



French as a Foreign Language Curriculum Units

with examples of teaching activities

Form 2



Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
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Curriculum for French as a Foreign Language



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

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FRENCH AS A FOREIGN LANGUAGE CURRICULUM UNITS – FORM 2

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Subject: FRENCH

Form 2

Unit code and title: FRE 8.1 HAPPY TO BE BACK

Strands: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives

The teacher will:

1. enable students to consolidate their speaking skills while revising the vocabulary and grammar learnt in Form 1 so as to describe a picture and to produce simple dialogues in French. (Speaking)
2. enable students to consolidate their understanding of simple French texts when spoken by native speakers or read out to them. (Listening)
3. enable students to consolidate their reading skills so as to understand texts about topics from everyday life. (Reading)
4. enable students to revise and consolidate the language structures they have learnt so far. (Writing)
5. enable students to consolidate their writing skills and to produce simple creative tasks using the vocabulary and grammar they know. (Writing)
6. enable students to revise the culture topics covered in Form 1. (Speaking)

Key Words	Points to Note	Resources
<p>Revision of vocabulary and grammar learnt in Form 1 related to:</p> <p>Description of persons, nationality, numbers, age, colours, clothes, school subjects, stationery, time, days of the week, months, seasons, the family, animals, rooms and furniture in the house.</p> <p>Verbs <i>être</i>, <i>avoir</i>, <i>-er</i> in the present tense and imperative</p> <p>Adjectives and prepositions</p>	<p>The first Unit of the second scholastic year will consist of a revision and consolidation of the salient French language points covered in Form 1. This will help students acquire autonomous learning skills so as to progress according to their ability and become more aware of intercultural diversity. Games and ICT, such as PowerPoint presentations, videos and online activities based on the four strands, are used so as to make learning more attractive, thus motivating students and, as the title suggests, they will feel happy to be back at school so as to continue learning French.</p>	<p><i>Oh là là ! Bk 2, le Kiosque Bk 1 + Bk 2</i> CD player, audio CD, Internet, PowerPoint presentations, interactive whiteboard, laptop, Form 1 Past Examination Papers.</p> <p><u><i>Salutations et présentations :</i></u> http://www.youtube.com/watch?v=waoZzjwbr-l&feature=related</p> <p><u><i>Ma chambre :</i></u> http://www.youtube.com/watch?v=Nt8SNbR9pXw&feature=related</p> <p><u><i>Prépositions de lieu :</i></u> http://www.youtube.com/watch?v=3zRAjXA8uJg&feature=related</p> <p><u><i>Les couleurs :</i></u> http://www.youtube.com/watch?v=7hN8HMaaQSs&feature=related</p>

Teaching Objective	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>Speaking</p> <p>1. enable students to consolidate their speaking skills while revising the vocabulary and grammar learnt in Form 1 so as to produce simple dialogues in French.</p>	<p>After greeting the students, the teacher shows a video or uses a recording of two persons greeting each other and talking about themselves. Then the teacher asks the students to do the same dialogue in pairs, thus revising the different types of greetings they have learnt in Form 1.</p> <p>http://www.youtube.com/watch?v=9X4kc5zXQOI&feature=related</p> <p>http://www.podcastfrancaisfacile.com/englishmenu/french-communication-dialogue-daily-life-listen-to-mp3.html</p> <p>A revision of the numbers can be carried out through a game: each student is asked to write a number from 1 to 20 on a piece of paper. The papers are collected and redistributed so that nobody has his/her own paper; then the teacher calls out a number and the students who have that number will stand up. At the end the students can say which numbers were not chosen. To verify students' knowledge of numbers from 20 to 100 the teacher can write some numbers on the board, then call out a number and ask a student to encircle it. At times the teacher will call out a number that is not written on the board; in that case the student is asked to write the number and encircle it. Students can also be asked to think of a telephone number and pretend to phone each other saying "<i>Salut! Comment ça va?</i>"...</p>	<p>Students will remember all numbers from 1 to 100 and be able to use them, when saying the age and telephone number of a person. They will also be able to ask and answer questions using greetings in a dialogue. (Speaking Level 7)</p> <p>Students will remember numbers from 1 to 69 and be able to use them to say the age of a person. They will also be able to use greetings in a dialogue. (Speaking Level 6)</p> <p>Students will remember numbers from 1 to 20 and be able to use them to say their age. They will also be able to repeat simple greetings. (Speaking Level 5)</p> <p>Students will remember numbers from 1 to 20. (Speaking Level 4)</p>
<p>Speaking</p> <p>1. enable students to consolidate their speaking skills while revising the vocabulary and grammar learnt in Form 1 so as to produce simple dialogues in French.</p>	<p>In another game, the teacher will think of a famous person and the students will ask questions so as to guess who this person is. Thus, the students will revise questioning techniques as well as vocabulary related to the general description of a person. Students can then be given a form and asked to fill in the information required regarding a mysterious person.</p> <p>Later, they can use this as a plan for their creative writing. Students can also be asked to read out what they wrote to the whole class. The teacher can also ask students to draw or find a picture that resembles their mysterious person. The drawings and writings can later be exhibited in class.</p>	<p>Students will be able to use the correct question words and phrases so as to guess who the person is. (Speaking Level 7)</p> <p>Students will be able to use the correct intonation to ask questions using the vocabulary they know so as to guess who the person is. (Speaking Level 6)</p> <p>Students will be able to use simple</p>

		<p>phrases and questions so as to help them in guessing who the person is. (Speaking Level 5)</p> <p>Students will be able to use single words so as to help them in guessing who the person is. (Speaking Level 4)</p>
<p>Speaking</p> <p>1. enable students to consolidate their speaking skills while revising the vocabulary and grammar learnt in Form 1 so as to describe a picture in French.</p>	<p>The teacher will show pictures that contain vocabulary learnt in Form 1. The students will describe the picture and/or answer questions regarding the picture, using grammar and syntax they have learnt so far. The teacher will add new vocabulary where necessary.</p> <p>Topics can include: description of persons, the family, time-tables, stationery, rooms and furniture, animals ...</p> <p>The teacher can also propose the following game: students are grouped in teams of different abilities. Each group is given a situation and asked to strike a pose. The other students will describe the pose taken by their colleagues.</p>	<p>Students will be able to describe the picture in detail using the correct syntax. (Speaking Level 7)</p> <p>Students will be able to use nouns and adjectives they know in simple phrases so as to speak about the picture. (Speaking Level 6)</p> <p>Students will answer questions so as to describe the picture using simple language. (Speaking Level 5)</p> <p>Students will be able to use single words or frequently repeated, simple phrases to talk about the picture. (Speaking Level 4)</p>
<p>Speaking</p> <p>1. enable students to consolidate their speaking skills while revising the vocabulary and grammar learnt in Form 1 so as to produce simple dialogues in French.</p>	<p>The teacher groups students of different abilities together and creates authentic everyday life situations through which they can practice the skills they have acquired in Form 1. They can carry out a role play about situations familiar to them. The topics can include family, friends, animals, school, home ... Students are given time to prepare the dialogues. They will then present their dialogue to the rest of the class. In this way students will have the opportunity to practise both the questioning and the answering techniques they have learnt so far.</p> <p>http://www.mangolanguages.com/store/try-mango/</p> <p>http://www.livemocha.com/</p>	<p>Students will be able to simulate a wider range of situations, creating longer dialogues correctly. (Speaking Level 7)</p> <p>Students will be able to simulate everyday situations they are familiar with, creating simple dialogues. (Speaking Level 6)</p> <p>Students will be able to ask and answer questions related to situations they are familiar with. (Speaking Level 5)</p> <p>Students will be able to ask and answer</p>

	http://www.french-podcasts.com/ http://www.learnoutloud.com/Podcast-Directory/Languages/French#1	questions using single words or short frequently repeated phrases. (Speaking Level 4)
Speaking 6. enable students to revise the culture topics covered in Form 1	The teacher prepares multiple-choice questions and conducts a quiz which can be Internet based or using buzzers, so that students enjoy revising the culture topics covered in the Form 1 syllabus (The teacher will give students some days to revise at home, beforehand). Alternatively, the teacher can create a board game with the students themselves and play it in groups. The board game can be in the form of a snail, representing Paris, with 20 numbered sections so as to revise the ordinal numbers and a set of cards with questions instructing them to draw something or give an answer. The teacher can also help students create the rules for the game; for example: if the question is answered correctly the student can move on; otherwise student misses a turn.	Students will be able to create and answer questions about all the different culture topics learnt in Form 1. (Speaking Level 7) Students will be able to answer most of the questions of the quiz and help in creating questions for the game. (Speaking Level 6) Students will be able to answer simple questions about the culture topics tackled in Form 1. (Speaking Level 5) Students will be able to answer some questions about some of the culture topics tackled in Form 1. (Speaking Level 4)
Writing 5. enable students to consolidate their writing skills.	The teacher can verify the correct writing of lexical and language structures learnt in Form 1 through texts dictated by their teacher or through online or CD recordings. The topics can include the description of persons: appearance, age, address, telephone, colours, clothes, likes and dislikes, profession, school subjects, objects found in class, time-table... This exercise can also verify the correct writing of nouns, adjectives, verbs, prepositions ... According to their ability, students can be asked to fill in a few missing words in a cloze passage or asked to write the whole text. The correction can be made more stimulating through the use of the interactive whiteboard. http://www.educalire.net/Francais.htm	Students will be able to write correctly a paragraph on simple familiar topics, dictated to them. (Writing Level 7) Students will be able to write simple sentences in the present tense correctly. (Writing Level 6) Students will be able to write short sentences consisting of vocabulary they are familiar with. (Writing Level 5) Students will be able to write some words correctly. (Writing Level 4)

<p>Listening</p> <p>2. enable students to consolidate their understanding of simple French texts when spoken by native speakers or read out to them by the teacher.</p>	<p>Students will listen to recordings of texts on CDs or online so as to ensure that they are able to understand native speakers of French talking about topics tackled in Form 1. Otherwise, the texts can be read out by the teacher. Texts taken from past exam papers can also be used. The students will thus have the opportunity to revise questioning techniques. The teacher will give different types of exercises to suit students' abilities. These can vary from True/False questions, multiple choice, continuation of sentences with words the students hear, open ended questions ...</p>	<p>Students will show that they have understood the text they listened to by answering open-ended questions. (Listening Level 7)</p> <p>Students will show that they have understood the text they listened to by filling in blanks with words they hear. (Listening Level 6)</p> <p>Students will show that they have understood the text they listened to by answering simple multiple choice questions. (Listening Level 5)</p> <p>Students will show that they have understood the text they listened to by answering simple true/false questions. (Listening Level 4)</p>
<p>Reading</p> <p>3. enable students to consolidate their reading skills so as to understand texts on topics from everyday life.</p>	<p>The teacher gives students a short online or printed text. Past exam papers can also be used. Students can work individually or in groups. The teacher chooses topics covered in Form 1 regarding everyday life situations, so as to give students the opportunity to consolidate and revise the vocabulary and grammar learnt so far. Students will read the text carefully and work out exercises related to it, according to their abilities, in order to show they have understood the text they read.</p> <p>Various exercises can be given, for example: matching words to their meaning, True/False/Not Mentioned, continuing sentences, open-ended sentences, finding grammar structures in the text, giving a suitable title to the text ...</p> <p>Sites, such as the one below, can help the teacher find online comprehension exercises that correspond with the abilities of the students</p> <p>http://www.ciel.fr/learn-french/comprehension-exercises.htm</p>	<p>Students will show that they have understood the text they read by giving it a suitable title and answering open-ended questions. (Reading Level 7)</p> <p>Students will show that they have understood what they read by completing sentences with words from the text and finding grammar structures in the text. (Reading Level 6)</p> <p>Students will show that they have understood the text they read by answering multiple choice questions and matching words to their meaning. (Reading Level 5)</p> <p>Students will show that they have</p>

		understood the text they read by matching words to pictures and marking the correct answer. (Reading Level 4)
<p>Writing</p> <p>4. enable students to revise and consolidate the language structures they have learnt so far.</p>	<p>The teacher can also give language exercises using situations covered in Form 1 so as to give students the opportunity to consolidate and revise grammar points they have learnt so far. Online and printed exercises can be used as well as past exam papers. The exercises can include matching words or short sentences to pictures, matching questions to their answer so as to form a dialogue, putting sentences in order to form a text, multiple choice exercises, choosing the correct word to fill in blanks ... The grammar points given can include articles, pronouns, nouns, adjectives, verbs, prepositions ...</p>	<p>Students will be able to work out different types of language exercises correctly. (Writing Level 7)</p> <p>Students will be able to work out simple language exercises correctly. (Writing Level 6)</p> <p>Students will be able to work out matching exercises. (Writing Level 5)</p> <p>Students will be able to copy simple, familiar words associating them with a picture. (Writing Level 4)</p>
<p>Writing</p> <p>5. enable students to consolidate their writing skills and to produce simple creative tasks using the vocabulary and grammar they know.</p>	<p>The teacher presents situations based on topics tackled in Form 1 and asks students to write simple short texts such as SMS, lists, filling forms; or longer texts such as e-mails, letters, articles ... Through the different types of writing, students will have the opportunity to consolidate and revise sentence structure, vocabulary and grammar learnt in Form 1. The teacher can make use of topics given in past exam papers.</p> <p>Typical activities may include: writing lists of objects; filling in forms; accepting or refusing invitations; describing persons they know or famous people; comparing two persons focusing on adjectives; writing about the likes and dislikes of a person; describing their family using possessive adjectives; describing a scene or a place they know, their house or a specific room using prepositions of place; writing about somebody's day using notes of a given diary page.</p> <p>The teacher will start with a brain-storming session regarding the given topic and then help students formulate their ideas, using pictures and flash-cards with vocabulary, videos related to the topic or even a model answer. The teacher will also revise the formatting of the different types of writing</p>	<p>Students will be able to use the suitable format to write about different topics learnt in Form 1. (Writing Level 7)</p> <p>Students will be able to write informal letters and emails about familiar everyday activities applying learnt grammar rules and vocabulary correctly. (Writing Level 6)</p> <p>Students will be able to write simple, short texts about familiar topics using mastered vocabulary and word order. (Writing Level 5)</p> <p>Students will be able to fill in simple forms with basic information following a model and complete speech bubbles. (Writing Level 4)</p>

	<p>before asking students to do the written exercise in class or at home.</p> <p>After correcting the students' creative writing the teacher can do a class correction of the most frequent mistakes and ask students to re-write their text, taking into consideration the general corrections done in class and the individual corrections of their text.</p>	
<p>Supplementary Activity</p> <p>Speaking</p> <p>1. enable students to consolidate their speaking skills while revising the vocabulary learnt in Form 1.</p>	<p>This activity can be used if the teacher finishes the lesson before the stipulated time. The teacher tells students that they will offer him/her a present each. He/She will accept some of the presents and refuse others, without giving the reason for doing so. In fact, the students themselves will have to find out this reason. The teacher can accept stationery objects, for example <i>stylo, cahier, gomme, crayon...</i>; words starting with a specific letter, for example <i><u>I</u>-Shirt, <u>t</u>able, <u>t</u>aille-crayon, <u>t</u>omate...; etc... thus revising vocabulary already covered. The teacher can also ask a student to conduct the game instead of him/her.</i></p>	<p>Students will be able to guess what type of presents the teacher is accepting and why. (Speaking Level 7)</p> <p>Students will be able to conduct the game instead of the teacher. (Speaking Level 6)</p> <p>Students will be able to use the vocabulary they know to say what present they give their teacher. (Level 5)</p> <p>Students will be able to use simple, frequently used vocabulary to say what present they give their teacher. (Speaking Level 4)</p>

Subject: FRENCH

Form 2

Unit code and title: FRE 8.2 FINDING MY WAY

Strands: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives

The teacher will:

1. enable students to talk about particular aspects of the French political history, discuss a given picture, construct open and closed questions using the right intonation and communicate directions through role-play. (Speaking)
2. enable students to listen to a dialogue and identify and follow given directions. (Listening)
3. teach students to read the sounds /y/, /i/ and /u/ and identify vocabulary pertaining to the town. (Reading)
4. guide students to communicate directions in writing, use the verbs “aller” and “venir” in the present tense and differentiate between the different forms of the contracted article . (Writing)

Key Words	Points to Note	Resources
<p><i>Ville: cinéma, piscine, stade, chez, café, pharmacie, boulangerie, collège, centre commercial, restaurant, bibliothèque, banque, librairie, feu rouge.</i></p> <p><i>Localisation : à droite, à gauche, tout droit, juste après, en face de, près de, tout près de, à côté de, loin de, à, chez.</i></p> <p><i>Verbes: avancer, marcher, tourner, traverser, aller, venir.</i></p>	<p>In this unit students will become familiar with certain aspects of the French political scene. Students will also become acquainted with communicating directions in writing and through role-play. In order to achieve these objectives a student-centred learning approach must be adopted by the teacher, where he/she focuses on the student's needs, abilities and interests. A variety of activities and resources such as online activities, games, PowerPoint presentations and videos are used to promote successful learning. Students are encouraged to work in pairs or in groups since through peer-to-peer interaction, collaborative thinking leads them to learn from each other.</p>	<p><i>Oh Là Là ! Book 1- leçon 10</i> <i>Le Kiosque Book 1- unité 5, unité 8</i> Audio CD and player, laptop, internet, IWB.</p> <p><u>Culture</u> http://www.journal-officiel.gouv.fr/ http://fr.wikipedia.org/wiki/Maire(France) http://en.wikipedia.org/wiki/Libert%C3%A9,%C3%A9galit%C3%A9,fraternit%C3%A9 <u>Grammar</u> http://www.lepointdufle.net/present.htm http://claweb.cla.unipd.it/home/smazurelle/dynamots/a1/m1/ae_questions.htm http://claweb.cla.unipd.it/home/smazurelle/dynamots/a1/m2/ae_indications.htm</p>

Teaching Objective	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>Speaking</p> <p>1. enable students to talk about particular aspects of the French political history.</p>	<p>The teacher can start by asking the students what form of government we have in Malta (Republic) and what the Head of State is called (President). Then the teacher can highlight that France is also a Republic. Students can become familiar with the names of the French Presidents of the Fifth Republic through a PPT.</p> <p>The teacher can use a PPT to expose the students to the following topics: the Constitution and the principles of the French Republic, the right to vote and election day, the two main political tendencies, the mayor and the town hall, the Junior City Council, the <i>Journal Officiel</i> and Jean Monnet.</p> <p>As a follow-up, the class can be divided in groups with each group being assigned one of the above topics. Students are encouraged to conduct a very short Internet search on the topic assigned. Some groups can be asked to produce a chart while others a simple PPT on the assigned topic. Students can later present their work to the other students.</p> <p>The following links can be used as a support:</p> <p>http://www.journal-officiel.gouv.fr/ http://www.youtube.com/watch?v=I_OZSIXb424 http://fr.wikipedia.org/wiki/Maire_(France) http://en.wikipedia.org/wiki/Libert%C3%A9,_%C3%A9galit%C3%A9,_fraternit%C3%A9</p>	<p>Students will be able to engage in a discussion about different French political aspects through a PPT or a chart. (Speaking Level 7)</p> <p>Students will be able to present a brief prepared speech about different French political aspects through a PPT or a chart. (Speaking Level 6)</p> <p>Students will be able to mention some aspects of the French political scene. (Speaking Level 5)</p> <p>Students will be able to say that France is a Republic and identify the name of some French Presidents. (Speaking Level 4)</p>
<p>Speaking and Listening</p> <p>1. enable students to discuss a given picture.</p> <p>2. enable students to listen to a dialogue and identify directions.</p>	<p>The teacher can start off by showing a picture of a person giving directions to someone else. Teacher asks the students oral graded questions about the picture leading them to form a general idea of what the dialogue is going to be about.</p> <p>Students are then asked to listen to a dialogue. To verify global comprehension the teacher can then ask graded questions.</p> <p>Students are then divided in groups. They are asked to listen to the dialogue again and to write down any directions mentioned on a piece of cardboard. Finally, students are invited to listen to the dialogue and to answer written graded questions in order to test global comprehension.</p>	<p>Students will be able to formulate a short story about a given picture. (Speaking Level 7)</p> <p>Students will respond to the teacher's questions using more connected discourse. (Speaking Level 6)</p> <p>Students will respond to questions with short simple phrases. (Speaking Level 5)</p> <p>Students will respond to the teacher's</p>

	<p>The teacher can then show the dialogue to the students in order to check their answers.</p>	<p>questions with single words. (Speaking Level 4)</p> <p>Students will show understanding by answering questions about the dialogue. (Listening Level 7)</p> <p>Students will identify the main idea of a recorded dialogue. (Listening Level 6)</p> <p>Students will identify various directions from a recorded dialogue. (Listening Level 5)</p> <p>Students will identify a number of familiar lexical items from a recorded dialogue. (Listening Level 4)</p>
<p>Writing</p> <p>4. guide students to use the verbs “aller” and “venir” in the present tense.</p>	<p>The teacher can present sentences from the previous dialogue on the IWB so as to introduce the verbs “aller” and “venir”. The verbs can be left out and individual students will be asked to fill them in. Through these examples the students will learn the meaning of these two verbs and how to write them correctly.</p> <p>The teacher can then present the rest of the conjugation of the two verbs through a PPT. At this stage the teacher can make the students aware of the fact that when it comes to the conjugation of irregular verbs the persons “nous” and “vous” are formed on the stem of the infinitive.</p> <p>Graded written exercises are given to the students as a consolidation. Exercises can vary from simply underlining the verbs to writing sentences using these two verbs. Online exercises are recommended: http://www.lepointdufle.net/present.htm</p>	<p>Students will formulate their own sentences using the verbs “aller” and “venir”. (Writing Level 7)</p> <p>Students will use the verbs “aller” and “venir” correctly in guided sentences. (Writing Level 6)</p> <p>Students will be able to differentiate between “aller” and “venir”. (Writing Level 5)</p> <p>Students will identify the verbs “aller” and “venir” in a text. (Writing Level 4)</p>
<p>Reading and Writing</p> <p>3. teach students to identify vocabulary pertaining to the town.</p>	<p>To familiarize the students with vocabulary pertaining to the town such as: <i>la pharmacie, le cinéma</i> etc, the teacher can start off with a game. The teacher can divide the class in groups. Each group will be given the same set of flashcards containing the second part of the lexical items to be exploited such as <i>-macie, -néma</i>. On the IWB the teacher may show a</p>	<p>Students will understand complex sentences featuring the town vocabulary. (Reading Level 7)</p> <p>Students will use more difficult lexical items linked with the town such as</p>

