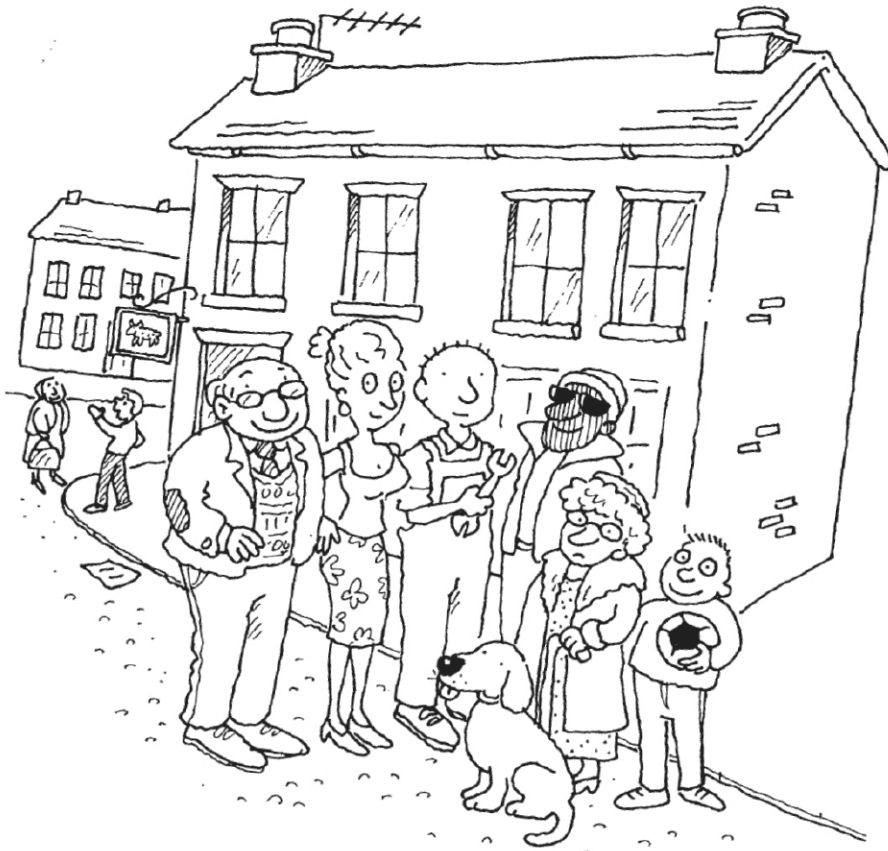




Soap Addict

by Susan Thomas



French

Copyright Notice

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means without the prior consent of the publisher. In case of photocopying or any other reprographic copying, Linguascope grants to one individual teacher who purchased the book or for whom the book was purchased the right to reproduce sufficient copies of the worksheets contained within for use in the classroom of one individual teacher and only by students of one individual teacher. If the book was purchased by a school, this right extends to the whole department or institution and the invoice acts as a site licence.

Written by: Susan Thomas with Heather Clarke and Mary Jago

With particular thanks also to Elizabeth Evans and Hilary McColl

With thanks also to Gloria Albarrán, Denise Hobbs, Rosemary Horrocks, Aurora Llewelyn, Frauke Noelker, Muriel Offord, Karl Pfeiffer, Michela Savelli, Paul Sanday and Carmen Yardley

Illustrated by: Heather Clarke

Published by: Linguascope

ISBN: 978-1-908540-13-3

© Linguascope

Contents

1. Introduction

- What do Soaps have to offer learners and teachers in today's Modern Languages classroom? 4
- Suggested activities and games 5
- Adding function cards - encouraging transfer of language skills 8
- Adding dice or spinners 9

2. Self, family and friends

- a. Are you a soap addict? 10
- b. My favourite soap 12
- c. More about my favourite soap 14
- d. International soaps 16
- e. Soap characters - personal identification 18
- f. Who am I? - my favourite soap character 20
- g. Finger puppets - asking about you 22
- h. Clothes 24
- i. Personal description - the look 26
- j. Personal description - snakes and ladders 28
- k. Some soap characters' roles 30
- l. Family tree A 32
- m. Family trees B 34
- n. Personality A 36
- o. Personality B 38
- p. Personality A and B (continued) 40
- q. Soap characters - quiz questions 41
- r. Life events 43
- s. Cause for celebration 45
- t. Love and marriage - wedding plans 47
- u. Discussing wedding plans - snakes and ladders 49
- v. The big day 50
- w. Love affairs 52
- x. Awards ceremony 53

3. Home and local environment

- a. Who lives where 54
- b. Parts of the house 56
- c. Furniture and furnishings 58
- d. At home - adjectives 60
- e. Round the town A 62
- f. Round the town B 64
- g. Around Soapland A/B and C/D 66
- h. Soapland spot the difference A/B 67
- i. Soapland spot the difference C/D 69
- j. Make your own soapland 71
- k. Transport 73

4. Daily routines

- a. Daily routines - the morning rush 75
- b. A day in the life of... 77
- c. Food... 79
- d. ...and drink 81

