meant to provide exhaustive factual information, but it is designed to give you a framework for setting the video in context.
4. Each unit has a comprehensive list of specific suggestions for using the videotape in class. Follow-up Section 1 is meant to be used in

conjunction with the Resource and Activity Book to help classes make the most of the material. The Resource and Activity Book usually contains five or six exercises per unit, most of which are specifically linked to the language of the video scenes. To exploit Section 1 you will need to use the suggestions in conjunction with the Activity Book and the transcripts. The activities suggested in Section 1 are primarily geared to developing aural and elementary reading skills. The typical pattern is to have a recognition exercise (who said what? etc.) followed by gist comprehension exercises and exercises to ensure that students learn the key words and phrases. You may not wish to use all the activities in class time: some may not be appropriate and some you may wish to use as homework tasks. A key to the answers of the exercises is included at the end of this Manual.

5. Follow-up Section 2 gives specific ideas for exploiting the video, but independent of the Resource and Activity Book. A variety of activities are suggested, such as pair work, role play, sentence manipulation, and the preparation of conversations. Particular emphasis is placed on developing oral skills.

Teachers wanting ideas for exploiting the video independent of the Activity Book should consider carefully the general suggestions for use given in the next section of this Manual *in addition to* the specific sequence-by-sequence ideas in each unit.

General Suggestions

Follow-up Work

A proven way of exploiting video is to use *the three-phase approach*; it is recommended that this be applied to the majority of activities based on *Breakthrough Video*. Because each unit is broken up into short manageable scenes of one to two minutes in length, they are ideal for this mode of presentation.

In *Phase One*, just play the scene through without any previewing activities to give students a feel for what is happening. It is important, though, to stress that you do *not* expect students to understand every word. Indeed, because the units are based on authentic recordings, there may be some words and phrases that you will not want to spend time on at all.

Phase Two is where the detailed teaching and practice take place. You may, before playing the scene through a second time, wish to preteach some of the key vocabulary. It is not advisable, however, to introduce too many words or phrases out of context. The basis of phase two is “exploded viewing” where you stop the video frequently within the scene to focus attention on specific vocabulary and to initiate teaching and learning activities. If you are using the Resource and Activity Book, what to do and where are set out in *Follow-up* Section 1 of this Manual.

Phase Three is for general reinforcement of the work of Phase 2. Here you either play the scene through without a pause or, if the material is fairly dense and students find that there is a lot to learn, use “silent exploded viewing”: pause the video at appropriate points, but say nothing. It is just an opportunity to let the sense of the words “sink in” and to enable students to process what is being said.

Listening Skills

There are a number of exercises you can initiate for developing listening skills:

- *True/false statements* given in advance of the scene or during the exploded viewing. These can be given in French or in English, in

written or oral form. If the class is good enough you can ask students to work in pairs with each student making a true/false statement to be answered by his/her neighbor every time you press PAUSE.

- *Multiple choice questions* introduced as for true/false above.
- *Word / phrase selection* in which students are given (typically) ten words or phrases, six of which appear on the tape, four of which do not. They put an X by those they hear.
- *Word frequency counts* are similar, with students being asked to put an X next to a word in a list each time they hear it.
- Students can be asked (possibly working in pairs) to compile *lists*. These lists could be of various kinds: words beginning with *b*, a list of the drinks mentioned, grammatical structures, or phrases to express likes and dislikes.
- *Rearranging texts* or sequencing exercises are useful for developing basic recognition in the language. Give students the text of a dialogue but with the order rearranged. They then have to put the phrases in the correct order.
- *Key word context questions*, in which you give students a word, then pause the video at the end of the sentence it is in, asking them to give you the context in which that word was spoken.
- *Translation*, in which students have to give you the French equivalent of an English phrase, or to give you the corresponding English version of what has just been said in French.
- *Matching*, in which you take a dialogue, mix up the questions and answers, and then ask the students to sort out the correct version.

