

Unit of Learning: Faire des réservations	Approximate Duration: 2 weeks / 8 classes	
Learning Outcomes	Learning Activities	
Term: January to February Midterm	Assessment	
<p>Learning Outcomes in Focus (What do I want my students to know, understand and be able to do in the target language?)</p> <p>Strand 1 Communicative Competence Listening 1.3 identify specific information in texts related to familiar topics such as announcements, conversations, simple news items</p> <p>Writing 1.2.1 fill out forms relevant to their age group and experience</p> <p>Strand 2 Language Awareness Reflecting on how the TL works: 2.1 recognise, describe and use language patterns such as word order, verbal system, nouns, adjectives, spelling and punctuation conventions</p> <p>Strand 3 Socio-cultural Knowledge and Intercultural Awareness Learning about relevant facts, people, places and history about the country related to the TL; 3.2 discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people</p> <p>Discuss the student learning within these learning outcomes</p>	<p>Assessment (What learning should students be able to demonstrate within this unit?)</p> <ul style="list-style-type: none"> Discuss different types of holiday accommodation Make hotel reservations Use the irregular verbs <i>partir</i> and <i>venir</i> Describe the traditions associated with the French national holiday 14 July 	<p>Teaching and Learning Activities (Plan the activities/methodologies*. Consider the five language skills: Listening, Reading, Spoken Production, Spoken Interaction and Writing.)</p> <p>Listening</p> <ul style="list-style-type: none"> Listen to Track 2.1 (p.12) to introduce holiday accommodation vocabulary. Discuss words that look similar to their English translations and differences in pronunciation e.g. <i>camping, tente, wifi, etc.</i> Listen to Track 2.2 (p.13) to introduce vocabulary for making a hotel reservation. Listen to four people booking accommodation and complete the grid (Track 2.4, Ex. 2, p.14). <p>Reading</p> <ul style="list-style-type: none"> Read the infographic (p.10) and answer the questions. Discuss the figures in relation to French people's holiday preferences. Read about different types of holiday accommodation (p.11) and complete activities A and B. Read about and discuss <i>le 14 juillet</i> (Dossier Culture, p.16) Answer the questions and write a fact file about another national holiday. <p>Spoken production</p> <ul style="list-style-type: none"> Students listen, repeat and recall vocabulary on the topic of holiday accommodation from Tracks 2.1 and 2.2 and from the sentence builders (p.33). <p>Spoken interaction</p> <ul style="list-style-type: none"> In groups, students write, perform and record a role play based on booking holiday accommodation (Ex. 3, p.14). <p>Writing</p> <ul style="list-style-type: none"> Use the Grammar PPT and Textbook Ex. 1 (p.15) to practise working with the verbs <i>partir</i> and <i>venir</i>. Design an advertisement for a luxury hotel (Portfolio p.40). Fill in an online booking form for a hotel (Portfolio p.41). <p>Differentiation strategies</p> <ul style="list-style-type: none"> Collaborative learning: The <i>Dossier Culture</i> text on <i>le 14 juillet</i> could be completed in pairs or even as a jigsaw reading activity where students work together in groups to become experts on one specific section. Then, each student moves into a new group in which every member has become an expert on a different part of the text. <p>*Activities recognise the integrated nature and sequence (receptive → productive) of second language acquisition</p>
<p>Resources</p> <p><i>Tous Ensemble ! 2</i> Textbook and Portfolio FolensHive: Audio tracks, Grammar PowerPoint, Editable Unit test Digital: student device, Internet, online dictionary</p>	<p>Even better if ...</p>	<p>What other language development has taken place?</p>
<p>Teacher reflection</p> <p>What worked well?</p>		

Unit of Learning: Vive les vacances !	Term: January to February Midterm	Approximate Duration: 2 weeks / 8 classes
Learning Outcomes		
Learning Outcomes in Focus	Assessment	Learning Activities
