

French as a Foreign Language

Teaching Objectives and Learning Outcomes

Form 1



Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
Malta 2012

FRENCH

Teaching Objectives and Learning Outcomes



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FORM 1 – French	
Unit code and title	7.1 START!
Objective 1	The teacher will teach students how to recognize and identify French and understand simple greetings, classroom orders and letter sounds.
Strand/s	Listening
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	distinguish between French and other languages; be aware of the letters in the French alphabet; be aware of the fact that in French, sounds are not spelled exactly as they sound
Level 6	n/a
Level 5	n/a
Level 4	be more familiar with orders and understand the instructions the teacher gives in class; understand simple greetings, such as: <i>Bonjour!, Salut !, Ça va?, Tu t'appelles comment?</i>
Objective 2	The teacher will show students how to use simple greeting words, to say and spell one's name and to pronounce the alphabet and vowels, colours, etc
Strand/s	Speaking

Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	greet someone, introduce themselves and ask someone his/ her name; spell their names and other words.

Objective 3	The teacher will show students how to write words and short phrases and fill in simple exercises to revise greeting words, saying one's name, colours, etc
Strand/s	Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	write words in a fill in exercise related to greetings.

Objective 4	The teacher will teach students to associate letter sounds and vocabulary to texts, pictures and images and to read short phrases concerning greetings.
Strand/s	Reading

Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	match the sound to the letter.

Objective 5	The teacher will teach students to identify the symbols of France and to use colours for flag descriptions.
Strand/s	Listening, Speaking, Reading, Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	know that the names of some colours in French are similar to those in Maltese and English ex <i>Bleu – blu – blue</i> .
Level 6	n/a
Level 5	n/a
Level 4	say one or two sentences to describe a French symbol.
Level 6	n/a
Level 5	n/a

Level 4	know what the symbols represent and where they can be found.
Level 6	n/a
Level 5	n/a
Level 4	match the name to the colour

Unit code and title	7.2 MY SCHOOL MATES
Objective 1	The teacher will teach students to understand basic oral descriptions of boys and girls using simple adjectives, numbers 1-10, letter sounds /s/ and /z/.
Strand/s	Listening
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	know the meaning of “ <i>Qui c'est?</i> ” and distinguish between “ <i>un</i> ” and “ <i>une</i> ”; be aware that the feminine version of “ <i>il est</i> ” is “ <i>elle est</i> ”; be aware of the numbers in French and link them to some numbers which are similar in English ex “ <i>six</i> ”.
Level 6	n/a
Level 5	n/a
Level 4	recognize the /s/ and the /z/ sound in a word and distinguish between the two sounds.

Objective 2	The teacher will guide students how to use and write short simple sentences to describe a person, use numbers etc
Strand/s	Speaking, Writing
Learning Outcomes	Students will:

Level 6	n/a
Level 5	reply to the question “ <i>Qui c’est?</i> ” by stating who the person is and say whether it’s a boy or a girl; make a short simple description of a boy or girl using difficult adjectives such as “ <i>mince, laid, etc.</i> ”.
Level 4	reply to the question “ <i>Qui c’est?</i> ” and state who the person is ex: “ <i>C’est Luc</i> ”; make a short simple description of a boy or girl using basic adjectives.
Level 6	n/a
Level 5	write a few sentences to describe a boy or a girl; use the numbers when writing sentences.
Level 4	know that by adding an “e” they can change the indefinite article “ <i>un</i> ” (masculine) into “ <i>une</i> ” (feminine); use “ <i>il est</i> ” and combine it with adjectives to form short sentences describing a boy; match the word to the digit.

Objective 3	The teacher will guide students to read simple texts describing people.
Strand/s	Reading
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	start getting familiar with the meaning of new adjectives such as “ <i>grand, brun</i> ”.