5. Leisure time, interests and hobbies

- a. Leisure 83
- b. Leisure - sport 85
- c. Outings and holidays 87

6. Work and lifestyle

- a. Housework 89
- b. Jobs A 91
- c. Jobs B 93
- d. Communication - new technology 95
- e. Shopping 97

7. Personal relationships and problems

- a. Relationships - sociograms 99
- b. Feelings 101
- c. Problem areas 103
- d. Describing a problem 105
- e. Problems - case study A - the love triangle 106
- f. Problem solving styles - mad, sad or bad 108
- g. Let's talk 110
- h. Talking through a problem - function cards 112
- i. The local gossip 114
- j. Problems - case study B - getting drunk 116
- k. The morning after 118
- l. Why drink? A 120
- m. Why drink? B 122
- n. Why drink? C 124
- o. The physical effects of alcohol! 125
- p. Alcohol affects your... 127
- q. Breaking the dependence 128

8. Incidents

- a. Money 130
- b. Transport incidents 132
- c. Crime... 134
- d. ... and punishment 136
- e. Health problems and injuries 137
- f. Hospitalised! 139

9. Templates 141

1 Introduction

• What do Soaps have to offer learners and teachers in today's Modern Languages classroom?

Why is it so difficult to motivate some of today's foreign language learners?

Ask the students themselves and you get a variety of answers, some of the most common being:

- it's too difficult
- it's boring
- it's childish
- I feel stupid
- I don't like talking about myself and my family all the time
- it has nothing to do with my life
- I don't have anything to say

Ask the teachers what the challenges are for them and they'll tell you:

- students who are reluctant to speak or have nothing they want to say
- having to cover all the areas of experience with students who appear to have no interest in anything unfamiliar or 'foreign' and seem to have no opinions they want to share
- trying to persuade students to practise vocabulary and structures often enough to become familiar with them and use them with confidence

One of the keys to motivation is to build classwork around subjects which do interest students, and to use those subjects as vehicles for exposing students to the vocabulary, structures and topics we want them to learn. If we can create situations in which students become engaged with the topic, many of the other problems disappear. Teachers who have used Linguascope's Football Fever can (- and do!) testify to the willingness of boys (and girls) to spend their time talking about football. OK, so they have to speak French, German, or whatever, but they do have definite opinions to express and experiences to describe, and they do become sufficiently engaged with the topic to forget their embarrassment for a while. They certainly don't think the topic is boring, childish or stupid, because they discuss it voluntarily a good deal of the time.

But not all students are interested in football. What other topics do they spend their days talking about? For many of them it is the characters and situations in their favourite soaps.

'Soaps allow people to escape into an alternative family where today's issues are played out', say media analysts, David Graham and Associates. Soaps have huge audience ratings in countries around the globe. People talk about the characters as if they were members of their own family, they discuss the issues which concern them, they follow their lives nightly, or at least weekly, for years. And what lives! There is nothing that happens in the lives of students which does not happen with at least as much drama, if not realism, in some soap or other.

So what does Soap Addict have to offer modern language teachers?

- By exploiting the many and varied social issues covered in soap scripts, Soap Addict enables the teacher to cover many of the GCSE language areas in contexts which already appeal to students.
- Because the resources are centred on human-interest stories, the materials can be used with any students, not just those who are ardent fans of soaps.
- Once the materials have been used as indicated in the notes, the vocabulary and structures can be recycled in new ways, for example, to discuss other sitcoms or drama serials, or even films or books which are familiar to the class.
- Because the stimuli are visual, they can be used with students at any level. Although suggested vocabulary appears on the next page, it can easily be extended or simplified to suit the level required.

What about the students? How do these materials help them?

- By providing alternative but believable family settings, learners who may have been reluctant to talk about their own family situation will be able to engage with issues without embarrassment.
- One of the attractions of soaps is that they trade heavily in the currency of human emotions, opening up wide areas for discussion which occur extremely rarely in MFL course books, but which students may identify with sufficiently strongly to allow them to engage willingly with the subject matter.
- Talking regularly about their favourite soaps can provide students with opportunities to recycle familiar material in new and interesting contexts.

In Soap Addict, Linguascope has done the hard work for teachers; it has borrowed a subject which passionately interests a large number of their students and demonstrates how that subject, with all its intriguing ramifications, can serve the purposes and aims of modern language learning.

• Notes on suggested activities and games

Preparation for the activity:

Ask for volunteers to be soap monitors with responsibility for:

- keeping up to date
 - keeping a record of events
 - collecting old copies of soaps or TV magazines
- You may like to group learners in the class according to the soaps they watch, and perhaps have a non soap-watchers table.

Character cards

Photocopy the character card template onto A4 card and cut up into playing cards. Learners can cut out photos of characters and paste them onto the card.

- do the same for photos of buildings and places.
- produce sketches of soap settings - streets, squares and villages and also houses, cafes, pubs, etc. and even characters.
- make sets of prompt cards with the names of soaps and characters on them. Many simple games can be played using these sorts of resources.

Preparing the photocopiable resources

They can be photocopied on to paper, for use as handouts or worksheets. They can be enlarged, for display or for making flashcards.

