French as a Foreign Language Curriculum Units
with examples of teaching activities
Form 1

Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
Malta 2012
French Curriculum
FRENCH CURRICULUM UNITS – FORM 1

FRE 7.1 START!
FRE 7.2 MY SCHOOL MATES
FRE 7.3 ALL ABOUT MYSELF
FRE 7.4 MY CLOTHES, LIKES AND DISLIKES
FRE 7.5 LIFE AT SCHOOL
FRE 7.6 CONSOLIDATION AND REVISION
FRE 7.7 MY FAMILY
FRE 7.8 TIME AND DATE
FRE 7.9 WHERE AM I?
FRE 7.10 DISCOVER PARIS
FRE 7.11 WHERE IS IT?
FRE 7.12 LET’S REVISE AGAIN
Subject: FRENCH  
Unit code and title: FRE 7.1 START!  
Strand: Listening, Speaking, Reading and Writing  

Objectives

The teacher will:

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

Key Words

<table>
<thead>
<tr>
<th>Points to note</th>
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<tbody>
<tr>
<td>A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills through enjoyable and varied activities. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.</td>
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Points to note:

<table>
<thead>
<tr>
<th>Key Words</th>
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<tbody>
<tr>
<td>Bonjour, salut! / Ça va? – Oui, ça va. / Au revoir. Comment tu t’appelles? Je m’appelle…….</td>
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<tr>
<td>Les mots de la classe ex. Écoutez, Répétez, Observez….</td>
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<td>Les couleurs : bleu, blanc, rouge, vert…..</td>
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<tr>
<td>Les Symboles de la France: le drapeau, la devise, le coq, etc.</td>
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</tbody>
</table>

Resources

<table>
<thead>
<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>Oh là là ! Book 1 - leçon 0 - Tu parles français? CD player and audio CD, large map of France, power points, laptop, smart board, projector.</td>
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<tr>
<td><a href="http://www.youtube.com/watch?v=i7tJSTCI-L8">http://www.youtube.com/watch?v=i7tJSTCI-L8</a></td>
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<td><a href="http://www.didierconnexions.com/niveau1/?id=1-2-3-2#">http://www.didierconnexions.com/niveau1/?id=1-2-3-2#</a></td>
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<tr>
<td><a href="http://www.bbc.co.uk/schools/primaryfrench/hello/cartoon_f">http://www.bbc.co.uk/schools/primaryfrench/hello/cartoon_f</a> lash.shtml</td>
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<td><a href="http://www.youtube.com/watch?v=I0dUem90bG0">http://www.youtube.com/watch?v=I0dUem90bG0</a></td>
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<td>Teaching objectives</td>
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<tr>
<td><strong>The teacher will</strong></td>
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<tr>
<td><strong>Listening</strong></td>
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### Listening, Speaking and Writing

1. **Teach students how to recognize and identify French and understand simple greetings, classroom orders and letter sounds.**

2. **Show students how to use simple greeting words, to say and spell one’s name and to pronounce the alphabet and vowels, colours etc.**

3. **Show students how to write words and short phrases and fill in simple exercises to revise greeting words, saying one’s name, colours etc.**

**Role Play and questioning techniques:** Teacher greets the students by saying “Bonjour!” and asks them what they understand with such a word and when it is used. Teacher greets as many students as possible in order to repeat this greeting and make students become familiar with the word and also the tone used. Same procedure is used for “ça va?” and “Salut”. Teacher then addresses a student saying “Je m’appelle Sylvie” “Tu t’appelles comment?” and follows the same procedure.

Video clips of people greeting each other. Students are asked to listen to oral dialogues. They are paired up and asked to role play and change partners as much as possible until they manage to greet all their class mates.

http://www.bbc.co.uk/schools/primaryfrench/hello/cartoon_flash.shtml

http://www.bbc.co.uk/schools/primaryfrench/hello/game.shtml?nav

**Be able to greet someone, introduce themselves and ask someone his/her name.** (Level 4)

**Understand and ask “Tu t’appelles comment?”** (Level 4)

**Understand what “Je m’appelle.” means and say their name.** (Level 4)

**Be able to greet someone.** (Level 4)

**Know the meaning and use of “Bonjour!” and “Salut!”** Students will also capable of asking someone if all is ok. (Level 4)

**Be able to write words in a fill in exercise related to greetings.** (Level 4)

### Listening, Speaking and Reading

1. **Teach students how to recognize and identify French and understand simple greetings, classroom orders and letter sounds.**

2. **Show students how to use simple greeting words, to say and spell one’s name, colours etc.**

**Song/video clip of the alphabet.** Students listen to the sounds of the French alphabet followed by a word starting with the same letter.

Teacher provides students with the alphabet and asks them to take a look at it. They count out the number of letters in the French alphabet and check if there are any differences between the French and the English/Maltese alphabet.

Students point out the difficult sounds such as \( h, e, w, x \) etc. Teacher may write down the alphabet together with the sound of each letter. \( Ex \ x : iks \) to make easier

**Be able to spell their names and other words.** (Level 4)

**Be able to match the sound to the letter.** (Level 4)

**Know which sounds are different from the English and Maltese alphabet.** (Level 4)

**Be aware of the letters in the French alphabet.** (Level 4)
### spell one’s name and to pronounce the alphabet and vowels, colours etc.

4. teach students to associate letter sounds and vocabulary to texts, pictures and images and to read short phrases concerning greetings etc.

- for students to remember the difficult sounds.
  - Teacher groups students and gives flash cards with letters and asks them to spell a particular word each.
  - Teacher groups students and gives flash cards with letters and asks them to find the letters she spells out to them.
  - Students role play greeting each other and spelling their names.

http://www.youtube.com/watch?v=lOdUem90bG0

http://www.youtube.com/watch?v=KdPxXFmMaal&feature=channel

http://www.youtube.com/watch?v=cIjakZkjHCA

http://www.youtube.com/watch?v=GX--39ImGjU

### Listening

1. teach students how to recognize and identify French letter sounds.

- Teacher plays a recording of the alphabet and asks the students to identify the vowels. Students are asked to compare the vowels in French to those in English / Maltese. Flashcards can be used with some students asking them to find the vowels.
  - Teacher asks the students to listen to a list of 3-5 words for each vowel to identify the sound they can hear. Same is done for each of the four sounds.
  - Teacher plays a recording so that students can, not only listen to the sound but also hear the different versions for each sound ex. /o/ - eau , au, o.

http://www.youtube.com/watch?v=ed8wmCXTHRo

- know that the sound /o/ could be written - eau as in bateau, au as in restaurant and o as in yoyo. (Level 4)

- be aware of the fact that in French, sounds are not spelled exactly as they sound. (Level 4)

- know about the existence of vowels. (Level 4)
### Listening and Speaking

1. teach students how to recognize and identify French and understand simple greetings, classroom orders and letter sounds.

2. show students how to use simple greeting words, to say and spell one’s name and to pronounce the alphabet and vowels, colours etc.

Game involving text book. Teacher divides students into groups in order to create teams, each having a leader. Teacher introduces relevant vocabulary such as *leçon, unité, symbole* etc and elicits the meaning. Students are given some time to take a good look at their text book in order to see how it is divided and are then involved in a short quiz asking for the title of the text book, the number of units, lessons, how many lessons make up one unit etc. 

Chart: Students are asked to draw flashcards focusing on classroom orders to be incorporated on a chart to be kept in class for future reference.

Listening exercises: Some students could be provided with short texts in order to follow what is being said but it would be a good challenge for other students to listen without looking at the text.

Singing activities: Students could listen to songs to get used to the words and orders. After, then can sing along to the song.

http://www.bbc.co.uk/schools/primaryfrench/teachers/teachers_audio_html.shtml

### Listening, Speaking, Reading and Writing

5. teach students to identify the symbols of France and to use colours for flag descriptions.

http://www.mtholyoke.edu/courses/nvaget/230/cm2.html

Teacher plays a video clip/ song related to colours. Students are then asked to identify colours that they recognize.

Students are given flashcards with colour vocabulary. Teacher asks students to find the colours of the Maltese flag. Students choose colours among flashcards provided. Teacher refers to the French flag and other flags students are familiar with.

Students listen to colour vocabulary to move from listening to pronunciation. They are still in groups and they are given a set of flags. They look at the countries and
| **Listening, Speaking, Reading and Writing.** | flags and identify the colours of each flag.  
http://www.digitaldialects.com/French/Colour_audio.htm  
http://www.youtube.com/watch?v=iSkerb3W_qQ  
http://www.bbc.co.uk/schools/primarylanguages/french/families/colours/  

Power point and World map. Teacher shows the power point and asks students to point out France and then moves on to French speaking countries.  

Group work and project work. Students look up the flags and pictures of francophone countries. They could be given worksheets to colour up the flags and write the colours used in French.  

http://www.youtube.com/watch?v=kfWjJ_yu4EI  

English ex *Bleu – blu – blue.* (Level 4)  
be able to say a few sentences about a francophone country. (Level 4)  
be able to mention to find some francophone countries on the world map. (Level 4)  
be able to mention some francophone countries. (Level 4)  
be aware that French is not only a language spoken in France but all over the world. (Level 4) |
| **5. teach students to identify the symbols of France and to use colours for flag descriptions** | Teacher uses a power point to expose the students to the following symbols of France: *le drapeau, les lettres RF, la Devise, la Marseillaise, Marianne, le coq et le 14 juillet.* Teacher could also use links to various sites and clips from U-tube to make these symbols more tangible. Students could be shown the cock symbol and the Marseillaise at the kick off of a football match. They could be taken on a virtual tour of a *mairie* or city hall. They could be taken on top of the Eiffel tower thanks to the monument`s site etc  

Project / Powerpoint. Students can be asked to carry out research at home to find out pictures of French symbols. They could be paired up in order to do a small project or chart. Students could be paired up in a way so that some prepare a chart  

say one or two sentences to describe the symbol. (Level 4)  
know what the symbols represent and where they can be found. (Level 4)  
be able to recognize the symbols of France. (Level 4) |
and others produce a small power point of two or three slides.

La mairie : [http://www.youtube.com/watch?v=6H-ZxXuZG6U](http://www.youtube.com/watch?v=6H-ZxXuZG6U)
Le 14 juillet : [http://www.youtube.com/watch?v=R92rJ0DNiLY](http://www.youtube.com/watch?v=R92rJ0DNiLY)
La Marseillaise : [http://www.youtube.com/watch?v=4K1q9NtcR5g](http://www.youtube.com/watch?v=4K1q9NtcR5g)
Digital Technology Enhanced Learning – French eLearning Entitlement

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

Listening, Speaking, Writing, Reading:

Students explore the sounds of the French language utilising the recording and playback capabilities of Easi-speak\(^5\). Students upload recordings on computer and with the use of the programme Audacity\(^1\) they analyse the recordings and edit audio clips to insert in application programs like PowerPoint\(^4\), Microsoft PhotoStory\(^3\), Microsoft Photosynth\(^2\) [http://photosynth.net](http://photosynth.net) or Cartoon Story Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm](http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm).


Learning diary:

Students use Simple Diary\(^4\) [http://www.webbedfeetuk.com/a-simple-diary.php](http://www.webbedfeetuk.com/a-simple-diary.php) to generate a vocabulary file and other ad hoc specific files to requirements which can easily be accessed.