Objective 4	The teacher will show the students the different landscapes present in France, encourage them to talk about geographic differences between Malta and France.
Strand/s	Listening, Speaking, Reading, Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	be aware of the fact that France is a European country having the form of a hexagon.
Level 6	n/a
Level 5	n/a
Level 4	use simple sentences to speak about physical features in France; name the countries surrounding France.
Level 6	n/a
Level 5	n/a
Level 4	identify mountains, rivers and the 4 seas touching France.
Level 6	n/a
Level 5	n/a
Level 4	name to the main physical features in the map of France.

Objective 5	The teacher will teach students how to write a few sentences about France and its landscapes.
Strand/s	Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	write short sentences about French landscapes.

Unit code and title	7.3 ALL ABOUT MYSELF
Objective 1	The teacher will make students aware of the administrative divisions of France, guide them to situate the major cities (Paris, Lyon, Marseille, ...) on the map and enable them to talk about the main attractions.
Strand/s	Listening, Speaking, Reading
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	realize that the administrative map of France is divided in 22 regions and 96 departments.
Level 6	n/a
Level 5	n/a
Level 4	present a French city through a simple PowerPoint.
Level 6	n/a
Level 5	n/a
Level 4	discover the capital cities of the respective regions through pictures; situate the major cities (Paris, Lyon, Marseille ...) on the map.

Objective 2	The teacher will help students recognize and identify ways of asking and answering questions about one's name, age and class and enable them to distinguish between subject and tonic pronouns.
Strand/s	Listening
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	realize that basic questions and answers exist in very simple dialogues; identify the different forms of masculine and feminine adjectives; realize that there are two types of pronouns.

Objective 3	The teacher will teach students to introduce themselves, present their friends and say their age using both subject and tonic pronouns. He/She will enable students to ask and answer simple questions about one's name, age and class and guide them to talk about a person focusing on physical description and emotions.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 6	carry out a role play showing differences in intonation, facial expressions and gestures when asking a question or giving an answer.
Level 5	present a friend, giving his/her name, age and class; describe the person they admire with confidence using the correct sentence structure and a variety of adjectives; produce sentences using the verbs <i>être</i> , <i>avoir</i> and <i>s'appeler</i> .
Level 4	greet someone, introduce themselves and their friends using both subject and tonic pronouns; ask someone his/her name, age and class; understand the question <i>Il/Elle est comment?</i> and produce short basic sentences starting with <i>Il/Elle est...</i> provided that the teacher indicates clearly the adjectives to be used.

Objective 4	Teach students to recognize the verbs <i>être</i> , <i>avoir</i> and <i>s'appeler</i> , differentiate between subject and tonic pronouns and observe the difference between feminine and masculine adjectives.
Strand/s	Reading
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	recognize the verbs <i>être</i> , <i>avoir</i> and <i>s'appeler</i> and associate the different forms of these verbs to subject pronouns; distinguish between masculine and feminine adjectives and between subject and tonic pronouns.

Objective 5	Teach students to fill in an identity card and to describe a person in writing, paying particular attention to gender when choosing adjectives and conjugate the verbs <i>être</i> , <i>avoir</i> and <i>s'appeler</i> correctly.
Strand/s	Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	fill in an identity card; fill in a paragraph with given words; rely on the teacher's model to produce a short paragraph.

Unit code and title	7.4 MY CLOTHES, LIKES AND DISLIKES
Objective 1	The teacher will enable students to situate French-speaking countries and important French cities on the map and to discover Carnival celebrations in these cities / countries. He/she will introduce the <i>Sigles</i> : TGV– SNCF – SVP – VTT – BD – JO – H – P.
Strand/s	Listening, Speaking, Reading, Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	understand the meaning of “abbreviation” and “logo”.
Level 6	n/a
Level 5	present Carnival in different French-speaking countries and situate the countries on the map through a simple PowerPoint.
Level 4	enjoy themselves while they sing and dance to the song : <i>Carnaval de la classe</i>
Level 6	n/a
Level 5	n/a
Level 4	become familiar with the different abbreviations and their logos and surf the internet to find information about French or French-speaking personalities of their choice
Level 6	n/a
Level 5	n/a

