



activation

The day prior to this situation, refer to the actual time and ask the question *Quelle heure est-il?* Using a map of the world ask various questions such as *Quelle heure est-il en Louisiane? à Moscou? à New York? à Paris? etc.*



information

Put the following on the board or on a transparency and give the students time to complete it so that it will help them distinguish the two questions *quelle heure est-il?* and *à quelle heure...?*

Draw arrows: showing which question is the appropriate one for each of the six statements.

Quelle heure est-il?	1. L'avion part à 18h00.
	2. Nous arrivons à Paris à 8h00.
	3. Il est 10h15.
A quelle heure...?	4. Je me lève à 6h30
	5. Il est 3h45.
	6. D'habitude, j'arrive à l'école à 7h45.

Work with the students orally on this distinction by asking different questions to individual students. Use *partir de* and *arriver à* in these questions since those verbs are used in the conversation that they are about to hear.

Finally, practice with the 24 hour clock noting that although it is interchangeable with the 12 hour clock, it has a tendency to be used more often in writing and with schedules such as cinema, concert, and theatre times, and departure and arrival travel times.

Cassette Script:

- Charles: Mademoiselle, pardon, Mademoiselle.
 Hôtesse: Vous désirez ?
 Charles: Pourriez-vous me dire à quelle heure nous arrivons à Paris?
 Hôtesse: Certainement, Monsieur. Nous serons à Paris à 18h25.
 Charles: 6h25? Très bien ! Ça me laisse assez de temps pour aller à la gare.
 Hôtesse: Pourquoi, vous devez aller à la gare?
 Charles: Oui, je dois prendre un train pour Rouen. Il part de Paris à 7h18 et arrive à Rouen à 8h30.
 Hôtesse: Vous allez à Rouen? C'est pour le Tour de France?
 Charles: Oui. Je suis journaliste. Je dois couvrir le Tour de France. Cette année, il part de Rouen.
 Hôtesse: J'espère que vous avez déjà réservé une chambre d'hôtel?
 Charles: Oui, j'ai déjà une chambre. Je dois être à l'hôtel avant 9h15.
 Hôtesse: Ecoutez, mon frère habite Rouen. Et il est chauffeur de taxi. Je vous donnerai sa carte plus tard.
 Charles: C'est fantastique! Donc, je devrais être à l'hôtel avant 21h00.
 Hôtesse: Ah! Oui, il ne devrait pas y avoir de problèmes.



student task

Tell the students that they are about to hear a taped conversation between Charles Landry and a flight attendant with Charles asking the flight attendant several questions concerning the flight time arrival in Paris. Tell them to only listen the first time that the tape is played, and to complete the worksheet the second time that it is played.



feedback

The whole class checks the answers together. The students speak aloud the different arrival and departure times. Ask pairs of students to work together in order to verify their answers. Then ask some students to read the correct answers out loud.

Nom: _____

Instructions: Listen to a taped conversation between Charles Landry and write the time when Charles Landry 1) will arrive in Paris, 2) will leave Paris, 3) will arrive in Rouen, and 4) has to be at the hotel.

1. Arrivée à Paris: _____

2. Départ de Paris: _____

3. Arrivée à Rouen: _____

4. Charles doit être à l'hôtel avant: _____

SITUATION

Mr. Charles Landry, who is still in route to France, wishes to know the weather forecast in France for the first days of his assignment there. The flight attendant, having access to this information, provides him with a copy of the official weather forecast of the Tour de France. Thanks to that information, Charles will know what to wear.



task

Read the weather forecast and complete a worksheet identifying the weather conditions for several days of the week. Then decide what clothing Mr. Landry should wear based on the weather conditions and convert the Celsius degrees to Fahrenheit.



standards

Communication (Interpretive Mode)
Cultures (Practices)
Connections (Reinforcement)



benchmarks

- | | |
|---------|---|
| CM-1-E1 | Demonstrating through appropriate responses an understanding of written language |
| CM-1-E5 | Understanding and using information incorporating mathematics, scheduling weather, or climate |
| CL-1-D6 | Applying units of measurement from the target cultures, such as the metric system |
| CN-1-E3 | Combining information from other school subjects with information available in the second language in order to complete activities in the second language classroom |



materials

- student handout: weather forecast (bulletin météo)
- student worksheets: grid showing bulletin météo with clothing choices and table of celsius and fahrenheit temperatures