They can be copied on to card, perhaps enlarged, and then cut to make individual cards for games and activities. Text can be added beneath pictures or on the backs of cards.

For maximum durability, visuals can be copied on to paper, glued on to thick card and covered with plastic. Once copied, visuals can be combined or grouped to make display materials, or used to compile a picture dictionary or topic reference book.

Blank masters can be used to create new sets of visuals, to make matching text cards and new games.

Using the games and activities

Each game framework can be used to prompt words, phrases or sentences. For example, in response to a visual, learners can: name an item, describe an item or scene, suggest what someone may be thinking or saying, and so on.

Before using a picture resource, you may like to scan the list of suggested games, and note those that particularly suit the resource in terms of activity type, and skill to be practised. E.g. Charades might be particularly suited to naming pictures depicting verbs, or Kim's Game to nouns. Bingo would be useful to practise listening skills on a range of items.

A list of suggested language is provided with each set of visuals but these can, of course, be changed/modified to suit the requirements of the class. The suggestions given below cover:

- Whole class work using the projector.
- Games and activities for groups of 2 - 6 players.

Using the projector

The projector is useful for whole class work at various stages in the programme. It can be used for:

- reviewing vocabulary previously learned, in order to link it to new vocabulary;
- presenting new vocabulary;
- teacher-led practice of new vocabulary;
- assessing whether new vocabulary has been well-enough learned for the class to proceed to group work;
- playing games in which the whole class can join;
- demonstrating an activity or game which learners are about to carry out in groups;
- organising feedback about an activity;
- assessing the quality of learning which has taken place during group work;
- revising vocabulary at a later stage in the programme.

Projector activities

Project visuals onto the interactive whiteboard.

Display items for learners to name. Reveal sections of picture items bit by bit for learners to name.

Colour in pictures following learners' instructions. Add prices of items, etc.

Play simple games, e.g. What's on the Card ? Noughts and Crosses, Kim's Game, True or False, or Guessing Game.

• Suggested activities and games

What's Shown on the Card? (Cards with text written on the back or checklist of vocabulary)

Picture Spread: Spread the cards picture up over the table. Take it in turns to choose an item and name it. If you are right, take the card. If you are wrong, put the card back. The player with the most cards at the end of the game wins. (Offers free choice of seen cards.)

Pick a Card: Fan out some cards for another player to choose and name. If s/he is wrong, the card is put back into the pack. (Choice of unseen cards.)

Guess the Card: Place a small number of cards face down. Players in turn guess (or take bets on) which one is on the top. (Choice of unseen cards. Winning based more on luck than knowledge.)

Take that Card: Place the cards in the middle of the table. Take it in turns to name the item on the top card. If you are wrong, the card goes to the bottom of the pack. (No choice of card.)

Quick Flash: The quizmaster holds up a card for one second only. The first player to name the item shown wins the card. (No choice of card. Competitive.)

Line Solitaire

Lay out some cards in a line. Name the first item. Then check the answer. If you are right, you carry on. If you get one wrong, then you try and learn it. Then turn all the cards back over, and start again. The aim is to find your longest run without any mistakes. From time to time you can shuffle the cards. (You can also play this in pairs or teams.)

Noughts and Crosses (9 cards or section of picture board): Lay out the cards 3 x 3 on the table. Take it in turns to name an item. If you are right, turn the card over, or place a coloured counter on the board. The next player names an item. If s/he is correct, the card is turned over and placed sideways or a different coloured counter is placed on the board. Three cards in a row wins the game.

Beat the Clock/Countdown

Name as many items as possible within a time limit, e.g. family members, or jobs.

I Spy...

Spread out some cards picture up over the table. Call out the beginning letter of an item for the other players to find. The first person to give the name of the correct item keeps the card and becomes the next quizmaster.

Kim's Game

Spread out some cards over the table. One of you removes a card while the others turn away. They then look at the cards. The first player to name the missing item wins a point.

Matching Pairs

 (2 sets of cards)

Spread out the two sets of pictures face down on the table. Turn over two at a time to see if they match, naming the items as you do so. If they match, name the item correctly and take the cards.

DIY Matching Pairs: Write words, phrases or sentences about each picture on slips of paper. The next group matches up the pictures and sentences. Variation 1: Match some phrases to pictures of characters etc - what are each of them saying? Variation 2: Match characters to soaps/countries. Variation 3: Match character to job.

Snap

 (4 sets of cards)

Shuffle the cards and deal them out. You each in turn play a card. If one card played is the same as the previous one, the first person to call out the name of the item gets the cards.

Happy Families

 (4 sets of cards)

Shuffle the cards and deal them out. The aim is to collect sets of items. If, for example, you already have two 'jobs' in your hand, you ask another player "Have you got a teacher?" If s/he has, s/he gives you the card in return for one you wish to discard. The first player to collect complete sets of 4 wins. Variation 1: DIY Happy Families - collect players from, e.g. the same soap or soap family.

