

Series: Rire en français
A Week of Breakdowns
(*Une semaine en panne*)

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Story Overview: From Monday to Friday, a woman can't start her car. She calls on her neighbor who comes to help her out with various means of transportation. Finally, on Saturday, she marries her neighbor and on Sunday, they leave for their honeymoon in a tow truck.

Vocabulary

The following is a list of the days of the week, the emotions and means of transportation featured each day:

Days of the week	Emotions and Means of Transportation
lundi	Je suis surprise - une motocyclette (motorcycle)
mardi	Je suis frustrée (i'm frustrated)- un camion (truck)
mercredi	Je suis fâchée (I'm angry)- un paquebot (steamship)
jeudi	Je suis calme - un hélicoptère, une auto de course (race car)
vendredi	Je suis triste (I'm sad)- un panier de pique-nique (picnic basket)
samedi	Je suis contente (I'm happy)
dimanche	Voici mon cadeau de mariage (here's my wedding present)

The following is a list of other important expressions used in the video:

- Mon auto tombe en panne (My car has a breakdown)
- J'appelle mon voisin. (I call my neighbour)
- Viens m'aider, s'il te plait (Come and help me, please)
- Mon voisin vient m'aider avec ... (My neighbour comes to help me with...)
- Je marie mon voisin (I marry my neighbour)

Class Activities

The following two activities are divided into two levels of linguistic competency. Teachers can adapt the activities to respond to the grade level and the skill levels of the students that they are teaching.

Bavardage à partir des questions & Une affiche de modes de transports

An important goal of these activities is for students to interact in French, sharing personal responses/statements in complete sentences. The teacher models statements and the students create their personal variations of the teacher's model. The teacher and students then interact with their personal statements in a variety of ways.

Bavardage à partir des questions

Linguistic Competency Level 1

Que penses-tu de la vidéo?

Say the above question and model saying the following possible responses for the students:

- J'adore la vidéo!
- La vidéo est drôle!
- La vidéo est bizarre!
- Je n'aime pas la vidéo!

Share your personal response to the question, then have students choose one of the responses and have them walk about the room and say the statement they chose to 3 or 4 other students.

Qu'est-ce que tu préfères?

Go over the list of vehicles from the video with the students. Have each student choose one means of transportation that they like and make sure each student knows how to pronounce the vehicle in French.

For example:

- J'aime l'auto de course.

Have students walk about the room and say what they like to 3 or 4 other students. If a student wants to eat the same thing as another student, they can say:

- Moi aussi, j'aime l'auto de course!

Si tu étais riche, qu'est-ce que tu voudrais acheter?

Make a list of 10 means of transportation in French that you anticipate your students would like to own. Model how to pronounce the items. Have students respond to the above question and share their response with their peers.

For example:

- Je voudrais acheter un hélicoptère!

Ask and answer the above three questions again, all at the same time. Have the questions on the board and have student work in partners, asking and answering the questions. They should do this with 2 or 3 different partners.

Linguistic Competency Level 2

The following are a list of questions relating to the video. The teacher models how to pronounce the questions and the teacher models their personal responses to the questions. Students create their own responses to the same questions and interact with the teacher and with their peers with the questions and answers.

Que penses-tu de la vidéo?

- J'adore la vidéo!
- La vidéo est drôle!
- La vidéo est bizarre!
- Je n'aime pas la vidéo!

Nomme trois modes de transport dans la vidéo.

- Le voisin a conduit ... (have the list of all the transportation means on the board, students can choose the three that they want to say).

Nomme trois émotions dans la vidéo.

- La femme est... (have list on the board : surprise, frustrée, calme, triste, contente)

Quelle journée dans la vidéo trouves-tu la plus comique? Pourquoi?

- Moi, j'aime le vendredi parce que le mode de transport est un panier de pique-nique.

Qui appelles-tu quand tu as besoin de l'aide?

- Quand j'ai besoin de l'aide, j'appelle ma mère.

To prepare students to respond well to this question, make a list of people students might call when they need help. Students can come to the board and write one or two items on the board. The teacher can model pronunciation for the students and students can choose from the people on the board.

Once students know how to say each question and they have a response for each question, engage students in the following oral communication activities:

Bavardage amical

The teacher models the questions and answers with the entire class. Then have students ask and answer the questions with partners. Do this 3 or 4 times with different partners each time.

