

Overview. In this chapter, students will be able to give advice, ask and receive information, and make a variety of travel transactions, such as buying tickets and booking a hotel room. Students will communicate in both the present and past tenses and use appropriate grammatical structures to discuss travel to different cities and countries.

Essential Questions:

- How does French enable me to travel throughout the francophone world?

Enduring Understandings:

- Language study is a tool for communication with speakers of the language throughout one's life: in school, in the community, and abroad.
- Language and culture are intertwined.
- Planning a trip to a French-speaking country requires knowing a wide variety of culturally-relevant details, such as places to visit and places to stay.

CURRICULUM STANDARDS / STUDENT OUTCOMES

Communication

1.1 Interpersonal - Students will:

- Give advice about a floor plan of a hotel labeled with French vocabulary.
- Write a conversation in which one is making a reservation at a hotel.
- Say personal information in order to make a reservation for a plane ticket.

1.2 Interpretive Reading and Listening - Students will:

- Write a list of criteria for rating hotels, research hotels, and then rank them.
- Use TPR commands to direct students to do tasks.
- Listen to advice and correctly identify items to take with them on vacation.
- Read a postcard and complete with missing words in French.

1.3 Presentational Speaking - Students will:

- Write the forms of “appeler”, “jeter”, and “épeler” on separate note cards with a sample sentence on the back of each card.
- Write three to four sentences about three countries they would like to visit and share the details with a small group.
- With a partner, students create and present a scene of at least ten lines that might take place in a train station in France.

Culture

2.1 Practices and Perspectives - Students will:

- Think of two small gifts from the US that they would bring if they were invited into a French home.

2.2 Products and Perspectives - Students will:

- Describe “santons” and list ways that figurines are used in cultures worldwide.

Connections**3.1 Cross-curricular** - Students will:

- Create a list of items (with their cost) to take on an international trip to develop a budget for the trip.

3.2 Acquire information - Students will:

- Read a brochure in French for a stay in Tunisia and discuss the preparations necessary for the trip.
- Students look at the website for the Électricité de France (EDF) and compare the French utility to their local one.

Comparisons**4.1 Language** - Students will:

- Describe which expressions with *faire* in French have an equivalent form in Spanish.
- Explain which two tenses the *passé composé* corresponds to in Spanish.

4.2 Culture - Students will:

- Discuss *gîtes*, including rules and regulations, and compare to US vacation homes.
- Discuss ratings for French hotels and amenities included for each star level.
- Explain how the electric system in France is different from the US and state which appliances they have which are dual-voltage and why.
- Students will compare and contrast the US and French passenger rail systems.

Communities**5.1 Beyond the School** - Students will:

- Describe evidence of available media in French in the community.

5.2 Lifelong Learner - Students will:

- Participate in activities to learn more about languages and cultures through various media in French.