<p>4. guide students to differentiate between the different forms of the contracted articles.</p>	<p>picture related to a particular town building for example a bottle of medicine together with the first part of the related word, in this case <i>pharmacie</i>. Then the teacher will ask a group to find the flashcard containing the missing part. The teacher will then reveal the whole word on the IWB.</p> <p>Students are then invited to form groups to tackle graded online exercises such as the ones presented on this site in order to consolidate these lexical items: http://www.linguascope.com/preview/francais/default.htm</p> <p>The teacher shows the students two phrases containing the verb “aller” and the preposition “à” such as: “<i>Je vais à la banque.</i>” and “<i>Je vais au restaurant.</i>” These phrases can be taken from the dialogue covered before. Through questions the teacher elicits from the students the difference between “aller à” and “aller au”. The same procedure can be used to introduce “aller à l’”. “venir de la” “venir du” and “venir de l’”.</p> <p>In groups students can be asked to write down some sentences using the verbs “aller” and “venir” together with the right preposition. Students are encouraged to use different varieties of the preposition. Groups can then compare their work. Related graded written exercises will follow.</p>	<p>“<i>boulangerie</i>”. (Reading Level 6)</p> <p>Students will be able to match the lexical items with their respective pictures. (Reading Level 5)</p> <p>Students will identify lexical items similar to those used in their native language such as “<i>la banque</i>”. (Reading Level 4)</p> <p>Students will write free sentences using “aller à” and “venir de”. (Writing Level 7)</p> <p>Students will be able to complete sentences with the right contracted article. (Writing Level 6)</p> <p>Students will differentiate between the masculine and feminine versions of contracted articles. (Writing Level 5)</p> <p>Students will be able to identify the prepositions “à” and “de” in sentences. (Writing Level 4)</p>
<p>Speaking</p> <p>1. enable students to construct open and closed questions using the right intonation.</p>	<p>On the IWB the teacher shows the students two closed questions such as: “<i>Tu vas au restaurant</i>”? and two corresponding answers using “oui” and “non”, such as: “<i>Oui, je vais au restaurant ce soir.</i>” Students are asked to match the answers with the questions. Through the same procedure the teacher can now introduce the “est-ce que” version of the same questions. Teacher elicits from students that both versions lead to the same answer. As reinforcement the following game can be used. The class is divided in three groups. The teacher chooses a victim and a criminal from amongst the students. An object present in the class is also chosen as the crime weapon. The students have to discover who were the selected classmates and the weapon. This is done by interrogating the teacher (<i>Est-ce que la</i></p>	<p>Students will be able to ask open and closed questions. (Speaking Level 7)</p> <p>Students will be able to differentiate between open and closed questions and give adequate answers to both types of questions. (Speaking Level 6)</p> <p>Students will be aware that questions leading to a “yes” or “no” answer are expressed in two ways. (Speaking Level 5)</p> <p>Students will use the right intonation when</p>

	<p><i>victime est blonde?)</i> The teacher answers only “oui” or “non”.</p> <p>Adopting the same method used before, the teacher can then move to the open question using “<i>Qu’ est-ce que... ?</i>” Through examples students realise that for this type of open question there are various possible answers.</p> <p>In groups students can be given a text containing the three types of questions studied. Some groups will also be given the answers to these questions, which they in turn have to match. Other groups will have to find the answers themselves. Graded written exercises can follow.</p> <p>The following site can act as a support: http://claweb.cla.unipd.it/home/smazurelle/dynamots/a1/m1/ae_questio ns.htm</p>	asking questions. (Speaking Level 4)
<p>Speaking and Listening</p> <p>1. enable students to discuss a given picture.</p> <p>2. enable students to follow given directions.</p>	<p>Students can revise the prepositions of place, such as; “<i>sous</i>”, “<i>sur</i>”, “<i>devant</i>” etc. through the following game. The teacher draws the outline of a house on the board. The teacher instructs individual students, using the preposition of place, to continue the drawing. Such instructions can be used; “<i>Dessine un chien noir devant la maison</i>”.</p> <p>On the IWB students can be shown a plan of a town centre. After observing the picture students are asked oral graded questions. These questions will help students revise the prepositions of place and the vocabulary pertaining to the town.</p> <p>At this point the teacher can introduce the new vocabulary linked with directions such as; “<i>tourner à droite</i>”, “<i>traverser la rue</i>” etc. by giving examples and pointing them on the town plan on the IWB.</p> <p>Students can do online exercises such as the ones on this site: http://claweb.cla.unipd.it/home/smazurelle/dynamots/a1/m2/ae_indications.htm</p> <p>Students are paired up and given a written route which they have to demonstrate on the town plan on the IWB. While one student reads the route the other can demonstrate it on the IWB. In groups students are given town plans. They listen to the teacher read different routes, which they have to mark on their plan. Groups can compare their marked</p>	<p>Students will be able to talk freely about the picture. (Speaking Level 7)</p> <p>Students will respond to the teacher’s questions using more connected discourse. (Speaking Level 6)</p> <p>Students will respond to questions with short simple phrases. (Speaking Level 5)</p> <p>Students will respond to the teacher’s questions with single words. (Speaking Level 4)</p> <p>Students will follow simple oral directions. (Listening Level 7)</p> <p>Students will follow simple oral directions through repetition. (Listening Level 6)</p> <p>Students will understand single expressions such as “<i>tourner à gauche</i>”. (Listening Level 5)</p>

	<p>directions while one student from the group explains the route taken. Related graded written and online exercises can be given to students. http://claweb.cla.unipd.it/home/smazurelle/dynamots/a1/m2/ae_demand_info.htm</p>	<p>Students will understand basic expressions linked with directions such as “à droite” and “à gauche”. (Listening Level 4)</p>
<p>Speaking and Writing</p> <p>1. enable students to communicate directions through role-play.</p> <p>4. guide students to communicate directions in writing.</p>	<p>The teacher can revise the vocabulary related to directions through this game. An object is hidden in the classroom. A student is asked to find the object by following his classmate’s directions.</p> <p>Students are then divided in pairs to do a role-play. The students are given a town plan with two marked points, the departure and arrival. One student asks for the direction while the other indicates the way. Students can then swap town plans. Some students can be given written hints as a support.</p> <p>Students can then be led to write down a short message where they have to give the directions to reach a particular place. Some students can be given the message with missing words, which they have to fill in.</p>	<p>Students will engage in a role-play where they ask and give directions. (Speaking Level 7)</p> <p>Students will give a simple direction. (Speaking Level 6)</p> <p>Students will ask for a direction. (Speaking Level 5)</p> <p>Students will be able to communicate isolated expressions such as “à droite” (Speaking Level 4)</p> <p>Students will write down a text, indicating directions, where sentences are connected using conjunctions. (Writing Level 7)</p> <p>Students will join sentences logically to write down a short text where they indicate directions. (Writing Level 6)</p> <p>Students will choose the right words expressing directions to continue sentences in a text. (Writing level 5)</p> <p>Students will write down a message indicating directions by following a model. (Writing Level 4)</p>
<p>Reading</p> <p>3. teach students to read the sounds /y/, /i/ and /u/.</p>	<p>The teacher plays a recording of these words: “pendu”, “cri” and “coucou” asking the students to repeat the words. The teacher can ask individual students to write down these words on the board. Then the teacher highlights the different pronunciation of the three sounds. The students</p>	<p>Students will be able to read words containing the sound /y/. (Reading Level 7)</p> <p>Students will be able to read words</p>

	<p>then listen to six words containing the three sounds. In groups they have to identify the sounds being pronounced. 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. Students are asked to read out these words.</p> <p>At this point the teacher can give out a graded dictation summing up the keywords and the phonetic sounds covered in this unit.</p>	<p>containing the sounds /i/ and /u/. (Reading Level 6)</p> <p>Students will be able to identify words containing these sounds in a text. (Reading Level 5)</p> <p>Students will be able to read out the sounds /i/, /u/ and /y/ in isolation. (Reading Level 4)</p>
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Subject: FRENCH

Form 2

Unit code and title: FRE 8.3 LET'S GET FIT!

Strands: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives

The teacher will:

1. introduce students to the *phénomène de la francophonie*. (Listening)
2. guide students to read simple texts and speak about people who love to keep fit and engage in sports activities. (Reading, Speaking)
3. teach students the verbs *aller* and *venir* and eventually guide students how to write simple phrases/sentences about events happening in the recent past or the immediate future. (Speaking)
4. teach students how to understand texts with simple *pourquoi/parce que* questions. (Reading)
5. help students understand the use of *les adjectifs démonstratifs* through simple exercises. (Writing)

Key Words	Points to Note	Resources
<i>Pourquoi /parce que...</i> <i>Je vais faire.... (aller + infinitif)</i> <i>Je viens de regarder (venir + de + infinitif)</i> <i>Ce, cet, cette, ces (adjectifs démonstratifs)</i> <i>S'entraîner, courir, s'entraîner pour, courir le marathon, être en forme, faire du sport la course</i> <i>au stade, à la piscine, dehors, dans la rue</i> <i>tennis, ski, gymnastique</i>	In this unit, the teacher will introduce the topic of Keeping Fit to students. The use of ICT like PowerPoint presentations, videos and online exercises facilitates learning and helps students assimilate as much vocabulary as possible in order to be able to engage in role plays and discussions about keeping fit. Students learn how to speak about various sport activities in both the recent past and the immediate future. Pair work or group work involving graded exercises will create an atmosphere of teamwork and group effort between students of different abilities. Other aspects include speaking about sport activities, well-known sport celebrities, famous sport events, sport venues etc. Students also learn how to ask questions about celebrities and events.	<i>Oh là là ! Book 1 - leçon 11</i> , Map of <i>le monde francophone</i> , CD player and audio CD, laptop, projector, IWB and internet. <u>Vocabulary</u> http://www.youtube.com/watch?feature=endscreen&NR=1&v=pSy1OY20-Ko http://alphalucie.free.fr/pages/IMAGIERS_PORTS/imagiersports.htm <u>Grammar</u> http://grammaire-fle.wikispaces.com/Le+futur+proche http://www.french.ch/Lecon_31_passe_recent_ok.html http://atschool.eduweb.co.uk/rgshiwyc/school/curric/French/Year8Revision/PourquoiParceque.htm

Teaching Objective	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>Listening</p> <p>1. introduce students to the <i>phénomène de la francophonie</i>.</p>	<p>The teacher will start off the lesson by making the students listen to the song <i>La francophonie, c'est ma vie</i>. http://akossyvaki.blogspot.fr/2011/07/hymne-et-ode-la-francophonie-pour-les.html</p> <p>The teacher will then explain <i>le phénomène de la francophonie</i> by making the students aware of the numerous countries in which the French language is spoken. This can be done through the use of maps, games and songs on the Smart Board. http://a.ttfr.free.fr/dossiers.php?dossier=francophonie http://www.frenchteacher.net/Hotpots/quiz8.htm http://www.kameleo.com/french/JEU-Ch0-MondeFranco.html http://fis.ucalgary.ca/francophonie/</p> <p>Through these online activities students will enjoy discovering <i>le monde francophone</i>, each student according to his/her own abilities.</p>	<p>Students will start getting the gist of a speech excerpt and guessing the meaning of unknown vocabulary in the context of <i>le monde francophone</i>. (Listening Level 7)</p> <p>Students will start picking out key words and key information in quizzes /games/ songs. (Listening Level 6)</p> <p>Students will start understanding simple sentences about the topic in short simple texts. (Listening Level 5)</p> <p>Students will listen to the song with enjoyment and understand with support. (Listening Level 4)</p>
<p>Reading</p> <p>2. guide students to read simple texts about people who love to keep fit and engage in sports activities.</p>	<p>The teacher will start off the lesson by showing the students part of a video clip of <i>Le film de la course Marathon de la baie de Mont Saint Michel 2011</i> thus enabling students to start identifying vocabulary pertaining to <i>keeping fit</i> and <i>engaging in sport activities</i>. http://www.youtube.com/watch?feature=endscreen&NR=1&v=pSy1OY20-Ko</p> <p>The teacher will point out how fit the athletes appear to be. This will serve as a remote preparation for the verbs <i>s'entraîner, courir, s'entraîner pour, courir le marathon, être en forme</i>. The students are then asked to listen to a dialogue between two young athletes who are training for a marathon and their respective mothers. The teacher will ask questions focusing on the</p>	<p>Students will understand the longer speech extract of the video clip, and identify specific information and sequence of events. (Reading Level 7)</p> <p>Students will start to identify the main ideas and essential details in the passage. They show global comprehension by answering true or false statements about <i>keeping fit and other sort activities</i>. (Reading Level 6)</p> <p>Students will understand a range of familiar statements and questions on</p>

	<p>various activities one can engage in to keep fit. A PowerPoint Presentation with pictures highlighting these activities will help the students grasp the meaning of the vocabulary in question. Finally, students are invited to read the dialogue and work out a <i>True or False</i> exercise to test global comprehension. Other students will work on an exercise supported by pictures.</p> <p>The teacher will encourage the students to read independently for information and enjoyment. Once the students have grasped the basic vocabulary, they are invited to move on to more challenging activities: <i>disciplines sportives que l'on peut pratiquer pour se tenir en forme</i></p> <p>http://alphalucie.free.fr/pages/IMAGIERSPORTS/imagiersports.htm</p>	<p>sport activities with less visual support. (Reading Level 5)</p> <p>Students will show that they understand simple utterances or questions. (Reading Level 4)</p>
<p>Speaking</p> <p>2. guide students to speak about people who love to keep fit and engage in sports activities.</p>	<p>The teacher will enable the students to describe sports related activities and as the lesson progresses, s/he will also enable them to describe well-known sport personalities.</p> <p>Game: The class is divided into pairs. Each pair is given a set of flashcards containing pictures of various sport activities, with a brief description of the activity underneath. Students take turns to take a card each. The student conceals the description from his/her partner and asks a simple question: <i>Qu'est-ce qu'il fait?</i> The other one tries to guess. Thus the student will have to speak about the picture. Ex. (il court le marathon, il fait du jogging etc) For each correct guess the student gets to keep the card. The student who manages to have the greater amount of cards wins the game.</p> <p>(the teacher might want to use pictures from site below to create flashcards – objective of the lesson is however irrelevant to our lesson)</p> <p>http://www.ciel.fr/apprendre-francais/jeux-classe/jeu-francais-sports.pdf</p> <p>Closure Game: Students are shown pictures of internationally famous sport personalities and are asked to speak about them.</p> <p>Ex. <i>Il s'appelle Zinedine Zidane et il joue au football.</i></p> <p><i>Elle s'appelle Maria Sharapova et elle fait du tennis.</i></p>	<p>Students will start to formulate short descriptive texts related to sports activities in answer to the verbal and visual impulses as required by the proposed games. (Speaking Level 7)</p> <p>Students will start experimenting with new self-learnt vocabulary, since most sport activities use the same English word (<i>tennis, jogging, football etc</i>) but still within heavily supported familiar contexts. (Speaking Level 6)</p> <p>Students will start speaking in short sentences using simple questions and simple phrases to give/seek information (<i>Qu'est-ce qu'il fait? Il s'entraîne.</i>). (Speaking Level 5)</p> <p>Students will start to respond with single words or short simple phrases to what is asked of them about sports activities. (Speaking Level 4)</p>

<p>Writing</p> <p>3. teach students the verbs <i>aller</i> and <i>venir</i> and eventually guide students to write simple phrases/sentences about events happening in the recent past or the immediate future.</p>	<p>The teacher introduces the verb <i>aller</i> and its conjugation which will eventually lead the students to use the <i>futur proche</i> to express themselves in the immediate future.</p> <p>http://www.polarfle.com/exercice/exofutprochelem.htm</p> <p>Through various exercises the teacher invites the students to reflect on the difference between the written verb and its pronunciation.</p> <p>http://grammaire-fle.wikispaces.com/Le+futur+proche</p> <p>Use these interactive online activities to reinforce the conjugation of the verb <i>aller</i> and the use of the <i>futur proche</i>.</p> <p>The teacher teaches the students to read the different forms of the verb <i>aller</i> and guide students to write sentences containing the <i>futur proche</i></p> <p>http://www.tapis.com.au/studentbook1/unit15/u15_situation_a01.html</p> <p>http://www.french.ch/Test_25_QCM_futur_proche.htm</p> <p>http://pages.infinit.net/yhetu/conjug/conj_futprcc.htm</p> <p>http://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-12541.php</p> <p>Students are asked to produce sentences containing the <i>futur proche</i>.</p>	<p>Students will be able to conjugate the verb <i>aller</i> with confidence and write accounts of events that will happen in the near future. (Writing Level 7)</p> <p>Students will apply specific learnt rules of grammar so they become aware of the written form of the verb and its pronunciation. (Writing Level 6)</p> <p>Students will start using the <i>futur proche</i> in simple written sentences. (Writing Level 5)</p> <p>Students will start copying simple familiar phrases which deal with the <i>futur proche</i>. (Writing Level 4)</p>
<p>Reading</p> <p>4. teach students how to understand texts with simple <i>pourquoi/parce que</i> questions.</p>	<p>During this lesson the teacher will familiarize the students with <i>pourquoi</i> and <i>parce que</i> and their correct use.</p> <p>Students are asked to listen and read the examples provided on this link. The teacher invites the students to observe the correct spelling of <i>pourquoi</i> and <i>parce que</i>. S/he points out that whilst the spelling of <i>pourquoi</i> never varies; <i>parce que</i> sometimes drops the final e, to be replaced by an apostrophe when preceding a word starting with a vowel.</p> <p>ex. <i>Pourquoi</i> achètes-tu ... <i>Parce que</i> je ... <i>Parce qu'il</i> ...</p> <p>http://atschool.eduweb.co.uk/rgshiwyc/school/curric/French/Year8Revision/PourquoiParceque.htm</p>	<p>Students will start reading less familiar texts with <i>pourquoi/parce que</i> questions. (Reading Level 7)</p> <p>Students will start reading independently, making use of available resources and recognizing the correct use of <i>pourquoi</i> and <i>parce que</i>. (Reading Level 6)</p> <p>Students will start deciphering the meaning of words and phrases by locating key words, in this case <i>pourquoi</i> and <i>parce que</i> and also recognize their correct</p>

		<p>spelling. (Reading Level 5)</p> <p>Students will recognize the relationship between the printed words (<i>pourquoi</i> and <i>parce que</i>) and their sounds and meanings. (Reading Level 4)</p>
<p>Speaking</p> <p>3. teach students the verbs <i>aller</i> and <i>venir</i> and eventually guide students to write simple phrases/sentences about events happening in the recent past or the immediate future.</p>	<p>This lesson will enable students to speak about their recent activities. Using the link below the teacher introduces <i>le passé récent</i>. The students are invited to repeat the sentences containing <i>le passé récent</i>. This link also helps to teach the conjugation of the verb <i>venir</i>. The teacher teaches the students to read the different forms of the verb <i>venir</i>.</p> <p>http://www.youtube.com/watch?v=i4lpym274kk</p> <p>The teacher invites the students to note the difference between the written form of the verb <i>venir</i> and its pronunciation.</p> <p>The teacher consolidates the concept of <i>le passé récent</i> using the links below.</p> <p>http://www.french.ch/Lecon_31_passe_recent_ok.html (test 24 only)</p> <p>http://www.polarfle.com/exercice/exopassprochelem.htm</p> <p>Role Play : <i>Qu'est-ce que tu viens de faire? Pourquoi ?</i></p> <p>Students practise asking and answering questions in pairs. This activity allows consolidating both the vocabulary pertaining to <i>keeping fit</i>, <i>pourquoi/parce que</i>, <i>le futur proche</i> and <i>le passé récent</i>.</p> <p>Ex 1: <i>Qu'est-ce que tu viens de faire?</i> <i>Je viens de m'entraîner.</i></p> <p>Ex 2 : <i>Pourquoi est-ce que tu t'entraînes ?</i> <i>Parce que je vais courir le marathon de la baie de Mont Saint Michel.</i></p> <p>Through this lesson the teacher will help the students to use their grammar in their speaking to adapt better and vary their discourse.</p>	<p>Students will convey their information about past events in familiar contexts, referring to recent experiences. (Speaking Level 7)</p> <p>Students will use their knowledge of grammar in the spoken language. (Speaking Level 6)</p> <p>Students will speak in short sentences using the <i>passé récent</i>. (Speaking Level 5)</p> <p>Students will copy a simple pattern to produce correct sentences describing activities which have occurred in the recent past. (Speaking Level 4)</p>

<p>Writing</p> <p>5. help students understand the use of <i>les adjectifs démonstratifs</i> through simple exercises.</p>	<p>The activities proposed in this lesson will enable students to understand a simple French grammar point i.e. <i>les adjectifs démonstratifs</i> and use them correctly.</p> <p>Teacher can start off the lesson by asking simple questions using <i>les adjectifs démonstratifs</i>.</p> <p>Ex. <i>Est-ce que vous connaissez ce chanteur?</i> <i>Est-ce que cette photo vous plaît ? etc</i></p> <p>Questions can be accompanied by pictures through a PPT Presentation. Teacher then moves on to explain <i>les adjectifs démonstratifs</i>. Use the following online interactive activities to consolidate.</p> <p>http://www.polarfle.com/exercice/exoadidebdem.htm http://www.lefrancaispourtous.com/ex_adjectifs_demonstratifs1.htm http://platea.pntic.mec.es/cvera/hotpot/demonstratifadja1.htm http://platea.pntic.mec.es/cvera/hotpot/demonstratifadj.htm http://www.prof2000.pt/users/dany/demonstratifs1.htm http://www.didierconnexions.com/niveau1/?id=3-9-2-2 http://eoidehellin1.canalblog.com/archives/2009/03/27/13155075.html</p> <p>The teacher helps students understand the correct pronunciation of the different adjectives.</p> <p>Teacher can dictate a few phrases or sentences containing <i>les adjectifs démonstratifs</i> to enable students to listen, decipher and ultimately use/write the correct adjective. Students can work in groups and help one another to identify the correct adjective.</p> <p>Compréhension écrite: <i>C'est les soldes!</i></p> <p>This is a proposed comprehension text which helps to consolidate the acquisition of <i>les adjectifs démonstratifs</i>. It further helps to revise vocabulary pertaining to clothes and numbers (which they had covered in Form 1), and the use of <i>vous</i> and <i>tu</i> according to different contexts.</p> <p>Written task: <i>Je viens d'acheter ... Je vais acheter ...</i></p> <p>Supported by a PowerPoint Presentation with pictures of clothes, students are encouraged to write about what they have just bought at the sales, and what they plan to buy very soon.</p> <p>This task can be tackled in groups, so that better students can help the ones</p>	<p>Students will be able to write short texts about past events or those expected to occur in the immediate future in familiar contexts. (Writing Level 7)</p> <p>Students will use their knowledge of the <i>adjectifs démonstratifs</i>, the <i>passé récent</i> and the <i>futur proche</i> in their written work. (Writing Level 6)</p> <p>Students will follow a model to describe very simply, their activities, be it in the immediate future or the recent past. (Writing Level 5)</p> <p>Students will copy a simple pattern to produce correct sentences describing activities which have occurred in the recent past or which are expected to occur in the immediate future. (Writing Level 4)</p>
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	<p>who have not attained a certain level in the writing strand.</p> <p>It will help to consolidate some of the points which have been tackled throughout this unit, namely <i>le futur proche, le passé récent et les adjectifs démonstratifs</i>.</p> <p>Ex : <i>Je viens d'acheter cette jupe. Je vais acheter ce pantalon.</i></p> <p>This task could be taken a step further for students who have attained a higher level in the writing strand, whereby they are asked to compose an actual email to a friend describing what items of clothing they have bought at the sales and what they plan to buy next. Moreover such a task will enable them to become familiar with the French keyboard.</p>	
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Subject: FRENCH

Form 2

Unit code and title: FRE 8.4 SHAPING UP

Strands: Speaking and Writing

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives

The teacher will:

1. familiarize students with the various forms of media which are used daily in France. (Speaking)
2. introduce students to vocabulary regarding different parts of the body, teach numbers 60 – 100. (Speaking, Writing)
3. introduce students to the concept of reflexive verbs in French and their use in real-life contexts. (Speaking, Writing)
4. teach students how the definite article in French changes when followed by the prepositions *à* and *de*, including the plural forms. (Writing)
5. teach students the conjugation of verbs ending in *-yer* in the Present Tense. (Writing)
6. help students express themselves in clear French, in both written and oral form. (Speaking, Writing)

Key Words	Points to Note	Resources
<i>La radio, la télévision, les journaux.</i> <i>Les parties du corps.</i> <i>Les nombres 60-100.</i> <i>Les articles contractés au pluriel.</i>	Following an overview about the various forms of media in France today, this unit proposes activities about vocabulary regarding different parts of the body. Number work started earlier on is reinforced and amplified. Both oral and written work are given due importance, especially when dealing with the way prepositions combine with the definite article. Various approaches are suggested: use of technology – PowerPoint presentations, Interactive whiteboard, short film clips – along with other teaching aids form the basis of this unit.	<i>Oh là là !</i> book 1 PowerPoint presentations Interactive Whiteboard Flashcards Film clips <u>Culture:</u> http://www.rmc.fr/ http://www.lefigaro.fr/ http://www.francesoir.fr/ http://www.tf1.fr/ <u>Grammar points:</u> http://french.about.com/ http://www.lepointdufle.net/