3 in a Row

 (Any picture board)

Choose a picture square and name an item in it, or say something about the picture. If you are right, put a counter on the square. The first player to get three counters in a row wins. Variation: Using a 12-sided dice or spinner. As above, but throw the dice first to pinpoint a square.

Bingo

 (Any picture board)

Choose 8 items from the 12 on a picture board and put a cross in one corner of each of the 8 squares. The quizmaster calls out the 12 items in any order. If you have marked one of the items called out, you put a counter on the square. The first player to cover all their marked squares calls out an agreed word.

Charades

 (Selected cards)

Take a picture card. Mime an item, e.g. a feeling, incident or job for others to guess. Variation: Make up and use text cards as prompts instead of picture cards.

Simon Says

 (Selected cards)

The leader uses some verb pictures to prompt instructions. Example: play darts, get drunk.

I Went to Market...

Spread some cards out on the table. One of you starts a sentence. Each player adds an item. Example: I went to the corner shop and bought a magazine..., some chocolate, etc. In X's living room, there's a table... a TV... a sofa, etc. In my Dream Soap Team I would have X as bartender, Y as a mechanic, Z as Y's girlfriend, etc. During the wedding, Z arrived late, X sang a hymn, Y kissed Z, etc.

Guessing Game

 (Any picture board)

Describe one of the pictures. The other players guess which one it is. He fixes cars. (mechanic). You take your sick cat to her (vet).

True or False (Any picture board)

The teacher or learner describes a picture. For example (Unit 5b: Leisure-Sport): In Picture No 6 he's playing football (False). If you are the first player to call out True or False correctly, you get a point. Variation: The teacher or learner reads out a list of statements. You jot down which are True and which are False. Check answers at the end.

Definitions

Take a card and try to define what is shown. If the definition is correct, you keep the card. Example: Cafe - a place where you have a drink or snack. Variation 1: You produce a daft definition and the next player has to correct it. Variation 2: You produce a nonsense sentence about the picture: The factory is next to the cupboard.

The other players have to change what is wrong and give the sentence correctly. One point each for the player who says the stupid sentence, and the one who puts it right.

Connections

Point to any two cards and make a connection between them. Round the Town: Shop. You buy food there. Variation: Describe some difference between the cards, or make a comparison between them.

20 Questions

Players have 20 questions to guess a player eg What nationality/country, what soap, what job, age, colour hair.

Battleship Buddies (9 selected cards)

Lay out 9 picture items in a 3 x 3 grid behind a book so your partner cannot see them. Say which items you have and where they are. The other player has to put his/her pictures in the right place. For example: The shirt is on the top shelf. Put the magazine on the middle shelf between the stamps and the bread. Variation: Draw pictures instead of placing cards. Variation: Put players in position in a Family Tree.

Storytelling

Deal a few cards of mixed titles at random, e.g. 2 Characters, Feelings, Daily routines, Buildings and make up a short sequence or story. If possible a typical larger-than-life, over-the-top soap story. Or play Build-a-Story. Each member of the group adds a sentence based on any set of pictures.

Dominoes

Prepare sets of dominoes with pictures and text using one of the blank squares templates. Play in the usual

way, matching words and pictures.

Consequences

Deal 2 character cards face down in the middle of the table. Play Consequences in the usual way, perhaps on a given theme. At the end, turn over the cards, discover who the characters are, and read out the stories using their names.

The Dartboard Game

Players are given 4 counters each. Players throw a 12-sided dice, (or in turn 1 and 2 six-sided dice) and name an item in the picture next to the number prompted, or say something about the picture. They then place a counter on that number. The player with the most counters on the board when all spaces are filled, wins the game. Or the player who loses their counters first wins.

Surveys

Those suggested in each unit can include open or closed questions, either specific to soaps, or of a more general nature. Each week's survey question could be put up on the wall, together with the results of the previous week's.

- Should A marry B?

Yes OR No

- Should X dump Y?

Yes 58% No 32%

TV homework

For all learners including non-soap watchers, a homework activity:

- select or take a vote on a soap to watch - say 4 episodes.
- class members who are keen soap watchers can present to the rest of the class a simple outline of a storyline so far.
- reshoot an episode or an excerpt during lessons.
- pause the episode from time to time for commentary and discussion.

Video Clip

Pause videos where appropriate to comment on action, describe what characters are wearing/look like/saying/thinking or predict what is going to happen next. Fast forward if necessary.

Observation Game: Ask for details afterwards - What was the colour of the sofa? What was X wearing? Keen pupils could put together useful compilations!

Video Cameras

Make up and record your own soap mini-sketch.

Soaps corner

Collect old soap and TV magazines for information about soaps, characters and events.

Keep a display including for example newspaper headlines on the class's favourite soap, topical news items, or wall charts giving results of class surveys.

Surf the Net

For information on soaps and characters.

From time to time at the end of an episode soaps offer websites or helplines on issues referred to in the programme and on which people may find advice helpful.



• Adding function cards - encouraging transfer of language skills

Many language programmes are organised around topics. While this has many advantages for the learner, teachers sometimes find that learners tend to associate certain vocabulary and structures with certain topics and need to be given opportunities to discover how language they have already learned can be used in quite different situations. If learners are to develop fluency in the language, they must be aware, right from the beginning, that a little language can go a long way.

