

The New Senior Secondary Curriculum for Sierra Leone

Subject syllabus for French for Tourism
Subject stream: Languages and Literatures



This subject syllabus is based on the National Curriculum Framework for Senior Secondary Education. It was prepared by national curriculum specialists and subject experts.



Curriculum elements for French for Tourism – an applied subject

Subject Description

French for tourism develops in the learner an ability to use the French language effectively for practical communication in typical tourism-related situations, with an emphasis on the learner's skills of listening, reading, speaking and writing in French. From a tourism perspective, the pupils are also exposed to critical aspects of the culture of France and neighbouring francophone countries and communities thus preparing them for confident and positive interactions with French speakers that they may come across while in the tourism business. In addition, the learner is exposed to the wider international context of tourism and to global organizations that promote, regulate and facilitate travel for leisure.

General Syllabus objectives

To enable the pupil to:

- understand different registers of French
- communicate with clarity and confidence in French
- acquire useful French vocabulary needed for communication in travel and tourism-related situations
- acquire insights and understanding about the world of travel from a French perspective
- develop reading and writing skills (in French) that will be useful for tourism
- acquire insights into, understanding and appreciation of aspects of the culture and civilization of France and especially Francophone African societies that will come in handy when travelling for leisure
- acquire insights into the wider international contexts of tourism and especially global organizations that facilitate travels

Assessment objectives

The pupil will be expected to:

- Understand and respond to spoken French
- Communicate freely in French on typical tourism-related situations
- Understand and utilize basic aspects of French Grammar and vocabulary needed for interaction and communication in travel and tourism
- Understand and respond to audio and video content in French such as messages, announcements, notices and advertisements.
- Write simple letters, messages, notes etc. in the correct register
- Process and summarize tourism information from flyers, adverts, infomercials, brochures and websites
- Gather information and do short presentations on subjects relating to tourism.



Structure of the Syllabus Over the Three Year Senior Secondary School Cycle

Year 1	Years 2 & 3
French for tourism will be dedicated on the one hand to strengthening/consolidating the foundation in reading, understanding, writing and speaking French that was assumedly gained at Basic Education level, while on the other hand starting to prepare the pupil with communication skills in basic French needed to operate in tourism-related contexts.	Pupils will deepen their ability to operate in French and become more confident to work or do tourism-related business in a French speaking environment.

	N°	Topics/Themes
Year 1	1	What is Tourism? Background and general features of travel and leisure
	2	Legal and regulatory framework for tourism
	3	People & contact: Meeting business contacts and getting to know them; introducing self/others
	4	Transportation: Making reservations by telephone (flight)
	5	Travel Documents: The passport
	6	Travel Documents: The visa
	7	Travel Documents: Health certificate
	8	Obtaining travel documents
	9	Travelling (international)
	10	Travelling (local)
	11	Timetable, calendars, schedules
	12	Revision
Year 2	1	Services (information centres, tourism associations, Office du Tourisme)
	2	Finding one's way around town: asking directions
	3	Shopping in town
	4	Food and beverages (restaurants)
	5	Accommodation (hotels, guest houses)
	6	Hotel Star ratings:
	7	At the hotel (facilities)
	8	Making reservations by telephone (hotel)



	9	At the hotel (check-in/check out)
	10	Taxes and customs
	11	Local currencies around the world: Types of local currencies, Currency codes
	12	Travel insurance
	13	Revision
Year 3	1	Types of tourism
	2	Adventure tourism and recreation
	3	Attractions (museums, cultural sites, theatres)
	4	Events and Conferences (festivals, Olympic Games)
	5	Business activities and employment in the Travel and Tourism industry
	6	Tourism MRU: discovering Guinea
	7	Tourism MRU: discovering Cote d'Ivoire
	8	Tourism MRU: discovering Sierra Leone
	9	Global travel and tourism organizations: International Air Transport Association (IATA), World Tourism Organization (WTO) United Federation of Travel Agents' Associations (UFTAA)
	10	Revision



Teaching Syllabus

Topic/Theme/ Unit	Expected learning outcomes	Language Content (grammar, phonetics, vocabulary)	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
<p>What is Tourism? Background and general features of travel and leisure</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • get a solid background understanding of the industry of tourism, travel and leisure • become comfortable with the subject 	<p>Definition and type of tourism</p> <p>Tourism- travel for pleasure or business; theory and practice of touring; business of attracting, accommodating, and entertaining tourists; business of operating tours; practice of travelling for recreation/pleasure; international and domestic tourism</p> <p>Adventure Tourism-seeking something new</p> <p>Birth Tourism-Travelling from one country to another to give birth</p> <p>Business Tourism-Travelling for meetings, conferences</p> <p>Culinary Tourism-Food tours to get to taste different dishes</p> <p>Cultural Tourism-Travelling to know the history of the region, way of life of different people, religions, festivals etc.</p> <p>Eco Tourism- visiting a farm or a ranch and indulging in agriculture-related activities.</p>	<p>Class discussion topics:</p> <ul style="list-style-type: none"> • How does tourism support the economy of a country? • Identifying the types of tourism happening in Sierra Leone, their own experience with tourism and tourists. • Supply and demand sides of tourism and the main actors; advantages and disadvantages of tourism <p>Translation: the various types of tourism into French</p>	<ul style="list-style-type: none"> • Photos and pictures of tourism and tourists • Brochures and travel tour literature • Audio and videos. 	<p>Comprehension: questions on passages about tourism; aural comprehension (learners listen to recording in English or French and write down answers to questions) to assess their listening and understanding of the subject.</p> <p>Spelling and dictation: dictate key French words, terms, expressions, about tourism and check the spelling</p> <p>Oral: on types of tourism, tourism in Sierra Leone and advantages and disadvantages of tourism</p>



		Religious Tourism- travelling for pilgrimage or for missionary activities			
Legal and regulatory framework for tourism	The learners will become cognizant of the legal and regulatory frameworks within which the tourism industry functions and of its multi-disciplinary nature.	<p>Tourism policies: enabling instruments, indicating Governments' commitment to promote and improve tourism;</p> <p>Tourism laws are multi-disciplinary, they favour the growth of tourism in the country, ex. Laws relating to the environment, to travels, to security, to taxes etc. How laws can support the growth of tourism ex. Reducing taxes and the cost of travelling to Sierra Leone, or laws encouraging tour operators, or laws relating to clean environment.</p> <p>Ministry in charge of tourism: need for inter-ministerial cooperation; essential collaboration with the private sector.</p> <p>Key French words and expressions: la politique du tourisme; le secteur privé, Règlements, la Loi, la croissance économique,</p>	<p>Class take-home assignment: to find out the difference between a policy and a law</p> <p>Class discussion: tourism policies, laws, challenges such as institutional weaknesses, inadequate infrastructure, implementation gaps etc.</p> <p>French: pupils are introduced to key French words and expressions</p>	<ul style="list-style-type: none"> • Samples of tourism policy and laws that support the growth of tourism • Prepared list of selected types of tourism and laws that are related to each of them 	<p>From a list of definitions in English, name both in English and French, the type of tourism for each definition.</p> <p>Conversely, from a list of types of tourism choose the correct definitions given in French</p>