Level 4	match the Carnival character to the corresponding country; match the names of the personalities to the corresponding pictures and match descriptions to personalities.
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Objective 2	The teacher will enable students to identify vocabulary pertaining to physical description and clothes, and to recognize singular and plural articles, nouns and adjectives. He/she will invite the students to reflect on the difference between the written verb and its pronunciation.
Strand/s	Listening
Learning Outcomes	Students will:
Level 6	pick up key words regarding physical description.
Level 5	listen to a passage focusing on specific vocabulary; be aware of the difference between the written verb and its pronunciation.
Level 4	understand vocabulary related to clothes; recognize singular and plural articles, nouns and adjectives.

Objective 3	The teacher will enable students to describe a person including friends and famous French characters; to talk about their clothes and wardrobe; to express their tastes; to count from 17-30 and to indicate a quantity.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 6	describe a person using the vocabulary learnt up to this point with confidence; express likes and dislikes and show a fairly high awareness of sound and correct pronunciation and intonation.
Level 5	describe a person with support; use vocabulary related to clothes in a sentence maintaining the correct sentence structure;

	count from 1-30 without difficulty using the correct pronunciation.
Level 4	describe a person using simple sentences with the teacher's aid; count from 1-30 with support.

Objective 4	The teacher will teach the students the skill of skimming through a text in order to identify the main ideas. He/She will enable students to distinguish between singular and plural articles, nouns and adjectives and to pronounce the different forms of the <i>-ER</i> verbs.
Strand/s	Reading, Speaking
Learning Outcomes	Students will:
Level 6	read and understand new vocabulary related to different materials and styles.
Level 5	read a passage focusing on specific vocabulary.
Level 4	read and understand vocabulary related to clothes; be aware of the fact that the letter "s" is needed to put nouns and adjectives in the plural. They know that the articles have a different form in the plural.
Level 6	n/a
Level 5	n/a
Level 4	conjugate the first, second and third person (singular and plural) of the <i>-ER</i> verbs.

Objective 5	The teacher will guide students to write sentences containing the <i>–ER</i> verbs.
Strand/s	Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	use the <i>–ER</i> verbs in simple sentences.
Level 4	conjugate the first, second and third person (singular and plural) of the <i>–ER</i> verbs following a model.

Unit code and title	7.5 LIFE AT SCHOOL
Objective 1	The teacher will enable students to become acquainted with the capital city of France, its origins and its monuments.
Strand/s	Reading, Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	carry out research about Paris.
Level 4	n/a
Level 6	n/a
Level 5	produce a chart about Paris.
Level 4	draw one of the monuments in Paris.

Objective 2	The teacher will enable students to become familiar with, and make use of the numbers, days of the week and months and enable them to form the date and talk about their birthday.
Strand/s	Listening, Speaking, Reading
Learning Outcomes	Students will:
Level 6	n/a

Level 5	make a distinction between the numbers in French and those in their own language and recognize them when they are used in a conversation
Level 4	n/a
Level 6	n/a
Level 5	carry on a short conversation to ask the date of their classmates' birthday.
Level 4	say the date correctly, say <i>Joyeux anniversaire</i> .
Level 6	n/a
Level 5	n/a
Level 4	recognize the numbers, days of the week, the months.

Objective 3	The teacher will enable students to speak about their teachers, their preferences in school subjects and their tastes and enable them to answer questions about a text written in simple French.
Strand/s	Listening, Speaking, Reading, Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a

Level 4	understand the difference between <i>J'aime</i> and <i>Je n'aime pas</i> ; understand simple questions based on a dialogue they hear on CD; identify the negative expression ' <i>ne ... pas</i> ' and the emphatic pronouns.
Level 6	n/a
Level 5	make use of the words they have heard during the unit in a simple conversation; make a simple oral description of a person and speak of their tastes; answer a variety of questions about a short text
Level 4	produce sentences with words they have learnt up to now; use <i>J'aime</i> and <i>Je n'aime pas</i> in a sentence
Level 6	n/a
Level 5	answer a variety of written questions about a short text.
Level 4	be able to recognize the words that are used to describe persons, such as <i>vieux</i> or <i>marrant</i> .
Level 6	n/a
Level 5	write a short paragraph about their tastes.
Level 4	fill in a simple exercise using the negative expression ' <i>ne... pas</i> ' and the emphatic pronouns; answer written questions requiring answers such as True/False

