

Google Earth Education

LESSON TITLE- Les voyages

TIME [200 minutes]

OVERVIEW The lesson is basically related to travel and the vocabulary related to it and so I would be using google earth tool to basically talk about cultural diversity and similarity between the two countries and the effect on environment due to tourism being promoted and how we can work towards a sustainable world and highlight upon the sustainable practices.

SUBJECT/TOPIC Les voyages(French)	AGE LEVEL 14-16 years
Learning Objectives- To teach the different aspects of travel. Familarise children with the vocabulary of travel. The importance of various hstorical monuments and there significance. The changes due to environmental degradation and their effects.	Inquiry La Carte de la France
Materials Needed 1.Map 2.videos on the monuments of the two countries 3.NCERT Book -Entre -jeunes 2 4.chalk and board 5.Computer	 Lesson Summary Engage: the students in finding information on both countries in respect to environment and tourism Explore: Paris and 15 historic cities of India Explain: the roots of Chandernagor and Pudducherry in context to France Revise: The vocabulary of Travel Apply: The sustainable practices and work for not only a better environment but also an efficient tourism and explain the importance of reviving old handicrafts

Sustainable Development Goals

AGISSEZ POUR UNE CAUSE HUMANITAIRE...

OU AGISSEZ POUR UNE CAUSE ÉCOLOGIQUE



Goal 6 /Goal 17/Goal 8







Culminating Task/Assessment. I would be asking the child to make an itinerary and also he/she would be able to reserve his/her tickets and write a postcard to his/her friend describing ones vacation etc.



Textbook Chapter - lesson 5 of Class 9 th NCERT text book covered which is dealing with travel visit to monuments reserving tickets, modes of transport writing a postcard and question formation.

Engage (15 -20 minutes)

- Activate prior knowledge and prepare students for new concepts, skills or processes.
- 2. Introduce the essential question that will guide the inquiry investigation.

Explore (35-40 minutes)

- 1. Teachers introduce the first source of information using a map.
- 2. Students look for vocabulary related to travel and observe the map of France.

 <a href="https://earth.google.com/earth/rpc/cc/drive?state=%7B%22ids%22%3A%5B%22119OavWp7izkYTZYm2ZNNQJZnb29jl4Pf%22%5D%2C%22action%22%3A%22open%22%2C%22userId%22%3A%22105936090155580283759%22%7D&usp=sharing
- Students identify relationships or patterns and note down information gained.

Explain (40 minutes)

- Teachers organize students into small groups or partners.
- 2. Students share a small dialogue based on making a reservation for travel to Paris .
- 3. Teachers facilitate whole group discussion in which students share their observations (the grammatical errors and pronunciation mistakes)

Revise (10 minutes)

1. Students will make adjustments to the information gained in discussion . the effect of tourism and climate change on Taj Mahal

Explore (25 minutes)

- 1. Teachers introduce the other things related to the chapter.
- 2. Students note down the vocabulary and noun forms and grammar notes.
- 3. Students identify relationships or patterns based on information gained in context with travel between 2 countries and the cultural aspects too .Why is Eco-tourism important. <u>Causses du Quercy</u> en région Midi-Pyrénées, ou bien encore le long de la <u>Côte de Granit rose</u> en Bretagne ou la <u>vallée de la Tarentaise</u> en Rhône-Alpes

Explain (20 minutes)

- 1. Teachers organize students into small groups or partners.
- 2. Students share there postcard writings with peer.
- 3. Teachers facilitate whole group discussion in which students. The States in India that are promoting eco tourism

Revise (10 minutes)

Students will do a recap of information gained.

Apply (30 minutes)

- 1. Students reflect on outcomes and communicate findings.
- 2. Students use findings to draw conclusions and generate a solution to a problem.