Using the materials in this pack, together with Function Cards, learners can be provided with 'risk-free' situations in which to engage experimentally in the use of known language in new, and perhaps unfamiliar, contexts. In so doing, they will build up confidence in their ability to cope with the unpredictability of language in real life contexts.

The sample function cards shown below will illustrate the potential of such an approach.

Using Function Cards

Example 1. Prepare a card bearing the instruction:

Ask for information

Select a set of cards or visuals which depict different situations in which a learner might want to ask for information. These might include, from this book, Leisure, or Outings.

Example 2. Prepare a card bearing the instruction:

Make a request
or
Ask for help

Select a set of cards or visuals which depict different situations in which a learner might want to do this. These might include, from this book, Jobs, or Round the Town.

A whole stack of function cards reflecting situations in the current topic can be made up for use with visuals from former topics covered, or from new situations. Hundreds of permutations become possible using just a few cards.

Function cards can be used at any level, provided that learners understand that there are various ways of saying the same thing, and that what is important is to get the message across. For example: If the learner has cards which require her/him to ask for information about the hospital, and has decided to ask for directions, he/she could say: "Hospital, please? Where's the hospital?", "Excuse me, can you tell me where the hospital is?", etc. Each student can therefore perform at his/her own level.

Once learners have got the idea that language is transferable from one situation to another, the teacher might, when introducing a new topic, explore with the class which functions might apply to the new situation and what language they already have at their disposal. While learners are becoming accustomed to activities using function cards, one possibility might be to print the instructions in their first language. Later on, instructions can be printed in the target language.

Using function cards to encourage learners to say more. In the examples above, single function cards were used with a range of pictures depicting situations. Another way to use function cards is to provide a number of them with a suitable picture and to ask the learner to use the ideas thus generated to say as much as they can either about the picture or imagining they are in the picture.

Example 1: With a picture from the unit on Hospitalisation, the learner, or a group of learners could be asked to produce language matching the following functions: Say what this is; say what usually happens here; describe something; request something; give instructions; make a comparison; mention something you like; mention something you don't like; say how you feel about it; make a wish. Once ideas have been generated, learners could be asked to give a talk or write a piece about a visit to the

hospital, or health centre. The same set of Function cards could be used with other locations.

Example 2: Using pictures from Love and Marriage - Wedding Plans prepare a selection of function cards on the following lines: Ask for/give information; describe what someone's doing; make/reply to a request; give some instructions; give/accept an invitation; make an appointment; ask for/state a preference; report an event in the past; ask for/give permission to do something; persuade someone to do something.

After brainstorming this situation, learners could be asked to write a dialogue or perform a short scene.

Example 3: See Unit 7h: Talking through a problem

Activities and games using function cards

Many of the activities and games already described can be adapted for use with function cards. Pages of visuals can be printed for use in this way, with players throwing a suitably numbered dice to select the situation for which they are to provide the language item shown on the function card. Sequences of function cards can be used to prompt the composition of dialogues.

• Adding dice or spinners

Dice available from Linguascope can be used in combination with the visual materials in this book to add a dimension to the learning experience. Spinners can be made as an alternative to dice. Examples of Pronoun, Question, and Tenses are provided, together with blank spinners for teachers to create their own versions. It is also possible to use small cards as an alternative to dice or spinners.

How to prepare the spinners:

Photocopy the spinners onto thin card, or photocopy onto paper and glue this onto thicker card. Make a hole in the middle, and push through a section of a thickish drinking straw, a long matchstick, or a toothpick. Secure with rubber bands or Blu Tack around the straw on both sides of the spinner.

Combining the dice with picture cards - suggested activities:

One side of the dice can be placed upwards for repeated practice of the same item. Or more advanced learners can have a free throw.

Cards can be used to indicate the context in which sentences indicated by the dice should be generated, for example: Questions about Leisure, Colours of Food, Feelings about Jobs within a game, e.g. 3 in a Row. Stacks of cards and a selection of dice can be used to generate quite complex sentences.

Questions dice + Pronoun dice + Tenses dice + Leisure cards can give: When do you go swimming? Why is she working on the computer? Where did you play football? Sentences generated could be written down for later checking with the teacher.

Pictures combined with Question dice:

Place the cards in the middle of the table. Take a card, roll the dice, and make up a question. The next player answers it. One point each. Examples: What's this? - It's a newspaper. Where's the sugar? Who's playing tennis today? Variation: A card is taken from the pack. You each in turn roll the dice and ask a question about the card. Play continues until no more reasonable questions seem possible. One point per question.

Soaps interview: You each write down on a piece of paper the name of a soaps character, fold the paper up, and put it in the middle of the table. The first player takes a paper and pretends to be that personality. The other players roll the dice and ask questions accordingly.

Pictures combined with Pronoun dice (particularly useful with Verb Cards)

Example: Outings. They're staying in a hotel. You're camping. I'm going to the seaside. Note: When Pronoun Dice are combined with picture prompts it can be agreed in advance that either: The player uses the prompts creatively, and assumes that numbers and genders will match OR The player can have his turn ONLY if the number and gender match. If not, the turn goes to the next player.