Objective 4	The teacher will enable students to develop new reading strategies, answer questions and read abbreviations in French
Strand/s	Speaking, Reading
Learning Outcomes	Students will:
Level 6	n/a

Level 5	produce sentences with words they have learnt up to now.
Level 4	answer simple questions about topics they have learnt so far.
Level 6	n/a
Level 5	read a short text about topics they are familiar with.
Level 4	read and understand simple abbreviations in French.

Objective 5	The teacher will enable students to understand and make use of simple French grammar points such as the negative, the emphatic pronouns and simple verbs.
Strand/s	Reading, Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	differentiate between the various persons of the verbs presented in the unit.
Level 4	be aware of the present tense of the two verbs ' <i>être</i> ' and ' <i>avoir</i> ' and of the pronoun ' <i>on</i> '.
Level 6	n/a
Level 5	work out exercises, such as filling in a form.
Level 4	match pronouns with the corresponding part of the verb.

Unit code and title	7.6 CONSOLIDATION AND REVISION
Objective 1	The teacher will enable students to consolidate the speaking skills they have learnt in previous lessons enabling them to describe a picture and answer questions related to it, using the vocabulary and grammar they have acquired so far to produce simple dialogues in French.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 6	n/a
Level 5	answer orally questions about a picture going into depth e.g. describe a person; describe a picture giving details using simple everyday language; simulate everyday situations they are familiar with, creating a simple dialogue.
Level 4	list some simple words associated with a picture; use adjectives of colour, besides nouns to describe a picture in a simple way; ask and answer simple questions related to situations they are familiar with.

Objective 2	The teacher will help students consolidate their understanding of recorded/online/written texts in which easy everyday French is used and answer questions about them.
Strand/s	Listening
Learning Outcomes	Students will:
Level 6	n/a
Level 5	understand simple questions in French about a text on CD or online giving a short simple answer.
Level 4	answer simple questions about a text on CD or online requiring true/false answers, showing that they have understood the text; answer simple multiple choice questions about a text on CD or online.

Objective 3	The teacher will enable students to consolidate their writing skills and their understanding of vocabulary, grammar and phonetic sounds learnt so far through texts dictated to them by their teacher or read by native speakers.
Strand/s	Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	write out correctly a paragraph consisting of short sentences with simple vocabulary, verbs and phonetic sounds read out online/CD or dictated by their teacher.
Level 4	write out correctly simple words and simple phonetic sounds read out online/on CD or dictated by their teacher.

Objective 4	The teacher will help students consolidate the writing skills they have acquired to tackle simple creative tasks using the vocabulary and grammar learnt so far in French.
Strand/s	Reading, Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	answer simple open-ended questions about a written text they have read in French
Level 4	fill in blanks with words they have read in a written text.
Level 6	n/a
Level 5	answer multiple choice questions about a text; write short texts such as a note or an SMS, fill in a form, writing out/replying to an invitation, a letter to a friend or a postcard, an e-mail.

Level 4	answer questions of the True/False type about a written text; fill in words in a short note or sms.
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Objective 5	The teacher will enable students to revise culture topics and consolidate their knowledge through written and oral exercises.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	answer questions orally about a region.
Level 4	use simple words to describe a region.
Level 6	n/a
Level 5	write a short paragraph about a region of their choice tackled during the first 5 Units.
Level 4	fill in words about a region they have learnt about during units 1 to 5.

