



French as a Foreign Language Curriculum Units

with examples of teaching activities

Form 1



Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
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French Curriculum



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Curriculum Management and eLearning Department

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FRENCH CURRICULUM UNITS – FORM 1

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Subject: FRENCH

Unit title: Unit 1 – START!

Strand: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

Form 1

OBJECTIVES:

The teacher will:

1. teach students how to recognize and identify French and understand simple greetings, classroom orders and letter sounds. (Listening)
2. show students how to use simple greeting words, to say and spell one's name and to pronounce the alphabet and vowels, colours, etc. (Speaking)
3. show students how to write words and short phrases and fill in simple exercises to revise greeting words, saying one's name, colours, etc. (Writing)
4. teach students to associate letter sounds and vocabulary to texts, pictures and images and to read short phrases concerning greetings, etc. (Reading)
5. teach students to identify the symbols of France and to use colours for flag descriptions. (Speaking, Writing, Listening, Reading)

Key Words	Points to note	Resources
<i>Bonjour, salut! / Ça va? – Oui, ça va. / Au revoir. Comment tu t'appelles? Je m'appelle.....</i> <i>Les mots de la classe ex. Écoutez, Répétez, Observez....</i> <i>Les couleurs : bleu, blanc, rouge, vert.....</i> <i>Les Symboles de la France: le drapeau, la devise, le coq, etc.</i>	A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills through enjoyable and varied activities. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.	<i>Oh là là ! Book 1 - leçon 0 - Tu parles français ?</i> CD player and audio CD, large map of France, power points, laptop, smart board, projector. http://www.youtube.com/watch?v=i7tJSTCI-L8 http://www.didierconnexions.com/niveau1/?id=1-2-3-2# http://www.bbc.co.uk/schools/primaryfrench/hello/cartoon_flash.shtml http://www.bbc.co.uk/languages/french/talk/greetings/ http://www.youtube.com/watch?v=IOdUem90bG0 http://www.youtube.com/watch?v=cljakZkiHCAj http://www.youtube.com/watch?v=ed8wmCXTHRo http://www.youtube.com/watch?v=iSkerb3W_qQ http://www.youtube.com/watch?v=6H-ZxXuZG6U http://www.youtube.com/watch?v=R92rJODNiLY

Teaching objectives	Examples of teaching experiences and activities	Indicators of learning outcomes
<p>The teacher will</p> <p>Listening</p> <p>1. teach students how to recognize and identify French and understand simple greetings, classroom orders and letter sounds.</p>	<p>Brainstorming session. Teacher asks whether students have ever been to France and whether they know any French words.</p> <p>Flashcards. Teacher presents students with flashcards having words in different languages written on them. Students are asked which words are in French.</p> <p>Video clip of people speaking in French. Students listen to different languages on CD. Three sequences can be used, starting with the easiest “<i>Bonjour, ça va?</i>”</p> <p>Discover the language http://www.youtube.com/watch?v=i7tJSTCI-L8 http://www.didierconnexions.com/niveau1/?id=1-2-3-2#</p> <p>Another video clip of people speaking different languages ex Italian, Spanish, Arabic - choosing languages with a pronounced accent. Teacher includes a French speaker and asks students to point out who is the French speaker and what they notice regarding his/her accent. Students are asked what their reaction is to the sound of French- what is their impression and what they notice.</p> <p>Flashcards and pictures. Teacher can show pictures or flashcards of objects such as a television, passport, telephone, chocolate - which in French, are referred to by practically the same word as in English. This activity is a stepping stone from the known to the unknown. Students are then shown other pictures and asked to point out words such as <i>brioche</i>, <i>croissant</i>, <i>hotel</i>, <i>restaurant</i>, which are also used in their native language or which they are familiar with. Teacher asks them to list more French words which they are familiar with.</p>	<p>Students will</p> <p>realize the existence of common words which are present in French but which have the same meaning in other languages. (Level 4)</p> <p>point out which language is actually French. (Level 4)</p> <p>distinguish between French and other languages. (Level 4)</p> <p>distinguish between different languages. (Level 4)</p> <p>start realizing that languages have different sounds. (Level 4)</p>

<p>Listening, Speaking and Writing</p> <p>1. teach students how to recognize and identify French and understand simple greetings, classroom orders and letter sounds.</p> <p>2. show students how to use simple greeting words, to say and spell one`s name and to pronounce the alphabet and vowels, colours etc.</p> <p>3. show students how to write words and short phrases and fill in simple exercises to revise greeting words, saying one`s name, colours etc.</p>	<p>Role Play and questioning techniques: Teacher greets the students by saying “<i>Bonjour!</i>” and asks them what they understand with such a word and when it is used. Teacher greets as many students as possible in order to repeat this greeting and make students become familiar with the word and also the tone used. Same procedure is used for “<i>ça va?</i>” and “<i>Salut</i>”. Teacher then addresses a student saying “<i>Je m`appelle Sylvie</i>” “<i>Tu t`appelles comment?</i>” and follows the same procedure.</p> <p>Video clips of people greeting each other. Students are asked to listen to oral dialogues. They are paired up and asked to role play and change partners as much as possible until they manage to greet all their class mates.</p> <p>http://www.bbc.co.uk/schools/primaryfrench/hello/cartoon_flash.shtml</p> <p>http://www.bbc.co.uk/schools/primaryfrench/hello/game.shtml?nav</p>	<p>be able to greet someone, introduce themselves and ask someone his/ her name. (Level 4)</p> <p>understand and ask “<i>Tu t`appelles comment?</i>” (Level 4)</p> <p>understand what “<i>Je m`appelle.</i>” means and say their name. (Level 4)</p> <p>be able to greet someone. (Level 4)</p> <p>know the meaning and the use of “<i>ça va?</i>” Students will also capable of asking someone if all is ok. (Level 4)</p> <p>know that “<i>Bonjour!</i>” and “<i>Salut !</i>” are used to say “Good morning” or “Hello”. Students will be able to repeat “<i>Bonjour!</i>” and “<i>Salut !</i>” (Level 4)</p>
<p>Listening, Speaking and Reading</p> <p>1. teach students how to recognize and identify French and understand simple greetings, classroom orders and letter sounds</p> <p>2. show students how to use simple greeting words, to say and spell one`s name and to</p>	<p>Song/video clip of the alphabet. Students listen to the sounds of the French alphabet followed by a word starting with the same letter.</p> <p>Teacher provides students with the alphabet and asks them to take a look at it. They count out the number of letters in the French alphabet and check if there are any differences between the French and the English / Maltese alphabet.</p> <p>Students point out the difficult sounds such as <i>h, e, w, x</i> etc. Teacher may write down the alphabet together with the sound of each letter. <i>Ex x : iks</i> to make easier</p>	<p>be able to spell their names and other words. (Level 4)</p> <p>be able to match the sound to the letter. (Level 4)</p> <p>know which sounds are different from the English and Maltese alphabet. (Level 4)</p> <p>be aware of the letters in the French alphabet. (Level 4)</p>

<p>pronounce the alphabet and vowels, colours etc.</p> <p>4. teach students to associate letter sounds and vocabulary to texts, pictures and images and to read short phrases concerning greetings etc</p>	<p>for students to remember the difficult sounds.</p> <p>Teacher groups students and gives flash cards with letters and asks them to spell a particular word each.</p> <p>Teacher groups students and gives flash cards with letters and asks them to find the letters she spells out to them.</p> <p>Students role play greeting each other and spelling their names.</p> <p>http://www.youtube.com/watch?v=IOdUem90bG0</p> <p>http://www.youtube.com/watch?v=KdPxXFmMaal&feature=channel</p> <p>http://www.youtube.com/watch?v=cljakZkjHCA</p> <p>http://www.youtube.com/watch?v=GX--39lmGjU</p>	
<p>Listening</p> <p>1. teach students how to recognize and identify French letter sounds.</p>	<p>Teacher plays a recording of the alphabet and asks the students to identify the vowels. Students are asked to compare the vowels in French to those in English / Maltese. Flashcards can be used with some students asking them to find the vowels.</p> <p>Teacher asks the students to listen to a list of 3-5 words for each vowel to identify the sound they can hear. Same is done for each of the four sounds.</p> <p>Teacher plays a recording so that students can, not only listen to the sound but also hear the different versions for each sound ex. /o/ - eau , au, o .</p>	<p>know that the sound /o/ could be written - <i>eau</i> as in <i>bateau</i>, <i>au</i> as in <i>restaurant</i> and <i>o</i> as in <i>yoyo</i>. (Level 4)</p> <p>be aware of the fact that in French, sounds are not spelled exactly as they sound. (Level 4)</p> <p>know about the existence of vowels. (Level 4)</p>
<p>Listening and Speaking</p> <p>1. teach students how to recognize and identify French and understand simple greetings, classroom orders and letter</p>	<p>http://www.youtube.com/watch?v=ed8wmCXTHRo</p> <p>Game involving text book. Teacher divides students into groups in order to create teams, each having a leader. Teacher introduces relevant vocabulary such as <i>leçon</i>,</p>	<p>be more familiar with orders and will be able to understand the instructions the teacher gives in class. (Level 4)</p> <p>be aware of the objective of each exercise and what is expected of them. (Level 4)</p>

<p>sounds.</p> <p>2. show students how to use simple greeting words, to say and spell one's name and to pronounce the alphabet and vowels, colours etc.</p> <p>Listening, Speaking, Reading and Writing.</p> <p>5. teach students to identify the symbols of France and to use colours for flag descriptions.</p>	<p><i>unité, symbole</i> etc and elicits the meaning. Students are given some time to take a good look at their text book in order to see how it is divided and are then involved in a short quiz asking for the title of the text book, the number of units, lessons, how many lessons make up one unit etc.</p> <p>Chart: Students are asked to draw flashcards focusing on classroom orders to be incorporated on a chart to be kept in class for future reference.</p> <p>Listening exercises: Some students could be provided with short texts in order to follow what is being said but it would be a good challenge for other students to listen without looking at the text.</p> <p>Singing activities: Students could listen to songs to get used to the words and orders. After, then can sing along to the song.</p> <p>http://www.bbc.co.uk/schools/primaryfrench/teachers/teachers_audio_html.shtml</p> <p>Teacher plays a video clip/ song related to colours. Students are then asked to identify colours that they recognize.</p> <p>Students are given flashcards with colour vocabulary. Teacher asks students to find the colours of the Maltese flag. Students choose colours among flashcards provided. Teacher refers to the French flag and other flags students are familiar with.</p> <p>Students listen to colour vocabulary to move from listening to pronunciation. They are still in groups and they are given a set of flags. They look at the countries and flags and identify the colours of each flag.</p> <p>http://www.europa-pages.com/lessons/french-colors.html</p> <p>http://www.digitaldialects.com/French/Colour_audio.htm</p> <p>http://www.youtube.com/watch?v=iSkerb3W_qQ</p> <p>http://www.bbc.co.uk/schools/primarylanguages/french/families/colours/</p>	<p>differentiate between various parts and aims of the textbook. (Level 4)</p> <p>be aware that the textbook is divided into sections. (Level 4)</p> <p>know the name of most colours in French. (Level 4)</p> <p>know the name of the simpler colours in French ex <i>bleu, blanc, gris</i>. (Level 4)</p> <p>be able to identify the colours of a flag. (Level 4)</p> <p>be able to match the name to the colour. (Level 4)</p> <p>know that the names of some colours in French are similar to those in Maltese and English ex <i>Bleu – blu – blue</i>. (Level 4)</p>
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<p>Listening, Speaking, Reading and Writing.</p> <p>5. teach students to identify the symbols of France and to use colours for flag descriptions.</p>	<p>Power point and World map. Teacher shows the power point and asks students to point out France and then moves on to French speaking countries.</p> <p>Group work and project work. Students look up the flags and pictures of francophone countries. They could be given worksheets to colour up the flags and write the colours used in French.</p> <p>http://www.youtube.com/watch?v=kfWjJ_yu4EI</p> <p>http://www.mtholyoke.edu/courses/nvaget/230/cm2.html</p> <p>Teacher uses a power point to expose the students to the following symbols of France: le drapeau, les lettres RF, la Devise, la Marseillaise, Marianne, le coq et le 14 juillet. Teacher could also use links to various sites and clips from U-tube to make these symbols more tangible. Students could be shown the cock symbol and the Marseillaise at the kick off of a football match. They could be taken on a virtual tour of a mairie or city hall. They could be taken on top of the Eiffel tower thanks to the monument's site etc</p> <p>Project / Powerpoint. Students can be asked to carry out research at home to find out pictures of French symbols. They could be paired up in order to do a small project or chart. Students could be paired up in a way so that some prepare a chart and others produce a small power point of two or three slides.</p> <p>La mairie : http://www.youtube.com/watch?v=6H-ZxXuZG6U</p> <p>Le 14 juillet : http://www.youtube.com/watch?v=R92rJ0DNiLY</p> <p>La Marseillaise : http://www.youtube.com/watch?v=4K1q9Ntcr5g</p> <p>Marianne : http://fr.wikipedia.org/wiki/Marianne</p>	<p>be able to say a few sentences about a francophone country. (Level 4)</p> <p>be able to mention to find some francophone countries on the world map. (Level 4)</p> <p>be able to mention some francophone countries. (Level 4)</p> <p>be aware that French is not only a language spoken in France but all over the world. (Level 4)</p> <p>say one or two sentences to describe the symbol. (Level 4)</p> <p>know what the symbols represent and where they can be found. (Level 4)</p> <p>be able to recognize the symbols of France. (Level 4)</p>
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Digital Technology Enhanced Learning – French eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, speaking, writing, reading:

Students explore the sounds of the French language utilising the recording and playback capabilities of Easi-speak⁵. Students upload recordings on computer and with the use of the programme Audacity¹ they analyse the recordings and edit audio clips to insert in application programs like PowerPoint¹, Microsoft PhotoStory³, Microsoft Photosynth² <http://photosynth.net> or Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm>.

Specific exercises created by teacher to meet subject specific learning requirements by individuals or group of students, created with Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm>, Matching Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/matching/index.htm>, or utilising ready made online interactive resources as a start, accessed from <http://www.education.vic.gov.au/languagesonline/french/french.htm>.

Learning diary:

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a vocabulary file and other *ad hoc* specific files to requirements which can easily be accessed.

