Tous Ensemble ! 2

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| **Unit of Learning: Faire des réservations** | **Term: January–February Midterm** | **Approximate Duration: 2 weeks / 8 lessons** |
| **Learning Outcomes Assessment Learning Activities** |
| **Learning Outcomes in Focus**(What do I want my students to know, understand and be able to do in the target language?)**Strand 1 Communicative Competence Listening**1.3 identify specific information intexts related to familiar topics such as announcements, conversations, simple news items**Writing**1.21 fill out forms relevant to their age group and experience**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**Strand 3 Socio-Cultural Knowledge and Intercultural Awareness** Learning about relevant facts, people, places and history about the countryrelated 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***Discuss the student learning within these learning outcomes****.* | **Assessment**(What learning should students be able to demonstrate within this unit?)* Discuss different types of holiday accommodation
* Make hotel reservations
* Use the irregular verbs *partir*

and *venir** Discuss French holiday preferences
 | **Teaching and Learning Activities**(Plan the activities/methodologies\*. Consider the five language skills – Listening, Reading, Spoken Production, Spoken Interaction and Writing.)**Listening*** Listen to track 11.1 (p.264) to introduce holiday accommodation vocabulary. Discuss words that look similar to their English translations and differences in pronunciation, e.g. *camping*, *tente*, *wifi*, etc.
* Listen to track 11.2 (p.265) to introduce vocabulary for making a hotel reservation.
* Listen to four people booking accommodation (track 11.4) and complete the grid in English (p.266: Ex. 2).

**Reading*** Read the infographic (p.262) and answer the questions in English (Ex. A). Discuss the figures in relation to French people’s holiday preferences.
* Read about different types of holiday accommodation (p.263) and complete activities in French and English.

**Spoken Production*** Listen to track 11.3 and practice pronouncing words related to holiday accommodation (p.265).
* Students listen, repeat and recall vocabulary on the topic of holiday accommodation using track 11.1 (p.264), track 11.2 (p.265) and the *le logement* sentence builder (p.282).

**Spoken Interaction*** In groups, students write, perform and record a role play based on booking holiday accommodation (p. 266: Ex. 3).

**Writing*** Use the Grammar PowerPoint (FolensHIVE) and Textbook p.267 to practise working with the verbs *partir* and *venir.*
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|  |  | * Design an advertisement for a luxury hotel (Portfolio p.80)
* Fill in an online booking form for a hotel (Portfolio p.82)

**Differentiation Strategies*** Collaborative learning: The *Où se loger en vacances ?* text on p 263could be completed in pairs or even as a jigsaw reading activity, where students work together in groups to become experts on one specific paragraph. Then, each student moves into a new group in which every member has become an expert on a different accommodation type..

***\*Activities recognise the integrated nature and sequence (receptive productive) of second language acquisition.*** |
| **Resources** | *Tous Ensemble ! Cours Complet* Textbook and Portfolio FolensHIVE: audio tracks, Grammar PowerPoint Digital: student device, internet, online dictionary |
| **Teacher Reflection** | What worked well? | Even better if … | What other language development has taken place? |

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| **Unit of Learning: Vive les vacances !** | **Term: January–February Midterm** | **Approximate Duration: 3 weeks / 12 lessons** |
| **Learning Outcomes** | **Assessment** | **Learning Activities** |
| **Learning Outcomes in Focus**(What do I want my students to know, understand and be able to do in the target language?)**Strand 1 Communicative Competence Spoken Interaction**1.13 ask and answer questions and exchange ideas, emotions and information on familiar topics in everyday situations**Writing**1.17 write words and create short sentences using various media (emails, letters, blogs, postcards…) on everyday topics with accuracy**Strand 2 Language Awareness**Reflecting on how they learn languages;2.6 identify, share and explain their preferred language-learning strategies**Strand 3 Socio-Cultural Knowledge and Intercultural Awareness** Learning about relevant facts, people, places and history about the countryrelated to the TL:3.1 name and describe some features of the target language country such as geographical features, weather, places and landmarks, food***Discuss the student learning within these learning outcomes****.* | **Assessment**(What learning should students be able to demonstrate within this unit?)* Find out holiday information from a tourist office
* Record an interview about summer holidays
* Write a blog about a summer holiday
 | **Teaching and Learning Activities**(Plan the activities/methodologies\*. Consider the five language skills – Listening, Reading, Spoken Production, Spoken Interaction and Writing.)**Listening*** Listen to track 11.7 (p.271) to introduce holiday activities vocabulary (cultural and sporting).
* Listen to tourists at the tourist office (track 11.8) and fill in the grid in English (p.273: Ex. 4).
* Listen to Track 11.9 (p.274) to introduce vocabulary relating to a day at the beach.
* Listen to tracks 11.10–11.13 to practise identifying specific details about holidays. Answer the questions in French and English (*J’écoute bien !* p.285: Ex. 1–4).
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| * Use the *futur simple* correctly
* Describe a dream holiday in Tahiti
 | **Reading*** Read about two different types of holiday (p.270) and complete Ex. 1 in French.
* Read about the tourist office in France (*Dossier culture*, p.273).
* Read about how Noah spends time at the beach in Guadeloupe (p.275: Ex. 2). Answer the questions in French and discuss differences between beaches in Ireland and in Guadeloupe.
* Read Léa’s and Sami’s holiday blogs (p.277) and answer the questions in English.
* Read *Des vacances de rêve à Tahiti* and answer the questions in English (*Découvre le monde francophone* p.278).
* Read about Adrien’s trip to Tahiti (p.279) and complete Ex. 1 in English.
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|  | **Spoken Production*** Listen, repeat and recall vocabulary on the topic of holiday activities using track

2.7 (p.271) and the *Les activités en vacances* sentence builder (p.282). Students could practise the vocabulary though choral repetition, miming activities, Pictionary, etc.* Research, write and deliver a digital presentation on a dream holiday in a French- speaking country (Portfolio p.86). Complete the reflection activity (Portfolio p.88) to practice using WWW and EBI strategies.
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|  | **Spoken Interaction*** Working in small groups, ask and answer questions about holidays and holiday activities (p.273: Ex. 3).
* Working in pairs, students say what they like to do on the beach, using the image

prompts (p.275: Ex. 1). They can then use the images to say what they *will* do.* Record a conversation (*Tâche clé* p.281: Ex. 1) or an interview (Portfolio p.83) with

classmates about summer holidays.**Writing**• Use the Grammar PowerPoint (FolensHIVE) and Textbook p.268. to introduce andpractice *le futur simple*. Work in pairs to think about the best way to learn the*futur simple* endings (see if they can identify the link to *avoir*) and to memoriseirregular *futur simple* verbs.* Write a blog post about an imaginary holiday to a seaside resort in France

(Arcachon p.276; Saint-Tropez *Tâche clé* p.281: Ex. 2).**Differentiation Strategies**• Students can use the sentence builders on p.282 when writing their blogs andpreparing their interviews.• Students use the APP section of the Textbook (p283.) to complete vocabularyand grammar tasks appropriate to their level (*Niveau 1*, *Niveau 2* or *Niveau 3*). Astheir knowledge, understanding and confidence build, they can come back andcomplete subsequent activities at the next level up.***\*Activities recognise the integrated nature and sequence (receptive productive)**** ***of second language acquisition.***
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| **Resources** | *Tous Ensemble !: 2* Textbook and PortfolioFolensHIVE: audio tracks, Grammar PowerPoint, editable End-of-Unit Test, Printable *Devoirs* ActivityDigital: student device, internet, online dictionary |
| **Teacher Reflection** | What worked well? | Even better if … | What other language development has taken place? |

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