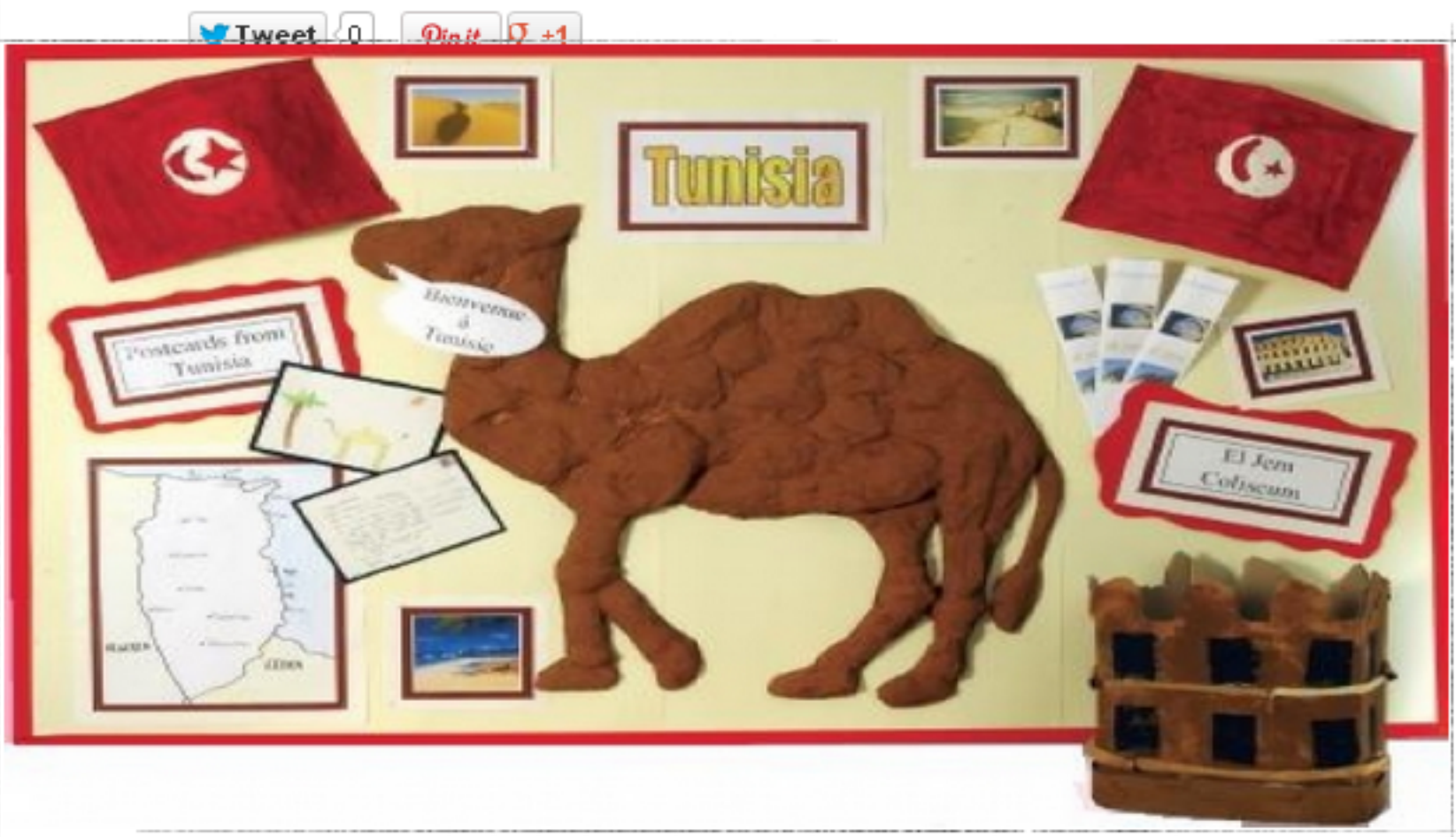


Themed Activities: Un Pays Francophone: La Tunisie



A display about Tunisia, using key French vocabulary

Learning Objective

To support learning about travels and holidays in French. This topic can also be used to revise work on travel, getting to know you and eating out.

Starting Points

- ➔ Identify French-speaking countries on a map of Europe. 'As tu-visité la France /la Suisse/la Belgique?' (Have you visited France/Switzerland/Belgium ?) Encourage the children to say how they travelled : Je suies alle en Suisse en avion.' (I went to Switzerland by plane).
- ➔ Identify French-speaking countries on a world map. 'As tu-visité le Canada/le Maroc/la Tunisie/l'Algerie/la Martinique?' (Have you visited Canada/Morocco/Tunisia/Algeria/Martinique?) Some children may have relatives living in French-speaking countries or have had holidays in popular tourist destinations where French is spoken. Invite them to share their experiences with the class.
- ➔ Choose a country that has a particular relevance to the class. Show pictures of that country that illustrate its way of life. The children could do further research in the library and on the Internet. Ask them to compare life in that country with life at home.

Vocabulary

l'aéroport (the airport) les passagers (the passengers)
l'agneau (lamb) le passeport (passport)
les baggages (luggage) la piste (the runway)
le charmeau (camel) le poisson (fish)
débarquer (to land) la porte numero 3 (gate number 3)
décoller (to take off) le puits de petrol (oil well)
la dune (sand dune) le sable (sand)
la grand ville (city) le serpent (snake)
le lizard (lizard) le vol (the flight)
le palmier (palm tree) le désert (desert)

Conversational Model

- ➔ Où vas-tu cete été? (Where are you going this summer?)
- ➔ Je vais aller en Tunisie. (I am going to Tunisia.)
- ➔ u pars de quel aéroport? (Which airport are you going from?)
- ➔ Birmingham.
- ➔ Combien de temps prend-t-il? (How long does it take?)

Make

- ➔ Draw a large camel on carton card. Cover the shape with screwed-up newspaper and then paste with layers of tissue or newsprint. Paint when dry. Position centrally on the display board.
- ➔ Paint Tunisian flags and arrange either side of the camel.
- ➔ Create postcards, travel brochures and posters and position on the display.
- ➔ Make a cardboard model of El Jem Coliseum
- ➔ Add a colourful border and labels.

Activities

- ➔ Paint Tunisian landscapes and Saharan sunsets and use the paintings to generate conversations.
 - 'Qu'est-ce que c'est?' (What is it?)
 - 'C'est la plage á Skanes. Voici les palmiers, le sable et la mer. Voici les tourists.'(It's the beach at Skanes. Here are the palm trees, the sand and the sea. Here are the tourists.)
- ➔ Use fabric and paint to create pictures of people wearing typical Arab dress. Ask, 'Qu'est-ce qu'il/elle porte? De quelle couleur est-ce?' (What is he/she wearing? What colour is it?)

Develop and Extend

- ➔ Look at recipes for typical Tunisian food. Compile a list in French of the frequently used spices: l'anis (aniseed), la coriander (coriander), les grains de carvi (caraway seeds), la canelle (cinnamon), le safran (saffron).
- ➔ Prepare at home, or if there is sufficient supervision, help the class prepare a typical Tunisian dish, such a s carrot salad. List the instructions in simple French: éplucher (to peel), couper (to cut), cuire (to cook), égouter (to drain) ajouter (to add).

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Adapted from:



Belair On Display - Hands on French

Un Pays Francophone: La Tunisie

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