1. Licence is available from CMELD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre

Subject: FRENCH

Unit title: Unit 2 – MY SCHOOL MATES

Strand: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

Form 1

OBJECTIVES:

The teacher will:

1. teach students to understand basic oral descriptions of boys and girls using simple adjectives, numbers 1-10, letter sounds /s/ and /z/. (Listening)
2. guide students how to use and write short simple sentences to describe a person, use numbers etc (Speaking, Writing)
3. guide students how to read simple texts describing people. (Reading)
4. show the students the different landscapes present in France, encourage them to talk about geographic differences between Malta and France. (Speaking, Writing, Listening, Reading)
5. teach students how to write a few sentences about France and its landscapes. (Writing)

Key Words	Points to note	Resources
<i>Qui c'est? – C'est une fille/ un garçon Il / Elle est....sympa, nouveau, joli, blond, brun, sportif, beau, grand..... Il a 13 ans. Blond-blonde, brun-brune/ Grand-petit / gros-mince / laid – beau..... Géographie – fleuves, mers, montagnes.</i>	A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills through enjoyable and varied activities. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.	<i>Oh là là ! Book 1 - leçon 1 – La nouvelle</i> CD player and audio CD, activity CD, large map of France, power points, laptop, smart board, projector. http://www.youtube.com/watch?v=RfDv5TTJ3Bc http://www.youtube.com/watch?v=k-7DqH19SdQ http://www.youtube.com/watch?v=xXXtEK_QdNQ&feature=related http://www.youtube.com/watch?v=NGGrSDvbVU http://www.youtube.com/watch?v=OpccSwk-Yaw http://www.youtube.com/watch?v=5WQEt3_fzb4 http://www.youtube.com/watch?v=1q2DEmZHviA&feature=related http://www.youtube.com/watch?v=kLsIN8HpXnc&feature=related http://www.youtube.com/watch?v=kLsIN8HpXnc&feature=related http://www.youtube.com/watch?v=oQHoDw3cs7s

Teaching objectives	Examples of teaching experiences and activities	Indicators of learning outcomes
<p>The teacher will</p> <p>Listening, Speaking, Reading and Writing.</p> <p>4. show the students the different landscapes present in France and encourage them to talk about geographic differences between Malta and France.</p> <p>5. teach students how to write a few sentences about France and its landscapes.</p>	<p>Class discussion: Teacher asks students their impression of France, what they know about the country, whether anyone visited any specific city.</p> <p>Students watch a power point focusing on the different landscapes in France. Then, they are asked what there is in common between France and Malta, to then move on to the geographical differences between France and Malta.</p> <p>Teacher draws the students` attention to a large class map. Students are asked questions to point out the frontiers, the seas, mountains, the rivers etc.</p> <p>Teacher provides each student with a physical map. Students are guided through questions in order to revise the details given during the previous lesson and at the same time, mark the information on the map (ex. Les Alpes, Mont Blanc etc.). It would be a good idea to use a power point to illustrate some aspects in more detail. (ex. pictures of the mountains, the rivers etc.)</p> <p>Students could be given a matching exercise where students match the letters on the map to the names of mountains, rivers etc</p> <p>Teacher could ask the students to do a small project regarding the physical aspects of the country. It could be a short power point, a 3D model, a chart etc</p> <p>Landscapes :http://www.youtube.com/watch?v=k-7DqH19SdQ</p> <p>Mont Blanc http://www.youtube.com/watch?v=xXXtEK_QdNQ&feature=related</p> <p>Chamonix : http://www.youtube.com/watch?v=NGGrSDvbVU</p>	<p>Students will</p> <p>write short sentences about French landscapes. (Level 4)</p> <p>use simple sentences to speak about physical features in France. (Level 4)</p> <p>be able to identify and name to the main physical features in the map of France. (Level 4)</p> <p>be able to identify the rivers. (Level 4)</p> <p>point out the mountain chains in France. (Level 4)</p> <p>identify the 4 seas touching France. (Level 4)</p> <p>name the countries surrounding France. (Level 4)</p> <p>be aware of the fact that France is a European country having the form of a hexagon. (Level 4)</p> <p>be able to point out France on the world map. (Level 4)</p>

<p>Listening and Speaking</p> <p>1. teach students to understand basic oral descriptions of boys and girls, numbers 1-10, letter sounds /s/ and /z/.</p> <p>2. guide students how to use and write short simple sentences to describe a person, use numbers, etc.</p>	<p>La Seine : http://www.youtube.com/watch?v=OpccSwk-Yaw</p> <p>La Seine : http://www.youtube.com/watch?v=5WQEt3_fzb4</p> <p>Loire : http://www.youtube.com/watch?v=1q2DEmZHviA&feature=related</p> <p>Garonne: http://www.youtube.com/watch?v=kLsIN8HpXnc&feature=relate</p> <p>Méditerranée: http://www.youtube.com/watch?v=oQHoDw3cs7s</p> <p>Teacher could start off by using a picture of a group of young people or students at school. Then teacher points out the girls or provides pictures of girls saying “une fille” to introduce the word in French. The same procedure is followed to introduce the word “un garçon”. Flash cards could be used as well.</p> <p>Teacher could use a short power point showing pictures of boys or girls and every time each word is accompanied by the word “une fille” or “un garçon”.</p> <p>Pictures and/ or power points are important at this stage so that students can use them to describe what they see. Teacher could use the picture of a boy and give him a name ex. Luc. Then students are asked the question “Qui c’est?”. Teacher tries to elicit the meaning of the question and eventually the answer before providing the phrase “C’est Luc”. Students could be shown the picture of a girl and follow the same procedure to show that there is no difference in the use of “Qui c’est?” whether it is a boy or a girl.</p> <p>For further practice and repetition, the teacher could then ask the question to the students in order for them to present their class mate.</p>	<p>reply to the question “Qui c’est?” by stating who the person is and say whether it’s a boy or a girl. (Level 5)</p> <p>reply to the question “Qui c’est?” and state who the person is ex. “C’est Luc”. (Level 4)</p> <p>realize that they have to use the phrase “C’est” to reply to the question “Qui c’est?” (Level 4)</p> <p>know the meaning of “Qui c’est?” (Level 4)</p> <p>distinguish between “un” and “une”. (Level 4)</p> <p>know that by adding an e they can change the indefinite article “un” into “une” – used for the feminine. (Level 4)</p> <p>know that the indefinite article “un” is used in front of a masculine noun. (Level 4)</p> <p>distinguish between the word “fille” and the word “garçon” meaning boy. (Level 4)</p>
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<p>Listening, Speaking and Writing</p> <p>1. teach students to understand basic oral descriptions of boys and girls, numbers 1-10, letter sounds /s/ and /z/.</p> <p>2. guide students how to use and write short simple sentences to describe a person, use numbers, etc.</p> <p>3. guide students how to read simple texts describing people.</p>	<p>Teacher uses the picture of a famous male personality, with whom students are familiar. Students look at the picture and say who it is. Then, the teacher uses flashcards to introduce the vocabulary she wants to use ex. <i>grand, brun</i>, and tries to elicit the meaning. Teacher then introduces the phrase “<i>Il est</i>” and once again tries to elicit the meaning. Then sentences are formed such as “<i>Il est grand, il est beau</i>”. The same procedure is followed to introduce words opposite in meaning “<i>petit, blond</i>”. Sentences are then formed.</p> <p>Teacher can use a power point or the picture of a female personality to introduce feminine adjectives ex “<i>grande, brune</i>” and “<i>Elle est</i>” and finally formulate sentences. Teacher can then ask students to point out the difference between masculine and feminine adjectives</p> <p>Guess who? Teacher could also provide a list of photos of famous personalities and then pair the students into teams in order to play guess who? She could describe the person, state his nationality and profession and the first team who guesses gets the points.</p> <p>Students could prepare a WANTED poster and write a simple description of a robber.</p>	<p>write a few sentences to describe a boy or a girl. (Level 5)</p> <p>make a short simple description of a boy or girl using more difficult adjectives such as “<i>mince, laid, etc</i>”. (Level 5)</p> <p>make a short simple description of a boy or girl using basic adjectives. (Level 4)</p> <p>be able to use “<i>elle est</i>” by adding female adjectives to it. To form sentences describing a girl. (Level 4)</p> <p>be aware of the feminine version of “<i>il est</i>” – “<i>elle est</i>”. (Level 4)</p> <p>know that to change from masculine to feminine they have to add an “e”. (Level 4)</p> <p>be able to use “<i>il est</i>” and combine it with adjectives to form short sentences describing a boy. (Level 4)</p> <p>be aware of the meaning of “<i>il est</i>”. (Level 4)</p> <p>be able to pronounce these new adjectives. (Level 4)</p>
<p>Listening, Speaking and Writing</p> <p>1. teach students to understand basic oral descriptions of boys and girls, numbers 1-10, letter sounds /s/ and /z/.</p> <p>2. guide students how to use and write short simple sentences to describe a person, use numbers etc</p>	<p>Students are grouped into teams. Each team is given a set of cards consisting of adjectives referring to males and females. Teacher could provide the students with a photo of a male or female for the students to be able to link the words to the picture. Teacher then asks the students to select the masculine adjectives from the feminine adjectives and form a list.</p> <p>Teacher could stick the flashcards to the board and ask the students to point out the difference between the masculine adjectives and the feminine ones. Teacher could start off with the simple adjectives demanding no change (ex. <i>mince</i>) and move on to + e.</p> <p>When students have become confident with the basic differences, teacher</p>	<p>start getting familiar with the meaning of new adjectives such as “<i>grand, brun</i>”. (Level 4)</p> <p>understand the meaning of the question “<i>Qui c’est?</i>”, and they know what is asked of them. (Level 4)</p>

<p>3. guide students how to read simple texts describing people</p> <p>Listening, Speaking and Writing</p> <p>1. teach students to understand basic oral descriptions of boys and girls, numbers 1-10, letter sounds /s/ and /z/.</p> <p>2. guide students how to use and write short simple sentences to describe a person, use numbers, etc.</p> <p>3. guide students how to read simple texts describing people</p>	<p>could move on to more complex adjectives like “<i>beau-belle, nouveau – nouvelle</i>” etc Teacher could also introduce the opposites of adjectives such as “<i>beau-laid</i>” and “<i>gros-mince</i>”.</p> <p>Teacher could provide students with the following activities:</p> <ul style="list-style-type: none"> - jumbled sentences asking students to put them in order, - a word search to look up the adjectives, - a crossword - giving the masculine adjectives as clues, - a quiz during which the teacher reads out physical descriptions of people and the students have to match the description to the pictures provided. - a police press release for a missing person. Teacher could provide the students with key words and they write sentences for a male person. Then students are asked to write the same report for a female missing person. <p>Teacher can use a song / nursery rhyme or video clip to introduce the numbers from 1 to 10. Repeat it two or three times. Teacher could then ask the students to mention any numbers which they can link to numbers in English or Maltese.</p> <p>Teacher could also read out a list of jumbled numbers or play a recording of the numbers from 1 to 10 and see which ones the students manage to link to the proper number.</p> <p>Then students are asked to listen to Matching flashcards with the numbers could be another activity. Teacher could refer to the numbers in English and guide the students to try to link one to the other.</p> <p>Find the word or a crossword could be an activity to help the students practise how to write the numbers. Another activity could be the Bingo game.</p> <p>http://www.youtube.com/watch?v=-Jo05cMt69M</p> <p>http://www.youtube.com/watch?v=lsc3qLMaCu8</p> <p>http://www.youtube.com/watch?v=BB6TBnWIGm8</p>	<p>use the numbers when writing sentences (Level 4)</p> <p>use numbers in descriptions ex stating ages. (Level 4)</p> <p>recognize and say the numbers when jumbled up. (Level 4)</p> <p>say the numbers from 5 to 10 in sequence. (Level 4)</p> <p>be able to match the word to the digit. (Level 4)</p> <p>link numbers in French to some number which are similar in English ex “<i>six</i>”. (Level 4)</p> <p>be aware of the numbers in French. (Level 4)</p> <p>know that the sounds /s/ and /z/ could have</p>
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<p>Listening and Speaking</p> <p>1. teach students to understand basic oral descriptions of boys and girls, numbers 1-10, letter sounds /s/ and /z/.</p> <p>2. guide students how to use and write short simple sentences to describe a person, use numbers, etc.</p>	<p>Teacher plays a recording of a series of words where the most predominant sound is “s”. Students are asked which sound is common among the words. Then the same procedure is used for the sound “z”. Teacher could then move on to other words where the sounds “s” and “z” at the beginning, in the middle and at the end of the word.</p> <p>Teacher could then provide the students with a grid in which they have to mark which sound they can hear during a short dictation of words having the sounds “s” and “z”.</p> <p>http://www.youtube.com/watch?v=E7jP5cTL64</p>	<p>different written forms. (Level 4)</p> <p>distinguish between the /s/ and /z/ sounds. (Level 4)</p> <p>be able to recognize the /z/ sound in a word. (Level 4)</p> <p>be aware of the fact that the /s/ sound can be found at different points of a word. (Level 4)</p> <p>be able to recognize the /s/ sound in a word. (Level 4)</p>
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Digital Technology Enhanced Learning – French eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Speaking:

The students explore and utilise the recording and playback capabilities of the Easi-speak⁵ microphone. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their sound recordings for insertion in a program like Cartoon Story Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> that match a particular situation of the lesson undertaken.

Students explore gender descriptions in the French language through a Quandary⁴ set at different levels of understanding, prepared by the teacher

http://www.halfbakedsoftware.com/quandary_tutorials_examples.php.

Students create their own presentations by use of video clips or pictures including any audio recordings they recorded themselves to show their level of understanding of French gender descriptions by using the program Animoto² <http://animoto.com>.

Students create a Concept Map³ <http://cmap.ihmc.us/download> where they insert sound, pictures and video in connection with learning aspects of gender in the French language.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learn and to create a vocabulary file of new words they learn in French.

Numbers:

Students utilise online resource available from <http://www.education.vic.gov.au/languagesonline/french/sect03/index.htm> to learn the numbers from 1 – 10

Students / teacher may utilise the Match Game Maker program from <http://www.education.vic.gov.au/languagesonline/games/matching/index.htm> to generate various matching games which may include text – text, text – voice or voice – voice.

Landscapes and geographic differences between Malta and France:

Students / teacher may utilise the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to describe the different landscapes in France and to compare the geographic differences between Malta and France by the insertion of pictures, text and audio in the program to create an interactive short story.

1. Licence is available from CMELD.

2. Public cloud – Signing up required.

3. Public cloud – No signing up required.

4. Downloadable program.

5. Hardware procured by school or borrowed from the eLearning Centre.

Subject: FRENCH

Form 1

Unit code and title: **FRE 7.3 ALL ABOUT MYSELF**

Strand: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

OBJECTIVES

The teacher will:

1. 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 their attractions. (Listening, Reading, Speaking)
2. 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. (Listening)
3. 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. (Speaking)
4. teach students to recognize the verbs *être*, *avoir* and *s'appeler*, differentiate between subject and tonic pronouns and observe the difference between feminine and masculine adjectives. (Reading)
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 *être*, *avoir* and *s'appeler* correctly. (Writing)

Key Words	Points to note	Resources
<i>Comment tu t'appelles? - Je m'appelle..... Tu es en quelle classe ? Je suis en... Tu as quel âge ? J'ai...ans. Petit/e, grand /e, marrant/e, intelligent /e, brun/e, laid/e... sérieux/sérieuse, nouveau/nouvelle, ...</i>	A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills through enjoyable and varied activities. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.	<i>Oh là là ! Book 1 - leçon 2 - Tu as quel âge ?</i> Puppet theatre, CD player, audio CD, Internet, power point presentations, interactive whiteboard http://www.curiosphere.tv/cartesinteractives/cartes/a2-puzzle-regionsfrance/carte.cfm http://www.france.learningtogether.net/20villes.html http://en.parisinfo.com/ http://www.lyon.fr/vdl/sections/fr/ http://www.marseille.fr/sitevdm/jsp/site/Portal.jsp http://www.youtube.com/watch?v=WZWcbLr074A http://www.youtube.com/watch?v=E8ZMgqVaSZU

Teaching objectives	Examples of teaching experiences and activities	Indicators of learning outcomes
<p>The teacher will:</p> <p>Listening, Reading, Speaking</p> <p>1. 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 their attractions.</p>	<p>Students are made aware of the fact that Metropolitan France is divided in 22 regions which in turn are subdivided in 96 departments. Students drag and drop regions in the correct position on the map. Furthermore, they are invited to observe the number of departments popping up each time the region is put in place.</p> <p>http://www.curiosphere.tv/cartesinteractives/cartes/a2-puzzle-regionsfrance/carte.cfm</p> <p>Other students are invited to work on a jigsaw puzzle: they are to find the correct position of the 22 regions on the map. Different colours will enable students to situate the region in the correct position more easily. Departments are clearly indicated on each region to make the students aware of these subdivisions.</p> <p>Once students discover all the regions, they are encouraged to indicate the capital city of each region. Students work on an online exercise to situate the major cities on the map of France by dragging the names in the correct position.</p> <p>http://www.france.learningtogether.net/20villes.html</p> <p>As a follow up, some students are asked to produce a PowerPoint on one of the major cities while others are asked to find pictures. Students will gather information using the following links and others of their choice.</p> <p>http://en.parisinfo.com/</p> <p>http://www.lyon.fr/vdl/sections/fr/</p> <p>http://www.marseille.fr/sitevdm/jsp/site/Portal.jsp</p>	<p>Students will:</p> <p>be able to understand the concept of region/department. (Level 5)</p> <p>be able to present a city through a simple PowerPoint. (Level 5)</p> <p>realize that the administrative map of France is divided in 22 regions and 96 departments. (Level 4)</p> <p>discover the capital cities of the respective regions through pictures. (Level 4)</p> <p>be able to situate the major cities (Paris, Lyon, Marseille, ...) on the map. (Level 4)</p>