Speaking Skills

For developing speaking skills the following activities are recommended:

- *Repetition* of phrases, with or without your providing a model, individually or chorally.
- *Prediction*, in which you play a dialogue through, rewind, and pause, asking students to say what comes next.
- *Prediction*, in which you pause the tape and ask the students to speculate on what might be said next.
- *Question and answer* work with students working in pairs to ask and answer a question each time you pause the tape.
- Pause the tape and ask students for *synonyms*; how else the same phrase might have been expressed.
- *"Sound-down" activities*, in which students tell you what was said, or predict from the pictures what is being said.
- *Role play*. (It is advisable to prepare the vocabulary you expect students to use very carefully.)
- *Chaining* around the class, in which a student selects another student either to answer his/her question or to continue recounting what the class has seen or heard.

Written Skills

Although *Breakthrough Video* is primarily designed to support the development of oral/aural skills, there are a number of activities that can be organized to give practice in the written skills.

- *Matching* corresponding items on lists and *completing dialogues* with clues.
- *Filling in blanks*, again giving the class a jumbled list from which to choose the appropriate word or phrase.

- *Dictation*: Play an appropriate video sequence through twice (possibly the second time using “silent exploded viewing”). Then read out the phrases for students to write down. Play the video a third time as a check.
- Filling in *crosswords* or *word-grids* on the basis of clues.
- *Translation* of selected sentences from the dialogue.
- *Answering questions*, probably at this level with the help of clues or with some of the vocabulary given to them.

GETTING THE MOST OUT OF YOUR EQUIPMENT

It is crucial to the success of video that you make sure the equipment is used as effectively as possible. Dissatisfaction is often due to such simple things as setting the controls, cabling, and positioning. Here are a few general points to observe.

- Always get to know your equipment. If you’re using a video recorder or a monitor for the first time, spend some minutes familiarizing yourself with the controls. Do this until you feel confident you can load, pause, and rewind short sections, etc.
- If possible, use a remote control. It’s easier and creates a much better impression than bending over the machine.
- Make sure the television is not opposite a window or other bright light source. Walk around the classroom to check that it can be clearly seen from all points. Curtains will, of course, help here.
- If other people use the equipment, it is sensible to spend a few seconds just adjusting brightness, contrast, and color controls before replaying to ensure you have the optimum picture quality.
- Sound is as important as vision. Ideally you should use a good acoustic room with a carpet.
- If possible, connect a loudspeaker or amplifier to the television. This can *dramatically* improve the quality of the sound reproduction. Always set the volume and tone controls carefully, again walking around the room to check. For speech you will generally want more treble and less bass.
- Try to group students around the set and as close to it as possible. This creates a more relaxed and intimate atmosphere, though you may need to reorganize the positions if you are asking students to work in pairs.
- Always set up the tape sequence in advance. It makes a bad start to any lesson if you have to spend time searching for the correct place on the tape with the whole class watching. Next to the transcripts you will find a □. The first time you use the tape, note down the counter readings on your recorder. This will make things much easier next time around.
- Store the cassette in the container provided to avoid contamination from dust. Also, make sure the cassettes are not stored close to amplifiers, electric cables, or sources of heat as they can lead to deterioration.
- Use a cleaning tape once a week. This is a cassette obtainable from your tape dealer that you load into the video recorder in the normal

way and let run for a few seconds. It can be done very quickly and it ensures that the video heads are clean. This is particularly important if the machine has been used for old tapes.

USING THE AUDIOCASSETTE

The full *Breakthrough Video* package also includes an audiocassette that contains the sound track of the film. This is not meant to replace the video, but it could be useful.

- If you do not have constant access to a video you could use it in follow-up lessons after the video has been seen once. Many of the activities suggested can be adapted for use with an audiocassette.
- Some of the activities could also be run in a language laboratory. The audiocassette could be used in this context.
- You could obtain additional copies of the cassettes and ask the students to use them for homework or independent study in conjunction with the Activity Book.
- A copy could be placed in the library together with an Activity Book.
- You could play a sequence through on the audiocassette only before students see the video, asking them to speculate on what the visual will be like. This could be done in English, but if possible encourage them to express themselves in French.
- Alternatively play the sequence through on the audiocassette after the students have seen the video. Pause it at appropriate points and ask them to remember what they saw.

Scope & Sequence of the Units

Subject Matter	Key Phrases	Possible Grammar Topics
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Unit 1 Bonjour: Saying hello and greeting people

A. Six French people introduce themselves.	bonjour bienvenue je suis français, etc. j'ai ____ ans je viens de je suis secrétaire je te présente au revoir ça va? chez	être avoir faire je vais
B. Michel & Nanou meet a friend, also named Michel, in the street.		
C. Michel's daughter & some friends bump into Michel & Nanou while they are shopping.		

