

## IGCSE FOREIGN LANGUAGE FRENCH: UNIT 5 TRAVEL AND TRANSPORT

**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 studied in 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:

Vocabulary groups    Travel and transport vocabulary; forms of transport; enquiries about transport; buying tickets etc; railway/bus station and airport facilities; private and public transport; road accidents. Revisit: Holidays and accommodation (Unit 3)

Grammar            Core: Present tense (revision)  
                          Perfect tense (revision)  
                          Imperfect tense (revision)  
                          Future Tense (revision)  
                          Prepositions (contracted articles eg *pour aller au/à la*)

Extended: Perfect infinitive. Active use of the conditional.

Learning Outcomes	Suggested Teaching Activities		Resources
<ul style="list-style-type: none"> <li>Give information and seek information about usual journeys</li> </ul>	<b>CORE</b>		
	Speaking	Provide students with a list of appropriate questions, first prepared and practised in class then in pairs/groups. Emphasise factual details eg times/frequency and simple preferences for travel, eg <i>c'est rapide</i> etc.	
	Listening Writing	Students report back, either to the class or in groups, using the material prepared above. Students fill in a simple grid with headings such as <i>Moyen de transport?</i> , <i>Pourquoi?</i> , <i>Fréquence</i> etc. Results are then drawn together and a <i>sondage</i> prepared.	
	Reading Writing	Provide students with a suitable text, could be one chosen from <a href="http://www.momes.net">www.momes.net</a> or one composed in class (or from a text book). Students first read the complete text; then, distribute the same text again, but this time with gaps to be completed by the students.	<a href="http://www.momes.net">www.momes.net</a> (Select <i>Journaux</i> , then <i>Jeunes journalistes</i> , then <i>Tourisme</i> ) These texts are authentic sources, produced by adolescents and updated fairly regularly

<ul style="list-style-type: none"> <li>Give information and seek information about holiday journeys</li> </ul>	<b>CORE</b> (See also linked activities in Unit 3 which may be appropriate)	
	Speaking	Students prepare a one minute oral presentation about their last holiday/school trip based primarily on travel details rather than holiday activities.
	Writing	The above activity leads well into a written account. An Extended activity could be based on a journey that went disastrously wrong!
	Reading Speaking Writing	<p>Students access the <a href="http://www.parisparis.com">www.parisparis.com</a> website and choose destinations (4 is a good number) they have visited in the past/want to visit in Paris (for alternative areas/countries see Unit 3). Using the information on the website, they prepare an itinerary and then prepare an oral or written account saying how they moved round Paris. They must use a different form of transport each time and say if it was/would be a good choice and why?</p> <p>Using the information they have gathered, students prepare diary entries/short factual accounts (Core) or more imaginative accounts in different time frames (Extended).</p>
	Reading Writing	<p><a href="http://www.parisparis.com/fr/transport/">http://www.parisparis.com/fr/transport/</a></p> <p>This website gives information on the various methods of transport in Paris. Details of bus and <i>métro</i> travel can be found there together with maps</p> <p><a href="http://www.ratp.fr">www.ratp.fr</a></p> <p>This is the site for all Parisian travel possibilities and could be used for reference to maps etc. Go to <i>plans</i>: this gives a very good plan of the <i>métro</i> which can be used for working out routes/<i>correspondances</i> etc</p>
	Reading Writing	<p>Students read stimulus text about travel and answer Questions 36-40.</p> <p>Paper 2 June 1999: Section 2, Exercise 2</p>