Unit code and title	7.7 MY FAMILY
Objective 1	The teacher will familiarize the students with French feasts and traditions taking place from January till May.
Strand/s	Speaking, Reading, Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	speak about French feasts and traditions falling between January and May.
Level 4	n/a
Level 6	n/a
Level 5	follow a recipe of the <i>galette des rois</i> .
Level 4	identify French feasts and traditions falling between January and May.
Level 6	n/a
Level 5	prepare a simple PowerPoint about a particular feast or tradition.
Level 4	n/a

Objective 2	The teacher will invite students to listen to a dialogue and help them identify vocabulary related to nationalities and stationery items.
Strand/s	Listening
Learning Outcomes	Students will:
Level 6	n/a
Level 5	answer orally questions about a recorded dialogue showing they understand the main ideas.
Level 4	identify different nationalities and familiar words from a recorded dialogue; understand very simple questions about a picture; identify the speakers engaged in the dialogue; identify words linked with stationery from a recorded dialogue.

Objective 3	The teacher will teach students to differentiate between masculine and feminine adjectives of nationality, possessive adjectives and to recognize and pronounce <i>–ER</i> verbs in the present tense.
Strand/s	Reading
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	read out the different pronunciation of the masculine and feminine adjectives; distinguish between and match the masculine and feminine adjectives; read out the difference between the masculine and feminine singular and plural forms of the possessive adjectives in the first three persons; be aware of the possessive adjectives and identify them in a text.
Level 6	n/a
Level 5	read out any <i>–ER</i> verb which is not found in their textbook.

Level 4	read out any familiar –ER verb in both singular and plural persons; in any of its various forms from a text; the conjugated form of an –ER verb in the present with its corresponding infinitive, from a list of verbs.
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Objective 4	The teacher will enable students to talk about their family and ask others about their respective families, talk about stationery items and be aware of the silent “e”.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 6	engage in a role play and link the right possessive adjective with a particular stationery
Level 5	talk about their family, using short simple sentences; ask others questions about their respective families; use more difficult lexical items linked with stationery material such as «une trousse»; ask others what stationery items they have in their bag.
Level 4	answer questions about their family; say out and match basic “family” vocabulary with the relevant picture; identify words similar to their native language such as «une gomme»; say what stationery items they have in their school bag.
Level 6	n/a
Level 5	n/a
Level 4	be able to say words containing the silent “e”; be aware that the vowel “e” is not always sounded.

Objective 5	The teacher will teach students how to write a short text where they describe their family.
Strand/s	Writing
Learning Outcomes	Students will:

Level 6	n/a
Level 5	join sentences logically to write down a short paragraph about their family.
Level 4	write short sentences using the target words; choose the proper words to continue short sentences.

Unit code and title	7.8 TIME AND DATE
Objective 1	The teacher will familiarize the students with French feasts and traditions taking place from May to December.
Strand/s	Speaking, Reading
Learning Outcomes	Students will:
Level 6	n/a
Level 5	present a particular feast or tradition through a simple PowerPoint or a chart.
Level 4	compare French feasts and traditions with those of own country.
Level 6	n/a
Level 5	do a small search on the internet about a feast or tradition; follow a PowerPoint presentation on French feasts and traditions.
Level 4	identify French feasts and traditions falling between May and December.

Objective 2	The teacher will teach students to read different time-tables, the twelve months of the year and the seasons, the 12 and 24 hour clock, pronounce plurals taking “x” and the sounds œ/, /ø/, /ɛ/.
Strand/s	Reading
Learning Outcomes	Students will:
Level 6	n/a

Level 5	read out and join together the required information; read any time both in the 12 and 24 hour clock; read out important events on a calendar.
Level 4	be able to identify a time-table; read the o'clock, quarter past, half past and quarter to; ask for the time; distinguish between morning, afternoon and evening; distinguish between the 12 and 24-hour clock; link months with the appropriate season; read out the months of the year and the four seasons.
Level 6	n/a
Level 5	n/a
Level 4	distinguish between the formation of the plural in "s" and the plural in "x"; read out words in the plural, formed by adding an "x"; match the singular form of a word with its corresponding plural form; read words containing the sounds of æ/, /ø/, /ε/.

