



Erasmus+



**EDUCATIONAL SUPPORT
MATERIAL FOR ADULTS
UNIVERSITY OF AIX-MARSEILLE
IN ENGLISH**

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Teaching material adults



AUTHORS:

ROUBAUD Marie-Noëlle, Associate professor of linguistics, Aix-Marseille University

AZAOUI Brahim, Associate professor of linguistics, University of Montpellier

GOUAICH Karima, PhD student in education, Aix-Marseille University

AIX-MARSEILLE UNIVERSITY – SCHOOL OF EDUCATION

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Advice for teachers and trainers

(Teachers, trainers in French as a Second Language,
language trainers in non-profit organizations, social centers...)

“The Welcome Guide” or “Guide d’accueil” is a final result of the European project “Xenios Zeus” which brings together Greece and two other partner countries, Italy and France, in order to respond to the current problem of migration. This newcomers’ guidebook covers major cultural characteristics of Marseille, which is located on the historical crossroads of the migrations in the Mediterranean. This guidebook is meant to make it easier to greet and socially involve the refugees as well as provide them with language training. It has a double objective: on one hand, to respond to their language needs (vocabulary, syntax) and, on the other hand, to inform about the cultural and practical issues in Marselle.

This educational material is entirely based on the Welcome Guide. It has been developed mainly on the basis of the information, illustrations, hyperlinks or audio-visual materials presented in the guidebook. We thought that such continuity would allow adult refugees to learn French while getting familiar with the welcome guide.

The teaching progression is in line with the content structure of the guide. However, it is quite possible to change it according to the specific needs, which may require switching the order of some chapters, adding new chapters, etc.




This file is not prescriptive. It suggests areas of work (language skills and activities) relative to the identified themes and considering language in context. The proposed activities can be adapted to the audience profiles, their interests and the skills they have previously acquired. Therefore, it is designed to evolve and be adapted to each institutional context, depending on the means available (computer, internet access, audio and video recorder, etc.).

Reminder of the table of contents of the Welcome guide for adults

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Pedagogical support

The meaning of icons:

	OBJECTIVES
	LANGUAGE SKILLS <i>I speak, I understand, I read, I write, I listen</i>
	ACTIVITIES TITLE (in red) corresponds to the title in the guide.
	DIVERSITY... <i>Multicultural and/or multilingual activities</i> THE TITLE (in red) corresponds to the title in the guide.
	SECTION Sections on the practical issues, highlighted in a frame.

Part 1. Introductions



OBJECTIVES

To learn to know oneself and other people

To practice dialogues with others

To develop group cohesion while taking into account our differences

To learn how to take advantage of having multicultural and multilingual skills



LANGUAGE SKILLS

a) Know how to use the structure: “I + Verb in present simple tense” to introduce oneself

b) Know how to make correspondence (and derivation): country and adjective for nationality:

Sudan → Sudanese

c) Know how to use genders of nouns and adjectives : *français / française*

d) Be capable of using negative clause: *un Afغان n'est pas*

e) Make the right choice of preposition : *je vis à Marseille / j'habite en France*

f) Give directions (*au Nord, au Sud, à l'Est, à l'Ouest*)

g) Use indications of place (*ici, là, près de, à côté de*)

h) Know how to work with notions of continent, country, city (scale)

i) Use the vocabulary to define emotions in the Past tenses : *j'ai aimé... / je n'ai pas aimé... / c'était difficile / pénible...*

j) Prepare and do a brief oral presentation from the first person's point of view using the chronological connectors.



ACTIVITIES

WELCOME TO FRANCE AND MARSEILLE!

a) This picture represents a Frenchman in a stereotypical way (the man is holding a baguette, he has a glass of wine in his hand and he is wearing a striped sweater, etc.).

- In your opinion, what image do French people have of you?
- What image do you have of French people?