<p>Speaking and Reading</p> <p>3. guide students to talk about a person focusing on physical description and emotions.</p> <p>4. teach students to observe the difference between feminine and masculine adjectives.</p>	<p>complete a grid conjugating the verb in the singular. The same procedure is repeated to present the verbs <i>avoir</i> and <i>s'appeler</i> . Different colours are used to underline the verbs. A PowerPoint can be used to facilitate learning.</p> <p>Closure : Game :The class is divided into groups. Each group is given a set of jigsaw puzzle pieces containing parts of the three verbs. Groups are expected to solve the puzzle in the shortest time possible. The fastest group wins. This game can be easily played on the computers/IWB if available in class.</p> <p>http://www.youtube.com/watch?v=WZWcbLr074A (V. Paradis) http://www.youtube.com/watch?v=E8ZMgqVaSZU (G. Depardieu) http://www.youtube.com/watch?v=R9VatEtJYhs (S. Marceau)</p> <p>Teacher shows short video clips/ of famous French singers/actors/actresses and after viewing s/he asks the question <i>Qui c'est?</i> for the students to answer <i>C'est ...</i> The next question will be <i>Comment il / elle s'appelle?</i> followed by <i>Il/Elle est comment?</i> At this point the teacher will describe the person using adjectives and attaching the corresponding flashcard on the board. The next step will be to put another picture on the board asking the students to describe the person. The same procedure is repeated to introduce all adjectives. Teacher emphasizes the distinction between Masculine and Feminine Adjectives highlighting the difference in pronunciation. Students are encouraged to compare and contrast the final pictures.</p> <p>Pairs are given a set of photos showing famous people and they are asked to present them to the class. They are to focus on the questions: <i>Comment il/elle s'appelle?</i> <i>Il/Elle a quel âge?</i> <i>Il/Elle est comment?</i> Other students are asked to match brief descriptions to the corresponding pictures. In this way it will be easier for them to describe</p>	<p>(Level 4)</p> <p>become aware of the different forms of the verbs <i>être, avoir, s'appeler</i> .(Level 4)</p> <p>recognize the verbs <i>être, avoir and s'appeler</i>. (Level 4)</p> <p>realize that sentences contain verbs. (Level 4)</p> <p>be able to describe a person using the correct sentence structure and a variety of adjectives. (Level 5)</p> <p>be able to understand the question <i>Il/Elle est comment?</i> and produce sentences starting with <i>Il/Elle est...</i> provided that the teacher indicates clearly the adjectives to be used. (Level 4)</p> <p>distinguish between the questions <i>Qui c'est?</i> and <i>Comment il/elle s'appelle?</i> giving appropriate answers (Level 4)</p>
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<p>Reading, Listening and Speaking</p> <p>4. teach students to observe the difference between feminine and masculine adjectives and to distinguish between subject and tonic pronouns.</p> <p>3. teach students to introduce themselves, present their friends and say their age using both subject and tonic pronouns.</p>	<p>the person to the class.</p> <p>Closure : Solving riddles (describing classmates)</p> <p>Students are each given a set of brief descriptions to match to the corresponding pictures. Then they are asked to underline the masculine adjectives in blue and the feminine adjectives in red and consequently complete the grid containing all the adjectives presented in the previous lesson. A PowerPoint will facilitate learning.</p> <p>Video Clip (student presenting his/her classmates after introducing himself/herself, using both subject and tonic pronouns: Moi, je m'appelle ... Toi, tu t'appelles... Lui, il s'appelle... Elle, elle s'appelle)</p> <p>Teacher shows video and omits the sound for the first time. Students are encouraged to describe the students and guess what is being said highlighting the importance of gestures and facial expressions. Students view the video again with the sound on. Students are prompted to point out the new grammar point. Flashcards are put on the board to emphasize the position of both pronouns. Students work in groups to present each other using both subject and tonic pronouns.</p> <p>Other students will be asked to present each other using subject pronouns first. Flashcards on the board will help them present each other using both pronouns.</p> <p>Closure : Fill in a grid containing subject and tonic pronouns.</p> <p>http://www.lepointdufle.net/pronomspersonnels.htm</p> <p>Students work on these online exercises related to subject / tonic pronouns to consolidate learning.</p>	<p>identify the different forms of masculine and feminine adjectives. (Level 4)</p> <p>distinguish between masculine and feminine adjectives. (Level 4)</p> <p>be able to introduce themselves and their friends using both subject and tonic pronouns. (Level 4)</p> <p>be able to distinguish between subject and tonic pronouns (Level 4)</p> <p>realize that there are two types of pronouns. (Level 4)</p>
<p>Speaking and Writing</p> <p>5. teach students to fill in an identity card.</p>	<p>Teacher pairs up with a student and asks him/her the basic questions to fill in his/her identity card. Particular emphasis is made on the distinction between <i>Nom</i> and <i>Prénom</i>. Students pair up to play the role of the secretary/form master/mistress and the new student and vice versa. In</p>	<p>enjoy asking and answering questions showing difference in intonation and using different facial expressions and gestures. (Level 5)</p> <p>be able to fill in an identity card. (Level 4)</p>

<p>3. enable students to ask and answer simple questions about one's name, age and class.</p> <p>Speaking and Writing</p> <p>3. guide students to talk about a person focusing on physical description and emotions.</p> <p>5. teach students 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.</p>	<p>this way both students can practise asking questions using the question words <i>Comment/Quel/Quelle</i>.</p> <p>Other students are invited to play the role of the new student first, to practise answering basic questions. Eventually they are encouraged to take the role of the teacher focusing on question formation. Closure : Quiz - Groups are given an envelope containing a set of answers. Students within a group are expected to find the corresponding questions. The fastest group with the highest score wins.</p> <p>Students are asked to bring the picture of a person they admire and present him/her to the class. They are also to prepare his/her identity card. Particular attention is given to the use of subject/tonic pronouns, the conjugation of the verbs <i>être</i>, <i>avoir</i> and <i>s'appeler</i> and the adjectives used to describe the person. At this stage, students are encouraged to be more adventurous and look for new adjectives in the dictionary. The teacher starts off this activity providing a model. Other students present their favourite personalities with support.</p> <p>Following this oral activity, students are invited to describe their favourite person in writing. Some students will be given a model as a support while others will fill in a paragraph with the given words. The teacher collects students' work and reads out the writing tasks to the class. Students try to guess whose writing it is. Furthermore, the teacher encourages the students to write an email to French students in which they should present themselves and the person they admire. This will also allow the students to become aware of the French keyboard.</p>	<p>recognize the difference between <i>Nom</i> and <i>Prénom</i>. (Level 4)</p> <p>be able to ask and answer basic questions with help. (Level 4)</p> <p>be able to answer basic questions. (Level 4)</p> <p>be able to present the person they admire with confidence producing correct phrases with a variety of adjectives. (Level 5)</p> <p>be able to produce more complex sentences with the teacher's aid. (Level 5)</p> <p>be able to produce short basic sentences with support. (Level 4)</p> <p>show that they have assimilated the grammar points and sentence structures presented in the first three units. (Level 5)</p> <p>write simple sentences with support. (Level 4)</p> <p>rely on the teacher's model to produce a short paragraph. (Level 4)</p> <p>be able to fill in a paragraph with the given words. (Level 4)</p>
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Digital Technology Enhanced Learning – French eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Reading, Speaking:

The students explore and utilise the recording and playback capabilities of the Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in a program like Cartoon Story Maker⁴
<http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> that match a particular situation of the lesson undertaken.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learned and update their vocabulary file.

Teacher / students make use of online ready made interactive learning resources to enhance and improve their language skills
<http://www.education.vic.gov.au/languagesonline/french/french.htm>.

Students create a Concept Map³ <http://cmap.ihmc.us/download> where they insert text, voice, pictures and video related to the lesson undertaken.

Students create a Prezi² presentation <http://prezi.com> where they insert text, voice, pictures and video related to the lesson undertaken.

Students create their own presentations by use of video clips or pictures and music they record themselves to show their understanding of various situations learned during this unit by using the program Animoto² <http://animoto.com>.

1. Licence is available from CMELD.

2. Public cloud – Signing up required.

3. Public cloud – No signing up required.

4. Downloadable program.

5. Hardware procured by school or borrowed from the eLearning Centre.

Subject: FRENCH

Form 1

Unit code and title: **FRE 7.4 MY CLOTHES, LIKES AND DISLIKES**

Strand: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

OBJECTIVES

The teacher will:

1. 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 Sigles : TGV – SNCF – SVP – VTT – BD – JO – H – P. (Listening, Speaking, Reading, Writing)
2. enable students to identify vocabulary pertaining to physical description / 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. (Listening)
3. enable students to describe a person including friends / famous French characters, to talk about their clothes / wardrobe, to express their tastes, to count from 17-30 and to indicate a quantity. (Speaking)
4. 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 –ER verbs. (Reading)
5. guide students to write sentences containing the –ER verbs. (Writing)

Key Words	Points to note	Resources
<i>Compter de 17 à 30</i> <i>Couleurs (2) et vêtements : baskets, chaussures, chemise, jeans, jupe, orange ...</i> <i>Description : coquette, élégant, riche, yeux</i> <i>Verbes en –er : acheter, adorer, aimer, chanter, danser, détester</i> <i>Expression : C'est à la mode</i>	A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills through enjoyable and varied activities. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.	<i>Oh là là ! Book 1 - leçon 3 - C'est à la mode !</i> Map of the world, CD player and audio CD, laptop, projector, interactive whiteboard. http://claweb.cla.unipd.it/home/smazurelle/dynamots/a1/m1/ph_sigles.htm http://www.ccdmd.qc.ca/fr/ressources/?id=1072&action=animereureka http://www.nicecarnaval.com/ http://www.youtube.com/watch?v=s8PRGNxPV5I (Martinique) http://www.dailymotion.com/video/x39qee_le-carnaval-de-dunkerque-film-offic_people

<p>Listening and Speaking</p> <p>2. enable students to identify vocabulary pertaining to physical description / clothes.</p> <p>3. enable students to describe a person including friends / famous French characters.</p> <p>Listening, Reading and Writing</p> <p>2. invite the students to reflect on the difference between the written verb and its pronunciation.</p> <p>4. teach the students to pronounce the different forms of the –ER verbs.</p> <p>5. guide students to write sentences containing –ER</p>	<p>Once the students have grasped the basic vocabulary, they are invited to move on to more challenging activities.</p> <p>http://babelnet.sbg.ac.at/canalreve/bravo/module2/2.3.html In this activity students are expected to use the vocabulary to complete the description of three friends.</p> <p>http://babelnet.sbg.ac.at/canalreve/mode/ Students of a higher level are encouraged to discover fashion through a catalogue. They will learn new vocabulary based on different materials and styles.</p> <p>The teacher invites the students to look closely at a picture and to listen to an audio recording based on the same picture. They are asked to focus on the physical description. The teacher asks questions to test global comprehension and to consolidate vocabulary introduced in the previous unit. Next s/he introduces new vocabulary related to physical description. Students are invited to describe their classmates and/or French famous characters including physical description and clothes.</p> <p>Other students can produce simple sentences to describe a person of their choice with the teacher's aid.</p> <p>Students will be asked to read the text presented in the previous lesson to be able to complete a table regarding the conjugation of the first, second and third person (Singular and Plural) of the –ER verbs. Through a PowerPoint Presentation, the teacher invites the students to reflect on the difference between the written verb and its pronunciation. S/he remarks that the endings are not pronounced and that the subject pronoun plays an important role to distinguish between the <i>je, tu, il</i> and <i>ils</i> on the oral level. The liaison in the third person plural is also highlighted (<i>ils aiment</i>). Students will also be asked to listen to the different verbs being read on an audio recording.</p> <p>Students are asked to produce sentences containing the –ER verbs.</p> <p>Other students are asked to fill in the endings of the –ER verbs used in sentences.</p> <p>Use these interactive online activities to reinforce the conjugation of the –ER verbs.</p> <p>http://www.estudiodefrances.com/parler/presentparler.htm</p>	<p>be able to pick up key words regarding physical description and describe a person using the vocabulary learnt up to this point with confidence. (Level 6)</p> <p>be able to pick up key words regarding physical description and describe a person with support. (Level 5)</p> <p>be able to describe a person using simple sentences with the teacher's aid. (Level 4)</p> <p>be able to conjugate the first, second and third person (singular and plural) of the –ER verbs with confidence. They are aware of the difference between the written verb and its pronunciation. They can use the –ER verbs in simple sentences. (Level 5)</p> <p>be able to conjugate the first, second</p>
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<p>verbs.</p> <p>Listening and Reading</p> <p>2. enable students to recognize singular and plural articles, nouns and adjectives.</p> <p>4. distinguish between singular and plural articles, nouns and adjectives.</p> <p>Reading and Speaking</p> <p>3. enable students talk about their clothes / wardrobe, to express their tastes, to count from 17-30 and to indicate a quantity.</p> <p>Students revise the vocabulary (clothes & colours), the indefinite article (singular & plural), masculine and feminine adjectives through an oral game.</p>	<p>http://www.lepointdufle.net/ressources_fle/present_1er_groupe.htm http://www.didieraccord.com/exercices/index.php?ex=1.2.3</p> <p>http://www.tv5.org/cms/chaine-francophone/enseigner-apprendre-francais/Premiere-classe/Manuel-d-aide/Les-repas/Faire-les-courses/p-2941-lg0-Grammaire-Le-pluriel-des-noms-les-articles-indefinis-un-une-des.htm</p> <p>http://freeware.centraltexasfrenchteachers.org/phonetics/e_silentplurals.html</p> <p>Students are asked to listen / read the examples provided on these links and notice how the plural marking is in the article which precedes the noun. The teacher invites the students to observe the plural of the definite and indefinite article. S/he also points out that while the –e is added in the feminine, the –s is needed in the plural.</p> <p>After completing a table, students are asked to put a set of phrases in the plural paying particular attention to the articles, nouns and adjectives. Other students are asked to put nouns and articles in the plural.</p> <p>Students play bingo to revise the numbers learnt so far (1-16). Some students may need flashcards containing numbers to play this game. The following link will help students pronounce the numbers correctly. They will also learn numbers 17-20.</p> <p>http://www.kameleo.com/french/JEU-Ch0-Chiffres0a20.html http://www.pépit.be/exercices/primaire1/mathematique/divers/serie02/APNOMB03.html</p> <p>Use this interactive activity to introduce numbers 21-30 and to help students memorise them.</p> <p>Role Play : Qu'est-ce que tu aimes? Qu'est-ce que tu adores? Qu'est-ce que tu détestes? Qu'est-ce que tu as?</p> <p>Students practise asking and answering questions in pairs. This activity allows to consolidate both the vocabulary pertaining to Clothes and the –ER verbs. Students will also get familiar with the question introduced by Qu'est-ce que ...?</p> <p>Other students will carry out the role play with support. Flashcards containing the necessary</p>	<p>and third person (singular and plural) of the –ER verbs following a model. (Level 4)</p> <p>be able to recognize singular and plural articles, nouns and adjectives. They feel confident when asked to put a set of sentences in the plural both on the written and oral levels. (Level 5)</p> <p>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 4)</p> <p>be able to count from 1-30 without difficulty using the correct pronunciation. (Level 5)</p> <p>be able to count from 1-30 with support. Pronunciation may be variable. (Level 4)</p> <p>be able to express likes and dislikes and show a fairly higher awareness of sound and correct pronunciation and intonation. (Level 5)</p> <p>be able to interact provided the other person talks slowly and is ready to</p>
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<p>Listening, Speaking, Reading and Writing</p> <p>1. enable students to situate French-speaking countries and important French cities on the map and to discover Carnival celebrations in these cities/countries. The teacher will also familiarize the students with famous French characters.</p>	<p>vocabulary will be available.</p> <p>Game : Les vacances. Je pars en voyage et dans ma valise, je mets...</p> <p>Each player is expected to repeat what the other player has just said and add an element. The initial phrase is : “Je pars en voyage et dans ma valise, je mets...” The player who makes a mistake is eliminated or better still, s/he must wait for the end of the round to play. The teacher starts off the game giving the first clothing item.</p> <p>If a student does not pronounce the word in the correct way, or gives the wrong article, but keeps the correct order of the listed items, s/he is not eliminated. The teacher repeats the phrase and corrects it. On the other hand, if the student jumbles up the order of the words, s/he is eliminated.</p> <p>Nice : http://www.nicecarnaval.com/ La Belgique : http://www.youtube.com/watch?v=vEfafod6ozU&feature=related Dunkerque : http://www.dailymotion.com/video/x39qee_le-carnaval-de-dunkerque-film-offic_people la Martinique : http://www.youtube.com/watch?v=s8PRGNxPV5I</p> <p>Students are invited to see the video clips of the four Carnivals and a discussion in Maltese/English will follow. “Have you ever heard of these cities/countries and their Carnival celebrations?”</p> <p>Students are asked to situate the cities/countries on the map and later on they are to match the Carnival character to the corresponding city/country. (Nice – Princess; la Martinique – Devil; Dunkerque – Zoulou; La Belgique – Gille)</p> <p>The teacher will explain that in France children like to dress up as famous people. Pictures of Zidane, Laetitia Casta, Harry Potter and Captain Haddock are put on the board. Short paragraphs describing the four characters are given to students at random. Students are asked to read the description to the class and to try to match it to the correct picture. A discussion of the four characters will follow. Students can look up for additional information on the Internet. They may wish to look up for information about French or French-speaking personalities of their choice. http://www.zidane.fr/#/fr/</p>	<p>help. Pronunciation may be variable and this may be understood with difficulty. (Level 4)</p> <p>be able to use vocabulary related to clothes in a sentence and they will maintain the correct sentence structure (Level 4)</p> <p>be able to present Carnival in different French-speaking countries and situate the countries on the map through a simple PowerPoint. (Level 5)</p> <p>be able to match the Carnival character to the corresponding country. (Level 4)</p> <p>be able to surf the internet to find information about French or French-speaking personalities of their choice. (Level 4)</p> <p>be able to match descriptions to</p>
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<p>Speaking</p> <p>3. provide a contextualized activity in which the students feel there is a purpose for working with the language. This activity will enable the students to use the vocabulary, acquired in the previous lessons, in an enjoyable way.</p> <p>Supplementary Activity *</p> <p>Optional Speaking and reading</p> <p>3. enable students to create simple dialogues to complement a picture story. He/She will make sure that students are able to put pictures in order according to the dialogue.</p>	<p>As a follow-up, some students are asked to produce a PowerPoint presentation about Carnival in French-Speaking countries. Other students find pictures to present their favourite Carnival.</p> <p>The teacher provides different objects such as a football, Harry Potter’s glasses and broom, a pipe, a necklace, a fan, etc. Labelled pictures are stuck on the board to help the students identify the different objects. The teacher asks the students to take an object to be able to answer the question: <i>Quel objet tu portes?</i> Next, students are expected to answer the following questions: <i>Tu es une fille ou un garçon? Tu es blond(e), brun(e) ou roux/rousse? Qu’est-ce que tu aimes? Qu’est-ce que tu portes?</i> Other students may need support to answer these questions. Finally students try to guess who is who.</p> <p>The teacher pairs up the students to sing and dance with the song : <i>Carnaval de la classe</i>. Students listen to the whole song at first. Then they listen to the different stanzas after which they repeat the text without singing if they are timid. Students listen to the second version with missing words. Students are now expected to sing while following the text on the handout.</p> <p>Students will work in small groups of different ability. Each group is given a picture and the captions which form the dialogue of that picture. They are asked to read the dialogue and match each caption with a person in the picture. The whole story is then role-played: students are asked to pay particular attention to intonation.</p> <p>Some students are asked to create simple dialogues to complement another picture story.</p>	<p>personalities. (Level 4)</p> <p>be able to match the names of the personalities to the corresponding pictures. (Level 4)</p> <p>enjoy themselves while they sing and dance to the song : <i>Carnaval de la classe</i> (Level 4)</p> <p>Students are able to create simple dialogues to complement a picture story. (Level 5)</p> <p>Students can put a dialogue in the right order so as to reconstruct a story. (Level 5)</p> <p>Students can match dialogues with persons in a picture. Who is saying what? (Level 4)</p>
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Digital Technology Enhanced Learning – French eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Speaking, Reading and Writing:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students learn situate French-speaking countries, through a Quandary⁴ set at different levels of understanding, prepared by the teacher http://www.halfbakedsoftware.com/quandary_tutorials_examples.php.