Objective 3	The teacher will invite students to listen to a dialogue and identify ways of fixing an appointment.
Strand/s	Listening
Learning Outcomes	Students will:
Level 6	follow the transcript of the dialogue even though it has missing words.
Level 5	identify ways of fixing an appointment.
Level 4	fill in missing words in a text by hearing a recorded version of it.

Objective 4	The teacher will teach students how to ask for an appointment, talk about their time-tables and ask others about their respective time-tables.
Strand/s	Speaking

Learning Outcomes	Students will:
Level 6	engage in a role play where they fix an appointment.
Level 5	fix an appointment; talk about their own time-table; ask others about their respective time-table.
Level 4	match their daily activities with their appropriate time.

Objective 5	The teacher will enable students to write a short text where they speak about their time-table.
Strand/s	Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	join sentences logically to write down a short paragraph about their time-table.
Level 4	write short sentences about their time-table; choose the right words to continue short sentences in a paragraph; write down key words taken from a video clip.

Unit code and title	7.9 WHERE AM I?
Objective 1	The teacher will encourage students to listen to and understand spoken French in context, answer simple questions.
Strand/s	Listening
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	understand the question “ <i>Qu’est-ce que c’est?</i> ”; write correctly numbers which are read out to them.
Level 6	n/a
Level 5	n/a
Level 4	understand questions using the verb “ <i>faire</i> ”.

Objective 2	The teacher will help students to express numbers in French, ask simple questions, describe objects and learn new vocabulary.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 6	n/a
Level 5	produce their own questions using <i>Est-ce que...?</i> ; answer the question using the right pronunciation; state facts about the location of persons or things.

Level 4	repeat pronunciation of different numbers; ask and give adequate answers to the question “ <i>Qu’est-ce que c’est?</i> ”; use the question <i>Est-ce que ...?</i>
Level 6	n/a
Level 5	formulate their own questions and corresponding answers using the verb “ <i>faire</i> ”.
Level 4	ask guided questions using the verb “ <i>faire</i> ”.

Objective 3	The teacher will teach students to read written instructions, numbers 60 to 80.
Strand/s	Reading
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	understand commands related to position of persons or things; read and understand written instructions regarding location.

Objective 4	The teacher will help students write correct French, keeping in mind the difference between a sound and its written equivalent.
Strand/s	Writing
Learning Outcomes	Students will:
Level 6	n/a

Level 5	formulate their own indications regarding position of a person or thing.
Level 4	complete questions starting with <i>Est-ce que...?</i> ; formulate their own questions using <i>Est-ce que...?</i> ; use <i>Est-ce que ...?</i> in other contexts.

Objective 5	The teacher will help students to get to know better the regions Ile-de-France and Alsace.
Strand/s	Speaking, Reading and Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	speak with relative ease about a region in France.
Level 4	n/a
Level 6	n/a
Level 5	locate roughly a particular region on the map of France.
Level 4	n/a
Level 6	n/a
Level 5	write short notes about a region.
Level 4	give general information about a particular region.

Unit code and title	7.10 DISCOVER PARIS
Objective 1	The teacher will help students understand spoken French in context, answer simple questions.
Strand/s	Listening, Speaking
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	know that Paris is divided into 20 sectors for administrative purposes.
Level 6	n/a
Level 5	talk about certain monuments or landmarks in Paris and can locate them on map of Paris.
Level 4	refer to a number of monuments in the French capital.

Objective 2	The teacher will teach students to ask questions using “Où?” and use ordinal numbers.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 6	n/a
Level 5	formulate their own questions using “Où?” with the required intonation; use the ordinal numbers to speak about the “arrondissements” in Paris.

Level 4	answer questions starting with “Où?”; pronounce the ordinal numbers correctly.
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Objective 3	The teacher will teach students to read written instructions and simple commands in French.
Strand/s	Reading
Learning Outcomes	Students will:
Level 6	n/a
Level 5	read and understand written instructions or commands.
Level 4	understand basic, simple commands.

