

# How to use *Touché ! 4*

## Coursebook

While the broad structure of *Touché ! 3* and *4* follows that of *Touché ! 1* and *2*, some sections have been replaced or modified to suit students' greater maturity and changing learning requirements.

## Contents and Introduction

The **Contents** pages provide a helpful reference for checking precisely what is covered in each unit. The **Introduction** explains the different sections in each unit and is intended mainly for students. It is worth going through this **Introduction** at appropriate points to ensure students understand the purpose of each section.

## Learn how to and Learn about

The first page of each unit lists intended learning outcomes. The **Learn how to** section gives students a sense of purpose at the outset and achievement at the end, while **Learn about** lists the main cultural aspects covered in the unit. The accompanying photographs, taken on location in Quebec, provide opportunities for students to observe and discuss cultural differences and similarities between Quebec and France as well as between these French-speaking regions and Australia / New Zealand.

## Cartoon story

In *Touché ! 4*, the cartoon stories integrate the familiar cartoon characters with the authentic Quebec photographic backgrounds. (As such, they can be referred to playfully as 'photoons'!)

The cartoon story is the hub of the unit and it has been carefully scripted, photographed and illustrated to:

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

## Suggested procedure for the cartoon story

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. The following suggested 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.

### Icons used throughout the Coursebook and Workbook



Listening activity



Speaking activity



Reading activity



Writing activity



Word detective activity  
(Comment dit-on ...?)



Cultural activity

- 4 Ask questions that allow students to arrive at a general understanding of the series of events. (Don't try for a detailed translation.)
- 5 Read through and practise **Points de prononciation**.
- 6 Practise pronunciation of **Vocabulaire**.
- 7 Do **Comment dit-on ... ?** word detective activity in the *Workbook*. (This is explained in more detail on page 6.)
- 8 Correct word detective activity, revising pronunciation of vocabulary.
- 9 Listen again (L3) to unpaused cartoon story *with* the text.
- 10 Do related reading comprehension activity in the *Workbook*. (See suggested sequencing flowchart for each unit in this *TRAK*.)
- 11 Correct *Workbook* activity and check for more detailed comprehension of story.
- 12 Listen again (L4) to paused version *without* the text and have students repeat. (This way, students focus on what they hear, not on what they see.)
- 13 Listen again (L5) to paused version *with* the text and repeat. (Students can have additional, individual practice at school or at home using the *Student CD-ROM*.)
- 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 (with or without the written text). Allow students to perform sections appropriate to their abilities if the whole is beyond them. **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. You may like to use this performance as an assessment task.

The cartoon story is the first, and most structured, of three phases of oral learning in the unit. (The other phases – the semi-structured **Dialogue** and the unstructured **Jeu de rôle** – are outlined shortly.)

### Points de prononciation

In **Touché ! 1, 2** and **3**, students looked at letters and letter groups that English speakers are most

likely to mispronounce in French. In **Touché ! 4**, these principles of sound–symbol correspondence are revisited and drawn together through a focus on cognates. Students, even in the senior years, typically forget the pronunciation principles they have learned when they encounter a cognate and often resort to the English pronunciation of that word. Focusing on related groups of cognates should raise their awareness of this pitfall. The **Points de prononciation** section needs to be done as a class, with the teacher modelling the sounds and words.

### Vocabulaire

**Touché !** presents vocabulary in ways that foster students' understanding and memorisation. Key vocabulary from the cartoon story is organised, *without* English equivalents, into categories that aid deduction and simultaneously teach recognition of different parts of speech. In combination with the **Comment dit-on ... ?** activity in the *Workbook*, this section requires students to actively engage in vocabulary learning. Not only is the challenge of discovery more enjoyable than rote learning; the process of deduction also 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 **Comment dit-on ... ?** activity in the *Workbook*.

### En un mot

This new section further explores the unit theme through a variety of text types. Students are given a wider range of words and expressions to help them connect the theme to their own experience. Classroom treatment needs to include pronunciation practice, but otherwise the material can be handled in any way that suits your teaching style and the needs of your class.

The **En un mot** vocabulary leads to a dictionary skill activity (**Va chercher le dictionnaire !**) in the *Coursebook* and the *Workbook*. It is worth looking at the focus of the *Workbook* activity in advance, to decide how to best treat the **En un mot** page in each unit.