Change the person: Place the cards on the table. Take a card, and make a sentence about it. The next player rolls the dice, and changes the person accordingly. If the pronoun is the same, then the sentence is repeated. One point for each player. (This game can produce some unusual sentences.)

Example: He's in the bathroom. We're having breakfast.

Pictures combined with Colour dice

Example: Clothes. The T-shirts are white. A green sweatshirt. (Good for adjectival agreements.)

Pictures combined with Emotions dice

This dice can prompt feelings, opinions, likes and dislikes. Example: Jobs. I'd hate to be a doctor. That shop assistant was really helpful.

Pictures combined with Tenses dice - particularly useful with verb cards. Example: Daily routines. He leaves the house at 8.30am. He used to leave at 8am. I'll meet you in the bar. Sentences generated could be written down for checking later.

Pictures combined with Number Dice, e.g. 12-sided

Example: Drink. 2 coffees. 3 beers. That's 5 (Euros) please. See you at 8.

The Resources

2a Are you a soap addict?

So many people are! Learners will be interested to hear about each other's soap watching habits. Some interesting exchanges should emerge.




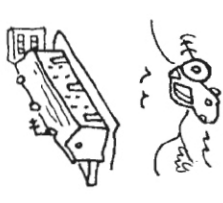

| | |
|---------------------------------|--|
| Do you watch soaps? | <ul style="list-style-type: none"> • Est-ce que tu regardes les feuilletons à la télé ? • Non, jamais • Oui, de temps en temps • Oui, très souvent |
| never 0/7 | |
| sometimes 3/7 | |
| a lot 7/7 | |
| How many hours per week? | <ul style="list-style-type: none"> • Combien d'heures par semaine ? |
| What's your favourite soap? | <ul style="list-style-type: none"> • Quel est ton feuilleton préféré ? |
| Which other soaps do you watch? | <ul style="list-style-type: none"> • Quels autres feuilletons est-ce que tu regardes ? |
| Do you watch them...? | <ul style="list-style-type: none"> • Est-ce que tu les regardes... ? |
| on your own/alone | <ul style="list-style-type: none"> • tout(e) seul(e) |
| with family | <ul style="list-style-type: none"> • en famille |
| with friends | <ul style="list-style-type: none"> • avec des ami(e)s |

Good for practising frequency, times, days.

Suggested Activities

Learners carry out the survey amongst classmates and other groups, putting the results on a wallchart. Compare with figures in the press, concerning which recent programmes had the highest viewing figures.

2a. Are you a soap addict?

| | | | | | | | | | |
|---|----------|-----|------|------------|-----------|--|--|--|----------------------|
|  | 0/7 | 3/7 | 7/7 | Pat | | | | | 1. 2. 3. 4. |
|  | 0 | 0-5 | 5-10 | 10+ | | | | | 1. 2. 3. 4. |
|  | ? | | | | Soap X | | | | 1. 2. 3. 4. |
|  | ? | | | | | | | | 1. 2. 3. 4. |
|  | a | b | c | ? | | | | | 1. 2. 3. 4. |

2b *My favourite soap*

Suggested language:

| | |
|------------------------------------|---|
| My favourite soap is set... | • Mon feuilleton préféré se passe ... |
| in England | • en Angleterre |
| in the North of England | • dans le nord de l'Angleterre |
| in a town | • dans une ville |
| in a street | • dans une rue |
| There's... | • Il y a ... |
| a pub | • un pub |
| a café | • un café |
| a corner shop | • une épicerie |
| a garage | • un garage |
| a hairdresser's | • un salon de coiffure |
| It's on... | • C'est... |
| ITV | • sur ITV |
| Monday/Wednesday/ Friday/Sunday | • le lundi/mercredi/ vendredi/dimanche |
| between 7.30-8.00 | • de 7h30 à 8h |

Additional language:

| | |
|---|---|
| What's your favourite soap? | • Quel est ton feuilleton préféré ? |
| What country is it (set) in? | • Il se passe dans quel pays ? |
| In what town? | • Dans quelle ville ? |
| What's the name of the street/square? | • Comment s'appelle la rue/place ? |
| What buildings are there? | • On y trouve quels bâtiments ? |
| What channel is it on? | • C'est sur quelle chaîne ? |
| What day(s) is it on? | • Quel(s) jour(s) ça passe ? |
| What time? | • À quelle heure ? |
| My favourite soap is X. | • Mon feuilleton préféré, c'est X. |
| It's set in the North of England, in a suburb of Manchester called Y. | • Ça se passe dans le nord de l'Angleterre, dans un quartier de Manchester qui s'appelle Y. |
| In X there's a pub and a café. It's on ITV on Mondays at 7.30. | • Dans X il y a un pub et un café. Ça passe sur ITV le lundi à 7h30. |
| It's interesting, exciting. | • C'est intéressant, passionnant. |

Suggested Activities

Refer to Unit 2 for descriptions of suggested activities and games, including Dartboard game. Make up simple quiz questions to ask about each picture.