Objective 4	The teacher will help students express themselves in correct French, using the vocabulary at their disposal.
Strand/s	Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	transcribe orders or commands in writing; use the verb <i>vouloir</i> together with another verb in the infinitive in sentences of their own.
Level 4	choose the required form of the verb <i>vouloir</i> in context; answer questions using the verb <i>vouloir</i> .

Objective 5	The teacher will help students get to know better the regions Aquitaine and Provence-Alpes-Côte d'Azur.
Strand/s	Speaking, Reading, Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	speak with relative ease about a region in France.
Level 4	say a few sentences about one of these two region.
Level 6	n/a
Level 5	n/a
Level 4	locate roughly a particular region on the map of France.
Level 6	n/a
Level 5	write short notes about a region.
Level 4	give general information about a particular region.

Unit code and title	7.11 WHERE IS IT?
Objective 1	The teacher will enable students to become acquainted with the different aspects of life in Bretagne.
Strand/s	Listening, Speaking, Reading, Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a
Level 4	discover the way people live in Bretagne and appreciate the different aspects of their way of life, including folk music and dancing.
Level 6	n/a
Level 5	talk about some aspects of life in Bretagne.
Level 4	n/a
Level 6	understand a regional recipe and prepare it.
Level 5	n/a
Level 4	n/a
Level 6	n/a
Level 5	write a few sentences about the way of life in Bretagne
Level 4	fill in a multiple choice quiz about life in Bretagne.

Objective 2	The teacher will help students understand the global meaning of a story, to relate the story in their own words and to endeavour in creative writing in order to imagine a continuation to the story. Help students understand dialogues of a comic strip and write a similar story.
Strand/s	Listening, Speaking, Reading, Writing
Learning Outcomes	Students will:
Level 6	understand a story after listening to a recording of it.
Level 5	n/a
Level 4	n/a
Level 6	formulate ideas through new vocabulary learnt after observing pictures; discuss what happened in a story.
Level 5	guess what is happening in a story through the observation of pictures and answer questions about the story orally.
Level 4	use the vocabulary they have learnt previously so as to explain briefly and in a simple way what they see in a picture.
Level 6	n/a
Level 5	put a dialogue in the right order so as to construct a story.
Level 4	match dialogues to persons in a picture indicating who is saying what.
Level 6	invent the continuation of a story and put it down in writing.
Level 5	create simple dialogues, when given pictures, so as to write a story similar to the one they have read.

Level 4	use the vocabulary they have learnt previously so as to explain briefly and in a simple way what they see in a picture.
Objective 3	The teacher will help students understand the similarity in the writing of the verbs <i>vouloir</i> and <i>pouvoir</i> and their different meaning and use. Then help them observe and point out the different forms of the negative when followed by the definite or indefinite article and use it correctly when writing. Also, enable students to recognize the French letter sounds [ʃ] and [ʒ] and use them correctly.
Strand/s	Listening, Speaking, Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	identify words with the sounds <i>g</i> or <i>j</i> ; match the sound to the letter sound <i>g</i> or <i>j</i> .
Level 4	become aware of the use of the negative followed by the definite and the indefinite articles.
Level 6	n/a
Level 5	n/a
Level 4	pronounce the letter sounds <i>ch</i> , <i>g</i> , <i>j</i> correctly.
Level 6	choose between the verb <i>vouloir</i> and <i>pouvoir</i> in the same exercise and use the verb <i>pouvoir</i> correctly in a simple exercise; use the negative expression ' <i>ne...pas</i> ' followed by either the definite or the indefinite article in the same exercise; write the words that contain the letter sounds <i>ch</i> , <i>g</i> , <i>j</i> correctly.
Level 5	use the negative expression ' <i>ne...pas</i> ' followed by the definite article and the indefinite article in simple, separate exercises.
Level 4	recognise the similarity in writing between the verbs <i>vouloir</i> and <i>pouvoir</i> .