Students create a Concept Map³ <http://cmap.ihmc.us/download> where they insert voice, pictures and video in connection with learning physical description / cloths, plural articles, nouns and adjectives.

Students create a presentation utilising the online program Prezi² <http://prezi.com> where they insert voice, pictures and video in connection with learning about expressing features about friends / famous French characters etc.

Students use online resources to learn about numbers from 17-30 to indicate quantities <http://www.education.vic.gov.au/languagesonline/french/sect25/index.htm>.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learned and update their vocabulary file.

Teacher use Triptico⁴ <http://www.triptico.co.uk/download-the-app> on any interactive white board to generate various types of short quizzes to enhance learning and understanding.

Students create their own presentations by use of video clips or pictures, voice and music they record themselves to show their level of understanding of what was learned during this unit by using programs like Animoto² <http://animoto.com> or Prezi² <http://prezi.com>.

1. Licence is available from CMELD.

2. Public cloud – Signing up required.

3. Public cloud – No signing up required.

4. Downloadable program.

5. Hardware procured by school or borrowed from the eLearning Centre.

Subject FRENCH

Form 1

Unit code and title: **FRE 7.5 LIFE AT SCHOOL**

Strand: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

Objectives

The teacher will:

1. enable students to become acquainted with the capital city of France, its origins and its monuments. (Listening, Speaking, Reading, Writing)
2. 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. (Listening, Speaking, Reading)
3. 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. (Listening, Speaking, Reading, Writing)
4. enable students to develop new reading strategies, answer questions and read abbreviations in French. (Listening, Reading)
5. enable students to understand and make use of simple French grammar points such as the negative and the emphatic pronouns and simple verbs and enable them to make use of them. (Reading, Writing)

Key Words	Points to note	Resources
<i>Les nombres : 30, 31 - 60</i> <i>Les matières scolaires : anglais, les maths</i> <i>La classe : professeur camarade</i> <i>Verbes en – ER : oublier, entrer, préférer</i> <i>Adjectifs : jeune, vieux</i>	A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills, through enjoyable and varied tasks. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques, the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.	<i>Oh Là Là! Book1 - leçon 4 - On est quel jour ?</i> CD player and audio CD, activity CD, large map of France, the Internet, power point presentation, Interactive whiteboard, projector and the following hyperlinks: http://www.bonjourdefrance.com/index/indexapp.htm http://www.lepointdufle.net/cours-de-francais.htm http://www.primaryresources.co.uk/mfl/mfl/french.htm http://www.tv5.org/tv5site/enseigner-apprendre-francais/accueil-apprendre.php

Teaching objectives	Examples of teaching experiences and activities	Indicators of learning outcomes
<p>The teacher will:</p> <p>Listening, Speaking, Reading, Writing</p> <p>1. enable students to become acquainted with the capital city of France, its origins, its monuments, etc.</p> <p>Listening, Reading, Speaking</p> <p>2. 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.</p>	<p>Teacher introduces the topic by showing students a power point presentation about Paris. Then teacher asks questions to check whether students have understood. After this, teacher can organize a quiz about Paris. Students will carry out their research on the Internet to find the answers. Teacher can divide the class into groups according to ability and each group will work on a topic: one of the monuments, the metro etc. in order to produce a chart or draw one of the monuments found in Paris.</p> <p>http://www.recoin.fr/tourisme/Paris.html</p> <p>Teacher introduces the topic by asking what day and what month it is and the date. Teacher then does a quick revision of the numbers in French and makes students listen to a dialogue on CD. Then through questions teacher checks whether students have understood the dialogue or not. Then teacher carries out an activity according to the ability of students.</p> <p>Teacher can show flashcards with the numbers students know up to now and students say the numbers or teacher gives flashcards to students who play a game such as lotto. This activity helps to consolidate students' knowledge. Teacher can make students listen to a CD with a song on numbers.</p> <p>Teacher makes use of questioning techniques to ask students the date. Teacher asks the same question to as many students as possible to make sure students pronounce the date correctly. Then teacher can pair off students according to their ability and they do a role play in which they ask their classmate</p>	<p>Students will:</p> <p>be able to carry out research and produce a chart. (Level 5)</p> <p>be able to draw one of the monuments in Paris. (Level 4)</p> <p>be able to 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 5)</p> <p>be able to recognize the numbers, days of the week, the months. (Level 4)</p> <p>be able to carry on a short conversation to ask the date of their classmates' birthday. (Level 5)</p> <p>be able to say the date correctly. (Level 4)</p>

<p>Listening, Speaking, Reading, Writing</p> <p>3. 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.</p>	<p>when his/her birthday is.</p> <p>Song: <i>Joyeux anniversaire</i>. Students are asked to listen to the song and then teacher teaches them to sing it.</p> <p>Teacher will make students listen to a dialogue. Through questioning techniques the teacher checks whether the students have understood the adjectives and other simple words that are used when describing a person.</p> <p>Teacher can group students according to ability, give flash cards with adjectives and numbers and ask them to produce sentences to describe a person and how old he/she is or to play a game of identity in which one group asks questions to the members of another group to make them guess who a person is and how old the person is.</p> <p>Teacher can make students listen to another dialogue in which they discover that when French students speak about the subjects they study at school among themselves they use abbreviations instead of saying the whole word.</p> <p>Thus <i>mathématiques</i> becomes ‘maths’ and ‘<i>éducation sportive et physique</i>’ becomes EPS. Teacher explains this difference.</p> <p>Teacher then asks the question: <i>Tu aimes les maths?</i> Teacher asks several students to answer. Teacher can say: <i>Moi, je n’aime pas les maths</i>. Teacher asks several students to repeat this question, and then pairs off students who produce a role play on the subjects they study and their tastes.</p> <p>Teacher makes students listen again to dialogues of previous lessons on CD. Students then read questions silently and tick</p>	<p>be able to say <i>Joyeux anniversaire</i>. (Level 4)</p> <p>be able to make a simple oral description of a person and speak of their tastes. (Level 5)</p> <p>be able to understand the difference between <i>J’aime</i> and <i>Je n’aime pas</i> and use them in a sentence. (Level 4)</p> <p>be able to recognize the words that are used to describe persons, such as ‘vieux’ or ‘marrant’. (Level 4)</p> <p>be able to make use of the words they have heard during the unit and use them in a simple conversation. (Level 5)</p>
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<p>Listening, Speaking, Reading, Wwriting</p> <p>3. 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.</p>	<p>negative expression 'ne... pas'.</p> <p>Then the students can be asked, according to ability, to work out an exercise on the negative from their manual or workbook as a classroom activity or as homework. Teacher follows the same procedure to explain the use of the emphatic pronouns.</p> <p>The students can be asked to work out exercises taken from their manual or workbook. Teacher can ask students to write simple sentences or a short paragraph about their tastes.</p> <p>http://www.primaryresources.co.uk/mfl/mflfrench.htm</p> <p>The teacher can start the lesson by showing the students a short sequence presenting a scene in a French school where students are talking about their preferences in subjects.</p> <p>Teacher can then ask the students on which days they come to school. Teacher can make them listen to the short poem that presents the days of the week and the fact that some French students do sports on Wednesday and have lessons on Saturday. Teacher also says that this topic is a subject of discussion at the moment in France.</p> <p>Then teacher explains the use of shortened forms or abbreviations used by French students when they are referring to the subjects they study at school. Teacher can refer them to the dialogues in the previous units.</p> <p>Teacher can divide the students and make them work according to ability on a role play or give them a paragraph in which they fill in words or give a reading comprehension with a variety of questions: True/False, Multiple choice, open-ended.</p>	<p>expression '<i>ne... pas</i>' / the emphatic pronouns. (Level 5)</p> <p>be able to identify the negative expression '<i>ne ...pas</i>' and the emphatic pronouns. (Level 4)</p> <p>be able to answer a variety of oral and written questions about a short text. (Level 5)</p> <p>be able to answer oral and written questions requiring answers such as True/False. (Level 4)</p>
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Digital Technology Enhanced Learning – French eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Speaking, Reading, Writing:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students learn how to become acquainted with the capital city of France, its origins and its monuments by acquiring information from a web quest created by the teacher: Zunal² <http://www.zunal.com>.

Teacher may capture video clips that may be used in a subject Web Quest using: <http://www.keepvid.com>

Teacher can edit captured videos utilizing the application program windows movie maker.

Teacher / students use Triptico's⁴ FlipTimer <http://www.triptico.co.uk/download-the-app> on any interactive white board to simulate a 12/24 hour flip type clock.

Teacher / students use TeacherLED's³ <http://www.teacherled.com/resources/clockspin/clockspinload.html> analogue clock to simulate various times.

Students make use of ready made resources to enable them to become familiar with the objectives set out in number 2:
<http://www.education.vic.gov.au/languagesonline/french/french.htm>

Students create a Concept Map³ <http://cmap.ihmc.us/download> where they insert voice, pictures and video in connection with this unit.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learn and to update their vocabulary file.

Teacher use Triptico⁴ <http://www.triptico.co.uk/download-the-app> on any interactive white board to generate various types of short quizzes to reinforce learning and understanding. Teacher creates various comprehensions utilising the application program Comprehension Task Maker⁴
<http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm> for students to elicit the required information.

Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker⁴
<http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm> for students to work out to measure their level of understanding the topic.

Students create their presentations using various application programs like Animoto² <http://animoto.com> and Prezi² <http://prezi.com>.

OBJECTIVES

The teacher will:

1. 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. (Speaking)
2. help students consolidate their understanding of recorded/online/written texts in which easy everyday French is used and answer questions about them. (Listening, Reading and Writing)
3. enable students to consolidate their written 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. (Listening and Writing)
- 4 help students consolidate the writing skills they have acquired to tackle simple creative tasks using the vocabulary and grammar learnt so far in French. (Reading and Writing)
5. enable students to revise culture topics and consolidate their knowledge through written and oral exercises. (Listening, Speaking, Writing)

Key Words	Points to note	Resources
Revision of vocabulary learnt in Units 0 to 5, related to: Colours, age, clothes, Numbers, School subjects, Time, days of the week, Descriptions of persons	A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills, through enjoyable and varied tasks. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques, the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.	<i>Oh Là Là! Book 1 leçons 0 – 4</i> CD player and audio CD, activity CD, power points, laptop, Interactive white board, projector, map of France. http://www.audio-lingua.eu/spip.php?article1028 http://www.audio-lingua.eu/spip.php?article1037 http://www.audio-lingua.eu/spip.php?article735 http://www.audio-lingua.eu/spip.php?article462 http://www.lepointdufle.net/comprehensionecrite.htm http://www.laits.utexas.edu/fi/html/toc/map.html http://www.lepointdufle.net/prepositions.htm http://www.unil.ch/ling/page12580.html http://www.lepointdufle.net/phonetique.htm http://www.audio-lingua.eu/spip.php?article466

Teaching objectives	Examples of teaching experiences and activities	Indicators of learning outcomes
<p>The teacher will:</p> <p>Speaking</p> <p>1. 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.</p> <p>Speaking</p> <p>1. 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.</p>	<p>Through a variety of pictures (printed/online) teacher will give students the opportunity to revise vocabulary they have learnt so far, in Units 0 to 5. Students will speak about numbers, personal tastes, school time-tables, subjects, teachers, colours, clothes... These pictures will also enable students to revise, the masculine/feminine of adjectives, the emphatic pronouns, articles, nouns and adjectives.</p> <p>Teacher can give exercises according to students' ability. These may include associating words / phrases / expressions / sentences with pictures, answering questions about a picture or speaking about it.</p> <p>Teacher will create situations in which students will practice according to ability the necessary skills they have acquired so far and carry out a role play in which they simulate everyday situations they are familiar with. These can be in the form of a dialogue about their favourite teacher or their favourite subject at school.</p>	<p>Students will:</p> <p>be able to answer orally questions about the picture going into more depth e.g. Describe a person. (Level 5)</p> <p>be able to describe the picture giving more details using simple everyday language. (Level 5)</p> <p>be able to use adjectives of colour, besides nouns to describe the picture in a simple way. (Level 4)</p> <p>be able to list some simple words associated with the picture. (Level 4)</p> <p>be able to simulate everyday situations they are familiar with creating a simple dialogue. (Level 5)</p> <p>be able to ask and answer questions related to situations they are familiar with. (Level 4)</p> <p>be able to answer simple questions related to situations they are familiar with (Level 4)</p>