To answer these two questions, make a drawing to illustrate each question, create a collage or write a short text.

b) Using phrases by Julien as an example, introduce yourself by stating:

- your name;
- your nationality;
- your country of origin;
- your city (or village) of origin.

c) Make a list of all countries people you know come from, as well as their nationalities.

d) Create a table listing the identified nationalities (make a collage and write the nationality under each character).

Advice: To avoid stereotypes, use pictures available on the internet (Soudanese, Afghan...).

WHERE IS MARSEILLE?

a) On the map, find, locate and name:

- one's country of origin;
- its geographical situation in relation to Marseille (example: East of Marseille...);
- one's city (or village) of origin;
- seas, oceans or lakes nearby;

- - the neighbouring countries.

Advice: Use Google Earth.

b) Locate on a map of France:

- the major cities: <https://lespoir.jimdo.com/2015/03/05/classement-des-plus-grandes-villes-de-france-source-insee/>

- the borders: <https://fr.wikipedia.org/wiki/France>

c) Locate on a map of one's country of origin: the major cities, the borders.

Advice: Use Google Earth.

d) Verbalise the journey made from one's starting point to the arrival in Marseille.

Show one's journey on the map, estimate the distance and talk about the difficulties encountered.

Example: First, I left Syria and crossed Turkey. Next I went to Italy and finally I arrived to France.



SECTION

Know how to say one's last and first name

Know how to say the name of one's country, city (town or village) and one's citizenship.

Part 2. Dress accordingly to weather conditions



OBJECTIVES

Express one's needs



LANGUAGE SKILLS

- a) Know how to use the adjectives related to climate (*cold/hot, burning, rainy...*)
- b) Know how to use vocabulary related to weather conditions (*rain, storm, cyclone, hurricane, wind...*)
- c) Use different type of phrases to comment the weather:
il fait + adjectif / il y a + nom / il + verbe
Ex. In autumn, it is windy, the leaves fall down, it rains.
- d) Use positive / negative statements related to clothing and subordinate phrase of time "when"
Example: when it's cold I put on my sweater and my coat to warm up but I do not wear sandals.
- e) Have a dialogue
Question: Why do wear a "noun"? Reply: it is to "infinitive" / it is not to "infinitive"
Ex. Pourquoi mets-tu un bonnet?
C'est pour me protéger du froid ? / C'est pour ne pas avoir froid aux oreilles.
- f) Describe things: seasons, clothing
- g) Explain your choice of clothing (Why? Depending on the season? Depending on the occasion? Depending on one's taste?)
- h) Express one's needs using the right verbs: *avoir /être*
Ex. J'ai froid, je suis au chaud...
- i) Know how to read a diagram



ACTIVITIES

WHAT'S THE WEATHER LIKE?

- a) Tell what the weather is like, in one's native country, according to season (estimate the temperatures).
- b) Tell what the weather is like, in one's native country, according to climatic events (weather, ...).
- c) Make a connection between clothing and the weather.
- d) Look up on the internet other diagrams (weather reports, population in Marseille...)



DIVERSITY OF CLOTHING

- ▶ Look up the images of the clothing from one's native country: for men and for women
- ▶ Have a discussion about the choice of clothing (in one's country, in France; depending on the occasion...)



SECTION

Know how to express one's needs: I am cold, I am hot, I am hungry, I am afraid..

Know how to say non.

Part 3. Get to know Marseille, an international city



OBJECTIVES

Express an opinion.

Think about the values conveyed by the host country.

Develop a sense of belonging within the group and its diversity



LANGUAGE SKILLS

- Know how to use grammatical structures: *il y a ... qui... / c'est... que...*
- Know how to give example to illustrate one's ideas in speech
- In listening comprehension, be able to pick up some keywords in an interview.
- Know how to read a small text (information leaflet, flyer)



ACTIVITIES

MARSEILLE, CITY OF HOSPITALITY

- Search on the internet: history of Marseille (its foundation)
- Search for the symbols of the French Republic. Where can we see them? (City hall, prefecture, schools...)
- Could you give examples to illustrate “freedom”, “equality”, “brotherhood”. What about in your country?
- Draw the flag of your country and make a poster.

e) Conduct street interviews about how the people of Marseille feel about the church “Notre Dame de la Garde”. Do it in pairs, choose interviewees of different origin.

