

IGCSE FOREIGN LANGUAGE FRENCH: UNIT 3

HOLIDAYS AND ACCOMMODATION & FESTIVALS AND SPECIAL OCCASIONS

Recommended Prior Knowledge: A preparatory course which corresponds to the requirements of the UK Key Stage 3 National Curriculum and the European Language Requirements. This unit does not require the study of any other unit in advance.

Context: It would be useful to teach this unit mid way through an IGCSE course perhaps just before or after a holiday or break for a festival. Work sheets on Units 1 and 2 such as Daily Routines, Food and Leisure could all feature as useful input to such a unit and could be recycled/revised alongside new work. In terms of grammar this unit is a good opportunity to revise the present tense and perfect tense and move on to the future tense

Outline:

Holidays and Accommodation

Vocabulary groups Holiday vocabulary; Hotel and Youth Hostel and Campsite facilities. Revisit: Leisure Activities (Unit 2) and Food (Unit 2)

Grammar Core: Present tense (revision) for holiday routine; Perfect tense (revision); Future (aller + infinitive) and Future Tense; Comparatives and Superlatives

Extended: Introduce conditional tense for *Mes vacances idéales*

Festivals and Special Occasions

This is a topic which lends itself well to the international classroom. Every student can bring something special to a unit on this topic. Encourage students to use their own experiences to add variety and interest. This topic lends itself well to oral and written work and is a good source of Topics for Presentation/Discussion work.

Vocabulary groups Festivals and Special Occasions; Vocabulary of giving opinions. Revisit: Presents, Food (Unit 2), Leisure/Entertainments (Unit 2)

Grammar Present tense (revision); Perfect tense (revision); Possessive adjectives and adjectival agreement; Comparatives and Superlatives; Adverbs and expressions of time frequency (revision)

HOLIDAYS AND ACCOMMODATION		
Learning Outcomes	Suggested Teaching Activities	
<ul style="list-style-type: none"> Give and seek information about normal holiday activities 	CORE	
	Speaking	Provide students with a list of appropriate questions (eg such as the list provided in the 0520/3 Distance Training Manual), first practised in class then in pairs/groups.

<ul style="list-style-type: none"> Give and seek information about normal holiday activities (Core): continued 	Speaking	Ask students to prepare a 1 minute presentation 'Mes vacances à Paris' to present to a group using photos/realia from travel documentation.	http://www.paris-touristoffice.com/index_v2.html The official French government Paris website. A tourist site (French and English versions) with links to many other Paris based sites. A wealth of information especially in the Monuments and Musées links – much factual information.
	Reading	Give students 10 minutes in which to read a complete text about holidays. Then distribute the same text but with gaps to be completed by the students.	www.momes.net (Select <i>Journaux</i> , then <i>Jeunes journalistes</i> , then <i>Tourisme</i>) An incredibly wide ranging French language site with access to a vast array of well catalogued authentic resources aimed at 11-16 year olds – with their participation.
	Listening	Hold a series of conversations with students on the topic of Holidays using information from the <i>francealacarte</i> website. The rest of the class listens to the questions and answers and takes notes under headings such as: destination?, quand?, avec qui?, activités?, logement?	www.francealacarte.org.uk/education/index.html (Select <i>About France</i> , then <i>Maison de la France</i>) The UK French embassy official site with links to learning resources and via tourism page links to different French regions. By selecting the map of France you can access particular regions. A short description of the region is displayed, but, more importantly, the weblinks to the tourism sites for the region. By selecting <i>Jeunes</i> , you can access sites such as <i>Disneyland Paris</i> and <i>Parc Astérix</i> .
	Reading	Ask students to use the tourist information from the Paris website to produce a timetable of activities for a day there with (a) a group of friends (b) their family. The maximum amount of money they can spend is 100 euros. The timetable of activities should include open/closing times, prices etc.	http://www.paris-touristoffice.com/index_v2.html The official French government Paris website. A tourist site (French and English versions) with links to many other Paris based sites. A wealth of information especially in the Monuments and Musées links – much factual information.
	Writing	Follow this up with a written activity, eg students write diary entries/postcards from destination.	