1. Licence is available from CMeLD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
**Subject:** FRENCH  
**Unit code and title:** FRE 7.2 MY SCHOOL MATES  
**Strand:** Listening, Speaking, Reading and Writing  
**Unit Duration:** 9 sessions of 40 minutes (6 hours)

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

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| Qui c’est? – C’est une fille/ un garçon | A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills through enjoyable and varied activities. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity. | *Oh là là ! Book 1 - leçon 1 – La nouvelle*  
CD player and audio CD, activity CD, large map of France, power points, laptop, smart board, projector.  
http://www.youtube.com/watch?v=RfDv5TTJ3Bc  
http://www.youtube.com/watch?v=k-7DqH195dQ  
http://www.youtube.com/watch?v=xXXtEK_QdNQ&feature=related  
http://www.youtube.com/watch?v=NGGr6DvbVU  
http://www.youtube.com/watch?v=OpccSwk-Yaw  
http://www.youtube.com/watch?v=5WQEt3_fzb4  
http://www.youtube.com/watch?v=1qy2DEmZHiA&feature=related  
http://www.youtube.com/watch?v=kLsIN8Hpxnc&feature=related  
http://www.youtube.com/watch?v=kLsIN8Hpxnc&feature=related  
http://www.youtube.com/watch?v=oQHoDw3cs7s |
<p>| Il a 13 ans. Blond-blonde, brun-brune/ Grand-petit / gros-mince / laid – beau...... |  |
| Géographie – fleuves, mers, montagnes. |  |</p>
<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will</td>
<td>Class discussion: Teacher asks students their impression of France, what they know about the country, whether anyone visited any specific city.</td>
<td><strong>Students will</strong></td>
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<tr>
<td><strong>Listening, Speaking, Reading and Writing.</strong></td>
<td>Students watch a power point focusing on the different landscapes in France. Then, they are asked what there is in common between France and Malta, to then move on to the geographical differences between France and Malta.</td>
<td>write short sentences about French landscapes. (Level 4)</td>
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<td>Teacher draws the students’ attention to a large class map. Students are asked questions to point out the frontiers, the seas, mountains, the rivers etc.</td>
<td>use simple sentences to speak about physical features in France. (Level 4)</td>
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<td>Teacher provides each student with a physical map. Students are guided through questions in order to revise the details given during the previous lesson and at the same time, mark the information on the map (ex. Les Alpes, Mont Blanc etc.). It would be a good idea to use a power point to illustrate some aspects in more detail. (ex. pictures of the mountains, the rivers etc.)</td>
<td>be able to identify and name the main physical features in the map of France. (Level 4)</td>
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<td>Students could be given a matching exercise where students match the letters on the map to the names of mountains, rivers etc</td>
<td>be able to identify the rivers. (Level 4)</td>
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<td>Teacher could ask the students to do a small project regarding the physical aspects of the country. It could be a short power point, a 3D model, a chart etc</td>
<td>point out the mountain chains in France. (Level 4)</td>
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<td>Landscapes: <a href="http://www.youtube.com/watch?v=k-7DqH195dQ">http://www.youtube.com/watch?v=k-7DqH195dQ</a></td>
<td>identify the 4 seas touching France. (Level 4)</td>
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<td>Mont Blanc <a href="http://www.youtube.com/watch?v=xXxEK_QdNO&amp;feature=related">http://www.youtube.com/watch?v=xXxEK_QdNO&amp;feature=related</a></td>
<td>name the countries surrounding France. (Level 4)</td>
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<td>be aware of the fact that France is a European country having the form of a hexagon. (Level 4)</td>
<td>be able to point out France on the world map. (Level 4)</td>
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<tr>
<td>Listening and Speaking</td>
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<tr>
<td>1. teach students to understand basic oral descriptions of boys and girls, numbers 1-10, letter sounds /s/ and /z/.</td>
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<tr>
<td>2. guide students how to use and write short simple sentences to describe a person, use numbers, etc.</td>
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<td>Teacher could start off by using a picture of a group of young people or students at school. Then teacher points out the girls or provides pictures of girls saying “une fille” to introduce the word in French. The same procedure is followed to introduce the word “un garçon”. Flash cards could be used as well.</td>
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<tr>
<td>Teacher could use a short power point showing pictures of boys or girls and every time each word is accompanied by the word “une fille” or “un garçon”. Pictures and/ or power points are important at this stage so that students can use them to describe what they see. Teacher could use the picture of a boy and give him a name ex. Luc. Then students are asked the question “Qui c’est?”. Teacher tries to elicit the meaning of the question and eventually the answer before providing the phrase “C’est Luc”. Students could be shown the picture of a girl and follow the same procedure to show that there is no difference in the use of “Qui c’est?” whether it is a boy or a girl.</td>
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<td>For further practice and repetition, the teacher could then ask the question to the students in order for them to present their class mate.</td>
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<td>reply to the question “Qui c’est?” by stating who the person is and say whether it's a boy or a girl. (Level 5)</td>
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<tr>
<td>reply to the question “Qui c’est?” and state who the person is ex. “C’est Luc”. (Level 4)</td>
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<td>realize that they have to use the phrase “C’est” to reply to the question “Qui c’est?” (Level 4)</td>
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<td>know the meaning of “Qui c’est?” (Level 4)</td>
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<td>distinguish between “un” and “une”. (Level 4)</td>
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<td>know that by adding an e they can change the indefinite article “un” into “une” – used for the feminine. (Level 4)</td>
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<tr>
<td>know that the indefinite article “un” is used in front of a masculine noun. (Level 4)</td>
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<tr>
<td>distinguish between the word “fille” and the word “garçon” meaning boy. (Level 4)</td>
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### Listening, Speaking and Writing

**1.** Teach students to understand basic oral descriptions of boys and girls, numbers 1-10, letter sounds /s/ and /z/.

**2.** Guide students how to use and write short simple sentences to describe a person, use numbers, etc.

**3.** Guide students how to read simple texts describing people.

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<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>1.</strong> Teach students to understand basic oral descriptions of boys and girls, numbers 1-10, letter sounds /s/ and /z/.</td>
<td>Students look at the picture and say who it is. Then, the teacher uses flashcards to introduce the vocabulary she wants to use ex. <em>grand, brun,</em> and tries to elicit the meaning. Teacher then introduces the phrase “<em>il est</em>” and once again tries to elicit the meaning. Then sentences are formed such as “<em>il est grand, il est beau</em>”. The same procedure is followed to introduce words opposite in meaning “<em>petit, blond</em>”. Sentences are then formed.</td>
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<tr>
<td><strong>2.</strong> Guide students how to use and write short simple sentences to describe a person, use numbers, etc.</td>
<td>Students are grouped into teams. Each team is given a set of cards consisting of adjectives referring to males and females. Teacher could provide the students with a photo of a male or female for the students to be able to link the words to the picture. Teacher then asks the students to select the masculine adjectives from the feminine adjectives and form a list. Teacher could stick the flashcards to the board and ask the students to point out the difference between the masculine adjectives and the feminine ones. Teacher could also provide a list of photos of famous personalities and then pair the students into teams in order to play <em>guess who?</em> She could describe the person, state his nationality and profession and the first team who guesses gets the points.</td>
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<tr>
<td><strong>3.</strong> Guide students how to read simple texts describing people.</td>
<td>Students could prepare a WANTED poster and write a simple description of a robber.</td>
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<tr>
<td>Listening, Speaking and Writing</td>
<td>could start off with the simple adjectives demanding no change (ex. mince) and move on to + e. When students have become confident with the basic differences, teacher could move on to more complex adjectives like “beau-belle, nouveau –nouvelle” etc. Teacher could also introduce the opposites of adjectives such as “beau-laid” and “gros-mince”. Teacher could provide students with the following activities: - jumbled sentences asking students to put them in order, - a word search to look up the adjectives, - a crossword - giving the masculine adjectives as clues, - a quiz during which the teacher reads out physical descriptions of people and the students have to match the description to the pictures provided. - a police press release for a missing person. Teacher could provide the students with key words and they write sentences for a male person. Then students are asked to write the same report for a female missing person. use the numbers when writing sentences (Level 5) use numbers in descriptions ex stating ages. (Level 4) recognize and say the numbers when jumbled up. (Level 4) say the numbers from 5 to 10 in sequence. (Level 4) be able to match the word to the digit. (Level 4) link numbers in French to some number</td>
</tr>
<tr>
<td>How to write the numbers. Another activity could be the Bingo game. <a href="http://www.youtube.com/watch?v=-Jo05cMt69M">http://www.youtube.com/watch?v=-Jo05cMt69M</a> <a href="http://www.youtube.com/watch?v=lsc3qLMaCu8">http://www.youtube.com/watch?v=lsc3qLMaCu8</a> <a href="http://www.youtube.com/watch?v=BB6TBnWIG">http://www.youtube.com/watch?v=BB6TBnWIG</a></td>
<td>which are similar in English ex “six”. (Level 4) be aware of the numbers in French. (Level 4)</td>
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</table>
| **Listening and Speaking**  
1. teach students to understand basic oral descriptions of boys and girls, numbers 1-10, letter sounds /s/ and /z/.  
2. guide students how to use and write short simple sentences to describe a person, use numbers, etc.  
Teacher plays a recording of a series of words where the most predominant sound is “s”. Students are asked which sound is common among the words. Then the same procedure is used for the sound “z”. Teacher could then move on to other words where the sounds “s” and “z” at the beginning, in the middle and at the end of the word.  
Teacher could then provide the students with a grid in which they have to mark which sound they can hear during a short dictation of words having the sounds “s” and “z”.  
[http://www.youtube.com/watch?v=_E7jP5cTL64](http://www.youtube.com/watch?v=_E7jP5cTL64) | know that the sounds /s/ and /z/ could have different written forms. (Level 4) distinguish between the /s/ and /z/ sounds. (Level 4) be able to recognize the /z/ sound in a word. (Level 4) be aware of the fact that the /s/ sound can be found at different points of a word. (Level 4) be able to recognize the /s/ sound in a word. (Level 4) |
**Digital Technology Enhanced Learning – French eLearning Entitlement**

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

**Listening, Speaking:**

The students explore and utilise the recording and playback capabilities of the Easi-speak\(^5\) microphone. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity\(^1\) to edit their sound recordings for insertion in a program like Cartoon Story Maker\(^4\)


Students explore gender descriptions in the French language through a Quandary\(^4\) set at different levels of understanding, prepared by the teacher


Students create their own presentations by use of video clips or pictures including any audio recordings they recorded themselves to show their level of understanding of French gender descriptions by using the program Animoto\(^2\) http://animoto.com.

Students create a Concept Map\(^3\) http://cmap.ihmc.us/download where they insert sound, pictures and video in connection with learning aspects of gender in the French language.

Students use Simple Diary\(^4\) http://www.webbedfeetuk.com/a-simple-diary.php to generate a journal of what they learn and to create a vocabulary file of new words they learn in French.

**Numbers:**

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

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

**Landscapes and geographic differences between Malta and France:**

Students / teacher may utilise the program Cartoon Story Maker\(^4\) http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm to describe the different landscapes in France and to compare the geographic differences between Malta and France by the insertion of pictures, text and audio in the program to create an interactive short story.

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

Unit code and title: **FRE 7.3 ALL ABOUT MYSELF**
Strand: Listening, Speaking, Reading and Writing

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

### Objectives
The teacher will:

1. make students aware of the administrative divisions of France, guide them to situate the major cities (Paris, Lyon, Marseille, ...) on the map and enable them to talk about the main attractions. (Listening, Reading, Speaking)
2. help students recognize and identify ways of asking and answering questions about one’s name, age and class and enable them to distinguish between subject and tonic pronouns. (Listening)
3. teach students to introduce themselves, present their friends and say their age using both subject and tonic pronouns. He/She will enable students to ask and answer simple questions about one’s name, age and class and guide them to talk about a person focusing on physical description and emotions. (Speaking)
4. teach students to recognize the verbs être, avoir and s’appeler, differentiate between subject and tonic pronouns and observe the difference between feminine and masculine adjectives. (Reading)
5. teach students to fill in an identity card and to describe a person in writing, paying particular attention to gender when choosing adjectives and conjugate the verbs être, avoir and s’appeler correctly. (Writing)