		l'environnement, les voyages, la sécurité, les taxes, les impôts			
People & contact Meeting business contacts and getting to know them; introducing self/others	<p>Pupils will be able to</p> <ul style="list-style-type: none"> communicate effectively when interacting with people for business for the first time introduce self or third party give basic information about themselves and what they do and soliciting the same information from the people they meet 	<p>Appropriate greetings: Bonjour, Bonsoir, Bonne journée, Au revoir, Bonne nuit, A très bientôt, A ce soir, à demain, à toute à l'heure Monsieur, Madame, Messieurs, Mesdames</p> <p>Expressions: S'il vous plait, Enchanté de vous connaître, je vous remercie, je vous en prie, A vous de même, Je vous présente..., Voici mon collègue...</p> <p>Conjugation (present tense) of foundational verbs: Etre, avoir, aller, faire</p> <p>Interrogative: A qui ai-je l'honneur? Vous êtes Monsieur/Madame...? Comment allez-vous? Vous êtes originaire d'où? Vous êtes de quelle nationalité? Qu'est-ce que vous faites dans la vie? Quelle est votre profession? Que faites-vous en Sierra Leone/ici? Vous êtes basé où...? Il y a/ vous avez combien de...?</p>	<p>Pupils imagine and design their own business cards.</p> <p>Pupils imagine and design a passport or ID card with basic personal information.</p> <p>Oral: Pupils introduce themselves to the class as the person on the business cards (use flash cards or paper). Stimulate dialogue in class, by pairing up the pupils into mock meet and greet business improvisations.</p> <p>Next, pupils introduce a third person.</p> <p>Reading/pronunciation: pupils read short bios in French of business executives</p> <p>Writing: pupils write short sentences introducing the person on their business cards ex. "Je me présente Madame Sesay, directrice de marketing à la Société Sierrabric..."</p> <p>Spelling and pronunciation:</p>	<ul style="list-style-type: none"> Selected authentic texts Models of passport and ID cards Audios or video recordings of conversations in French Bower, Malcolm; Lucette Barbarin. French for Business. Fifth edition. London: Hodder and Stoughton, 2002. 	<p>Dictation of words, phrases, sentences etc.to verify spelling, listening</p> <p>Oral practice to assess speaking (pronunciation, grammar) understanding, spontaneity.</p> <p>Grammar tests: Fill in the blanks or multiple choice or spot the error</p> <p>Role play: to test pronunciation, grammar, fluency, spontaneity</p> <p>Multiple choice questions Grammar exercises</p>



		<p>Subject pronouns: Je, tu, il/elle/on, nous, vous, ils/elles The formal "Vous"</p> <p>Direct object pronoun: Je le/la connais; il me connaît; on se connaît</p> <p>Definite article: le, la, l', les/ au (à + le), à l', à la, aux</p> <p>Indefinite article: un, une, des</p> <p>Demonstrative adjectives: Ce, cet, cette, ces</p> <p>Stress pronouns: Moi, toi, lui, elle, nous, vous, eux, elles: (ils sont à moi; elle est à lui, chez nous)</p> <p>Possession: le bureau du directeur/ de la directrice, la voiture de Monsieur X, la responsabilité/ le rôle du directeur</p> <p>Possessive pronouns: mon, ton, son, ma, ta, sa, notre, votre, leur// mes, tes, ses, nos, vos, leurs</p>	<p>Take home spelling assignments of key business French vocabulary Class dictation to test spelling, listening, pronunciation</p>		
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Making reservations (flight)	Pupils will acquire enough communication skills to make flight reservation	<p>Useful expressions: je voudrais réserver un vol, celui de, celle de, partir, si possible, d'accord, places disponibles, pour combien de personnes? Adultes, enfants, bébé, l'enregistrement, L'avion part à (19 heures) et arrive à (23 heures), le départ, l'arrivée, avant/après, vers quelle heure..., de Freetown à Paris; entre le 24 et le 27 juillet, de préférence dans l'après-midi, le soir, (le départ) être prévu pour (20.30), voyager en classe économique, classe affaire, première classe,</p>	<p>Listening: Play recorded dialogues in class followed by Q & A for comprehension</p> <p>Prepare written dialogue or scenarios: for booking air tickets at a travel agency</p> <p>Reading: pupils read aloud in turns as teacher pays attention to pronunciation, intonation etc... Pupils respond in writing to questions on the passage</p>	Written dialogue Recorded conversations: https://www.youtube.com/watch?v=86XBpSPQnWQ https://www.youtube.com/watch?v=P6ZwRMwbJjs	<p>Vocabulary tests Find the opposites, Dictation/spelling Listening comprehension (pupils answer questions on recorded texts)</p> <p>Grammar Written test: change infinitive verbs in a passage to conditional tense; change infinitive verbs into future tense</p>



		<p>billet aller-retour, aller-simple, numéro de référence, le ferry, faire escale à..., une correspondance à..., le billet, le prix, le prix est élevé/bas, une promotion, vingt-trois kilos de bagages par adultes, cela vous convient, cela me convient, suffisant</p> <p>Grammar: Conditional tense: vous souhaiteriez, vous voudriez, ce serait..., il pourrait, ça devrait aller, Future tense: Vous arriverez à..., vous partirez...le retour se fera... ce sera tout. Telling the time: Using 12 hour and 24 hour systems: ex. 10.30 pm: dix heures et demie or vingt deux heures trente. Months of the year: (correct preposition) en octobre, en aout, au quatorze janvier, au premier mars</p> <p>Names of major capital cities pronounced in French: Londres, Paris, Bruxelles, Dakar, Abidjan, Montreal, Berlin</p>	<p>Role play: using notes on flash cards, pupils simulate a conversation with travel agent, Speaking: pupils are given short individual travel itineraries which they will describe to the class</p>		<p>Written: pupils write out in words time given to them in figures both 12 hour and 24 hour systems. Exercise reversed from words to figures</p> <p>Oral Quiz 1: pupils find the capitals of countries pronounced in French Quiz 2: pupils given the names of capital cities find the names of corresponding countries pronounced in French.</p>
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<p>Travel Documents: the passport</p>	<p>The learner will discover all the facts about passports; important documents that enable people to move across borders</p>	<p>Definition of passport: official travel document; issuing authority; nationals or aliens Passport- means of identification; evidence of legal entry into a country; joint passports, spouses and children Validity normally ten years or five years (some countries have specific requirements about validity before allowing entry) Types of passports: le passeport ordinaire (for travels not work related), le passeport de service issued to Government/public sector officials for work related travels only, and le passeport diplomatique: for senior political leaders, diplomats and consular officials Other passports: UN passports for UN officials or Laissez-passer for refugees, alien passport (issued to people living in countries where they are not citizens) Ownership: autorité de deliverance or issuing authority that can withdraw it at any time.</p>	<p>Learner draws passport page and fills in their own information</p> <p>They exchange passports and then introduce their neighbours to the class using the information filled in</p> <p>Role play: dialogue in French between a passport officer and a traveller at the airport.</p> <p>Explore the different ways of asking the same question in French: ex. 1. Quel est votre nom? Comment vous appelez vous? Votre nom, s'il vous plait? On vous appelle comment? 2. Quelle est votre date de naissance? Quand est-ce que vous êtes né? Vous êtes né quand? Votre date de naissance?</p>	<ul style="list-style-type: none"> • A passport or ID card 	<p>Writing/spelling: use information given in a narrative about someone to create his/her passport: ex. <i>"Je m'appelle Aissatou Doumbouya. Je suis née le 4 octobre 1995 a Kankan. Je suis de nationalité guinéenne. Mon passeport a été délivré le 12 mars 2005 à Conakry et a expiré le 12 mars 2015."</i> From this information the pupil creates a passport and fills in the details: Nom: Doumbouya Prenom: Aissatou Date de naissance: Lieu de naissance: etc. Or: From a passport with details filled in, the pupil writes out a presentation of the passport holder</p>
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Travel Documents: the visa	The learner will discover all the facts about visas; important requirement for international travels	<p>Definition of a visa: a permit allowing a citizen of one country to enter another country. (<i>Le visa; un permis; une entrée, deux entrées</i>). Each country has its visa requirements. Visa system assists immigration authorities to keep records. Visa regulations drawn up in bilateral agreements (un accord bilatéral) between countries.</p>	<p>Role play: based on given scenarios travel agent gives advice on visa requirements to travellers. Ex: Q. Je suis sierra léonais et je voudrais aller aux Etats Unis, qu'est-ce qu'il me faut? R. Vous devez avoir....</p> <p>Pupils in small groups do some research into the visa requirements for Sierra</p>	<ul style="list-style-type: none"> • Photos of visas in passports • Official information about visas by Governments • ECOWAS agreement on freedom of movement of persons and 	<p>Translation from French to English: relevant portions of international agreements on visas etc.</p> <p>Group presentations in French on topics such as: the different types of visas or What a citizen of</p>