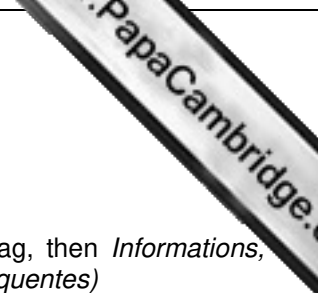
<ul style="list-style-type: none"> Give and seek information about normal holiday activities (Core): continued 	Listening	Gather together taped accounts of holiday habits to which students can listen. These could come from class recordings of student presentations, from readings by students/you/colleagues in the French department, taken from the range of personal accounts of holidays which can be found on the <i>mômes</i> website, or from commercial materials, ie text book support material. Tell students what information they should listen for and provide them with a 'grid' on which to record it.	www.momes.net (Select <i>Journaux</i> , then <i>Jeunes</i> , then <i>Tourisme</i>) An incredibly wide ranging French website with access to a vast array of well chosen authentic resources aimed at 11-16 year olds with their participation.
<ul style="list-style-type: none"> Give and seek information about normal holiday activities (Core): continued 	Listening Speaking Reading Writing	Working with either the whole class or with smaller groups, encourage students to give as much information as possible to questions on the subject of their holidays: <i>où? quand? avec qui? que fais-tu?</i> Share the information with the class and ask each student to prepare ' <i>un sondage</i> ' on the class activities and destinations (this could be in the form of a bar graph/pie chart for the less able students or a written account for the more able).	

<ul style="list-style-type: none"> Describe and enquire about a recent holiday (events, accommodation, trips, activities) giving simple views and opinions 	<p style="text-align: center;">CORE</p> <p>All of the above activities are appropriate using a different time frame</p>		
	Speaking Writing	Ask the students to imagine a holiday spent in a <i>pays/région francophone</i> eg <i>Québec, la Réunion</i> and describe what they did there (<i>où es-tu allé(e) en vacances? avec qui? quand? où as-tu logé? qu'est-ce que tu as vu? qu'est-ce que tu as mangé? qu'est-ce que tu as aimé/acheté?</i>) using information from the Internet or travel brochures.	www.bonjour-quebec.com A very useful site with much information and a useful updated diary of events. www.la-reunion-tourisme.com A useful site for tourist information. www.domtomfr.com A useful link to the <i>départements</i> and <i>terres d'outremer</i> .
	Reading Writing	Give students 10 minutes in which to read a complete text about holidays. Then distribute the same text again, but this time with gaps to be completed by the students.	www.momes.net (Select <i>Journaux</i> , then <i>Jeunes journalistes</i> , then <i>Tourisme</i>) An incredibly wide ranging French language site with access to a vast array of well catalogued authentic resources aimed at 11-16 year olds – with their participation.
	Writing	Ask the students to write a letter/account about their last holiday (<i>où es-tu allé(e), où as-tu logé? qu'est-ce que tu as fait? comment c'était?</i>).	
	Speaking Reading Writing	Ask your students to write out simple descriptions of holiday destinations/accommodation to include <i>destination, logement, prix, activités touristiques</i> . Ask each student to also write out his/her own preferences, eg <i>Je veux faire des randonnées à la montagne, Je veux passer une quinzaine au bord de la mer dans une station balnéaire avec plusieurs possibilités sportives</i> . In groups ask the students to match up preferences to descriptions (oral or written).	
	Reading Writing	Prepare a diary of events for a tourist destination for students to read (eg <i>dimanche: arrivée; lundi: marché; mardi: visite du château et pique-nique; mercredi: shopping et dîner au restaurant; jeudi: journée à la plage; vendredi: complexe sportif; samedi: départ</i>). Then ask the students to write an account of how they spent their week there – what they did, what they liked/disliked etc.	

<ul style="list-style-type: none"> Compare and contrast holiday destinations, draw conclusions and give reasons for preferences 	EXTENDED All of the above activities are appropriate but students should be encouraged to compare and contrast and explain why		
	Writing	As a follow-up to oral work, ask students to write an account of the worst/best holidays they have spent and explain their reactions to the holiday.	
<ul style="list-style-type: none"> Talk about future holiday plans 	CORE All of the above suggestions are appropriate here using a different time frame		
	Writing	Ask your students to write a letter/email to a tourist board requesting information about accommodation/events etc.	
	EXTENDED		http://polyglot.lss.wisc.edu/lss/lang/french.html An excellent site for teachers organised into categories such as City/Country Tours – virtual reality tours of several French cities.
	Speaking	In groups, ask the students decide where they will go on holiday together explaining the advantages of their choice	
	Speaking	Students work with a partner, each choosing where they will go on holiday and explaining why. Ask them to discuss the advantages and disadvantages of each destination then come to a decision on where they will go.	Paper 3 November 1997: Role Play B, Cards 3, 6, 9
	Writing	Students invite and persuade a friend to go on holiday with them this summer. Give reasons why it will be a good holiday.	Paper 4 June 1996: Question 1(a)