### Key Words

<table>
<thead>
<tr>
<th>Point to note</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment tu t’appelles? Je m’appelle........</td>
<td><strong>Oh là là !</strong> Book 1 - leçon 2 - <em>Tu as quel âge ?</em></td>
</tr>
<tr>
<td>Tu es en quelle classe ? Je suis en...</td>
<td><a href="http://www.curiosphere.tv/cartesinteractives/cartes/a2-puzzle-regionsfrance/carte.cfm">http://www.curiosphere.tv/cartesinteractives/cartes/a2-puzzle-regionsfrance/carte.cfm</a></td>
</tr>
<tr>
<td>Tu as quel âge ? J’ai...ans. Petit/e, grand /e, marrant/e, intelligent /e, brun/e, laïd/e... sérieux/sérieuse, nouveau/nouvelle, ...</td>
<td><a href="http://www.france.learningtogether.net/20villes.html">http://www.france.learningtogether.net/20villes.html</a></td>
</tr>
<tr>
<td>A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills through enjoyable and varied activities. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.</td>
<td><a href="http://en.parisinfo.com/">http://en.parisinfo.com/</a></td>
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<td></td>
<td><a href="http://www.marseille.fr/sitevdm/jsp/site/Portal.jsp">http://www.marseille.fr/sitevdm/jsp/site/Portal.jsp</a></td>
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<td></td>
<td><a href="http://www.youtube.com/watch?v=WZWcbLr074A">http://www.youtube.com/watch?v=WZWcbLr074A</a></td>
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<td></td>
<td><a href="http://www.youtube.com/watch?v=E8ZMgqVaSZU">http://www.youtube.com/watch?v=E8ZMgqVaSZU</a></td>
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<tr>
<td>Teaching objectives</td>
<td>Examples of teaching experiences and activities</td>
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<tr>
<td><strong>The teacher will:</strong></td>
<td>Students are made aware of the fact that Metropolitan France is divided in 22 regions which in turn are subdivided in 96 departments. Students drag and drop regions in the correct position on the map. Furthermore, they are invited to observe the number of departments popping up each time the region is put in place. <a href="http://www.curiosphere.tv/cartesinteractives/cartes/a2-puzzle-regionsfrance/carte.cfm">http://www.curiosphere.tv/cartesinteractives/cartes/a2-puzzle-regionsfrance/carte.cfm</a> Other students are invited to work on a jigsaw puzzle: they are to find the correct position of the 22 regions on the map. Different colours will enable students to situate the region in the correct position more easily. Departments are clearly indicated on each region to make the students aware of these subdivisions. Once students discover all the regions, they are encouraged to indicate the capital city of each region. Students work on an online exercise to situate the major cities on the map of France by dragging the names in the correct position. <a href="http://www.france.learningtogether.net/20villes.html">http://www.france.learningtogether.net/20villes.html</a> As a follow up, some students are asked to produce a PowerPoint on one of the major cities while others are asked to find pictures. Students will gather information using the following links and others of their choice. <a href="http://en.parisinfo.com/">http://en.parisinfo.com/</a> <a href="http://www.lyon.fr/vdl/sections/fr/">http://www.lyon.fr/vdl/sections/fr/</a> <a href="http://www.marseille.fr/sitevdm/jsp/site/Portal.jsp">http://www.marseille.fr/sitevdm/jsp/site/Portal.jsp</a></td>
</tr>
</tbody>
</table>

**Listening, Reading, Speaking**

1. make students aware of the administrative divisions of France, guide them to situate the major cities (Paris, Lyon, Marseille, ...) on the map and enable them to talk about their attractions.
### Listening and Speaking

2. help students recognize and identify ways of asking and answering questions about one’s name, age and class.

3. enable students to ask and answer simple questions about name, age and class.

Teacher presents a dialogue using puppets and a puppet theatre. This activity allows not only to revise the structures learnt so far but also to introduce ways of asking and answering questions about one’s age and class. It also serves as a remote preparation for another grammar point: the masculine and feminine of adjectives. The emphasis is on the questions *Tu as quel âge?* and *Tu es en quelle classe?* and their respective answers.

Students are paired up to role play the dialogue. Pairs are asked to role play in front of the class. Other students will role play the dialogue with the teacher. The teacher will provide the necessary support in case of difficulty.

At this stage, students are asked to listen to a dialogue on CD and a multiple choice exercise follows to test global comprehension.

**Closure:** Game: The class is divided into groups. Each group is given a set of flashcards containing isolated words. Groups are expected to form correct sentence structures. The first group to finish wins. Sorting the flashcards beforehand will help low ability students.

### Speaking and Reading

3. teach students to introduce themselves, present their friends and say their age.

4. teach students to recognize the first

Teacher pairs up with a student to role play the dialogue presented in the previous lesson. However, this time round the teacher presents his/her friend (role played by another student) and in this way the third person of the verbs *être, avoir* and *s’appeler* is introduced. Students work in groups of four to role play the dialogue changing roles so that everyone can present a friend. Some students are given flashcards to help them carry out a role play showing differences in intonation, facial expressions and gestures when asking a question or giving an answer. (Level 5)

- be able to present a friend, giving his/her name, age and class. (Level 5)
- be able to produce sentences using the verbs *être, avoir* and *s’appeler* (Level 5)
- be able to introduce themselves and ask someone
three forms of the verbs *être*, *avoir* and *s'appeler*.

<table>
<thead>
<tr>
<th>Speaking and Reading</th>
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<tbody>
<tr>
<td>3. guide students to talk about a person focusing on physical description and emotions.</td>
<td><a href="http://www.youtube.com/watch?v=WZWcbLr074A">http://www.youtube.com/watch?v=WZWcbLr074A</a> (V. Paradis)</td>
<td>be able to describe a person using the correct sentence structure and a variety of adjectives. (Level 5)</td>
</tr>
<tr>
<td>4. teach students to observe the difference between feminine and masculine adjectives.</td>
<td><a href="http://www.youtube.com/watch?v=E8ZMggVqSZU">http://www.youtube.com/watch?v=E8ZMggVqSZU</a> (G. Depardieu)</td>
<td>be able to understand the question <em>Il/Elle est comment?</em> and produce sentences starting with <em>Il/Elle est...</em> provided that the teacher indicates clearly the adjectives to be used. (Level 4)</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.youtube.com/watch?v=R9VatEtjYhs">http://www.youtube.com/watch?v=R9VatEtjYhs</a> (S. Marceau)</td>
<td>distinguish between the questions <em>Qui c'est?</em> and <em>Comment il/elle s'appelle?</em> giving appropriate answers. (Level 4)</td>
</tr>
</tbody>
</table>

express themselves better during role play. At this point, students work in pairs on a handout containing the dialogue just role played. Students are asked to underline the verb *être* and complete a grid conjugating the verb in the singular. The same procedure is repeated to present the verbs *avoir* and *s'appeler*. Different colours are used to underline the verbs. A PowerPoint can be used to facilitate learning.

Closure : Game : The class is divided into groups. Each group is given a set of jigsaw puzzle pieces containing parts of the three verbs. Groups are expected to solve the puzzle in the shortest time possible. The fastest group wins. This game can be easily played on the computers/IWB if available in class.

his/her name. (Level 4)

be able to introduce themselves. (Level 4)

be able to associate the different forms of the verb *être, avoir and s'appeler* to subject pronouns. (Level 4)

become aware of the different forms of the verbs *être, avoir, s'appeler*.(Level 4)

recognize the verbs *être, avoir and s'appeler*. (Level 4)

realize that sentences contain verbs. (Level 4)
compare and contrast the final pictures.

Pairs are given a set of photos showing famous people and they are asked to present them to the class. They are to focus on the questions: Comment il/elle s’appelle? Il/Elle a quel âge? Il/Elle est comment?

Other students are asked to match brief descriptions to the corresponding pictures. In this way it will be easier for them to describe the person to the class.

Closure : Solving riddles (describing classmates)

<table>
<thead>
<tr>
<th>Reading, Listening and Speaking</th>
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</thead>
<tbody>
<tr>
<td>4. teach students to observe the difference between feminine and masculine adjectives and to distinguish between subject and tonic pronouns.</td>
</tr>
<tr>
<td>3. teach students to introduce themselves, present their friends and say their age using both subject and tonic pronouns.</td>
</tr>
</tbody>
</table>

Students are each given a set of brief descriptions to match to the corresponding pictures. Then they are asked to underline the masculine adjectives in blue and the feminine adjectives in red and consequently complete the grid containing all the adjectives presented in the previous lesson. A PowerPoint will facilitate learning.

Video Clip (student presenting his/her classmates after introducing himself/herself, using both subject and tonic pronouns: Moi, je m’appelle... Toi, tu t’appelles... Lui, il s’appelle... Elle, elle s’appelle)

Teacher shows video and omits the sound for the first time. Students are encouraged to describe the students and guess what is being said highlighting the importance of gestures and facial expressions. Students view the video again with the sound on. Students are prompted to point out the new grammar point. Flashcards are put on the board to emphasize the position of both pronouns. Students work in groups to present each other using both subject and tonic pronouns.

Other students will be asked to present each other using subject
<table>
<thead>
<tr>
<th>Speaking and Writing</th>
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</thead>
<tbody>
<tr>
<td>5. teach students to fill in an identity card.</td>
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<tr>
<td>3. enable students to ask and answer simple questions about one’s name, age and class.</td>
</tr>
</tbody>
</table>

Teacher pairs up with a student and asks him/her the basic questions to fill in his/her identity card. Particular emphasis is made on the distinction between *Nom* and *Prénom*. Students pair up to play the role of the secretary/form master/mistress and the new student and vice versa. In this way both students can practise asking questions using the question words *Comment/Quel/Quelle*.

Other students are invited to play the role of the new student first, to practise answering basic questions. Eventually they are encouraged to take the role of the teacher focusing on question formation. Closure: Quiz - Groups are given an envelope containing a set of answers. Students within a group are expected to find the corresponding questions. The fastest group with the highest score wins.

Students work on these online exercises related to subject / tonic pronouns to consolidate learning.

http://www.lepointdufle.net/pronomspersonnels.htm

<table>
<thead>
<tr>
<th>Speaking and Writing</th>
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<tbody>
<tr>
<td>3. guide students to talk about a person focusing on physical description and emotions.</td>
</tr>
</tbody>
</table>

Students are asked to bring the picture of a person they admire and present him/her to the class. They are also to prepare his/her identity card. Particular attention is given to the use of subject/tonic pronouns, the conjugation of the verbs *être, avoir* and *s’appeler* and the adjectives used to describe the person. At this stage, students are encouraged to be more adventurous and look for new adjectives in the dictionary. The teacher starts off this activity providing a model. Other students present pronouns first. Flashcards on the board will help them present each other using both pronouns.

Closure: Fill in a grid containing subject and tonic pronouns.

enjoy asking and answering questions showing difference in intonation and using different facial expressions and gestures. (Level 5)

be able to fill in an identity card. (Level 4)

recognize the difference between *Nom* and *Prénom*. (Level 4)

be able to ask and answer basic questions with help. (Level 4)

be able to answer basic questions. (Level 4)

be able to present the person they admire with confidence producing correct phrases with a variety of adjectives. (Level 5)

be able to produce more complex sentences with the teacher’s aid. (Level 5)

be able to produce short basic sentences with
| 5. teach students to describe a person in writing paying particular attention to gender when choosing adjectives and conjugate the verbs  être, avoir and s’appeler correctly. | their favourite personalities with support. Following this oral activity, students are invited to describe their favourite person in writing. Some students will be given a model as a support while others will fill in a paragraph with the given words. The teacher collects students’ work and reads out the writing tasks to the class. Students try to guess whose writing it is. Furthermore, the teacher encourages the students to write an email to French students in which they should present themselves and the person they admire. This will also allow the students to become aware of the French keyboard. | support. (Level 4) show that they have assimilated the grammar points and sentence structures presented in the first three units. (Level 5) write simple sentences with support. (Level 4) rely on the teacher’s model to produce a short paragraph. (Level 4) be able to fill in a paragraph with given words. (Level 4) |
Digital Technology Enhanced Learning – French eLearning Entitlement

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

**Listening, Reading, Speaking:**

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

Students use Audacity to edit their voice recordings for insertion in a program like Cartoon Story Maker that match a particular situation of the lesson undertaken.

Students use Simple Diary to generate a journal of what they learned and update their vocabulary file.

Teacher / students make use of online ready made interactive learning resources to enhance and improve their language skills.

Students create a Concept Map where they insert text, voice, pictures and video related to the lesson undertaken.

Students create a Prezi presentation where they insert text, voice, pictures and video related to the lesson undertaken.

Students create their own presentations by use of video clips or pictures and music they record themselves to show their understanding of various situations learned during this unit by using the program Animoto.

