

French as a Foreign Language

Teaching Objectives and Learning Outcomes

Form 2



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 2 – French	
Unit code and title	FRE 8.1 HAPPY TO BE BACK
Objective 1	The teacher will enable students to consolidate their speaking skills while revising the vocabulary and grammar learnt in Form 1 so as to describe a picture and to produce simple dialogues in French.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 7	remember all numbers from 1 to 100 and use them when saying the age and telephone number of a person. They will also ask and answer questions using greetings in a dialogue.
Level 6	remember numbers from 1 to 69 and use them to say the age of a person. They will also use greetings in a dialogue.
Level 5	remember numbers from 1 to 20 and use them to say their age. They will also repeat simple greetings.
Level 4	remember numbers from 1 to 20.
Level 7	use the correct question words and phrases so as to guess who the person is; describe a picture in detail using the correct syntax; simulate a wide range of situations; guess what type of presents the teacher is accepting and why.
Level 6	ask questions using the vocabulary they know so as to guess who the person is; simulate everyday situations they are familiar with, creating simple dialogues; use nouns and adjectives they know in simple phrases so as to speak about the picture; conduct the game instead of the teacher.
Level 5	use simple phrases and questions so as to guess who the person is; answer questions so as to describe the picture using simple language; ask and answer questions related to situations they are familiar with; use the vocabulary they know to say what present they give their teacher.

Level 4	use single words so as to guess who the person is; use single words or frequently repeated, simple phrases to talk about the picture; ask and answer questions using single words or short frequently repeated phrases; use simple, frequently used vocabulary to say what present they give their teacher.
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Objective 2	The teacher will enable students to 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 7	correctly answer open-ended questions on the text they listened to.
Level 6	correctly fill in blanks with words they hear from the text they listened to.
Level 5	correctly answer simple multiple choice questions on the text they listened to.
Level 4	correctly answer simple true/false questions on the text they listened to.

Objective 3	The teacher will enable students to consolidate their reading skills so as to understand texts on topics from everyday life.
Strand/s	Reading
Learning Outcomes	Students will:
Level 7	give the text they listened to a suitable title and answer correctly open-ended questions.

Level 6	correctly complete sentences with words from the text and find grammar structures in the text.
Level 5	correctly answer multiple choice questions and match words to their meaning.
Level 4	correctly match words to pictures and mark the correct answer.

Objective 4	The teacher will enable students to revise and consolidate the language structures they have learnt so far.
Strand/s	Writing
Learning Outcomes	Students will:
Level 7	work out different types of language exercises correctly.
Level 6	work out simple language exercises correctly.
Level 5	work out matching exercises correctly.
Level 4	copy simple, familiar words and associate them correctly with a picture.

Objective 5	The teacher will enable students to consolidate their writing skills.
Strand/s	Writing
Learning Outcomes	Students will:
Level 7	write correctly a paragraph on simple familiar topics, dictated to them; use the suitable format to write about different topics

	learnt in Form 1.
Level 6	write simple sentences in the present tense correctly; write informal letters and emails about familiar everyday activities applying learnt grammar rules and vocabulary correctly.
Level 5	write short sentences consisting of vocabulary they are familiar with; write simple, short texts about familiar topics using mastered vocabulary and word order.
Level 4	write some words correctly; fill in simple forms with basic information following a model and complete speech bubbles.

Objective 6	The teacher will enable students to revise the culture topics covered in Form 1.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 7	create and answer questions about all the different culture topics learnt in Form 1.
Level 6	answer most of the questions of the quiz and help in creating questions for the game.
Level 5	answer simple questions about the culture topics tackled in Form 1.
Level 4	answer some questions about some of the culture topics tackled in Form 1.

Unit code and title	FRE 8.2 FINDING MY WAY
Objective 1	The teacher will enable students to talk about particular aspects of the French political history, discuss a given picture, construct open and closed questions using the right intonation and communicate directions through role-play.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 7	engage in a discussion about different French political aspects through a PPT or a chart.
Level 6	present a brief prepared speech about different French political aspects through a PPT or a chart.
Level 5	mention some aspects of the French political scene.
Level 4	say that France is a Republic and identify the name of some French Presidents.
Level 7	formulate a short story about a given picture and talk freely about a given picture; ask open and closed questions; engage in a role-play where they ask and give directions.
Level 6	respond to the teacher's questions using more connected discourse; differentiate between open and closed questions and give adequate answers to both types of questions; give a simple direction.
Level 5	respond to questions with short simple phrases; be aware that questions leading to a "yes" or "no" answer are expressed in two ways; ask for a direction.
Level 4	respond to the teacher's questions with single words; use the right intonation when asking questions; communicate isolated expressions such as " <i>à droite</i> "

Objective 2	The teacher will enable students to listen to a dialogue and identify and follow given directions.
Strand/s	Listening
Learning Outcomes	Students will:
Level 7	correctly answer questions on the dialogue; follow simple oral directions.
Level 6	identify the main idea of a recorded dialogue; follow simple oral directions through repetition.
Level 5	identify various directions from a recorded dialogue; understand single expressions such as <i>“tourner à gauche”</i> .
Level 4	identify a number of familiar lexical items from a recorded dialogue; understand basic expressions linked with directions such as <i>“à droite”</i> and <i>“à gauche”</i> .

Objective 3	The teacher will teach students to read the sounds /y/, /i/ and /u/ and identify vocabulary pertaining to the town.
Strand/s	Reading
Learning Outcomes	Students will:
Level 7	understand complex sentences featuring the town vocabulary.
Level 6	use difficult lexical items linked with the town such as <i>“boulangerie”</i> .
Level 5	match the lexical items with their respective pictures.

