***FOR THE TEACHER***

**Visiting Paris**

**« Visite de Paris : tout ce qu'il faut voir dans la capitale »**

**Type of task**: Describing places, Learning about cultures.

**Educational level**: primary and/or secondary education - ISCED 1/2[[1]](#footnote-1)

**Proficiency level**: A1

**Short description and aim of the activity:**

This task aims to familiarise the students with the process of transferring information from one language to another with the use of videos which focus on specific monuments of Paris.

**Background information (if applicable):**

The material proposed in this task is based on videos accessible in the YouTube platform. The first video is more oriented to students of primary education, while in the second one, most appropriate for secondary education students and created by the French organism SNCF, a French tour guide presents to the audience the best sights and monuments that worth a visit in Paris.

**CEFR mediation scale and descriptor** to which the activity refers:

RELAYING SPECIFIC INFORMATION IN WRITING

* *Can list (in Language B) names, numbers, prices, and very simple information of immediate interest in oral texts (in Language A), provided the articulation is very slow and clear, with repetition.*
* *Can list (in Language B) names, numbers, prices, and very simple information from texts (in Language A) that are of immediate interest, that are composed in very simple language and contain illustrations.*

PROCESSING TEXT IN SPEECH OR SIGN

* *Can summarise (in Language B) the main points made in long texts delivered orally (in Language A) on topics in their fields of interest, provided they can listen or view several times.*
* *Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided they can view them several times.*

**CEFR mediation strategies involved:**

Strategies to simplify a text:

* Streamlining a text:

*Can identify and mark (e.g., underline, highlight etc) the essential information in a straightforward informational text, in order to pass this information on to someone else.*

Strategies to explain a new concept:

* Adapting language:

*Can paraphrase in a simpler fashion the main points made in short, straightforward spoken or written texts on familiar subjects (e.g., short magazine articles, interviews) to make the contents accessible to others.*

**Languages involved:**

Language A: English

Language B: French

**Linguistic objectives.** **Students will be able to:**

* convey main gist in writing
* summarise a text in another language
* writing an informal email with communicational objectives
* being able to pick up specific information from the speech of a native speaker even when most of the vocabulary is still unknown

**Other competences involved**:

* **media and information literacy**: the ability to search through the Internet, to locate and access information, as well as to analyse and evaluate media content
* familiarisation with the structure and the *modus operandi* of mediation tasks

**global citizenship**: tolerance, openness, respect for diversity, intercultural understanding

* **metacognitive skills**: the ability to reflect upon and assess his/her own performances

**Time/lessons needed for the activity:** 2 lessons

**Resources required:**

* A PC or mobile device and an Internet connection
* YouTube links:

Video 1: <https://www.youtube.com/watch?v=YWRH7btAZPo>

Video 2: <https://www.youtube.com/watch?v=QDOoUt2znoQ>

* A blank card for each student
* A hard or electronic copy of the Activity Worksheet for each student