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


http://cmap.ihmc.us/download

http://prezi.com

http://animoto.com
### Objectives

The teacher will:

1. enable students to situate French-speaking countries and important French cities on the map and to discover Carnival celebrations in these cities/countries. He/She will introduce the Sigles: TGV–SNCF–SVP–VTT–BD–JO–H–P. (Listening, Speaking, Reading and Writing)

2. enable students to identify vocabulary pertaining to physical description/clothes and to recognize singular and plural articles, nouns and adjectives. He/she will invite the students to reflect on the difference between the written verb and its pronunciation. (Listening)

3. enable students to describe a person including friends/famous French characters, to talk about their clothes/wardrobe, to express their tastes, to count from 17-30 and to indicate a quantity. (Speaking)

4. teach the students the skill of skimming through a text in order to identify the main ideas. He/She will enable students to distinguish between singular and plural articles, nouns and adjectives and to pronounce the different forms of the –ER verbs. (Speaking, Reading)

5. guide students to write sentences containing the –ER verbs. (Writing)

### Key Words

<table>
<thead>
<tr>
<th>Points to note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compter de 17 à 30 Couleurs (2) et vêtements : baskets, chaussures, chemise, jeans, jupe, orange … Description : coquette, élégant, riche, yeux Verbes en –er : acheter, adorer, aimer, chanter, danser, détestez Expression : C’est à la mode</td>
</tr>
<tr>
<td>A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills through enjoyable and varied activities. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>Oh là là ! Book 1 - leçon 3 - C’est à la mode !</td>
</tr>
<tr>
<td>Map of the world, CD player and audio CD, laptop, projector, interactive whiteboard.</td>
</tr>
<tr>
<td><a href="http://claweb.cla.unipd.it/home/smaurelle/dynamots/a1/m1/ph_sigles.htm">http://claweb.cla.unipd.it/home/smaurelle/dynamots/a1/m1/ph_sigles.htm</a></td>
</tr>
<tr>
<td><a href="http://www.ccdmd.qc.ca/fr/ressources/?id=1072&amp;action=animereureka">http://www.ccdmd.qc.ca/fr/ressources/?id=1072&amp;action=animereureka</a></td>
</tr>
<tr>
<td><a href="http://www.nicecarnaval.com/">http://www.nicecarnaval.com/</a></td>
</tr>
<tr>
<td><a href="http://www.youtube.com/watch?v=s8PRGNxPV5I">http://www.youtube.com/watch?v=s8PRGNxPV5I</a> (Martinique)</td>
</tr>
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<td><a href="http://www.dailymotion.com/video/x39gee_le-carnaval-de-dunkerque-film-offic_people">http://www.dailymotion.com/video/x39gee_le-carnaval-de-dunkerque-film-offic_people</a></td>
</tr>
<tr>
<td>Teaching objectives</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>1. make the students aware of the different abbreviations and their respective logos through video-clips and games on the interactive whiteboard.</td>
</tr>
<tr>
<td><strong>Listening and Reading</strong></td>
</tr>
</tbody>
</table>
Use these interactive, online activities to consolidate the new vocabulary.

Once the students have grasped the basic vocabulary, they are invited to move on to more challenging activities.

In this activity students are expected to use the vocabulary to complete the description of three friends.

Students of a higher level are encouraged to discover fashion through a catalogue. They will learn new vocabulary based on different materials and styles.

<table>
<thead>
<tr>
<th><strong>Listening and Speaking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. enable students to identify vocabulary pertaining to physical description / clothes.</strong></td>
</tr>
<tr>
<td><strong>3. enable students to describe a person including friends / famous French characters.</strong></td>
</tr>
</tbody>
</table>

The teacher invites the students to look closely at a picture and to listen to an audio recording based on the same picture. They are asked to focus on the physical description. The teacher asks questions to test global comprehension and to consolidate vocabulary introduced in the previous unit. Next s/he introduces new vocabulary related to physical description. Students are invited to describe their classmates and/or French famous characters including physical description and clothes. Other students can produce simple sentences to describe a person of their choice with the teacher’s aid.

be able to read and understand vocabulary related to clothes. (Level 4)

be able to pick up key words regarding physical description and describe a person using the vocabulary learnt up to this point with confidence. (Level 6)

be able to pick up key words regarding physical description and describe a person with support. (Level 5)

be able to describe a person using simple sentences with the teacher’s aid. (Level 4)
<table>
<thead>
<tr>
<th>Listening, Reading and Writing</th>
<th>Listening and Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. invite the students to reflect on the difference between the written verb and its pronunciation.</td>
<td>2. enable students to recognize singular and plural articles, nouns and adjectives.</td>
</tr>
<tr>
<td>4. teach the students to pronounce the different forms of the –ER verbs.</td>
<td>4. distinguish between singular and plural articles, nouns and adjectives.</td>
</tr>
<tr>
<td>5. guide students to write sentences containing –ER verbs.</td>
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</tr>
</tbody>
</table>

Students will be asked to read the text presented in the previous lesson to be able to complete a table regarding the conjugation of the first, second and third person (Singular and Plural) of the –ER verbs. Through a PowerPoint Presentation, the teacher invites the students to reflect on the difference between the written verb and its pronunciation. S/he remarks that the endings are not pronounced and that the subject pronoun plays an important role to distinguish between the **je, tu, il** and **ils** on the oral level. The liaison in the third person plural is also highlighted (**ils aiment**). Students will also be asked to listen to the different verbs being read on an audio recording. Students are asked to produce sentences containing the –ER verbs. Other students are asked to fill in the endings of the –ER verbs used in sentences. Use these interactive online activities to reinforce the conjugation of the –ER verbs.

http://www.estudiodefrances.com-parler-presentparler.htm
http://www.lepointdufle.net/ressources_file/present_1er_groupe.htm

Students are asked to listen / read the examples provided on these links and notice how the plural marking is in the article which precedes the noun. The teacher invites the students to observe the plural of the definite and indefinite article. S/he also points out that while the **e** is added in the feminine, the **s** is needed in the plural. After completing a table, students are asked to put a set of phrases in the plural paying particular attention to the articles, nouns and adjectives. Other students are asked to put nouns and articles in the plural.


http://freeware.centraltexasfrenchteachers.org/phonetics/e_silentplurals.html

Students are asked to recognize singular and plural articles, nouns and adjectives. They feel confident when asked to put a set of sentences in the plural both on the written and oral levels. (Level 5)

be able to conjugate the first, second and third person (singular and plural) of the –ER verbs following a model. (Level 4)

be able to conjugate the first, second and third person (singular and plural) of the –ER verbs with confidence. They are aware of the difference between the written verb and its pronunciation. They can use the –ER verbs in simple sentences. (Level 5)

be aware of the fact that the letter **s** is needed to put nouns and adjectives in the plural. They know that the articles have a different form in the plural. (Level 4)
**Reading and Speaking**

3. enable students talk about their clothes / wardrobe, to express their tastes, to count from 17-30 and to indicate a quantity.

Students revise the vocabulary (clothes & colours), the indefinite article (singular & plural), masculine and feminine adjectives through an oral game.

Students play bingo to revise the numbers learnt so far (1-16). Some students may need flashcards containing numbers to play this game. The following link will help students pronounce the numbers correctly. They will also learn numbers 17-20.

http://www.kameleo.com/french/JEU-Ch0-Chiffres0a20.html
http://www.pepit.be/exercices/primaire1/mathematique/divers/serie02/APNOMB03.html

Use this interactive activity to introduce numbers 21-30 and to help students memorise them.

Role Play: Qu’est-ce que tu aimes? Qu’est-ce que tu adores? Qu’est-ce que tu détestes? Qu’est-ce que tu as?

Students practise asking and answering questions in pairs. This activity allows to consolidate both the vocabulary pertaining to Clothes and the –ER verbs. Students will also get familiar with the question introduced by Qu’est-ce que ...?

Other students will carry out the role play with support. Flashcards containing the necessary vocabulary will be available.

Game: Les vacances. Je pars en voyage et dans ma valise, je mets...

Each player is expected to repeat what the other player has just said and add an element. The initial phrase is: “Je pars en voyage et dans ma valise, je mets...” The player who makes a mistake is eliminated or better still, s/he must wait for the end of the round to play. The teacher starts off the game giving the first clothing item.

If a student does not pronounce the word in the correct way, or gives the wrong article, but keeps the correct order of the listed items, s/he is not eliminated. The teacher repeats the phrase and corrects it. On the other hand, if the student jumbles up the order of the words, s/he is eliminated.

be able to count from 1-30 without difficulty using the correct pronunciation. (Level 5)

be able to count from 1-30 with support. Pronunciation may be variable. (Level 4)

be able to express likes and dislikes and show a fairly high awareness of sound and correct pronunciation and intonation. (Level 5)

be able to interact provided the other person talks slowly and is ready to help. Pronunciation may be variable and this may be understood with difficulty. (Level 4)

be able to use vocabulary related to clothes in a sentence and they will maintain the correct sentence structure. (Level 4)
**Listening, Speaking, Reading and Writing**

1. enable students to situate French-speaking countries and important French cities on the map and to discover Carnival celebrations in these cities/countries. The teacher will also familiarize the students with famous French characters.

   - La Belgique: [http://www.youtube.com/watch?v=vEfafod6ozU&feature=related](http://www.youtube.com/watch?v=vEfafod6ozU&feature=related)
   - La Martinique: [http://www.youtube.com/watch?v=s8PRGNxPV5I](http://www.youtube.com/watch?v=s8PRGNxPV5I)

   Students are invited to see the video clips of the four Carnivals and a discussion in Maltese/English will follow. “Have you ever heard of these cities/countries and their Carnival celebrations?”

   Students are asked to situate the cities/countries on the map and later on they are to match the Carnival character to the corresponding city/country.
   - (Nice – Princess; La Martinique – Devil; Dunkerque – Zoulou; La Belgique – Gille)

   The teacher will explain that in France children like to dress up as famous people.

   - Pictures of Zidane, Laetitia Casta, Harry Potter and Captain Haddock are put on the board.
   - Short paragraphs describing the four characters are given to students at random. Students are asked to read the description to the class and to try to match it to the correct picture. A discussion of the four characters will follow. Students can look up for additional information on the Internet. They may wish to look up for information about French or French-speaking personalities of their choice.

   As a follow-up, some students are asked to produce a PowerPoint presentation about Carnival in French-Speaking countries. Other students find pictures to present their favourite Carnival.

   - be able to present Carnival in different French-speaking countries and situate the countries on the map through a simple PowerPoint. (Level 5)
   - be able to match the Carnival character to the corresponding country. (Level 4)
   - be able to surf the internet to find information about French or French-speaking personalities of their choice. (Level 4)
   - be able to match descriptions to personalities. (Level 4)
   - be able to match the names of the personalities to the corresponding pictures. (Level 4)

**Speaking**

3. provide a contextualized

   The teacher provides different objects such as a football, Harry Potter’s glasses and broom, a pipe, a necklace, a fan, etc. Labelled pictures are stuck on the board to help the students identify the different objects. The teacher asks the students to take an object to be able to answer the question: *Quel objet tu portes?* Next, students are expected to answer the

   - enjoy themselves while they sing and dance to the song: *Carnaval de la*
activity in which the students feel there is a purpose for working with the language. This activity will enable the students to use the vocabulary, acquired in the previous lessons, in an enjoyable way.

The teacher pairs up the students to sing and dance with the song: *Carnaval de la classe*. Students listen to the whole song at first. Then they listen to the different stanzas after which they repeat the text without singing if they are timid. Students listen to the second version with missing words. Students are now expected to sing while following the text on the handout.

### Supplementary Optional Activity *

**Speaking and Reading**

3. enable students to create simple dialogues to complement a picture story. He/She will make sure that students are able to put pictures in order according to the dialogue.

Students will work in small groups of different ability. Each group is given a picture and the captions which form the dialogue of that picture. They are asked to read the dialogue and match each caption with a person in the picture. The whole story is then role-played: students are asked to pay particular attention to intonation.

Some students are asked to create simple dialogues to complement another picture story

Students are able to create simple dialogues to complement a picture story. (Level 5)

Students can put a dialogue in the right order so as to reconstruct a story. (Level 5)

Students can match dialogues with persons in a picture. Who is saying what? (Level 4)
Digital Technology Enhanced Learning – French eLearning Entitlement

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

Listening, Speaking, Reading and Writing:

The students explore and utilise the recording and playback capabilities of Easi-speak\(^5\). Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity\(^1\) to edit their voice recordings for insertion in other application programs.

