 Stage 6 French Beginners – Holidays, travel and tourism (30 hours)

Key concepts

The key concepts I want students to learn are that:

* basic structures may be used in various contexts, such as stating where and when it happens
* there are some important differences between living in the northern and southern hemispheres.

The learning matters because:

* being able to manipulate language to communicate fosters confidence and promotes dialogue
* it is important that students understand the diversity of French-speaking communities.

Sub topics

* Holidays
* Weather
* Booking hotels
* Transport

Socio-cultural content

* Travel to France and other francophone countries
* Developing intercultural understanding when travelling
* Transport
* Researching fares and timetables for travel
* Booking tickets
* Seasons – compare northern and southern hemispheres
* The weather – when to travel and what to pack and wear

Outcomes

Objective 1 – Interacting

A student:

1.1 – establishes and maintains communication in French

1.2 – manipulates linguistic structures to express ideas effectively in French

1.3 – sequences ideas and information

1.4 – applies knowledge of the culture of French-speaking communities to interact appropriately

Objective 2 – Understanding texts

2.1 – understands and interprets information in texts using a range of strategies

2.2 – conveys the gist of and identifies specific information in text

2.3 – summarises the main points of a text

2.4 – draws conclusions from or justifies an opinion about a text

2.5 – identifies the purpose, context and audience of a text

2.6 – identifies and explains aspects of the culture of French-speaking communities in texts

Objective 3 – Producing texts

3.1 – produces texts appropriate to audience, purpose and context

3.2 – structures and sequences ideas and information

3.3 – applies knowledge of diverse linguistic structures to convey information and express original ideas in French

3.4 – applies knowledge of the culture of French-speaking communities to the production of texts.

All outcomes referred to in this unit come from [French Beginners Stage 6 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/beginners/french-beginners-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

| Objective | Students learn about | Students learn to |
| --- | --- | --- |
| Objective 1 – Interacting | * the importance of listening for key words to assist understanding
 | * listen for meaning
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| Objective 1 - Interacting | * the importance of reading for key words to assist understanding
 | * read for meaning
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| Objective 1 - Interacting | * links in communication
 | * use strategies to initiate, maintain and conclude an interaction
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| Objective 1 - Interacting | * the purpose and context of communication
 | * select and incorporate particular vocabulary and structures to achieve specific communication goals
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| Objective 1 - Interacting | * register in language use
 | * interact with reference to context, purpose and audience
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| Objective 1 - Interacting | * responding to factual and open-ended questions
 | * maintain an interaction by responding to and asking questions and sharing information
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| Objective 1 - Interacting | * ways to support effective interaction
 | * use appropriate language features to enhance communication
 |
| Objective 1 - Interacting | * the logical sequencing of ideas
 | * structure information and ideas coherently
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| Objective 1 - Interacting | * formal and informal language, and when and where it is used
 | * apply appropriate social convention in formal and informal contexts
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| Objective 1 - Interacting | * sociolinguistic conventions relating to everyday activities
 | * use language and/or behaviour appropriate to social context
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| Objective 2 – Understanding texts | * ways in which texts are constructed for specific purposes
 | * identify why, how or to whom a text is delivered or presented
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|  | * ways in which texts are formatted for particular purposes and effects
 | * explore the way text content is presented and how ideas and information are sequenced
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| Objective 2 – Understanding texts | * ways of identifying relevant details in texts when listening or reading for specific information
 | * make judgements about the relevance of detail in understanding text
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| Objective 2 – Understanding texts | * ways of inferring meaning from text
 | * use contextual and other clues to infer meaning from text
 |
| Objective 2 – Understanding texts | * the effect of syntax on meaning
 | * analyse ways in which words, phrases and sentences are constructed
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| Objective 2 – Understanding texts | * register and common expressions in language use
 | * explain the use of words and expressions with particular cultural significance in texts
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| Objective 3 – Producing texts | * the structure and format of particular texts
 | * present and organise information in ways appropriate to audience, purpose and context
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|  | * the logical sequencing of ideas in extended text
 | * sequence ideas and information in texts
 |
| Objective 3 – Producing Texts | * the application of known linguistic structures in new contexts
 | * apply a range of vocabulary and linguistic structures across a range of contexts
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| Objective 3 – Producing Texts | * language choices and their effect on intended meaning
 | * evaluate the accuracy and appropriateness of structures when constructing and editing text
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Structures