	<p>Visa: an entry in a passport or other travel document made by an official of a Government granting the passport holder freedom to enter or re-enter the country concerned. Visa indicates the authorized length of stay and the number of entries allowed during that period (<i>la validité du visa; la durée de séjour; le nombre d'entrées, pays de destination finale, pays d'origine</i>) Note: Final decision for entry rests with the immigration official at the point of entry.</p> <p>Types of visa: <i>Visa de visiteur; visa touristique; visa de transit, permis de rentrée, visa Schengen</i></p> <p>Travel agents must be conversant with the visa requirements of countries in order to give proper advice to clients (<i>un agent de voyage</i>) Transit, Connection or connecting flight (<i>correspondence, transit</i>) a Sierra Leonean national (un</p>	<p>Leoneans travelling for example to countries in Europe, West, East and Southern Africa, North and south America, Asia; research about Schengen agreement, visas within Europe</p> <p>Opportunity for pupils to learn the French names for various countries, ex. Poland, Belgium, Wales, Scotland,</p>	<p>goods (French version)</p> <p>http://borderlesswa.com/sites/default/files/resources/feb17/Recueil_Textes%20CEDEAO</p>	<p>Sierra Leone needs to travel to the UK</p>
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		<p>ressortissant sierra léonais); citoyen</p> <p>Expressions: Pour aller en France, au Sénégal, aux Etats-Unis</p> <p>Grammar : Falloir: il faut avoir un visa, il vous faudra un visa, il vous faut un... Devoir: vous devez avoir un visa, Vous devrez prendre un...</p>			
Travel Documents: health certificate	Pupils find out about the importance of health regulations and information for travellers	<p>General health information (<i>Informations générales sur la santé, certificat sanitaire</i>) WHO/OMS : Organisation Mondiale de la Santé; certificat international de vaccination (carte jaune/yellow card); certificat de vaccination contre l'épidémie du coronavirus 19; hépatite, Ébola, choléra, la fièvre jaune, la tuberculose, la poliomyélite, la rougeole (measles); mis en quarantaine; vaccination obligatoire; vaccination recommandée</p>	<p>Class discussion topics:</p> <ul style="list-style-type: none"> • Against which diseases is vaccination compulsory and why? • What is a yellow card and why does a traveller need it? • What are the health regulations for visitors to Sierra Leone? <p>Translate major infectious diseases from English to French: ex. the flu (la grippe),</p>	<ul style="list-style-type: none"> • Sample of international certificate of Vaccination or yellow card • any published travel-related health regulations from a country in Europe and an African country 	<p>Translation tests on the common infectious diseases for which vaccination is compulsory or recommended.</p> <p>Reading and comprehension exercises: passages in French on visa requirements.</p> <p>Pupils are also assessed on their ability to read and pronounce correctly.</p>
Obtaining travel documents	Pupil discovers how to obtain a passport and a visa	<p>Vocabulary : Passeport: Les démarches à suivre; Bureau d'immigration; consulat; photos; acte de</p>	Take the class through all the steps to follow in applying for a passport and a visa.	<ul style="list-style-type: none"> • Pages from websites of consulates 	Translation of portions of documents relating to the procedures for



		<p>naissance; remplir un formulaire; une demande; signature; paiement Visa: Consulat du pays à visiter; remplir le formulaire; en ligne; photos; le type de visa; le montant; attention à la durée de préparation; date de départ; date d'arrivée; durée de séjour; combien d'entrées.</p> <p>(Because visas take time to prepare, one should emphasize on the need to apply well in advance of the proposed date of departure)</p>	<p>Explain that different types of passport or visas may attract different fees. Show examples of visas and passport.</p> <p>Take home assignment: pupils check the internet and prepare short presentations on the steps to follow to get a visa for France, the UK, the USA, Rwanda etc.</p>	<ul style="list-style-type: none"> • Notices and information about visas • Notices about passports from the Immigration department 	<p>obtaining the documents</p>
<p>Travelling (international)</p>	<p>Pupils will acquire :</p> <ul style="list-style-type: none"> • basic communication skills • knowledge in French that they need to travel; especially to go through formalities (police, customs, baggage check, security 	<p>Vocabulary: l'aéroport, le vol, arrivée, départs, passagers (adultes/enfants/mineurs), billet d'avion, réservation, achat, compagnie aérienne, carte d'embarquement, carte de santé, l'équipage, classe affaires, économie, hôtesse de l'air A la porte (B12), au guichet, la salle d'attente, le bureau de change, enregistrement des bagages, excédant de bagages, kilos, couloir, aile, fenêtre, siège, bagages à main, peser, les douanes, marchandises, effets</p>	<p>General discussion about travelling by air</p> <p>Listening and repetition</p> <p>Audio of airport announcements</p> <p>Oral and written comprehension</p> <p>Use flash cards, prototype of air tickets, and flight schedules to pose questions to pupils about journeys and air travel</p>	<ul style="list-style-type: none"> • Travel brochures, prototype of air tickets, boarding passes, disembarcation forms, customs declaration forms • Testimonies of pupils that have been on international flights 	<p>Role play of travelers and airport officials- customs, police</p> <p>Prepare flight notice board, fill in the parts of an airport</p> <p>Grammar exercises</p>



	<p>check) at the airport</p> <ul style="list-style-type: none"> • follow instructions • have a pleasant flight. 	<p>personnels, vêtements, gadgets, quelque chose/rien à déclarer, interdits/interdiction de... (fumer), non-fumeurs, escalier, ascenseur, duty-free, la police, les agents de sécurité, les douaniers, contrôle de passeports, carte d'identité, carnet d'adresses, numéro de téléphone, voyager seul/accompagné, contrôle de sécurité, consignes de sécurité, armes/ munitions D'abord, ensuite, après, enfin</p> <p>Expressions: le(s) passager(s) sur le vol..... est/sont prié(s) d'aller/ de se présenter à... Veuillez vous présenter à... embarquement dans XXX minutes/ embarquement immédiat, faire la queue,</p> <p>Verbs: Il faut + infinitive, Past tense : passé composé: (auxiliary:être/avoir); être + past participle simple verbs of motion (monter, descendre, entrer, sortir, arriver, partir, aller, venir) other verbs: naître, (je suis né(e), mourir (il est mort)</p>		<ul style="list-style-type: none"> • Audio recordings of airport announcement • Plan of an airport 	
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		Atterrir, embarquer, décoller, contrôler, remplir (ex. un formulaire),			
Travelling (local)	<p>Pupils will acquire</p> <ul style="list-style-type: none"> • basic communication skills • knowledge in French that they need to travel by bus, train or other local transport <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • follow instructions and road signs 	<p>Vocabulary: le car, le bus, la gare, le taxi, le taxi-moto, le train, la circulation, le trajet, un accident, les policiers, le chauffeur de taxi, les arrêts, en panne, faire le plein (d'essence), panne d'essence, au carrefour, la place, le centre-ville, la corniche</p> <p>La gare, le guichet, le billet du train, billet aller-retour, billet simple, les horaires, le quai, les wagons, le train,</p> <p>Verbs: s'arrêter, s'endormir, faire le tour, un détour, les piétons, les animaux</p> <p>Past tense (passé composé): auxiliary être/avoir + past participle;</p> <p>Simple verbs of motion : Etre + past participle : monter, descendre, entrer, sortir, arriver, partir, aller, venir Avoir + past participle: doubler, rouler (trop vite); surcharger, charger</p>	<p>Speaking: Pupils are supported to describe in French their own daily journeys to and from school</p> <p>Written: Using an example given by the teacher, pupils write a short and simple essay about a journey (in the past tense) Same story to be written in the future tense</p> <p>Role play: simulation of train station conversation, police and driver</p>	<ul style="list-style-type: none"> • Et en Français Book 2 	<p>Written: Composition about a journey by bus, by train</p> <p>Oral comprehension: pupils respond orally to questions posed on a given text</p> <p>Remove the brackets: conjugation tests on the reflexive verbs Spelling drill</p> <p>Vocabulary: Crossword puzzles on road and train travels</p>