<ul style="list-style-type: none"> <li>Travel by train and <i>métro</i>:             <ul style="list-style-type: none"> <li>getting information</li> <li>buying tickets</li> <li>making reservations</li> <li>include concept of <i>Le Shuttle/Le Tunnel</i></li> </ul> </li> </ul>	CORE		
	Reading	Students read all about special offers for young people. Ask the students to list where the destinations on offer are and the price of the tickets. They choose a destination and note down places to visit.	<a href="http://www.sncf.com">www.sncf.com</a> (Select <i>Voyages.sncf.com</i> , then <i>Espace 12-25</i> , then <i>Les Bons Plans</i> )
	Speaking	Students write down 4 destinations and 4 preferred times of day to travel and details of the group to travel. Working in pairs or groups they develop conversations based round sorting out their travel arrangements, eg what kind of ticket they want, where to, how much the ticket costs, at what time the train leaves/arrives. These 'cue cards' can be exchanged and conversations extended by building in problems, offers of reductions etc.	
	Speaking	Students practise examination role plays.	Paper 3 June 2000: Role Play A, Cards 1, 2, 3 Paper 3 November 1999: Role Play A, Cards 4, 5, 6 Paper 3 June 1999: Role Play A, Cards 4, 5, 6 Paper 3 November 1998: Role Play A, Cards 4, 5, 6 Paper 3 June 1994: Role Play A, Cards 4, 5, 6 Paper 3 November 2000: Role Play A, Cards 4, 5, 6 Paper 3, November 2002: Role Play A, Cards 7, 8, 9
	Listening	Students listen to taped details of train arrivals, departures, delays, platform numbers. These could be teacher or student produced or as found in most major coursebooks. Students note down information on a grid prepared for this purpose by the teacher.	
	Reading	Students answer multiple choice questions to identify station signs/facilities.	These can be assembled by the teacher from past papers.
	Reading	Students answer objective questions concerning special offers for rail tickets and also information about the RER.	Paper 2 June 1992: Section 1, Exercise 3 Paper 2 June 1994: Section 1, Exercise 2 Paper 2 November 1995: Section 1, Exercise 2

<ul style="list-style-type: none"> <li>Travel by train and <i>metro</i> (Core): continued</li> </ul>	Reading Writing	Students answer more difficult questions on the topic of rail travel.	Paper 2 June 1993: Section 1, Exercise 5 Paper 2 November 1999: Section 1, Exercise 4
	Reading Writing	Students answer questions about the routine of a TGV driver.	Paper 2 June 1999: Section 2, Exercise 1
	Reading Writing	Teacher prepares on an overhead transparency a simple plan of a station, using standard symbols/drawings for <i>le buffet, le guichet, la consigne des bagages, le kiosque, la salle d'attente, toilettes, téléphone, entrée/sortie, bureau des renseignements</i> etc. Less able students can match places to symbols and more able students can add in details on what is done in each place.	
	Reading Writing	Students answer <i>vrai/faux</i> reading exercises on <i>Le Shuttle</i> .	Paper 2 June 1995: Section 1, Exercise 4 Paper 2 November 2000: Section 1, Exercise 3

<ul style="list-style-type: none"> <li>Travel by bus/coach <ul style="list-style-type: none"> <li>getting information</li> <li>buying tickets</li> <li>making reservations</li> </ul> </li> </ul>	<b>CORE</b>		
	Speaking	Students create own role play cards (as above for train travel)	
	Reading	Students answer <i>vrai/faux</i> reading exercise on travelling from France to England by bus.	Paper 2 November 1999: Section 1, Exercise 2
	<b>EXTENDED</b>		
	Writing	Students write a letter to a French friend inviting them to go on a coach tour in France, stating what they would like to do and why.	Links with Holidays, Unit 3. Students may find it useful to visit sites such as <a href="http://www.francealacarte.org.uk/education/index.html">www.francealacarte.org.uk/education/index.html</a>
	Speaking	Teach the perfect infinitive then relate this to a list of places visited/itinerary of a coach tour on overhead transparencies. Students recount the trip factually using a perfect infinitive in each sentence. This can also be done in groups/pairs as a memory game or a game timed against a stopwatch.  Written extension is also possible.	
<ul style="list-style-type: none"> <li>Travel by air and sea <ul style="list-style-type: none"> <li>getting information</li> <li>buying tickets</li> <li>making reservations</li> </ul> </li> </ul>	<b>CORE</b>		
	Many of these tasks have common vocabulary groups with train/coach travel.		
	Reading Speaking Listening Writing	Ask students to note down the following: <ul style="list-style-type: none"> <li>prices and 5 possible destinations from Paris and booking conditions</li> <li>booking conditions for <i>Fréquence Jeunes</i> and 3 possible destinations and current prices and booking conditions</li> </ul> Using the above information, students make up role plays in pairs which are performed to the group/class. Other students note down the details. Teacher to collate results and ask the group to decide on a common destination for a school trip. More able students can be asked to write a letter inviting a French friend to go on one of their trips saying why.	<a href="http://www.airfrance.com">www.airfrance.com</a>  Select <i>Site France</i> , then <i>Espace Jeunes</i> (on the left of the screen), then <i>flash</i> or <i>html</i> , then <i>Tarifs jeunes</i> (hover over multi-coloured bar code)
	Reading Speaking Listening Writing	All of the above types of activities can be carried out using similar information on the Sea France site but obviously travel is between France and England.	<a href="http://www.seafrance.com">www.seafrance.com</a>