### Verbalisez !

This new section features regular and irregular verb conjugations. Each new verb table is followed

by a related group activity that helps students to memorise the verb within a meaningful and lively context. In Unit 1, the group activity is **Un chant aux cuillères musicales** (recorded on the *Audio CDs*) where students can enjoy reciting an **-re** verb to the rhythm of the traditional **Québécois** wooden spoons. In the remaining units, students are introduced to the **Chant de la tribu**. Students should be encouraged to add their own ideas for endings for the sentences. In both cases, the verb conjugations are used within sentences, which renders them more meaningful than rote learning the verb in isolation. Employing the techniques of rhythm, rhyme and repetition, the **chants** provide an entertaining way to:

- add meaning to verb recitation
- develop sentence-building skills
- memorise verbs
- recycle old learning in a new context
- develop oral fluency and confidence
- reinforce pronunciation patterns
- stimulate student creativity

### Points de langue

This section provides a succinct explanation of the main language points introduced in each unit via the cartoon story. Teachers should 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 and written activities. Oral practice of these language points is provided through the **Dialogue**; written practice is provided through the *Workbook* activities.



This symbol poses questions that require students to apply the information they have just read about the new language point.



This symbol alerts students to important additional information related to the language point.

### Dialogue

This semi-structured oral activity represents the second phase of oral skill development. Focusing on the unit's main language points, it allows

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 are also an excellent source of ideas when students are subsequently preparing their **Jeu de rôle**.

### Connexion culturelle

This section expands on cultural points touched on in the cartoon story and takes students further into the francophone world. It also enables students to make comparisons between their own culture and those of Quebec, New Caledonia and France. Because the content invites discussion, it makes a good whole class activity and can be taken up at any time for a change of pace.

The reading texts on the opposite page provide further reading opportunities for students and use mainly language previously met. Where an occasional new word or expression is used, encourage students to use their word detective skills or, if necessary, the **Points de référence** at the back of the *Coursebook*. These reading texts are further exploited in related *Workbook* activities.

### 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 and it may be scripted or unscripted. For the less confident, the prior **Dialogue** activity provides helpful examples of relevant language structures and vocabulary usage. Ensure students have a grasp of the key structures needed and are given rehearsal time. This is a good time to stress what many senior students still struggle with: the communication of the message as a whole, rather than word-for-word translation.

Encourage students to:

- think in terms of and use the French they have learned
- practise until they can perform confidently, 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.

## Appendices

**Appendice 1 – Glossaire** provides useful listings of cardinal and ordinal numbers, days of the week, months of the year, seasons and colours.

**Appendice 2 – Conjugaison des verbes** provides a summary of regular and irregular verb conjugations covered in **Touché ! 3** and **4**.

**Appendice 3 – Va chercher le dictionnaire !** gives students basic skills for using a French–English dictionary and teaches them how to avoid common pitfalls. This section has four parts, each one tailored to work covered in the corresponding unit. The focus in **Touché ! 4** is on verbs, whereas **Touché ! 3** covered nouns and adjectives. Practical application is provided by the **Va chercher le dictionnaire !** activity in the *Workbook*.

To cover the possibility that dictionaries may not be available to students, the **Points de référence** in the *Coursebook* has features that enable it to serve as a dictionary.

## Points de référence

The French–English and English–French vocabulary lists contain all the words and expressions used in **Touché ! 4** and the key vocabulary from previous *Coursebooks*. It also contains some additional vocabulary useful for the **À faire** activities.

## Workbook

### Checkpoint

The **Checkpoint** on the first page of each unit echoes the learning outcomes listed at the beginning of each *Coursebook* unit. It is 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.

At regular intervals throughout the unit, provide opportunities for students to run through the **Checkpoint**, in pairs, until they are capable of performing all tasks confidently. The alternatives provided build oral confidence through successive repetitions of the same structure. By offering choices, they also allow the weaker student a greater chance to experience success. 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.

### Comment dit-on ... ?

Consistent with the active learning approach adopted by **Touché !**, this word detective activity actively engages students in developing their own French–English vocabulary lists. Students' understanding and memorisation of new French words and expressions will be improved by working out the meanings for themselves.

Known as **Ça veut dire quoi ?** in **Touché ! 1** and **Touché ! 2**, the word detective activity has been given a new twist in **Touché ! 3** and **4**: it requires students to find and transcribe the French matching words or expressions from **une banque de mots français**, and, in so doing, it also requires students to practise spelling and to take account of parts of speech. It can be done individually or in pairs.