		<p>Interrogative: Il y a combien de kilomètres d'ici Lunsar? Combien coute..., Qui descend ici? Il y a quelqu'un pour ...?</p> <p>Negative: aucun, aucune, ne...pas, ne...plus,</p>			
Timetable, calendars, schedules	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • arrange timetable of activities in the day, week or year • explain their daily, weekly, monthly, annual work schedule • describe their activities using appropriate expressions • read and understand train, bus, flight arrival and departure schedules • discuss personal plans for the future 	<p>Reflexive verbs: se réveiller, se lever, se coucher, se laver, se trouver</p> <p>Dates: months of the year, days of the week, date of birth: en décembre, au mois de..., le 17 mars, 2021; le lundi 20 juillet</p> <p>Future tense: infinitive + endings; also aller + infinitive (on va arriver à l'heure; future + object pronoun ex. Nous le prendrons, vous le verrez;</p> <p>Time: distinguish between 12 hour and 24 hour systems; à sept heures quarante-cinq, il est huit heures et demie, sept heures moins le quart, vingt-deux heures quarante-sept, après 15 minutes, avant 7 heures, dans 30 minutes, il y a une demi-heure Arriver/partir/ être à l'heure; arriver/être en retard;</p>	<p>Speaking: Use calendars, roster, timetables, to stimulate conversations in class</p> <p>Written/translation: Group work to translate class time tables and other schedules into French</p> <p>Comprehension: From a written narrative pupils must draw up a time table reflecting the details in the narrative. Pupils prepare their personal daily timetables in French.</p> <p>Dictation: to verify spellings and listening abilities</p>	<ul style="list-style-type: none"> • Et en Français Book 1 & 2. • Authentic Train/Flight schedules • School time tables • Calendars, • Documents on agricultural calendar showing planting and harvesting seasons • Audios https://www.bing.com/images/search?q=Horaire+Train&form https://www.bing.com/images/search?q=flight%20schedule%20board&qs 	<p>Draw up daily activities using the appropriate expressions</p> <p>Role play in discussing personal plans for the day and the year</p> <p>Draw up a holiday schedule</p> <p>Draw up a flight schedule</p> <p>Draw up a study timetable</p> <p>Dictation and spellings</p> <p>Quiz on dates and time</p> <p>Grammar exercises</p>



		arriver/être en avance; avoir 15 minutes de retard, la réunion commencera dans quelques instants			
Révision	Review of all the topics studied in the year with emphasis on the language aspects.				
Services: Tourism information centres (<i>Office du Tourisme</i>)	<ul style="list-style-type: none"> Pupils find out about key centres/bureau that give tourist information 	<p>Knowledge: Office de tourisme. Where are they? Based in towns and cities (dans les villes), on major road routes, at ports and airports (aéroports), at major visitor attractions.</p> <p>What do they do? Help visitors to the area by providing information, making bookings, giving directions and answering queries. They advise visitors on what to do and see, where to stay and eat, and the best ways to travel around the area. They use local knowledge and printed reference sources (timetables, leaflets, brochures, reference books and the internet)</p> <p>At the center they display brochures and leaflets from hotels, tourist attractions, shops, restaurants and leisure facilities.</p>	<p>Class discussion: pupils recount experience of being visitors; difficulties that tourists/visitors face.</p> <p>Role play: pupils play the role of tourists and of Tourist Information Centre (TIC) assistants seeking and giving information about hotels, beaches, restaurants, museum etc.</p> <p>Project: Pupils in small groups design or create tourist brochure for their town, area, country.</p>	<ul style="list-style-type: none"> Brochures, leaflets, handbills for restaurants, and tourist attractions 	<p>Short essays in French on topics related to tourism in Sierra Leone: ex. the best places to visit and why? or <i>Freetown, une ville belle et charmante;</i></p>





		<p>They provide information and directions to visitors, supply information by telephone, letter or email, sell tickets for coaches, theatre performances, places to visit and sightseeing tours; sell maps, books, postcards souvenirs, operate bureau de change. TIC assistants book accommodation for visitors, finding hotel or guest house that suits the visitors' budget, check that a room is free</p> <p>Vocabulary: réservation, hôtels, les dépliants (brochures), guide touristique, un car, bureau de change, la monnaie, l'argent, une chambre d'hôtel, la plage, le théâtre, la montagne, une carte postale, des spectacles, une pièce de théâtre, galerie d'art, demander des renseignements</p>			
Finding one's way around town: asking directions	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • give directions in a town • ask for directions in a town 	<p>Landmarks: l'hôpital, le commissariat de police, la gendarmerie, la mosquée, le marché, le centre-ville, la banque, le stade, l'école, le lycée, le ministère, la pharmacie, le bureau de poste,</p>	<p>Speaking: Use maps or draw a map to stimulate discussions about direction to places</p> <p>Questions: (students learn various ways to ask for directions) Comment aller au marché?</p>	<ul style="list-style-type: none"> • Et en Francais 1, 2 & 3 • Maps of town centre • Audio/videos 	<p>Writing: Find the question: provide answers and pupils find the correct question. Spot the error for spelling. Dictation</p>





		<p>un restaurant, un supermarché, un rond-point, le carrefour</p> <p>Verbs: Simple verbs: -er, -ir, -re, -aire, -oir: habiter, vivre, finir</p> <p>Interrogative: Comment aller (au centre-ville)? Où allez-vous...? Où se trouve...? Où est-ce que (vous allez? ils vont?) Pourquoi est-ce que..., pourquoi? Parce que; comment ça se fait que...? comment se fait-il que...?</p> <p>Négation: ne.....pas, ne...plus, ne...jamais, ne...ni...ni...</p> <p>Je ne suis pas..., Le magasin n'est pas ouvert, vous ne pensez pas? Il n'y a pas de restaurant à Brook Street, a la Rue des Pêcheurs; il n'y a aucun (doute), il n'y a aucune (chance) que</p> <p>Expressions: Je voudrais aller à... (Allez) tout droit, première rue à gauche/deuxième à droite; prenez la deuxième rue; il faut prendre (la première...; a cote</p>	<p>quel est le supermarché le plus proche? Où est-ce que cela se trouve? Pour aller à la...?</p> <p>Role play: two pupils, one asking direction the other giving direction.</p> <p>Written exercises: Q & A about landmarks and how to get to places</p> <p>Dictation for spelling and listening</p> <p>Listening: play audio recordings in French of people asking for or giving directions</p>		<p>Speaking: Role play: asking and giving directions to places (to assess vocabulary, correct pronunciation, use of expressions and grammar)</p>
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		de... près de..., en face de..., devant/derrière; au carrefour, au feu rouge, une passerelle, l'autoroute, un cours, un cul de sac, une avenue			
Shopping in town	<p>Pupils are able to:</p> <ul style="list-style-type: none"> • make shopping lists • use numbers to make phone calls • talk about prices, calculate purchases, learn currencies 	<p>Interrogative: Qu'est-ce que c'est? C'est combien? Combien ça coute? Combien? Ca fait combien? Est-ce que.../ (inversion) avez-vous..., as-tu...?</p> <p>A qui est (ce pull?), à qui sont ces cigarettes? De quelle couleur est...</p> <p>Negation: Ne...pas (je n'aime pas...; Ne...jamais (ma femme ne met jamais...)</p> <p>Ne...ni...ni (je n'aime ni le vert ni le jaune)</p> <p>Numbers: 1 to millions; Pourcentages (trente pourcent des Sierra Léonais sont...)</p> <p>Basic calculation (2 fois 7 font.../ 24 divise par 6, ça fait...</p> <p>Ordinal numbers: Premier, deuxième, troisième la première fois, son deuxième fils, leur troisième maison</p>	<p>Reading shopping lists</p> <p>Dictation and spelling to verify pupils' spelling abilities especially of the interrogative structures/ questions</p> <p>Role play: using flash cards and imaginary stores/shops/students go shopping around the class and play the roles of customers and salespersons Also purchasing by telephone</p>	<ul style="list-style-type: none"> • Et en Francais Books 1 & 2 • Shopping lists • Catalogues • Price lists • Flash cards 	<p>Role play in the shop, shopkeeper and buyer</p> <p>Dictation and spelling</p> <p>Fill in the blanks</p> <p>Making a shopping list</p> <p>Calculate purchases</p> <p>Grammar exercises</p>