Level 4	identify lexical items similar to those used in their native language such as “ <i>la banque</i> ”.
Level 7	read words containing the sound /y/.
Level 6	read words containing the sounds /i/ and /u/.
Level 5	identify words containing these sounds in a text.
Level 4	read out the sounds /i/, /u/ and /y/ in isolation.

Objective 4	The teacher will guide students to communicate directions in writing, use the verbs “aller” and “venir” in the present tense and differentiate between the different forms of the contracted article.
Strand/s	Writing
Learning Outcomes	Students will:
Level 7	write down a text, indicating directions, where sentences are connected using conjunctions.
Level 6	join sentences logically to write down a short text where they indicate directions.
Level 5	choose the right words expressing directions to continue sentences in a text.
Level 4	write down a message indicating directions by following a model.
Level 7	formulate their own sentences using the verbs “ <i>aller</i> ” and “ <i>venir</i> ”.
Level 6	use the verbs “ <i>aller</i> ” and “ <i>venir</i> ” correctly in guided sentences; complete sentences with the right contracted article.

Level 5	differentiate between “ <i>aller</i> ” and “ <i>venir</i> ”; differentiate between the masculine and feminine versions of contracted articles.
Level 4	identify the verbs “ <i>aller</i> ” and “ <i>venir</i> ” in a text; identify the prepositions “ <i>à</i> ” and “ <i>de</i> ” in sentences.

Unit code and title	FRE 8.3 LET’S GET FIT!
Objective 1	The teacher will introduce students to the <i>phénomène de la francophonie</i> .
Strand/s	Listening
Learning Outcomes	Students will:
Level 7	start getting the gist of a speech excerpt and guessing the meaning of unknown vocabulary in the context of <i>le monde francophone</i> .
Level 6	start picking out key words and key information in quizzes /games/ songs.
Level 5	start understanding simple sentences about the topic in short simple texts.
Level 4	listen to the song with enjoyment and understand with support.

Objective 2	The teacher will guide students to read simple texts and speak about people who love to keep fit and engage in sports activities.
Strand/s	Reading, Speaking

Learning Outcomes	Students will:
Level 7	understand the longer speech extract of the video clip, and identify specific information and sequence of events.
Level 6	identify the main ideas and essential details in the passage. They show global comprehension by correctly answering true or false statements about <i>keeping fit and other sort activities</i> .
Level 5	understand a range of familiar statements and questions on sport activities with less visual support.
Level 4	show that they understand simple utterances or questions.
Level 7	formulate short descriptive texts related to sports activities in answer to the verbal and visual impulses as required by the proposed games.
Level 6	start experimenting with new self-learnt vocabulary, since most sport activities use the same English word (<i>tennis, jogging, football etc</i>) but still within heavily supported familiar contexts.
Level 5	start speaking in short sentences using simple questions and simple phrases to give/seek information (<i>Qu'est-ce qu'il fait? Il s'entraîne</i>).
Level 4	start to respond with single words or short simple phrases to what is asked of them about sports activities.

Objective 3	The teacher will teach students the verbs <i>aller</i> and <i>venir</i> and eventually guide students how to write simple phrases/sentences about events happening in the recent past or the immediate future.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:

Level 7	convey their information about past events in familiar contexts, referring to recent experiences.
Level 6	use their knowledge of grammar in the spoken language.
Level 5	speak in short sentences using the <i>passé récent</i> .
Level 4	copy a simple pattern to produce correct sentences describing activities which have occurred in the recent past.
Level 7	conjugate the verb <i>aller</i> with confidence and write accounts of events that will happen in the near future.
Level 6	apply specific learnt rules of grammar so they become aware of the written form of the verb and its pronunciation.
Level 5	start using the <i>futur proche</i> in simple written sentences.
Level 4	start copying simple familiar phrases which deal with the <i>futur proche</i> .

Objective 4	The teacher will teach students how to understand texts with simple <i>pourquoi/parce que</i> questions.
Strand/s	Reading
Learning Outcomes	Students will:
Level 7	start reading less familiar texts with <i>pourquoi/parce que</i> questions.
Level 6	start reading independently, making use of available resources and recognizing the correct use of <i>pourquoi</i> and <i>parce que</i> .
Level 5	start deciphering the meaning of words and phrases by locating key words, in this case <i>pourquoi</i> and <i>parce que</i> and also recognize their correct spelling.
Level 4	recognize the relationship between the printed words (<i>pourquoi</i> and <i>parce que</i>) and their sounds and meanings.

Objective 5	The teacher will help students understand the use of <i>les adjectifs démonstratifs</i> through simple exercises.
Strand/s	Writing
Learning Outcomes	Students will:
Level 7	write short texts about past events or those expected to occur in the immediate future in familiar contexts.
Level 6	use their knowledge of the <i>adjectifs démonstratifs</i> , the <i>passé récent</i> and the <i>futur proche</i> in their written work.
Level 5	follow a model to describe very simply, their activities, be it in the immediate future or the recent past.
Level 4	copy a simple pattern to produce correct sentences describing activities which have occurred in the recent past or which are expected to occur in the immediate future.

Unit code and title	FRE 8.4 SHAPING UP
Objective 1	The teacher will familiarize students with the various forms of media which are used daily in France.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 7	consult notes and talk about the media in France today
Level 6	present facts about French radio and television stations, newspapers.
Level 5	speak about the different sections that make up a newspaper or magazine and mention names of French radio and TV stations.
Level 4	associate a given name to the type of media it belongs to.

Objective 2	The teacher will introduce students to vocabulary regarding different parts of the body, teach numbers 60 – 100.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	describe themselves or someone else, orally.
Level 6	say the different parts of the body in French.
Level 5	say some parts of the body in French.