By now, students should be very familiar with the types of clues available to the 'word detective'. But the start of a new semester or year may warrant a quick class discussion on how to deduce the meanings of unfamiliar vocabulary. (For more information see the Introduction to **Touché ! 1 Workbook**.) Students' increasing recognition of word types and functions should help them use these clues to meaning. Ensure that the importance of context is re-emphasised and encourage students to use the **Points de référence** only if there are words they can't guess.

Encourage students to adopt the two questions **Ça veut dire quoi ?** and **Comment dit-on ... ?** for daily classroom usage.

Remind 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.
- After writing the French equivalents, cover the English meanings 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.

#### Va chercher le dictionnaire !

This activity enables students to apply the information and advice presented in **Appendice 3 – Va chercher le dictionnaire !** in the *Coursebook*. Students add to the basic dictionary skills learned in **Touché ! 3 Coursebook** by learning how to look up verbs and adapt the information given. Students may use either a dictionary, or the *Coursebook's Points de référence*, which has been designed to serve the purposes of these activities.

#### Audio CDs

The **Touché ! 4 Audio CDs** contain the cartoon stories, song and accent variation dialogue from the *Coursebook*, as well as the listening activities from the *Workbook*. 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.

#### Student CD-ROM

The *Student CD-ROM* complements the other components. It reinforces and extends the material in the *Coursebook*. It allows for flexible usage to suit individual class situations, depending on available time and resources. There are five consistent modules across all four units. In two units, there is a bonus **Info-culture** module.

A certificate of results is automatically generated for every session using the *Student CD-ROM*. It displays the results of the activities that can be attributed with a score.

#### Jeu de rôle virtuel

The **Jeu de rôle virtuel** provides an opportunity for individual oral practice of the cartoon story. Students listen to the recorded native French speakers, while looking at and reading the dialogue in the cartoon frames. They can record their own voice as they mimic a chosen character. Once they have recorded as much as they want, students can then listen to the whole story, combining both the original recording and their own recorded voice as one or more of the characters. Encourage students to use this module as part of their preparation for **Acting out the story** in the *Coursebook*.

#### Practical steps

Students will first be prompted to select a folder where they should save their recordings. This facilitates the playback of their recording. Students then select which character they would like to record. Options for listening to a whole frame or a particular character are provided. Detailed information on trouble-shooting is provided in the Help file.

#### Les mots cachés

This activity is a vocabulary memory game, using a random selection of eight words (from a larger pool of words) from both the **Vocabulaire** and **En un mot** sections of the *Coursebook*. It provides a fun way for students to memorise the meanings of new vocabulary, once they have completed the **Comment dit-on ... ?** and **Va chercher le dictionnaire !** activities in the *Workbook*. A score accumulates and the final score achieved in any session will be displayed on the certificate.

#### Écrivons ça !

These imaginative writing activities are run through PowerPoint®. They provide an opportunity for students to use computer technology to write an extended text type in French, and are intended to be completed by students towards the end of a unit. The 'Sample' provides students with an example of the structure of slides and language that could be used. Weaker students may use this sample as support; stronger students will use it mainly as a springboard for their own ideas.

#### Révisons l'unité

This activity supplies a group of twenty multiple-choice questions designed to test students on a range of material from the unit, including language, grammar, vocabulary and cultural knowledge.

Random generation from a larger pool of questions means that duplication of any one set of questions is minimised (for example, between adjacent computers or from session to session). A score accumulates, and the final score achieved in any session will be displayed on the certificate. Students are able to see which questions they answered incorrectly and find out the correct answers.

### Info-culture

A bonus module called **Info-culture** is available for units where a particular cultural aspect has been selected for development. For the **Touché ! 4 Student CD-ROM**, there are two **Info-culture** activities. In Unit 3, the focus is on meals from francophone countries, with students required to drag and drop ingredients for a range of meals into their shopping basket. The activity in Unit 4 brings together a variety of cultural and linguistic learning from the *Coursebook* in a fun and challenging series of tasks across both listening and reading skills.

## Teacher's Resource and Assessment Kit (TRAK)

As well as providing guidelines on how to use each of the course components – *Coursebook*, *Workbook*, *Audio CDs* and *Student CD-ROM* – the *Teacher's Resource and Assessment Kit (TRAK)* also contains three unit-specific sections and a set of summary assessment tasks.

### 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 in the *Coursebook* needs to be covered for the successful completion of the various consolidation, extension and assessment tasks in the *Coursebook*, *Workbook*, *TRAK* and *Student CD-ROM*. Activities within the same shaded area have a common stage of learning. Arrows indicate activities that are closely linked.