**Procedure:**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Class organisation** | **Ideas for differentiation** |
| **Step 1** | Activity Worksheet Task 1  In pairs, students take part in a game. Each student is asked to answer the following question: *What are some of the most interesting places in your city/town that a tourist can visit?*  Each should(A) think of a place, and (B) write down (on a card provided by the teacher) the name of the place and three reasons why tourists should visit it, without sharing their information with their classmates. Then (C) the partners ask each other questions to guess the place.  (Rubrics: A. Work in pairs. Each partner thinks of an interesting place in your city/town that a tourist can visit; B. Then, on your card, **write down** three reasons why you chose this place, without sharing this information with your partner; C. Without looking at your partner’s card, try to **guess** the place. You may need to ask:   * Is it near the…? * How far is it from …? * How do I go there? * What is the colour of the building? * Do I need to buy tickets in order to get in? * Is there a beach nearby? Etc) | pairs |  |
| **Step 2** | Activity Worksheet Task 2.  Students watch **Video 1** about Paris in Language A (English) and familiarise themselves with the city of Paris and its sights and monuments. They are then asked to make a list with those monuments mentioned in the video. Their list will be in English (Language A).  (Rubric: Watch **Video 1** about an educational Trip to Paris and make a list (in English) of those monuments mentioned in the video <https://www.youtube.com/watch?v=YWRH7btAZPo>) | individual |  |
| **Step 3** | Activity Worksheet Task 3  Students watch **Video 2**, using the pause button as many times as necessary, in order to be able to put in order a list with the sights and monuments following the same order that the latter appear in the video. This time they are asked to use French (Language B).  (Rubric: Watch the video about Paris <https://www.youtube.com/watch?v=QDOoUt2znoQ>.Put the following sites, monuments and places in the same order in which they appear in the video. Watch as many times as you need to, using the pause button when necessary. | individual | If there are students from different countries, they may want to refer to the sights of their home. In addition to that, students that have already visited Paris, can share their experience, and talk about places in the video that they are familiar with. |
| **Step 4** | Activity Worksheet Task 4.  Students are asked to write an **email** in French to a friend who is about to visit Paris, summarising the tips for visits and sightseeing. They can choose between Text 1 and Text 2 (or use both).  (Rubric: A friend of yours wants to visit Paris and since you now know the city pretty well, you write them an email in French in which you summarise the best things to do and see in the city. Use information from one or both texts below in order to **inform** him/her about Paris and **encourage** them to visit it. The videos you watched in this lesson will help you. | individual | For upper-level students, it is suggested that they use Text 2. |

**Further tips and guidance:**

This lesson provides the instructions not only in French (Language B) but also in English in case teachers of other languages may want to adapt it for their own purposes.

**Suggestions and ideas for adapting/differentiating for different contexts:**

The teacher of geography and the teacher of French could organise a series of common lessons focusing on countries where French is officially spoken.

***FOR THE STUDENT: ACTIVITY WORKSHEET***

**« Visite de Paris : tout ce qu'il faut voir dans la capitale »**

**Step 1**

**A.** Travaillez en tandem. Chaque partenaire pense à un endroit qu’un touriste devrait visiter dans sa ville.

**B.** Ensuite, écris sur ta carte trois raisons pour lesquelles tu as choisi cet endroit, sans partager cette information avec ton/ta partenaire.

**C.** Sans regarder la carte de ton/ta partenaire, essaye de deviner l’endroit qu’il a choisi. Tu pourrais lui poser des questions telles que :

* L*‘endroit est-il proche de… ?*
* *À quelle est sa distance de… ?*
* *Comment puis-je me rendre là-bas ?*
* *Quelle est la couleur du bâtiment ?*
* *Dois-je acheter des billets pour y enter ?*
* *Y a-t-il une plage à proximité ? Etc.*]

**Step 2**

Regarde la vidéo sur un voyage d’études à Paris et dresse une liste (en anglais) des monuments mentionnés dans la vidéo

**Step 3**

Regarde la vidéo relative à Paris <https://www.youtube.com/watch?v=QDOoUt2znoQ> Mets les sites, monuments et endroits suivants dans l’ordre, selon leur ordre d’apparition dans la vidéo]. Visionne autant de fois qu’il le faudra, en utilisant le bouton « pause » si nécessaire.

* La cathédrale de Notre Dame de Paris (île de la Cité)
* Restaurant traditionnel français et bar à vin (quartier du Marais)
* Confiserie (À l’étoile d’or)
* Galerie (Vivienne)
* Jardin du Palais Royal
* L’Arc de Triomphe (Champs Elysées)
* La Tour Eiffel (Trocadéro)
* Macarons (Ladurée)
* Prendre un bateau-mouche (La Seine)
* Prendre un Vélib
* Sacré Cœur, artistes, peintres, Moulin Rouge (Montmartre)

**Step 4**

Un(e) de tes ami(e)s voudrais visiter Paris et puisque maintenant tu connais très bien Paris, tu lui écris un courriel en français en lui proposant les meilleures choses à faire et voir dans la ville. Utilise des informations des deux textes ci-dessous (ou de l’un des deux textes), afin de lui donner des infos sur Paris et de lui donner envie de visiter la ville. Tu peux également t’aider des vidéos que tu as regardées au cours de la leçon.