		<p>Premièrement, troisièmement, dernièrement</p> <p>Quantity: du pain, de la farine, des cacahuètes/arachides, de l'huile, de l'eau/ un kilo de..., deux sacs de..., 15 litres de..., une demi-bouteille de..., un sac de...</p> <p>Vocabulary: trop; cher, moins cher, (il faut) diminuer, le prix</p> <p>Currency: Francs CFA, francs guinéens, dollars, leones, livres sterling, yen, euros, le taux de change</p>			
Food and beverages (restaurants)	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • read, understand menu, order food and drinks, state their preferences. • read recipes, identify ingredients and follow the steps in preparing a meal 	<p>Verbs: aimer, préférer, aimer mieux, manger, prendre, mettre, faire bouillir, ajouter, verser, avoir très faim, avoir soif, avoir envie de..., goûter, conseiller, prendre</p> <p>Expressions: un doigt de..., un peu de..., juste un petit peu de..., saignant, à point, à ta/votre santé!</p> <p>Useful vocabulary: le gout, le poisson, des légumes, du riz, le piment, le poivre, du fromage, du sel, de l'eau, de l'huile, du</p>	<p>Group work: Use of photos, posters showing different types of food or restaurant situations groups create recipes and simulate preparation of food</p> <p>Quiz competitions (ex. typical hors d'oeuvre, desserts, plat principal, boissons)</p> <p>Use Flash cards to identify various food items, vegetables, fish, meat, etc</p>	<ul style="list-style-type: none"> • Et en Francais 1, 2 & 3 • Selected Recipes (in French) • Menus (French & English) • Dialogues (internet) 	<p>Reading/writing: Prepare a menu Labeling of food and drinks on the table</p> <p>Speaking: Role play requesting food and drinks in the restaurant Prepare a recipe</p> <p>Grammar Multiple choice questions</p> <p>Civilization/Culture: Quiz on the courses of a meal, wines, typical features of a</p>



	<ul style="list-style-type: none"> appreciate food and drinks 	<p>pain, la sauce (d'arachide), du riz, de la soupe, les frites, une fourchette, une cuillère, apéritif, garniture, hors d'œuvre, entrée, plat de résistance/ plat principal, la viande, le dessert, la boisson, de la bière, de la limonade, un coca; le serveur, la serveuse, le menu, a la carte, Sale, propre, pas assez (cuit), bien cuit, chaud, sale, délicieux, excellent (repas) Dégoutant, imbuvable, trop cuit, froid</p> <p>Interrogative: Qu'est ce que (vous prenez) comme boisson?, Qu'est-ce que vous avez (comme entrée)? Voulez-vous du...</p>	<p>Role play (at a restaurant/ serving food, handling a difficult customer)</p>		<p>French meal (bread, wine, cheese etc.)</p>
<p>Accommodation Hotel Star ratings</p>	<ul style="list-style-type: none"> Pupils discover that hotels are rated and how they are rated by the quality of service 	<p>Knowledge: 5 star hotel (hotel cinq étoiles) Different rating systems: ex. the hotelstars union ratings (17 European member countries); UK Automobile Association; Criteria for star ratings differ from one system to the other.</p> <p>Some criteria for 5 star hotels at Hotelstars union Europe: Reception 24 heures; parking valet, concierge, navette</p>	<p>Teacher stimulates discussion about hotels in Sierra Leone; distinction between hotels and guest houses; identify main hotels in Sierra Leone</p> <p>Pupils research rating systems in Europe, France (not a member of the European Hotelstars union), UK, USA etc.) and their various criteria for one to five star hotels</p>	<p>https://www.hotels-tars.eu/</p> <ul style="list-style-type: none"> Photos of hotel facilities <p>https://www.which.co.uk/reviews/uk-hotel-chains/article/hotel-1-star-ratings-explained</p>	<p>Translation from English to French of key services offered in hotels based on the star rating system</p> <p>Vocabulary tests</p>



		(shuttle service), limousine; salutation personnalisée, fleurs et cadeau dans chaque chambre; minibar, repas, boissons room service, internet, coffre-fort (safe), repassage (ironing); menu petit déjeuner			
At the hotel (facilities)	Pupils will be able to talk/request/complain about the interior of their hotel room by learning maximum number of French names for things in a hotel room	Vocabulary: Le wi-fi, douche, accès internet, grand lit, salle de bain, une télévision, C'est inclus, la télé est incluse, j'aimerais (bien) avoir... le petit déjeuner, gratuit, Voici, la clé, où est..., la douche, le lit, la climatisation, le chauffage, la salle de bain, le bidet, donner sur la cour/la mer/le jardin/la rue/la plage, les draps, les serviettes, le savon, le coussin, les cintres, l'armoire, la poubelle, fer à repasser, l'oreiller, le repassage, l'eau chaude, un mini-bar, les chaînes de télévision, allumer, le mot de passe, brancher sur..., une ampoule, le rideau, éteindre, le service de chambre, le cafetière marche/ ne marche pas, (la climatisation) est en panne, la télé est en panne, propre/sale, s'allumer, la lampe ne s'allume pas, confortable, les toilettes, la	Display pictures of objects found in hotel rooms; identify them in French Find as many faults as possible with furniture, appliances, facilities, pupils acquire the expressions and guided by teacher practice complaining about things in a hotel: (ex. les draps sont sales, la climatisation ne marche pas, le chauffage est en panne, l'eau chaude ne coule pas, le robinet est cassé) Pupils use positive language to compliment the hotel and its service	Pictures, photos of hotel rooms https://www.bing.com/images/search?q=french+lesson+hotel+room&qv	Vocabulary: label hotel room items Oral: pupils use appropriate adjectives to appreciate or condemn the hotel service and facilities. Written: Short essay: (1) un agréable séjour à l'hôtel Ivoire. (2) un séjour épouvantable à l'hôtel Domdom Describe the picture of a hotel room. Fill in the blanks Text: from affirmative to negative