Students learn situate French-speaking countries, through a Quandary\(^4\) set at different levels of understanding, prepared by the teacher http://www.halfbakedsoftware.com/quandary_tutorials_examples.php.

Students create a Concept Map\(^3\) http://cmap.ihmc.us/download where they insert voice, pictures and video in connection with learning physical description / cloths, plural articles, nouns and adjectives.

Students create a presentation utilising the online program Prezi\(^2\) http://prezi.com where they insert voice, pictures and video in connection with learning about expressing features about friends / famous French characters etc.

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

Students use Simple Diary\(^4\) http://www.webbedfeetuk.com/a-simple-diary.php to generate a journal of what they learned and update their vocabulary file.

Teacher use Triptico\(^4\) http://www.triptico.co.uk/download-the-app on any interactive white board to generate various types of short quizzes to enhance learning and understanding.

Students create their own presentations by use of video clips or pictures, voice and music they record themselves to show their level of understanding of what was learned during this unit by using programs like Animoto\(^2\) http://animoto.com or Prezi\(^2\) http://prezi.com.

1. Licence is available from CMeLD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
Subject: FRENCH
Unit code and title: FRE 7.5 LIFE AT SCHOOL
Strand: Listening, Speaking, Reading and Writing

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

Objectives
The teacher will:
1. enable students to become acquainted with the capital city of France, its origins and its monuments. (Listening, Speaking, Reading, Writing)
2. enable students to become familiar with, and make use of the numbers, days of the week and months and enable them to form the date and talk about their birthday. (Listening, Speaking, Reading)
3. enable students to speak about their teachers, their preferences in school subjects and their tastes and enable them to answer questions about a text written in simple French. (Listening, Speaking, Reading)
4. enable students to develop new reading strategies, answer questions and read abbreviations in French. (Speaking, Reading)
5. enable students to understand and make use of simple French grammar points such as the negative, the emphatic pronouns and simple verbs. (Reading, Writing)

Key Words
Les nombres : 30, 31 - 60
Les matières scolaires : anglais, les maths
La classe : professeur camarade
Verbes en – ER : oublier, entrer, préférer
Adjectifs : jeune, vieux

Points to note
A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills, through enjoyable and varied tasks. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques, the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.

Resources
Oh Là Là! Book1 - leçon 4 - On est quel jour?
CD player and audio CD, activity CD, large map of France, the Internet, power point presentation, Interactive whiteboard, projector and the following hyperlinks:
http://www.bonjourdefrance.com/index/indexapp.htm
http://www.lepointdufle.net/cours-de-francais.htm
http://www.primaryresources.co.uk/mfl/mfl/french.htm
http://www.tv5.org/tv5site/enseigner-apprendre-francais/accueil-apprendre.php
<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of learning outcomes</th>
</tr>
</thead>
</table>
| **The teacher will:**  
Reading and Writing | Teacher introduces the topic by showing students a power point presentation about Paris. Then teacher asks questions to check whether students have understood. After this, teacher can organize a quiz about Paris. Students will carry out their research on the Internet to find the answers. Teacher can divide the class into groups according to ability and each group will work on a topic: one of the monuments, the metro etc. in order to produce a chart or draw one of the monuments found in Paris. [http://www.recoin.fr/tourisme/Paris.html](http://www.recoin.fr/tourisme/Paris.html) | Students will:  
be able to carry out research and produce a chart about Paris. (Level 5)  
be able to draw one of the monuments in Paris. (Level 4) |

1. enable students to become acquainted with the capital city of France, its origins, its monuments, etc.  

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| Listening, Reading, Speaking | Teacher introduces the topic by asking what day and what month it is and the date. Teacher then does a quick revision of the numbers in French and makes students listen to a dialogue on CD. Then through questions teacher checks whether students have understood the dialogue or not. Then teacher carries out an activity according to the ability of students.  
Teacher can show flashcards with the numbers students know up to now and students say the numbers or teacher gives flashcards to students who play a game such as lotto. This activity helps to consolidate students’ knowledge. Teacher can make students listen to a CD with a song on numbers.  
Teacher makes use of questioning techniques to ask students the date. Teacher asks the same question to as many students | be able to make a distinction between the numbers in French and those in their own language and recognize them when they are used in a conversation. (Level 5)  
be able to recognize the numbers, days of the week, the months. (Level 4)  
be able to carry on a short conversation to ask the date of their classmates’ birthday. (Level 5) |

2. enable students to become familiar with, and make use of the numbers, days of the week and months and enable them to form the date and talk about their birthday.  

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as possible to make sure students pronounce the date correctly. Then teacher can pair off students according to their ability and they do a role play in which they ask their classmate when his/her birthday is.

Song: *Joyeux anniversaire*. Students are asked to listen to the song and then teacher teaches them to sing it.

<table>
<thead>
<tr>
<th>Listening, Speaking, Reading, Writing</th>
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<tr>
<td>3. enable students to speak about their teachers, their preferences in school subjects and their tastes and enable them to answer questions about a text written in simple French.</td>
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</table>

Teacher will make students listen to a dialogue. Through questioning techniques the teacher checks whether the students have understood the adjectives and other simple words that are used when describing a person.

Teacher can group students according to ability, give flash cards with adjectives and numbers and ask them to produce sentences to describe a person and how old he/she is or to play a game of identity in which one group asks questions to the members of another group to make them guess who a person is and how old the person is.

Teacher can make students listen to another dialogue in which they discover that when French students speak about the subjects they study at school among themselves they use abbreviations instead of saying the whole word.

Thus *mathématiques* becomes ‘maths’ and ‘*education sportive et physique*’ becomes EPS. Teacher explains this difference.

Teacher then asks the question: *Tu aimes les maths?* Teacher asks several students to answer. Teacher can say: *Moi, je*...
**n’aime pas les maths.** Teacher asks several students to repeat this question, and then pairs off students who produce a role play on the subjects they study and their tastes.

Teacher makes students listen again to dialogues of previous lessons on CD. Students then read questions silently and tick off the answers.

**Speaking and Reading**

4. enable students to develop new reading strategies, answer simple questions and read abbreviations in French.

Teacher uses a CD to remind students of the vocabulary they have learnt up to now. Then teacher asks several students to repeat the words they have heard. Teacher can make use of flash-cards given to the students asking them according to their ability to produce words or to use them in a sentence after which students will use them in a conversation. The use of exercises online is recommended.

http://www.bonjourdefrance.com/index/indexapp.htm

be able to produce sentences with words they have learnt up to now. (Level 5)

be able to understand simple questions based on a dialogue they hear on CD and tick off the answer. (Level 4)

be able to read a short text about topics they are familiar with. (Level 5)

be able to read and understand simple abbreviations in French. (Level 4)

**Reading and Writing**

5. enable students to understand and make use of simple French grammar points such as the negative, the emphatic pronouns and simple verbs.

Teacher uses flash-cards with sentences containing the verbs ‘être’ and ‘avoir’ in the present tense to remind students of the present tense of these verbs. Teacher distributes the flashcards to students and then asks them to pair off the pronouns with the appropriate part of the verb.

Students are then told to observe the two verbs in question that are found in an exercise in their manual. They discover the

be able to make use of the grammar points presented in the unit and work out exercises, such as filling in a form. (Level 5)

be able to differentiate between the various persons of the verbs presented in the unit. (Level 5)

be aware of the present tense of the two verbs ‘être’ and
persons they did not meet up to now especially the pronoun ‘on’.

Teacher now explains the use of ‘on’ by making the students observe its use in the first dialogue. Teacher then asks students to fill in the missing persons in the proposed exercise

http://www.lepointdufle.net/cours-de-francais.htm

The teacher can start the lesson by asking the question: *Vous aimez le chocolat?* to obtain the answer; *Oui, j'aime le chocolat.* Teacher then says; *Moi, je n'aime pas le chocolat.* Teacher then asks the students to refer to the initial dialogues and asks them to find out sentences in which there is the negative expression ‘ne... pas’.

Then the students can be asked, according to ability, to work out an exercise on the negative from their manual or workbook as a classroom activity or as homework. Teacher follows the same procedure to explain the use of the emphatic pronouns.

The students can be asked to work out exercises taken from their manual or workbook. Teacher can ask students to write simple sentences or a short paragraph about their tastes.

http://www.primaryresources.co.uk/mfl/mflfrench.htm

‘*avoir*’ and of the pronoun ‘*on*’. They are able to match pronouns with the corresponding part of the verb. (Level 4)

be able to fill in a simple exercise using the negative expression ‘*ne... pas*’ / the emphatic pronouns. (Level 5)

be able to identify the negative expression ‘*ne ...pas*’ and the emphatic pronouns. (Level 4)
| **Listening, Speaking, Reading, Writing**       | The teacher can start the lesson by showing the students a short sequence presenting a scene in a French school where students are talking about their preferences in subjects. Teacher can then ask the students on which days they come to school. Teacher can make them listen to the short poem that presents the days of the week and the fact that some French students do sports on Wednesday and have lessons on Saturday. Teacher also says that this topic is a subject of discussion at the moment in France. Then teacher explains the use of shortened forms or abbreviations used by French students when they are referring to the subjects they study at school. Teacher can refer them to the dialogues in the previous units. Teacher can divide the students and make them work according to ability on a role play or give them a paragraph in which they fill in words or give a reading comprehension with a variety of questions: True/False, Multiple choice, open-ended. | be able to answer a variety of oral and written questions about a short text. (Level 5) be able to answer oral and written questions requiring answers such as True/False. (Level 4) |

**Digital Technology Enhanced Learning – French eLearning Entitlement**

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

**Listening, Speaking, Reading, Writing:**

The students explore and utilise the recording and playback capabilities of Easi-speak\(^5\). Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity\(^1\) to edit their voice recordings for insertion in other application programs.

Students learn how to become acquainted with the capital city of France, its origins and its monuments by acquiring information from a web quest created by the teacher: Zunal\(^2\) [http://www.zunal.com](http://www.zunal.com).

Teacher may capture video clips that may be used in a subject Web Quest using: [http://www.KEEPVID.com](http://www.KEEPVID.com)

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

Teacher / students use Triptico’s\(^4\) FlipTimer [http://www.triptico.co.uk/download-the-app](http://www.triptico.co.uk/download-the-app) on any interactive white board to simulate a 12/24 hour flip type clock.

Teacher / students use TeacherLED’s\(^3\) [http://www.teacherled.com/resources/clockspin/clockspinload.html](http://www.teacherled.com/resources/clockspin/clockspinload.html) analogue clock to simulate various times.

Students make use of ready made resources to enable them to become familiar with the objectives set out in number 2:


Students use Simple Diary\(^1\) [http://www.webbedfeetuk.com/a-simple-diary.php](http://www.webbedfeetuk.com/a-simple-diary.php) to generate a journal of what they learn and to update their vocabulary file.

Teacher use Triptico\(^4\) [http://www.triptico.co.uk/download-the-app](http://www.triptico.co.uk/download-the-app) on any interactive white board to generate various types of short quizzes to reinforce learning and understanding. Teacher creates various comprehensions utilising the application program Comprehension Task Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm](http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm) for students to elicit the required information.

Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm](http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm) for students to work out to measure their level of understanding the topic.

Students create their presentations using various application programs like Animoto\(^2\) [http://animoto.com] and Prezi\(^2\) [http://prezi.com].

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1. Licence is available from CMELD. 2. Public cloud – Signing up required. 3. Public cloud – No signing up required. 4. Downloadable program. 5. Hardware procured by school or borrowed from the eLearning Centre.
Subject: FRENCH
Unit code and title: FRE 7.6 CONSOLIDATION AND REVISION
Strand: Listening, Speaking, Reading and Writing
Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will:
1. enable students to consolidate the speaking skills they have learnt in previous lessons enabling them to describe a picture and answer questions related to it, using the vocabulary and grammar they have acquired so far to produce simple dialogues in French. (Speaking)
2. help students consolidate their understanding of recorded/online/written texts in which easy everyday French is used and answer questions about them. (Listening)
3. enable students to consolidate their writing skills and their understanding of vocabulary, grammar and phonetic sounds learnt so far through texts dictated to them by their teacher or read by native speakers. (Writing)
4. help students consolidate the writing skills they have acquired to tackle simple creative tasks using the vocabulary and grammar learnt so far in French. (Reading and Writing)
5. enable students to revise culture topics and consolidate their knowledge through written and oral exercises. (Speaking and Writing)

Key Words
Revision of vocabulary learnt in Units 0 to 5, related to:
- Colours, age, clothes,
- Numbers,
- School subjects,
- Time, days of the week,
- Descriptions of persons

Points to note
A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills, through enjoyable and varied tasks. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques, the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.