**Text 1: Tourism**

Paris has much to offer for sightseeing. Here are five very famous examples:

* *The*[*Eiffel Tower*](https://wiki.kidzsearch.com/wiki/Eiffel_Tower) is the most famous sight in Paris, built by Gustave Eiffel in 1889 with 6,300 tonnes (13,900,000 pounds) of iron — that means 18,000 pieces of iron and 2.5 million rivets. With a height of 300 metres, for a long time it was the highest tower in the world. Over 6 million people visit it every year. There are three levels that you can visit, and the highest one is the second above the ground. The tower was erected for the 1889  World fair, but the French [government](https://wiki.kidzsearch.com/wiki/Government) wanted to tear it down. With rising popularity, it stayed.
* *The*[*Louvre*](https://wiki.kidzsearch.com/wiki/Louvre) is a museum with very famous old works of art, such as the [Mona Lisa](https://wiki.kidzsearch.com/wiki/Mona_Lisa) and the Venus de Milo. The building was built as a house for French kings. The Louvre is the third biggest museum in the world, with 60,000 square metres (650,000 square feet) of show room.[[13]](https://wiki.kidzsearch.com/wiki/Paris#cite_note-13) It is the most visited art museum in the world, with over 5 million people visiting it each year.
* *The [Musée d'Orsay](https://wiki.kidzsearch.com/wiki/Mus%C3%A9e_d%27Orsay" \o "Musée d'Orsay)* was a train station, but it is now an art museum. Most of the art at the Musée D'Orsay was created between 1848 and 1915. This is more recent than the art at the Louvre.
* The [*Moulin Rouge*](https://wiki.kidzsearch.com/wiki/Moulin_Rouge) is a [cabaret](https://wiki.kidzsearch.com/wiki/Cabaret) with many shows, and it opened in 1889. It is in [Montmartre](https://wiki.kidzsearch.com/wiki/Montmartre) — a part of Paris with exciting nightlife. In the Moulin Rouge, women put on a famous dance called the *French cancan*.
* The [*Champs-Élysées*](https://wiki.kidzsearch.com/wiki/Champs-%C3%89lys%C3%A9es) is probably the most famous street in Paris, and one of the most famous in the world. It is full of places to shop and eat. On one end of the Champs-Élysées is the [Arc de Triomphe](https://wiki.kidzsearch.com/wiki/Arc_de_Triomphe).
* [Notre Dame de Paris](https://wiki.kidzsearch.com/wiki/Notre_Dame_de_Paris) is a major [Gothic](https://wiki.kidzsearch.com/wiki/Gothic) [cathedral](https://wiki.kidzsearch.com/wiki/Cathedral), which was damaged in 15 April 2019. It is on "Île de la Cité".
* The [Basilica](https://wiki.kidzsearch.com/wiki/Basilica) of [Sacré-Coeur](https://wiki.kidzsearch.com/w/index.php?title=Sacr%C3%A9-Coeur&action=edit&redlink=1) is a major church devoted to the [Sacred Heart](https://wiki.kidzsearch.com/wiki/Sacred_Heart).

Taken from: <https://wiki.kidzsearch.com/wiki/Paris>

### **Text 2: Monuments and attractions**

*Main articles:*[*Landmarks in Paris*](https://en.wikipedia.org/wiki/Landmarks_in_Paris)*,*[*Historical quarters of Paris*](https://en.wikipedia.org/wiki/Historical_quarters_of_Paris)*, and*[*List of tourist attractions in Paris*](https://en.wikipedia.org/wiki/List_of_tourist_attractions_in_Paris)

[](https://en.wikipedia.org/wiki/File:PassageJouffroy1.jpg)

The [Passage Jouffroy](https://en.wikipedia.org/wiki/Passage_Jouffroy), one of Paris's [covered passages](https://en.wikipedia.org/wiki/Covered_passages_of_Paris)

The city's top cultural attraction in 2019 was the [Basilica of Sacré-Cœur](https://en.wikipedia.org/wiki/Sacr%C3%A9-C%C5%93ur,_Paris) (11 million visitors), followed by the [Louvre](https://en.wikipedia.org/wiki/Louvre) (9.6 million visitors); the [Eiffel Tower](https://en.wikipedia.org/wiki/Eiffel_Tower) (6.1 million visitors); the [Centre Pompidou](https://en.wikipedia.org/wiki/Centre_Pompidou) (3.5 million visitors); and the [Musée d'Orsay](https://en.wikipedia.org/wiki/Mus%C3%A9e_d%27Orsay" \o "Musée d'Orsay) (3.3 million visitors).