At the hotel/holiday home	CORE		
<ul style="list-style-type: none"> Enquire about and reserve accommodation, modify requirements in response to what is available 	Speaking	Prepare some simple cue sheets using visual or verbal cues. In pairs, ask the students to perform role play tasks to reserve/request accommodation (dates, length of stay, number of people, facilities available etc, cost).	Paper 3 November 2000: Role Play A, Cards 2, 3 Paper 3 November 2001: Role Play A, Cards 2, 3 Paper 3 June 2001: Role Play A, Cards 7, 8, 9 Paper 3 June 1996: Role Play A, Cards 1, 2, 3 Paper 3 June 1995: Role Play A, Cards 7, 8, 9 Paper 3, June 1993: Role Play A, Cards 1, 2, 3 Paper 3 November 1992: Role Play B, Cards 2, 5, 8
	Writing	Students write to a tourist office to find a holiday home to rent (give dates, length of stay, number of people, enquire as to specific facilities available eg pool, gym etc, cost).	Paper 4 November 1993: Question 1(b)
	Reading Writing	Students write a list of their accommodation requirements (<i>nombre de chambres, une/deux personne(s), prix, avec ou sans douche/salle de bains/télévision, piscine/parking (fermé) oui ou non</i>). Students match their own and others' requirements (written) to availability of different hotels/holiday homes and facilities.	www.minitelorama.com/index_annonces.htm click on <i>Locations vacances</i> www.hotels.fr/ click on map of France/Paris
	Speaking Listening	Create a grid using visuals to represent <i>nombre de chambres, combien de nuits, prix, avec ou sans salle de bains/douche/télévision/télévision, piscine/jardin/parking (fermé)/restaurant oui ou non</i> . In pairs, students record their own booking-in conversations (alternatively you could use recordings taken from the support materials that accompany most text books). Play these to the class and ask them to fill in the grid according to what they hear.	

<ul style="list-style-type: none"> Give and seek information about problems, eg noise, missing and lost items, items not working Give more detailed complaints 	EXTENDED		
	Writing	Students write a letter of complaint after a stay.	Paper 4 June 2000: Question 1
	Speaking	Students carry out role play tasks on the theme of experiencing problems with holiday accommodation.	Paper 3 November 2002: Role Play B, Cards 3, 6, 9 Paper 3 June 2001: Role Play B, Cards 3, 6, 9 Paper 3 June 1995: Role Play B, Cards 3, 6, 9 Paper 3 November 1995: Role Play B, Cards 2, 5, 8 Paper 3 June 1997: Role Play B, Cards 1, 4, 7

At the youth hostel		CORE All of the above activities with hotel/holiday home context changed to youth hostel context	 www.fuaj.fr (Select the French flag, then <i>Informations, questions les plus fréquentes</i>)	
<ul style="list-style-type: none">Enquire about and reserve accommodation, modify requirements in response to what is available plus give and seek information about hiring sleeping bags – duties required	Reading			Prepare a list of question based on the 'answers to commonly asked question' on the French Youth Hostel Association website (see Resources). Then either direct the students to the relevant page of the website or print it out and ask them to find the answers to the questions..
	Reading			Using the French Youth Hostel Association website (see <i>Resources</i>), select 4-6 different youth hostels (eg Aix en Provence, Boulogne sur Mer, Sète, Clermont Ferrand, Rennes, Belle-Île-en-Mer) and create 12 true/false statements for students to answer. More able students can be told to correct the statements.
	Speaking			Students participate in appropriate role play tasks.
<ul style="list-style-type: none">Give and seek information about problems, eg noise, missing and lost items, items not workingGive more detailed complaints	EXTENDED		Paper 3 June 1999: Role Play A, Cards 1, 2, 3 Paper 3 June 2002: Role Play A, Cards 1, 2, 3	
	Reading Writing	Ask the students to access the website for the ski resort of Chamonix and use it as a stimulus for the following activity: <i>Vous avez fait un voyage scolaire à Chamonix. Vous avez participé à des classes de neige. Vous étiez déçu(e) des vacances. Expliquez pourquoi.</i>	http://www.fuaj.org/fra/activites/hiver/chamonix.php	
	Speaking	Using the role play situations from the section 'At the hotel/apartment' as a starting point, prepare role play activities based on the context of the youth hostel for the students to carry out.		