J'ai quelque chose à dire

Have students choose 1 statement from the above questions. In groups of 4, have each student share their statement and when a student shares, all the other students respond with an affirmative or a negative statement. The teacher should model this before students engage in the discussion.

Here is an example of what one round of this activity could sound like:

Student A - J'aimerais conduire une auto de course.

Student B - J'aimerais mieux conduire une motocyclette.

Student C - Je n'aime pas les motocyclettes ni les autos de course.

Student D - Moi, j'adore les avions.

Then the next student shares and everyone responds, and so on.

Feel free to change the questions to suit the interests and needs of the students. Be sure to ask questions that challenge students but that are not too difficult for them to answer. Here are some other suggested questions :

- Dans quel mode de transport as-tu voyagé?
- Si tu étais très riche, quel véhicule serait dans ton garage?
- Que préfères-tu : un avion ou un hélicoptère? Pourquoi?

Une affiche des modes de transport

Linguistic Competency Level 1

Have students create a poster of one of the transportation means from the video. Here are two examples (you may choose to have students do this by hand, rather than in a typed form like these ones):

Une auto de course

Une auto de course

Mon auto de course préférée est la
Bugatti Veyron 16.4 '13

Une course automobile populaire
est Nascar.

J'adore la vitesse!



Un hélicoptère

Un hélicoptère

Je préfère l'hélicoptère à l'avion.

J'aimerais être pilote d'un hélicoptère.

Je voyagerais dans toutes les provinces
du Canada.



Have students learn to say each word in their poster with fluency and ensure that students understand what they are saying.

Have students share their posters in small groups. When students share, each member of the group can respond with a simple statement. Teachers should model these statements in advance.

Here are several possible responses:

- J'aime ton affiche.
- Mon mode de transport préféré est le camion.
- Je n'aime pas les hélicoptères. C'est dangereux.

Linguistic Competency Level 2

Have students create a poster of means of transportation. Students can include 3 or 4 means of transportation for each one. Student can draw and colour these means of transportation, or they can print pictures of them.

Once the posters are done, students can share their posters in small groups.

Note: The teacher should model their poster first.

Here is a sample of a poster presentation:

Voici mon affiche sur les modes de transport!

Voici 3 modes de transport : la motocyclette, la voiture et l'avion.

Ma marque préférée de moto est la Yamaha.

Ma marque préférée de voiture est la Ferrari et ma marque préférée d'avion est le Super Hornet de Boing.

Tous ces modes de transport coutent très chers! Je veux être riche pour les acheter.

Each student in the small group should respond. Here is an example of a possible response:

- J'aime ton affiche. J'aimerais conduire une Ferrari.
- Mon petit frère a une moto Yamaha en jouet.

Responses can be simple or complex depending on the skill level of the students. The teacher should model responses before the activity.

Other Class Activity Ideas

Modes de transport (*Modes of transportation*)

List the modes of transportation in the story:

- une auto (car),
- une motocyclette (motorcycle),
- un camion (truck),
- une auto de course (race car),
- un paquebot (ocean liner),
- un hélicoptère (helicopter),
- une remorqueuse (a tow truck).
- List other means of transportation.

Rejouer l'histoire (*Replay the story*)

With students or puppets, re-enact the story with different modes of transportation. Present a problem that gets worse each day, e.g., on Monday a small breeze blows away a piece of paper, on Tuesday a gust of wind knocks over a picnic chair and on Friday a tornado blows away the house.

Le défilé des modes de transport (*Transportation Parade*)

Use a large table as a surface to represent the highway, river, etc. With a partner, students draw a mode of transportation and move it along the table saying, for example, « Voici le camion semi-remorque. Il est gros, il est beau, il est fort. Vroum! » (This is the semi-truck. It's big, it's beautiful, it's strong. Vroom!) The next team: « Voici un avion. Il vole haut, Il vole vite. Vroum! » (Here's a plane. It flies high, it flies fast. Vroom!) And so on.

Les émotions

Use dramatization to illustrate situations where you are content (happy), triste (sad), fâché (angry), impatient, calme, nerveux, etc.

Draw telephones that depict various emotions.