**ON Y VA!**

*Organising a business trip, making travel arrangements, explaining travel itineraries*

| Year Group | 8 | Subject | French | Employer Link | EKFB |
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| Curriculum Objective(s) | * To use the theme of TRAVEL & TRANSPORT to develop grammar, vocabulary and linguistic competence. | | |
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| Careers Objective(s) | * To highlight the relevance of languages to future career paths | | |

| Task Overview and  Connection to Employer | * Share the language and phrases relating to the logistics of arranging a business meeting. * Explore typical business itineraries and what the important features and considerations are. * Hear from people at EKFB who create travel itineraries for business meetings. * Use the context of real subsidiaries of EKFB (eg. Canada) as a scenario for a business travel itinerary. * Deliver a mock travel briefing to their team colleagues ahead of their mock business trip | | |
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| Essential Prior Learning Checklist | * This task relies on knowledge of the vocabulary of countries of the world as well as travel and transport. Countries and Transport vocabulary. Supplementary vocabulary linked to business travel specifically is provided, however, and so is not a requisite. * Students will also need a good understanding of common words, phrases and grammar, including numbers, greetings, opinions. * The task relies on the use of some future tense phrases (as well as some past tense) and so it is recommended that this is included in prior learning. | | |
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| Context: Where might this task be sequenced in the learning journey? | This topic is best sequenced following a unit of work on travel and transport (or similar e.g. holidays). It is recommended that pupils are familiar with verbs in present, past & future tense prior to commencing this task. | | |
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Lesson Structure

| Phases (with indicative times) | Main Activities | Key Questions | Teacher Notes (inc suggestions for support & challenge) | Resources Required |
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| 1. Introduction:  (15mins + 20 minutes optional video) | Watch video presented by TV Chef Simon Rimmer about the benefits of Language Learning  (optional)  Quiz Slides 3-19 | Why are you learning Languages? Why French? | Highlight the relevance of learning French in the working world. Knowledge of French will make you more employable. Emphasise the importance of being able to communicate, listen, understand, join in with discussions, agree/disagree, in various contexts eg : on the phone, on Teams/GoogleMeet/Zoom meetings / face to face meetings, conferences. | Notebook/pen  Quiz Slides 3-19 |
| 2. Exploring the Context  (20 mins) | 1. Watch EKFB’s Promotional video. Slide 20  2. Implementations of Eiffage in the world (Slide 23)  3. Reading of the travel policy | What is EKFB ?  What does this company do?  Why is having a knowledge of French important if you  work for EKFB?  Describe EKFB ‘in numbers’ from the information on slide 22.  In how many countries is EIFFAGE implemented? Please list 5 of them.  Answer: 50 countries in five continents.  Discuss each slide and answer the question on each slide.   * What types of travels the policy is covering? * When is the business class possible when travelling by plane? * Under what circumstances would you be allowed to hire a car for travel? * Who is responsible for paying for additional extras such as TV and mini-bar? * What are the documents required before travelling? | EKFB employees are from various countries. The company is involved in the design, construction, financing, operation and maintenance of transport infrastructure and urban services.  Eiffage is French Civil Engineering Company  Kier is a UK Civil Engineering Company  Ferrovial is a Spanish Civil Engineering Company  BAM is a UK construction Company. |  |
| 3. Setting the Brief  (15 mins) | 1. Watch / Listen to a Teams phone conversation between Travel Coordinator and 2 employees and answer the questions. | * Does Paddy want a window or an aisle seat on the plane? * In which country has Laurie done a business trip before? * What's the outbound and return date? * Are Paddy and Laurie able to fly in business class? * What needs to be done before booking flights? | Students must familiarise themselves with key vocab before embarking upon the Task and may use the transcript in English and French to support them in preparing their brief. | [Key Vocab](https://drive.google.com/file/d/1qv5V-Z2wcciFMfTGnB0wDKdC5IMFsbHR/view?usp=sharing)  [Transcript of phone call](https://drive.google.com/file/d/1Am0888vnXEflN7zjb3q9bACChcQy0emS/view?usp=sharing) |
| 4. Working on the Task  (45 mins) | Students to work independently on this task (Slide 40): “Prepare a Travel Brief to present to one of the employees.” | * Ask if she has a passport. * Ask her which dates she is travelling. * Tell her there is a flight from Heathrow which leaves at 09.00h and the times of her return flight. * Explain that you have booked a room in the Holiday Inn for 3 nights. * Explain that she will have to take a bus from the airport to the hotel and give some brief details of this journey. * Wish her a safe and enjoyable journey. |  | [Key Vocab](https://drive.google.com/file/d/1qv5V-Z2wcciFMfTGnB0wDKdC5IMFsbHR/view?usp=sharing) |
| 5. Sharing Outcomes. Feedback and Celebration (10 mins) | Students present their brief to each other (whole class or in small groups). Students listen to each other's work and then discuss the reflection questions.  Outcomes can be shared with peers and Careers Teacher. | Which new vocabulary have you learned and used?  How did you make your speaking have the right tone and style for work?  Are there any ideas or phrases you could take away from your peer’s work to use in yours to improve it?  How well did you explain things in French?  What more do you now know and what can you now do as a result of this lesson? |  |  |