<p>Listening and Reading</p> <p>2. help students consolidate their understanding of recorded/online texts in which easy everyday French is used and answer questions about them.</p>	<p>Teacher will make students listen to recordings on CDs and online so as to ensure that they are able to understand native speakers of French talking about topics tackled in class in Units 1 to 5. Besides revising vocabulary students are given the opportunity to revise the questioning techniques they have been taught so far.</p> <p>Teacher distributes hand-outs to students with questions based on the texts. These will suit the students' abilities. Therefore the questions will be of the True/False type, multiple choice, filling in blanks where parts of a sentence have left out or else those requiring short answers.</p>	<p>be able to simple questions in French about a text on CD or online giving a short simple answer. (Level 5)</p> <p>be able to answer simple multiple choice questions about a text on CD or online showing that they have understood the text. (Level 4).</p> <p>be able to answer simple questions about a text on CD or online requiring true/false as an answer showing that they have understood the text. (Level 4)</p>
<p>Listening and Writing</p> <p>3. to enable students to consolidate their written skills and their understanding of vocabulary, grammar and phonetic sounds learnt so far through texts dictated to them by their teacher or read out by native speakers.</p> <p>Reading and Writing</p> <p>4. help students consolidate their understanding of written texts in which</p>	<p>Teacher will make students listen to a short text in simple French online/on CD or teacher will dictate a short text in French and students write it out. The text can be one of the following types: writing out words, filling in words, writing short sentences or else a short paragraph.</p> <p>Thus the teacher verifies the correct writing of nouns, verbs, adjectives and prepositions that the students have learnt in the previous lessons. This also ensures the correct writing of different phonetic sounds students have learnt so far.</p>	<p>be able to 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 5)</p> <p>be able to write out correctly sentences with simple vocabulary, verbs and phonetic sounds read out online/on CD or dictated by the teacher. (Level 5)</p> <p>be able to write out correctly simple words and simple phonetic sounds read out online/on CD or dictated by their teacher. (Level 4)</p> <p>be able to answer simple open-ended questions</p>

<p>easy everyday French is used and answer questions about them.</p> <p>Writing</p> <p>4. help students consolidate the writing skills they have acquired to tackle simple creative tasks using the vocabulary and grammar learnt in Units 0 to 5 in French.</p> <p>Listening, Speaking, Writing</p> <p>5. enable students to revise culture topics and consolidate their knowledge through written and oral exercises.</p>	<p>Teacher will distribute hand-outs with short texts to students according to ability in order to verify their understanding of short texts written in simple everyday French about familiar topics.</p> <p>Then teacher will ask students to read the text and then answer questions set on it that teacher will give them according to ability. This will give students the opportunity to revise the vocabulary and grammar learnt so far especially the present tense of verbs of the first group.</p> <p>Teacher will give topics to students with situations based on topics they have tackled so far and asks them to write short, simple texts such as: SMS, e-mails, notes, letters, filling in a form...using the vocabulary and grammar they have learnt so far.</p> <p>Teacher can first discuss these topics with students by showing them pictures related to the topics or flash-cards with the vocabulary and ask questions to verify whether students have understood what they are expected to do. Then students will write out the message or short composition as homework/class work.</p> <p>Teacher will show students videos/DVD related to French regions tackled during Units 1 to 5. Teacher will ask questions to verify the students' understanding. The teacher creates oral and written activities in order to help students according to their ability to revise the culture topics they have learnt so far, in an interesting way.</p> <p>These can be in the form of online quizzes and searches, board games, crossword, a short paragraph, associating a word with a picture of a region.</p>	<p>about a written text in French (Level 5)</p> <p>be able to fill in blanks with words they have read in a written text. (Level 4)</p> <p>be able to answer multiple choice questions about a text. (Level 4)</p> <p>be able to answer questions of the Truer/False type about a written text. (Level 4)</p> <p>be able to write short texts such as writing out/replying to an invitation, a letter to a friend or a postcard, an e-mail. (Level 5)</p> <p>be able to write short texts such as a note or an SMS, fill in a form. (Level 5)</p> <p>be able to fill in words in a short note or sms. (Level 4)</p> <p>be able to write a short paragraph about a region of their choice tackled during the first 5 Units. (Level 5)</p> <p>be able to answer questions orally about a region. (Level 5)</p> <p>be able to fill in words about a region they have learnt about during units 1 to 5. (Level 4)</p> <p>be able to use simple words to describe a region. (Level 4)</p>
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Digital Technology Enhanced Learning – French eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Speaking, Reading, Writing:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to recall what they learned and to update their vocabulary file.

Teacher use Triptico⁴ <http://www.triptico.co.uk/download-the-app> on any interactive white board to generate various types of short quizzes to reinforce learning and understanding.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm> for students to elicit the required information.

Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm> for students to work out and measure their level of understanding of the topic under study.

Teacher creates various memory games utilising the features text – text, text – picture or text – sound of the program Memory Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/memory/index.htm> for students to work out and measure their level of understanding of the topic under study.

Students utilise the tools of the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to build up a story using various expressions learnt studying this topic.

1. Licence is available from CMELD.

2. Public cloud – Signing up required.

3. Public cloud – No signing up required.

4. Downloadable program.

5. Hardware procured by school or borrowed from the eLearning Centre.

Subject: FRENCH

Form 1

Unit code and title: **FRE 7.7 MY FAMILY**

Strand: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

OBJECTIVES

The teacher will:

1. familiarize the students with French feasts and traditions taking place from January till May. (Speaking, Writing, Listening, Reading)
2. invite students to listen to a dialogue and help them identify vocabulary related to nationalities and stationery items. (Listening)
3. teach students to differentiate between masculine and feminine adjectives of nationality, possessive adjectives and to recognize and pronounce –ER verbs in the present tense. (Reading)
4. 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”. (Speaking)
5. teach students how to write a short text where they describe their family. (Writing)

Key Words	Points to note	Resources
<i>Affaires de classe : règle...</i> <i>Matière scolaire : musique...</i> <i>Nationalités : allemand...</i> <i>Famille : femme...</i> <i>Verbes en –ER : terminer...</i>	A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills through enjoyable and varied activities. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.	<i>Oh Là Là ! Book 1- leçon 5 - En classe.</i> Audio CD and player, map of the world, laptop, internet, interactive whiteboard, projector. http://www.cortland.edu/flteach/civ/fetes/fetes.htm http://www.lepointdufle.net/adjectifs.htm http://bonjourdefrance.com/n9/qcm/a51e.htm http://www.lepointdufle.net/present.htm http://www.lepointdufle.net/possessifs.htm http://www.pedagosite.net/imagiers/img_092k/

Teaching objectives	Examples of teaching experiences and activities	Indicators of learning outcomes
<p>The teacher will:</p> <p>Listening, Speaking, Reading and Writing</p> <p>1. familiarize the students with French feasts and traditions taking place from January till May.</p> <p>Listening</p> <p>2. invite students to listen to a dialogue and be able to identify vocabulary related to nationalities.</p>	<p>The teacher can start by exposing the students to the <i>galette des rois</i> tradition celebrated on 6th January, through a video clip (http://www.cortland.edu/flteach/civ/fetes/fetes.htm) where a chef shows how this traditional cake is done.</p> <p>The students are then familiarized with the following traditions through the same link: <i>le 1^{er} janvier Jour de l'an ; les carnavals avec les crêpes et les beignets; le 1er avril avec ses blagues et le poisson accroché au dos : le 1er mai, le muguet et la fête du travail and la fêtes des mères.</i></p> <p>Through the same link and in pairs, students are asked to carry out the online ex linked with the above traditions. As a follow up some students are asked to find pictures while others are asked to produce a simple PowerPoint on a tradition of their choice.</p> <p>Students can eventually be encouraged to do the <i>galette des rois</i> either at home or at school.</p> <p>As a pre-reading activity the teacher can revise the flags of some countries, by making the students associate the flags with the name of the matching country. This can be tackled either by using flashcards or an interactive white board.</p> <p>Then the teacher moves on to discuss the picture linked with the dialogue. Graded questions are asked to the students. These questions will help them to predict what the text is about.</p> <p>The teacher plays a recording of the text. Students are asked to point out the lexical items which are already known. In pairs students are asked to</p>	<p>Students will:</p> <p>be able to speak about French feasts and traditions falling between January and May. (Level 5)</p> <p>be able to present a particular feast or tradition through a simple powerpoint. (Level 5)</p> <p>be able to follow a recipe of the <i>galette des rois</i>. (Level 5)</p> <p>be able to identify French feasts and traditions falling between January and May. (Level 4)</p> <p>answer orally questions about a recorded dialogue. (Level 5)</p> <p>understand the main ideas of a recorded dialogue. (Level 5)</p> <p>identify different nationalities from a recorded dialogue. (Level 4)</p> <p>be able to understand very simple questions</p>

<p>5. teach students how to write a short text where they describe their family.</p> <p>Speaking and Listening</p> <p>4. enable students to talk about stationery items.</p> <p>2. invite students to listen to a dialogue and be able to identify vocabulary related to stationery items.</p>	<p>Students can be shown a short video clip where a family is presented:</p> <p>Students are then asked to produce a short written text where they present their own family.</p> <p>Students can also be given a text about the family where they fill in the missing words.</p> <p>Students can be asked to place their stationery items on their desk. On the interactive white board the teacher can first indicate lexical items which are similar to other languages such as «une gomme», and the students show her their rubber. The teacher then moves to other words such as «un cahier» etc.</p> <p>In pairs students arrange their stationery items in a list starting from the largest item and moving to the smallest one. Individual students will be asked to say how they ranked the items.</p> <p>The following online ex can be used as a consolidation:</p> <p>http://bonjourdefrance.com/n9/qcm/a51e.htm</p> <p>The teacher plays a recording of a dialogue where various stationery items are mentioned. In pairs students tick on the previous list the items mentioned.</p>	<p>join sentences logically to write down a short paragraph about their family. (Level 5)</p> <p>write short sentences using the target words. (Level 4)</p> <p>choose the proper words to continue short sentences. (Level 4)</p> <p>be able to write down from memory the target words. (Level 4)</p> <p>use more difficult lexical items linked with stationery material such as «une trousse». (Level 4)</p> <p>identify words similar to their native language such as «une gomme». (Level 4)</p> <p>answer oral questions about the dialogue. (Level 5)</p> <p>answer simple written questions about the</p>
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<p>Reading</p> <p>3. teach students to recognize and pronounce –ER verbs in the Present tense.</p>	<p>Students are asked oral questions on the dialogue. The class is divided in groups. The recording is played for the second time during which some groups will have to answer to a set of written questions while the others will have to correct the list of words. The recording is played for the third time after which all the work assigned is discussed in class.</p> <p>The teacher may play a song whose lyrics contain various examples of regular – ER verbs in the Present tense. After the song students are asked to identify any words they heard. Individual students are asked to write a personal pronoun each on the whiteboard.</p> <p>The teacher can play the song again and this time the students are given the lyrics to follow. In pairs students are asked to underline the verbs in the song (teacher elicits from the students that verbs follow personal pronouns). They can be asked to check their verbs with the others.</p> <p>The teacher writes the infinitives of these verbs on the board. Individual students are asked to match one of the verbs they found with these infinitives. When all verbs are covered teacher elicits the rule for -ER verbs.</p> <p>Related graded written exercises are given to students. Online exercises are greatly recommended.</p> <p>http://www.lepointdufle.net/present.htm</p>	<p>dialogue. (Level 5)</p> <p>be able to identify words linked with stationery from a recorded dialogue. (Level 4)</p> <p>identify the speakers engaged in the dialogue. (Level 4)</p> <p>be able to conjugate and read out any –ER verb which is not found in their textbook. (Level 5)</p> <p>conjugate and read out any familiar –ER verb in both singular and plural persons. (Level 4)</p> <p>be able to identify and read an –ER verb in any of its various forms from a text. (Level 4)</p> <p>match the conjugated form of an –ER verb in the Present with its corresponding infinitive, from a list of verbs. (Level 4)</p>
<p>Reading</p> <p>3. teach students to differentiate between the different forms of the possessive adjectives.</p>	<p>The teacher may revise the vocabulary linked to the stationery by asking students to match the right word with the right picture on the interactive whiteboard.</p>	<p>be able to use the possessive adjectives in their work. (Level 5)</p> <p>be able to read out the difference between the masculine and the feminine singular and the plural forms of the possessive adjectives</p>

<p>Speaking</p> <p>4. enable students to talk about their stationery items and be aware of the silent “e”. (1 lesson)</p>	<p>The teacher can use a PowerPoint to expose the students to the possessive adjectives in the first three persons. Teacher elicits the rule for these adjectives from the students through questions.</p> <p>In groups students can be given a text where they have to underline the possessive adjective. A representative of each group then has to explain why that particular adjective was used.</p> <p>Related graded written exercises are given. Online exercises are highly recommended.</p> <p>http://www.lepointdufle.net/possessifs.htm</p> <p>Teacher may revise vocabulary linked with stationery items through the following PowerPoint presentation;</p> <p>http://www.pedagosite.net/imagiers/img_092k/</p> <p>Role play – students are divided in groups to prepare a simple role play. They have to ask each other what they have in their school bag (encourage students to use possessive adjectives)</p> <p>The teacher can give the students a short text in which there are words containing the silent “e”. She then plays a recording of this text, asking individual students to repeat. After several repetitions the teacher elicits from the students the role of the silent “e”. In groups students can be given another text, in which they have to cross out the silent “e”. Then they can compare their results with other groups.</p>	<p>in the first three persons. (Level 4)</p> <p>be aware of the possessive adjective and they can identify them in a text.(Level 4)</p> <p>match vocabulary linked with stationery items to their corresponding picture. (Level 4)</p> <p>be able to engage in a role play and link the right possessive adjective with a particular stationery item. (Level 6)</p> <p>ask others what stationery items they have in their bag. (Level 5)</p> <p>be able to say what stationery items they have in their school bag. (Level 4)</p> <p>be able to say words containing the silent “e”. (Level 4)</p> <p>be able to identify the silent “e” in a given word. (Level 4)</p> <p>be aware that the vowel “e” is not always sounded. (Level 4)</p>
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Digital Technology Enhanced Learning – French eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Speaking, Reading, Writing:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learn and to update their vocabulary file.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm> for students to differentiate between masculine and feminine adjectives of nationality, possessive adjectives, pronounce – ER verbs in the present tense.

Students to write short sentences about their family utilising Sentence Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm>.

Students utilise the tools of the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to write short sentences describing their family.