		<p>chasse d'eau, le robinet, l'eau coule, l'eau ne coule pas, trop bruyant, Le technicien, le plombier, l'électricien, la femme de chambre.</p> <p>Expressions, positive adjectives of appreciation: excellent, sympathique, chaleureux, propre, tout marche, un bon service, très content, joli séjour, garder un bon souvenir</p>			
<p>Making reservations by telephone (hotel)</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • make a telephone call • have a telephone conversation • make a hotel reservation 	<p>Words/useful expressions: Allo, C'est bien (l'hôtel)...? Bonjour/bonsoir Monsieur/ madame, Je vous écoute, je voudrais (réserver) une chambre, le prix de la chambre, une chambre disponible, je regrette, une confirmation, une chambre pour deux personnes (pour trois nuits), 400 francs la nuit, le petit déjeuner est compris, la semaine prochaine, votre numéro de téléphone (ex. le 54 60 14 98), du 5 au 18 septembre, Merci Madame/Monsieur, je vous en prie, s'il vous plait, nous sommes complets, une carte de crédit, une carte bancaire, une</p>	<p>Play 2 recorded dialogues of person booking a hotel room (one available the other fully booked) Q & A to check what they understand.</p> <p>Use flashcards, write telephone numbers and distribute to pupils Pupils practice spelling their names aloud and calling their telephone numbers in French (eg. Mon nom, c'est Kamara Morlai M-O-R-L-A-I K-A-M-A-R-A et mon numéro de téléphone c'est le 54 60 14 98</p>	<p>Authentic voices recorded https://linguim.com/en/fr/booking-hotel-room-phone.html https://www.youtube.com/watch?v=tPwLbtVtes</p> <ul style="list-style-type: none"> • Flash cards • Hotel websites 	<p>Reading dialogue for pronunciation, intonation Listening comprehension: pupils answer questions on a recorded dialogue Dictation to assess spelling and listening Written comprehension: reconstruction of jumbled dialogue, Written narrative of the conversation, to assess grammar, spelling</p>



		<p>pièce d'identité, gratuit, un passeport, hôtel, établissement</p> <p>Interrogative: à quelle date? à quel nom? Quel est votre nom, s'il vous plait? Pour combien de nuit? c'est de la part de (qui?), Voulez-vous m'épeler votre nom...? Que puis-je faire pour vous? Comment souhaitez-vous payer?</p> <p>Grammar: Verbs: (present and future tenses) Ça fera 200,000 francs, ce sera</p> <p>Reported speech/indirect object pronouns: (me, te, lui, nous, vous, leur) Il dit que... Il lui dit que... Elle lui demande (combien), Elle lui répond que...</p>	<p>Role play: pupils exchange roles and simulate booking hotel accommodation by telephone.</p>		
At the hotel (check-in)	Pupils will be able to check in or out at a hotel	<p>Vocabulary: La réception, Bonjour, Que puis-je faire pour vous? Je peux vous aider? Vous avez une réservation? C'est ça? J'ai fait une réservation, j'ai réservé une chambre, au nom de (Madame Dupont),vous restez jusqu'à lundi/mardi, vous réglez</p>	<p>Listening: Play a hotel check-in recorded conversation (guest and receptionist) Q & A to assess pupils' comprehension</p> <p>Oral:Use flash cards with notes, directions and information to simulate hotel</p>	<p>https://www.youtube.com/watch?v=xqKknQ-6URw</p> <p>Photos/pictures</p>	<p>Comprehension: Find the questions to given answers Reading texts, dialogues: assess pronunciation, intonation etc.,</p>



		comment? Carte de crédit, en liquide, espèces, au lobby, l'escalier, l'ascenseur, remplir une fiche/un formulaire, Le passeport, une pièce d'identité, une carte de crédit, une carte bancaire, chambre double, chambre pour deux personnes, deux lits, prolonger pour une nuit de plus, toute la semaine, toute la nuit, payer en argent liquide, un restaurant, un bar, ouverture, ouvert/fermé, de 7 heures du matin, 8 heures du soir, Une salle de sports, une piscine, le jacuzzi, l'établissement, premier étage, troisième étage, à quel étage? Passez un bon séjour, le couloir, au fond du couloir, à gauche, à droite, derrière, devant, à côté de, monter, malheureusement, prendre l'ascenseur, monter l'escalier, libérer la chambre, bonne soirée, payer la facture, régler, Avez-vous passé un bon séjour?	reception conversation, pupils pair up and are given time to prepare for the exercise Written: Pupils discover the conditional tense and the some polite expressions or structures in French: contrasting ex. je veux/ je voudrais, je peux/pourrais, vous pouvez/vous pourriez, je souhaite/ je souhaiterais, vous souhaitez/vous souhaiteriez		Grammar: find the contrast between the present, future and conditional form of verbs relating to hotels
Taxes and customs	Pupils find out about the taxes relating to international travel and also	Countries levy various types of tax on travellers: taxes collected on hotel bills, car rentals (location des voitures), port charges (les frais	Reading and comprehension of French texts on taxes and customs duties	https://defense-du-consommateur.oreka.fr/astuce/v	Vocabulary tests Speaking: Short talks in French about taxation and customs



	<p>about customs duty and regulations</p>	<p>portuaires); taxes on transport and airport facilities often collected on air ticket (le billet d'avion); taxes for arriving, transiting and departing a country (l'arrivée, le transit, le depart) Customs: les douanes; Customs regulations: (la réglementation douanière) govern the transport of articles and animals; use of taxes to restrict the import and export of certain articles; customs duty (les droits de douane) levied when limit allowed is exceeded; when concessions are made for specific quantities of certain articles, it is <i>duty-free</i> (tobacco, perfume, alcohol). Personal effects (effets personnels) such as clothes (vêtements), les jewellery (les bijoux), camera (appareil photo), laptop, cosmetics (produits cosmétiques) are not restricted when they are for personal use (usage personnel)</p>		<p>oir/519377/droits -de-douane</p>	
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<p>Local currencies around the world: types of local currencies Currency codes</p>	<ul style="list-style-type: none"> Pupils are introduced to the diversity of currencies in the world and the problems of travelling with money 	<p>Vocabulary: La monnaie (currency); l'argent (money); les devises (foreign currency); la monnaie locale (local currency); le taux de change (exchange rate); bureau de change (foreign exchange bureau). Currencies three-letter codes: GBP – livre sterling EUR – euro USD – dollars américains CAD- dollars canadiens CFA – francs CFA NGN – naira Nigerian GNF -francs guinéens GHS – cedis ghanéens LRD – dollars libériens SLL – leones sierra léonais ZAR – rand sud-africain</p> <p>Payer en espèces (pay in cash), Carte de crédit, Carte bancaire, Cheque de voyage, Virement (bank transfer)</p>	<p>Pupils to find the currency codes for all countries in Africa</p> <p>Working in groups, pupils make currency scrapbooks with pictures and labels. Ex. one group works on the currencies of North and South America, another group works on Europe, another works on Asia etc.</p> <p>Quizzes: for this currency, name the country; for this currency give the code</p> <p>Discussion: why cash is a less attractive option for travellers nowadays. Risks and dangers.</p> <p>Explore, explain and examine with the class the different solutions to the problem and risks of travelling with cash</p>	<p>https://www.iban.com/currency-codes</p> <ul style="list-style-type: none"> Pictures of various currencies 	<p>Comprehension: Example: countries in ECOWAS and their currencies are jumbled up, link the currency with the correct country and currency code Show pictures of currencies, pupils identify countries</p>
<p>Travel insurance</p>	<p>Pupils discover the essential elements of travel insurance and are able to communicate and describe in French the benefits of</p>	<p>Knowledge: assurance voyage, to satisfy travellers' needs for safety and security. Insurance coverage to compensate for accidents, health, damaged or lost luggage (bagages égarés), death or permanent disablement (le décès ou</p>	<p>Give pupils task to find more types of insurance for travellers.</p> <p>Debate on the benefits of travel insurance</p>	<ul style="list-style-type: none"> Samples of insurance policies (police d'assurance or certificat d'assurance) in French 	<p>Comprehension: fill in blanks</p> <p>Read an insurance certificate and explain it in French</p>