Level 4	point out and say a given part of the body.
Level 7	say and pronounce correctly given numbers in French.
Level 6	say out loudly a given number in French.
Level 5	match a number with its spoken form (both are given).
Level 4	repeat correctly given numbers in French.

Objective 3	The teacher will introduce students to the concept of reflexive verbs in French and their use in real-life contexts.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	use reflexive verbs in short dialogues.
Level 6	use given reflexive verbs in a context.
Level 5	use reflexive verbs in simple sentences.
Level 4	identify examples of reflexive verbs in sentences read out to them.
Level 7	write a short paragraph using reflexive verbs.
Level 6	complete a short text using given reflexive verbs
Level 5	connect reflexive pronouns to corresponding subject pronouns.

Level 4	identify examples of reflexive verbs from a short text.
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Objective 4	The teacher will teach students how the definite article in French changes when followed by the prepositions <i>à</i> and <i>de</i> , including the plural forms.
Strand/s	Writing
Learning Outcomes	Students will:
Level 7	use correctly the prepositions <i>à</i> and <i>de</i> , together with the definite article.
Level 6	complete a given text using <i>à</i> , <i>de</i> + definite article.
Level 5	write correctly sentences containing the article + preposition combination.
Level 4	identify the preposition + article combination in a given text.

Objective 5	The teacher will teach students the conjugation of verbs ending in <u>-yer</u> in the Present Tense.
Strand/s	Writing
Learning Outcomes	Students will:
Level 7	make correct use of <u>-yer</u> verbs in given texts and sentences of their own.
Level 6	give the correct form of the <u>-yer</u> verb required.
Level 5	identify the correct form of the <u>-yer</u> verb from several options.

Level 4	conjugate a given <u>-yer</u> verb by referring to a model.
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Objective 6	The teacher will help students express themselves in clear French, in both written and oral form.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	express themselves fluently, in oral work.
Level 6	speak about a given situation, with some suggestions.
Level 5	use newly-acquired vocabulary in a context.
Level 4	pronounce correctly basic units of vocabulary.
Level 7	express themselves clearly in writing.
Level 6	write about a given situation, with some helpful suggestions.
Level 5	write short texts based upon a model answer.
Level 4	re-arrange a short paragraph in correct sequence.

Unit code and title	FRE 8.5 GETTING TO KNOW YOU
Objective 1	The teacher will enable students to become acquainted with the French region of <i>Bourgogne</i> .
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	present a Power Point and speak about this region.
Level 6	take part in a quiz and answer questions about the region.
Level 5	say some sentences about the region.
Level 4	say where the region of <i>Bourgogne</i> is on a map.
Level 7	produce a Power Point about the region and its specialities.
Level 6	write a paragraph about the region.
Level 5	write some sentences about the region.
Level 4	write a few words about the region.

Objective 2	The teacher will enable students to make use of French grammar points such as the present tense of the Verbs <i>connaître</i> and <i>reconnaître</i> , the direct object pronouns, the <i>Passé Récent</i> , the numbers from 1-100 and learn more numbers.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	take part in a role play using the verbs <i>connaître</i> and <i>reconnaître</i> correctly; take part in a role play making use of the direct object pronouns; take part in a role play about an activity using the <i>Passé Récent</i> .
Level 6	say some short sentences using the correct forms of the verbs <i>connaître</i> and <i>reconnoître</i> ; take part in a game in which they make use of the direct object pronoun; say simple sentences about an activity using the <i>Passé Récent</i> .
Level 5	speak correctly using the verbs <i>connaître</i> and <i>reconnaître</i> linked with different subject pronouns in sentences of their own; say some sentences replacing nouns with the correct direct object pronouns; use the <i>Passé Récent</i> correctly in a simple sentence.
Level 4	point out that <i>connaître</i> is an irregular verb and that <i>reconnaître</i> is based on it.; associate nouns with the correct direct object pronouns; recognise the <i>Passé Récent</i> in a sentence and underline it..
Level 7	use the verbs <i>connaître</i> and <i>reconnaître</i> linked with different subject pronouns in sentences of their own; write sentences using the direct object pronouns; write a short article, e-mail, a letter or about an activity making use of the <i>Passé Récent</i> .
Level 6	use the correct form of <i>connaître</i> and <i>reconnaître</i> in a cloze passage; fill in a cloze passage using the direct object pronouns; write simple sentences making use of the <i>Passé Récent</i> .
Level 5	conjugate the verbs <i>connaître</i> and <i>reconnaître</i> ; replace nouns by the correct direct object pronoun; use the <i>Passé Récent</i> correctly in a simple cloze text.

Level 4	fill in a multiple choice exercise with the correct form of the verbs <i>connaître</i> and <i>reconnoître</i> ; associate nouns with the correct direct object pronouns; recognise the <i>Passé Récent</i> and underline it in simple sentences.
Level 7	make an oral presentation about a town in Malta showing the distance between this town and the capital city as well as the population of the town in question.
Level 6	say short sentences indicating the population of a town or village in Malta and its distance from the capital city.
Level 5	use the words <i>loin</i> and <i>près</i> correctly in short sentences indicating the distances between two towns or countries.
Level 4	take part in a game of opposites making use of the words <i>loin</i> and <i>près</i> .
Level 7	produce a written presentation about a town in Malta showing the distance between this town and the capital city and the population of the town in question.
Level 6	produce short written sentences indicating the population of a town or village in Malta and its distance from the capital city.
Level 5	use the words <i>loin</i> and <i>près</i> correctly indicating the distance between two towns or countries.
Level 4	differentiate between the words <i>loin</i> and <i>près</i> in a sentence.

Objective 3	The teacher will enable students to speak and write about their families, their favourite stars and answer questions about a text in simple French.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	take part in a role play such as a dialogue with a member of their family.