1. Licence is available from CMELD.

2. Public cloud – Signing up required.

3. Public cloud – No signing up required.

4. Downloadable program.

5. Hardware procured by school or borrowed from the eLearning Centre.

Subject: FRENCH

Form 1

Unit code and title: **FRE 7. 8 TIME AND DATE**

Strand: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

OBJECTIVES

The teacher will:

1. familiarize the students with French feasts and traditions taking place from May till December. (Speaking, Reading, Writing)
2. 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/. (Reading)
3. invite students to listen to a dialogue and identify ways of fixing an appointment. (Listening)
4. teach students how to ask for an appointment, talk about their time-tables and ask others about their respective time-tables. (Speaking)
5. enable students to write a short text where they speak of their time-table. (Writing)

Key Words	Points to note	Resources
<i>L'emploi du temps et les matières scolaires.</i> <i>Le temps / la journée.</i> <i>L'heure.</i> <i>Les mois de l'année et les saisons.</i> <i>Expressions : c'est bien / facile / tard / tôt.</i>	A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills through enjoyable and varied activities. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.	<i>Oh Là Là! Book 1- leçon 6 - Mathieux le matheux.</i> Audio CD and player, laptop, internet, interactive whiteboard, projector, recycled paper. http://www.estudiodefrances.com/exercices/heures.html http://www.education.vic.gov.au/languagesonline/french/sect29/no_01/no_01.htm http://goanimate.com/movie/OrkakhAkh-xU?utm_source=linkshare http://www.tolearnfrench.com/cgi2/myexam/liaison.php?liaison=pluriel http://www.youtube.com/watch?v=SpXAM3iIClo http://www.youtube.com/watch?v=1nUnm84qm1w http://www.cortland.edu/flteach/civ/fetes/fetes.htm

<p>3. invite students to listen to a dialogue and identify ways of fixing an appointment.</p>	<p>Students listen to a dialogue where the two children mentioned above talk about their respective time-tables and fix an appointment with each other. They are then given the transcript of the dialogue with some missing words. In pairs they fill in the missing words while listening to the dialogue for the second time.</p>	<p>identify ways of fixing an appointment. (Level 5)</p> <p>be able to fill in missing words in a text by hearing a recorded version of it. (Level 4)</p> <p>be able to follow the transcript of the dialogue even though it has missing words. (Level 4)</p>
<p>4. teach students how to ask for an appointment.</p>	<p>Different pairs of students are asked to role play parts of the dialogue while class correction is carried out. With the help of the text other pairs of students fix an appointment with each other.</p> <p>To further test global comprehension a multiple choice exercise can follow.</p>	<p>engage in a role play where they fix an appointment. (Level 6)</p> <p>be able to fix an appointment. (Level 5)</p>
<p>Reading</p> <p>2. teach students to read the 12 and 24 hour clock.</p>	<p>On the interactive white board the teacher shows again the two time-tables used in the previous lesson. Individual students can be asked oral questions which indicate a time eg: <i>A quelle heure est-ce que Alex déjeune?</i> Other students can record these answers under three columns; morning, afternoon and evening. Through questions the teacher will elicit from the students that there are two different ways of saying the time: the 12 hour clock and the 24 hour clock. In groups students can think of situations where these times are used. (eg. Bus schedule)</p> <p>Together with the teacher the students can do clocks made from recycled material. Through- oral questions and with the help of these clocks the teacher may tackle how to say the time in French. Both the 12 hour clock and the 24-hour clock are covered, highlighting the different moments of the day.</p> <p>As a consolidation the teacher can ask oral graded questions to individual students.</p>	<p>be able to read any time both in the 12 and 24 hour clock. (Level 5)</p> <p>be able to read the o'clock, quarter past, half past and quarter to. (Level 4)</p> <p>be able to ask for the time. (Level 4)</p> <p>be able to distinguish between morning, afternoon and evening. (Level 4)</p>

<p>Speaking and Writing</p> <p>4. teach students to talk about their time-tables and ask others about their respective time-tables.</p> <p>Writing</p> <p>5. enable students to write a short text where they speak of their time-table</p>	<p>Students use the clocks they did as a help. In groups students ask each other questions using again the clocks as a support.</p> <p>In groups students can create their own bingo cards, made from recycled material, where instead of numbers they will have either clock faces or written times. To further consolidate what they learnt students can actually play bingo. Graded online exercises are also recommended:</p> <p>http://www.education.vic.gov.au/languagesonline/french/sect29/no_01/no_01.htm</p> <p>http://www.estudiodefrances.com/exercices/heures.html</p> <p>As a pre-writing activity the teacher can show a short video clip to students where a boy talks of his daily routine.</p> <p>http://goanimate.com/movie/Orkakh-xU?utm_source=linkshare</p> <p>Students are divided in groups and are again shown the video clip. Different groups have to note the activities carried out by the boy, during the morning, the afternoon and the evening. Other groups will write down these activities on the board.</p> <p>In pairs students carry out a role play where they ask each other what they do at different times of the day. (They can use the words on the board as a support.)</p> <p>Students are then asked to produce a short written text where they say what they do during a normal school day and what they do on a Saturday.</p> <p>Students can also be given a text on the same subject with the missing words which they have to fill in.</p>	<p>be able to distinguish between the 12 and 24-hour clock. (Level 4)</p> <p>be able to engage in a role play about one's time-table. (Level 6)</p> <p>talk about their own time-table. (Level 5)</p> <p>ask others about their respective time-table. (Level 5)</p> <p>match their daily activities with their appropriate time. (Level 4)</p> <p>join sentences logically to write down a short paragraph about their time-table. (Level 5)</p> <p>write short sentences about their time-table. (Level 4)</p> <p>choose the right words to continue short sentences in a paragraph. (Level 4)</p> <p>be able to write down key words taken</p>
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<p>Reading</p> <p>2. teach students to pronounce plurals taking -x.</p>	<p>On the interactive white board and as a revision, students can be asked to match singular words with their respective plural forms. Teacher revises the rule of adding an “s” to the singular word by eliciting it from the students.</p> <p>On the interactive white board again, the students can match singular words with their respective plural forms, which this time are formed by adding an “x”. The teacher asks the students to observe these words in order to elicit the rule for the plural in “x”.</p> <p>Related graded written and online exercises can be given to students:</p>	<p>from a video clip. (Level 4)</p> <p>distinguish between the formation of the plural in “s” and the plural in “x”. (Level 4)</p> <p>be able to read out words in the plural, formed by adding an “x”. (Level 4)</p> <p>be able to match the singular form of a word with its corresponding plural form. (Level 4)</p>
<p>Reading</p> <p>2. teach students to pronounce the sounds œ/, /ø/, /ɛ/.</p>	<p>http://www.tolearnfrench.com/cgi2/myexam/liaison.php?liaison=_pluriel</p> <p>The teacher plays a recording of these three words: <i>beurre</i>, <i>bleus</i> and <i>père</i>. Teacher plays again the recording and asks the students to repeat the words. Teacher asks various individual students to come out and write these words on the board. The teacher then tackles the three sounds one by one, asking individual students to repeat them.</p> <p>The teacher plays a recording of six words containing these three sounds. In groups the students have to identify and take note of the sounds being pronounced.</p> <p>To further verify this discrimination of sounds the teacher asks some groups of students to go through their textbook and take note of words containing these sounds. Other groups will be asked to find such words without the help of their textbook. Groups then compare these words.</p> <p>In groups students are given three sentences, each one containing a particular sound. After identifying the correct sound, various students read out these sentences.</p> <p>The teacher can show the students a PowerPoint presentation where the 12 months</p>	<p>be able to read words containing the sounds of œ/, /ø/, /ɛ/. (Level 4)</p> <p>write sounds containing these sounds correctly. (Level 4)</p> <p>identify words which contain these three sounds. (Level 4)</p> <p>identify these three sounds when pronounced in a word. (Level 4)</p> <p>repeat words containing these sounds correctly. (Level 4)</p>
<p>Reading</p>		

<p>2. teach students the twelve months of the year and the seasons.</p>	<p>of the year are presented: http://www.youtube.com/watch?v=SpXAM3iIClo. Students identify the months already known. Individual students can be asked to write down these months on the board. The teacher can show again the PowerPoint to elicit from the students the rest of the months, which are then added with the others.</p> <p>Through the use of pictures and flashcards the teacher can introduce expressions linked with the weather such as: <i>Il fait froid</i>. The class is divided in groups. A student in each group writes down the 12 months. Other students match the months with a weather expression, while another student reads out their conclusions. Groups compare their results. Through questions and with the help of pictures the teacher asks the students to identify the four seasons, example; <i>Quand est-ce qu'il fait froid? En été? En automne?</i> Reference is made to the French scholastic holidays. Individual students are asked which months fall in a particular season.</p> <p>In groups the students can create their own calendar. Each group will be given a month or more. One student will write the days of the week while another one writes down the numbers. Another student marks the French feasts tackled previously, while another one goes round the class asking the others when they celebrate their birthday. When all is done another student presents these dates marked on the particular month.</p>	<p>read out important events on a calendar. (Level 5)</p> <p>link months with the appropriate season. (Level 4)</p> <p>write the months and the four seasons from memory. (Level 4)</p> <p>read out the months of the year and the four seasons. (Level 4)</p>
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Digital Technology Enhanced Learning – French eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Speaking, Reading, Writing:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learn and to update their vocabulary file.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm> for students to learn about French feasts and traditions.

Teacher / students make use of a Concept Map² <http://cmap.ihmc.us/download> to learn about French feasts and traditions through a number of concepts enhanced by the insertion pictures, videos, sounds and voice in a collaborative map.

Students learn about French feasts and traditions by acquiring information from a web quest created by the teacher: Zunal² <http://www.zunal.com>.

Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm>.

Teacher creates various memory games utilising the features text – text, text – picture or text – sound of the program Memory Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/memory/index.htm> for students to work and measure their level of understanding of the topic under study.

Students utilise the tools of the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to express themselves about asking for an appointment, talk, ask and speak about their time-tables.

1. Licence is available from CMELD.

2. Public cloud – Signing up required.

3. Public cloud – No signing up required.

4. Downloadable program.

5. Hardware procured by school or borrowed from the eLearning Centre.

Subject: FRENCH

Form 1

Unit code and title: **FRE 7. 9 WHERE AM I?**

Strand: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

OBJECTIVES

The teacher will:

1. encourage students to listen to and understand spoken French in context, answer simple questions. (Listening)
2. help students to express numbers in French, ask simple questions, describe objects and learn new vocabulary. (Speaking)
3. teach students to read written instructions, numbers 60 to 80. (Reading)
4. help students write correct French, keeping in mind the difference between a sound and its written equivalent. (Writing)
5. help students to get to know better the regions *Ile-de-France* and *Alsace*. (Listening, Speaking, Reading and Writing)

Key Words	Points to note	Resources
<p>Numbers 60-80</p> <p>Vocabulary related to the town (<i>place, avenue, bibliothèque, etc.</i>)</p> <p>Adjectives indicating material objects are made of (<i>bois, plastique, métal, etc.</i>)</p> <p>Putting questions using “<i>Est-ce que</i>”</p>	<p>A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills through enjoyable and varied activities. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.</p>	<p><i>Oh Là Là! Book 1 - leçon 7 - Drôle de découverte</i></p> <p>CD Player, audio CD, Internet, PowerPoint Presentations, Interactive Whiteboard, Flip posters.</p> <p>http://www1.teachertube.com/viewVideo.php?video_id=123654</p> <p>http://french.about.com/od/vocabulary/ss/numbers_3.htm</p> <p>http://www.bbc.co.uk/languages/french/lj/language_notes/</p> <p>http://www.youtube.com/watch?v=9hdKmXP6-8o</p>

Teaching objectives	Examples of teaching experiences and activities	Indicators of learning outcomes
<p>The teacher will:</p> <p>Listening, Speaking, Reading and Writing.</p> <p>5. help students get to know better the regions <i>Ile-de-France</i> and <i>Alsace</i>.</p>	<p>A short video clip or part of a DVD about these regions may be used as a starting point. Students are encouraged to look up information, including pictures, about these regions.</p> <p>Students may be split into small groups: each of these groups will be asked to work upon a particular aspect of each region: for instance, main towns, rivers or mountains, products associated with the region, prominent people who are associated with the region, events or folkloristic festivals characteristic to the region.</p> <p>Students will be encouraged to share their findings with the others: this may be achieved through class discussions, presentations or documents written by the students themselves. Such material may also be displayed in school exhibition areas or on Open Days. The school website might also feature parts of the students' works.</p> <p>http://www1.teachertube.com/viewVideo.php?video_id=123654</p> <p>http://www.youtube.com/watch?v=9hdKmXP6-8o</p>	<p>Students will:</p> <p>write short notes about a region. (Level 5)</p> <p>speak with relative ease about a region in France. (Level 4)</p> <p>give general information about a particular region. (Level 4)</p> <p>locate roughly a particular region on the map of France. (Level 4)</p>
<p>Listening and Speaking</p> <p>1. help students listen to and understand spoken French in context.</p> <p>2. help students learn to express numbers in French, ask simple</p>	<p>After a brief recapitulation of the numbers already introduced to the students in previous units, teacher can work upon numbers 61 to 80. Teacher points out how numbers above seventy are composed of sixty and the rest: 73 = 60 + 13 or "<i>soixante-treize</i>". Similarly, teacher shows how eighty is expressed as four twenties: "<i>quatre-vingts</i>". Emphasis is to</p>	<p>be able to write correctly numbers which are read out to them. (Level 4)</p> <p>read and pronounce correctly given numbers. (Level 4)</p>

<p>questions, describe objects, learn new vocabulary.</p> <p>Speaking</p> <p>2. help students ask simple questions, describe objects, learn new vocabulary.</p>	<p>be laid on the correct pronunciation of the numbers in question. Later teacher works upon the written forms.</p> <p>Lotto and matching games may be organized to help students practise their acquisitions. Games involving reading/writing telephone numbers or car number plates (including letters of the alphabet which were introduced earlier) are also recommended.</p> <p>Some students may be asked to read out given numbers, others will be required to identify these among a set of numbers. Some students may be asked to transcribe given numbers while others may be given a matching exercise.</p> <p>http://french.about.com/od/vocabulary/ss/numbers_3.htm</p> <p>Teacher takes to the classroom a number of items of which the students already know the equivalent in French: these might be items of stationery, food, drinks, clothes. Teacher put the question “<i>Qu’est-ce que c’est?</i>” to ask about an object. Teacher leads students to give the answer “<i>C’est un/une ...</i>”.</p> <p>Next, students are guided to include an adjective indicating the colour of the object in question, for example, <i>la jupe est noire, le chapeau est gris</i>. Phrases containing the noun and an adjective are presented: <i>un pantalon bleu, une robe blanche</i>.</p> <p>Adjectives related to size, shape and material are then tackled: “<i>c’est rond</i>”, “<i>c’est court</i>”, “<i>c’est en plastique</i>”.</p> <p>Students are subsequently invited to ask each other questions about given objects. Students work in pairs: first one student puts the question, the second one answers it, then they switch roles.</p>	<p>repeat pronunciation of different numbers. (Level 4)</p> <p>be able to put the question themselves. (Level 5)</p> <p>be able to give adequate answers to the question “<i>Qu’est-ce que c’est?</i>” (Level 4)</p> <p>understand the question “<i>Qu’est-ce que c’est?</i>” (Level 4)</p>
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<p>Speaking and Writing</p> <p>2. help students learn to express numbers in French, ask simple questions, describe objects, learn new vocabulary.</p> <p>4. help students learn to write correctly in French, keeping in mind the difference between a sound and its written equivalent.</p>	<p>Teacher shows, by means of various examples, how this language “tool” is used to ask questions in French. A simple statement can be transformed into a question simply by adding “Est-ce que” in front of it and by giving it the required intonation. Emphasis is to be laid on the correct pronunciation and intonation. Students are encouraged to find their own examples of statements which they transform into “Est-ce que” questions. Students may work in pairs or small groups.</p> <p>Students may be led to more complex questions which include “où” or “que/qu” before “est-ce que”, such as “Où est-ce qu’elle habite?” or “Qu’est-ce qu’il fait?”.</p> <p>Written work involving the use of this question form helps to systemize the correct use of “Est-ce que”. Students tend to omit parts of the question in their writing.</p> <p>Students may be divided into small groups: one group prepares questions using “Est-ce que” while another tries to find suitable answers to them.</p> <p>Some students will be asked to formulate questions to given answers, other students may be asked to work out an exercise in which they match answers to the corresponding questions.</p> <p>http://www.bbc.co.uk/languages/french/lj/language_notes/</p>	
<p>Speaking, Reading and Writing</p> <p>2. help students learn to express numbers in French, ask simple questions, describe objects, learn new vocabulary.</p>	<p>Teacher shows students how to locate persons or things by pointing out to different objects in class, or by referring to students’ position in class.</p> <p>Words indicating the position, such as “ici”, “là-bas”, “près de” and “loin de” are introduced to help students locate persons or things. Involve students by asking them to locate their friends in class: for example, “X</p>	<p>be able to produce their own questions using <i>Est-ce que...</i>? (Level 5)</p> <p>be able to answer the question using the right pronunciation. (Level 5)</p> <p>be able to use the question <i>Est-ce que ...?</i> (Level 4)</p> <p>use <i>Est-ce que ...?</i> in other contexts. (Level 4)</p> <p>be able to formulate their own questions using <i>Est-ce que...</i>? (Level 4)</p> <p>complete questions starting with <i>Est-ce que...</i>? (Level 4)</p> <p>formulate their own indications regarding position of a person or thing. (Level 5)</p>

<p>3. teach students to read with the correct pronunciation and intonation.</p> <p>4. help students write correctly in French, keeping in mind the difference between a sound and its written equivalent.</p> <p>Listening and Speaking</p> <p>1. encourage students listen to and understand spoken French in context.</p> <p>2. help students express numbers in French, ask simple questions, describe objects, learn new vocabulary.</p>	<p><i>est près de Y</i>” or “<i>A est loin de B</i>”.</p> <p>Students are asked to formulate their own questions about the position or location of things: “<i>Où est le cahier?</i>” or “<i>Où sont les clefs?</i>”</p> <p>Students may be engaged in a treasure hunt where hints to locate a particular thing are given in French. These commands may even be given in written form.</p> <p>By means of pictures or slides, teacher presents various activities related to different sports: playing tennis or volleyball, for instance. Students will be able to identify the various sports and are eventually introduced to the French equivalent of them.</p> <p>Teacher then introduces the question “<i>Qu’est-ce qu’il fait?</i>” (or “<i>Qu’est-ce qu’elle fait?</i>”) leading students to the answer « <i>Il/Elle fait du football/tennis/volleyball</i> ».</p> <p>Similarly students are introduced to the other forms of the verb “faire”: <i>je fais</i> and <i>tu fais</i>. Later, the plural forms <i>nous faisons</i>, <i>vous faites</i> and <i>ils/elles font</i> are presented through questions and answers.</p> <p>Students in pairs are then invited to prepare short dialogues in which one student formulates a question using the verb “faire” while the second one seeks to give a suitable answer to it.</p> <p>http://fog.ccsf.cc.ca.us/~creitan/qchap2c.htm http://www.francaisfacile.com/exercices/exercice-francais-1/exercice-francais-179.php</p>	<p>state facts about the location of persons or things. (Level 5)</p> <p>understand commands related to position of persons or things. (Level 4)</p> <p>read and understand written instructions. (Level 4)</p> <p>read instructions regarding location. (Level 4)</p> <p>formulate their own questions and corresponding answers using the verb “faire”. (Level 5)</p> <p>ask guided questions using the verb “faire”. (Level 4)</p> <p>understand questions using the verb “faire”. (Level 4)</p>
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Digital Technology Enhanced Learning – French eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Speaking, Reading, Writing:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learn and to update their vocabulary file.