Resources
Oh Là Là! Book 1 leçons 0 – 4
CD player and audio CD, activity CD, power points, laptop, Interactive white board, projector, map of France.
http://www.audio-lingua.eu/spip.php?article1028
http://www.audio-lingua.eu/spip.php?article1037
http://www.audio-lingua.eu/spip.php?article735
http://www.audio-lingua.eu/spip.php?article462
http://www.lepointdufle.net/comprehensionecrite.htm
http://www.lepointdufle.net/prepositions.htm
http://www.unil.ch/ling/page12580.html;
http://www.lepointdufle.net/phonetique.htm
http://www.audio-lingua.eu/spip.php?article466
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<td><strong>Speaking</strong></td>
<td>The teacher will: Through a variety of pictures (printed/online) teacher will give students the opportunity to revise vocabulary they have learnt so far, in Units 0 to 5. Students will speak about numbers, personal tastes, school time-tables, subjects, teachers, colours, clothes... These pictures will also enable students to revise, the masculine/feminine of adjectives, the emphatic pronouns, articles, nouns and adjectives. Teacher can give exercises according to students’ ability. These may include associating words / phrases / expressions / sentences with pictures, answering questions about a picture or speaking about it.</td>
<td>Students will: be able to answer orally questions about a picture going into depth e.g. Describe a person. (Level 5) be able to describe a picture giving more details using simple everyday language. (Level 5) be able to use adjectives of colour, besides nouns to describe the picture in a simple way. (Level 4) be able to list some simple words associate with the picture. (Level 4)</td>
</tr>
<tr>
<td>1. enable students to consolidate the speaking skills they have learnt in previous lessons enabling them to describe a picture and answer questions related to it, using the vocabulary and grammar they have acquired so far to produce simple dialogues in French.</td>
<td>Teacher will create situations in which students will practice according to ability the necessary skills they have acquired so far and carry out a role play in which they simulate everyday situations they are familiar with. These can be in the form of a dialogue about their favourite teacher or their favourite subject at school.</td>
<td>be able to simulate everyday situations they are familiar with, creating a simple dialogue. (Level 5) be able to ask and answer questions related to situations they are familiar with. (Level 4) be able to answer simple questions related to situations they are familiar with (Level 4)</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. enable students to consolidate the speaking skills they have learnt in previous lessons enabling them to describe a picture and answer questions related to it, using the vocabulary and grammar they have acquired so far to produce simple dialogues in French.</td>
<td>Teacher will create situations in which students will practice according to ability the necessary skills they have acquired so far and carry out a role play in which they simulate everyday situations they are familiar with. These can be in the form of a dialogue about their favourite teacher or their favourite subject at school.</td>
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**Listening**

2. help students consolidate their understanding of recorded/online texts in which easy everyday French is used and answer questions about them.

Teacher will make students listen to recordings on CDs and online so as to ensure that they are able to understand native speakers of French talking about topics tackled in class in Units 1 to 5. Besides revising vocabulary students are given the opportunity to revise the questioning techniques they have been taught so far.

Teacher distributes hand-outs to students with questions based on the texts. These will suit the students’ abilities. Therefore the questions will be of the True/False type, multiple choice, filling in blanks where parts of a sentence have left out or else those requiring short answers.

- be able to understand simple questions in French about a text on CD or online giving a short simple answer. (Level 5)
- be able to answer simple multiple choice questions about a text on CD or online showing that they have understood the text. (Level 4).
- be able to answer simple questions about a text on CD or online requiring true/false answers showing that they have understood the text. (Level 4)

**Writing**

3. to enable students to consolidate their writing skills and their understanding of vocabulary, grammar and phonetic sounds learnt so far through texts dictated to them by their teacher or read out by native speakers.

Teacher will make students listen to a short text in simple French online/on CD or teacher will dictate a short text in French and students write it out. The text can be one of the following types: writing out words, filling in words, writing short sentences or else a short paragraph.

Thus the teacher verifies the correct writing of nouns, verbs, adjectives and prepositions that the students have learnt in the previous lessons. This also ensures the correct writing of different phonetic sounds students have learnt so far.

- be able to write out correctly a paragraph consisting of short sentences with simple vocabulary, verbs and phonetic sounds read out online/CD or dictated by their teacher. (Level 5)
- be able to write out correctly sentences with simple vocabulary, verbs and phonetic sounds read out online/on CD or dictated by the teacher. (Level 5)
- be able to write out correctly simple words and simple phonetic sounds read out online/on CD or dictated by their teacher. (Level 4)
| Reading and Writing | Teacher will distribute hand-outs with short texts to students according to ability in order to verify their understanding of short texts written in simple everyday French about familiar topics. Then teacher will ask students to read the text and then answer questions set on it that teacher will give them according to ability. This will give students the opportunity to revise the vocabulary and grammar learnt so far especially the present tense of verbs of the first group. Teacher will give topics to students with situations based on topics they have tackled so far and asks them to write short, simple texts such as: SMS, e-mails, notes, letters, filling in a form...using the vocabulary and grammar they have learnt so far. | be able to answer simple open-ended questions about a written text in French. (Level 5)
be able to fill in blanks with words they have read in a written text.. (Level 4)
be able to answer multiple choice questions about a text.. (Level 5)
be able to answer questions of the True/False type about a written text. (Level 4) |
| Writing | Teacher can first discuss these topics with students by showing them pictures related to the topics or flash-cards with the vocabulary and ask questions to verify whether students have understood what they are expected to do. Then students will write out the message or short composition as homework/class work. | be able to write short texts such as writing out/replying to an invitation, a letter to a friend or a postcard, an e-mail. (Level 5)
be able to write short texts such as a note or an SMS, fill in a form. (Level 5)
be able to fill in words in a short note or sms. (Level 4) |
### Speaking and Writing

5. enable students to revise culture topics and consolidate their knowledge through written and oral exercises

| Teacher will show students videos/DVD related to French regions tackled during Units 1 to 5. Teacher will ask questions to verify the students’ understanding. The teacher creates oral and written activities in order to help students according to their ability to revise the culture topics they have learnt so far, in an interesting way.

| These can be in the form of online quizzes and searches, board games, crossword, a short paragraph, associating a word with a picture of a region.

| be able to write a short paragraph about a region of their choice tackled during the first 5 Units. (Level 5)

| be able to answer questions orally about a region. (Level 5)

| be able to fill in words about a region they have learnt about during units 1 to 5. (Level 4)

| be able to use simple words to describe a region. (Level 4)
Digital Technology Enhanced Learning – French eLearning Entitlement

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

Listening, Speaking, Reading, Writing:

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

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

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

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

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

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

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


1. Licence is available from CMeLD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
**Subject:** FRENCH  
**Unit code and title:** FRE 7.7 MY FAMILY  
**Strand:** Listening, Speaking, Reading and Writing  
**Unit Duration:** 9 sessions of 40 minutes (6 hours)

### Objectives

The teacher will:

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

### Key Words

<table>
<thead>
<tr>
<th>Affaires de classe : règle...</th>
<th>Points to note</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Matière scolaire : musique... | A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills through enjoyable and varied activities. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity. | **Oh Là Là !** Book 1- leçon 5 - En classe.  
Audio CD and player, map of the world, laptop, internet, interactive whiteboard, projector.  
[http://www.cortland.edu/flteach/civ/fetes/fetes.htm](http://www.cortland.edu/flteach/civ/fetes/fetes.htm)  
[http://www.lepointdufle.net/adjectifs.htm](http://www.lepointdufle.net/adjectifs.htm)  
[http://bonjourdefrance.com/n9/qcm/a51e.htm](http://bonjourdefrance.com/n9/qcm/a51e.htm)  
[http://www.lepointdufle.net/present.htm](http://www.lepointdufle.net/present.htm)  
[http://www.lepointdufle.net/possessifs.htm](http://www.lepointdufle.net/possessifs.htm)  
[http://www.pedagosite.net/imagiers/img_092k/](http://www.pedagosite.net/imagiers/img_092k/) |
<p>| Nationalités : allemand... |  |  |
| Famille : femme... |  |  |
| Verbes en –ER : terminer... |  |  |</p>
<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will:</td>
<td></td>
<td>Students will:</td>
</tr>
<tr>
<td>Speaking, Reading and Writing</td>
<td>The teacher can start by exposing the students to the <em>galette des rois</em> tradition celebrated on 6th January, through a video clip (<a href="http://www.cortland.edu/flteach/civ/fetes/fetes.htm">http://www.cortland.edu/flteach/civ/fetes/fetes.htm</a>) where a chef shows how this traditional cake is done. The students are then familiarized with the following traditions through the same link: <em>le 1er janvier</em> <em>Jour de l’an</em>; <em>les carnavals avec les crêpes et les beignets</em>; <em>le 1er avril avec ses blagues et le poisson accroché au dos</em>; <em>le 1er mai, le muguet et la fête du travail</em> and <em>la fêtes des mères</em>. Through the same link and in pairs, students are asked to carry out the online ex linked with the above traditions. As a follow up some students are asked to find pictures while others are asked to produce a simple PowerPoint on a tradition of their choice. Students can eventually be encouraged to do the <em>galette des rois</em> either at home or at school.</td>
<td>be able to speak about French feasts and traditions falling between January and May. (Level 5) be able to follow a recipe of the <em>galette des rois</em>. (Level 5) be able to prepare a simple PowerPoint about a particular feast or tradition. (Level 5) be able to identify French feasts and traditions falling between January and May. (Level 4)</td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td>answer orally questions about a recorded dialogue. (Level 5) understand the main ideas of a recorded dialogue. (Level 5) identify different nationalities from a recorded dialogue. (Level 4)</td>
</tr>
<tr>
<td>2. invite students to listen to a dialogue and be able to identify vocabulary related to nationalities.</td>
<td>As a pre-reading activity the teacher can revise the flags of some countries, by making the students associate the flags with the name of the matching country. This can be tackled either by using flashcards or an interactive white board. Then the teacher moves on to discuss the picture linked with the dialogue. Graded questions are asked to the students. These questions</td>
<td></td>
</tr>
</tbody>
</table>
### Reading

3. teach students to differentiate between masculine and feminine adjectives of nationality.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Speaking and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>On an interactive white board students are asked to match the masculine with the feminine form of adjectives showing nationality, ex: &quot;italien&quot;-&quot;italienne&quot;. Students are asked to point out the different endings of the feminine form, thus establishing the grammar rule for adjectives. Related graded online exercises are given to students: <a href="http://www.lepointdufle.net/adjectifs.htm">http://www.lepointdufle.net/adjectifs.htm</a></td>
<td>Students can be asked to find pictures of different families. In class they are asked to match flashcards with these pictures. Hence they will be consolidating certain lexical items such as &quot;le père, la mère&quot;. Teacher asks graded questions which may lead to more difficult lexical items such as &quot;demi-frère&quot;. In groups students carry out mini-dialogues where they ask each other talk about their family, using short simple sentences. (Level 5) ask others questions about their respective families. (Level 5) answer questions about their family. (Level 4) say out and match basic “family” vocabulary</td>
</tr>
</tbody>
</table>

### Speaking and Writing

4. enable students to talk about their family and ask others about their respective families.