Level 6	make a short oral presentation about their family
Level 5	say some sentences about their family.
Level 4	say some words or expressions about their family.
Level 7	write a short article about their family.
Level 6	write a short paragraph about their family.
Level 5	write some sentences about their family.
Level 4	write some words about their family.

Objective 4	The teacher will enable students to revise and consolidate speaking and writing strategies, making use of the grammar points such as the <i>Futur Proche</i> and vocabulary they have learnt in this Unit.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	take part in a dialogue in which they use the <i>Futur proche</i> correctly.
Level 6	say simple sentences making use of the <i>Futur Proche</i> .
Level 5	take part in a game of association in which the <i>Futur Proche</i> is used.
Level 4	recognise and point out <i>the Futur Proche</i> in a simple sentence.
Level 7	write a short article, an e-mail, a letter or about an activity making use of the <i>Futur Proche</i> .

Level 6	write simple sentences making use of the <i>Futur Proche</i> .
Level 5	use the <i>Futur Proche</i> correctly in a simple cloze text.
Level 4	recognise the <i>Futur Proche</i> in simple sentences.

Unit code and title	FRE 8.6 LET'S REVISE
Objective 1	The teacher will enable students to use the speaking skills they have learnt so far and to use the vocabulary and grammar they have acquired.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 7	express themselves with more confidence; produce complex sentences when answering. They can formulate short descriptive texts about a picture/document.
Level 6	produce relatively long sentences when answering about familiar topics using the language/vocabulary learnt so far; take part in simply structured dialogues and use the structures learnt so far to talk about familiar topics.
Level 5	produce simple answers about very familiar topics using basic vocabulary; ask and answer basic questions about familiar topics thus creating simple dialogues.
Level 4	answer very basic questions using single words or short sentences and elementary vocabulary. They use gestures and body language to make meaning clearer.
Objective 2	The teacher will enable students to consolidate their listening and writing skills as well as vocabulary, grammar and phonetic sounds learnt in the previous units.
Strand/s	Listening, Writing
Learning Outcomes	Students will:
Level 7	understand a text they listen to, read out at near normal speed and guess the meaning of unknown vocabulary.

Level 6	understand easily the main ideas in a text they listen to.
Level 5	understand the main ideas in a slowly-read text they listen to, which contains familiar words and expressions.
Level 4	understand groups of words or sentences in a short text they listen to.
Level 7	write correctly a paragraph consisting of short sentences with different vocabulary, verbs and phonetic sounds. The student will be able to identify and categorize mistakes made during the correction.
Level 6	write reasonably correct sentences containing vocabulary, verbs and phonetic sounds.
Level 5	write correctly words or groups of words and phonetic sounds.
Level 4	write words or small groups of words with very approximate spelling.

Objective 3	The teacher will help students to consolidate their understanding of a printed text taken from an authentic source and answer questions about it.
Strand/s	Reading, Writing
Learning Outcomes	Students will:
Level 7	read a slightly more complex text using context to infer meaning of unfamiliar words.
Level 6	read and identify the main ideas in a familiar text and show global comprehension.
Level 5	understand simple sentences in a given short text while starting to decipher the meaning of words from text.
Level 4	understand simple sentences in a given short text Visual cues and re-reading of text may be required.

Level 7	answer open-ended questions about a text.
Level 6	answer simple questions and suggest titles for a given text.
Level 5	work out matching and fill in the blanks exercises.
Level 4	answer True/False/Not Mentioned questions.

Objective 4	The teacher will help students to consolidate the writing skills they have acquired so far as well as the vocabulary and grammar learnt in order to produce a written task.
Strand/s	Writing
Learning Outcomes	Students will:
Level 7	write a text about everyday life using simple sentences, conjunctions and a varied vocabulary.
Level 6	use the present tense to write simple sentences on familiar topics using the vocabulary learnt so far.
Level 5	write a simple text about a familiar topic using a model.
Level 4	produce a very simple text or complete a fill in the blanks exercise using familiar words and short phrases, relying heavily on a model.

Objective 5	The teacher will help students to revise culture topics and consolidate their knowledge through written exercises.
Strand/s	Writing

Learning Outcomes	Students will:
Level 7	write simple sentences about media in France and answer questions about culture topics found in Units 2 to 5.
Level 6	work out fill in exercises and multiple choice questions, about various culture topics tackled in Units 2 to 5 as well as participate in online activities.
Level 5	work out fill in exercises and multiple choice questions, about various culture topics tackled in Units 2 to 5 as well as participate in online activities.
Level 4	work out simple fill in, multiple choice and labelling exercises and to produce simple posters/wall charts using words and pictures.

Unit code and title	FRE 8.7 ON THE MOVE
Objective 1	The teacher will encourage students to discover the highlights of the region of Lorraine while instilling in them a sense of intercultural diversity.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 7	present the region of Lorraine through a PowerPoint highlighting its main attractions and specialities.
Level 6	present certain aspects of the region through a simple PowerPoint.
Level 5	present a particular aspect of the region using pictures and written text.
Level 4	present a particular aspect of the region using pictures and words.

Objective 2	The teacher will enable students to revise and discover new vocabulary pertaining to the family and to interpret a picture; teach students the skill of skimming through a text to identify the main ideas and to recognize the use of the Direct Object Pronouns in the third person singular and plural.
Strand/s	Speaking, Reading
Learning Outcomes	Students will:
Level 7	formulate a short descriptive text with confidence; start using grammar to adapt and substitute items of vocabulary to vary their discourse.
Level 6	show a good level of manipulation of language learnt in previous contexts; start to experiment with new language structures

	and self-learnt vocabulary but still within heavily supported familiar contexts
Level 5	employ set phrases to answer simple questions; produce short simple phrases containing the direct object pronouns with confidence.
Level 4	use isolated words to answer simple questions; use direct object pronouns in simple sentences if adequate support is provided.
Level 7	get the gist of the text and use the context to infer the meaning of unfamiliar words.
Level 6	identify the main ideas and sequence of events provided that the material is familiar and highly predictable.
Level 5	make use of familiar contexts and visual prompts to understand the main ideas. They will look up the meaning of new words.
Level 4	show comprehension of reading text in a variety of ways such as matching answers to pictures and marking the correct answer.