Students make use of online resources to learn about the use of numbers <http://www.education.vic.gov.au/languagesonline/french/sect25/index.htm>

Teacher creates various comprehensions utilising the application program Comprehension Task Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm> for students to write correct French, while taking into account the difference between sound and its written equivalent.

Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm> to help students differentiate between the pronunciation of a word and its written equivalent.

Teacher creates various memory games utilising the feature combinations of text – text, text – picture or text – sound of the program Memory Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/memory/index.htm> for students to work out and measure their level of understanding of the topic under study.

Students utilise the tools of the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to help them identify the regions *Ile-de-France* and *Alsace*.

Students to create a Voki² <http://www.voki.com/create.php> to speak about what they learned of the regions *il-de-France* and *Alsace*.

1. Licence is available from CMeLD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.

Subject: FRENCH

Form 1

Unit code and title: **7.10 DISCOVER PARIS**

Strand: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

OBJECTIVES The teacher will:		
<ol style="list-style-type: none">1. help students understand spoken French in context, answer simple questions. (Listening)2. teach students to give simple commands in French, ask questions using “Où?” (Speaking)3. teach students to read written instructions, ordinal numbers. (Reading)4. help students express themselves in correct French, using the vocabulary at their disposal. (Writing)5. help students get to know better the regions <i>Aquitaine</i> and <i>Provence-Alpes-Côte d’Azur</i>. (Listening, Speaking, Reading and Writing)		
Key Words	Points to note	Resources
Ordinal numbers 1 st -20 th Vocabulary related to the town: <i>Immeuble, adresse, étage</i> . Simple commands in French: <i>Allez! Entrez!</i>	A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills through enjoyable and varied activities. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.	<i>Oh Là Là 1 - Book 1 - leçon 8 - Dans Paris</i> CD Player, audio CD, Internet, powerpoint presentations, Interactive Whiteboard, Flipcharts, Flip posters http://tours-tv.com/en/aquitaine http://www.youtube.com/watch?v=4fT3A9wUWkA http://french.about.com/od/vocabulary/a/ordinalnumbers.htm http://www.francetravelplanner.com/go/paris/areas/arrondismt.html http://french.about.com/od/grammar/a/imperative.htm

Teaching objectives	Examples of teaching experiences and activities	Indicators of learning outcomes
<p>The teacher will:</p> <p>Listening, Speaking, Reading and Writing</p> <p>5. help students get to know better the regions <i>Aquitaine</i> and <i>Provence Alpes-Côte d’Azur</i>.</p>	<p>A short video clip or part of a DVD about these regions may be used as a starting point. Students are encouraged to look up information, including pictures, about these regions.</p> <p>Students may be split into small groups: each of these groups will be asked to work upon a particular aspect of each region: for instance, main towns, rivers or mountains, products associated with the region, prominent people who are associated with the region, events or folkloristic festivals characteristic to the region.</p> <p>Students will be encouraged to share their findings with the others: this may be achieved through class discussions, presentations or documents written by the students themselves. Such material may also be displayed in school exhibition areas or on Open Days. The school website might also feature parts of the students’ works.</p> <p>http://tours-tv.com/en/aquitaine</p> <p>http://video.google.com/videoplay?docid=1666047927892908890#</p> <p>http://www.dailymotion.com/video/xeVz44_provence-alpes-cote-d-azur_travel</p> <p>http://www.youtube.com/watch?v=4fT3A9wUWkA</p>	<p>Students will:</p> <p>write short notes about a region. (Level 5)</p> <p>speak with relative ease about a region in France. (Level 5)</p> <p>give general information about a particular region. (Level 4)</p> <p>locate roughly a particular region on the map of France. (Level 4)</p>
<p>Listening and Speaking</p>	<p>Teacher presents a street map of Paris, showing the 20 districts (“<i>arrondissements</i>”) in different colours. Teacher shows students what the centre of Paris looks like on the map (like a snail). Teacher also</p>	<p>talk about certain monuments or landmarks in Paris and can locate them on map of Paris. (Level 5)</p>

<p>1. help students understand spoken French in context, answer simple questions.</p> <p>2, teach students to give simple commands in French, ask questions using “Où?”</p>	<p>shows how the river Seine runs through the centre of Paris, refers to the main monuments found there: Eiffel Tower, Arc de Triomphe, Louvre museum, Notre Dame cathedral, le Sacre Coeur, Place de la Concorde... Reference is also made to the two little islands at the heart of the city: Ile St Louis and Ile de la Cite. Teacher may also explain how the different districts are identified by an ordinal number, which is also included in Paris residents’ postal addresses.</p> <p>Then teacher focuses upon the formation of ordinal numbers, their correct pronunciation and written form. Special attention is to be drawn to the writing of “premier” and “première”, “cinquième” and “neuvième”.</p> <p>http://french.about.com/od/vocabulary/a/ordinalnumbers.htm</p> <p>http://www.planetware.com/i/map/F/paris-arrondissements-map.jpg</p> <p>http://www.francetravelplanner.com/go/paris/areas/arrondismt.html</p>	<p>refer to a number of monuments in the French capital. (Level 4)</p> <p>know that Paris is divided into 20 sectors for administrative purposes. (Level 4)</p>
<p>Listening and Reading</p> <p>1. help students understand spoken French in context, answer simple questions.</p> <p>3. teach students to read written instructions, ordinal numbers.</p>	<p>Simple class commands are used to start the lesson: students are asked to open a window, close the door, go to the back of the class, leave the class, change place, etc. Alternatively, such commands may be printed on flashcards and distributed to the students in class. Students will be asked to follow the commands shown on the flashcards.</p> <p>Later, students will be encouraged to formulate their own commands. They are shown how to distinguish between the singular (“tu” commands) and the plural (“vous” commands).</p> <p>http://french.about.com/od/grammar/a/imperative.htm</p>	<p>transcribe orders or commands in writing. (Level 5)</p> <p>read and understand written instructions or commands. (Level 5)</p> <p>understand basic, simple commands. (Level 4)</p>

<p>Listening and Speaking</p> <p>1. help students understand spoken French in context, answer simple questions. (Listening)</p> <p>2. teach students to give simple commands in French, ask questions using “Où?” (Speaking)</p>	<p>Questions starting with <i>Où</i> are frequently misunderstood by students. This is evident during oral exams when several students seem to be at a loss when faced with such a question.</p> <p>Teacher may start by stating “<i>J’habite à ...</i>” and asking different students to answer the question “<i>Où habites-tu?</i>” Teacher can invite students to ask a neighbour about another student: “<i>Où est-ce qu’il/elle habite?</i>”</p> <p>Then, by referring to objects in class, teacher invites students to ask questions about them to obtain answers such as “<i>Le livre est sur la table</i>” or “<i>Le stylo est dans la trousse</i>”.</p> <p>Some students will be asked to frame questions to given responses; others will be invited to match answers to particular “où?” questions.</p> <p>http://french.about.com/od/grammar/a/adverb_interrogative.htm</p>	<p>formulate their own questions using “Où?” with the required intonation (Level 5)</p> <p>answer questions starting with “Où?” (Level 5)</p> <p>understand questions starting with “Où?” (Level 4)</p>
<p>Speaking and Writing</p> <p>2. teach students to give simple commands in French, ask questions using “Où?”</p> <p>4. help students express themselves in correct French, using the vocabulary at their disposal.</p>	<p>Teacher takes some items of stationery to class: pens, pencils, envelopes, rulers, copybooks, etc. Teacher asks students the question “<i>Qu’est-ce que tu veux?</i>” Teacher leads students to answer « <i>Je veux ...</i> ».</p> <p>Then, others are asked to say what a particular student wants, to get the response « <i>Il/Elle veut ...</i> ». Other forms of the verb “<i>vouloir</i>” (<i>nous – vous – ils – elles</i>) are subsequently introduced.</p> <p>Later, students are shown how the question “<i>Qu’est-ce que tu veux?</i>” may be answered using “<i>Je veux...</i>” followed by a verb in the infinitive. Pictures or slides may be used as visual support in this phase of the lesson, for example, “<i>Je veux manger</i>” or “<i>Elle veut danser</i>”.</p> <p>Some students are asked to formulate their own questions using the verb</p>	<p>use the verb <i>vouloir</i> together with another verb in the infinitive in sentences of their own. (Level 5)</p> <p>answer questions using the verb <i>vouloir</i>. (Level 4)</p> <p>choose the required form of the verb <i>vouloir</i> in context. (Level 4)</p>

<p>Speaking and Listening</p> <p>2. teach students to give simple commands in French, ask questions using “Où?”</p> <p>1. help students understand spoken French in context, answer simple questions.</p>	<p>“<i>vouloir</i>”. Others may be asked to complete given questions using the required form of the verb or to match given questions with the corresponding answers.</p> <p>http://french.about.com/od/grammar/a/vouloir.htm</p> <p>Students often find great difficulties with nasal sounds for they are not so acquainted with them. Systematic repetition of such sounds is very important in a beginners’ class even though this should be a regular feature throughout the whole year. It is felt that at this stage, such nasal sounds should be quite distinct. Students will be able to distinguish and repeat these sounds.</p> <p>Some students are asked to identify which nasal sound they hear; others will be asked to imitate these sounds.</p> <p>http://french.about.com/od/pronunciation/a/vowels-nasal.htm</p>	<p>pronounce correctly “new words” having a nasal sound. (Level 4)</p> <p>distinguish and identify different nasal sounds. (Level 4)</p> <p>imitate given nasal sounds. (Level 4)</p>
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Digital Technology Enhanced Learning – French eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Speaking, Reading, Writing:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learn and to update their vocabulary file.

Students to create a Voki² <http://www.voki.com/create.php> to simulate various familiar contexts.

Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm> to help students understand simple spoken French and to answer simple questions.

Students use GoAnimate² http://goanimate4schools.com/public_index to create a small cartoon video in situations using simple commands in French.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm> for students to comprehend and reply questions on the area they are learning on.

Teacher creates various memory games utilising a combination of features text – text, text – picture or text – sound of the program Memory Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/memory/index.htm> for students to work out and measure their level of understanding of the topic under study.

Students utilise the tools of the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to learn about the regions *Aquitane* and *Provence-Alpes-Côte d’Azur*.

1. Licence is available from CMELD.

2. Public cloud – Signing up required.

3. Public cloud – No signing up required.

4. Downloadable program.

5. Hardware procured by school or borrowed from the eLearning Centre.

Subject: FRENCH

Unit title: Unit 11 – WHERE IS IT?

Strand: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

Form 1

OBJECTIVES

The teacher will:

1. enable students to become acquainted with the different aspects of life in Bretagne. (Incorporating the four strands)
2. 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. (Incorporating the four strands)
3. help students understand the similarity in the writing of the verbs *vouloir* and *pouvoir* 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. (Listening, Speaking and Writing)
4. enable students to describe the main rooms of a house and talk about the position of furniture and other objects in these rooms. (Speaking and Writing)
5. 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. (Incorporating the four strands)

Key Words	Points to note	Resources
<p><i>La maison : ascenseur, escaliers, paillason, porte, chaise, placard, frigo, table, assiette...</i></p> <p><i>Les animaux et les parties du corps : chat, chien, cheval, girafe, gorille, main, patte, pied, oreille...</i></p> <p><i>Expressions : Peut-être, faire une pause, à pied, en ascenseur...</i></p>	<p>A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills, through enjoyable and varied tasks. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques, the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.</p>	<p><i>Oh là là ! Book 1 - leçon 9 - Rue du labyrinthe.</i> CD player and audio CD, activity CD, power points, laptop, projector. http://www.bbc.co.uk/languages/french/mafrance/html/housebuying/video_player_a.shtml http://www.education.vic.gov.au/languagesonline/french/sect35/index.htm <i>Prépositions de lieu :</i> http://www.youtube.com/watch?v=tX8AJTnihgA http://www.tolearnfrench.com/exercices/exercice-french-2/exercice-french-2893.php <i>La maison / Les animaux :</i> http://cwww.languagesonline.org.uk/ http://www.primaryresources.co.uk/mfl/mfl_french.htm <i>Les Zoos :</i> http://www.paris-tourisme.com/places/zoo/index.html www.jardindacclimatation.fr/</p>

Teaching objectives	Examples of teaching experiences and activities	Indicators of learning outcomes
<p>The teacher will</p> <p>Incorporating the four strands</p> <p>1. enable students to become acquainted with the different aspects of life in Bretagne.</p>	<p>The teacher shows students videos about different aspects of life in Bretagne. Then students are paired according to ability and given sites to surf, so as to discover Bretagne better. Different groups are given a variety of aspects of life to look up and read about. Then students are invited to share their findings with the rest of the class. In small groups of different abilities, students can create a PowerPoint to show to their classmates or make a chart to hang in their classroom.</p> <p>The following are some sites that can be used for the research:</p> <p>Discover Bretagne http://www.bretagne.com/ http://www.bretagnenet.com/scb/frame.html http://www.youtube.com/watch?v=D4BDLuoPotE http://www.youtube.com/watch?v=uUSaupRHJVC http://www.youtube.com/watch?v=m2LeNBY_5gk</p> <p>Recipes from Bretagne http://www.recoin.fr/recette/bretagne+recette</p> <p>Walks in Bretagne http://www.recoin.fr/tourisme/bretagne+tourisme</p> <p>Folk Music from Bretagne http://www.youtube.com/watch?v=i3Fejzo7KWc</p> <p>Folk Dance from Bretagne http://www.youtube.com/watch?v=8MFI37x-vVo</p>	<p>Students will</p> <p>be able to write a few sentences about the way of life in Bretagne. (Level 6)</p> <p>be able to understand a regional recipe and prepare it. (Level 6)</p> <p>be able to talk about some aspects of life in Bretagne. (Level 5)</p> <p>discover the way people live in Bretagne and appreciate the different aspects of their way of life, including folk music and dancing. (Level 4)</p> <p>be able to fill in a multiple choice quiz about life in Bretagne. (Level 4)</p>