Teaching Objective	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>Speaking</p> <p>1. familiarize students with the various forms of media which are used daily in France.</p>	<p>A short PowerPoint about the various types of media which are prevalent in modern France may serve as a starting point for this topic. Students are introduced to the principal radio and television stations as well as to the printed media, newspapers (<i>quotidiens, hebdomadaires, mensuels</i>) and magazines about various topics of interest (fashion, youth, cars, hobbies, gardening, housekeeping...) Reference to the corresponding Internet websites is a must in today's world and therefore students may be encouraged to look them up for themselves and write short notes about them to be discussed later in class.</p> <p>Students might be encouraged to record short excerpts of a television production (for instance a TV advert) or part of a radio programme. Other students might be asked to look for French magazines or newspapers in the school library or elsewhere.</p> <p>This lesson about a particular aspect of French culture may be rounded up by having a class quiz or by having students working in groups on different worksheets. Students will then be given the opportunity to share their findings with the other groups.</p> <p>http://atschool.eduweb.co.uk/stpmlang/lesmedia.htm</p> <p>http://majormedia.osu.edu/majormedia2005/media/index.htm</p>	<p>Students will be able to consult notes and talk about the media in France today. (Speaking Level 7)</p> <p>Students will be able to present facts about French radio and television stations, newspapers. (Speaking Level 6)</p> <p>Students will be able to speak about the different sections that make up a newspaper or magazine and mention names of French radio and TV stations. (Speaking Level 5)</p> <p>Students will be able to associate a given name to the type of media it belongs to. (Speaking Level 4)</p>
<p>Speaking and Writing</p> <p>2. introduce students to vocabulary regarding different parts of the body.</p>	<p>A short film or PowerPoint focussing on the facial features of different persons may be used as a starting point. People have different colours of hair and eyes, people have long or short hair, small or large noses... Students are encouraged to point out these differences in their mother language. Eventually the teacher will start introducing the new vocabulary in French: <i>les cheveux, les yeux, la bouche, les oreilles...</i> The Interactive whiteboard can come in handy in this part of the lesson: students will be invited to match the vocabulary just introduced to the corresponding image.</p> <p>In a second instance, the vocabulary pertaining to the rest of the body is</p>	<p>Students will be able to describe themselves or someone else, orally. (Speaking Level 7)</p> <p>Students will be able to say the different parts of the body in French. (Speaking Level 6)</p> <p>Students will be able to say some parts of</p>

	<p>introduced through another PowerPoint presentation or by means of a large chart in class. Students may be invited to participate in a memory game: they are asked to look carefully at the chart or PowerPoint presentation for a few minutes. They are then asked to try and remember the various body parts. The teacher will be on the look-out to rectify any inaccuracies in the pronunciation of these new words. Students might even be asked to reproduce the various words in writing if the teacher wishes to verify whether they have been learnt correctly.</p> <p>To round up the lesson, the class may be divided into groups: each group is given a few flashcards containing different parts of the body. One student at a time is invited to match his/her flashcard to a drawing of the human body. He/She is also required to pronounce the word on the flashcard. Points are awarded for correct matching and even for proper pronunciation.</p> <p>http://www.youtube.com/watch?v=vWqdJ97Oxt8</p> <p>http://www.quibblo.com/quiz/7Jm9DtB/French-Body-Parts-OH-LA-LA</p>	<p>the body in French. (Speaking Level 5)</p> <p>Students will be able to point out and say a given part of the body. (Speaking Level 4)</p> <p>Students will be able to use newly-learnt vocabulary in a written task. (Writing Level 7)</p> <p>Students will be able to write different parts of the body in French with the help of pictures. (Writing Level 6)</p> <p>Students will be able to point out different parts of the body in French. (Writing Level 5)</p> <p>Students will be able to match different parts of the body in French. (Writing Level 4)</p>
<p>Speaking and Writing</p> <p>2. teach numbers 60 – 100.</p>	<p>Numbers in French are a frequent source of difficulty for our students, especially in the range 60 to 100. It is admitted that it is rather complicated but the teacher should seek to introduce them gradually and systematically. It is most important that students reuse them as much as possible. Revising them quickly in class from time to time also helps.</p> <p>A PowerPoint presentation or reference to a document from the various websites about French numbers would be useful to get started. The teacher would do well to recapitulate the numbers already covered (1 to 59) by asking students to say out loudly a few numbers chosen at random. If time permits, their written forms might also be checked.</p> <p>Starting by “soixante” (emphasis on correct pronunciation), teacher should find little difficulty to get to “soixante-neuf”. Here he/she is to point out that the equivalent of 70 in French is “soixante-dix” (60+10); in a similar way, the other numbers up to 79 are introduced, emphasizing the fact that</p>	<p>Students will be able to say and pronounce correctly given numbers in French. (Speaking Level 7)</p> <p>Students will be able to say out loudly a given number in French. (Speaking Level 6)</p> <p>Students will be able to match a number with its spoken form (both are given). (Speaking Level 5)</p> <p>Students will be able to repeat correctly given numbers in French. (Speaking Level 4)</p>

	<p>71 is pronounced “soixante et onze”. (Compare with 21, 31, 41, 51)</p> <p>During another lesson, teacher introduces numbers 80-99, after a brief revision of the previous numbers. During the presentation, teacher should point out to the “s” in “<i>quatre-vingts</i>” (80) which is then dropped in successive numbers: “<i>quatre-vingt-un</i>”, “<i>quatre-vingt-deux</i>”, etc. Teacher should point out that with number 81 the ending “et un” is no longer adopted! Students should also be made aware of the hyphens joining the various parts of the number as in “<i>quatre-vingt-dix-sept</i>”. Finally the number “cent” (accent on pronunciation) should look much simpler!</p> <p>As a rounding-up activity a game of number lotto (with a student selected to read out the numbers in French) would possibly help the students to relax while reusing the newly-learned numbers. Games involving telephone numbers, reading the numbers in twos, might be an alternative.</p> <p>http://french.about.com/od/vocabulary/ss/numbers_4.htm</p> <p>http://learnfrenchvideo.com/french-numbers</p>	<p>Students will be able to write correctly given numbers in French. (Writing Level 7)</p> <p>Students will be able to identify given numbers in French. (Writing Level 6)</p> <p>Students will be able to match numbers with their written form. (Writing Level 5)</p> <p>Students will be able to write numbers, following a pattern. (Writing Level 4)</p>
<p>Speaking and Writing</p> <p>3. introduce students to the concept of reflexive verbs in French and their use in real-life contexts.</p>	<p>The lesson is introduced by inviting students to listen to a song in which various movements are mentioned in French: “<i>je me lève</i>”, “<i>je m’habille</i>”... Having listened to the song students are then asked to try and repeat parts of it. A couple of suitable examples are written on board and students asked to comment about any observations: do they look like the usual verbs they met until now? What differences are there? Gradually, students will see a pattern developing: “me” always follows the pronoun Je, while “se” is found after both il and elle in singular and plural forms.</p> <p>Students will then be led to compare these new verb forms with something they have been working with since their first lessons: the verb “<i>s’appeler</i>”. They are asked to point out what is common to these verbs. Eventually, the remaining forms of the conjugation of reflexive verbs are introduced.</p> <p>To conclude the lesson, matching games (at various levels) may help reinforce the correspondence between the subject pronoun, the reflexive pronoun and the verb ending.</p> <p>http://www.youtube.com/watch?v=KzQj448K2HQ</p>	<p>Students will be able to use reflexive verbs in short dialogues. (Speaking Level 7)</p> <p>Students will be able to use given reflexive verbs in a context. (Speaking Level 6)</p> <p>Students will be able to use reflexive verbs in simple sentences. (Speaking Level 5)</p> <p>Students will be able to identify examples of reflexive verbs in sentences read out to them. (Speaking Level 4)</p> <p>Students will be able to write a short paragraph using reflexive verbs. (Writing Level 7)</p>

	http://atschool.eduweb.co.uk/rgshiwyc/school/curric/French/Reflexverbs/ReflexGram.htm	<p>Students will be able to complete a short text using given reflexive verbs. (Writing Level 6)</p> <p>Students will be able to connect reflexive pronouns to corresponding subject pronouns. (Writing Level 5)</p> <p>Students will be able to identify examples of reflexive verbs from a short text. (Writing Level 4)</p>
<p>Writing</p> <p>4. teach students how the definite article in French changes when followed by the prepositions <i>à</i> and <i>de</i>, including the plural forms.</p>	<p>A short PowerPoint presentation showing people suffering from various ailments is shown: for example, “<i>Il a mal à la tête</i>”, “<i>Elle a mal à la gorge</i>”, “<i>Ils ont mal au genou</i>”. This helps to reinforce the vocabulary introduced earlier in this Unit. Students are then invited to retrieve some of these examples which are written on board. Students make their own observations and classify the statements according to the preposition + article. Teacher leads students to conclude that “<i>aux</i>” is the plural form of “<i>au</i>”, “<i>à l’</i>” and “<i>à la</i>”. Examples involving the verb “<i>aller</i>” are also introduced: “<i>Il va à la mairie</i>”, “<i>Nous allons aux Caraïbes</i>”. A quick written exercise based on these forms is then given in class.</p> <p>In a second instance, students work upon the verb <i>venir</i> (already introduced) + <i>de</i>: “<i>Il vient de la poste</i>”, « <i>Elles viennent du collège</i> ». Students will be led to conclude that « <i>des</i> » is the plural form of « <i>du</i> », “<i>de l’</i>” and « <i>de la</i> »: “<i>Ils viennent des Etats-Unis</i>”, “<i>Nous venons des Seychelles</i>”.</p> <p>An exercise in which questions are matched to corresponding answers may be given. Class may be divided into two groups: one group putting the questions while the other answering them. Then the teams change tasks.</p> <p>A short dictation test might help students reuse the various preposition + article forms and reinforce them.</p> <p>http://french.about.com/library/pronunciation/bl-contractions.htm</p> <p>http://www.cliffsnotes.com/study_guide/Contractions-of-Two-Prepositions.topicArticleId-25559,articleId-25524.html</p>	<p>Students will be able to use correctly the prepositions <i>à</i> and <i>de</i>, together with the definite article. (Writing Level 7)</p> <p>Students will be able to complete a given text using <i>à</i>, <i>de</i> + definite article. (Writing Level 6)</p> <p>Students will be able to write correctly sentences containing the article + preposition combination. (Writing Level 5)</p> <p>Students will be able to identify the preposition + article combination in a given text. (Writing Level 4)</p>

	http://learningfrenchcritic.com/frenchlesson/french-contractions-le-and-la-with-de-and-a/	
Writing 5. teach students the conjugation of verbs ending in - <u>yer</u> in the Present Tense.	<p>Teacher recapitulates the conjugation of <i>-er</i> verbs in French (stem, endings). Teacher introduces the new verbs « <i>envoyer</i> » and « <i>payer</i> » in suitable examples. By means of a PowerPoint or otherwise, teacher shows how the letter y changes into an i with the pronouns <i>je, tu, il/elle</i> and <i>ils/elles</i>. Students are then asked to work upon a similar verb, such as « <i>essayer</i> » or « <i>employer</i> ». Students then discuss their work with neighbouring classmates while teacher supervises their work.</p> <p>As a concluding activity, students may be assigned written work (on handouts) : some students will be asked to follow a given pattern, others will get a multiple choice-type of exercise while others will be asked to complete sentences by working out the correct form of the verb.</p> <p>http://www.verb2verbe.com/conjugation/french-verb/envoyer.aspx http://french.about.com/od/grammar/a/stemchange-er_3.htm</p>	<p>Students will be able to make correct use of <u>-yer</u> verbs in given texts and sentences of their own. (Writing Level 7)</p> <p>Students will be able to give the correct form of the <u>-yer</u> verb required. (Writing Level 6)</p> <p>Students will be able to identify the correct form of the <u>-yer</u> verb from several options. (Writing Level 5)</p> <p>Students will be able to conjugate a given <u>-yer</u> verb by referring to a model. (Writing Level 4)</p>
Speaking and Writing 6. help students express themselves in clear French, in both written and oral form.	<p>To round up this unit, teacher can include other activities such as paragraph or letter-writing based upon newly-acquired vocabulary; a short message in which the student uses a couple of reflexive verbs plus parts of the body would be in place.</p> <p>Students may even be invited to role-play a « shopping game » during which they will be required to give prices in French and handle money themselves.</p> <p>Students are encouraged to use their new acquisitions in other situations so that these may be developed to the full.</p>	<p>Students will be able to express themselves fluently, in oral work. (Speaking Level 7)</p> <p>Students will be able to speak about a given situation, with some suggestions. (Speaking Level 6)</p> <p>Students will be able to use newly-acquired vocabulary in a context. (Speaking Level 5)</p> <p>Students will be able to pronounce correctly basic units of vocabulary. (Speaking Level 4)</p> <p>Students will be able to express themselves clearly in writing. (Writing Level 7)</p>

		<p>Students will be able to write about a given situation, with some helpful suggestions. (Writing Level 6)</p> <p>Students will be able to write short texts based upon a model answer. (Writing Level 5)</p> <p>Students will be able to re-arrange a short paragraph in correct sequence. (Writing Level 4)</p>
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Subject: FRENCH

Form 2

Unit code and title: FRE 8.5 GETTING TO KNOW YOU

Strands: Speaking and Writing

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives

The teacher will:

1. enable students to become acquainted with the French region of *Bourgogne*. (Speaking, Writing)
2. enable students to make use of French grammar points such as the present tense of the Verbs *connaître* and *reconnaître*, the direct object pronouns, the *Passé Récent*, the numbers from 1-100 and learn more numbers. (Speaking, Writing)
3. enable students to speak and write about their families, their favourite stars and answer questions about a text in simple French. (Speaking, Writing)
4. enable students to revise and consolidate speaking and writing strategies, making use of the grammar points such as the *Futur Proche* and vocabulary they have learnt in this Unit. (Speaking, Writing)

Key Words	Points to Note	Resources
<p><i>Les nombres: 1-100, mille.</i></p> <p><i>La famille: frère, sœur, cousin, cousine, oncle, tante, grand-père, grand-mère.</i></p> <p><i>Verbes : connaître, reconnaître, aller, venir de.</i></p> <p><i>COD (me/m', le/l', la/l', les), Loin, près.</i></p>	<p>In this unit, the teacher will enable students to revise certain French grammar points and vocabulary and assimilate new ones by creating different situations. The use of ICT in the classroom such as the IWB, PPT presentations, videos and online exercises facilitates learning and makes it more enjoyable. Pair work or group work involving graded exercises initiates students to the idea of team work and group effort between students of different abilities. Furthermore through questioning techniques, the teacher elicits linguistic responses enabling students to express themselves with increasing confidence. Intercultural diversity as well as cross-curricular aspects such as measuring the distances between towns and countries is present at all moments throughout the unit.</p>	<p><i>Oh là là! Book 2, Le Kiosque Bks 1 & 2, IWB, projector, map of France, Map of Bourgogne, the Internet, PP presentations and the following hyperlinks:</i></p> <p><u>Vocabulary:</u> http://www.bonjourdefrance.com/index/indexapp.htm http://lepointdufle.net/cours-de-francais.htm</p> <p><u>Grammar</u> http://grammairefle.wikispaces.com+futurre+proche http://www.tolearnfrench.com/frenchpasse-recent-exercices http://www.french.ck/lecon38.6pronomspersonnels</p>

Teaching Objective	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>Speaking and Writing</p> <p>1. enable students to become acquainted with the French region of <i>Bourgogne</i>.</p>	<p>The teacher introduces topic by showing students a map of France asking them to find the French region of <i>Bourgogne</i>. Then students are asked whether they know anything about the region. After this the teacher will show the students a Power Point presentation about the region of <i>Bourgogne</i>. The teacher then elicits information about the history, capital city, places of interest, specialities, sports activities, etc by asking questions. As an activity, teacher can divide class into two groups and organize a quiz. Students will carry out research on the internet to find the answers. The teacher can also divide the class into groups according to ability and each group will work on a topic such as specialities, wines, the capital city of the region, Dijon etc. in order to produce an artefact, a chart, or draw a poster with a slogan or even produce a Power Point presentation.</p> <p>http://www.recoin.fr/tourisme/Bourgogne.html</p>	<p>Students will be able to present a Power Point and speak about this region. (Speaking Level 7)</p> <p>Students will be able to take part in a quiz and answer questions about the region. (Speaking Level 6)</p> <p>Students will be able to say some sentences about the region. (Speaking Level 5)</p> <p>Students will be able to say where the region of <i>Bourgogne</i> is on a map. (Speaking Level 4)</p> <p>Students will be able to produce a Power Point about the region and its specialities. (Writing Level 7)</p> <p>Students will be able to write a paragraph about the region. (Writing Level 6)</p> <p>Students will be able to write some sentences about the region. (Writing Level 5)</p> <p>Students will be able to write a few words about the region. (Writing Level 4)</p>
<p>Speaking and Writing</p> <p>3. enable students to write and speak about their families and answer questions about a text in simple French.</p>	<p>The teacher will introduce the topic by revising the names of the members of the family that the students know already: <i>le père, la mère, le frère, la soeur</i> by presenting a family on the interactive whiteboard and asking the students to identify the members. The teacher will then introduce the names of the new members: <i>le grand-père, la grand-mère, l'oncle, la tante, le cousin, la cousine</i>. The teacher will ask students to associate the words</p>	<p>Students will be able to take part in a role play such as a dialogue with a member of their family. (Speaking Level 7)</p> <p>Students will be able to make a short oral</p>

	<p>with the pictures telling them to repeat the word. Afterwards the teacher can make students listen to a dialogue. Then teacher gives students a handout with graded questions starting with underlining the correct answer, then multiple choice questions, true/false, filling in a blank. Teacher can pass on to a spoken activity and ask students to prepare a number of sentences about their family.</p>	<p>presentation about their family. (Speaking Level 6)</p> <p>Students will be able to say some sentences about their family. (Speaking Level 5)</p> <p>Students will be able to say some words or expressions about their family. (Speaking Level 4)</p> <p>Students will be able to write a short article about their family. (Writing Level 7)</p> <p>Students will be able to write a short paragraph about their family. (Writing Level 6)</p> <p>Students will be able to write some sentences about their family. (Writing Level 5)</p> <p>Students will be able to write some words about their family. (Writing Level 4)</p>
<p>Speaking and Writing</p> <p>2. enable students to understand and make use of the present tense of the verbs <i>connaître</i> and <i>reconnaître</i>.</p>	<p>The teacher revises the vocabulary about the family learnt in the previous lesson by showing the names of members of the family on the interactive whiteboard. Then the teacher introduces the verb <i>connaître</i>. For example teacher points at the father and asks a student: <i>Tu connais?</i> Student answers saying, <i>Oui, c'est le père de Jean</i>. The teacher continues to ask questions until all the persons of the Verb are covered. Students then listen to a dialogue on CD. The teacher asks questions to check comprehension. The teacher then projects sentences with the verb <i>connaître</i> on the board leaving out the parts of the Verb. The teacher distributes cards with parts of the verb <i>connaître</i>. Students are asked to choose the correct part of the verb and place it in the blank space. The teacher can give a short exercise of the fill in type where students have to fill in the verb, or an exercise of</p>	<p>Students will be able to take part in a role play using the verbs <i>connaître</i> and <i>reconnaître</i> correctly. (Speaking Level 7)</p> <p>Students will be able to say some short sentences using the correct forms of the verbs <i>connaître</i> and <i>reconnaître</i>. (Speaking Level 6)</p> <p>Students will be able to speak correctly using the verbs <i>connaître</i> and <i>reconnaître</i> linked with different subject pronouns in sentences of their own. (Speaking Level 5)</p>

	<p>association where students have to pair off the correct part of the verb with the subject of the sentence.</p> <p>The teacher then projects a series of pictures on the interactive whiteboard showing well-known personalities such as singers, actors and actresses and sportsmen and women. The teacher points to one of the personalities and asks the students: <i>Est-ce que vous reconnaissez?</i> And students answer, <i>oui</i>, <i>c'est</i>, then the teacher asks one student to answer and so on until all persons of the verb <i>reconnaître</i> have been dealt with. Then the teacher explains that the verb <i>reconnaître</i> is based on the verb <i>connaître</i>. The teacher distributes a handout with an exercise where students associate parts of the verb <i>reconnaître</i> to the different persons. The teacher then gives a written activity and presents a short text about a well-known singer, group, or player on the interactive whiteboard. The teacher gives a hand-out to the students with graded questions: underline the correct answer, multiple choice questions, true/false, open-ended questions. Students do this as homework or class work. As an oral activity, and according to students' ability, the teacher can ask students to speak about their favourite star: say some sentences, produce a short presentation about him/her, or take part in a role play such as a simple interview with him/her.</p>	<p>Students will be able to point out that <i>connaître</i> is an irregular verb and that <i>reconnaître</i> is based on it. (Speaking Level 4)</p> <p>Students will be able to use the verbs <i>connaître</i> and <i>reconnaître</i> linked with different subject pronouns in sentences of their own. (Writing Level 7)</p> <p>Students will be able to use the correct form of <i>connaître</i> and <i>reconnaître</i> in a cloze passage. (Writing Level 6)</p> <p>Students will be able to conjugate the verbs <i>connaître</i> and <i>reconnaître</i>. (Writing Level 5)</p> <p>Students will be able to fill in a multiple choice exercise with the correct form of the verbs <i>connaître</i> and <i>reconnaître</i>. (Writing Level 4)</p>
<p>Speaking and Writing</p> <p>2. enable students to make use of the direct object pronouns.</p>	<p>The teacher projects parts of sentences on the board, in which the verb <i>connaître</i> has been used and which have been mixed up. Students have to find the correct order of words pairing off the correct part of the Verb with the subject of the sentence. The teacher then asks students to read out the sentences. After this the teacher makes students listen to a short dialogue presented on the interactive whiteboard in which the Direct Object Pronouns: <i>le</i>, <i>la</i>, <i>les</i> and <i>me</i> are used, replacing persons. The teacher then asks students questions to see whether they have understood. The teacher explains the grammar rule pointing out that <i>le</i>, <i>la</i>, <i>les</i> and <i>me</i> are used to replace nouns and that <i>le</i>, <i>la</i>, and <i>me</i> become <i>l'</i> and <i>m'</i> in front of a masculine/feminine noun starting with a vowel or an h. The teacher also indicates the place of these pronouns in a sentence. The teacher then gives a handout to the students containing a short exercise with sentences in which nouns that have to be replaced by <i>le</i>, <i>la</i>, <i>les</i>, <i>me</i> to the students</p>	<p>Students will be able to take part in a role play making use of the direct object pronouns. (Speaking Level 7)</p> <p>Students will be able to take part in a game in which they make use of the direct object pronoun. (Speaking Level 6)</p> <p>Students will be able to say some sentences replacing nouns with the correct direct object pronouns. (Speaking Level 5)</p> <p>Students will be able to associate nouns</p>