Objective 4	The teacher will enable students to describe the main rooms of a house and talk about the position of furniture and other objects in these rooms.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	use the prepositions of place to indicate the location of persons and objects; know the name of some of the rooms and furniture found in their house.
Level 4	choose the correct vocabulary and prepositions of place from a given list, so as to describe the picture of a room.
Level 6	describe their own room using the vocabulary and the prepositions of place they have learnt.
Level 5	n/a
Level 4	express the meaning of some rooms and furniture found in their house and of the prepositions of place, through simple guided exercises.

Objective 5	The teacher will enable students to learn about zoos in Paris, to surf the Internet for more information. Then encourage students to speak about animals they prefer and to choose the animal mascot for their class and finally to write about their favourite animal.
Strand/s	Speaking, Reading, Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	n/a

Level 4	answer questions regarding the information they found about the zoo.
Level 6	surf the Internet to find information about zoos in Paris and about the animals that are found in the zoo.
Level 5	n/a
Level 4	n/a
Level 6	write a description of their favourite animal.
Level 5	produce sentences about their favourite animal following a given pattern.
Level 4	match the names of some animals to their picture.

Unit code and title	7.12 LET'S REVISE AGAIN
Objective 1	The teacher will enable help students consolidate their understanding of simple French texts when spoken by native speakers or read out to them by the teacher.
Strand/s	Listening
Learning Outcomes	Students will:
Level 6	fill in blanks with words they have heard in the text and answer simple open-ended questions, showing they have understood the text.
Level 5	answer simple multiple choice questions, showing they have understood the text.
Level 4	answer simple questions requiring true/false answer, showing they have understood the text.

Objective 2	The teacher will help students consolidate the speaking skills they have learnt so far and revise the vocabulary and grammar they have acquired throughout the year to produce simple dialogues in French.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 6	answer orally questions about a picture going into depth e.g. speak of the mood of a person; describe a picture giving details using simple everyday language; simulate everyday situations they are familiar with, creating simple dialogues.
Level 5	use adjectives of colour and nationality together with the nouns, so as to describe a picture in a simple way; ask and answer questions related to situations they are familiar with.
Level 4	list some simple words associated to a picture.

Objective 3	The teacher will help students consolidate their reading and understanding of different types of texts written in easy everyday French.
Strand/s	Reading
Learning Outcomes	Students will:
Level 6	answer simple open-ended questions and match words with their meaning, showing they have understood the text they read.
Level 5	match words from the passage to their meaning, showing they have understood the text they read.
Level 4	answer true/false questions and simple questions to which they can find the answer easily, in the text.

Objective 4	The teacher will help students consolidate the writing skills they have acquired and to carry out simple creative tasks using the vocabulary and grammar learnt so far in French. Help students verify the correct answering of questions and writing of French vocabulary and grammar through texts dictated to them.
Strand/s	Writing
Learning Outcomes	Students will:
Level 6	write simple sentences in the present tense correctly; write informal letters and emails about familiar everyday activities using the present tense correctly.
Level 5	write out correctly, sentences with simple vocabulary, verbs and phonetic sounds they have learnt so far. They can still make some mistakes in the use of tenses; write short texts such as an sms or a simple email on familiar topics.
Level 4	write simple words they are familiar with, correctly. However they cannot always conjugate verbs and use singular/plural correctly especially in words where letters are not sounded; fill in simple forms following a model or write simple missing words in an sms.

Objective 5	The teacher will enable students to revise and consolidate their knowledge of culture topics they have learnt this year through various exercises.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 6	n/a
Level 5	answer simple questions about the topics tackled during the year.
Level 4	n/a
Level 6	write a short paragraph to describe one of the five regions tackled during the year.
Level 5	answer simple questions about the topics tackled during the year.
Level 4	answer simple multiple choice and true/false questions about topics they have learnt during the year; write a few simple words to describe one of the 5 regions tackled during the year.