<ul style="list-style-type: none"> <li>Travel by air and sea (Core): continued</li> </ul>	Speaking	Students practise oral examination role play.	Paper 3 November 1999: Role Play B, Cards 1, 4, 7 Paper 3 November 2001: Role Play B, Cards 2, 5, 8
	Writing	Students write a thank you letter to French hosts following a stay. In it they give details of the return journey – this could be as expected or eventful, eg lost cases, missed connection etc.	
<ul style="list-style-type: none"> <li>Travel by car               <ul style="list-style-type: none"> <li>buying petrol etc</li> <li>understanding traffic delays</li> <li>breakdown</li> </ul> </li> </ul>	<b>CORE</b>		
	Speaking	Teacher prepares an overhead transparency (good ones can be found in most coursebooks) representing petrol (lead-free), oil, water, tyres etc and quantities. Pupils practise role plays for varying amounts and queries (eg // <i>y a des toilettes? Vous avez des cartes routières?</i> ).	
	Reading Writing Listening	Using maps provided on the <i>bison-futé</i> website, students practice saying where there are traffic jams etc. Using a map of <i>travaux</i> , students prepare a written report for a radio station (eg <i>inforoute</i> ) giving travel details. These can be recorded and played to the group and used as the basis for a listening exercise.	<a href="http://www.bison-fute.equipement.gouv.fr/">www.bison-fute.equipement.gouv.fr/</a>
	Speaking Writing	Using a map of France (real or from the web, available on <i>bison-futé</i> ), students practise saying where they have broken down (identifying road numbers and towns). Prepare an overhead transparency with colours and makes of cars in order that students practise identifying their car. This activity can then be built into the above activity. Starting from a visual stimulus on an overhead transparency, students give a simple explanation of a breakdown problem (eg no petrol, flat tyre). Once students have acquired and practised the appropriate vocabulary and structures through these exercises, they can be asked to produce written dialogues on the theme of a breakdown. These can then be used as source material for reading and gap-fill exercises.	<a href="http://www.bison-fute.equipement.gouv.fr/">www.bison-fute.equipement.gouv.fr/</a> Paper 3 November 1996: Role Play B, Cards 1, 4, 7 Paper 3 November 2001: Role Play B, Cards 1, 4, 7