	<p>according to their abilities. This can be an underline or fill in type of exercise or even one in which the noun has to be replaced by <i>le, la, les</i> or <i>me</i>. Students then participate in an oral activity. They can speak about one of their classmates or their best friend and use these direct object pronouns in their sentences.</p>	<p>with the correct direct object pronouns (Speaking Level 4)</p> <p>Students will be able to write sentences using the direct object pronouns. (Writing Level 7)</p> <p>Students will be able to fill in a cloze passage using the direct object pronouns. (Writing Level 6)</p> <p>Students will be able to replace nouns by the correct direct object pronoun. (Writing Level 5)</p> <p>Students will be able to associate nouns with the correct direct object pronoun. (Writing Level 4)</p>
<p>Speaking and Writing</p> <p>4. enable students to revise and consolidate speaking and writing strategies, making use of the grammar points such as the <i>Futur Proche</i> and vocabulary they have learnt in this Unit.</p>	<p>The teacher revises the Verbs “<i>aller</i>” and “<i>venir</i>” through a dialogue presented on the Interactive whiteboard. Through a series of questions students are then asked to point out the different parts of the verbs and repeat them. The teacher gives out a handout with graded exercises in which students are asked to underline the parts of the verb <i>aller</i> and <i>venir</i> or associate the parts of these verbs with the subject of the sentence, or fill in the blanks with the correct part of the verb. The teacher can pass on to an oral exercise in which students are to ask one another questions about where they are going or where they are coming from.</p> <p>The teacher then presents sentences in which the verb “<i>aller</i>” is followed by another verb in the infinitive and a word or expression denoting the future: <i>Plus tard, cet après-midi, demain, la semaine prochaine</i>: ex: <i>Plus tard je vais regarder un film</i> on interactive white board. Students observe these sentences and teacher asks them what they notice. The teacher then explains that when the verb <i>aller</i> is followed by another verb in the infinitive and a word or expression indicating the future, this is known as the <i>Futur Proche</i> because it shows an action that is going to take place very soon. The</p>	<p>Students will be able to take part in a dialogue in which they use the <i>Futur proche</i> correctly (Speaking Level 7)</p> <p>Students will be able to say simple sentences making use of the <i>Futur Proche</i> (Speaking Level 6)</p> <p>Students will be able to take part in a game of association in which the <i>Futur Proche</i> is used (Speaking Level 5)</p> <p>Students will be able to recognise and point out the <i>Futur Proche</i> in a simple sentence (Speaking Level 4)</p> <p>Students will be able to write a short article, an e-mail, a letter or about an activity making use of the <i>Futur Proche</i>. (Writing Level 7)</p>

	<p>teacher then asks students questions about what they are going to do later and then students ask one another the same questions. The teacher gives a written exercise such as an exercise in which students underline the verb in the <i>Futur Proche</i>, associating a word or an expression with the verb in the <i>Futur Proche</i> or changing a sentence from the present to the <i>Futur Proche</i>, according to students' ability. Students then do a role play in which they ask one another questions about what they are going to do tomorrow or next week. The teacher can give a written task where students, according to their ability, write sentences about what they are going to do the following day or week, others will write a short paragraph, an e-mail or a letter to a friend.</p>	<p>Students will be able to write simple sentences making use of the <i>Futur Proche</i>. (Writing Level 6)</p> <p>Students will be able to use the <i>Futur Proche</i> correctly in a simple cloze text. (Writing Level 5)</p> <p>Students will be able to recognise the <i>Futur Proche</i> in simple sentences. (Writing Level 4)</p>
<p>Speaking and Writing</p> <p>2. enable students to make use of French grammar points such as the <i>Passé Récent</i>.</p>	<p>The teacher then presents sentences in which the verb '<i>venir</i>' is followed by '<i>de</i>' and another verb in the infinitive on interactive white board. Students observe these sentences and teacher asks them what they notice. The teacher then explains that when the verb <i>venir</i> is followed by <i>de</i> and another verb in the infinitive this is known as the <i>Passé Récent</i> because it shows an action that has just taken place. The teacher then asks students questions about what they have just done and then students ask one another the same questions. The teacher gives a written exercise such as an exercise in which students underline the verb in the <i>Passé Récent</i>, associating a word or expression with the verb in this tense, changing a sentence from the <i>présent</i> to the <i>Passé Récent</i> according to students' ability.</p>	<p>Students will be able to take part in a role play about an activity using the <i>Passé Récent</i> (Speaking Level 7)</p> <p>Students will be able to say simple sentences about an activity using the <i>Passé Récent</i> (Speaking Level 6)</p> <p>Students will be able to use the <i>Passé Récent</i> correctly in a simple sentence (Speaking Level 5)</p> <p>Students will be able to recognise the <i>Passé Récent</i> in a sentence and underline it (Speaking Level 4)</p> <p>Students will be able to write a short article, e-mail, a letter or about an activity making use of the <i>Passé Récent</i>. (Writing Level 7)</p> <p>Students will be able to write simple sentences making use of the <i>Passé Récent</i>. (Writing Level 6)</p> <p>Students will be able to use the <i>Passé</i></p>

		<p><i>Récent</i> correctly in a simple cloze text. (Writing Level 5)</p> <p>Students will be able to recognise the <i>Passé Récent</i> and underline it in simple sentences. (Writing Level 4)</p>
<p>Speaking and Writing</p> <p>2. enable students to make use of the numbers from 1-100 and learn more numbers.</p>	<p>The teacher revises the numbers from 1- 100 through a lottery game. Then the teacher projects a map of France on the Interactive white board showing <i>Paris</i> and important towns like <i>Lyon, Marseille, Lille, and Dijon</i>. The teacher makes students listen to a dialogue in French where French Nationals speak about the distances from <i>Paris</i> to these towns thus introducing numbers like <i>deux cents (200), trois cents (300), quatre cents (400), mille(1000), deux mille cinq cent (2500)</i> plus the word <i>kilomètres</i>. The teacher shows these distances on the interactive whiteboard and asks students to look for the distance between <i>Paris</i> and other important towns on the map. Then students ask one another questions using these distances such as <i>Dijon est loin ou près de Paris?</i> Students then work out an exercise where they associate distances and towns.</p> <p>The teacher can also distribute a map of Malta to the students who will find out the distance between Valletta and their hometown, say whether they are far or near from one another and the population of their hometown. As an oral activity they can ask one another questions about the distance between Malta and cities like Rome, Paris, Tunis, Madrid etc. and the population of different towns or produce a power point presentation on the topic.</p>	<p>Students will be able to make an oral presentation about a town in Malta showing the distance between this town and the capital city as well as the population of the town in question. (Speaking Level 7)</p> <p>Students will be able to say short sentences indicating the population of a town or village in Malta and its distance from the capital city. (Speaking Level 6)</p> <p>Students will be able to use the words <i>loin</i> and <i>près</i> correctly in short sentences indicating the distances between two towns or countries. (Speaking Level 5)</p> <p>Students will be able to take part in a game of opposites making use of the words <i>loin</i> and <i>près</i>. (Speaking Level 4)</p> <p>Students will be able to produce a written presentation about a town in Malta showing the distance between this town and the capital city and the population of the town in question. (Writing Level 7)</p> <p>Students will be able to produce short written sentences indicating the population of a town or village in Malta</p>

		<p>and its distance from the capital city. (Writing Level 6)</p> <p>Students will be able to use the words <i>loin</i> and <i>près</i> correctly indicating the distance between two towns or countries. (Writing Level 5)</p> <p>Students will be able to differentiate between the words <i>loin</i> and <i>près</i> in a sentence. (Writing Level 4)</p>
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Subject: FRENCH

Form 2

Unit code and title: FRE 8.6 LET'S REVISE

Strands: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives

The teacher will:

1. enable students to use the speaking skills they have learnt so far and to use the vocabulary and grammar they have acquired. (Speaking)
2. enable students to consolidate their listening and writing skills as well as vocabulary, grammar and phonetic sounds learnt in the previous units. (Listening, Writing)
3. help students to consolidate their understanding of a printed text taken from an authentic source and answer questions about it. (Reading, Writing)
4. help students to consolidate the writing skills they have acquired so far as well as the vocabulary and grammar learnt in order to produce a written task. (Writing)
5. help students to revise culture topics and consolidate their knowledge through written exercises. (Writing)

Key Words	Points to Note	Resources
Revision of vocabulary learnt in units 2 to 5, related to : <ul style="list-style-type: none">• Leisure activities• The town/ village• Daily activities• The bedroom• The human body• Numbers and distances	In this unit, the teacher will revise grammar, vocabulary and aspects of culture covered in units 2, 3, 4 and 5 by providing students with different activities based on the four strands. The use of ICT, IWB, online exercises and video clips amongst others is encouraged so as to render revision more interesting for the students. The teacher will also provide opportunity for pair work and group work and encourage student-student interaction as much as possible. Students will also be assigned activities according to their needs and abilities.	<i>Oh Là Là!</i> Book 1 and 2 and Activity CDs <i>Le Kiosque</i> Book 1 and 2 Power points, laptop, IWB, map of France and of French speaking countries Past Half Yearly Examination Papers <u>Leisure activities</u> http://www.ciel.fr/apprendre-francais/preparation-examen/comprehension-ecrit-a1.html <u>The region of Bourgogne</u> http://www.youtube.com/watch?v=aWMgr2c-gl0 http://www.youtube.com/watch?v=Cwy5hOZyEg&feature=related <u>La Francophonie</u> http://www.kameleo.com/wc/JEU-Ch0-MondeFranco.html

Teaching Objective	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>Writing</p> <p>2. enable students to consolidate their listening and writing skills as well as vocabulary, grammar and phonetic sounds learnt in the previous units.</p>	<p>Students will listen to a text in French online, on CD-ROM or read out by the teacher. The text can consist of a fill in the blanks exercise or writing a short paragraph.</p> <p>http://www.tapis.com.au/studentbook1/unit11/u11_situation_a02.html</p> <p>Words/phrases to be assessed will be a selection from verbs and verb constructions learnt (<i>futur proche, passé récent, aller, venir, -yer verbes, verbes pronominaux, connaître</i>) as well as adjectives, nouns and articles.</p> <p>The teacher will verify the correct writing of different language and lexical aspects learnt so far as well as different phonetic sounds. Correction of the dictation can be more effective with the use of the interactive Whiteboard (Ex. Rub and reveal method for correction of key words).The teacher can also ask a student to write his/her own sentence on board while another student acting as the teacher corrects the mistakes. Students can also learn to identify and classify their mistakes by putting the incorrect words in different columns Ex: spelling mistakes, wrong verb endings, wrong agreements etc. Some ideas for the correction of the dictation can be found in:</p> <p>http://www.educalire.net/FraDictee.htm#hautdictee</p>	<p>Students will be able to write correctly a paragraph consisting of short sentences with different vocabulary, verbs and phonetic sounds. The student will be able to identify and categorize mistakes made during the correction. (Writing Level 7)</p> <p>Students will be able to write reasonably correct sentences containing vocabulary, verbs and phonetic sounds. (Writing Level 6)</p> <p>Students will be able to write correctly words or groups of words and phonetic sounds. (Writing Level 5)</p> <p>Students will be able to write words or small groups of words with very approximate spelling. (Writing Level 4)</p>
<p>Listening</p> <p>2. enable students to consolidate their listening and writing skills as well as vocabulary, grammar and phonetic sounds learnt in the previous units.</p>	<p>Students may revise the vocabulary learnt so far and consolidate their listening and comprehension skills by doing online exercises or exercises on a CD-ROM or read out by the teacher where they listen to sentences or very short texts. The teacher may find texts about topics covered so far; namely: giving directions, leisure activities, weather, talking about one's house or family. Then they answer graded questions about it to test their comprehension. Questions will be of the True/False type, multiple choice, fill in the blanks or requiring short answers.</p> <p>http://www.education.vic.gov.au/languagesonline/french/sect35/no_04/no_04.htm</p>	<p>Students will be able to understand a text they listen to, read out at near normal speed and guess the meaning of unknown vocabulary. (Listening Level 7)</p> <p>Students will be able to understand easily the main ideas in a text they listen to. (Listening Level 6)</p> <p>Students will be able to understand the main ideas in a slowly-read text they listen to, which contains familiar words</p>

	<p>http://www.audio-lingua.eu/spip.php?article2164</p> <p>http://www.audio-lingua.eu/spip.php?article1797</p> <p>The teacher may also revise grammatical aspects through listening. The teacher may read sentences containing the present tense, <i>futur proche</i>, and <i>passé récent</i>. Students have to indicate on a hand-out containing pictures which action happened first, second etc...</p>	<p>and expressions. (Listening Level 5)</p> <p>Students will be able to understand groups of words or sentences in a short text they listen to. (Listening Level 4)</p>
<p>Speaking</p> <p>1. enable students to use the speaking skills they have learnt so far and to use the vocabulary and grammar they have acquired.</p>	<p>Using a variety of pictures/ authentic documents (printed/online), the teacher will give students the opportunity to revise the vocabulary and grammar aspects learnt in Units 2 – 5.</p> <p>Documents/pictures may include a poster of a film, a plan of a town, a room, a page from someone's diary etc.</p> <p>Exercises may include associating words or phrases with pictures/documents, answering graded questions or speaking about pictures/documents.</p> <p>The teacher may start by presenting the picture and giving the students some time to look at it. The teacher will then hide/cover the picture and ask questions about it. The students will be allowed to look at the picture again and are asked more detailed questions about it.</p> <p>Alternatively, the teacher may opt to ask probing questions and 'reveal' a picture little by little using the IWB.</p> <p>Students may also work in groups and prepare a set of questions about a picture/document. Each group asks the questions to another group. In this way, students will also revise the interrogative forms like: <i>Qu'est-ce que...? Est-ce que.....? Pourquoi est-ce que....?</i> Etc.</p>	<p>Students will be able to produce more complex sentences when answering. They can formulate short descriptive texts about a picture/document. (Speaking Level 7)</p> <p>Students will be able to produce relatively long sentences when answering about familiar topics using the language/vocabulary learnt so far. (Speaking Level 6)</p> <p>Students will be able to produce simple answers about very familiar topics using basic vocabulary. (Speaking Level 5)</p> <p>Students will be able to produce single words or short phrases using elementary vocabulary to answer questions. (Speaking Level 4)</p>
<p>Speaking</p> <p>1. enable students to use the speaking skills they have learnt so far and to use the vocabulary</p>	<p>The teacher will create situations in which students will practise according to their ability the skills they have acquired so far and participate in a role play that simulates everyday situations.</p> <p>The teacher will start by presenting the situation, such as: giving directions, talking about everyday activities, going to the doctor's, talking about one's</p>	<p>Students will be able to express themselves with more confidence. They will use more complex and longer sentences when answering. (Speaking Level 7)</p>

and grammar they have acquired.	<p>family etc.</p> <p>Before embarking on the role play itself, the teacher will first discuss the situation with the students: who is talking and to whom? What are they talking about? Shall we use <i>tu</i> or <i>vous</i>? Then the teacher revises the vocabulary that will be used in the situation Ex: parts of the body, prepositions of place, directions; as well as the interrogative forms: <i>Est-ce que...? Pourquoi est-ce que...?</i> etc.</p> <p>The teacher will then divide the class in pairs/groups, assign roles and allow students to practice the Role play. Afterwards, students will perform the Role play in front of their peers.</p>	<p>Students will be able to take part in simply structured dialogues and use the structures learnt so far to talk about familiar topics. (Speaking Level 6)</p> <p>Students will be able to ask and answer basic questions about familiar topics thus creating simple dialogues. (Speaking Level 5)</p> <p>Students will be able to answer very basic questions using single words or short sentences. They use gestures and body language to make meaning clearer. (Speaking Level 4)</p>
<p>Reading and Writing</p> <p>3. help students to consolidate their understanding of a printed text taken from an authentic source and answer questions about it.</p>	<p>Students will read a printed text or a text online about familiar topics such as: presentation of a family, description of a house or of a town, leisure activities, films... The length of the text and its level of difficulty may vary according to the students' ability.</p> <p>The teacher will start by showing a picture/PowerPoint related to the topic of the text and ask questions about it. This will lead students to the text itself. Then, the teacher presents the text and allows some time for silent reading. The teacher asks questions to test global comprehension. After re-reading the text more attentively, the teacher will ask more detailed questions. The teacher may also invite students to write down a list of words from the text about a particular topic; Ex. Words used to describe a house, names of rooms, parts of the body etc...</p> <p>Students may then work individually/in pairs/ in groups on various graded exercises such as: True/False/Not Mentioned, matching exercises, fill in the blanks, open ended questions, finding words from text, finding a suitable title for text...</p>	<p>Students will be able to read a slightly more complex text using context to infer meaning of unfamiliar words. (Reading Level 7)</p> <p>Students will be able to read and identify the main ideas in a familiar text and show global comprehension. (Reading Level 6)</p> <p>Students will be able to understand simple sentences in a given short text while starting to decipher the meaning of words from text. (Reading Level 5)</p> <p>Students will be able to understand simple sentences in a given short text Visual cues and re-reading of text may be required. (Reading Level 4)</p> <p>Students will be able to answer open-ended questions about a text. (Writing Level 7)</p>

	<p>Students may also work out a reading comprehension online http://www.ciel.fr/apprendre-francais/preparation-examen/comprehension-ecrit-a1-2.html http://www.ciel.fr/apprendre-francais/preparation-examen/comprehension-ecrit-a1.html http://www.bonjourdefrance.com/index/indexappelem.htm http://babelnet.sbg.ac.at/canalreve/bravo/module2/3.4.html</p>	<p>Students will be able to answer simple questions and suggest titles for a given text. (Writing Level 6)</p> <p>Students will be able to work out Matching and Fill in the blanks exercises. (Writing Level 5)</p> <p>Students will be able to answer True/False/Not Mentioned questions (Writing Level 4)</p>
<p>Writing</p> <p>4. help students to consolidate the writing skills they have acquired so far as well as the vocabulary and grammar learnt in order to produce a written task.</p>	<p>The teacher may revise the verbs and conjugations learnt so far (<i>aller, venir, verbes –yer, verbes pronominaux, connaitre</i> etc.) by grouping students according to ability and giving five conjugations to each group. Students may be asked do a fill in exercise using the conjugations and /or write sentences using these verbs. The teacher can revise other grammatical aspects (<i>prepositions of place, articles contractes, adjectifs demonstratifs, pronoms COD</i>) by giving various tasks such as multiple choice and fill in exercises.</p> <p>In another lesson, students are given situations about topics they have tackled so far. Students will write a short text such as an SMS, a note... or a longer text such as letters, e-mails and articles.</p> <p>Teacher can first discuss the situation with students using related pictures or model texts and ask questions so that students come up with ideas, vocabulary and expressions to be used. Then, according to their ability, students are given a fill in exercise or a set of questions to serve as guidelines or simply a limited amount of vocabulary/expressions to use for their writing task. Students will write the message/short composition as classwork in groups or individually or as homework.</p> <p>The teacher may evaluate in class some of the written work done by students by displaying it on the IWB and discussing it with students.</p>	<p>Students will be able to write a text about everyday life using simple sentences, conjunctions and a varied vocabulary. (Writing Level 7)</p> <p>Students will be able to use the present tense to write simple sentences on familiar topics using the vocabulary learnt so far. (Writing Level 6)</p> <p>Students will be able to write a simple text about a familiar topic using a model. (Writing: Level 5)</p> <p>Students will be able to produce a very simple text or complete a fill in the blanks exercise using familiar words and short phrases, relying heavily on a model. (Writing Level 4)</p>

<p>Writing</p> <p>5. help students to revise culture topics and consolidate their knowledge through written exercises.</p>	<p>The teacher will show a video clip about Bourgogne and ask questions to verify students' understanding. Students can work on a crossword puzzle, fill in exercises or write a short paragraph about the region.</p> <p>http://www.youtube.com/watch?v=aWMgr2c-gl0 http://www.youtube.com/watch?v=Cwy5hOZyEg&feature=related http://www.youtube.com/watch?v=O0hhoJVewMA&feature=related</p> <p>The teacher will revise the Political History of France using Power points and a video clip about Jean Monnet. Students of different abilities may be grouped together for a class quiz.</p> <p>http://www.youtube.com/watch?v=nZ_bMB6z2yA</p> <p>The teacher will revise topics about French language and <i>Francophonie</i> by using Power points and online games and quizzes.</p> <p>http://college.cengage.com/languages/french/oates/personnages/3e/students/ace/fae/brand.html?layer=act&src=ace05a.xml http://www.youtube.com/watch?v=c1vuo1TggkY&feature=related http://www.kameleo.com/wc/JEU-Ch0-MondeFranco.html http://www.frenchteacher.net/Hotpots/quiz8.htm</p> <p>The teacher may revise the topic about media in France by showing a power point to students. Some students may work on a board game activity while others can write a few sentences about the topic. Students may also work in groups and participate in a class quiz.</p>	<p>Students will be able to write a paragraph about media in France about various culture topics tackled in Units 2 to 5. (Writing Level 7)</p> <p>Students will be able to write simple sentences about media in France and answer questions about culture topics found in Units 2 to 5. (Writing Level 6)</p> <p>Students will be able to work out fill in exercises and multiple choice questions, about various culture topics tackled in Units 2 to 5 as well as participate in online activities. (Writing Level 5)</p> <p>Students will be able to work out simple fill in, multiple choice and labelling exercises and to produce simple posters/wall charts using words and pictures. (Writing Level 4)</p>
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Subject: FRENCH

Form 2

Unit code and title: FRE 8.7 ON THE MOVE

Strands: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives

The teacher will:

2. encourage students to discover the highlights of the region of Lorraine while instilling in them a sense of intercultural diversity. (Speaking)
2. enable students to revise and discover new vocabulary pertaining to the family and to interpret a picture; teach students the skill of skimming through a text to identify the main ideas and to recognize the use of the Direct Object Pronouns in the third person singular and plural. (Speaking, Reading)
3. teach students to identify the different forms of the verb *prendre* and its composites *reprendre*, *comprendre* and *apprendre*, distinguish between the sounds [ɑ̃], [ɔ̃] and [ɛ̃] within the same verb and assimilate the vocabulary pertaining to transport. (Speaking, Writing)
4. help students recognize and identify ways of situating oneself and /or others in a city, country or region paying particular attention to the prepositions of place preceding a city/village, country and region: *à* + city or village; *en*, *au*, *aux* or *de*, *de*, *d'* + country or region. (Listening, Speaking)
5. enable students to present their pen friend and talk about their family and the festive season (Speaking)
6. guide students to write an email or letter presenting their pen friend or a family member (Writing)

Key Words	Points to Note	Resources
<i>La famille: les grands-parents, le grand-père, la grand-mère, les parents, le père, la mère, l'oncle, la tante, les enfants, le fils, la fille, le frère, la sœur, le cousin, la cousine, le petit-fils, la petite-fille</i> <i>Les transports: le bus, le car, le train, le métro, la voiture, le taxi, le vélo, l'avion, le bateau</i> <i>Les noms de pays et de continents : le Maroc, les Antilles, la Suisse, l'Italie, les États-Unis, ...</i>	In this unit, the teacher will guide the students to assimilate the new grammar points and vocabulary by creating different situations in which the students feel that there is a purpose for working with the language. This student-centred approach enables students to develop the four skills leading to the acquisition of French as a foreign language. The use of ICT including PowerPoint presentations, online and IWB activities makes learning more enjoyable and contributes to the achievement of all students. Pair work or group work involving graded exercises will create an atmosphere of teamwork and group effort between students of different abilities. The theme of intercultural diversity is given prominence throughout the whole unit.	<i>Oh là là ! Bk 2, le Kiosque Bk 1 + Bk 2</i> CD player, audio CD, Internet, PPTs , IWB, map of the Mediterranean countries <u>Culture (Lorraine):</u> http://www.tourisme-lorraine.fr http://www.youtube.com/watch?v=Y1XLFo9gtxA http://www.youtube.com/watch?v=vwTfvAdQmQg&feature=topics <u>Vocabulary (les moyens de transport)</u> http://www.education.vic.gov.au/languagesonline/french/sect32/no_01/no_01.htm <u>Vocabulary (la famille)</u> http://www.education.vic.gov.au/languagesonline/french/sect07/no_4/no_4.htm