Objective 3	The teacher will teach students to identify the different forms of the verb <i>prendre</i> and its composites <i>reprendre</i> , <i>comprendre</i> and <i>apprendre</i> , distinguish between the sounds [ɑ̃], [ɛ] and [ɛ̃] within the same verb and assimilate the vocabulary pertaining to transport.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	use the verb <i>prendre</i> and the vocabulary related to the means of transport in a role play which they will carry out with confidence. They will use pronunciation and intonation to express moods and emotions.
Level 6	use the verb <i>prendre</i> and the vocabulary related to the means of transport in different contexts, thus showing that both the verb and the vocabulary have been assimilated.
Level 5	use the verb <i>prendre</i> and the vocabulary related to the means of transport in short sentences.

Level 4	use the verb <i>prendre</i> and the vocabulary related to the means of transport in short sentences with constant support.
Level 7	write a dialogue using the verb <i>prendre</i> and the vocabulary related to the means of transport in a dialogue. They will use a dictionary to enrich their vocabulary.
Level 6	write simple sentences using the verb <i>prendre</i> and the vocabulary related to the means of transport.
Level 5	use the verb <i>prendre</i> and the vocabulary related to the means of transport in simple sentences. Written support may be required.
Level 4	complete short sentences containing the verb <i>prendre</i> and the vocabulary related to the means of transport.

Objective 4	The teacher will help students recognize and identify ways of situating oneself and /or others in a city, country or region paying particular attention to the prepositions of place preceding a city/village, country and region: <i>à</i> + city or village; <i>en, au, aux</i> or <i>de, de, d'</i> + country or region.
Strand/s	Listening, Speaking
Learning Outcomes	Students will:
Level 7	identify ways of situating oneself and / or others in a city, country or region. They will understand language spoken at near normal speed and need little repetition.
Level 6	identify ways of situating oneself and / or others in a city, country or region. Repetition may be needed.
Level 5	identify ways of situating oneself and / or others in a city, country or region with constant repetition.
Level 4	identify ways of situating oneself and / or others in a city, country or region if utterances are spoken in clearly audible speech.
Level 7	use the prepositions of place preceding a city/village, country and region confidently in simple and more complex structures;

	employ with confidence the correct articles and prepositions of place to situate others in a country or a continent.
Level 6	use the prepositions of place preceding a city/village, country and region confidently in simple structures; employ the correct articles and prepositions of place to situate others in a country or a continent.
Level 5	use the prepositions of place preceding a city/village, country and region in simple structures with support; situate others in a country or a continent but some mistakes may occur when choosing articles and/or prepositions.
Level 4	use the prepositions of place preceding a city/village, country and region in simple structures following a model; situate others in a country or a continent but constant support is required when choosing articles and/or prepositions.

Objective 5	The teacher will enable students to present their pen friend and talk about their family and the festive season.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 7	present their pen friend / family with confidence. They will employ connectors and use grammar to adapt and substitute items of vocabulary to vary their discourse.
Level 6	manipulate known structures and linguistic features to present their pen friend / family.
Level 5	present their pen friend / family if adequate support is provided
Level 4	present their pen friend following a model.

Objective 6	The teacher will guide students to write an email or letter presenting their pen friend or a family member.
Strand/s	Writing

Learning Outcomes	Students will:
Level 7	write a descriptive text using knowledge of mastered vocabulary, word order and structures.
Level 6	write a descriptive text in which simple sentences are connected using conjunctions.
Level 5	write a simple description using knowledge of mastered vocabulary and word order. A model may be required.
Level 4	fill in a form with basic information following a model.

Unit code and title	FRE 8.8 WHAT'S COOKING?
Objective 1	The teacher will familiarize students with French regional specialities and other specific dishes used for celebrations throughout the year, enable students to speak and write about the main meals of the day in France.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	talk with relative ease about regional specialities, their location and other dishes prepared for specific feasts.
Level 6	say a few sentences about a regional speciality.
Level 5	state which speciality is linked to which region and the dish to the feast it is associated to.
Level 4	name a few specialities found in France.
Level 7	write a short paragraph about French regional specialities.
Level 6	write a few sentences about a regional speciality.
Level 5	fill in a cloze passage focusing on regional specialities.
Level 4	match the specialities to the region where they are produced.

Objective 2	The teacher will encourage students to identify food items and invite them to speak about their likes and dislikes and choose food at the canteen.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 7	participate in a role play to choose and order food from a menu.
Level 6	use statements to choose and order food from a menu.
Level 5	put phrases used to order food in their right order.
Level 4	identify and select a few phrases related to ordering food.

Objective 3	The teacher will help students understand and use the verbs <i>manger</i> and <i>boire</i> . Then teach them the irregularity of the person <i>nous</i> in <i>-ger</i> and <i>-cer verbs</i> .
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	formulate sentences using the verbs <i>manger</i> and <i>boire</i> , linked with different pronouns.
Level 6	conjugate the verbs <i>manger</i> and <i>boire</i> .
Level 5	list the endings of <i>manger</i> , the irregularity in <i>nous</i> and that <i>boire</i> is an irregular verb.
Level 4	point out that <i>manger</i> is an <i>-er</i> verb.