MARSEILLE, INTERNATIONAL CITY

- a) Look up on the Internet the places of worship and comment on their architecture (Romanesque, Gothic or Byzantine arts)
- b) Name religious buildings in one’s native country. Locate them on Google Earth.
- c) Can we practice one’s religion (if we have one) freely in Marseille?
- d) How do you feel about Marseille and its inhabitants?



DIVERSITY OF LANGUAGES

- a) Do you see your language on the walls in Marseille? On the shops? Why is it there?
- b) Create the flower of languages (your language, your name, “hello”)
- c) Look up some music from your country on the Internet and share it with others



SECTION

Know how to read the signs about opening hours in public places.

Part 4. Discover the city



OBJECTIVES

Settle in the host city.

Become aware about one's rights and duties.

Discover the French culture (arts, literature).



LANGUAGE SKILLS

a) Know how to use vocabulary related to the means of transport as well as related verbs:

To take the tram, to get off the tram, to get in the tram

To go down towards the underground station X, to get off at the station X, to exit from the underground station...

b) Be capable of using verbs related to walking:

To wander, to stroll, to walk, to breathe, to look at, to watch...

c) Know how to use the verbs of movement to give directions:

To turn right, to go straight ahead, to turn to the right/left around the bicycle shop, to turn to the street...

d) Know how to name and identify places:

Promenade, corniche, port, citadel, city centre, hill...

e) Use the following structure:

In my city (my village), one can see...

f) Use the following structure:

Here is the Mount...

g) Know how to read different signs (map, subway map, flyer, price sticker, subway tickets, traffic control signs...)

h) Know how to use Present and Past tenses in the descriptive text: *In my city, one can see... , in my city we could see...*

In my city, one could see...

- i) Know how to use the imperative form when arguing.
- j) Create a short descriptive text first in oral form then put it in writing



ACTIVITIES

HOW TO GET AROUND MARSEILLE?

- a) Name one's neighborhood. What is nearby?
- b) Indicate the similarities and the differences with the transportation means in the native country.
- c) Using the RTM map and the plan of the city of Marseille, look up :
 - How to reach a certain place (using which transportation); for instance: *depuis la gare Saint-Charles, comment se rendre à la préfecture, au vieux port, au marché Noailles...*
 - Where is it located (in which district? in which neighborhood?)
- d) Find out the price of a subway ticket, of a book of 10 tickets. What is the most advantageous price? Explain.
- e) Give the name of the money in one's native country. How much is it worth in Euro?

THE SEA IN MARSEILLE

- a) Search on the Internet for the painters who painted Marseille. Connect artists and paintings.
- b) Listen to the story of Edmond Dantes. Is there a famous character in literature in your country?
- c) Discuss the rules and regulations in the Calanques Park (why do these rules exist?). What type of advice would you give to the hikers?

Establish a link between education and environment.

OTHER ATTRACTIONS

- a) Search on the Internet a webpage which corresponds to some places in Marseille (see the photos in the guide)

b) Read the description on the Internet. What do you remember?

c) “Imagine that tomorrow I come to your country, tell me what I can see?”

Search on the Internet the photos of places to visit in one’s city or village in one’s native country (Advice: use Google Earth).

d) Search on the Internet for the pictures of the places that look all over the cities in one’s native country (fort, citadel, statue..) Advice: use Google Earth

e) Write a short text describing places to visit (or to see) in one’s city or village.

f) Create documents to promote these places and discuss:

“Come to walk alongside the biggest fortress in the country. You will find there...”

g) Create a presentation PPT of these places (simple or complex depending on the skills of the refugees).