Teaching Objective	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>Speaking</p> <p>1. make students aware of the highlights of the region of Lorraine while instilling in them a sense of intercultural diversity.</p>	<p>The teacher invites the students to observe the map of administrative France projected on the IWB for a few seconds paying particular attention to the outline of the regions. Next, students are expected to guess the name of the region displayed. Some students will write the name on a piece of paper while others will circle the correct answer. The teacher can offer some hints if the need arises. Once the region of Lorraine is identified, the teacher will invite the students to focus on its position on the map of France and eventually on the map of western Europe. Students are encouraged to give the names of the regions surrounding Lorraine and later on identify the countries bordering the region.</p> <p>Students of different abilities work in groups on the computers. The group leader will organize the team in such a way that all members participate in the activity. The link http://about-france.com/regions/lorraine.htm will help them fill in a work sheet containing general information questions about the region. These questions will guide the students to discover the most important aspects of Lorraine. Once all the groups are ready, the speaker in each group will share the information with the rest of the class.</p> <p>Students are invited to visit the link :</p> <p>http://www.recoin.fr/recette/lorraine+recette to become familiar with the different specialities of Lorraine. Next, they will watch a video clip showing the recipe and the method of the Quiche Lorraine.</p> <p>http://www.youtube.com/watch?v=wwTfvAdQmQg&feature=topics. The teacher may prepare a Quiche at home for the students to taste or s/he may invite students to try the recipe out at home.</p> <p>As a follow-up some students are asked to prepare a PowerPoint on the region while others are asked to find pictures on a particular aspect of the region, write a few sentences to describe the pictures and display them on a chart. Students are allowed to express themselves in French, English or Maltese. Students will gather information using these links and others of their choice:</p>	<p>Students will be able to present the region of Lorraine through a PowerPoint highlighting its main attractions and specialities. (Speaking Level 7)</p> <p>Students will be able to present certain aspects of the region through a simple PowerPoint. (Speaking Level 6)</p> <p>Students will be able to present a particular aspect of the region using pictures and written text. (Speaking Level 5)</p> <p>Students will be able to present a particular aspect of the region using pictures and words. (Speaking Level 4)</p>

	http://www.tourisme-lorraine.fr http://www.french-at-a-touch.com/French_Regions/Lorraine/lorraine_13.htm	
Speaking and Reading 2. enable students to revise and discover new vocabulary pertaining to the family and to interpret a picture; teach students the skill of skimming through a text to identify the main ideas.	http://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-5832.php Students are invited to watch this video-clip to revise the vocabulary learnt in Form 1 and at the same time learn new words related to the family. While watching the clip for the first time, some students are asked to jot down all the familiar words while others are expected to do a matching exercise. The second time, students will be able to take note of the new words. Others will complete an exercise with the help of pictures. Finally, the teacher will invite a number of students to sit at a table and imagine they are a family during a Christmas party. Students agree on their family roles and they will present themselves as the father, husband, mother, wife, etc making sure that all the vocabulary pertaining to the family is presented. The teacher will ask some questions to the family as regards the time of year and the town/city/country they come from. This will serve as a remote preparation for the dialogue and subsequent grammar points. Next, students are asked to look very carefully at a picture showing a conversation between three persons of different nationalities during the festive season. After five seconds, the teacher will minimise the picture and s/he will guide students to interpret the picture using a good questioning technique. Gestures and different objects will be used as a support. Some students will give a full description of the picture while others are encouraged to answer simple questions about the picture. At this stage, students are asked to read the dialogue silently and answer the teachers' questions paying particular attention to the new vocabulary pertaining to the family. Pictures of family members on the following link will support this activity. http://www.education.vic.gov.au/languagesonline/french/sect07/no_4/no_4.htm Finally, students are asked to listen to the dialogue and to work out a multiple choice exercise to test global comprehension. Other students will	Students will formulate a short descriptive text with confidence. (Speaking Level 7) Students will show a good level of manipulation of language learnt in previous contexts. (Speaking Level 6) Students will employ set phrases to answer simple questions. (Speaking Level 5) Students will use isolated words to answer simple questions. (Speaking Level 4) Students will get the gist of the text and use the context to infer the meaning of unfamiliar words. (Reading Level 7) Students will identify the main ideas and sequence of events provided that the material is familiar and highly predictable. (Reading Level 6) Students will make use of familiar contexts and visual prompts to understand the main ideas. They will look up the meaning of new words. (Reading Level 5) Students will show comprehension of reading text in a variety of ways such as matching answers to pictures and

	work on an exercise supported by pictures.	marking the correct answer. (Reading Level 4)
<p>Speaking</p> <p>2. teach students to recognize and use the <i>Direct Object Pronouns</i> in the third person singular and plural.</p>	<p>Students are invited to fill in their own family tree which will serve as a quick revision of the vocabulary presented the previous day. Next, all students are asked to stand up and think of a present to give to one of their family members. The teacher will start off this game by holding a pencil and imagine that the pencil has been transformed into the gift s/he wishes to give as a present to his/her father or mother. S/he has to make the following statement before passing on the pencil to the next student: <i>Je donne les chocolats à mon père.</i> The procedure is repeated until all students have had their turn. The teacher makes sure that the correct article is used. At this stage, the teacher introduces the Direct Object Pronouns in the third person singular and plural. S/he repeats the initial statement and replaces the Direct Object by the pronoun.</p> <p><i>Je donne les chocolats à mon père. Je les donne à mon père.</i></p> <p>Students are invited to repeat the procedure paying particular attention to the gender and number. Others are encouraged to experiment with this new language structure and to vary their discourse. Some students are asked to write their examples on the interactive whiteboard so that the four pronouns will be clearly displayed. Students can write the examples on their copybooks and written graded exercises will follow.</p> <p>The following online activities will consolidate this grammar point.</p> <p>http://www.didieraccord.com/exercices/index.php?ex=4.1.5</p> <p>http://www.didierconnexions.com/niveau1/?id=2-6-5-1</p> <p>http://www.ucalgary.ca/cted/Repsit/Hotpotatoes/pronomspersonnels/pronomspersonnels10.htm</p>	<p>Students will start using grammar to adapt and substitute items of vocabulary to vary their discourse. (Speaking Level 7)</p> <p>Students will start to experiment with new language structures and self-learned vocabulary but still within heavily supported familiar contexts. (Speaking Level 6)</p> <p>Students will produce short simple phrases containing the direct object pronouns with confidence. (Speaking Level 5)</p> <p>Students will use direct object pronouns in simple sentences if adequate support is provided. (Speaking Level 4)</p>
<p>Speaking and Writing</p> <p>3. teach students to identify the different forms of the verb <i>prendre</i> and its composites <i>reprendre</i>, <i>comprendre</i> and <i>apprendre</i>, distinguish between</p>	<p>The teacher will start off this lesson by showing a video-clip demonstrating the different means of transport and encouraging students to answer the question :</p> <p><i>Qu'est-ce que c'est? C'est une voiture.</i> By means of a PowerPoint, s/he will invite students to produce sentences following this structure :</p> <p><i>Je prends le bus pour aller au collège.</i></p> <p><i>Je prends le bateau pour aller à Gozo. Je prends l'avion pour aller en France.</i></p>	<p>Students will use the verb <i>prendre</i> and the vocabulary related to the means of transport in a role play which they will carry out with confidence. They will use pronunciation and intonation to express moods and emotions. (Speaking Level 7)</p> <p>Students will use the verb <i>prendre</i> and</p>

<p>the sounds [ɑ], [ə] and [ɛ] within the same verb and assimilate the vocabulary pertaining to transport</p>	<p>Once the students have a good grasp of the new vocabulary, the teacher will work on the conjugation of the verb <i>prendre</i>. A group of students will help the teacher present the different forms of the verb <i>prendre</i> by miming the different movements and producing the sound effects of the means of transport. The teacher will distinguish between the sounds [ɑ], [ə] and [ɛ] within the same verb. S/he will point out that the verbs <i>reprendre</i>, <i>comprendre</i> and <i>apprendre</i> follow the same pattern. Students work in groups on a worksheet containing graded exercises focusing on the conjugation of the verb <i>prendre</i> and the vocabulary related to the means of transport. Finally, some students are requested to write a few sentences containing the verb <i>prendre</i> and the newly acquired vocabulary while others are asked to write a dialogue similar to the dialogue presented on the handout. Groups of students may wish to carry out the role play in front of their classmates.</p>	<p>the vocabulary related to the means of transport in different contexts, thus showing that both the verb and the vocabulary have been assimilated. (Speaking Level 6)</p> <p>Students will use the verb <i>prendre</i> and the vocabulary related to the means of transport in short sentences. (Speaking Level 5)</p> <p>Students will use the verb <i>prendre</i> and the vocabulary related to the means of transport in short sentences with constant support. (Speaking Level 4)</p> <p>Students will write a dialogue using the verb <i>prendre</i> and the vocabulary related to the means of transport in a dialogue. They will use a dictionary to enrich their vocabulary. (Writing Level 7)</p> <p>Students will write simple sentences using the verb <i>prendre</i> and the vocabulary related to the means of transport. (Writing Level 6)</p> <p>Students will use the verb <i>prendre</i> and the vocabulary related to the means of transport in simple sentences. Written support may be required. (Writing Level 5)</p> <p>Students will complete short sentences containing the verb <i>prendre</i> and the vocabulary related to the means of transport. (Writing Level 4)</p>
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<p>Listening and Speaking</p> <p>4. help students recognize and identify ways of situating oneself and /or others in a city, country or region paying particular attention to the prepositions of place preceding a city/village, country and region: à + city or village; <i>en, au, aux</i> or <i>de, de, d'</i> + country or region.</p>	<p>The teacher introduces the lesson by means of a slideshow showing the Mediterranean countries one can visit on a cruise liner. Instead of giving the names of the countries, s/he will indicate the different countries marked by their respective flags on a map and students are encouraged to name the countries including the correct article. The teacher uses the following structures to be able to distinguish between <i>au, aux</i> and <i>en</i>. <i>J'aime le Maroc, la Tunisie, les îles grecques, l'Italie, la France et l'Espagne.</i> <i>Je prends le bateau pour aller au Maroc, en Tunisie, aux îles grecques, en Italie, en France et en Espagne.</i></p> <p>Students are asked to identify the distinction between <i>au, aux</i> and <i>en</i>. A PowerPoint will help to reinforce the grammar point. The teacher may wish to film a group of students representing the different countries. Students will be wearing traditional costumes and hold the flag of the country they are representing. Each student will present himself/herself and s/he will make the following statements :</p> <p>Example – <i>Je m'appelle Marco. J'aime l'Italie. J'habite en Italie. Je viens d'Italie. Je vais à Rome.</i></p> <p>The teacher will point out that feminine countries take <i>en, de</i> or <i>d'</i> while the cities are preceded by the preposition <i>à</i>.</p> <p>Following the video session, in pairs, students are asked to think of a country and produce the same statements paying particular attention to the gender and number of the country. Some students are given some flashcards as a support.</p> <p>To conclude with, students are invited to fill in a worksheet containing graded exercises to reinforce the grammar point.</p>	<p>Students will identify ways of situating oneself and / or others in a city, country or region. They will understand language spoken at near normal speed and need little repetition. (Listening Level 7)</p> <p>Students will identify ways of situating oneself and / or others in a city, country or region. Repetition may be needed. (Listening Level 6)</p> <p>Students will identify ways of situating oneself and / or others in a city, country or region with constant repetition. (Listening Level 5)</p> <p>Students will identify ways of situating oneself and / or others in a city, country or region if utterances are spoken in clearly audible speech. (Listening Level 4)</p> <p>Students will use the prepositions of place preceding a city/village, country and region confidently in simple and more complex structures. (Speaking Level 7)</p> <p>Students will use the prepositions of place preceding a city/village, country and region confidently in simple structures. (Speaking Level 6)</p> <p>Students will use the prepositions of place preceding a city/village, country and region in simple structures with support. (Speaking Level 5)</p> <p>Students will use the prepositions of</p>
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		place preceding a city/village, country and region in simple structures following a model. (Speaking Level 4)
<p>Speaking</p> <p>4. help students recognize and identify ways of situating oneself and /or others in a city, country or region paying particular attention to the prepositions of place preceding a city/village, country and region: <i>à</i> + city or village; <i>en, au, aux</i> or <i>de, de, d'</i> + country or region.</p>	<p>Students are invited to surf this link http://www.atlasgeo.net/ which will enable them to become familiar with the seven continents namely <i>l'Amérique du Nord, l'Amérique du Sud, l'Asie, l'Europe, l'Afrique, l'Océanie</i> and <i>l'Antarctique</i> and their respective countries. A quiz will follow allowing students to name the countries using the correct articles and reinforcing the use of the preposition en in front of feminine proper nouns : <i>Le Maroc</i> se trouve en <i>Afrique</i>. http://www.quizz.biz/quizz-27879.html This quiz may be presented on the IWB. The teacher may wish to prepare a similar quiz focusing on the grammar point in question. The activity « Pen friends » will follow. The class is divided in groups of mixed abilities. Each group is given a set of stamps representing the nationalities of pen friends coming from different countries. Students are asked to present their pen friends as follows: <i>Nous avons trois correspondants en Europe, un au Danemark, un en Suisse et un en Autriche</i>.</p>	<p>Students will employ with confidence the correct articles and prepositions of place to situate others in a country or a continent. (Speaking Level 7)</p> <p>Students will employ the correct articles and prepositions of place to situate others in a country or a continent. (Speaking Level 6)</p> <p>Students will be able to situate others in a country or a continent but some mistakes may occur when choosing articles and/or prepositions. (Speaking Level 5)</p> <p>Students will be able to situate others in a country or a continent but constant support is required when choosing articles and/or prepositions. (Speaking Level 4)</p>
<p>Speaking</p> <p>5. enable students to present their pen friend and talk about their family and the festive season.</p>	<p>http://www.museum.toulouse.fr/jeux/maisonsdumonde/ The teacher will present this link on the interactive whiteboard. Students are invited to listen to children of different nationalities present themselves and the type of house they live in. Some students are encouraged to choose one of the children and imagine him/her to be his/her pen friend and present him/her to the class. Others may wish to present their real pen friends. Still others are given a reading card containing the transcription of the presentations which will help them in their own presentations. These students may wish to read the given information. However, eventually, they are encouraged to produce some sentences without the written support. http://www.youtube.com/watch?v=rlyyk25l3MA</p>	<p>Students will present their pen friend / family with confidence. They will employ connectors and use grammar to adapt and substitute items of vocabulary to vary their discourse. (Speaking Level 7)</p> <p>Students will manipulate known structures and linguistic features to present their pen friend / family. (Speaking Level 6)</p>

	<p>http://www.youtube.com/watch?v=ZySgo1Bcilc</p> <p>After watching these video clips, students are invited to present their families. They may wish to bring a digital photo to help them describe their families better. Some students may require guidance. In this case, the teacher will ask specific questions to help them express themselves without difficulty. Finally, students work in pairs to practise asking and answering the question : <i>Qu'est-ce qu'on fait chez toi pour les fêtes?</i></p> <p>A PowerPoint and/or flashcards containing the necessary vocabulary and expressions will support this activity.</p> <p>The song "<i>Un air de fête</i> » (Audio CD <i>Oh là là 2</i>) will be sung at the end. Lyrics will be displayed on the interactive whiteboard. The teacher may wish to work on intonation and articulation.</p>	<p>Students will present their pen friend / family if adequate support is provided. (Speaking Level 5)</p> <p>Student will present their pen friend following a model. (Speaking Level 4)</p>
<p>Writing</p> <p>6. guide students to write an email presenting their pen friend or a family member they admire.</p>	<p>Students will write an email to a classmate to describe their pen friend or a family member they admire. Some students may prefer to work individually while others may wish to discuss their email with a classmate before moving on to writing. Other students may require written support to construct sentences. This activity can take place in a computer lab so that students can send and receive emails during the lesson. Students are encouraged to use the French keyboard.</p>	<p>Students will write a descriptive text using knowledge of mastered vocabulary, word order and structures. (Writing Level 7)</p> <p>Students will write a descriptive text in which simple sentences are connected using conjunctions. (Writing Level 6)</p> <p>Students will write a simple description using knowledge of mastered vocabulary and word order. A model may be required. (Writing Level 5)</p> <p>Students will fill in a form with basic information following a model. (Writing Level 4)</p>

Subject: FRENCH

Form 2

Unit code and title: FRE 8.8 WHAT`S COOKING?

Strands: Speaking and Writing

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives

The teacher will:

1. familiarize students with French regional specialities and other specific dishes used for celebrations throughout the year, enable students to speak and write about the main meals of the day in France. (Speaking, Writing)
2. encourage students to identify food items and invite them to speak about their likes and dislikes and choose food at the canteen. (Speaking)
3. help students understand and use the verbs *manger* and *boire*. Then teach them the irregularity of the person *nous* in *-ger* and *-cer* verbs. (Speaking, Writing)
4. guide students in choosing the correct partitive article when speaking and writing about food portions. (Speaking, Writing)
5. help students understand and use the negative form of the partitive article *ne pas de* and the negative form *ne rien*. (Speaking, Writing)
6. invite students to read and understand a text regarding healthy eating and then be able to answer questions about it. (Speaking, Writing)

Key Words	Points to Note	Resources
<p><i>Les spécialités régionales</i></p> <p><i>Les aliments et les repas de la journée</i></p> <p><i>Expressions : C'est très bon, c'est délicieux, je déteste, j'aime bien, Berk! Miam! Miam!</i></p> <p><i>Qu'est-ce que vous voulez manger ? Je voudrais.....</i></p> <p><i>Etre en forme, une bonne alimentation, repas, avoir besoin d'énergie, manger trop, grossir, gros/se, obèse.....</i></p> <p><i>Ne rien</i></p>	<p>This unit will focus on the topic of food. Students will find out about French regional specialities and products, together with eating habits in France. They will also learn how to express their likes and dislikes concerning specific food items and analyse the benefits of a balanced diet and healthy eating. The use of ICT like PowerPoints, videos and online exercises facilitates learning and helps students assimilate as much vocabulary as possible in order to be able to engage in role plays and discussions about food. Pair work or group work involving graded exercises will enhance diversity and create an atmosphere of teamwork requiring group effort between students of different abilities.</p>	<p><i>Oh là là ! Book 2 - leçon 3 – L'atelier-net</i></p> <p><i>Le Kiosque Book 2 - unité 3 – Plat du jour</i></p> <p>CD player and audio CD, activity CD, large map of France, PowerPoints, laptop, IWB, flashcards .</p> <p><u>Fêtes:</u> http://www.lepointdufle.net/fetes.htm</p> <p><u>Gastronomie:</u> http://www.recoin.fr/http://www.recoin.fr/recette/</p> <p><u>Fruits:</u> www.youtube.com/watch?v=ltEZcgI3sxc&feature=watch_response</p> <p><u>Restaurant:</u> www.youtube.com/watch?v=rtKWpxUUX18&feature=related</p>

Teaching Objective	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>Speaking and Writing</p> <p>1. familiarize students with French regional specialities and other specific dishes used for celebrations throughout the year, enable students to speak and write about the main meals of the day in France.</p>	<p>Ice breaker. The teacher asks students to mention items which they associate with France. Prompts are used to direct the students into mentioning food items such as <i>baguette</i>, <i>croissant</i>, <i>fromage</i> and <i>vin</i>. Pictures of these items are placed on the board and the teacher explains that these are produced all over the country. The teacher can then draw a comparison between Maltese villages reknown for food items such as bread in Qormi, fish in Marsaxlokk, strawberries in Mgarr etc. to explain the existence of regional specialities in France. The teacher can then move on to exploring the regional specialities in France by browsing through the following sites:</p> <p>Regional specialities: http://www.aftouch-cuisine.com/regions-de-france_l1.htm http://alimentation.gouv.fr/produits-regionaux</p> <p>The teacher can click on a region in order to discover the following specialities: <i>la moutarde de Dijon</i>, <i>les pruneaux d'Agén</i>, <i>les melons de Cavaillon</i>, <i>le champagne de Reims</i>, <i>les bêtises de Cambrai</i>, <i>les dragées de Verdun</i>, <i>les violettes de Toulouse</i> and cheeses such as <i>Camembert</i>, <i>Roquefort</i>, <i>Maroilles</i>, <i>Munster</i> which are named after the village or town in which they are produced. One can also include <i>le parfum de Grasse</i>, even though it is not a food item.</p> <p>Students can be split into groups to carry out research on one of these specialities. They can then share their findings through charts, PowerPoints, classroom discussions or write ups which could be exhibited on the school website or on the notice board.</p> <p><i>Champagne</i>: www.tourisme-champagne-ardenne.com/champagne/secret-secrets-du-champagne.aspx <i>Pruneaux</i>: http://www.pruneau.fr/ <i>Melons</i> : http://www.melondecavaillon.com/ <i>Fêtes</i> : http://www.lepointdufle.net/fetes.htm <i>Gastronomie</i>: http://www.recoin.fr/</p>	<p>Students will be able to talk with relative ease about regional specialities, their location and other dishes prepared for specific feasts. (Speaking Level 7)</p> <p>Students will say a few sentences about a regional speciality. (Speaking Level 6)</p> <p>Students will state which speciality is linked to which region and the dish to the feast it is associated to. (Speaking Level 5)</p> <p>Students will name a few specialities found in France. (Speaking Level 4)</p> <p>Students will be able to write a short paragraph about French regional specialities. (Writing Level 7)</p> <p>Students will write a few sentences about a regional speciality. (Writing Level 6)</p> <p>Students will fill in a cloze passage focusing on regional specialities. (Writing Level 5)</p> <p>Students will match the specialities to the region where they are produced. (Writing Level 4)</p>

	<p>Another aspect which could be explored is traditional dishes prepared for specific feasts in France. A PowerPoint can be used in order to revise the feasts covered during the previous year and then illustrate the dishes that are cooked for such celebrations. The teacher could follow up with the following activities:</p> <ul style="list-style-type: none"> - a word search to look up the various specialities and dishes - a crossword - giving the region, town or village as clues - a matching exercise ex. region / town and dish - a quiz during which the teacher reads out the characteristics or ingredients of the product or dish and students have to decide what she is referring to. 	
<p>Speaking and Writing</p> <p>3. help students understand and use the verbs <i>manger</i> and <i>boire</i>. Then teach them the irregularity of the person <i>nous</i> in <i>-ger</i> and <i>-cer</i> verbs.</p>	<p>Picture interpretation. The teacher starts off by showing a picture of a school canteen and asks the students to describe the picture and focus on what the youngsters are doing. Students should be able to mention the verb <i>manger</i> which the teacher writes on the board. Students are asked what they notice regarding the verb, in order to move on to the concept of <i>ER</i> verbs and their endings. Pictures of different people eating could be used, to go through the conjugation of the whole verb. Then, one can focus on the irregularity of <i>nous</i> and present other <i>GER</i> verbs which have the same irregularity. Students could also be made aware of the <i>CER</i> verbs which take a <i>ç</i> in the <i>nous</i>.</p> <p><i>Le verbe "manger"</i>: http://www.youtube.com/watch?v=jkecornFtM</p> <p><i>Verbes au Présent</i> : http://www.lepointdufle.net/present.htm</p> <p>The verb <i>boire</i>. Students are given a text in which the verb <i>boire</i> is used with different persons. They are asked to identify the verb <i>boire</i> in its different forms and point out the ending of each person. The teacher can then introduce pictures of people drinking, in order to match the pronouns to the correct version of the verb <i>boire</i>.</p> <p>Mirror activity: To practise, students form two rows facing each other. The first student says a phrase such as <i>Je mange du chocolat</i>. The student facing him/ her, repeats the same phrase, changing the person into <i>tu</i> and <i>elle</i>. Ex–</p>	<p>Students will formulate sentences using the verbs <i>manger</i> and <i>boire</i>, linked with different pronouns. (Speaking Level 7)</p> <p>Students will conjugate the verbs <i>manger</i> and <i>boire</i>. (Speaking Level 6)</p> <p>Students will list the endings of <i>manger</i>, the irregularity in <i>nous</i> and that <i>boire</i> is an irregular verb. (Speaking Level 5)</p> <p>Students will be able to point out that <i>manger</i> is an <i>-er</i> verb. (Speaking Level 4)</p> <p>Students will write sentences using the verbs <i>manger</i> and <i>boire</i>, linked with different pronouns. (Writing Level 7)</p> <p>Students will use the correct form of <i>manger</i> and <i>boire</i> in cloze passages. (Writing Level 6)</p> <p>Students will be able to write the irregular verb <i>boire</i>. (Writing Level 5)</p> <p>Students will be able to write the <i>-er</i> verb</p>