<p>Learning Outcomes in Focus (What do I want my students to know, understand and be able to do in the target language?)</p> <p>Strand 1 Communicative Competence Listening 1.3 identify specific information in texts related to familiar topics such as announcements, conversations, simple news items</p> <p>Spoken interaction 1.13 ask and answer questions and exchange ideas, emotions and information on familiar topics in everyday situations</p> <p>Writing 1.17 write words and create short sentences using various media (emails, letters, blogs, postcards...) on everyday topics with accuracy</p> <p>Strand 2 Language Awareness Reflecting on how they learn languages; 2.6 identify, share and explain their preferred language-learning strategies</p> <p>Strand 3 Socio-cultural Knowledge and Intercultural Awareness Learning about relevant facts, people, places and history about the country related to the TL; name and describe some features of the target language country such as geographical features, weather, places and landmarks, food</p> <p>Discuss the student learning within these learning outcomes</p>	<p>Assessment (What learning should students be able to demonstrate within this unit?)</p> <ul style="list-style-type: none"> Find out holiday information from a tourist office Record an interview about summer holidays Write a blog about a summer holiday Use the <i>futur simple</i> correctly Describe a dream holiday in Tahiti 	<p>Teaching and Learning Activities (Plan the activities/methodologies*. Consider the five language skills: Listening, Reading, Spoken Production, Spoken Interaction and Writing.)</p> <p>Listening</p> <ul style="list-style-type: none"> Listen to Track 2.7 (p.21) to introduce holiday activities vocabulary (cultural and sporting). Listen to tourists at the tourist office and fill in the grid (Track 2.8, p.23). Listen to Track 2.9 (p.26) to introduce vocabulary relating to a day at the beach. Listen and complete Ex. 1–4 to practise identifying specific details about holidays (<i>J'écoute bien</i>, p.37, Tracks 2.10–2.13). <p>Reading</p> <ul style="list-style-type: none"> Read about two different types of holiday and complete Ex. 1 (p.20). Read about the tourist office in France (<i>Dossier culture</i>, p.23). Read about how Noah spends time at the beach in Guadeloupe. Answer the questions and discuss differences between beaches in Ireland and in Guadeloupe (p.27). Read Léa and Sami's holiday blogs and answer the questions (p.29). Read <i>Des vacances de rêve à Tahiti</i> and answer the questions (p.30). Read about Adrien's trip to Tahiti and complete Ex. 1 and 2 (p.31). <p>Spoken production</p> <ul style="list-style-type: none"> Listen, repeat and recall vocabulary on the topic of holiday activities from Track 2.7 (p.21) and from the sentence builders (p.33). Students could practise the vocabulary through choral repetition, miming activities, Pictionary, etc. Research, write and deliver a digital presentation on a dream holiday in a French-speaking country (Portfolio p.46). <p>Spoken interaction</p> <ul style="list-style-type: none"> Working in small groups, ask and answer questions about holidays and holiday activities (Ex 3., p.23). Working in pairs, students say what they like to do on the beach, using the image prompts (Ex. 1, p.27). They can then use the images to say what they will do. Record a conversation (<i>Tâche cfe</i>, p.32) or an interview (Portfolio, p.43) with classmates about summer holidays. <p>Writing</p> <ul style="list-style-type: none"> Use the Grammar PPT and Textbook pp.18–19 to introduce and practice <i>le futur simple</i>. Work in pairs to think about the best way to learn the <i>futur simple</i> endings (see if they can identify the link to <i>avoir</i>) and to memorise irregular <i>futur simple</i> verbs. Write a blog post about an imaginary holiday to a seaside resort in France (Arcachon, Ex. 1, p.28 and Saint-Tropez, <i>Tâche clé</i>, p.32). <p>Differentiation strategies</p> <ul style="list-style-type: none"> Students can use the sentence builders on p.33 when writing their blogs and preparing their interviews. Students use the APP section of the Textbook (pp.34–36) to complete vocabulary and grammar tasks appropriate to their level (<i>Niveau 1, Niveau 2 or Niveau 3</i>). As their knowledge, understanding and confidence build, they can come back and complete subsequent activities at the next level up. <p>*Activities recognise the integrated nature and sequence (receptive → productive) of second language acquisition</p>
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