### Cultural notes

These notes in each unit provide additional information on topics raised in the *Coursebook*. They save teachers preparation time and indicate the kinds of cultural points that could be further explored with your class.

### Assessment tasks

The assessment tasks in each unit enable teachers to determine the degree to which students have achieved the learning outcomes listed for the unit. The tasks cater for different student abilities and learning styles. For each unit, there are at least two assessment tasks per macro skill (listening, reading, speaking and writing), with each task assessing specific learning outcomes.

The assessment tasks are written with state curriculum guidelines in mind. While the tasks are primarily designed for assessment, teachers may feel that some work better as reinforcement or extension activities, depending on their students' needs. Note that in **Touché ! 4**, the first speaking assessment task in each unit is a variation of the **Checkpoint** from the *Workbook*. It is designed to assess students' oral mastery of all learning outcomes for the unit.

### Summary tasks

A final set of summary tasks is included at the end of this *TRAK*. These activities cover learning outcomes from the entire *Coursebook* and are intended as end-of-semester assessment tasks or revision activities at the start of the new semester.

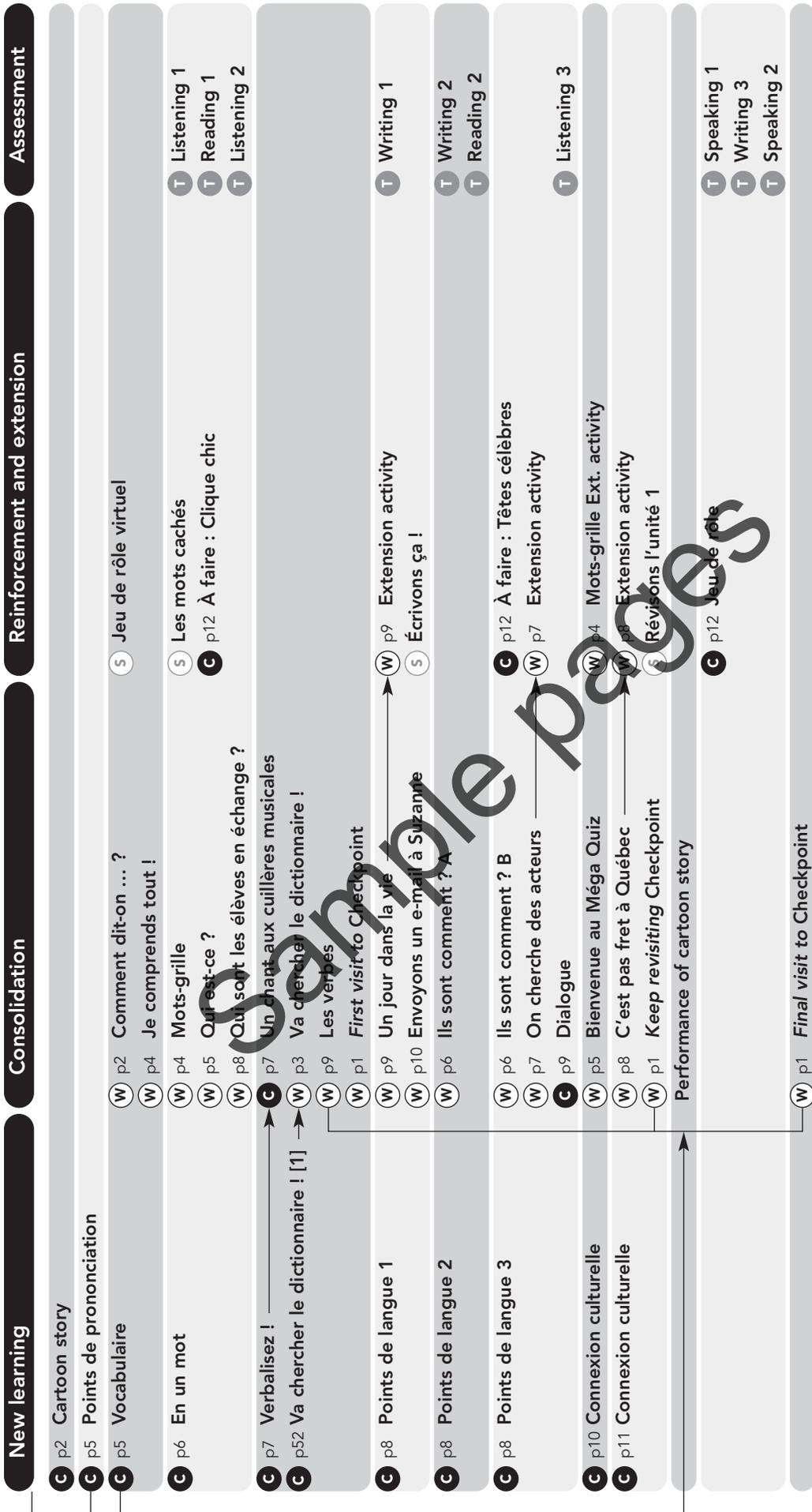
### Listening scripts

This section provides complete transcripts of the listening comprehension activities in the *Workbook* and listening assessment tasks in this *TRAK*. The audio CD supplied with this *TRAK* has the recordings for the listening assessment tasks. For track listings, see page 1.

# Contents

Suggested sequencing flowchart	10
Cultural notes	11
<i>Workbook</i> listening scripts	12
<i>TRAK</i> listening scripts	14
Listening 1: Je suis comment ?	16
Listening 2: C'est quelle photo ?	16
Listening 3: Les champions de tennis	17
Reading 1: Rencontres	18
Reading 2: La photo de classe de Mme Girard	19
Speaking 1: Allez-y !	20
Speaking 2: On adore regarder les photos !	21
Writing 1: Séjours Internationaux	22
Writing 2: Les comparaisons	23
Writing 3: Vous êtes bilingue ?	24

**Suggested sequencing flowchart – Unité 1** (Refer to page 8 for notes on the application of this flowchart.)



**Key:**

- C** Coursebook
- W** Workbook
- T** Teacher's Manual
- S** Student CD-ROM



Nom : \_\_\_\_\_

Classe : \_\_\_\_\_

## Les verbes

**A** Complete the sentences with the correct form of the verb provided.

- 1 Combien de sacs de bonbons est-ce qu'on \_\_\_\_\_ ?  