| Assumed knowledge | New structures |
| --- | --- |
| * the present tense
* the *passé composé*
* the imperfect tense (*il était, il faisait, il y avait*)
* the conditional – recognition and limited use (*je voudrais*…)
* nationalities (nouns and adjectives)
* giving and accepting an invitation
* prepositions – *avant, après, devant, derrière, avec, jusque, près de, sur, sous*
* time markers, days of the week, months
 | * prepositions (*à, en, au aux, de*) to communicate travelling to and from a country
* comparing the *passé composé* and the imperfect tense when describing what happened in the past
* the future tense to describe what will happen in the distant future
* the *futur proche* to describe what will happen in the near future
* booking accommodation/transport (*je voudrais réserver…*)
* requests for assistance, e.g. asking for and giving directions (*Pour aller…)*
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| Sub-topic | Content |
| --- | --- |
| Holidays | 1. Revise countries and nationalities. Brainstorm possible holiday destinations in French-speaking countries. Introduce prepositions, which express travel to and from a country (*à, en, au aux, de*). Memory game – students each take turns to say where they will go on holidays, after stating the holiday destinations of each student before them.
2. Discuss distances from Australia and time zones, and review numbers.
3. Discuss various currencies used in different countries, population of countries, languages spoken, as well as directions to and from countries and cities.
4. Discuss previous school trips to French-speaking destinations and previous travels by members of the class. Discuss intercultural encounters and the understanding that developed through these experiences.
5. Students read a description in French of various holiday destinations. Students underline the prepositions and discuss the use of tenses.
6. Students go to the [BBC Website](http://www.bbc.co.uk/schools/gcsebitesize/french/listeningh/h03_list_holidays_rev1.shtml) and listen to Nathan’s holiday in Tunisia. Students complete the multiple choice comprehension questions. Students check their answers and consult the transcript, making note of any vocabulary grammatical items they did not understand to further their learning.
7. Students imagine themselves at a popular French-speaking tourist destination and write a postcard to a friend about their experiences, using the past tense.
8. Students complete a range of self-paced interactive activities at [*À toi la parole*](http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/A_toi_la_parole/fr_topic5_travel/index.htm) to reinforce the vocabulary and structures they have learnt in this topic:
	* Activity 1 – describing holidays and holiday destinations.
	* Activity 2 – speaking about different types of transport.
	* Activity 3 – speaking about your own travel preferences.
	* Activity 4 – speaking about your travel plans.
	* Activity 5 – talking about your planned holiday activities.
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| Weather | 1. Teacher introduces topic of weather and seasons with the future tense
2. Discuss the severity of winters and summers in France and Australia.
3. Teach weather expressions in French. Teachers can download a useful PowerPoint presentation entitled [*Quel temps fait-il*](http://www.languagesresources.co.uk/FrenchWeather.html)*?*
4. Using the internet, students research the [weather conditions](http://france.meteofrance.com/) of six major cities in France for a three-day period. They write the script of the weather report for what the weather was like yesterday, how it is today and the prediction for tomorrow, encompassing the past, present and future tenses.
5. In groups, students complete the same activity for six major cities in [Australia](http://www.bom.gov.au). Each group reads out the weather report, and the other groups try to guess which city the report is for.
6. Game – divide the class into two teams. Each team has a pile of clothing. Students listen to the teacher say a weather forecast. Students select appropriate clothing according to the weather forecast.
7. Online interactive vocabulary practice – Students complete a range of exercises at [Languages online – French 28. The weather](http://www.education.vic.gov.au/languagesonline/french/sect28/index.htm) to consolidate vocabulary for the topic.
8. Scenario – Ben is going to France and packing his bag. Whilst packing, Ben justifies his decisions about what clothing he is going to take when quizzed by his sister. In pairs, students re-enact a scene between Ben and his sister in front of the class. Students use a variety of tenses.
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| Booking hotels | 1. Brainstorm as a class the various types of accommodation you can book for holidays. Explore the types of accommodation available in Chamonix at [*Hébergement à Chamonix - Location Vacances Chamonix*.](https://www.chamonix.net/francais/hebergement) Create a vocabulary list for all of the new words to do with accommodation.
2. Students look at the available properties and make a list of three places they would like to stay, giving their reasons. As students work, they could look up any new vocabulary at the [Collins online dictionary](https://www.collinsdictionary.com/dictionary/french-english).
3. Students create a mind map of structures and vocabulary they have already learnt that will be useful in trying to book a hotel room. They can create the mind map on a whiteboard, on large paper or online, at sites such as [MindMeister](https://www.mindmeister.com/).
4. Teacher shows [Ma France - Hotel requests - Video A](http://www.bbc.co.uk/languages/french/mafrance/html/hotel/video_player_a.shtml). Students add extra key words and phrases to the mind map.
5. Students compose a 2-3 minutes dialogue between a client and a receptionist which should include:
	* booking a hotel room
	* asking for extra items in the room
	* asking for nearby places of interests.
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| Transport | 1. Revise transport words by completing interactive exercises/worksheets online at [Languages online – French 32. Modes of transport](http://www.education.vic.gov.au/languagesOnline/french/sect32/index.htm).
2. Explore the various modes of transport to and within Chamonix – [*Arriver à Chamonix et Transport dans la Vallée Chamonix*](https://www.chamonix.net/francais/voyager). Discuss the methods most suitable for tourists.
3. Students use Google maps to research how to get from *Paris Gare de Lyon* to their chosen accommodation from step 2 of the Booking hotels topic. Students choose the fastest route.
4. Train timetables can be double-checked and you can make bookings at [*Voyages - SNCF*](https://www.voyages-sncf.com/)*.* Students use the site to research the cheapest/quickest way to travel to their accommodation.
5. Students write an email to the friend who will join them on this holiday, explaining what the accommodation offers and how to get there on public transport from *Paris Gare de Lyon.*
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