<table>
<thead>
<tr>
<th>Speaking and Writing</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can be asked to find pictures of different families. In class they are asked to match flashcards with these pictures. Hence they will be consolidating certain lexical items such as &quot;le père, la mère&quot;. Teacher asks graded questions which may lead to more difficult lexical items such as &quot;demi-frère&quot;. In groups students carry out mini-dialogues where they ask each other</td>
<td>On an interactive white board students are asked to match the masculine with the feminine form of adjectives showing nationality, ex: &quot;italien&quot;-&quot;italienne&quot;. Students are asked to point out the different endings of the feminine form, thus establishing the grammar rule for adjectives. Related graded online exercises are given to students: <a href="http://www.lepointdufle.net/adjectifs.htm">http://www.lepointdufle.net/adjectifs.htm</a></td>
</tr>
</tbody>
</table>

 Students will help them to predict what the text is about. The teacher plays a recording of the text. Students are asked to point out the lexical items which are already known. In pairs students are asked to list the different nationalities mentioned in the text. Students are then asked to mark the mentioned countries on a world map. Students answer orally to graded questions about the text. be able to understand very simple questions about a picture. (Level 4) identify familiar words from a recorded dialogue. (Level 4) read out the different pronunciation of the masculine and feminine adjectives. (Level 4) distinguish between the masculine and the feminine adjective. (Level 4) be able to match masculine adjectives with their corresponding feminine adjectives thanks to the similarity between the two. (Level 4)
5. Teach students how to write a short text where they describe their family.

- Questions about their family (*Tu as un frère?*)
- Individual students are invited to talk about their family.
- Students can be shown a short video clip where a family is presented.
- Students are then asked to produce a short written text where they present their own family.
- Students can also be given a text about the family where they fill in the missing words.

- With the relevant picture. (Level 4)
- Join sentences logically to write down a short paragraph about their family. (Level 5)
- Write short sentences using the target words. (Level 4)
- Choose the proper words to continue short sentences. (Level 4)
- Be able to write down from memory the target words. (Level 4)

**Speaking and Listening**

4. Enable students to talk about stationery items.

- Students can be asked to place their stationery items on their desk. On the interactive whiteboard the teacher can first indicate lexical items which are similar to other languages such as «une gomme», and the students show her their rubber. The teacher then moves to other words such as «un cahier» etc.

- In pairs students arrange their stationery items in a list starting from the largest item and moving to the smallest one. Individual students will be asked to say how they ranked the items.

- The following online ex can be used as a consolidation:

  http://bonjourdefrance.com/n9/qcm/a51e.htm

- Use more difficult lexical items linked with stationery material such as «une trousse». (Level 4)
- Identify words similar to their native language such as «une gomme». (Level 4)
2. invite students to listen to a dialogue and be able to identify vocabulary related to stationery items.

The teacher plays a recording of a dialogue where various stationery items are mentioned. In pairs students tick on the previous list the items mentioned.

Students are asked oral questions on the dialogue. The class is divided in groups. The recording is played for the second time during which some groups will have to answer to a set of written questions while the others will have to correct the list of words. The recording is played for the third time after which all the work assigned is discussed in class.

- answer oral questions about the dialogue. (Level 5)
- answer simple written questions about the dialogue. (Level 5)
- be able to identify words linked with stationery from a recorded dialogue. (Level 4)
- identify the speakers engaged in the dialogue. (Level 4)
- be able to conjugate and read out any –ER verb which is not found in their textbook. (Level 5)

<table>
<thead>
<tr>
<th>Reading</th>
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<tbody>
<tr>
<td>3. teach students to recognize and pronounce –ER verbs in the present tense.</td>
</tr>
<tr>
<td>The teacher may play a song whose lyrics contain various examples of regular – ER verbs in the present tense. After the song students are asked to identify any words they heard. Individual students are asked to write a personal pronoun each on the whiteboard.</td>
</tr>
<tr>
<td>The teacher can play the song again and this time the students are given the lyrics to follow. In pairs students are asked to underline the verbs in the song (teacher elicits from the students that verbs follow personal</td>
</tr>
<tr>
<td>conjugate and read out any familiar –ER verb in both singular and plural persons. (Level 4)</td>
</tr>
<tr>
<td>be able to identify and read an –ER verb in any of its various forms from a text. (Level 4)</td>
</tr>
<tr>
<td>match the conjugated form of an –ER verb in the present with its corresponding infinitive, from a list of verbs. (Level 4)</td>
</tr>
<tr>
<td>Reading</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>3. teach students to differentiate between the different forms of the</td>
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<tr>
<td>possessive adjectives.</td>
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<tr>
<td>Speaking</td>
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<td>-----------------</td>
</tr>
<tr>
<td>4. enable students to talk about their stationery items and be aware of the silent “e”. (1 lesson)</td>
</tr>
<tr>
<td>Teacher may revise vocabulary linked with stationery items through the following PowerPoint presentation; <a href="http://www.pedagosite.net/imagiers/img_092k/">http://www.pedagosite.net/imagiers/img_092k/</a></td>
</tr>
<tr>
<td>Role play – students are divided in groups to prepare a simple role play. They have to ask each other what they have in their school bag (encourage students to use possessive adjectives)</td>
</tr>
<tr>
<td>The teacher can give the students a short text in which there are words containing the silent “e”. She then plays a recording of this text, asking individual students to repeat. After several repetitions the teacher elicits from the students the role of the silent “e”. In groups students can be given another text, in which they have to cross out the silent “e”. Then they can compare their results with other groups.</td>
</tr>
<tr>
<td>be able to engage in a role play and link the right possessive adjective with a particular stationery item. (Level 6)</td>
</tr>
<tr>
<td>ask others what stationery items they have in their bag. (Level 5)</td>
</tr>
<tr>
<td>be able to say what stationery items they have in their school bag. (Level 4)</td>
</tr>
<tr>
<td>be able to say words containing the silent “e”. (Level 4)</td>
</tr>
<tr>
<td>be able to identify the silent “e” in a given word. (Level 4)</td>
</tr>
<tr>
<td>be aware that the vowel “e” is not always sounded. (Level 4)</td>
</tr>
</tbody>
</table>


**Digital Technology Enhanced Learning – French eLearning Entitlement**

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

**Listening, Speaking, Reading, Writing:**

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

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

Students use Simple Diary to generate a journal of what they learn and to update their vocabulary file.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker for students to differentiate between masculine and feminine adjectives of nationality, possessive adjectives, pronounce – ER verbs in the present tense.

Students to write short sentences about their family utilising Sentence Game Maker.

Students utilise the tools of the program Cartoon Story Maker to write short sentences describing their family.

1. Licence is available from CMeLD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
Subject: FRENCH
Unit code and title: FRE 7.8 TIME AND DATE
Strand: Listening, Speaking, Reading and Writing
Unit Duration: 9 sessions of 40 minutes; Total 6 hours

Objectives
The teacher will:
1. familiarize the students with French feasts and traditions taking place from May till December. (Speaking, Reading)
2. teach students to read different time-tables, the twelve months of the year and the seasons, the 12 and 24 hour clock, pronounce plurals taking “x” and the sounds æ/, œ/, /ε/. (Reading)
3. invite students to listen to a dialogue and identify ways of fixing an appointment. (Listening)
4. teach students how to ask for an appointment, talk about their time-tables and ask others about their respective time-tables. (Speaking)
5. enable students to write a short text where they speak about their time-table. (Writing)

Key Words
Points to note

L’emploi du temps et les matières scolaires.
A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills through enjoyable and varied activities. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.

Le temps / la journée.

L’heure.

Les mois de l’année et les saisons.

Expressions : c’est bien / facile / tard / tôt.

Resources

Oh Là Là! Book 1-leçon 6 - Mathieux le matheux.
Audio CD and player, laptop, internet, interactive whiteboard, projector, recycled paper.

http://www.estudiodefrances.com/exercices/heures.html
http://goanimate.com/movie/OrkakmAkh-xU?utm_source=linkshare
http://www.youtube.com/watch?v=SpXAM3iICIo
http://www.youtube.com/watch?v=1nUnm84qm1w
http://www.cortland.edu/flteach/civ/fetes/fetes.htm
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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>The teacher will:</strong>&lt;br&gt;Speaking, Reading, Writing&lt;br&gt;1. familiarize the students with French feasts and traditions taking place from May till December.</td>
<td>Students can be shown a PowerPoint presentation where various French traditions and feasts are highlighted. As a consolidation students are asked to point out the feasts and traditions mentioned in the previous unit. <a href="http://www.youtube.com/watch?v=1nUnm84qm1w">http://www.youtube.com/watch?v=1nUnm84qm1w</a> Students are shown again the PowerPoint presentation and in pairs they are asked to identify the following feasts and traditions: <em>le 8 mai et le 11 novembre</em> (<em>dates de la fin des 2 Guerres Mondiales</em>), <em>le 14 juillet</em>, <em>Pâques</em>, <em>l’Ascension</em>, <em>le Pentecôte</em>, <em>le 15 août</em>, <em>la Toussaint</em> et <em>Noël</em>. In pairs they are asked to conduct a very short search on the internet on a particular feast. Then they are asked to share their findings with the others. Students are then asked to carry out the online exercise linked with the above traditions on: <a href="http://www.cortland.edu/flteach/civ/fetes/fetes.htm">http://www.cortland.edu/flteach/civ/fetes/fetes.htm</a> In groups students are asked to list down Maltese traditions in order to compare them with the French ones. As a follow-up some students are asked to find pictures, while others are asked to produce a simple PowerPoint presentation or a chart on a tradition or feast of their choice.</td>
<td><strong>Students will:</strong>&lt;br&gt;be able to compare French feasts and traditions with those of own country. (Level 5) be able to present a particular feast or tradition through a simple PowerPoint or a chart. (Level 5) do a small search on the internet about a feast or tradition. (Level 5) be able to identify French feasts and traditions falling between May and December. (Level 4) be able to follow a PowerPoint presentation on French feasts and traditions. (Level 4)</td>
</tr>
</tbody>
</table>
**Reading, Listening and Speaking**

2. teach students to read different time-tables.

3. invite students to listen to a dialogue and identify ways of fixing an appointment.

4. teach students how to ask for an appointment.

On the interactive white board the teacher shows two different time-tables of two different children. Students are given some time to observe the two documents so that they are aware that these documents are two time-tables. Individually, students read the two time-tables. The class is divided in groups. Some groups will be asked to list down the activities mentioned in the time-tables, other groups will be asked to list down the times, while the third set of groups will be asked to match the activities with the appropriate times and finally read them out to the class.

Students listen to a dialogue where the two children mentioned above talk about their respective time-tables and fix an appointment with each other. They are then given the transcript of the dialogue with some missing words. In pairs they fill in the missing words while listening to the dialogue for the second time.

Different pairs of students are asked to role play parts of the dialogue while class correction is carried out. With the help of the text other pairs of students fix an appointment with each other.

To further test global comprehension a multiple choice exercise can follow.

<table>
<thead>
<tr>
<th><strong>Level</strong></th>
<th><strong>Task</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>be able to join together the required information.</td>
</tr>
<tr>
<td>5</td>
<td>be able to read out the required information.</td>
</tr>
<tr>
<td>4</td>
<td>be able to identify a time-table.</td>
</tr>
<tr>
<td>5</td>
<td>identify ways of fixing an appointment.</td>
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<tr>
<td>4</td>
<td>be able to fill in missing words in a text by hearing a recorded version of it.</td>
</tr>
<tr>
<td>6</td>
<td>be able to follow the transcript of the dialogue even though it has missing words.</td>
</tr>
<tr>
<td>6</td>
<td>engage in a role play where they fix an appointment.</td>
</tr>
<tr>
<td>5</td>
<td>be able to fix an appointment.</td>
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<tr>
<td>Reading</td>
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<tr>
<td>2. teach students to read the 12 and 24 hour clock.</td>
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</tbody>
</table>

On the interactive white board the teacher shows again the two time-tables used in the previous lesson. Individual students can be asked oral questions which indicate a time eg: *A quelle heure est-ce que Alex déjeune?* Other students can record these answers under three columns; morning, afternoon and evening. Through questions the teacher will elicit from the students that there are two different ways of saying the time: the 12 hour clock and the 24 hour clock. In groups students can think of situations where these times are used. (eg. Bus schedule)

Together with the teacher the students can do clocks made from recycled material. Through oral questions and with the help of these clocks the teacher may tackle how to say the time in French. Both the 12 hour clock and the 24-hour clock are covered, highlighting the different moments of the day.

As a consolidation the teacher can ask oral graded questions to individual students. Students use the clocks they did as a help. In groups students ask each other questions using again the clocks as a support.