Level 7	write sentences using the verbs <i>manger</i> and <i>boire</i> , linked with different pronouns.
Level 6	use the correct form of <i>manger</i> and <i>boire</i> in cloze passages.
Level 5	write the irregular verb <i>boire</i> .
Level 4	write the <i>-er</i> verb <i>manger</i> .

Objective 4	The teacher will guide students in choosing the correct partitive article when speaking and writing about food portions.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	speak about food items using the correct article.
Level 6	formulate sentences choosing the right <i>Partitif</i> .
Level 5	link the correct <i>Partitif</i> to a food item.
Level 4	refer to specific food items with their French name.
Level 7	write a short paragraph about food using the correct article.
Level 6	complete cloze exercises where they have to choose between different articles.
Level 5	match food items to the right <i>Partitif</i> .
Level 4	understand that the <i>Partitif</i> is used to refer to portions and that there are different forms to be used depending on the gender.

Objective 5	The teacher will help students understand and use the negative form of the partitive article <i>ne pas de</i> and the negative form <i>ne rien</i> .
Strand/s	Speaking
Learning Outcomes	Students will:
Level 7	reply to questions using <i>rien</i> .
Level 6	compare pictures to state what is present in one picture and absent in the other.
Level 5	use sentences to explain what food items are present in a picture.
Level 4	point out and name food items in the picture.

Objective 6	The teacher will invite students to read and understand a text regarding healthy eating and then be able to answer questions about it..
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	give instructions as to what one should eat to lead a healthy lifestyle.
Level 6	speak about the main meals of the day and their likes and dislikes.
Level 5	reply orally to questions regarding a text about healthy eating.
Level 4	point out names of food items in a passage about healthy food.

Level 7	give oral instructions as to what one what one should eat to lead a healthy lifestyle.
Level 6	write about the main meals of the day.
Level 5	reply to questions about a text on healthy eating.
Level 4	underline food items in a passage on healthy food.

Unit code and title	FRE 8.9 LET'S GO SHOPPING
Objective 1	The teacher will guide students to get to know better the region <i>Pays de la Loire</i> .
Strand/s	Reading, Writing
Learning Outcomes	Students will:
Level 7	identify French social and cultural features and make comparisons with their own.
Level 6	read independently making use of internet search or simple web quests.
Level 5	find and understand the main idea and some details in short texts of information about the region.
Level 4	understand the correlation between text, titles and pictures of monuments and places of interest.
Level 7	make use of information and communication technologies for communicative purposes.
Level 6	write informal letters and emails to pen friends about familiar everyday activities using simple sentence structure.
Level 5	use French to describe some culturally specific information.
Level 4	label pictures.
Objective 2	The teacher will teach students to ask permission.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:

Level 7	interact freely with peers to meet real and social needs.
Level 6	take part in brief prepared speech tasks.
Level 5	employ set phrases to ask and answer simple questions in areas of immediate need.
Level 4	interact in a simple way provided the other person talks slowly and is prepared to help.
Level 7	write simple descriptions, make suggestions and recommendations.
Level 6	apply specific learnt rules of grammar to construct texts.
Level 5	write messages in simple note form.
Level 4	label items and chose the proper words to complete short phrases.

Objective 3	The teacher will help students identify and express obligation using <i>devoir, il faut</i> and the imperative.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	use pronunciation and intonations to express obligation.
Level 6	start to experiment with new language structures.
Level 5	show a higher awareness of pronunciation and intonations.
Level 4	respond with single words or short simple phrases to what is said or asked of them.

Level 7	make suggestions and recommendations and can write simple descriptions.
Level 6	apply specific learnt rules of grammar and access appropriate vocabulary to construct texts.
Level 5	write a few linked sentences on familiar topics and start using a bilingual dictionary.
Level 4	combine cards to make words, phrases or short sentences, they are very dependent on models.

Objective 4	The teacher will help students identify and ask questions about a thing or a quantity.
Strand/s	Listening
Learning Outcomes	Students will:
Level 7	understand longer speech extracts and identify specific information.
Level 6	pick out keywords and key information.
Level 5	understand sentences and frequently-used expressions related to areas of most immediate relevance (shopping).
Level 4	identify with difficulty the speakers engaged in a conversation.

Objective 5	The teacher will teach students expressions of quantity.
Strand/s	Reading, Writing
Learning Outcomes	Students will:
Level 7	get the gist of a less familiar text.

Level 6	show global comprehension.
Level 5	find and understand the main ideas and some details in simple informative materials, find words in a dictionary, menus, short texts of information.
Level 4	read whole words, phrases and simple sentences on food or packaging labels.
Level 7	make use of information and communication technologies for communicative purposes. They can write simple descriptions of a school activity for the school magazine or the school website.
Level 6	write simple sentences using resources to support the construction of new texts.
Level 5	write a few linked sentences on familiar topics using well-rehearsed language.
Level 4	label words and chose the proper words to complete sentences.

Objective 6	The teacher will enable students to shop for food in a French speaking country.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 7	imitate, sustain and close in a simple way basic but more extended communicative tasks.
Level 6	take part in brief prepared speech tasks.
Level 5	employ set phrases to ask and answer simple questions and respond to simple statements in areas of immediate need.
Level 4	interact in a simple way, responding in single words or short phrases to what is said or asked of them.