Unit 2 Comment ça va?: Talking about yourself and others

A. In the lounge at Bordeaux airport, four people ask and answer questions about each other.	vous êtes d'ici? j'habite je suis de vous avez ____ ? je suis marié je fais du sport il fait froid il fait chaud excusez-moi merci voilà vous pouvez m'expliquer? il faut	habiter faire du c'est un <i>numbers</i> mettre
B. In a café Mike, an Englishman, gets the waiter to help him to make two phone calls.		

Subject Matter	Key Phrases	Possible Grammar Topics
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Unit 3 Au café: Ordering drinks and snacks

A. Michel, Nanou, & Emma order breakfast.	vous désirez? petit déjeuner café, chocolat, lait croissants, toasts confiture, beurre miel, framboise, oeufs à la coque j'ai soif citron pressé Orangina un thé une glace je peux vous régler?	est-ce que . . . ? <i>questions with rising intonation</i> qu'est-ce que?
B. Catrine & some friends take a break from sightseeing in a Parisian café.		

Unit 4 Vous avez . . . ? : Getting information

A. Michel & Nanou book two rooms in a hotel.	vous avez des chambres? pour ce soir/deux nuits combien? à un/deux lit(s) avec bain et toilette une piscine à quelle heure? peut-on changer de l'argent? le coiffeur cet après-midi je cherche un hôtel le prix	pouvoir vouloir
B. An English couple staying in the same hotel ask about the facilities.		
C. A Brazilian asks about accommodations and restaurants at the Syndicat d'Initiative.		

Unit 5 Pour aller à . . . : Getting directions

A. Catrine asks a passerby for directions to a telephone & a pharmacy.	je voudrais s'il vous plaît vous allez tout droit à droite à gauche la première, etc. vous allez jusqu'à un plan de la ville vous arrivez . . . en métro . . . à pied le billet	vouloir pour + <i>infinitive</i> première, deuxième, etc. sortir descendre
B. Two young people want to find a bank.		
C. Stéphanie & Olivier get information at the tourist office on how to get to some of the main Parisian landmarks.		

Unit 6 Quelle heure est-il?: Time and numbers

A. Marie-Pierre enquires about the time of trains to Rome.	les horaires partir/arriver l'itinéraire le train le prix du voyage	vouloir + <i>infinitive</i> quel est? savoir/connaître <i>days of the week</i>
B. A passenger wants to go to Paris with his wife and family.		

Subject Matter	Key Phrases	Possible Grammar Topics
C. Emma and an acquaintance talk about their typical day.	en première/seconde classe la carte jeune une couchette le plus rapide T.G.V. il y a travail le matin l'après-midi	

Unit 7 Aux magasins: Shopping in France

A. Alain & Sara buy some groceries.	du lait, des oeufs un saucisson du fromage	<i>use of partitives</i> pouvoir celui-ci, etc. devoir (<i>both meanings</i>)
B. At a newspaper kiosk by the Arc de Triomphe, Catrine buys newspapers and some gum.	du vin, du café un kilo de tomates un chou-fleur, un melon	
C. Then Olivier & Stéphanie buy postcards and a souvenir.	le journal sans sucre timbres les États-Unis	

Unit 8 Je voudrais . . . : More on shopping

A. In a drugstore a mother buys medicines for her sick children.	mon fils la température le suppositoire le médicament du dentifrice du shampoing l'aspirine	mal à . . . chercher en laine, en velours, etc. ceci, cela
B. And a customer purchases essentials such as toothpaste and shampoo.	je cherche une jupe quelle taille? sous-vêtements la chemise, le chemisier un pantalon les chaussures en solde payer par carte bleue	
C. At the clothing store Michel & Nanou buy a number of articles.		

Unit 9 En voyage: Making travel arrangements

A. Stéphane fills up his car at a gas station.	faire le plein mon copain j'ai besoin de réparer le pneu combien de temps? pendant les vacances les tarifs un vol la durée du vol	<i>possessive pronouns</i> <i>object pronouns</i> <i>agreement of adjectives</i>
B. France asks about plane tickets to Guadeloupe.		
C. Véréna & Florence want to spend a weekend in Paris.		
D. Michel is thinking about a flight to Canada.		

