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 in  texts 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 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  ***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 country  related 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). |
| * 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. |
|  | **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. |
|  | **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 and  practice *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 memorise  irregular *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 and  preparing their interviews.  • Students use the APP section of the Textbook (p283.) to complete vocabulary  and grammar tasks appropriate to their level (*Niveau 1*, *Niveau 2* or *Niveau 3*). As  their knowledge, understanding and confidence build, they can come back and  complete 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 Portfolio  FolensHIVE: audio tracks, Grammar PowerPoint, editable End-of-Unit Test, Printable *Devoirs* Activity  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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