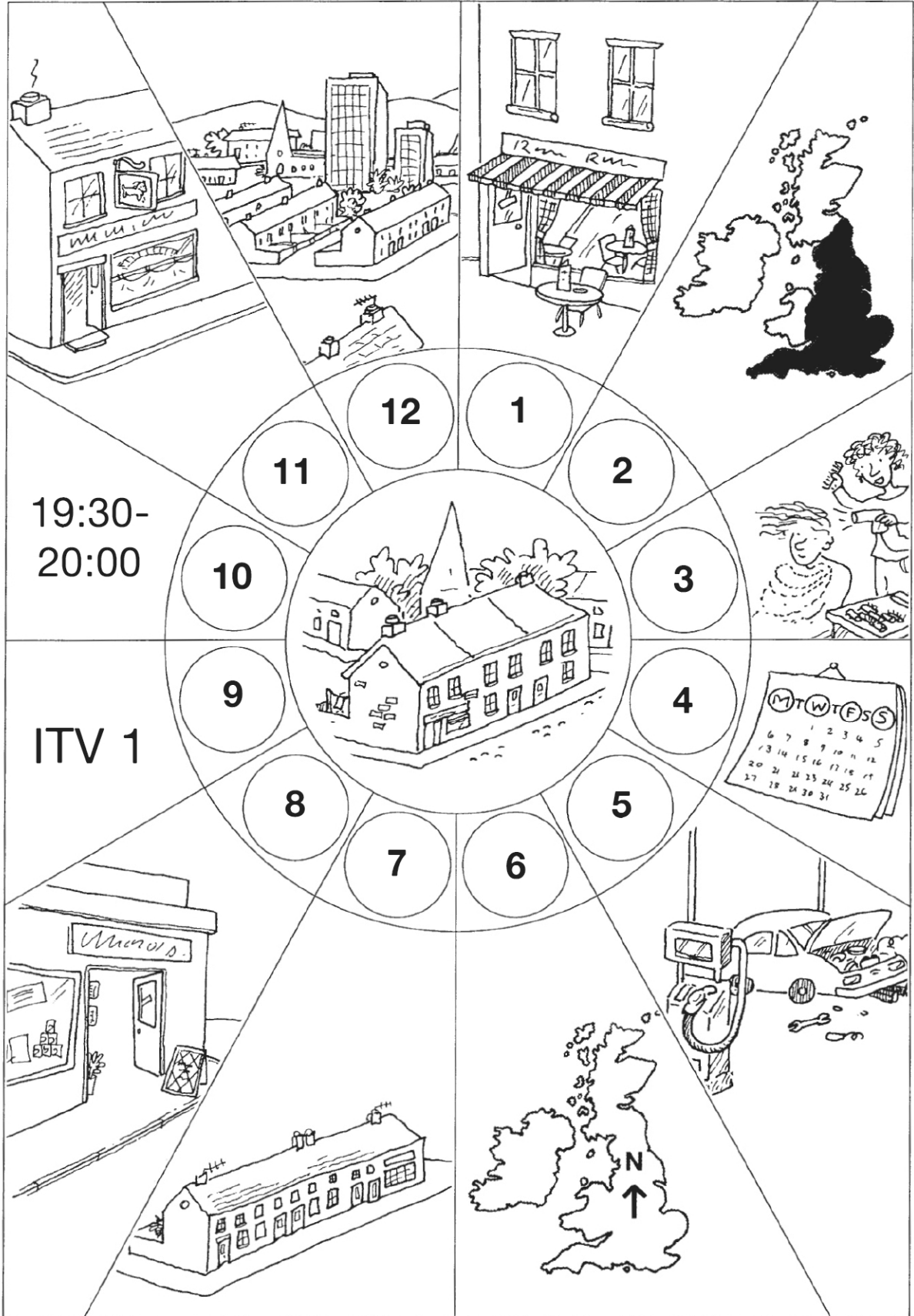
What day is soap X on? What time is X on? Spelling Bee. Spell the names of the programmes, and the towns, countries they're set in.

Additional activities:

Give information about your favourite soap. Say why you like it. Which soapland would you like/hate to live in and why?

Create a wall chart of favourite soaps, based on the above.

2b. My favourite soap



2c *More about my favourite soap*

Cards to prompt extra information about a soap.
Learners could make up cards for other TV channels,
days of the week, or times of the day etc.