(remplir)
- 2 Je \_\_\_\_\_ tous les enfants de la classe – vos costumes sont magnifiques !  
(féliciter)
- 3 Nous \_\_\_\_\_ Halloween le 31 octobre.  
(fêter)
- 4 Et avec ça, tu \_\_\_\_\_ une gaufre, Céline ?  
(choisir)
- 5 Mais j' \_\_\_\_\_ toujours son anniversaire ! Je suis nul !  
(oublier)
- 6 \_\_\_\_\_ vos devoirs avant de faire les costumes !  
(finir)
- 7 Je suis d'accord. Ces deux filles \_\_\_\_\_ souvent quand les garçons se présentent !  
(rougir)
- 8 Les enfants \_\_\_\_\_ des costumes qu'ils vont porter à Halloween.  
(décider)
- 9 Il ne \_\_\_\_\_ jamais sa poutine ! Alors, moi non plus !  
(finir)
- 10 Vous voulez \_\_\_\_\_ une boisson fraîche ou chaude ?  
(prendre)

**B** Choose an infinitive verb from Part A that corresponds with each illustration and write it on the line given.





## Un billet, s'il vous plaît

Do this activity with a partner. The scenarios below provide information about four different people who will be travelling by train. Student A takes the role of *one or more* of the people travelling. Student B takes the role of the ticket clerk. Student A uses the scenarios provided to buy the ticket(s). Student B uses the Banque de phrases, as a guide, to deal with each person. At appropriate times, indicated by your teacher, change roles.

### Student A

**1** Loïc is buying two return tickets for himself and his younger brother. They are going to Brest, where their grandmother lives. His brother wants a window seat and Loïc will sit next to him. He is not sure if they need to change trains at Bordeaux.

and/or

**2** Monsieur Grosjean is going to Versailles for the day to visit the gardens. He catches the train often and always chooses an aisle seat. He is a smoker. He needs to find out what platform the train leaves from.

and/or

**3** Claire is going to Dijon for her holidays. She wants to sit next to the window so she can take photos. She needs only a one-way ticket and she is a non-smoker. She would like to know what time the train leaves.

and/or

**4** Anne Panier is in a hurry. She needs a return ticket to Marseille. She always travels first class and wants a seat in the smoking section. She doesn't care whether she has an aisle or window seat. She needs to know what time the train will arrive in Marseille.

### Student B

#### Banque de phrases

Vous préférez quelle classe ?

Ça fait ... euros, s'il vous plaît.

Fumeur ou non-fumeur ?

Le train arrive à ...

Bonjour, madame/monsieur.

Le train part de la voie ...

Place côté couloir ou côté fenêtre ?

Qu'est-ce que vous désirez ?

Voilà votre billet.

Sample