The most visited monuments in Paris are situated in the heart of the city, including the Notre Dame Cathedral (now closed for restoration), and the Louvre as well as the [Sainte-Chapelle](https://en.wikipedia.org/wiki/Sainte-Chapelle); [Les Invalides](https://en.wikipedia.org/wiki/Les_Invalides), where the tomb of Napoleon is located, and the Eiffel Tower are located on the Left Bank of the river, south-west of the centre. The [Panthéon](https://en.wikipedia.org/wiki/Panth%C3%A9on) and the [Catacombs of Paris](https://en.wikipedia.org/wiki/Catacombs_of_Paris) are also located on the Left Bank of the Seine. The banks of the Seine from the [Pont de Sully](https://en.wikipedia.org/wiki/Pont_de_Sully) to the [Pont d'Iéna](https://en.wikipedia.org/wiki/Pont_d%27I%C3%A9na) have been listed as a [UNESCO](https://en.wikipedia.org/wiki/UNESCO) [World Heritage Site](https://en.wikipedia.org/wiki/World_Heritage_Site) since 1991.

[](https://en.wikipedia.org/wiki/File:Champs-Elys%C3%A9es,_vue_de_la_Concorde_%C3%A0_l'Etoile.jpg)The [*Axe historique*](https://en.wikipedia.org/wiki/Axe_historique), pictured here from [Concorde](https://en.wikipedia.org/wiki/Place_de_la_Concorde) to [Grande Arche](https://en.wikipedia.org/wiki/Grande_Arche) of [La Défense](https://en.wikipedia.org/wiki/La_D%C3%A9fense)

Other landmarks are laid out east to west along the historical axis of Paris, which runs from the Louvre through the [Tuileries Garden](https://en.wikipedia.org/wiki/Tuileries_Garden), the Luxor Column in the [Place de la Concorde](https://en.wikipedia.org/wiki/Place_de_la_Concorde), and the [Arc de Triomphe](https://en.wikipedia.org/wiki/Arc_de_Triomphe), to the [Grande Arche](https://en.wikipedia.org/wiki/Grande_Arche) of La Défense.

The Eiffel Tower is one of the most visited monuments in the World

[](https://en.wikipedia.org/wiki/File:The_Eiffel_Tower_in_Autumn.jpg)Several other much-visited landmarks are located in the suburbs of the city; the [Basilica of St Denis](https://en.wikipedia.org/wiki/Basilica_of_St_Denis), in [Seine-Saint-Denis](https://en.wikipedia.org/wiki/Seine-Saint-Denis), is the birthplace of the Gothic style of architecture and the royal necropolis of French kings and queens. The Paris region hosts three other UNESCO Heritage sites: the Palace of Versailles in the west, The [Palace of Fontainebleau](https://en.wikipedia.org/wiki/Palace_of_Fontainebleau) in the south and the medieval fairs site of [Provins](https://en.wikipedia.org/wiki/Provins) in the east. In the Paris region, [Disneyland Paris](https://en.wikipedia.org/wiki/Disneyland_Paris), in [Marne-la-Vallée](https://en.wikipedia.org/wiki/Marne-la-Vall%C3%A9e), 32 kilometres (20 miles) east of the centre of Paris, received 9.66 million visitors in 2017.

Taken from Wikipedia: <https://en.wikipedia.org/wiki/Paris>

1. [International Standard Classification of Education (ISCED) - Statistics Explained (europa.eu)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=International_Standard_Classification_of_Education_(ISCED)) [↑](#footnote-ref-1)