	insurance coverage	invalidité permanente); effets personnels et documents de voyage			
Révision	Review of all the topics studied in the year with emphasis on the language aspects.				
Types of tourism	Pupils are introduced to the efforts at definition and the multiplicity of types of tourism	<p>Definition: Various definitions by WTO (1993), Rome Conference on tourism (1963) UNWTO Tourism Society of Britain.</p> <p>Movement or travel of persons from where they stay or work to another country for not more than one year for work purposes or leisure.</p> <p>Impact of modern transport and technology (<i>impact de la modernisation des moyens de transport et la révolution technologique sur le tourisme</i>) – increased world travels and tourism activities</p> <p>Some have identified 63 forms of tourism but there are two broad types: le tourisme international et domestique. Some other types: Adventure Tourism Bicycle Tours Beach Tourism Cultural Tourism</p>	<p>Class debate topic: <i>Domestic tourism is not viable in Sierra Leone</i>: for and against the motion</p> <p>Translation assignment (take home) of all the forms of tourism into French</p>	<ul style="list-style-type: none"> • Photos or pictures depicting the various forms of tourism • Tourist brochures 	<p>Using various pictures identify in French the forms of tourism depicted</p> <p>Short descriptive essay in French on the most popular form of tourism in Sierra Leone</p> <p>Spelling and dictation tests</p>



		<p>Ecotourism Geotourism Industrial Tourism Medical Tourism Religious Tourism Rural Tourism Sex Tourism Space Tourism Sports Tourism Wildlife Tourism</p>			
Adventure tourism and recreation	Pupils discover that tourism is not just about beaches and can be about activities in rural environment	<p>Definition : Adventure tourism - exploration of remote places, connecting with nature and the environment (la découverte de la nature et de l'environnement) discovering a new culture (découverte de cultures). This form of tourism fosters environmental protection; locals become aware of the richness of their land and culture and of the need to care for their environment. Involves physical activity, sports. <i>Le cyclotourisme, les randonnées, le tourisme rural, backpacking, free fall (chute libre), rafting, mountain biking (VTT or vélo de montagne), skiing (le ski);</i> predominantly activities for younger age; seeking out of comfort zone experiences, culture shock, some risks or</p>	<p>After showing pictures or videos about beach tourism, switch to pictures and photos about adventure tourism away from the big cities.</p> <p>Stimulate discussion about places they know where adventure tourism can be practiced.</p> <p>Reading and comprehension.</p> <p>Pupils read aloud passages from blogs and articles on adventure tourism</p> <p>Study the grammatical elements in the blogs and passages</p>	<p>https://tourisme.wiki/news/quest-ce-que-le-tourisme-daventure/</p> <p>https://www.ronaldpenford.com/quest-ce-que-le-tourisme-daventure/</p>	<p>Speaking: from passages read, pupils respond to questions and explain phrases and expressions in French</p> <p>Grammatical audit: in the texts studied, pupils do a grammar audit (identify tenses, adjectives, pronouns, adverbs, etc.)</p>



		danger (des risques et danger); some high risk others low risks			
Attractions (museums, cultural sites, theatres)	Pupils learn about the tourism that caters for those who love history, culture and traditions	<p>Definition: cultural tourism. Visits (personal or guided tours) to museums (musée) and cultural sites. Search for knowledge, respect for difference, exotism. Impact of this kind of tourism on the host communities: sense of pride, will to preserve their heritage, economic benefits (devises, jobs, sale of mementos, crafts, etc.) Museums can depict the pride or glorious past of a nation or the dark and painful history of a people (Rwanda genocide museum)</p> <p><i>Cultures et traditions, exploration du passé, la fierté d'une nation, la sombre histoire d'un peuple, visites guidées, musées, sites historiques</i></p>	<p>Pupils are given the task to identify and compile historic facts, sites and personalities in the country but also in their communities; proud or sombre history</p> <p>Translate their texts into French.</p> <p>Presentations in French</p> <p>Scrap book: all pictures and photos put together as a class scrap book on local history and culture, labelled in French.</p>	<p>Pictures, photos of culture, traditions and historic places and personalities</p>	<p>Written Comprehension passages: assess both thematic and language elements</p> <p>Speaking: free expression on the themes: check for vocabulary, grammar, pronunciation</p>
Events and Conferences (festivals, Olympic Games)	Pupils discover the huge tourism benefits a country gains from hosting a big events	<p>Bid for the Olympic Games (Candidature aux jeux olympiques or accueillir la Coupe du Monde du football); Big world events: Olympic Games bringing huge inbound crowds of tourists; Commonwealth Games; FIFA</p>	<p>Ask the class to imagine that a big event (ex. FIFA World Cup) is being hosted by their country</p> <p>They identify the people who get involved at various points: ex. Immigration, ground hostesses, match officials,</p>	<p>https://voyageurslecteurs.fr/festival-de-cannes</p>	<p>Written comprehension : essays: why Sierra Leone is not ready to host a huge world event</p>



		World Cup; Cannes Film Festival	escorts, taxi cab drivers, hotel receptionists , restaurant waiters, tour guides etc. Role play: Volunteer guides and tourists: Guides welcome and escort French speaking visitors to hotels, stadium or tourist sites; they answer questions asked about their country		
Business activities and employment in the Travel and Tourism industry	Pupils discover the variety of activities and the multiple opportunities for employment offered by the travel and tourism industry	Tourism is multi-disciplinary, diversity of employment opportunities. Specialists such as travel consultants, hotel concierges, airline pilots, air hostesses, ground hostess, tour guides; hotels: food and beverages specialists. Airlines need engineers, cabin crew, computer programmers, salespersons, marketers, accountant, administrators. A 24 hour a day industry; challenging work environment especially for those in direct contact with the clients; need to be cheerful and alert all the time; high seasons and low seasons.	Categorize the major tourism and travel related areas: ex. Airlines, Hotels and restaurants, travel agencies, tour operators. Pupils asked to populate each section with typical employment/job opportunities Pupils translate all the jobs and professions identified into French Discussion: a) why French is an advantage for people working in the travel and tourism industry; b) some negative effects of tourism in an African environment		Construction: pupils draw diagrams to show the multidisciplinary and interrelated nature of the components of the travel and tourism industry Translation of tourism and travel related jobs or professions from English to French or French to English Written comprehension: French passages on the tourism business; testing grammar, vocabulary etc



		Sometimes discouragingly low wages, but also great opportunities			
Tourism MRU: discovering Guinea	Pupils discover the tourist attractions in neighbouring Guinea and the potentials and limitations of the tourism industry in Guinea	<p>Attractions: The Guinea central mosque (La grande mosquée), Los islands (les îles de Los), National Museum of Conakry (le musée national de Conakry), Conakry Botanical Garden (Jardin botanique de Conakry), House of Parliament (Le palais du peuple), the Veil of the Bride, a waterfall (le Voile de la Mariee), Mount Nimba Strict Nature Reserve (Réserve naturelle intégrale du Mont Nimba), la Cathédrale Sainte Marie</p> <p>Tourism a national priority -see Guinea National Development Plan (2016-2020) Great Potentials but Limitations: political insecurity, crime, effects of poverty, Rural-urban migration</p>	<p>Pupils do research on the tourist attractions, and find out details, why they are interesting to visit</p> <p>Class discussion on the political, social and economic problems affecting the industry Pupils collect and compile pictures of tourist attractions in Guinea, labelled in French</p> <p>Discussion on the similarities ethnic and other existing between Guinea and Sierra Leone, and the differences (ex. official languages)</p> <p>How the MRU countries can harness their tourism potentials</p>	<p>https://www.tourist-destinations.com/2013/08/conakry-guinea.html</p>	<p>Written and aural comprehension</p> <p>Grammar audit on blogs and passages</p> <p>Essay on Tourism in Guinea</p>
Tourism MRU: discovering Cote d'Ivoire	Pupils discover the tourist attractions in La Cote d'Ivoire and the potentials and limitations of the	<p>Attraction : Tomb of the Eagles, Basilique de Notre Dame de la Paix, Jardin Botanique de Bingerville, Musée National du costume de Grand Bassam; Grand Bassam (UNESCO World Heritage); Les</p>	<p>Pupils do research on the tourist attractions, and find out details, why they are interesting to visit</p> <p>Class discussion on the political, social and economic</p>	<p>https://voyagesafriq.com/2021/09/12/cote-divoire-host-world-tourism-day-celebrations</p>	<p>Written and aural comprehension</p> <p>Grammar audit on blogs and passages in French</p>