DIVERSITY OF SITES

a) First read the description sheet (by the trainer or an adult depending on skills) of *La Porte d’Orient* on the Internet. Then make a brief verbal résumé about the tribute given by this monument.

b) Search on the internet: *villa La Palestine* located in Estaque (a house of oriental style). First read the description sheet (by the trainer or an adult depending on skills), then tell what you remember.

<http://www.tourisme-marseille.com/fiche/villa-la-palestine-l-estaque-marseille/>

c) Do you have monuments that symbolize something in your country? Do a web search.



SECTION

Know how to use a map, a city map to go around.

Fulfill one’s civil obligations (cleanliness of public places, of the environment...)

Part 5. Find food



OBJECTIVES

Express feelings

Have a discussion with other people

Collect information



LANGUAGE SKILLS

- a) Be able to find the name of different shops. For instance, those that sell merchandise (*boucher, boulanger, maraîcher...*), those that offer services (*cordonnier, couturier...*)
- b) Know how to describe the activities performed by store keepers using different structures:
 - « N1 vend N2 » : un cordonnier répare des chaussures
 - « il y a un N1 qui V N2 » : il y a un cordonnier qui répare des chaussures »
 - « c'est N1 qui V N2 » : c'est un cordonnier qui répare les chaussures
- c) Know how to use names of food items in phrases:
au marché j'achète / je trouve des melons
- d) Know how to use the following structure:
dans mon pays (le nommer), je mange...
- e) Know how to use measures (*un peu, beaucoup*)
- f) Know how to use numbering and measures for quantity (kg, l)
- g) Know how to express time (for preparation or cooking): *une heure, une demi-heure, un quart d'heure / 10 mn, 20 mn...*
- h) Know how to use money (Euro) and compare it with money of the native country.
- i) Know how to express one's taste preferences: *je préfère... / je n'aime pas...*
- j) Know how to use Conditional Tense in discussions with salesman and to use questions: *pourriez-vous... ? / j'aimerais acheter... / serait-il possible de... ?*
- k) Know how to express what we feel while walking around the market :... *ça sent... ça a l'air... ça donne l'impression de... c'est comme*

- 1) Know how to use the vocabulary of food items, verbs for a recipe and the Infinitif or Present Tense to describe a recipe: *préparer les carottes / peler les oignons vider le poulet etc.*



ACTIVITIES

WHERE TO BUY FOOD?

- a) Search the web (and Google Earth) for pictures of markets in one's country of origin. Identify the differences and similarities with French markets (places, trades...).
- b) Identify the way people buy food at a French market and look for differences with one's country of origin:
- Are prices displayed?
 - Do people negotiate prices? ...
- c) Imagine being at the market and wanting to buy something. Imagine a dialogue with the merchant. What can you tell him?
- d) After watching the video of the neighbourhood of Noailles, note 5 words heard in the video and which characterise the market:
- <https://www.youtube.com/watch?v=ckn45OneQWU>
- Example: *colours, scents, smells, cultures, discussions, travel*
- e) In the same way as for Noailles, write a slogan for one's neighbourhood or city (or village).

WHAT TO EAT?

- a) Talk about food which can be bought in one's country of origin.
- b) Compare these food items with food that can be bought in France.

- c) In case when the same foodstuff can be bought in the two countries, identify the differences: its colour, its smell, its price...
- d) Investigate to know whether the food item that can be found in France is used the same way as in one's native country. Explain.

ONE LOCAL DISH

- a) Name the typical dishes of one's city (or village) of origin, of one's country. Search for pictures and make a poster of the typical dishes of the different countries.
- b) By using the link, have a look at the recipe of the bouillabaisse: identify the ingredients, the preparation, the preparation and cooking times.

http://www.marmiton.org/recettes/recette_bouillabaisse-comme-a-marseille_23522.aspx

- c) Make a video of a prepared or preferred dish.

Practise expressing orally the ingredients, the preparation and times.

- d) Like Fernandel who sings the bouillabaisse, write a verse touting one's favorite dish.



DIVERSITY OF TASTES AND FLAVORS

Investigate whether people prefer the dishes of their country. If the answer is negative, ask them what their favourite dish is.