www.fuaj.fr

(Select the French flag, then *Informations, questions les plus fréquentes*)

www.fuaj.org

(Select Version française, then *Les Auberges en France*)

Paper 3 June 1999: Role Play A, Cards 1, 2, 3

Paper 3 June 2002: Role Play A, Cards 1, 2, 3

<http://www.fuaj.org/fra/activites/hiver/chamonix.php>

At the campsite					
<ul style="list-style-type: none">Enquire about and reserve accommodation, modify requirements in response to what is available plus give and seek information about pitches, services, rental, parking	CORE Similar activities to at the hotel/holiday home and youth hostel				
	Reading Writing	Direct the students, in groups, to particular campsites on the <i>campingfrance</i> website (eg Bretagne (en bord de mer): Ar Menez, Les Goelands , L'escale; Rhone Alpes (à la montagne): Camp Municipal (Arcens), Les Ecureuils, Caravaneige CCDF Jeanne et Georges Cher, Les Epilobes, Camp Municipal Le Val d'Ambin, La Prairie) and ask each group to use the information provided to write a description of the campsite it has been allocated, but without attaching a name to the description. Then ask the students to match the descriptions provided by their classmates to the campsites.		www.campingfrance.com/fr/html/recherche (Select <i>Géographique</i> , then the appropriate region on the map, then <i>Voir tout</i> , then <i>en bord de mer</i> , <i>à la campagne</i> or <i>à la montagne</i>) Then look for the campsite you want. Once into an individual campsite, a key to the meaning of the symbols used in the description can be accessed by selecting <i>Légendes pictos</i> .	
	Speaking	Students participate in appropriate role play tasks.		Paper 3 June 2000: Role Play A, Cards 4, 5, 6 Paper 3 November 2002: Role Play A, Cards 1, 2, 3 Paper 3 November 1996: Role Play A, Cards 1, 2, 3	
	Writing	Ask the students to write to a campsite to make a reservation.		Paper 4 November 1998: Question 1(a)	
<ul style="list-style-type: none">Give and seek information about problems, eg noise, missing and lost items, items not workingGive more detailed complaints	EXTENDED				
	Writing	Ask the students to imagine that they spent their holidays on one of the campsites on the <i>campingfrance</i> website (see Resources). The campsite was not all it was described to be. Ask the students to write a letter of complaint after their stay.		www.campingfrance.com/fr/html/recherche (Select <i>Géographique</i> , then the appropriate area on the map) You can access information on individual campsites by name. Once into an individual campsite, a key to the meaning of the symbols used in the description can be accessed by selecting <i>Légendes pictos</i> .	
	Speaking	Prepare role play tasks for the students to carry out on the topic of problems with the campsite where they are staying.			

General accommodation tasks		CORE		
• Deal with payments				
		Speaking	Incorporate task on payment eg the possibility of paying with a credit card to role play situations	
• Compare and contrast different types of accommodation		EXTENDED		
		Speaking	Prepare cue cards with visual/verbal cues to suggest either positive (lovely view, good location, good food, good facilities, friendly staff) or negative (hotel not finished, dirty rooms, broken shower, too much noise, poor food) aspects of a stay in France. Students then prepare taped accounts of an imaginary stay using the cue cards as a stimulus.	
		Writing	Students follow up the above activity with a written explanation of the advantages and disadvantages of the accommodation.	

<ul style="list-style-type: none"> Describe ideal holiday accommodation and ideal holiday 	EXTENDED		
	Reading Writing	Students read accounts of different holiday experiences (see <i>mômes</i> website) then prepare own account of their own ideal holiday in a <i>pays francophone</i> .	www.momes.net (Select <i>Journaux</i> , then <i>Jeunes journalistes</i> on <i>Tourisme</i>) An incredibly wide ranging French language resource with access to a vast array of well catalogued authentic resources aimed at 11-16 year olds with their participation. www.francealacarte.org.uk/education/index.html The UK French emabassy official site with links to learning resources and via tourism page links to different French regions. www.bonjour-quebec.com A very useful site with much information and a useful updated diary of events. www.la-reunion-tourisme.com A useful site for tourist information. www.domtomfr.com A useful link to the <i>départements</i> and <i>terres d'outremer</i> .
	Speaking	Students present a topic to a small group – <i>Mes vacances de rêve</i> – emphasising explanations and justifications for choice. More able students could do a follow-up discussion once you have checked they have the necessary question techniques.	