Suggested language:

| | |
|----------------------------------|---------------------------------------|
| My favourite soap is set in a... | • Mon feuilleton préféré se passe ... |
| 1. city | • 1. dans une grande ville |
| 2. town | • 2. dans une ville |
| 3. village | • 3. dans un village |
| 4. street | • 4. dans une rue |
| 5. square | • 5. sur une place |
| 6. the countryside | • 6. à la campagne |
| It's on... | • C'est sur... |
| 7. BBC1 | • 7. la BBC1 |
| 8. BBC2 | • 8. la BBC2 |
| 9. ITV1 | • 9. ITV |
| 10. Channel 4 | • 10. la 4 |
| 11. [day(s)] | • 11. le... [jour(s)] |
| 12. at... (time) | • 12. à... heure(s) |


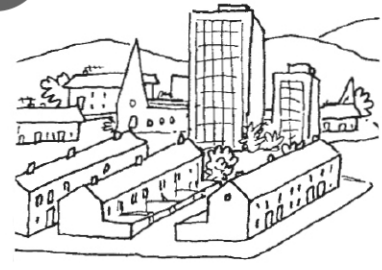


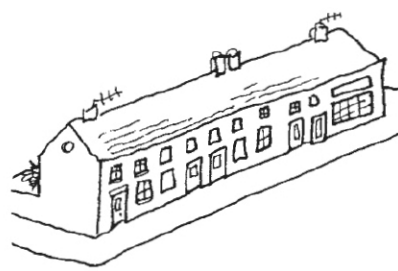
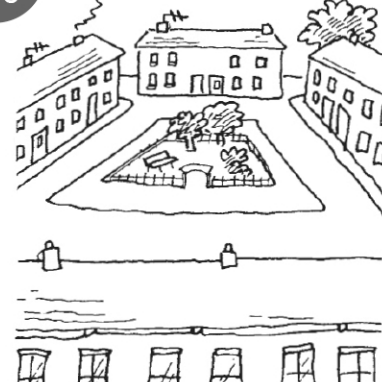
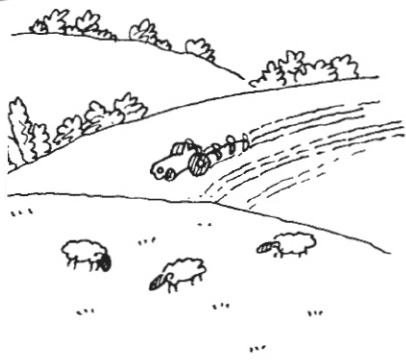


Suggested Activities

Refer to Unit 2 for descriptions of suggested activities and games including What's shown on the card? Dominoes, 3 in a row, Countdown, Happy Families, Guessing Game/True or false.

Additional activities:

Write a 'For and Against' article comparing the advantages and disadvantages of living in different soaplands, e.g. seaside v cityscape v countryside.

2c. More about my favourite soap

| | | |
|---|---|---|
| <p>1</p>  | <p>2</p>   | <p>3</p>  |
| <p>4</p>  | <p>5</p>  | <p>6</p>  |
| <p>7</p> <p>BBC1</p> | <p>8</p> <p>BBC2</p> | <p>9</p> <p>ITV1</p> |
| <p>10</p> <p>C4</p> | <p>11</p>  | <p>12</p>  |

2d *International soaps*

A set of cards to practise variations on language suggested in the previous unit.

Suggested language:

| | |
|--------------------------------|--------------------------------------|
| My favourite soap is set in... | • Mon feuilleton préféré se passe... |
| 1. England | • 1. en Angleterre |
| 2. Ireland | • 2. en Irlande |
| 3. Scotland | • 3. en Écosse |
| 4. Wales | • 4. au pays de Galles |
| 5. the United States | • 5. aux États-Unis |
| 6. Australia | • 6. en Australie |
| 7. the North | • 7. dans le nord |
| 8. the South | • 8. dans le sud |
| 9. the East | • 9. dans l'est |
| 10. the West | • 10. dans l'ouest |
| 11. the middle | • 11. dans le centre |
| 12. on the coast | • 12. sur la côte |







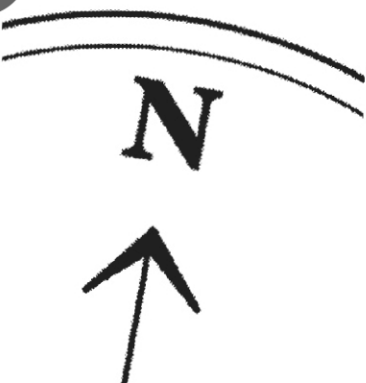
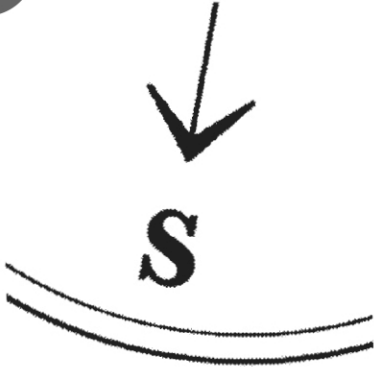




Suggested Activities

Refer to Unit 2 for descriptions of suggested activities and games including What's shown on the card? Dominoes, 3 in a row, Countdown, Happy Families, Guessing Game/True or false.

Additional activities:

Write a For and Against article comparing the advantages and disadvantages of living in different soaplands eg Australian seaside v UK cityscape
UK cityscape v UK countryside

2d. International soaps

| | | |
|---|---|---|
| <p>1</p>  | <p>2</p>  | <p>3</p>  |
| <p>4</p>  | <p>5</p>  | <p>6</p>  |
| <p>7</p>  | <p>8</p>  | <p>9</p>  |
| <p>10</p>  | <p>11</p>  | <p>12</p>  |