Unit code and title	FRE 8.10 MONEY MATTERS
Objective 1	The teacher will help students discover the region of <i>Rhône-Alpes</i> and the different aspects of life in this region.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	locate the most important cities of <i>Rhône-Alpes</i> and give detailed information about the region, presenting it to their class and answering the questions of their classmates.
Level 6	speak with ease about the region giving fairly detailed information to their peers.
Level 5	speak and share information about the region by doing a short peer presentation to their group.
Level 4	locate the region on the map of France and give some general information about the region in Maltese or English.
Level 7	present information in a structured way, in a project, Power Point presentation etc.
Level 6	write a short paragraph about <i>Rhône-Alpes</i> .
Level 5	write some sentences in Maltese or English about the main aspects of the region.
Level 4	complete a simple fill-in or multiple-choice exercise about the region.
Objective 2	The teacher will help students learn new vocabulary related to money, and express themselves about money, how they earn and spend their pocket money.
Strand/s	Speaking, Writing

Learning Outcomes	Students will:
Level 7	talk in more detail about pocket money and household chores.
Level 6	participate in a simple role play whereby they talk about pocket money.
Level 5	answer simple questions about money.
Level 4	recognize and give the value of different coins and notes, state the price of an item and say how much pocket money they earn.
Level 7	write a detailed paragraph about their pocket money and what they do to earn it.
Level 6	write a shorter paragraph about their pocket money.
Level 5	write a few sentences about their pocket money.
Level 4	complete some matching / fill in exercises about pocket money.

Objective 3	The teacher will help students understand the different usage of <i>Si / Oui / Non</i> and how to use them in the appropriate context.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	answer questions with confidence using <i>Oui/Si/Non</i> and also, to ask questions with ease to their classmates in the negative or affirmative.
Level 6	answer questions using <i>Oui/Si/Non</i> and also, with some thought and planning beforehand, to ask questions to their classmates requiring a negative or affirmative answer.

Level 5	know how to answer simple questions using <i>Oui/Si/Non</i> correctly.
Level 4	learn the correct meaning and pronunciation of the words <i>Oui/Si/Non</i> .
Level 7	complete more complex exercises requiring the use of <i>Oui/Si/Non</i> or to formulate written questions for their classmates.
Level 6	with some planning, write down questions, requiring either an affirmative or a negative answer, for their classmates.
Level 5	know how to answer simple written questions with the correct use of <i>Oui/Si/Non</i> .
Level 4	write these three words correctly.

Objective 4	The teacher will teach students the 2 nd group verbs such as <i>finir</i> in the Present tense, their meaning and use in both their written and spoken form.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	express themselves using other verbs belonging to the same group.
Level 6	conjugate the verb <i>finir</i> with confidence without the help of a model and be aware of the difference between the written form of the verb and its pronunciation.
Level 5	pronounce the verb <i>finir</i> without the help of a model.
Level 4	pronounce correctly the verb <i>finir</i> with the help of the teacher or of a model.
Level 7	write sentences, conjugating and using correctly other verbs belonging to the 2 nd group.

Level 6	conjugate and use the verb <i>finir</i> in simple sentences.
Level 5	conjugate the verb <i>finir</i> with ease without resorting to the help of a model.
Level 4	recognize the verb <i>finir</i> , know its meaning and conjugate it following a model.

Objective 5	The teacher will show students how to compare persons or things through the use of <i>plus/moins/aussi...que</i> + an adjective.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	use the comparative to engage in a role play stating their preference.
Level 6	use confidently <i>plus/moins/aussi...que</i> and the irregular comparative using a variety of adjectives.
Level 5	use <i>plus/moins/aussi...que</i> to compare two persons/things using a limited amount of adjectives.
Level 4	know the meaning of <i>plus/moins...que</i> and how to use them to compare two persons/things.
Level 7	write down a detailed paragraph comparing two or more things.
Level 6	use the regular & irregular comparative to write down some sentences comparing two persons/things.
Level 5	use <i>plus/moins/aussi...que</i> to write down some sentences using a limited amount of adjectives.
Level 4	write some very simple sentences using the comparative <i>plus/moins...que</i> together with some simple adjectives.

Objective 6	The teacher will help students learn how to use <i>Si</i> to express a condition. .
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	actively engage in a role play to express condition using the two forms.
Level 6	use <i>Si</i> with ease to express a condition using both <i>Si</i> + present tense (<i>il faut/ tu dois...</i>) and <i>Si</i> + present + imperative.
Level 5	convey very simple sentences using <i>Si</i> to express a condition.
Level 4	recognize the word <i>Si</i> and its meaning in a spoken sentence.
Level 7	notice that one can equally express a condition by writing a sentence placing <i>Si</i> in the beginning or in the second part of the phrase: <i>Tu gagnes de l'argent si tu travailles.</i>
Level 6	write down sentences using <i>Si</i> with ease in both forms (<i>Si</i> + present tense & <i>Si</i> + present + imperative).
Level 5	write a few simple sentences using <i>Si</i> to express a condition.
Level 4	grasp the meaning of <i>Si</i> and why or when it is used in written sentences.

Unit code and title	FRE 8.11 DO IT CAREFULLY
Objective 1	The teacher will enable students to become acquainted with the region of the <i>Midi-Pyrénées</i> .
Strand/s	Speaking
Learning Outcomes	Students will:
Level 7	present a PowerPoint and speak about this region.
Level 6	present certain aspects of the region through a simple PowerPoint.
Level 5	present a particular aspect of this region through a chart.
Level 4	locate and name a few aspects of the region through pictures.

Objective 2	The teacher will introduce the students to the conjugation and use of the verbs <i>mettre, permettre...</i> in the present tense.
Strand/s	Speaking
Learning Outcomes	Students will:
Level 7	distinguish between the verbs <i>mettre, permettre...</i> in the present tense and their use in the imperative form.
Level 6	use the verbs <i>mettre, permettre...</i> correctly, in sentences.
Level 5	use the verb <i>mettre</i> as a model to conjugate the verbs <i>permettre ...</i>
Level 4	conjugate the verb <i>mettre</i>

Objective 3	The teacher will help students revise and consolidate their ability to conjugate and use the imperative.
Strand/s	Listening, Speaking
Learning Outcomes	Students will:
Level 7	identify and distinguish between an order or a phrase in the imperative form used in different contexts.
Level 6	understand a simple order or a phrase in the imperative form.
Level 5	need some repetition so as to understand an order in the imperative form.
Level 4	need more repetition, prompting, body language and gestures in order to be able to understand an order in the imperative form.
Level 7	distinguish between using verbs in the present tense and their use in the imperative form.
Level 6	use their knowledge of the verbs in the imperative form to give out simple orders.
Level 5	use the verb <i>mettre</i> in the imperative form to give out orders with the help of some key words.
Level 4	use body language, gestures, constant support and key words in order to be able to give out simple orders.