	<p><i>Tu manges du chocolat?</i> (Facing the rest of the group) – <i>Elle mange du chocolat!!</i> Students should change the food item every time together with the intonation and gestures to make the activity more fun. When all the group has worked on <i>je</i>, <i>tu</i> and <i>elle</i>, they can form pairs to work on <i>nous</i>, <i>vous</i> and <i>ils</i>. The same can be done for the verb <i>boire</i>.</p>	<p><i>manger</i>. (Writing Level 4)</p>
<p>Speaking and Writing</p> <p>2. encourage students to identify food items and then invite them to speak and write about their likes and dislikes and choose food at the canteen.</p> <p>4. guide students in choosing the correct partitive article when speaking and writing about food portions.</p>	<p>Game: The teacher divides the students into four groups giving each, a different shopping list with ten items in the <i>Partitif</i>. Each shopping list has a mixture of transparent words and others which are totally new to them. No food item should be repeated. Shopping items or pictures are placed on a table and each group is given some time to pick the items on their list. After this activity, each group presents the items chosen from the table, giving the word in French and showing the item associated to it. This could be a fun activity to discover the vocabulary linked to food items.</p> <p>Game: To revise food items, the teacher divides the class into teams handing out a number of flashcards representing food items that would have been covered in the previous activity. Each team is given a set of cards. The teacher then shows a picture of a food item on the board and the team having this item, runs to the board and puts up the flashcard. Marks are allotted for each correct item and deducted for wrong items. At the same time the teacher can explore the <i>Partitif</i>. The board is divided into four columns, each representing <i>du</i>, <i>de la</i>, <i>de l'</i> and <i>des</i>. Students from each group are asked to classify their items placing them in the right column. After completing the four lists, the teacher asks the students to look at the different columns and say what they notice and why they think that specific articles are used with particular words. This should enable the students to point out that the use of the <i>Partitif</i> depends on the gender of the word. Ex. <i>de la</i> is used with the feminine etc. Exercises used to test the students' use of the <i>Partitif</i> could be matching exercises, cloze passages, listening exercises etc. The above activity could also be used in a different way by asking the students to put the food items into groups they belong to, such as dairy products, meat, fruit or vegetables.</p> <p><i>Nourriture</i>: www.youtube.com/watch?v=lodXbEIPM7A&feature=related <i>Prod Laitiers</i> : www.youtube.com/watch?v=9WU0bJOHlI8&feature=related</p>	<p>Students will be able to speak about food items using the correct article. (Speaking Level 7)</p> <p>Students will be able to formulate sentences choosing the right <i>Partitif</i>. (Speaking Level 6)</p> <p>Students will link the correct <i>Partitif</i> to a food item. (Speaking Level 5)</p> <p>Students will refer to specific food items with their French name. (Speaking Level 4)</p> <p>Students will write a short paragraph about food using the correct article. (Writing Level 7)</p> <p>Students will complete cloze exercises where they have to choose between different articles. (Writing Level 6)</p> <p>Students will match food items to the right <i>Partitif</i> (Writing Level 5)</p> <p>Students will understand that the <i>Partitif</i> is used to refer to portions and that there are different forms to be used depending on the gender. (Writing Level 4)</p>

	<p><i>Boissons</i> : www.youtube.com/watch?v=PlztQ2-ip8U&feature=related <i>Légumes</i> : www.youtube.com/watch?v=Fb65rpdGjs&feature=related <i>Fruits</i> : www.youtube.com/watch?v=ltEZcgl3sxc&feature=watch_response</p> <p>A PowerPoint is used to help the students distinguish between the use of the definite, indefinite and partitive article. One could use pictures of food items which could be referred to as a whole or a portion ex <i>un poulet / du poulet, une tarte / de la tarte, un pain / du pain, une glace/ de la glace</i> etc. Students could be asked to point out the difference between the two. The teacher then makes use of expressions such as <i>j'aime</i> and <i>je déteste</i> etc in order to present the use of the definite article for likes and dislikes.</p>	
<p>Speaking and Writing</p> <p>6. invite students to read and understand a text regarding healthy eating and then be able to answer questions about it.</p> <p>2. encourage students to identify food items and then invite them to speak about their likes and dislikes and choose food at the canteen.</p>	<p>The teacher presents the students with a text which speaks about healthy eating. Such a text could also introduce the vocabulary linked to the main meals of the day and make use of the <i>Partitif</i> to revise what would have been done in class earlier on. Apart from the usual comprehension exercises, students could be paired up and asked to tell each other what they eat for breakfast, dinner etc.</p> <p>Role play: Students are grouped and asked to imagine the following scenario. A youngster visits the nutritionist for advice on healthy eating. Some students play the part of the youngster who describes his/her eating habits and other students put themselves in the nutritionist's shoes to give instructions as to what should be eaten to lead a healthy life. The teacher guides the students into selecting the phrases to use in such a situation or else provides jumbled up phrases so that they choose the phrases uttered by the youngster and the nutritionist and then put them in order.</p> <p>Healthy eating : http://alimentation.gouv.fr/a-table-les-enfants</p> <p>Video clip, audio recording or power point where people state what they like and dislike. Students are asked what they understand and if possible, to repeat the phrases used. The teacher could also present a list of different statements among which the students are asked to point out the phrase used such as <i>J'aime les fraises, J'adore le chocolat, je déteste la soupe</i>. Expressions like <i>Berk!</i> and <i>Miam! Miam!</i> can be introduced at this point.</p>	<p>Students will give instructions as to what one should eat to lead a healthy lifestyle. (Speaking Level 7)</p> <p>Students will speak about the main meals of the day and their likes and dislikes. (Speaking Level 6)</p> <p>Students will reply orally to questions regarding a text about healthy eating. (Speaking Level 5)</p> <p>Students will point out names of food items in a passage about healthy food. (Speaking Level 4)</p> <p>Students will give oral instructions as to what one what one should eat to lead a healthy lifestyle. (Writing Level 7)</p> <p>Students will write about the main meals of the day. (Writing Level 6)</p> <p>Students will reply to questions about a text on healthy eating. (Writing Level 5)</p>

	<p>The Imaginary Line: During such an activity, students can practise the above expressions. The teacher can either draw a line or ask the students to imagine that there is one. On one side of the line they have to say what they like ex. <i>J'aime les fraises</i> but on the other side of the line they have to state what they dislike <i>Je n'aime pas les oranges / Je déteste les oranges</i>. This could lead to a writing exercise. The students are invited to write a short paragraph entitled <i>Ce que j'aime manger</i> to explain what they like to eat and what they dislike. They could also explain what they eat for breakfast, lunch and dinner and whether they eat healthy food or not. The teacher uses a list of questions to guide them as regards the structure of their written task.</p>	<p>Students will underline food items in a passage on healthy food. (Writing Level 4)</p>
<p>Speaking</p> <p>5. help students understand and use the negative form of the partitive article <i>ne pas de</i> and <i>ne rien</i>.</p>	<p>Spot the difference: The teacher puts up a picture of a fruit bowl and asks students to mention the fruit they can see on the picture. Ex <i>Dans ce saladier, il y a des oranges, des pommes etc.</i> After exhausting the picture, the teacher shows another picture of a similar fruit bowl having a different variety of fruit. The teacher compares the contents of the two bowls using the following phrase : <i>Dans ce saladier, il y a des pommes mais dans l'autre saladier il n'y a pas de pommes</i>. This enables to introduce the expression <i>ne ...pas de</i>. The same procedure can be used with other pictures involving different terms. Finally, the teacher could use the picture of an empty bowl, ask what they can see in the bowl and then provide them with the phrase <i>Il n'y a rien</i>.</p> <p>Asking questions: Students could be paired up. One is given a shopping list and the other could be given a picture of a bagful of groceries. The students are asked to sit back to back and the one with the list asks the other if a specific item is present in her picture or not. Ex. <i>Il y a du lait dans ton panier? – Non, il n'y a pas de lait</i>.</p>	<p>Students will be able to reply to questions using <i>rien</i>. (Speaking Level 7)</p> <p>Students will compare pictures to state what is present in one picture and absent in the other. (Speaking Level 6)</p> <p>Students will use sentences to explain what food items are present in a picture (Speaking Level 5)</p> <p>Students will be able to point out and name food items in the picture. (Speaking Level 4)</p>
<p>Speaking</p> <p>2. encourage students to identify food items and invite</p>	<p><i>A la cantine du collège:</i> Students are shown a video clip of a canteen in a French school. The teacher explains that for French people, eating at the canteen is part of their daily routine and that lunch is their main meal. The teacher provides the students with a menu in order to show them what they can choose as a starter, main course and dessert. The teacher could also use</p>	<p>Students will be able to participate in a role play to choose and order food from a menu. (Speaking Level 7)</p> <p>Students will use statements to choose</p>

<p>them to speak and write about their likes and dislikes and choose food at the canteen</p>	<p>a video clip or an audio recording and stop it at intervals. This could give the students the opportunity to listen in to what is being said and try to point out the phrases needed. The teacher could then use a power point or flashcards to provide the students with the phrases to use. A follow up activity could be dividing the students into groups and asking them to put the phrases in the right order. This could be followed by a role play to act it out.</p> <p>School canteen menus: www.toulouse.fr/education/restauration-scolaire <i>Au café</i> : www.youtube.com/watch?v=4_pVUjFO8DE&feature=related <i>Au restaurant</i>: www.youtube.com/watch?v=rtKWpxUUX18&feature=related <i>Au fast food</i> : www.youtube.com/watch?v=rtKWpxUUX18&feature=related</p>	<p>and order food from a menu. (Speaking Level 6)</p> <p>Students will put phrases used to order food in their right order. (Speaking Level 5)</p> <p>Students will identify and select a few phrases related to ordering food. (Speaking Level 4)</p>
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Subject: FRENCH

Form 2

Unit code and title: Unit 8.9 LET'S GO SHOPPING!

Strands: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives

The teacher will:

6. guide students to get to know better the region *Pays de la Loire*. (Reading, Writing)
7. teach students to ask permission. (Speaking, Writing)
8. help students identify and express obligation using *devoir, il faut* and the imperative. (Speaking, Writing)
9. help students identify and ask questions about a thing or a quantity. (Listening)
10. teach students expressions of quantity. (Reading, Writing)
11. enable students to shop for food in a French speaking country. (Speaking)

Key Words	Points to Note	Resources
<p><i>La permission : je peux aller...</i> <i>L'obligation : il faut, le verbe devoir, fais !</i></p> <p><i>L'interrogation: Qu'est-ce que tu veux ? Un kilo de quoi ? Combien de jambon ?</i></p> <p><i>La quantité:</i> <i>Quantités précises- Un kilo de, un litre de, une tranche de, une bouteille de, ...</i> <i>Quantités imprécises- Un peu de, assez de, trop de, beaucoup de, pas assez de, pas beaucoup de, ...</i></p> <p><i>Culture : La région Pays de la Loire</i></p>	<p>The learning of French enables students to discover and start to understand a different culture made of its people, traditions and beliefs. A student-centred approach enables students to acquire the necessary skills through active participation in the teaching and learning process. Varied and graded tasks targeted for mixed ability students make the learning of French as a foreign language an enjoyable and stimulating experience for all students.</p>	<p><i>Oh là là Book 2 – Leçon 4 – Marco fait les courses</i> CD player and audio CD, large map of France, power points, laptop, smart board, projector, internet:</p> <p>Grammar: http://www.lepointdufle.net/ressources_fle/present_pouvoir.htm</p> <p>Song "<i>Il faut du temps</i>": http://www.youtube.com/watch?v=J9ZV1zjObAQ</p> <p>Picture to use with <i>devoir</i> and <i>il faut</i>: http://www.fotosearch.com/BLD029/bld049449/</p> <p>Questions: http://www.bbc.co.uk/schools/primaryfrench/pf2/holiday/game.shtml?nav</p> <p>Expressions of quantity: http://www.tolearnfrench.com/exercices/exercise-french-2/exercise-french-3664.php</p>

Teaching Objective	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>Reading and Writing</p> <p>1. guide students to get to know better the region <i>Pays de la Loire</i>.</p>	<p>The teacher may introduce the region to the students by showing a short video about the region. The teacher can prepare some questions (multiple choice, fill in) to be answered by the students while seeing the video. The teacher can ask students to locate the region on a map.</p> <p>The teacher may prepare an internet quiz by preparing a set of questions about the region and giving students a time limit to search for the answers.</p> <p>Students are to work in groups to find pictures and information or prepare a chart or a PowerPoint presentation. Each group can cover a different aspect of the region such as its geographical information, places of interest, gastronomy, local traditions or celebrations, any present or past personalities from the region, etc. The groups can present their pictures, chart or PowerPoint to the class.</p> <p>Students can be invited to work together and write an e-mail to the <i>Office de Tourisme</i> of the region explaining that they are learning about the region in their French class and that they would like to receive some authentic brochures or maps to use in their projects.</p> <p>The teacher can work on a project with a French class from the region. Students can exchange information about their hometowns through email or webcam. If interested students can become pen friends and the schools could even organize a student exchange visit.</p>	<p>When reading, students identify French social and cultural features and make comparisons with their own. (Reading Level 7)</p> <p>Students will read independently making use of internet search or simple web quests. (Reading Level 6)</p> <p>Students find and understand the main idea and some details in short texts of information about the region. (Reading Level 5)</p> <p>Students will understand the correlation between text, titles and pictures of monuments and places of interest. (Reading Level 4)</p> <p>Students make use of information and communication technologies for communicative purposes. (Writing Level 7)</p> <p>Students will write informal letters and emails to pen friends about familiar everyday activities using simple sentence structure. (Writing Level 6)</p> <p>Students use French to describe some culturally specific information. (Writing Level 5)</p> <p>Students will label pictures. (Writing Level 4)</p>

<p>Speaking and Writing</p> <p>2. teach students to ask permission.</p>	<p>The teacher may find pictures of signs usually found in public places to allow or prohibit an action, such as parking and no-smoking signs. Students can associate the signs to the right message. Then students may be grouped and invited to draw their own signs and write the corresponding message, using a dictionary if needed, such as “<i>On peut stationner/On ne peut pas fumer</i>”.</p> <p>The teacher can revise the verb <i>pouvoir</i> by making students listen to the verb <i>pouvoir</i> used in the present tense, then students find out how it is conjugated and do some exercises such as those found in this link: http://www.lepointdufle.net/ressources_fle/present_pouvoir.htm</p> <p>The teacher and students can identify real life situations in which students need to ask permission to their teacher, parents or class mates. In pairs or groups, students will prepare a role play or write a short message or an email to ask permission such as asking their mother/father to go to a friend’s house. Students can also write a set of class rules including what one can/cannot do during the French lesson.</p>	<p>Students will interact freely with peers to meet real and social needs. (Speaking Level 7)</p> <p>Students will take part in brief prepared speech tasks. (Speaking Level 6)</p> <p>Students will employ set phrases to ask and answer simple questions in areas of immediate need. (Speaking Level 5)</p> <p>Students interact in a simple way provided the other person talks slowly and is prepared to help. (Speaking Level 4)</p> <p>Students can write simple descriptions, make suggestions and recommendations. (Writing Level 7)</p> <p>Students will apply specific learnt rules of grammar to construct texts. (Writing Level 6)</p> <p>Students will write messages in simple note form. (Writing Level 5)</p> <p>Students can label items and chose the proper words to complete short phrases. (Writing Level 4)</p>
<p>Speaking and Writing</p> <p>3. help students identify and express obligation using <i>devoir</i>, <i>il faut</i> and the imperative.</p>	<p>The teacher can introduce the verb <i>devoir</i> by distributing flashcards with the verb <i>devoir</i> and pronouns to match with the correct form of the verb. If using an interactive whiteboard, students can match the verb forms to the correct pronouns. Students can then check their results in their manual or on a site such as the following where they can also hear the correct</p>	<p>Students will use pronunciation and intonations to express obligation. (Speaking Level 7)</p> <p>Students will start to experiment with</p>

	<p>pronunciation of the verb and do some exercises.</p> <p>http://www.lepointdufle.net/ressources_file/present_devoir.htm</p> <p>The teacher can ask students to get an object each from home and make sentences starting with the expression <i>il faut</i>. “<i>Il faut un livre pour lire/ Pour lire il faut un livre.</i>”</p> <p>The teacher can make students listen to the song <i>Il faut du temps</i> by Sandrine François. The teacher may ask some questions for global comprehension and appreciation of the song, such as if the singer is a man or a woman, which instruments can be heard, if they like it or not ...Then the teacher can ask students to guess the title by figuring out the most repeated sentence in the song. Students may be invited to write sentences starting with <i>Il faut du temps</i>...</p> <p>Song : http://www.youtube.com/watch?v=J9ZV1zjObAQ</p> <p>As a writing task, students can write the 5 rules one should follow to be a good student, a good son or daughter, a good friend, etc.</p> <p>The teacher can use a picture to guide students to express obligation. Students will be divided into groups and using a dictionary they have to write a title, a slogan, sentences, an article or an advert with <i>il faut/il ne faut pas</i> linked to the subject presented in the picture. By changing the topic, the teacher will make the task more difficult. For example family life, organising a birthday party or environmental issues.</p> <p>Respecting grandparents: http://www.fotosearch.com/BLD029/bld049449/ Teenage girls party: http://www.fotosearch.com/OJO113/pe0000894/ Pollution: http://www.fotosearch.com/PHT030/paa030000002/</p> <p>The teacher can present students a written text with verbs in the imperative such as a recipe. This can be a typical dish from the region <i>Pays de la Loire</i> or any French typical dish. Students may be asked to underline all the verbs used in the recipe to give the necessary instructions.</p> <p>Students may be given a recipe in which the method is either in the present tense or with the verb <i>devoir</i> or <i>il faut</i> and change it in the imperative using <i>tu</i> or <i>vous</i> or both (individually or in groups). Using this as a model, students</p>	<p>new language structures. (Speaking Level 6)</p> <p>Students show a higher awareness of pronunciation and intonations. (Speaking Level 5)</p> <p>Students respond with single words or short simple phrases to what is said or asked of them. (Speaking Level 4)</p> <p>Students will make suggestions and recommendations and can write simple descriptions. (Writing Level 7)</p> <p>Students apply specific learnt rules of grammar and access appropriate vocabulary to construct texts. (Writing Level 6)</p> <p>Students will write a few linked sentences on familiar topics and start using a bilingual dictionary. (Writing Level 5)</p> <p>Students combine cards to make words, phrases or short sentences, they are very dependent on models. (Writing Level 4)</p>
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	<p>can be invited to write a simple recipe themselves.</p> <p>Students can prepare a role play in which they use the imperative, such as a conversation between a mother and her daughter/ son where the mother is explaining what has to be done at home (housework, etc.).</p>	
<p>Listening</p> <p>4. help students identify and ask questions about a thing or a quantity.</p>	<p>In order to identify questions and their corresponding answers, the teacher can make the students listen to a dialogue between a shop vendor and a client. In order to guide the students, the teacher can prepare a grid to be filled in while listening. This will help students associate the question words to the answer given (object or quantity). Students can simulate the same situation in a role play.</p> <p>The teacher can make students associate a set of questions to given answers. Then students will complete given questions by writing the right question word. Lastly students will be asked to write/ask a whole question on their own. The teacher can use the following links:</p> <p>Listen to questions and find the right answer: http://www.bbc.co.uk/schools/primaryfrench/pf2/holiday/game.shtml?nav Click on the correct question word: http://www.allgemeinbildung.ch/fach=fra/En_Vacances_01a.htm Multiple choice: http://www.xtec.cat/~psanz/tick/exfra/A1MUL004.htm</p>	<p>Students can understand longer speech extracts and identify specific information. (Listening Level 7)</p> <p>Students will pick out keywords and key information. (Listening Level 6)</p> <p>Students will understand sentences and frequently-used expressions related to areas of most immediate relevance (shopping). (Listening Level 5)</p> <p>Students identify with difficulty the speakers engaged in a conversation. (Listening Level 4)</p>
<p>Reading and Writing</p> <p>5. teach students expressions of quantity.</p>	<p>The teacher may use a written document such as a shopping list, a leaflet advertising various food items, a menu or a recipe. Students can be divided in groups. They read the document and find all the expressions of quantity and then divide them in <i>quantités précises</i> and <i>quantités imprécises</i>. Results are compared and teacher can make sure students understand the difference.</p> <p>The teacher may give students a list of expressions of quantity and a list of food items. Using a dictionary, students will match the two lists. The group which finishes first and has the correct answers wins.</p> <p>Further activities to introduce and reinforce expressions of quantity can be found in these links: http://www.tolearnfrench.com/exercices/exercise-french-2/exercise-</p>	<p>Students can get the gist of a less familiar text. (Reading Level 7)</p> <p>Students show global comprehension. (Reading Level 6)</p> <p>Students will find and understand the main ideas and some details in simple informative materials, find words in a dictionary, menus, short texts of information. (Reading Level 5)</p> <p>Students can read whole words, phrases and simple sentences on food or</p>

	<p>french-3664.php</p> <p>http://www.tolearnfrench.com/exercises/exercise-french-2/exercise-french-6247.php</p> <p>http://www.languagesonline.org.uk/ (choose unit “On fait du shopping”)</p> <p>The teacher can choose a simple recipe and invite students to get the necessary ingredients from home to cook during the French lesson in a food lab. All students will work individually, in pairs or in groups following the method in French.</p> <p>Students can take photos or a video of the different preparation stages and then write some sentences accompanied by photos or a short article narrating their experience. They can create a chart, a PowerPoint presentation, a photo story or a short video.</p>	<p>packaging labels. (Reading Level 4)</p> <p>Students will make use of information and communication technologies for communicative purposes. They can write simple descriptions of a school activity for the school magazine or the school website. (Writing Level 7)</p> <p>Students can write simple sentences using resources to support the construction of new texts. (Writing Level 6)</p> <p>Students will write a few linked sentences on familiar topics using well-rehearsed language. (Writing Level 5)</p> <p>Students can label words and chose the proper words to complete sentences. (Writing Level 4)</p>
<p>Speaking</p> <p>6. enable students to shop for food in a French speaking country</p>	<p>The teacher can revise and introduce new vocabulary related to food and drinks through association exercises and games. The teacher can give a dictation to evaluate whether students have learned the vocabulary. Links such as these can help to revise:</p> <p>Names of food and drinks: http://www.edu365.cat/eso/muds/frances/boire_manger/index2.htm</p> <p>Exercises with names and things: http://w3.restena.lu/amifra/exos/voc/alim1.htm</p> <p>The teacher can simulate a real situation through a <i>jeu de rôle</i>. Students are asked to get some food tins or packets; vegetables or fruit from home and to know each item’s name in French. Students are to work in pairs, one being the client and the other being the shop vendor. Together they work</p>	<p>Students will imitate, sustain and close in a simple way basic but more extended communicative tasks. (Speaking Level 7)</p> <p>Students will take part in brief prepared speech tasks. (Speaking Level 6)</p> <p>Students will employ set phrases to ask and answer simple questions and respond to simple statements in areas of immediate need. (Speaking Level 5)</p> <p>Students interact in a simple way, responding in single words or short</p>

