

Ma France en classe

Unité 17 : Les vacances

Activities based on this unit will help your learners to:

- Exchange information with others about where they come from
- Ask and answer questions about travel and holidays
- Talk about arrivals / departures / length of stay
- Recognise verbs that need être as an auxiliary in the perfect tense

Here are some suggestions for using the films and activities in the classroom. There are so many ways of exploiting the material; don't forget to let us know if you think of more.

Setting the scene

- Display the expression, *La rando raquette*. Invite suggestions as to what might be involved and what we might see in the film.
- Show the start of Video A (the introductions) and see if it confirms predictions. Pause the film as Nathalie questions each new person, to give the learners their names: Aurélie, Myriam, Hassen, Jean-Marie et le guide, Claudie) Invite descriptions of the location, the scenery and the participants.

Then and now

- Give everyone a grid similar to the one below and play the film without subtitles up to the end of the hike. Ask learners to complete the grid with appropriate information.

	Claudie	Aurélie	Myriam	Hassen	Jean-marie
Vient d'où ?					
Arrivé(e) quand ?					

Confirm answers by asking in the third person: *Claudie, elle vient d'où ? Elle est arrivée quand ?*

- Show that clip once more with no sound and English subtitles. Pause as Nathalie asks each person where they are from and when they arrived, asking different members of the group to ask the question and give the replies in French, from the English prompt.
- Echoing Nathalie's questions and the responses of the friends on film, learners can make a fresh grid and interview other members of the class, exchanging information about themselves.

Talking about holidays

- Use the comprehension quiz as an activity to engage everyone. Print the sheet of questions and cut them into strips, separating each question from its set of possible answers. Give everyone one question and one set of answers (not matching). Each person in turn reads out their question and the others must decide if they have the appropriate answers, and if so, which one is right. It encourages very careful listening and the practical

skill of deciding on an appropriate response; as always, the clue is in the question.

- Give everyone a copy of the transcript and ask them to highlight all the verbs in the perfect tense (*passé composé*) using *être*. Armed with a list of verbs, ask the learners to work in groups to compose a story about their "holiday". E.g. « *On est partis à Paris l'année dernière. On est arrivés le 14 juillet. On s'est baladés dans le centre ville, on s'est arrêtés dans des bars, on s'est bien amusés.* »
- Building on the use of the third person, encourage the formation of questions, having given one or two examples. Ask learners to work in pairs to compose questions about holidays using these and other verbs conjugated with *être*, (*aller, rester* etc). The pairs then split up to interview another couple.

Holidays past

- Video B shows the two girls saying where they've been and something about each place. A listening grid, inviting everyone to jot down something, any detail they hear about each destination, offers opportunities for differentiation by outcome. Prior to showing the film, give each learner a grid like the one below.

	La Corse	Newcastle	Londres	Le Pays de Galles
Détails				

Put Nathalie's key question up on the board, « *Vous êtes allées où pour vos plus belles vacances ?* », and show the film a couple of times. Debrief by inviting first the weaker learners to say what they noted about each destination. Then ask the stronger ones to contribute; they will probably have found more details. Do the Comprehension quiz online if possible. It will confirm some of the findings.

- The Jeu de rôle with Stéphane provides a simple skeleton conversation. Try it in class with some volunteers, then give out printed copies of the question prompts and encourage everyone to use it to interview as many others as possible. Confidence grows with each telling of the holiday story.
- Play Solitaire in teams to finish; each team member answers at least one question - and no conferring.

Consolidation

- The E-mail activity can be done at home. As an extension of that, give everyone a set of five expressions from the Vocabulary notes and ask them to compose their own e-mail or postcard, telling you about an invented (or real) holiday.



- Play Pétanque at the beginning of the following session, to revise, to refresh memories and to support those who were absent the first time.

For more support

All the activities are available online:

<http://www.bbc.co.uk/languages/french/mafrance/html/holidays/activity.shtml>

All transcripts are available online:

<http://www.bbc.co.uk/languages/french/mafrance/html/holidays/summary.shtml>