<p>Incorporating the four strands</p> <p>2. 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.</p>	<p>The teacher asks students to look at pictures and try to guess what is happening. Teacher helps students formulate their ideas giving them new vocabulary through pictures, where necessary.</p> <p>Students are asked to take roles in order to read the story. Difficult words are explained.</p> <p>Students listen to the audio recording of the story and follow the written script to aid understanding.</p> <p>Students answer questions related to the story to ensure comprehension of the text.</p> <p>The teacher can solicit the creativity of students encouraging them, according to their ability, to invent a continuation to the story. Students are encouraged to formulate their ideas which they put down in writing. Some students are asked to fill in missing words in a text so as to continue the story. Other students are asked to put sentences in order to form a text.</p>	<p>be able to invent the continuation of a story and put it down in writing. (Level 6)</p> <p>be able to formulate ideas through new vocabulary learnt after observing pictures. (Level 6)</p> <p>be able to understand a story after listening to a recording of it. (Level 6)</p> <p>be able to guess what is happening in a story through the observation of pictures and answer questions about the story orally. (Level 5)</p>
<p>Speaking and Writing</p> <p>3. help students understand the similarity in the writing of the verbs <i>vouloir</i> and <i>pouvoir</i> and their different meaning and use.</p> <p>3. Then help them observe and point out the different forms of the negative when followed by the definite or indefinite article</p>	<p>The teacher revises the present tense of the verb “vouloir” done previously. This can be done using a PowerPoint presentation and / or through exercises. Then the present tense of the verb “pouvoir” is introduced, explaining that it follows the same pattern as “vouloir”. This can also be shown by means of a PowerPoint presentation. The teacher also explains the difference in meaning and use of the two verbs. Exercises can be given to verify that students have understood. It is important that different exercises are given, according to the students` ability <i>e.g.</i>: matching, multiple choice, crosswords, cloze, writing sentences.</p> <p>The teacher may start by revising what students have learnt up to this point; <i>e.g.</i>: <i>je n’aime pas les baskets rouges; ce n’est pas ma tante...</i> Then through a PowerPoint or through examples written on the board the teacher makes the students realise that the</p>	<p>To choose between the verb <i>vouloir</i> and <i>pouvoir</i> in the same exercise and to use the verb <i>pouvoir</i> correctly in a simple exercise. (Level 6)</p> <p>be able to recognise the similarity in writing between the verbs <i>vouloir</i> and <i>pouvoir</i>. (Level 4)</p> <p>be able to use the negative expression ‘<i>ne...pas</i>’ followed by, either the definite or the indefinite article in the same</p>

<p>and use it correctly when writing.</p> <p>Listening, Speaking and Writing.</p> <p>4. enable students to describe the main rooms of their house and talk about the position of furniture and other objects in these rooms.</p>	<p>definite article will remain the same in the negative (e.g.: <i>ce n'est pas la directrice</i>) whereas the indefinite article is dropped and changed into de in the negative (e.g.: <i>je n'ai pas de crayons</i>). Then teacher moves on to the negative of the verbs <i>vouloir</i> / <i>pouvoir</i> when followed by the infinitive: pas is placed before the verb in the infinitive (e.g.: <i>je ne peux pas parler</i>). Exercises are given so as to verify that students have understood. Some examples are cloze, find the difference, multiple choice, writing sentences.</p> <p>The teacher could use interactive, online activities to teach students vocabulary related to the rooms and furniture in a house. http://www.education.vic.gov.au/languagesonline/french/sect35/index.htm</p> <p>The teacher may show a video clip of a person buying a new house, so as to teach the names of the different rooms in the house. Students could be invited to do a role play on the same pattern. http://www.bbc.co.uk/languages/french/mafrance/html/housebuying/video_player_a.shtml</p> <p>Through a video, a PowerPoint presentation or pictures... the teacher then explains the prepositions of place in a simple and interesting way: <i>sur, sous, devant, derrière, dans, entre ...</i> http://www.youtube.com/watch?v=tX8AJTnihgA</p> <p>An activity can be carried out with the P.E. teacher in the gym or yard. Kinesthetic learners will find it easier to understand and remember these prepositions. Students listen to and physically carry out orders using the prepositions of place, then students can do the same in small groups, taking turns at giving orders and performing them. Another activity would be to organize a treasure hunt giving clues which involve the use of prepositions of place.</p> <p>Students can also play a game wherein one small group of students asks questions related to the furniture in a room and the other group answers. The first group will have enough details to draw the room. Then the 2 groups will compare the 2 diagrams to verify understanding and explanation. This activity gives the opportunity to students to use the vocabulary they learnt together with the prepositions. The teacher can ask</p>	<p>exercise. (Level 6)</p> <p>be able to use the negative expression 'ne...pas' followed by the definite article and the indefinite article in simple, separate exercises. (Level 5)</p> <p>become aware of the use of the negative followed by the definite and the indefinite articles. (Level 4)</p> <p>be able to describe their own room using the vocabulary and the prepositions of place they have learnt. (Level 6)</p> <p>get to know the meaning of the prepositions of place and the name of some of the rooms and furniture found in their house. (Level 5)</p> <p>be able to use the prepositions of place to indicate the location of persons and objects. (Level 5)</p> <p>be able to express the meaning of some rooms and furniture found in their house and of the prepositions of place through simple, guided exercises. (Level 4)</p> <p>be able to choose the correct vocabulary and prepositions of place from a given list, so as to describe the picture of a room. (Level 4)</p>
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<p>Supplementary Optional Activity</p> <p>Reading, Speaking and Writing</p> <p>2. Help students understand dialogues of a comic strip and write a similar story.</p>	<p>In small groups, students of different ability could talk about animals they prefer. http://www.languagesonline.org.uk/</p> <p>They could choose one and give the reasons for their choice. The different groups discuss and defend their choice of animal so that the class reaches a consensus regarding the most popular animal in class. This would be their mascot. According to their ability, students are asked to draw the mascot and/or describe it in writing. Each group's creative work is shown to the rest of the class, read out and later hung up in the classroom.</p> <p>The teacher shows the pictures of a comic strip which may be the continuation of a story tackled previously. Students could try to guess what happened in the story, through the pictures.</p> <p>Students may work in small groups of different ability. Each group is given a picture and the captions which form the dialogue of that picture. They are asked to read the dialogue and match each caption with a person in the picture. The whole story is then reconstructed and can be shown as a PowerPoint presentation. This helps students understand and discuss what really happened in the story.</p> <p>Students may also listen to an audio recording of the story, if available.</p> <p>Then students are given another set of pictures that form a story and are asked to create dialogues so as to form a story on the same pattern as the comic strip.</p>	<p>be able to create simple dialogues, when given pictures, so as to write a story similar to the one they have read. (Level 6)</p> <p>be able to discuss what happened in a story. (Level 6)</p> <p>be able to put a dialogue in the right order so as to construct a story. (Level 5)</p> <p>be able to match dialogues to persons in a picture indicating who is saying what (Level 4)</p> <p>be able to use the vocabulary they have learnt previously so as to explain briefly and in a simple way what they see in a picture. (Level 4)</p>
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Digital Technology Enhanced Learning – French eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Speaking, Reading, Writing:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learned and update their vocabulary file.

Students to create a Voki² <http://www.voki.com/create.php> to simulate various familiar contexts.

Students use GoAnimate² http://goanimate4schools.com/public_index to create a small cartoon video.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm> for students to comprehend and reply questions on the area they are learning on.

Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm>.

Teacher creates various memory games utilising the combined features text – text, text – picture or text – sound of the program Memory Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/memory/index.htm> for students to work out and measure their level of understanding of the topic under study.

Teacher creates various matching games utilising the combined features text – text, text – picture or text – sound of the program Memory Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/matching/index.htm> for students to work out and measure their level of understanding of the topic under study.

Students utilise the tools of the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to create a short story utilising the language skills learnt in this topic.

1. Licence is available from CMELD. 2. Public cloud – Signing up required. 3. Public cloud – No signing up required. 4. Downloadable program. 5. Hardware procured by school or borrowed from the eLearning Centre.

Subject: FRENCH

Unit title: Unit 12 – LET’S REVISE AGAIN

Strand: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

Form 1

OBJECTIVES

The teacher will:

1. help students consolidate their understanding of simple French texts when spoken by native speakers or read out to them by the teacher. (Listening)
2. 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. (Speaking)
3. help students consolidate their reading and understanding of different types of texts written in easy everyday French. (Reading)
4. 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. (Writing)
5. enable students to revise and consolidate their knowledge of culture topics they have learnt this year through various exercises. (Speaking and Writing)

Key Words	Points to note	Resources
<p>Revision of vocabulary learnt in Units 7 to 11, related to: Family, Animals, Stationery, The rooms and furniture in the house</p> <p>Revision of vocabulary learnt in Units 1 to 5: Descriptions, colours, age, clothes, numbers, school, subjects, time, days of the week.</p>	<p>A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills, through enjoyable and varied tasks. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques, the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.</p> <p>In this last Unit, teachers are expected to provide the students with different activities based on the four strands in order to reinforce and revise the material taught during the year thus preparing them for exams.</p>	<p><i>Oh là là !</i> Book 1 - <i>leçon 0 à 9</i> CD player and audio CDs, power points, laptop, smart board.</p> <p>Ma maison: http://www.audio-lingua.eu/spip.php?article1028 Mon appartement: http://www.audio-lingua.eu/spip.php?article1037 Ma famille: http://www.audio-lingua.eu/spip.php?article735 Ma chatte: http://www.audio-lingua.eu/spip.php?article462 Compréhension écrite: http://www.lepointdufle.net/comprehensionecrite.htm Vocab/Grammaire: http://www.laits.utexas.edu/fi/html/toc/map.html Préposition de lieu: http://www.lepointdufle.net/prepositions.htm Phonétique: http://www.unil.ch/ling/page12580.html; http://www.lepointdufle.net/phonetique.htm Bretagne: http://www.audio-lingua.eu/spip.php?article466 Alsace (St Nicolas): http://www.audio-lingua.eu/spip.php?article823 Alsace (l'Avent): http://www.audio-lingua.eu/spip.php?article822 Contes et légendes du monde: http://eycb.coe.int/edupack/fr_31.html</p>

Teaching objectives	Examples of teaching experiences and activities	Indicators of learning outcomes
<p>The teacher will</p> <p>Speaking</p> <p>2. help students consolidate the speaking skills they have learnt so far and revise the vocabulary and grammar they have acquired throughout the year in French.</p> <p>Speaking</p> <p>2. 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.</p>	<p>Picture Interpretation: Through a variety of pictures, printed or online, the teacher gives students the opportunity to revise vocabulary they have learnt so far, especially in Units 7 to 11. Students speak about the family, animals, stationery, rooms and furniture at home, time-tables of trains, cinema, school... These pictures will also enable students to revise the adjectives of nationality, the possessive adjectives and the prepositions of place...</p> <p>Furthermore, the teacher uses pictures to revise the vocabulary and grammar learnt in Units 1 to 5, for example: the articles, description of persons, colours, numbers, clothes, subjects learnt at school, days of the week ...</p> <p>Role Play: The teacher creates easy but authentic everyday life situations to ensure that students have acquired the necessary skills to be able to speak about their family, their favorite animal, their school time-table, the subjects they prefer, describe their room, and use the imperative, possessive adjectives, prepositions...</p> <p>The teacher uses simple questioning techniques learnt in class, so as to create a conversation with the student. The teacher also takes into consideration the ability of each student. Students of different ability can also be paired and given time to prepare a dialogue about a situation that is familiar to them. In this way students are given the opportunity to practice both the questioning and the answering techniques they have learnt during the year. Each pair of students will then present the dialogue to the rest of the class.</p>	<p>Students will</p> <p>be able to answer orally questions about the picture going into more depth e.g. Speak of the mood of a person. (Level 6)</p> <p>be able to describe the picture giving more details using simple everyday language. (Level 6)</p> <p>be able to use adjectives of colour and nationality together with the nouns, so as to describe the picture in a simple way. (Level 5)</p> <p>be able to list some simple words associated to the picture. (Level 4)</p> <p>be able to simulate everyday situations they are familiar with, creating simple dialogues. (Level 6)</p> <p>be able to ask and answer questions related to situations they are familiar with. (Level 5)</p>

<p>Listening and Writing</p> <p>1. help students consolidate their understanding of simple French texts when spoken by native speakers or read out to them by the teacher.</p> <p>4. Help students verify the correct answering of questions through texts dictated to them.</p>	<p>Listening Comprehension: Students listen to recordings on CDs or online so as to ensure that they are able to understand native speakers of French talking on topics tackled in class during the scholastic year, especially in Units 7 to 11. The text can also be read out by the teacher if that is what is done during the exam.</p> <p>Besides the vocabulary, students are given the opportunity to revise the questioning techniques. The teacher gives different types of exercises so as to ensure that all students according to their ability can perform the exercises. These can vary from simple multiple choice exercises, true / false questions, continuation of sentences with a word read out in the text, to open ended questions...</p>	<p>be able to answer simple open-ended questions, showing they have understood the text. (Level 6)</p> <p>be able to fill in blanks with words they have heard in the text, showing they have understood the text. (Level 6)</p> <p>be able to answer simple multiple choice questions, showing they have understood the text. (Level 5)</p> <p>be able to answer simple questions requiring true/false answer, showing they have understood the text. (Level 4)</p>
<p>Listening and Writing</p> <p>1. help students consolidate their understanding of simple French texts when spoken by native speakers or read out to them by the teacher.</p> <p>4. help students verify the correct writing of French vocabulary and grammar through texts dictated to them.</p> <p>Reading</p> <p>3. help students consolidate their reading and understanding of different</p>	<p>Dictation: Students will listen to a short text in simple French dictated to them by their teacher or CD recordings or online. The text is first read out as a whole and then part by part, giving students time to write what they hear. Through this exercise students will verify the correct writing of nouns, verbs, adjectives, prepositions... This also ensures the correct writing of different phonetic sounds.</p> <p>According to their ability, some students are asked to write all the text while others are asked to fill in blank spaces with words they hear.</p> <p>Reading Comprehension: Teacher presents students short texts of different formats, written in simple everyday French about familiar topics. This will give students the opportunity to revise the vocabulary</p>	<p>be able to write simple sentences in the present tense correctly (Level 6)</p> <p>be able to 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. (Level 5)</p> <p>be able to 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 (Level 4)</p> <p>be able to answer simple open-ended questions</p>

types of texts written in easy everyday French.	and grammar learnt so far especially the present tense of verbs of the first group. The teacher will present students with exercises that cater for the different abilities of students so as to verify their understanding of the texts.	and to match words with their meaning. (Level 6)
Writing		be able to match words from the passage to their meaning (Level 5)
4. 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.	Message / Composition: Students are given situations based on topics they have tackled so far and are asked to write short, simple texts such as: sms, e-mails, notes, letters, filling in a form... Students practice these different types of writing, according to their ability, using the vocabulary and grammar they have learnt so far.	be able to answer true/false questions and simple questions to which they can find the answer easily, in the text (Level 4)
	Before giving the written exercises, the teacher helps students to formulate their ideas and revises the formatting of the different types of written texts.	be able to write informal letters and emails about familiar everyday activities using the present tense correctly (Level 6)
Speaking and Writing	Culture and Civilisation: Students watch videos related to the French regions tackled during the year. They answer questions to verify their understanding.	be able to write short texts such as an sms or a simple email on familiar topics. (Level 5)
5. enable students to revise and consolidate their knowledge of culture topics they have learnt this year through various exercises.	The teacher can also show students PowerPoint Presentations to revise the other topics tackled during the year, for example: the geography of the country, Paris and its Monuments, the calendar of feasts in France ...	be able to fill in simple forms following a model or write simple missing words in an sms. (Level 4)
	The teacher creates oral and written activities in order to help students according to their ability, to revise the culture topics they have learnt this year, in an interesting way. These can be in the form of online quizzes and searches, board games, crosswords, a short paragraph... for which students of different abilities can be grouped together.	be able to write a short paragraph to describe one of the five regions tackled during the year. (Level 6)
		be able to answer simple questions about the other topics tackled during the year. (Level 5)
		be able to answer simple multiple choice and true/false questions about topics they have learnt during the year. (Level 4)
		be able to write a few simple words to describe one of the 5 regions tackled during the year . (Level 4)

Digital Technology Enhanced Learning – French eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Speaking, Reading, Writing:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to review what they learned and to revise their vocabulary.

Students to create a Concept Map² <http://cmap.ihmc.us/download> to help them revise the language concepts they learned.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm> for students to comprehend and reply questions on the areas they learned throughout the units.

Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm>.

Teacher creates various memory games utilising the combined features text – text, text – picture or text – sound of the program Memory Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/memory/index.htm> for students to work out and measure their level of understanding of the topics they studied.

Teacher creates various matching games utilising the combined features text – text, text – picture or text – sound of the program Memory Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/matching/index.htm> for students to work out and measure their level of understanding of the topics they studied.

Students utilise the tools of the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to create various story situations, utilising the language skills learned throughout the units.

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