	<p>out a conversation to buy two or three food items.</p> <p>A harder alternative is to divide the students in two categories: a group of clients and a group of shop vendors. All the items previously used are stacked on the teacher's desk converted into the shop's shelves. Names are called out from a ballot and new pairs are formed. The conversation is spontaneous. A good idea to help students in difficulty is to have a third group of students called advisors (chosen by the teacher) whose role is suggesting words or expressions during the <i>jeu de rôle</i> if and when asked by the other students.</p>	<p>phrases to what is said or asked of them. (Speaking Level 4)</p>
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Subject: FRENCH

Form 2

Unit code and title: FRE 8.10 MONEY MATTERS

Strands: Speaking and Writing

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives

The teacher will:

1. help students discover the region of *Rhône-Alpes* and the different aspects of life in this region. (Speaking, Writing)
2. help students learn new vocabulary related to money, and express themselves about money, how they earn and spend their pocket money. (Speaking, Writing)
3. help students understand the different usage of *Si / Oui / Non* and how to use them in the appropriate context. (Speaking, Writing)
4. teach students the 2nd group verbs such as *finir* in the Present tense, their meaning and use in both their written and spoken form. (Speaking, Writing)
5. show students how to compare persons or things through the use of *plus/moins/aussi...que* + an adjective. (Speaking, Writing)
6. help students learn how to use *Si* to express a condition. (Speaking, Writing)

Key Words	Points to Note	Resources
<p><i>L'argent : des euros, l'argent de poche, combien?, gagner, donner, dépenser, économiser, acheter, un CD, une console, du maquillage, des magazines...</i></p> <p><i>Les petits boulots / Les tâches ménagères : faire la vaisselle, ranger la chambre, faire des courses, mettre la table...</i></p> <p><i>La Comparaison : plus...que, moins...que, aussi...que</i></p>	<p>In this unit, the teacher will introduce the topic of money to students. The use of ICT (PowerPoint presentations, videos and online exercises) facilitates learning, helping students assimilate as much vocabulary as possible so they engage in role plays and discussions about pocket money. Students will discover a new French region, and how to justify their opinion regarding their likes and dislikes. Pair work or group work involving graded exercises will create an atmosphere of teamwork and group effort between students of different abilities. Cross-curricular aspects include manipulating numbers, decision making on problems involving real life situations about money: appreciating the value of money, budgeting, managing and making effective use of one's pocket money, being responsible for one's income using it wisely.</p>	<p>Internet, Power Points, Laptop, Projector. Interactive whiteboard, Worksheets</p> <p><u>Culture</u> http://www.youtube.com/watch?v=HgyXql3pIBU&feature=related http://www.youtube.com/watch?v=6QTd86X1H7Q&feature=related</p> <p><u>Grammar</u> http://www.estudiodefrances.com/presentfinir.html http://www.lepointdufle.net/comparaison.htm http://www.youtube.com/watch?v=TLwK4NrINFE</p>

Teaching Objective	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>Speaking and Writing</p> <p>1. help students discover the region of Rhône-Alpes, show students how people in Rhône-Alpes live, different aspects of life in this region.</p>	<p>A short video clip or a PowerPoint about this region can be used as a starting point for the lesson. Alternatively, students can be asked beforehand to do some research and to look up information and pictures about the region.</p> <p>http://www.youtube.com/watch?v=kYtXX5-6vQg http://www.youtube.com/watch?v=HgyXql3plBU&feature=related http://www.youtube.com/watch?v=05peg3qunTI http://www.youtube.com/watch?v=6QTd86X1H7Q&feature=related</p> <p>After the videos/PowerPoint, students can be asked a few questions so as to see the common features which emerge about the region (mainly the rivers, nature, mountains, notably <i>Mont Blanc</i> ...)</p> <p>Students may be divided into groups. Each group will be asked to work on a particular characteristic of the region for example:</p> <ul style="list-style-type: none"> - important cities (e.g. <i>Lyon, Grenoble</i>) - rivers & lakes (e.g. <i>le Rhône, la Saône, le lac du Bourget, le lac d'Annecy, le lac Léman</i>) - mountains (e.g. <i>les Alpes ; le Mont Blanc</i>) - specialities/food (e.g. cheeses, wines) - nature & sports (e.g. <i>stations de ski</i>, mountain sports, hiking, biking, <i>randonnées</i>...) - famous people (e.g. <i>Stendahl, St-Exupéry, Les frères Lumière</i>...) <p>Students can carry out research on their own at home. Some recommended sites are:</p> <p>http://en.rhonealpes-tourisme.com/ http://www.rhone-alpes-tourisme.com/ http://www.holiday-gites.com/Rhone_Alpes_Tourist_Information.html http://about-france.com/regions/rhone-alpes.htm</p> <p>Students are later encouraged to share their findings with their</p>	<p>Students will be able to locate the most important cities of <i>Rhône-Alpes</i> and give detailed information about the region, presenting it to their class and answering the questions of their classmates. (Speaking Level 7)</p> <p>Students will be able to speak with ease about the region giving fairly detailed information to their peers. (Speaking Level 6)</p> <p>Students will be able to speak and share information about the region by doing a short peer presentation to their group. (Speaking Level 5)</p> <p>Students will be able to locate the region on the map of France and give some general information about the region in Maltese or English. (Speaking Level 4)</p> <p>Students will be able to present information in a structured way, in a project, Power Point presentation etc. (Writing Level 7)</p> <p>Students will be able to write a short paragraph about <i>Rhône-Alpes</i>. (Writing Level 6)</p> <p>Students will be able to write some sentences in Maltese or English about the main aspects of the region. (Writing Level 5)</p> <p>Students will be able to complete a simple</p>

	<p>classmates. This can be done through presentations, class discussions or projects. All this material can, in turn be used during the school open day or in exhibition areas or else, feature on the school website.</p>	<p>fill-in or multiple-choice exercise about the region. (Writing Level 4)</p>
<p>Speaking and Writing</p> <p>2. help students learn new vocabulary related to money, and express themselves about money, how they earn and spend their pocket money.</p>	<p>The teacher introduces the topic by showing students a Power Point about money in general to introduce certain vocabulary related to money (<i>des euros, des centimes, des pièces de monnaie, des billets, c'est combien?, combien ça coûte?... </i>) Graded questions will be asked to the student by the teacher to verify that they have understood. At this point, the teacher can revise certain numbers and ask children what they have noticed about how French prices are written. The teacher can also discuss the euro (e.g. the different French faces of the euro coin - intercultural).</p> <p>Link to the topic: from the concept of “money” the teacher then moves on to “pocket money”. This could also be done with the help of a Power Point. Students will be asked questions about their pocket money: how much pocket money they earn and when (<i>par semaine, par mois etc.</i>), who gives them this money, how they earn it (by helping at home etc.) and what they spend it on (buying things like CDs, games, or else save some of it etc.)</p> <p>Here, the teacher will pass on some vocabulary about household chores (<i>mettre la table, sortir la poubelle, faire du babysitting, faire le lit...</i>) as well as encourage students to express and share their likes/dislikes about particular household tasks.</p> <p>Students are divided into groups according to different abilities and each group is given a text about pocket money with graded questions to answer.</p> <p>After the PowerPoint, students would be able to talk about money, join the sentences they have learnt, write down a short paragraph about their pocket money.</p>	<p>Students will be able to talk in more detail about pocket money and household chores. (Speaking Level 7)</p> <p>Students will be able to participate in a simple role play whereby they talk about pocket money. (Speaking Level 6)</p> <p>Students will be able to answer simple questions about money. (Speaking Level 5)</p> <p>Students will be able to recognize and give the value of different coins and notes, state the price of an item and say how much pocket money they earn. (Speaking Level 4)</p> <p>Students will be able to write a detailed paragraph about their pocket money and what they do to earn it. (Writing Level 7)</p> <p>Students will be able to write a shorter paragraph about their pocket money. (Writing Level 6)</p> <p>Students will be able to write a few sentences about their pocket money. (Writing Level 5)</p> <p>Students will be able to complete some matching / fill in exercises about pocket money. (Writing Level 4)</p>

<p>Speaking and Writing</p> <p>3. help students understand the different usage of <i>Si / Oui / Non</i> and how to use them in the appropriate context.</p>	<p>By now the students will already be familiar with the word <i>Oui</i> and <i>Non</i> and their proper meaning and use.</p> <p>By means of various oral/written examples, the teacher will prompt students to notice the difference between <i>Oui / Si</i>. This can be carried out with the help of an audio or written text.</p> <p>The teacher will encourage students to reflect on the difference of these two words, reaching their own conclusion; using <i>Si</i> to answer a negative question and <i>Oui</i> when responding to a positive question.</p> <p>Use graded oral questions and written exercises to ensure that the students have understood the difference between <i>Oui/Si</i> and how to employ them in the right context.</p> <p>Depending on the ability of the students, teachers can divide the class into groups and give each group a few minutes to allow them to formulate at least 4 or more questions in both the affirmative (<i>Oui</i>) and the negative form (<i>Si</i>) and which they will later ask their classmates.</p>	<p>Students will be able to answer questions with confidence using <i>Oui/Si/Non</i> and also, to ask questions with ease to their classmates in the negative or affirmative. (Speaking Level 7)</p> <p>Students will be able to answer questions using <i>Oui/Si/Non</i> and also, with some thought and planning beforehand, to ask questions to their classmates requiring a negative or affirmative answer. (Speaking Level 6)</p> <p>Students will know how to answer simple questions using <i>Oui/Si/Non</i> correctly. (Speaking Level 5)</p> <p>Students will learn the correct meaning and pronunciation of the words <i>Oui/Si/Non</i>. (Speaking Level 4)</p> <p>Students will be able to complete more complex exercises requiring the use of <i>Oui/Si/Non</i> or to formulate written questions for their classmates. (Writing Level 7)</p> <p>Students will be able, with some planning, to write down questions, requiring either an affirmative or a negative answer, for their classmates. (Writing Level 6)</p> <p>Students will know how to answer simple written questions with the correct use of <i>Oui/Si/Non</i>. (Writing Level 5)</p>
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		Students will be able to write these three words correctly. (Writing Level 4)
<p>Speaking and Writing</p> <p>4. teach students the 2nd group verbs such as <i>finir</i> in the Present tense, their meaning and use in both their written and spoken form.</p>	<p>The teacher encourages students to observe the verb in a table on the whiteboard or the book, drawing their attention to the two basic differences: <i>fini-</i> for the first, second and third person singular and <i>finiss-</i> for the first, second and third person plural. The teacher will point out that this is the model that the students will be using for all the verbs belonging to the second group.</p> <p>Parts of the verb can be deleted and students asked to complete it. Alternatively, flashcards or the YouTube clip listed below can be used. Following this model, the teacher can also guide the students towards other verbs belonging to the same group like for example <i>choisir</i> etc. This can also be shown by means of a PowerPoint presentation.</p> <p>Exercises will then be given to students to verify what they have understood. Different exercises are to be given according to ability e.g. matching / multiple choice / cloze / sentence writing...</p> <p>Online exercises are recommended:</p> <p>http://www.la-conjugaison.fr/exercice/verbe/joue.php</p> <p>http://www.lepointdufle.net/present.htm</p> <p>http://www.laits.utexas.edu/tex/gr/vir1.html</p> <p>http://www.estudiodefrances.com/presentfinir.html</p> <p>As a teaching aid: http://www.youtube.com/watch?v=TLwK4NrINFE</p>	<p>Students will be able to express themselves using other verbs belonging to the same group. (Speaking Level 7)</p> <p>Students will be able to conjugate the verb <i>finir</i> with confidence without the help of a model and be aware of the difference between the written form of the verb and its pronunciation. (Speaking Level 6)</p> <p>Students will be able to pronounce the verb <i>finir</i> without the help of a model. (Speaking Level 5)</p> <p>Students will be able to correctly pronounce the verb <i>finir</i> with the help of the teacher or of a model. (Speaking Level 4)</p> <p>Students will be able to write sentences, conjugating and using correctly other verbs belonging to the 2nd group. (Writing Level 7)</p> <p>Students will be able to conjugate and use the verb <i>finir</i> in simple sentences. (Writing Level 6)</p> <p>Students will be able to conjugate the verb <i>finir</i> with ease without resorting to the help of a model. (Writing Level 5)</p> <p>Students will be able to recognize the verb <i>finir</i>, know its meaning and conjugate it following a model. (Writing Level 4)</p>

<p>Speaking and Writing</p> <p>5. show students how to compare persons or things through the use of <i>plus/moins/aussi...que</i> + an adjective.</p>	<p>The teacher will first introduce the comparative using the words <i>plus</i> and <i>moins</i> whose meaning the students are probably already familiar with. Then one takes some time explaining the concept of <i>aussi...que</i>.</p> <p>The comparative using these three words + an adjective can be passed on to the students with the use of images, a PowerPoint presentation or by comparing two students in class.</p> <p>Once the students have grasped the concept of the comparative and know how to use it, the teacher can introduce the irregular comparative <i>meilleur(e)</i> and <i>mieux</i>.</p> <p>The teacher can divide the students into groups according to ability and ask them to compare two items/persons of their choice like for example why they like a particular actor/singer/player more than another or why they like a particular game, mobile, chocolate etc.</p> <p>At the end of the practice session some students can be invited to share the comparisons they have made with the rest of the class.</p> <p>Below are some online exercises that can help:</p> <p>http://net2.hkbu.edu.hk/~reyjeanl/exercises/comp-1.htm</p> <p>http://www.lepointdufle.net/comparaison.htm</p> <p>Graded exercises will be given to students according to their abilities: fill in, cloze, sentence writing ...</p>	<p>Students will be able to use the comparative to engage in a role play stating their preference. (Speaking Level 7)</p> <p>Students will be able to use confidently <i>plus/moins/aussi...que</i> and the irregular comparative using a variety of adjectives. (Speaking Level 6)</p> <p>Students will be able to use <i>plus/moins/aussi...que</i> to compare two persons/things using a limited amount of adjectives. (Speaking Level 5)</p> <p>Students will know the meaning of <i>plus/moins...que</i> and how to use them to compare two persons/things. (Speaking Level 4)</p> <p>Students will be able to write down a detailed paragraph comparing two or more things. (Writing Level 7)</p> <p>Students will be able to use the regular & irregular comparative to write down some sentences comparing two persons/things. (Writing Level 6)</p> <p>Students will be able to use <i>plus/moins/aussi...que</i> to write down some sentences using a limited amount of adjectives. (Writing Level 5)</p> <p>Students will be able to write some very simple sentences using the comparative <i>plus/moins...que</i> together with some simple adjectives. (Writing Level 4)</p>
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<p>Speaking and Writing</p> <p>6. help students learn how to use <i>Si</i> to express a condition.</p>	<p>The students are already aware of <i>Si</i> being used instead of <i>Oui</i> when responding to a negative question.</p> <p>Here, the teacher helps students to discover another meaning of the word <i>Si</i> in order to express a condition.</p> <p>The teacher can write some phrases on the white board. The students must then sort out the different parts of the sentence. The teacher will guide students to realize that a phrase starting with <i>Si</i> introduces a condition and that the remaining part of the sentence expresses the result: <i>Si tu veux de l'argent, il faut travailler!</i>, <i>Si tu veux manger, tu dois mettre la table!</i>, <i>Si tu veux inviter des copains à la maison, il faut ranger ta chambre!</i></p> <p>The teacher can then point out that this can also be expressed by using <i>Si</i> + imperative: <i>Si tu veux de l'argent, travaille!</i>, <i>Si tu veux manger, mets la table!</i>, <i>Si tu veux inviter des copains à la maison, range ta chambre!</i></p> <p>By means of this lesson the teacher will also be able to revise the vocabulary about house chores covered in the previous lessons.</p> <p>Graded exercises will then be given to students to test their knowledge. According to their ability, some students can be asked to fill in a few missing words in a sentence expressing a condition (e.g. <i>Si tu veux manger, tu mettre la table!</i>), others will be asked to complete the sentence by stipulating the whole condition (e.g. <i>Si tu veux manger,</i>). This will give rise to an interesting variety of sentences in class. Others will have progressed further and are thus asked to write the whole sentence. The correction of these exercises can be further animated by the use of the interactive whiteboard.</p>	<p>Students will be able to actively engage in a role play to express condition using the two forms. (Speaking Level 7)</p> <p>Students will be able to use <i>Si</i> with ease to express a condition using both <i>Si</i> + present tense (<i>il faut/ tu dois...</i>) and <i>Si</i> + present + imperative. (Speaking Level 6)</p> <p>Students will be able to convey very simple sentences using <i>Si</i> to express a condition. (Speaking Level 5)</p> <p>Students will be able to recognize the word <i>Si</i> and its meaning in a spoken sentence. (Speaking Level 4)</p> <p>Students will be able to notice that one can equally express a condition by writing a sentence placing <i>Si</i> in the beginning or in the second part of the phrase: <i>Tu gagnes de l'argent si tu travailles.</i> (Writing Level 7)</p> <p>Students will be able to write down sentences using <i>Si</i> with ease in both forms (<i>Si</i> + present tense & <i>Si</i> + present + imperative). (Writing Level 6)</p> <p>Students will be able to write a few simple sentences using <i>Si</i> to express a condition. (Writing Level 5)</p> <p>Students will be able to grasp the meaning of <i>Si</i> and why or when it is used in written sentences. (Writing Level 4)</p>
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Subject: FRENCH

Form 2

Unit code and title: FRE 8.11 DO IT CAREFULLY

Strands: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives

The teacher will:

12. enable students to become acquainted with the region of the *Midi-Pyrénées*. (Speaking)
2. introduce the students to the conjugation and use of the verbs *mettre, permettre...* in the present tense. (Speaking)
3. help students revise and consolidate their ability to conjugate and use the imperative. (Listening and Speaking)
4. enable students to familiarise themselves with the conjugation of the *passé composé* (verbs that take *avoir* as auxiliary) and its use for a past action. (Listening, Speaking, Reading and Writing)

Key Words	Points to Note	Resources
<p>Passé composé : hier, hier matin, hier soir, la semaine dernière, le week-end dernier...</p> <p>La nourriture – les ingrédients pour faire la crêpe – de la farine, du beurre, de l’eau...</p> <p>Les prépositions – sur, dans...</p> <p>Les parties du corps – la tête, les pieds...</p>	<p>In this unit, the teacher will revise the verbs <i>mettre, permettre...</i> in the present tense and the imperative form. The teacher will also introduce the <i>passé composé</i> with <i>avoir</i> as auxiliary. All four strands should be given equal importance. It is recommended that the teacher uses various media such as the interactive whiteboard, online activities and audio (native speakers) in order to motivate the students and enhance their learning experience. The teacher should challenge each student’s potential as much as possible and further develop skills of autonomous learning. The students will also be given the opportunity to develop their observation and thinking skills through various activities such as group work. In this manner they also become active rather than passive learners. All tasks assigned to the students will be prepared in order to cater for the different abilities of the students.</p>	<p>Laptop, IWB, PPTs, CD player and audio CD, large map of France and worksheets.</p> <p>Culture http://www.midipyrenees.fr/ http://about-france.com/regions/midi-pyrenees.htm http://www.toulouse.fr/accueil</p> <p>Grammar http://www.youtube.com/watch?v=_9qk6uonKNE http://www.lepointdufle.net/p/imperatif.htm http://www.youtube.com/watch?v=knKaDEntn28 http://www.tapis.com.au/studentbook2/Unit4/u04_maniere_a01.html http://go.hrw.com/activities/frameset.html?main=1661.html http://www.laits.utexas.edu/jnl/passe_compose/passecompose1_exercise.html</p>

Teaching Objective	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>Speaking</p> <p>1. enable students to become acquainted with the region of <i>Midi-Pyrénées</i>.</p>	<p>The teacher starts by introducing the region of <i>Midi-Pyrénées</i> and locating it on the map of France. If a student has already visited the region, he/she can be given the opportunity to share his/her experiences with the other classmates. Subsequently the teacher will show students a short video-clip or PowerPoint about this region. The following link can be used:</p> <p>http://www.youtube.com/watch?v=w-alvCEVAZk</p> <p>Then students are divided into mixed ability groups. Each group is assigned a specific topic, for example: <i>les spécialités de la région, la capitale régionale, les attractions principales de la région, les paysages ...</i> Each group is given a number of sites that can be surfed in order to gather information and pictures. Each group can then share its findings with the rest of the class through PowerPoints, charts or pictures.</p> <p>http://www.midipyrenees.fr/ http://www.youtube.com/watch?v=4BpIQGfmzAs&feature=endscreen&NR=1 http://about-france.com/regions/midi-pyrenees.htm http://www.francekeys.com/english/regions/midi_pyrenees.shtml http://www.cityzeum.com/specialites-culinaires-gastronomie/midi-pyrenees http://www.toulouse.fr/accueil http://fr.wikipedia.org/wiki/Toulouse http://www.youtube.com/watch?v=mu1Lb-EAys8 http://www.youtube.com/watch?v=ensFpjFh-Bc http://www.youtube.com/watch?v=s3HCue9GFjc</p> <p>The students' work may also be displayed during a school assembly, a school event or on the school website. As a follow-up, each student is invited to write a few sentences about this region. The sentences can be written in French, English or Maltese and they should summarize the various aspects of life in <i>Midi-Pyrénées</i>.</p>	<p>Students will be able to present a PowerPoint and speak about this region. (Speaking Level 7)</p> <p>Students will be able to present certain aspects of the region through a simple PowerPoint. (Speaking Level 6)</p> <p>Students will be able to present a particular aspect of this region through a chart. (Speaking Level 5)</p> <p>Students will be able to locate and name a few aspects of the region through pictures. (Speaking Level 4)</p>

<p>Listening</p> <p>3. help students revise and consolidate their ability to conjugate and use the imperative.</p>	<p>The teacher can start by showing the students the recipe for making crêpes. On the interactive board the teacher projects the jumbled up instructions of the recipe. The students are asked to put the instructions of the recipe in order and then match each instruction with the correct picture. If the interactive whiteboard is not available, flashcards and pictures can be used. Once the recipe is completed, the teacher encourages the students to analyse the verbs used in the recipe. All the verbs should be conjugated in the imperative form. The teacher can use a PowerPoint presentation or the following links to revise the imperative form.</p> <p>http://www.youtube.com/watch?v=_9qk6uonKNE http://www.youtube.com/watch?v=8zVUMw_9bus</p> <p>The teacher can verify that the students have understood how to conjugate the imperative form by working out some exercises such as the following: http://www.lepointdufle.net/p/imperatif.htm http://www.francaisfacile.com/cgi2/myexam/liaison.php?liaison=imperatif</p> <p>Game: <i>Faire de la gymnastique</i> After a quick revision of the parts of the body, the teacher gives orders to the students such as <i>levez-vous, tournez la tête à gauche, rentrez le ventre, touchez vos pieds avec vos mains, levez les bras ...</i></p> <p>At this point the students can also listen to a dialogue or a song (such as the song <i>Fais pas ci, fais pas ça de Jacques Dutronc</i>) where the imperative form is used. Different exercises such as the completion of a text with the conjugation of the imperative can be given to the students. The exercises should cater for students with different abilities.</p>	<p>Students will be able to identify and distinguish between an order or a phrase in the imperative form used in different contexts. (Listening Level 7)</p> <p>Students will be able to understand a simple order or a phrase in the imperative form. (Listening Level 6)</p> <p>Students will need some repetition so as to understand an order in the imperative form. (Listening Level 5)</p> <p>Students will need more repetition, prompting, body language and gestures in order to be able to understand an order in the imperative form. (Listening Level 4)</p>
<p>Speaking</p> <p>2. introduce the students to the conjugation and use of the verbs <i>mettre, permettre</i> ... in the present tense.</p>	<p>The teacher presents a short text to the students encouraging them to read it carefully and highlight all the sentences where the verb <i>mettre</i> is used. These sentences will help the students to come up with the conjugation of the verb <i>mettre</i> in the present tense. The teacher will familiarise the students with the conjugation of this verb through a PowerPoint or a video clip such as the following:</p> <p>http://www.youtube.com/watch?v=knKaDEntn28</p>	<p>Students will be able to distinguish between using verbs in the present tense and their use in the imperative form. (Speaking Level 7)</p> <p>Students will be able to use their knowledge of the verbs in the imperative</p>