Objective 4	The teacher will enable students to familiarise themselves with the conjugation of the <i>passé composé</i> (verbs that take <i>avoir</i> as auxiliary) and its use for a past action.
Strand/s	Listening, Speaking, Reading, Writing
Learning Outcomes	Students will:
Level 7	have a good grasp of the dialogue.

Level 6	understand the main message of the dialogue.
Level 5	understand better the main message of the dialogue with some repetition.
Level 4	understand the main message of the dialogue constant support and repetition.
Level 7	express themselves orally in the <i>passé composé</i> with fluency and easiness; express themselves in detail using the <i>passé composé</i> .
Level 6	use their knowledge of the <i>passé composé</i> to form simple sentences; give a good description using the <i>passé composé</i> .
Level 5	need some help and support to be able to form simple sentences in the <i>passé composé</i> ; say short sentences and use simple phrases in the <i>passé composé</i> .
Level 4	formulate the <i>passé composé</i> in its basic form through repetition and drilling; say simple short statements in the <i>passé composé</i> with the help of some key words.
Level 7	recognise the <i>passé composé</i> , understand its formation and be able to distinguish its use from other tenses.
Level 6	recognise the <i>passé composé</i> and start familiarising with its formation.
Level 5	start familiarising themselves with the <i>passé composé</i> .
Level 4	recognise the <i>passé composé</i> from the present tense.
Level 7	form complex sentences using the <i>passé composé</i> .
Level 6	write good sentences using the <i>passé composé</i> .
Level 5	write simple sentences in the <i>passé composé</i> with the help of some key words.
Level 4	write simple sentences using the <i>passé composé</i> with the help of a writing frame.

Unit code and title	FRE 8.12 LOOKING BACK
Objective 1	The teacher will help students revise and consolidate their knowledge of culture topics learnt throughout the year.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	present a PowerPoint about a cultural themes covered this year.
Level 6	answer most of the questions of a quiz related to cultural themes covered this year.
Level 5	say some sentences about a region studied this year.
Level 4	locate on a map the regions they know.
Level 7	write a short paragraph about any topic done throughout the year.
Level 6	produce written work about familiar cultural themes covered.
Level 5	pick out key information and answer questions about familiar topics.
Level 4	give one word answers to simple questions about the topics covered this year.

Objective 2	The teacher will enable students to recognise COD (<i>le, la, les, l'</i>) pronouns and their position in different sentences.
Strand/s	Reading
Learning Outcomes	Students will:
Level 7	recognise <i>COD</i> through reading and listening, to identify its position and the words it is replacing even in more demanding texts.
Level 6	recognise <i>COD</i> and its position through clear short sentences.
Level 5	identify the <i>COD</i> and deduce its meaning in a read sentence.
Level 4	point out the gender and number of <i>COD</i> in its correct form.

Objective 3	The teacher will enable students to use COD pronouns in oral and written situations.
Strand/s	Speaking, Writing
Learning Outcomes	Students will:
Level 7	carry out a role-play giving orders and expressing their own ideas using the <i>COD</i> .
Level 6	take part in a dialogue using the <i>COD</i> .
Level 5	take part in a guided dialogue asking questions and giving direct information using the <i>COD</i> .
Level 4	respond in simple sentences using the <i>COD</i> .
Level 7	write a paragraph using the <i>COD</i> correctly.

Level 6	write short sentences using the <i>COD</i> correctly.
Level 5	indicate which words the <i>COD</i> is replacing in a sentence.
Level 4	recognize the <i>COD</i> and underline it in a sentence.

Objective 4	The teacher will help students revise and consolidate the vocabulary and grammar they have acquired throughout the year.
Strand/s	Listening, Speaking, Reading, Writing
Learning Outcomes	Students will:
Level 7	understand unknown vocabulary from the context giving reasons for their answers.
Level 6	answer simple open-ended questions showing that they have understood of text they heard.
Level 5	answer simple multiple choice questions, showing that they have understood the text they heard.
Level 4	answer simple true/false questions, showing that they have understood the text they heard.
Level 7	speak independently about a picture and using a range of vocabulary and correct structures; create short dialogues about past and present events happening in a familiar context.
Level 6	describe a picture and comment about it; engage in simple structured dialogues using the grammar and vocabulary they learnt so far.
Level 5	answer questions about a picture using simple sentences; engage in a direct exchange of information on familiar topics using revised sentences.

Level 4	answer questions orally about a picture using simple words; respond with short simple sentences to what is said or asked of them.
Level 7	understand short texts even in the past tense, deducing the meaning from the context.
Level 6	show that they have understood the text they have read by answering simple open-ended questions.
Level 5	match words from the passage to their meaning, showing they have understood the text they read.
Level 4	show that they have understood the text they have read by matching words to pictures.
Level 7	write longer texts containing varied vocabulary correctly; write simple descriptions and paragraphs and present and past events, where meaning is clear although with some errors.
Level 6	write simple sentences correctly; write informal letters and e-mails through simple sentence structure.
Level 5	write out correctly simple dictated vocabulary and verbs, with mistakes occurring in tenses; write short texts, such as e-mails, on familiar topics.
Level 4	write a few familiar words correctly; fill in simple forms with basic information following a model.