Example: *a Frenchman may have moussaka (Greek dish) as a favorite dish.*



SECTION

Know how to express one's food needs in the local language

Use local money.

Part 6. Enjoy sport and cultural activities



OBJECTIVES

Adapt and fit into the local environment (non-profit associations)

Express one's desires.



LANGUAGE SKILLS

a) Know how to use verbs related to different sports: *to swim, to run, to play soccer...*

b) Know the names of the equipment and connect it to the sports practised:

un maillot de bain, c'est pour nager / pour la natation

des baskets, c'est pour courir / pour la course

un ballon, c'est pour jouer au football / une raquette, c'est pour jouer au tennis

c) Know how to use structures: *j'aime / je n'aime pas / je déteste / j'adore*

d) Know how to express actions using Past Tense to talk about one's experience and the Conditional for one's desires:

j'ai joué au football / je n'ai jamais fait de tennis

j'aimerais bien faire de la natation / je désirerais jouer à la pétanque

e) Be able to use a conditional phrase:

si je veux faire du karaté je contacte l'association...

f) Be able to use different types of phrases to express a purpose:

je contacte l'association... pour faire du karaté / afin de faire du karaté / dans le but de faire du karaté



ACTIVITIES

WHAT SPORT TO PRACTICE?

a) Name the types of sport, which are practiced in one's native country. Which one is the most popular?

b) Visit the website dealing with the sports practiced in Marseille:

<http://sports-loisirs.marseille.fr/le-sport-%c3%a0-marseille/le-sport-pour-tous>

Talk about the practiced sports and about the sports one would like to practice.

c) Visit the website dedicated to the rocky inlets of Marseille:

<http://www.marseilletourisme.fr/les-calanques/>

Identify the activities in which one can participate in the rocky inlets.

d) Write a short text to inform other people about the activities available in the rocky inlets of Marseille.

e) Is there a soccer stadium in one's native country as popular as the Velodrome stadium in Marseille? Here is the link to the Velodrome stadium: <http://sports-loisirs.marseille.fr/node/453>

If not, what is the most popular place for sport in one's country of origin?

f) Search for logos of soccer clubs in one's country of origin.

g) Write a caption for this picture which deals with sport and women:

<http://www.elle.fr/Societe/News/Les-femmes-pourront-desormais-jouer-au-foot-la-tetevoilee-2680729>

h) Which sports were represented in the Olympic Games in Rio in 2016?

Search for information on this website: <https://www.olympic.org/fr/rio-2016>

i) There are also Paralympic Games for disabled people. The term “handisports” is used. What sports were represented in the Paralympic Games in Rio? Search for information on this website:

https://www.paralympic.org/rio-2016/schedule-results/info-live-results/rio2016/eng/zz/engzz_general-general-schedule.htm

CULTURAL ACTIVITIES

- a) Have you already been to the *Alcazar*? What can you do there? Make a list of activities.
- b) Search on the Internet the nearest town hall (name of the neighborhood, telephone number, name of different departments and the sports department).
- c) Look for associations in your neighborhood. Explain their purposes.
- d) Look for the associations that offer sports or cultural activities.
- e) In which places could we read, listen to music, see a theater play in your country?
- f) Tell what you love to do (sports, music, languages, hiking, eating..)



DIVERSITY OF CIVILISATIONS

Use Internet to search for exhibitions that are taking place in MUCEM.



SECTION

Know how to do Internet research for the necessary information (website of the town hall, websites of different associations...).

Part 7. Explore the world



OBJECTIVES

Become aware of and learn to appreciate the one's linguistic and cultural background.

Develop curiosity.



LANGUAGE SKILLS

- a) Identify and give the names of the continents, countries and some cities.
- b) Explain an itinerary.



ACTIVITIES

- a) Find one's native country on the map, give the directions.
- b) Find the countries crossed prior to the arrival to Marseille and create a small text about this itinerary.



SECTION

Know where you are in the world