

A. Cartes de vocabulaire

tandis que	à cause de	grâce à	par rapport à
étant donné que	autant que	lorsque	puisque
bien que	pourvu que	afin que	avant que
actualiser	le cerveau	communiquer	les connaissances
dépendre de	la disponibilité	en ligne	indispensable
se passer de	un ordinateur portable	un outil	le réseau
la technophile	la technophobe	la Toile	s'informer



B. Speaking card

Theme	Aspects of French-speaking society: current trends
Sub-theme	La cyber-société
Les jeunes Français, sont-ils accros à leur portable?	



Selon une enquête récente, 75% des jeunes Français possèdent un smartphone et ne peuvent pas s'en passer. Il est toujours présent pendant la journée et même pendant la nuit!

La moyenne d'âge auquel les jeunes Français reçoivent leur premier téléphone portable est en baisse et de plus en plus de jeunes ont besoin d'une aide psychologique pour traiter leur dépendance.

Questions

1. Que dit-on ici sur les jeunes Français et les portables?
2. Quelle est votre réaction face aux informations données?
3. Selon ce que vous en savez, quelles autres technologies sont importantes chez les jeunes en France et ailleurs dans le monde francophone?

Questions supplémentaires

1. Comment les Français se servent-ils des réseaux sociaux?
2. D'après vous, pourquoi les Français achètent-ils moins en ligne que les Britanniques?
3. Pensez-vous qu'être en ligne présente des dangers? Si oui, lesquels?
4. Quelles sont les différences chez les jeunes et les personnes plus âgées en France dans la façon dont ils utilisent l'Internet?

Teaching notes

This resource is designed to provide AS and A-level students with the opportunity to discuss the sub-theme of 'cybersociety', with a specific focus on addiction to smart phone use among young people. You may like to use the listening resource 33633, [La jeune génération accro à son smartphone](#), before completing these speaking activities, as this will give students more ideas and statistics on the topic.

A.

Print and cut up the vocabulary cards on page 1 (one set per pair or small group), which are designed to give students ideas for more complex language in their speaking work. The top three rows contain useful conjunctions and the bottom four rows contain topic vocabulary. The cards can be used in a variety of ways:

1. Shuffle the cards and ask students to sort the conjunctions from the vocabulary.
2. Ask students to sort the cards into words they know and words they don't know. They could write the English meaning on the back of each word card, working as a group to look up the words they don't know.
3. Students could use the cards to learn the (unknown) words. Having added the English meanings to the back of the cards, students could test themselves French to English and then English to French, by laying out the cards and then flipping them over to check.
4. Play *Taboo!* with the cards. One student selects a card at random from the pack and has to describe it using synonyms, without saying the word on the card. The other students have to guess what word it is.
5. Place the vocabulary words in a pile facing down and the conjunction words in another pile facing down. The students take turns to take one card from each pile and create a sentence using the words on their cards.
6. Finally, put all the words in front of a student and see if they can talk about the topic for 1-2 minutes (according to ability), using as many of the words on the cards as possible, both vocabulary items and conjunctions. The listeners could keep a tally of the cards used. The other students can then have their turn to see if they can beat the score.

B.

Once the preliminary work has been completed, move on to the practice exam-style speaking card. Some additional questions have been added underneath the three bullet points on the speaking card to help develop the conversation in pairs or small groups.