FESTIVALS AND SPECIAL OCCASIONS

Learning Outcomes	Suggested Teaching Activities		Resources
<ul style="list-style-type: none"> Give and seek information about special occasions/festivals eg birthdays, religious festivals, New Year, weddings, national days 	CORE		
	Speaking Reading	Revise the names of appropriate festivals plus dates (numbers) with the students.	http://www.ambafrance.org.uk/zipzap/calendrier.htm http://www.pouletfrites.com/ACCUEIL.htm These give short descriptions of some of the 'fêtes françaises'. http://www.cortland.edu/www/flteach/civ/fetes/fetes.htm This is a gap filling exercise based on special occasions/festivals in France.
	Writing	Ask the students to write invitations to a birthday party/wedding and then to reply to the invitation they have written.	
	Reading Writing	Ask the class to prepare invitations and then display these on the board. Each student should then choose an invitation and respond to it. More able students could go on to describe what happened.	
	Reading Listening	Read or listen to accounts of special occasions.	
	Speaking	Specify a special occasion (in the past) to the class, eg a birthday party. Then chair a 'brainstorming' session at which students contribute ideas on the preparations for the party, shopping for the party, location of the party, what happened at the party, what they enjoyed or didn't enjoy. Collate these ideas on the board. As a follow up pair activity, each student could give a short presentation to a partner.	

<ul style="list-style-type: none"> Give a factual account about an occasion in the student's local area/country 	Speaking	Prepare a simple overhead transparency with drawings of 7 or 8 activities which form part of a local celebration/festival randomly arranged. Ask the students to put the activities in the right order and then describe the day's activities.	
	Reading Writing	Give the students an account of a festival to read. Ask them to use this as a model and to write their own account of a local celebration/festival in the form of an informal letter to a French friend.	
<ul style="list-style-type: none"> Give a more detailed account of a special occasion 	EXTENDED Activities as above but students should add in reactions to/explanations of the events		
	Reading Writing	Provide the students with the opening paragraph of an account of a wedding and ask them to provide the continuation.	
	Reading Writing	Class plays consequences: provide each student with a blank piece of paper on which the answers to the questions that follow below will be written. After each question has been answered, the paper is folded over to hide what has just been written and passed on to the next person who answers the following question and so on. Each student then takes it in turn to narrate each complete scenario. The questions are: Who met who at the party? What did person 1 say? What did person 2 reply? What did person 1 do? What did person 2 do? What was the consequence?	

<ul style="list-style-type: none"> Describe a special occasion in a French speaking country 	CORE		
	Reading	Provide the students with a list of the main 'fêtes' in France and a description of the activities for each fête. Ask the students to match the lists to the descriptions	http://www.ambafrance.org.uk/2002/01/01/calendrier.htm This gives a list of 'les fêtes françaises' and a short description for some of them.
	Reading Speaking	Ask the students to read an account of a fête and then recount the fête as if they had been there.	
	Reading Writing	Ask the students to find information (via travel leaflets, library, the Internet) on a fête in a French region or a <i>pays francophone</i> , and describe the fête.	http://www.viafrance.com/fetes.asp http://fr.franceguide.com/ These sites allow students to access details for fêtes/festivals that take place in France. http://www.nicecarnaval.com/ This is the website for the Nice carnival. www.carnaval.gf This website has information on the carnival in Guyana.
	Listening	Students listen to an account of how Christmas is celebrated in France and answer questions.	Paper 1 November 2002: Section 2, Exercise 2

<ul style="list-style-type: none"> Give fuller details about customs in a French speaking area. Compare features of this area with the student's own area/country 	EXTENDED		
	Reading Speaking Listening Writing	Ask the students to research a <i>fête</i> in a <i>pays francophone</i> and contrast this with the customs in their own country (eg Christmas, New Year or a birthday or wedding). This could be done via questions (prepared) and answered in pairs, leading to an oral presentation. If an oral presentation is given it could then be turned into a listening exercise for other group members.	http://www.alianwebserver.com/so...ult.html This website gives details of how C... celebrated in France.
	Writing	Ask the students to imagine that they have been a guest at a family celebration, eg a wedding. Ask them to give a written account explaining the things they most enjoyed.	
	Reading Writing	Ask your students to read accounts of a local festival and then to write a letter thanking somebody for taking them to the festival, saying what they enjoyed or found different	http://www.momes.net/Journal/spectacle/feux.html A personal account of a visit to a firework display in Quebec. http://www.mome.net/Journal/tourisme/carnaval.html A personal account of being at the Carnival in Haiti. http://www.viafrance.com/fetes.asp This site allows students to access details for fêtes/festivals that take place in France.