<p>3. help students revise and consolidate their ability to conjugate and use the imperative.</p>	<p>The teacher puts into groups students of different abilities and assigns a verb such as <i>permettre</i>, <i>remettre</i> ... to each group. Following the model of the verb <i>mettre</i> the group will conjugate the verb given, in the present tense. A student from each group is asked to conjugate the verb given in the present tense on the interactive whiteboard. This activity can also be done using flashcards. Once the teacher is sure that the students know how to conjugate these verbs, he/she can introduce the imperative form of the same verbs. A quick revision of the imperative might be necessary.</p> <p>Group work game: The class is divided into groups of mixed abilities. Team A gives an order to Team B by using the verb <i>mettre</i>, for example: <i>Mettez vos mains sur la table</i> or <i>Mets le livre de français sur ta tête</i>, <i>Mettez-vous à côté du tableau...</i> The order can be given to the whole team or to a selected student within the team. A point is assigned to the team that gives out the order in correct French and another point is allotted to the team that carries out the order correctly. Students can then be given an exercise from their workbook to practise the conjugation of the imperative of the verbs <i>mettre</i>, <i>permettre</i>...</p>	<p>form to give out simple orders. (Speaking Level 6)</p> <p>Students will be able to use the verb <i>mettre</i> in the imperative form to give out orders with the help of some key words. (Speaking Level 5)</p> <p>Students will use body language, gestures, constant support and key words in order to be able to give out simple orders. (Speaking Level 4)</p>
<p>Reading</p> <p>4. enable students to familiarise themselves with the conjugation of the <i>passé composé</i> (verbs that take <i>avoir</i> as auxiliary).</p>	<p>The students could be presented with a simple text in the present tense. After careful analysis of the content, the students are given the same text in the past tense. Students are encouraged to read the second text carefully and underlined the verbs in order to highlight the differences between the two tenses.</p> <p>The teacher can test the students' recognition of the <i>passé composé</i> with an activity using the interactive whiteboard. The students are shown various sentences, some in the present tense and others in the past tense. In turn the students will come out and drag a sentence under the right column choosing between the present tense and the <i>passé composé</i>.</p> <p>Then the teacher introduces the <i>passé composé</i> (only the regular verbs that take <i>avoir</i> as auxiliary). The teacher explains this tense in detail and presents the students with several examples. In order to consolidate this grammar point the teacher can propose the following online activities or other similar activities.</p> <p>http://www.tapis.com.au/studentbook2/Unit4/u04_maniere_a01.html</p> <p>http://go.hrw.com/activities/frameset.html?main=1661.html</p>	<p>Students will recognise the <i>passé composé</i>, understand its formation and be able to distinguish its use from other tenses. (Reading Level 7)</p> <p>Students will recognise the <i>passé composé</i> and start familiarising with its formation. (Reading Level 6)</p> <p>Students will start familiarising themselves with the <i>passé composé</i>. (Reading Level 5)</p> <p>Students will recognise the <i>passé composé</i> from the present tense. (Reading Level 4)</p>

<p>Speaking</p> <p>4. enable students to familiarise themselves with the conjugation of the <i>passé composé</i> (verbs that take <i>avoir</i> as auxiliary), and its use for a past action.</p>	<p>Group work activity: To further reinforce the conjugation of the <i>-er</i>, <i>-ir</i> and <i>-re</i> regular verbs in the <i>passé composé</i>. Divide the students in three groups. The first group is asked to work on the verb <i>jouer</i>, the second group on the verb <i>finir</i> and the third group on the verb <i>vendre</i>. Each group has to match the subject pronoun with the conjugated verb in the <i>passé composé</i>. The following sites can be used: http://atschool.eduweb.co.uk/rgshiwyc/school/curric/French/Year8Revision/Yr8_Begin_Perfect_Tense/Index.htm http://atschool.eduweb.co.uk/rgshiwyc/school/curric/French/Year8Revision/Yr8_Begin_Perfect_Tense/Begin_Perfect_Crossword.htm</p> <p>Role Play: <i>Qu'est-ce que Paul a fait?</i> The students have to be in pairs. Student A is given Paul's Week Schedule A and student B is given Paul's Week Schedule B. Each schedule is not complete and the students need each other's information to complete the schedule. Thus student A has to ask questions to student B to retrieve information and vice versa, using the <i>passé composé</i>. <i>Example - Student A : Qu'est-ce que Paul a fait mardi matin?</i> <i>Student B: Il a travaillé à la bibliothèque.</i> Exercises from the following website can be given for consolidation: http://www.ortholud.com/exercices_au_passe_compose.html</p>	<p>Students will express themselves orally in the <i>passé composé</i> with more fluency and easiness. (Speaking Level 7)</p> <p>Students will use their knowledge of the <i>passé composé</i> to form simple sentences. (Speaking Level 6)</p> <p>Students will need some help and support to be able to form simple sentences in the <i>passé composé</i>. (Speaking Level 5)</p> <p>Students will be able to formulate the <i>passé composé</i> in its basic form through repetition and drilling. (Speaking Level 4)</p>
<p>Writing</p> <p>4. enable students to familiarise themselves with the conjugation of the <i>passé composé</i> (verbs that take <i>avoir</i> as auxiliary), and its use for a past action.</p>	<p>The teacher presents students with a short text or story using the <i>passé composé</i> in both the affirmative and negative forms. After reading the text carefully, the students are asked to underline all the verbs in the <i>passé composé</i>. Subsequently the students are encouraged to come to the board and write down all the sentences under the right category: affirmative sentences or negative sentences. The sentences in the negative form are analysed.</p> <p>Game: The teacher could continue with the following group work activity. Students of mixed ability are grouped together. Each group is given four sets of flashcards, each containing a verb in the <i>passé composé</i> and the other words that form a sentence. Students are asked to put the words in the correct order. All the sentences have to be in the negative. The group that finishes the task first, will win the game. All the sentences are analysed and discussed. The use of the negative is highlighted.</p>	<p>Students will form complex sentences using the <i>passé composé</i>. (Writing Level 7)</p> <p>Students will be able to write good sentences using the <i>passé composé</i>. (Writing Level 6)</p> <p>Students will be able to write simple sentences in the <i>passé composé</i> with the help of some key words. (Writing Level 5)</p> <p>Students will be able to write simple</p>

	<p>The teacher can then show the students a video-clip such as the following (without the audio): http://www.youtube.com/watch?v=9_FpZxao-Ng</p> <p>In pairs, the students will follow closely the short clip and write down some of the actions they notice – the actions have to be written in the <i>passé composé</i>. The short clip shows an acted out version of the poem <i>Déjeuner du matin</i> by Jacques Prévert. Example: <i>Il a bu le café...</i> Each pair of students will report back what they have written. Next the teacher will give the students' the poem to be discussed and the verbs analysed. Finally the students can watch the clip again and listen to the poem being read out. For homework, the students can be asked to change all the <i>passé composé</i> sentences in the poem to the negative form.</p>	<p>sentences using the <i>passé composé</i> with the help of a writing frame. (Writing Level 4)</p>
<p>Speaking</p> <p>4. enable students to familiarise themselves with the conjugation of the <i>passé composé</i> (verbs that take <i>avoir</i> as auxiliary), and its use for a past action.</p>	<p>The students are given a number of exercises which will reinforce the conjugation of the <i>passé composé</i>. In pairs, they will conjugate the verb according to the indicated pronoun.</p> <p>http://www.laits.utexas.edu/jnl/passe_compose/passecompose1_exercise.html; http://atschool.eduweb.co.uk/rgshiwyc/school/curric/French/PerfectTense/Perfect1.htm; http://atschool.eduweb.co.uk/rgshiwyc/school/curric/French/Year8Revision/Yr8_Begin_Perfect_Tense/Begin_Perfect_Tense_4.htm;</p> <p>Then the teacher can carry out an activity with groups of different abilities, such as the following. The teacher will find a short scene from a film and projects the clip. Each group will watch the scene closely and observe all the actions that take place. The scene can be shown without the audio. After watching the scene twice, each group is asked to try to relate the scene with as much detail as possible. The correct use of the <i>passé composé</i> is fundamental.</p>	<p>Students will be able to express themselves in detail using the <i>passé composé</i>. (Speaking Level 7)</p> <p>Students will be able to give a good description using the <i>passé composé</i>. (Speaking Level 6)</p> <p>Students will be able to say short sentences and use simple phrases in the <i>passé composé</i>. (Speaking Level 5)</p> <p>Students will be able to say simple short statements in the <i>passé composé</i> with the help of some key words. (Speaking Level 4)</p>
<p>Listening and Writing</p> <p>4. enable students to familiarise themselves with the conjugation of the <i>passé composé</i> (verbs that take <i>avoir</i> as auxiliary), and its use for a</p>	<p>The teacher could start off by showing the students a picture of two girls talking. Students are encouraged to describe the picture and try to figure out the situation which is depicted in the picture.</p> <p>At this point the students can read out a dialogue that corresponds to the picture. An audio of such a dialogue can be found in the following site:</p>	<p>Students will have a good grasp of the dialogue. (Listening Level 7)</p> <p>Students will understand the main message of the dialogue. (Listening Level 6)</p> <p>Students will understand better the main</p>

<p>past action.</p>	<p>http://www.tapis.com.au/studentbook2/Unit5/u05_situation_a01.html</p> <p>Various exercises can be assigned to the students to test their comprehension. The use of the <i>passé composé</i> in a specific context should be highlighted. Some students will be able to work some exercises, while other students will be able to work other exercises.</p> <p>At this point the students should be more familiar with the theme: <i>Le weekend</i> thus the following online exercise can be given. This exercise requires the students to conjugate the verb in the <i>passé composé</i>. Each sentence depicts an action that took place in the previous weekend:</p> <p>http://atschool.eduweb.co.uk/rgshiwyc/school/curric/French/Year8Revision/Yr8_Begin_Perfect_Tense/Begin_Perfect_Tense_3.htm</p> <p>To further emphasize the practice and use of the <i>passé composé</i>, the teacher could ask the students to do the following individual writing task:</p> <p><i>Envoyez un mél à votre meilleur(e) ami(e) et racontez-lui ce que vous avez fait hier (25 /30 mots)</i></p>	<p>message of the dialogue with some repetition. (Listening Level 5)</p> <p>Students will understand the main message of the dialogue constant support and repetition. (Listening Level 4)</p> <p>Students will write complex sentences whilst maintaining a good sentence structure and use correctly the <i>passé composé</i> .(Writing Level 7)</p> <p>Students will be able to apply appropriately the use of the <i>passé composé</i> to write sentences in the past. (Writing Level 6)</p> <p>Students will complete simple sentences using the <i>passé compose</i> correctly. (Writing Level 5)</p> <p>Students will follow a model to write simple sentences in the past. (Writing Level 4)</p>
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Subject: FRENCH

Form 2

Unit code and title: FRE 8.12 LOOKING BACK

Strands: Listening, Speaking, Reading and Writing

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives

The teacher will:

1. help students revise and consolidate their knowledge of culture topics learnt throughout the year. (Speaking, Writing)
2. enable students to recognise COD (*le, la, les, l'*) pronouns and their position in different sentences. (Reading)
3. enable students to use COD pronouns in oral and written situations. (Speaking, Writing)
4. help students revise and consolidate the vocabulary and grammar they have acquired throughout the year. (Listening, Speaking, Reading, Writing)

Key Words	Points to Note	Resources
<p><i>Mettre, placer, ajouter, aider, couper ... and other 'ER' verbs</i></p> <p><i>La nourriture: frites, pain chocolat, fruits, poisson, lait ... etc.</i></p> <p>Revision of vocabulary related to previous units, especially units 7-11 : verbs, directions, quantities, question words ... etc.</p>	<p>In this last unit the teacher will introduce the position of the COD in different sentences. Students will learn how to recognise and use the COD in both written and oral work. Different types of exercises, both oral and written, and the use of ICT in such exercises, will help students in recognising, using and reinforcing their good use of the COD in different situations. Such exercises should incorporate all the 4 strands of learning and should be graded, so as to create situations where students move from the known to the unknown and where all students can experience improvement. Pair work and group work will also help to support peer learning/teaching.</p> <p>In this last unit, teachers are also expected to provide 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. This revision can also be carried out through the use of ICT, individual work and group/pair work. Here, teachers can also make use of previous past papers, thus presenting students with a specimen example of their exam paper. In this way students can practice the skills that they need during exam situations.</p>	<p><i>Oh là là ! Book 2; Le Kiosque Book 2</i> CD player & audio CD, laptop, PowerPoints, IWB, projector, flip posters, past exam papers.</p> <p><u>Vocabulary and Grammar:</u> http://www.laits.utexas.edu/fi/html/toc/map.html <u>COD:</u>http://www.laits.utexas.edu/tex/gr/pro5.html <u>Quantités:</u>http://www.laits.utexas.edu/te/x/gr/det8.html <u>Article Partitif et Nourriture:</u> http://www.laits.utexas.edu/tex/gr/det5.html <u>Francophonie:</u> http://lepointdufle.net/civilisation.htm <u>Lorraine:</u>http://www.lorraine.fr/cms/ren der/live/fr/sites/www/accueil/ <u>Médias:</u>http://majormedia.osu.edu/majormedia2005/media/index.htm</p>

Teaching Objective	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>Reading</p> <p>2. enable students to recognise <i>COD</i> pronouns (<i>le, la, les, l'</i>) and their position in different sentences.</p>	<p>The teacher revises the <i>COD</i> (<i>le, la, les, l'</i>) through interactive whiteboard activities and written exercises that are graded, presenting also the different positions of the <i>COD</i> in different sentences.</p> <p>Students can be asked to recognise and underline the <i>COD</i> from read sentences in a paragraph.</p> <p>Students can be asked to indicate which words the <i>COD</i> is replacing.</p> <p>The teacher guides students through graded questions to find the position of <i>COD</i> in different sentences and to establish how and why this position changes (followed by infinitive and imperative verbs,</p> <p>eg. <i>Ouvrez-la ! Vous devez la montrer au public.</i></p> <p>http://www.laits.utexas.edu/tex/gr/pro5.html</p>	<p>Students will be able to recognise <i>COD</i> through reading and listening, to identify its position and the words it is replacing even in more demanding texts (Reading Level 7)</p> <p>Students will be able to recognise <i>COD</i> and its position through clear short sentences (Reading Level 6)</p> <p>Students will be able to identify the <i>COD</i> and deduce its meaning in a read sentence (Reading Level 5)</p> <p>Students will be able to point out the gender and number of <i>COD</i> in its correct form (Reading Level 4)</p>
<p>Speaking</p> <p>3. enable students to use <i>COD</i> pronouns in oral situations.</p>	<p>The teacher presents easy and authentic situations to help students create sentences in which they use the <i>COD</i> through question-answer technique. Students of different abilities can be paired up and given time to prepare a short role-play about a given picture using <i>COD</i>. In this way, students are given the opportunity to use <i>COD</i> in oral work.</p> <p>The teacher revises the Imperative + <i>COD</i> by giving simple orders that the students carry out in class (eg. <i>Mets-le (le livre) sous la table!</i>) Students can be asked to give out simple orders to their fellow students. The teacher uses the support of pictures where necessary</p>	<p>Students will be able to carry out a role-play giving orders and expressing their own ideas using the <i>COD</i>. (Speaking Level 7)</p> <p>Students will be able to take part in a dialogue using the <i>COD</i>. (Speaking Level 6)</p> <p>Students will be able to take part in a guided dialogue asking questions and giving direct information using the <i>COD</i>. (Speaking Level 5)</p> <p>Students will be able to respond in simple sentences using the <i>COD</i>. (Speaking Level 4)</p>

<p>Writing</p> <p>3. enable students to use <i>COD</i> pronouns in written situations.</p>	<p>The teacher presents written texts or written exercises on the interactive whiteboard, where students practise using the COD in a written format. The teacher starts with very simple exercises such as underlining the correct COD (masculine, feminine, plural etc). Another exercise could be indicating which words the COD is replacing. Through the use of dialogues, texts or recipes and according to students' abilities, the teacher gives an exercise in which they have to decide where and which COD needs to be used. Finally the teacher divides the class into groups of mixed abilities and students write a short paragraph / sentences / sms using the COD correctly.</p>	<p>Students will be able to write a paragraph using the <i>COD</i> correctly. (Writing Level 7)</p> <p>Students will be able to write short sentences using the <i>COD</i> correctly. (Writing Level 6)</p> <p>Students will be able to indicate which words the <i>COD</i> is replacing in a sentence. (Writing Level 5)</p> <p>Students will be able to recognize the <i>COD</i> and underline it in a sentence. (Writing Level 4)</p>
<p>Speaking</p> <p>4. help students to revise and consolidate the vocabulary and grammar they have acquired throughout the year</p>	<p>Through a variety of pictures, the teacher helps students revise the vocabulary they have learnt so far, especially in units 7-11. Topics may include <i>les directions, la nourriture</i>, etc. Through these oral exercises the teacher can revise sentence structure and also grammar done throughout all the units, especially units 7 – 11. Teacher revises verbs such as <i>aller à/ venir de, les verbes pronominaux, l'obligation, les articles contractés, les prépositions de lieu, les quantités ... etc.</i></p> <p>The teacher can start with question-answer technique to get students to practise and speak. According to ability, students are encouraged to formulate questions, present the picture and say short sentences or words about it.</p>	<p>Students will be able to speak independently about a picture and using a range of vocabulary and correct structures. (Speaking Level 7)</p> <p>Students will be able to describe a picture and comment about it. (Speaking Level 6)</p> <p>Students will be able to answer questions about a picture using simple sentences. (Speaking Level 5)</p> <p>Students will be able to answer questions orally about a picture using simple words. (Speaking Level 4)</p>
<p>Speaking</p> <p>4. help students revise and consolidate the vocabulary and grammar they have acquired throughout the year.</p>	<p>The teacher pairs off students to produce a role-play. The teacher has now revised most of the vocabulary and grammar done so the teacher can lead them to create a dialogue about topics done in Units 7-11 (and also in Units 1-6). This can be done in pairs/groups depending on the students' abilities. The teacher will expect different outcomes from different students, but all</p>	<p>Students will be able to create short dialogues about past and present events happening in a familiar context. (Speaking Level 7)</p> <p>Students will be able to engage in simple structured dialogues using the grammar</p>

	students will have the possibility to practice and consolidate orally what they have learnt.	<p>and vocabulary they learnt so far. (Speaking Level 6)</p> <p>Students will be able to engage in a direct exchange of information on familiar topics using revised sentences. (Speaking Level 5)</p> <p>Students will be able to respond with short simple sentences to what is said or asked of them. (Speaking Level 4)</p>
<p>Listening</p> <p>4. help students to revise and consolidate the vocabulary and grammar they have acquired throughout the year.</p>	<p>Listening Comprehension: The teacher provides CD/online recordings or reads out various texts on the topics covered in all the Units, especially those in Units 7-11. Different types of exercises have to be provided so that all students can perform at the best of their abilities. Such exercises can include: multiple choice, true/false, continuation of sentences and open ended questions. Teachers can also consult/use several exercises from past exam papers.</p>	<p>Students will be able to understand unknown vocabulary from the context giving reasons for their answers. (Listening Level 7)</p> <p>Students will be able to answer simple open-ended questions showing that they have understood of text they heard. (Listening Level 6)</p> <p>Students will be able to answer simple multiple choice questions, showing that they have understood the text they heard. (Listening Level 5)</p> <p>Students will be able to answer simple true/false questions, showing that they have understood the text they heard. (Listening Level 4)</p>
<p>Writing</p> <p>4. help students to revise and consolidate the vocabulary and grammar they have acquired throughout the year.</p>	<p>Dictation: This is another exercise that teachers can do, so that students practice and consolidate their writing skills. Students will listen to texts on CD or read out by the teacher as is usually done during exams. Students will first listen to the whole text, and then this is repeated section by section, while giving students time to write what they hear. Students will thus be</p>	<p>Students will be able to write longer texts containing varied vocabulary correctly. (Writing Level 7)</p> <p>Students will be able to write simple sentences correctly. (Writing Level 6)</p>

	<p>able to make the association between sounds and written words.</p> <p>The teacher has to make sure that such dictated texts contain a wide range of vocabulary and grammar points that were covered throughout all the units, especially unit 7-11.</p>	<p>Students will be able to write out correctly simple dictated vocabulary and verbs, with mistakes occurring in tenses. (Writing Level 5)</p> <p>Students will be able to write a few familiar words correctly. (Writing Level 4)</p>
<p>Reading</p> <p>4. help students to revise and consolidate the vocabulary and grammar they have acquired throughout the year.</p>	<p>Reading Comprehension: The teacher presents the students with different texts covering a vast range of topics and grammar points (consult previous units). It is best to present these texts in different formats so that students will be exposed to different experiences. The teacher will also give students different graded exercises that cater for all the different students' abilities. All students should be able to read and have a general understanding of the text and to complete correctly some/all of the given exercises. Texts from past papers can also be consulted and adapted to students' needs.</p>	<p>Students will be able to understand short texts even in the past tense, deducing the meaning from the context. (Reading Level 7)</p> <p>Students will show that they have understood the text they have read by answering simple open-ended questions. (Reading Level 6)</p> <p>Students will be able to match words from the passage to their meaning, showing they have understood the text they read. (Reading Level 5)</p> <p>Students will show that they have understood the text they have read by matching words to pictures. (Reading Level 4)</p>
<p>Writing</p> <p>4. help students to revise and consolidate the vocabulary and grammar they have acquired throughout the year.</p>	<p>Message/Composition: The teacher presents the students with situations done throughout the year and asks them to write short simple texts using the vocabulary and grammar covered so far. These can include sms, e-mails, letters, articles ... etc. Before giving the written exercises, the teacher has to guide the students how to formulate their ideas and plan their work accordingly.</p>	<p>Students will be able to write simple descriptions and paragraphs and present and past events, where meaning is clear although with some errors. (Writing Level 7)</p> <p>Students will be able to write informal letters and e-mails through simple sentence structure. (Writing Level 6)</p>

		<p>Students will be able to write short texts, such as e-mails, on familiar topics. (Writing Level 5)</p> <p>Students will be able to fill in simple forms with basic information following a model. (Writing Level 4)</p>
<p>Speaking and Writing</p> <p>1. help students to revise and consolidate their knowledge of culture topics learnt throughout the year.</p>	<p>Culture and Civilisation: The teacher will show students DVD or PowerPoints related to the topics covered in units 7-11. The teacher can also revise topics covered in previous units (1-6). The teacher will present different oral and written activities that are graded so as to meet the various needs of the students and to verify their understanding of all topics covered. These activities can be in the form of matching games, online quizzes, crosswords, presentations, group work, memory games, oral descriptions, written work ...etc.</p>	<p>Students will be able to present a PowerPoint about a cultural themes covered this year. (Speaking Level 7)</p> <p>Students will be able to answer most of the questions of a quiz related to cultural themes covered this year. (Speaking Level 6)</p> <p>Students will be able to say some sentences about a region studied this year. (Speaking Level 5)</p> <p>Students will be able to locate on a map the regions they know. (Speaking Level 4)</p> <p>Students will be able to write a short paragraph about any topic done throughout the year. (Writing Level 7)</p> <p>Students will be able to produce written work about familiar cultural themes covered. (Writing Level 6)</p> <p>Students will be able to pick out key information and answer questions about familiar topics. (Writing Level 5)</p> <p>Students will be able to give one word answers to simple questions about the topics covered this year. (Writing Level 4)</p>