<ul style="list-style-type: none"> <li>Give and seek information about accident/injury (eg car accident)</li> </ul>	<b>CORE</b>		
	Speaking Listening Reading Writing	Students revisit injury vocabulary, accident vocabulary and structures from Unit 1 (eg <i>je me suis blessé</i> )	Paper 3 June 1995: Role Play B, Cards 1, 4, 7 Paper 3 June 1992: Role Play B, Cards 3, 6, 9
	Listening Reading	Students listen to accounts of simple car accidents (all major coursebooks feature these). They note down where the accident occurred, how it happened (collision etc), whose fault it was and what the result was. (Alternatively script 3 or 4 incidents and play these to the class.) Give out a gapped text of the above scripts and ask the students to complete it.	
	Writing	Ask students to give a factual account of a road accident or present them with an insurance claim form to fill in with headings such as where the accident occurred, how it happened, whose fault it was and what the result was. Remember first to revise vocabulary for emergency services, phone call etc.	
<ul style="list-style-type: none"> <li>Understand road/motorway signs</li> </ul>	<b>CORE</b>		
	Reading	Teachers prepares an overhead transparency of common road symbols used (these can be copied from a travel section in any major coursebook). As a low level 'starter' vocabulary exercise, students match symbols to vocabulary (eg <i>péage, autoroute, aire, sortie</i> )	
	Reading	Students answer vrai/faux questions about facilities available at motorway service stations	Paper 2 November 1997: Section 1, Exercise 2 Paper 2 June 1995: Section 1, Exercise 2
	<b>EXTENDED</b>		
	Writing	Students write an account of an imaginary journey from Calais to the south of France via the motorway system.	

<ul style="list-style-type: none"> <li>General travel items plus links to the environment             <ul style="list-style-type: none"> <li>Green transport</li> <li>public versus private transport</li> <li>unusual journeys</li> </ul> </li> </ul>	<b>EXTENDED</b>		
	It would be appropriate, especially for Extended students to go beyond the factual tourism/travel aspects of this topic and to see travel in a wider way linked to environment and pollution. Teachers should study texts related to ecological aspects of transport such as the wider advantages/disadvantages of forms of travel/public transport. (See also Unit 6 for links to World Issues – Environment.)		
	Reading Writing	Ask students to read the information provided on the website and to then write an account of how the RATP helps cyclists. Teachers could also download the page and put in gaps for a Cloze test.	<a href="http://www.ratp.fr">www.ratp.fr</a>  Select <i>Roue Libre</i>
	Speaking Writing	Having covered the pros and cons of public/private transport, ask students to work in groups to prepare lists of pros and cons. These lists could form the basis of presentations which, with able students, could be developed into an oral debate with a written follow up.	
	Reading	Students answer French questions based on the ecological aspects of bike riding	Paper 2 November 1998: Section 2, Exercise 1
	Reading	Students answer questions based on the wider work of the RATP (multiple choice).	Paper 2 June 1998: Section 3, Exercise 1
	Reading	Students answer multiple choice questions about driving habits in Europe.	Paper 2 June 1992: Section 3, Exercise 2
	Reading	Students answer multiple choice questions about public transport in Curitiba.	Paper 2 June 1995: Section 2, Exercise 1
	Reading	Students answer questions in French about a round the world sailing trip.	Paper 2 June 1996: Section 1, Exercise 2
	Reading	Students answer questions about car-free day	Paper 2 June 2002, Section 3, Exercise 1
	Reading	Students answer multiple choice questions about the life of a helicopter pilot.	Paper 2 November 1998: Section 3, Exercise 1
	Reading Writing	Students complete a Cloze test about a road accident.	Paper 2 June 1995: Section 3, Exercise 3
	Writing	Ask students to write a letter to a newspaper supporting/contesting the building of a new motorway. First practise ways of putting views forward.	



<ul style="list-style-type: none"> <li>General travel items plus links to the environment (Extended): continued</li> </ul>	Reading Writing	Students complete a Cloze test on the subject of a journey.	Paper 2 June 2000: Section 3, Exercise 3
	Reading	Students answer questions about a journey into space.	Paper 2 June 1998: Section 2, Exercise 1
	Writing	Having read through a variety of texts at this level, students prepare a creative, imaginative piece of work in which they have to describe how Paris or a local town might look in 50 years (eg How will people travel and why?). This is a good revision spot for the future/conditional tenses.	<a href="http://www.francealacarte.org.uk/education/index.html">www.francealacarte.org.uk/education/index.html</a>  Select About France, then <i>Maison de la France</i> , then France. Use the map to select a particular large town, eg Strasbourg. Students will be able to access pictures/addresses for a town and check what public transport facilities already exist
	Speaking	More able students could be asked to prepare a presentation on <i>Les transports de demain</i> .	