

Four sages' roles to prepare for a "circling the sages" session

1) You are a representative of houseswap.com. Your mission is to study the website and memorize as much information as possible about how it works; all its advantages, the positive experiences described. You will have to answer the queries of potential home swappers who are thinking about spending their holidays in someone else's house but aren't quite sure yet. Your ambition is to convince as many of them as possible and make the website grow... Be ready to talk about the various possible types of swaps.

2) You are an ex home swapper who have had a very bad experience with the people who came to stay in your house while you went to stay in theirs. Make up all that may have gone wrong whether in your house or in theirs or in both – obviously a lot of things went wrong! You will be meeting various candidates for home swapping and your goal will be to warn them about the potential dangers and risks of such adventures. Of course you will be very eager to talk those who will come to see you out of it by extensively telling your own story.

You may visit the following site for help and ideas: sharetraveler.com/everything-that-could-go-wrong or/and www.traveller.com.au

3) You are an all-time home swapper - and in your opinion, there is nothing like swapping homes to spend an excellent 'budget friendly' holiday. You've been everywhere staying in peoples' homes for free. You were able to stay in the most beautiful houses on all continents; you met the most interesting people who, for many of them, have become your friends. You know the advantages of home swapping and you want to convince those who are considering trying it that it is **the** thing to do. The more people you convince, the better.

You may visit the following sites for help and ideas: www.moneycrashers.com/house-swap-exchange-home or google: Home exchange - cut the cost of your holiday- the guardian.

4) You work for an insurance company and you know that house swapping is very fashionable and indeed very tempting. However you know that things can go wrong sometimes, and you have heard all kinds of stories where people ended up in trouble. (Thefts, damage, ill-treated pets, water leaks and even a house that burnt down once.)

People are not always properly insured when they lend their houses, especially in case of damage due to carelessness and theft without a break-in. You want to inform them, and far from discouraging them, you have various insurance policies on offer, each of them covering for different risks, and one all-inclusive which covers for everything. Your aim is for future home swappers to subscribe a policy, and if possible, the most expensive one.

Roleplay for each student...

You'll have to swap your house represented in the picture you picked. It may be a beautiful or an ordinary house. You may want to get a better house than yours, or a house the same standard as yours, or you may

be less interested in the house itself than in the region where the house is situated: some people are interested in a particular location and do not necessarily care for a luxury house.

You must be able to describe all that's in the house: the rooms, the various facilities like a gym studio, a sauna, a Jacuzzi, the size of beds, the number of bathrooms, the equipment kitchen equipment, the games.

If the house is nothing special, insist on what the area or your city has to offer as it may be very attractive too.

Two prospective home swappers spend exactly 5 minutes together and switch to another one. (The principle of speed-dating). At the end each of them will write on a piece of paper the name of the person they would like to swap with.

To stand a better chance of finding a match, do not write the name of a person who was blatantly uninterested in your house. Good luck!

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Here is my project with a final year class (Terminales S) with a particular focus on oral skills.

Aim: Find a house swap match to spend a nice cheap holiday.

Lesson 1: What is a house swap? Think of the upsides and downsides of house-swapping comparing it to staying at a hotel. (Brainstorming activity)

Think-pair-share activity: Each student thinks about it for 5 minutes and jots down a few notes on a piece of paper. For another 5 minutes, they will share their findings with another student (their immediate neighbour) at the end of which, two pairs will exchange for another 5 minutes gathering as much information as possible. One reporter is chosen in each group of four to report out loud to the class. Notes are taken, vocabulary is expanded... and will have to be memorized.

Lesson 2: Four students have to recap what the upsides and downsides discussed in the previous lesson were +present other arguments in favour or against home-swapping found during homework. (additional brainstorming).

Pictures of houses ranging from very ordinary to high-luxury are handed out to the students to work on.

Home-task 1 : This house is yours... Imagine the inside and the outside, the region in which it is situated, the attractions available in the area... and get ready to present it in a very positive light whether it is ordinary or luxury...

Home-task 2: Four sages will have a special information-search mission (see enclosed sheet) to tell about home-swapping with the potential students who will then “circle the sages” in groups of four. They are looking into home-swapping based on the upsides and downsides discussed in the previous lessons, but they still need to make up their minds after talking to the four sages...

A couple of lessons later... **Circling the sages**: the students circle the sages, ask questions, express their worries and listen to the sages conflicting presentations; *filmed part provided*. Time is given for them to take stocks of what they heard and decide whether they want to go ahead with it or not. Oral justifications are requested at this point.

Next lesson: Sharing the vocabulary of houses, gardens, various architectural styles, near-by attractions... All new words and phrases are written down and memorized through various games...

One of the games is a **pronunciation game** (showed by Annick Perrot) played in two teams where the aim is for each player to get the pronunciation of a word right, and if so, pass on to another word of the list to be pronounced out loud by the next player of the team. In case of poor pronunciation of a word, the teacher switches to the next group. The winner is the group who was able to pronounce all the new words in turn without mistakes.

A later alternative to this game is to give the words in French and to ask them to find the right translation and the right pronunciation, which should allow to both know the word and come out with the right pronunciation on D-Day.

Last but one lesson: All the candidates for home-swapping sit opposite one another and talk for 8 minutes about their houses, their conditions, the type of house-swap they are considering (three exist), and then move on to the next potential house-swapper (speed-dating kind of organization) and talk for another 8 minutes. Each time they keep one minute to write down a quick evaluation for each person/house. Video extract provided.

Last lesson: Each candidate explains which home-swapper he would be keen to exchange with, and we see how many matches were possible...

Feedback is then heard about the whole lesson.

Flipped classroom: video extract provided. (Given a week before the final task)

Rather than giving them a list of expressions and phrases to be learnt at home and ‘used’ during the swapping interviews, I filmed myself with our American assistant casually discussing a possible home-swap for 12 minutes.

They had a chance to watch it at home on *Pronote* as many times as they wanted and just pick up what they liked or understood from it based on their level of English, and hopefully re-invest it in their conversations...

The “differentiation” issue - or dealing with those students with poorer speaking abilities led me to offer two options for the final house swapping session. The more fluent speakers were on their own or paired up with a less confident speaker, who was supposed to step in during the talk without the constraint of having to take it all up completely by themselves.

Personal notes:

Well, to be honest the students have enjoyed this project very much and I had a few feedbacks filmed (from students with various oral skills) and I am quite pleased with what happened during those lessons and with what they thought about them.

The teaching course in Norway has helped me a lot in setting up this project with original motivating activities. I could not have figured it out without all the techniques introduced and practiced during that week, and I really mean it!

Frédéric Clauzel

Le billet du comité de relecture présidé par Silvana Turchino Diksa, IA-IPR

Points forts :

- Projet de séquence intéressant, bien ancré dans les notions du programme du cycle terminal.
- Le recours à l’assistant de LVE est un atout

Perspectives pédagogiques possibles :

- L’idée de ‘flipped classroom’ est une bonne idée mais il faudra veiller à proposer de très courtes présentations ou en plusieurs parties distinctes pour en faciliter le visionnage.
- Les différents intervenants de la tâche finale sont bien identifiés.
- On pourra faire en sorte que les élèves eux-mêmes en définissent les contours (travail d’anticipation sur le rôle)