Subject Matter	Key Phrases	Possible Grammar Topics
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Unit 10 À table!: Food and drink

A. Michel, Nanou, & Emma order a meal in a restaurant in St.-Émilion.

B. Catrine, Stéphanie, & Olivier have a lunchtime snack on the terrace of a café in Paris.

le menu
du poisson
huîtres
une salade
viande
canard
agneau
boeuf
saignant/à point
bien cuit
carottes, pommes, de l'eau
sandwich au jambon, etc.
croque-monsieur
boissons
jus d'orange/pamplemousse

avoir raison
je vais + *infinitive*
negatives

Unit 11 J'aime bien: Expressing likes and dislikes

A. Some young students discuss things they like.

B. A group of friends sit in the garden and talk about their likes & dislikes.

j'aime bien
c'est mon truc
j'adore
faire du vélo
l'animal
le chat/le chien
sympathique
mignon
les pâtes
les haricots, les petits pois
les fruits
faire du shopping

aimer + *noun*
aimer + *verb*
all phrases expressing likes and dislikes

Unit 12 Vivre en ville: Describing your town and the weather

A. Three friends meet in the pouring rain at Les Jardins des Tuileries.

B. Two of the three meet another friend the next day and compare the towns they know.

attendre
la pluie, il pleut
il fait du soleil
l'embouteillage
une journée ensoleillée
le printemps, etc.
Quel temps fait-il?
la météo
la côte
la mer
les montagnes
je suis né(e)
la vie est agréable
le spectacle
le coût de la vie

describing the weather
exclamations
seasons
au nord, etc.

Subject Matter	Key Phrases	Possible Grammar Topics
----------------	-------------	-------------------------

Unit 13 Chez moi: Describing your house and your hobbies

A. A group of French people chat about their houses.

une grande maison
quatre chambres

le mien, etc.

B. Some friends discuss what they do in their spare time.

le bureau, le séjour
la cuisine
la salle de bains
un petit appartement
au . . . étage
un immeuble
avoir de la chance
faire de la planche à voile
je suis nulle

ne . . . que
the imperfect tense

Unit 14 Que faire?: Stating your intentions

A. In front of the Centre Pompidou, Catrine & two young friends decide what they want to do next.

fabuleux
intéressant
on va faire
j'ai envie de
d'accord

future tense

B. A group of high school students discuss what they want to do when they leave school.

on y va
ce que j'aimerais faire
terminer
la publicité
langues étrangères
le métier
le meilleur moyen

irai, etc.
on va aller . . .
meilleur
anglais, espagnol, etc.

Unit 15 Hier, avant-hier: Talking about the past and saying goodbye

A. Michel & Nanou have dinner at the home of some friends and talk about travel & holidays.

c'est vrai que
beaucoup de monde
nous sommes partis

perfect tense with avoir and être
some irregular futures

B. The same six French people who introduced themselves in Unit One now say "au revoir."

nous avons vu
des canaux
nous avons loué
un bateau
très reposant
extraordinaire
je crois que
j'espère
mériter la visite

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Introduction

This activity book is designed to link with the *Breakthrough Video French programme*. It follows the videotape sequence and practises the key words and phrases needed to communicate effectively in French.

There is a variety of activities, all of which arise naturally from the material presented in the video units: word finds, puzzles, vocabulary games, gap-fills, sequencing, matching statements, etc. The aim is to provide an enjoyable and useful learning experience with students working from examples of real French spoken in authentic situations.

Because we are filming real French people in authentic situations, students may not understand every word of the video conversations and dialogues. **THIS DOES NOT MATTER.** The essential is to grasp the gist, the meaning of what is said. The activities that follow are designed to focus attention on the main words and phrases that crop up and that should be known at this stage. If the activities are done thoroughly, there are plenty of opportunities for practising the most important things students need to say or understand in the various situations.

The activities are suitable for individual follow-up work after the video unit has been watched and fully understood by the class. Alternatively, the activities can be used for “active reinforcement,” the teacher working with the whole class, pausing and rewinding the tape as appropriate. Virtually all the vocabulary used comes from the video programme, so no new words or phrases are needed to make the most of the activities.

Bonne Chance!

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