	<p>tourism industry there</p>	<p>ruines de Lorepi, Musée des Civilisations de Cote d'Ivoire, Dipi Crocodile Farm, Le Wharf du Sassandra, Palais des Sports de Treichville, Tai National Park, Grande Mosquée du Plateau, Ex Poste Douane, Maison Ganamet, Cascades de Karfiguela, Cascade de Banfora, Mont Korhogo, Plateau, Koussou Dam</p> <p>Tourism -more advanced in Cote d'Ivoire than in the other MRU countries (le tourisme est plus avancé en Côte d'Ivoire que dans les autres pays de l'Union du Fleuve Mano) Visitor Arrivals in Cote d'Ivoire: 2007: 182,000 2017: 1,800,000</p> <p>Tourism – a national priority in the country's National Development Plan 2016 – 2020.</p> <p>2017 – a National Plan for Tourism launched “Sublime Cote d'Ivoire” Great impact: increased tax revenues (augmentation du</p>	<p>conditions that favour the industry in Cote d'Ivoire</p> <p>Pupils collect and compile pictures of tourist attractions in Cote d'Ivoire, labelled in French</p> <p>Discussion on the similarities ethnic, culture and traditions etc. between Cote d'Ivoire and Sierra Leone, and the differences (ex. official languages)</p> <p>How the MRU countries can harness their tourism potentials</p>	<p>https://www.thecriazytourist.com/15-best-places-visit-ivory-coast</p>	<p>Essay on Tourism in Cote d'Ivoire</p>
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		<p>revenue national), more employment creation (creation de l'Emploi),</p> <p>Ivorian capital of Abidjan hosts the 2021 global celebrations of the World Tourism Day on September 27, 2021</p> <p>Challenges: COVID-19 very negative impact on economic growth in Cote d'Ivoire but hopes that restart of tourism will boost growth again</p>			
Tourism MRU: discovering Sierra Leone	Pupils identify the tourist attractions in Sierra Leone and the potentials and limitations of the tourism industry in Sierra Leone	<p>Attraction: Bunce Island, John Obey Beach, Lumley Beach, the Cotton Tree, Sierra Leone National Railway Museum, Mount Bintumani, Tacugama chimpanzee sanctuary, River number beach, Tiwai Island</p> <p>Challenges: Factors responsible for the damage of the beauty and tourism opportunities of Sierra Leone: Poor regulatory environment; Weak policy framework; Outdated tourism master plan and registry, Poor institutional capacity, Limited access to finance; Poor service delivery, Inadequate infrastructure; Poor</p>	<p>Pupils do research on the tourist attractions, and find out details, why they are interesting to visit</p> <p>Class discussion on the multiple challenges facing the tourism industry in Sierra Leone</p> <p>Pupils collect and compile pictures of tourist attractions in Sierra Leone, labelled in French</p> <p>Discussion on the similarities ethnic, culture and traditions etc. between Sierra Leone and the other MRU countries,</p>	<p>https://www.visitsierraleone.org/national-tourist-board/</p> <p>https://tourismsierraone.com</p> <p>https://slepa.gov.sl/investment/tourism</p>	<p>Written and aural comprehension</p> <p>Grammar audit on blogs and passages In French</p> <p>Essay on Tourism in Sierra Leone</p>



		<p>maintenance of tourist sites and corruption; historical attractions need rehabilitation, country's image needs rebuilding, private sector-specific training needed, need to address deforestation and desertification, sand mining, encroachment on sensitive areas, poor sewage and disposal systems, and the dwindling wildlife population</p> <p>Opportunities: to stimulate and attract investment; tourism a growth sector alongside agriculture and fisheries; a national tourism policy and a national ecotourism policy formulated to serve as blueprints for the sustainable development of the sector and seeks to attract 20,000 international and 30,000 domestic ecotourism visits by 2025; now, visas on arrival; reviewing the high costs of travelling to the country, upgrade of airport infrastructure, arrival facilities expanded and security improved; rehabilitation and reconstruction of existing hotels by private sector; construction</p>	<p>and the differences (ex. official languages)</p> <p>How the MRU countries can harness their tourism potentials</p> <p>Class project: suggestions to improve and introduce new approaches to tourism in Sierra Leone</p> <p><i>“Propositions pour l’amélioration de l’industrie du tourisme sierra leonais ou plaidoyer pour une nouvelle approche d’exploitation”</i></p>		
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		<p>of new large-scale hotels, both in the beach areas and in the tropical forests; promoting the international image and cultural heritage of the country, improving on the policy and legal environment, developing historic sites, skills and infrastructure, promoting marketing, diversifying tourism products, and attracting investors into the sector.</p> <p>Opportunities existing for new types of tourism in Sierra Leone; ex. adventure tourism, culinary tourism, cultural tourism.</p> <p>Promotion of domestic tourism</p>			
<p>Global travel and tourism organizations International Air Transport Association (IATA) World Tourism Organization (WTO) United Federation of Travel Agents'</p>	<p>Pupils discover the world bodies that regulate and promote travel and tourism and what they do</p>	<p>International Travel and Tourism Organisations Based on shared interest ex. airlines and travel agents or specialized interests ex. International Federation of Youth Travel Organizations.</p> <p>IATA – International Air Transport Association (www.iata.org) Founded 1945; 260 members or 95% of international scheduled air traffic; IATA</p>	<p>Introduce the topic</p> <p>Pupils research for more information into these organizations.</p> <p>Pupils find out about other international travel and tourism organizations</p> <p>Make guided summaries in French</p>	<p>www.iata.org</p> <p>https://www.unwto.org</p> <p>www.gtp.gr/UFTA A</p>	<p>Written and aural comprehension</p> <p>Grammar audit on blogs and passages In French</p> <p>Essays on International Travel and Tourism bodies</p>



<p>Associations (UFTAA)</p>		<p>organized the worldwide Traffic Conference which worked out agreements on</p> <ul style="list-style-type: none"> - Fare construction rules - Multi-sector trips - Baggage allowances - Ticket and air waybill design <p>IATA allows member airlines to accept each other's tickets</p> <p>IATA introduced the Travel and Tourism Training Programme – over 300,000 students over the years</p> <p>United Federation of Travel Agents Associations (UFTAA): Represents travel agents worldwide. Based in Monaco. Main goal: to develop, promote and assist in professional training of travel agents</p> <p>World Tourism Organization: Global forum for tourism policy issues. Based in Madrid; a UN supported organization helps countries maximize positive impacts of tourism: ex. job creation, infrastructure development, foreign exchange earnings; minimize negative environmental and social</p>			
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		impact of tourism; secures financing, identifies experts, carries out tourism development projects.			
Révision	Review of all the topics studied in the year with emphasis on the language aspects.				