In groups students can create their own bingo cards, made from recycled material, where instead of numbers they will have either clock faces or written times. To further consolidate what they learnt students can actually play bingo. Graded online exercises are also recommended:

http://www.estudiodefrances.com/exercices/heures.html

<table>
<thead>
<tr>
<th>Speaking and Writing</th>
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</thead>
<tbody>
<tr>
<td>4. teach students to talk about</td>
</tr>
</tbody>
</table>

As a pre-writing activity the teacher can show a short video clip to students where a boy talks of his daily routine.

be able to read any time both in the 12 and 24 hour clock. (Level 5)
be able to read the o’clock, quarter past, half past and quarter to. (Level 4)
be able to ask for the time. (Level 4)
be able to distinguish between morning, afternoon and evening. (Level 4)
be able to distinguish between the 12 and 24-hour clock. (Level 4)
be able to engage in a role play about one’s time-table. (Level 6)
<table>
<thead>
<tr>
<th>Activity</th>
<th>Classroom Activity</th>
<th>Language Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>their time-tables and ask others about their respective time-tables.</td>
<td>Students are divided in groups and are again shown the video clip. Different groups have to note the activities carried out by the boy, during the morning, the afternoon and the evening. Other groups will write down these activities on the board. In pairs students carry out a role play where they ask each other what they do at different times of the day. (They can use the words on the board as a support.)</td>
<td>(Level 5)</td>
</tr>
<tr>
<td><a href="http://goanimate.com/movie/0rkakmAkh-xU?utm_source=linkshare">http://goanimate.com/movie/0rkakmAkh-xU?utm_source=linkshare</a></td>
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<td></td>
</tr>
<tr>
<td>talk about their own time-table. (Level 5)</td>
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<td></td>
</tr>
<tr>
<td>ask others about their respective time-table. (Level 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>match their daily activities with their appropriate time. (Level 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Students are then asked to produce a short written text where they say what they do during a normal school day and what they do on a Saturday. Students can also be given a text on the same subject with the missing words which they have to fill in.</td>
<td></td>
</tr>
<tr>
<td>5. enable students to write a short text where they speak of their time-table</td>
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<tr>
<td>join sentences logically to write down a short paragraph about their time-table. (Level 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>write short sentences about their time-table. (Level 4)</td>
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<td></td>
</tr>
<tr>
<td>choose the right words to continue short sentences in a paragraph. (Level 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>be able to write down key words taken from a video clip. (Level 4)</td>
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<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>On the interactive white board and as a revision, students can be asked to match singular words with their respective plural forms. Teacher revises the rule of adding an “s” to the singular word by eliciting it from the students. On the interactive white board again, the students can match singular words with</td>
<td></td>
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<tr>
<td>2. teach students to pronounce plurals taking -x.</td>
<td>distinguish between the formation of the plural in “s” and the plural in “x”. (Level 4) be able to read out words in the plural, formed by adding an “x”. (Level 4)</td>
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</tbody>
</table>
### Reading

2. teach students to pronounce the sounds œ/, /ø/, /ε/.

<table>
<thead>
<tr>
<th>their respective plural forms, which this time are formed by adding an “x”. The teacher asks the students to observe these words in order to elicit the rule for the plural in “x”. Related graded written and online exercises can be given to students: <a href="http://www.tolearnfrench.com/cgi2/myexam/liaison.php?liaison=_pluriel_">http://www.tolearnfrench.com/cgi2/myexam/ liaison.php?liaison=<em>pluriel</em></a></th>
<th>be able to match the singular form of a word with its corresponding plural form. (Level 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher plays a recording of these three words: beurre, bleus and père. Teacher plays again the recording and asks the students to repeat the words. Teacher asks various individual students to come out and write these words on the board. The teacher then tackles the three sounds one by one, asking individual students to repeat them. The teacher plays a recording of six words containing these three sounds. In groups the students have to identify and take note of the sounds being pronounced. To further verify this discrimination of sounds the teacher asks some groups of students to go through their textbook and take note of words containing these sounds. Other groups will be asked to find such words without the help of their textbook. Groups then compare these words. In groups students are given three sentences, each one containing a particular sound. After identifying the correct sound, various students read out these sentences.</td>
<td>be able to read words containing the sounds of œ/, /ø/, /ε/. (Level 4) write sounds containing these sounds correctly. (Level 4) identify words which contain these three sounds. (Level 4) identify these three sounds when pronounced in a word. (Level 4) repeat words containing these sounds correctly. (Level 4)</td>
</tr>
<tr>
<td>The teacher can show the students a PowerPoint presentation where the 12 months of the year are presented: <a href="http://www.youtube.com/watch?v=SpXAM3iiClo">http://www.youtube.com/watch?v=SpXAM3iiClo</a>.</td>
<td>read out important events on a calendar. (Level 5)</td>
</tr>
</tbody>
</table>

Directorate for Quality and Standards in Education - Curriculum Management and eLearning Department – **French** – 2012
2. teach students the twelve months of the year and the seasons.

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

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

Listening, Speaking, Reading, Writing:

The students explore and utilise the recording and playback capabilities of Easi-speak\(^5\). Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity\(^1\) to edit their voice recordings for insertion in other application programs.


Teacher / students make use of a Concept Map\(^2\) [http://cmap.ihmc.us/download](http://cmap.ihmc.us/download) to learn about French feasts and traditions through a number of concepts enhanced by the insertion pictures, videos, sounds and voice in a collaborative map.

Students learn about French feasts and traditions by acquiring information from a web quest created by the teacher: Zunal\(^2\) [http://www.zunal.com](http://www.zunal.com).


1. Licence is available from CMeLD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
Subject: FRENCH  
Unit code and title: **FRE 7.9 WHERE AM I?**  
Strand: Listening, Speaking, Reading and Writing  
Unit Duration: 9 sessions of 40 minutes (6 hours)

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

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

#### Speaking, Reading and Writing.

5. help students get to know better the regions *Ile-de-France* and *Alsace*.

**The teacher will:**

- help students get to know better the regions *Ile-de-France* and *Alsace*.

**Examples of teaching experiences and activities**

- A short video clip or part of a DVD about these regions may be used as a starting point. Students are encouraged to look up information, including pictures, about these regions.

- Students may be split into small groups: each of these groups will be asked to work upon a particular aspect of each region: for instance, main towns, rivers or mountains, products associated with the region, prominent people who are associated with the region, events or folkloristic festivals characteristic to the region.

- Students will be encouraged to share their findings with the others: this may be achieved through class discussions, presentations or documents written by the students themselves. Such material may also be displayed in school exhibition areas or on Open Days. The school website might also feature parts of the students’ works.


- [http://www.youtube.com/watch?v=9hdKmXP6-8o](http://www.youtube.com/watch?v=9hdKmXP6-8o)

**Indicators of learning outcomes**

**Students will:**

- write short notes about a region. (Level 5)
- speak with relative ease about a region in France. (Level 4)
- give general information about a particular region. (Level 4)
- locate roughly a particular region on the map of France. (Level 4)

### Listening and Speaking

1. help students listen to and understand spoken French in context.

**The teacher will:**

- help students listen to and understand spoken French in context.

**Examples of teaching experiences and activities**

- After a brief recapitulation of the numbers already introduced to the students in previous units, teacher can work upon numbers 61 to 80. Teacher points out how numbers above seventy are composed of sixty and the rest: 73 = 60 + 13 or “soixante-treize”. Similarly, teacher shows how numbers above eighty are composed of seventy and the rest: 82 = 70 + 12 or “soixante-douze”.

**Indicators of learning outcomes**

**Students will:**

- be able to write correctly numbers which are read out to them. (Level 4)
- read and pronounce correctly given
### Speaking

2. help students ask simple questions, describe objects, learn new vocabulary.

Teacher takes to the classroom a number of items of which the students already know the equivalent in French: these might be items of stationery, food, drinks, clothes. Teacher put the question “Qu’est-ce que c’est?” to ask about an object. Teacher leads students to give the answer “C’est un/une ...”.

Next, students are guided to include an adjective indicating the colour of the object in question, for example, *la jupe est noire, le chapeau est gris*. Phrases containing the noun and an adjective are presented: *un pantalon* numbers.

### Writing

how eighty is expressed as four twenties: “*quatre-vingts*”. Emphasis is to be laid on the correct pronunciation of the numbers in question. Later teacher works upon the written forms.

Lotto and matching games may be organized to help students practise their acquisitions. Games involving reading/writing telephone numbers or car number plates (including letters of the alphabet which were introduced earlier) are also recommended.

Some students may be asked to read out given numbers, others will be required to identify these among a set of numbers. Some students may be asked to transcribe given numbers while others may be given a matching exercise.

http://french.about.com/od/vocabulary/ss/numbers_3.htm

be able to put the question themselves. (Level 5)

be able to give adequate answers to the question “Qu’est-ce que c’est?” (Level 4)

understand the question “Qu’est-ce que c’est?” (Level 4)
bleu, une robe blanche.

Adjectives related to size, shape and material are then tackled: “c’est rond”, “c’est court”, “c’est en plastique”.

Students are subsequently invited to ask each other questions about given objects. Students work in pairs: first one student puts the question, the second one answers it, then they switch roles.

### Speaking and Writing

2. help students learn to express numbers in French, ask simple questions, describe objects, learn new vocabulary.

4. help students learn to write correctly in French, keeping in mind the difference between a sound and its written equivalent.

Teacher shows, by means of various examples, how this language “tool” is used to ask questions in French. A simple statement can be transformed into a question simply by adding “Est-ce que” in front of it and by giving it the required intonation. Emphasis is to be laid on the correct pronunciation and intonation. Students are encouraged to find their own examples of statements which they transform into “Est-ce que” questions. Students may work in pairs or small groups.

Students may be led to more complex questions which include “où” or “que/qu’” before “est-ce que”, such as “Où est-ce qu’elle habite?” or “Qu’est-ce qu’il fait?”.

Written work involving the use of this question form helps to systemize the correct use of “Est-ce que”. Students tend to omit parts of the question in their writing.

Students may be divided into small groups: one group prepares

| can produce their own questions using *Est-ce que*...? (Level 5) |
| can answer the question using the right pronunciation. (Level 5) |
| can use the question *Est-ce que* ...? (Level 4) |
| use *Est-ce que* ...? in other contexts. (Level 4) |
| can formulate their own questions using *Est-ce que*...? (Level 4) |
| complete questions starting with *Est-ce que*...? (Level 4) |
questions using “Est-ce que” while another tries to find suitable answers to them.

Some students will be asked to formulate questions to given answers, other students may be asked to work out an exercise in which they match answers to the corresponding questions.

<table>
<thead>
<tr>
<th>Speaking, Reading and Writing</th>
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<tbody>
<tr>
<td>2. help students learn to express numbers in French, ask simple questions, describe objects, learn new vocabulary.</td>
</tr>
<tr>
<td>3. teach students to read with the correct pronunciation and intonation.</td>
</tr>
<tr>
<td>4. help students write correctly in French, keeping in mind the difference between a sound and its written equivalent.</td>
</tr>
</tbody>
</table>

http://www.bbc.co.uk/languages/french/lj/language_notes/

Teacher shows students how to locate persons or things by pointing out to different objects in class, or by referring to students’ position in class.

Words indicating the position, such as “ici”, “là-bas”, “près de” and “loin de” are introduced to help students locate persons or things. Involve students by asking them to locate their friends in class: for example, “X est près de Y” or “A est loin de B”.

Students are asked to formulate their own questions about the position or location of things: “Où est le cahier?” or “Où sont les clefs?”

Students may be engaged in a treasure hunt where hints to locate a particular thing are given in French. These commands may even be given in written form.

| formulate their own indications regarding position of a person or thing. (Level 5) |
| state facts about the location of persons or things. (Level 5) |
| understand commands related to position of persons or things. (Level 4) |
| read and understand written instructions. (Level 4) |
| read instructions regarding location. (Level 4) |
### Listening and Speaking

1. encourage students listen to and understand spoken French in context.

2. help students express numbers in French, ask simple questions, describe objects, learn new vocabulary.

By means of pictures or slides, teacher presents various activities related to different sports: playing tennis or volleyball, for instance. Students will be able to identify the various sports and are eventually introduced to the French equivalent of them.

Teacher then introduces the question “Qu’est-ce qu’il fait?” (or “Qu’est-ce qu’elle fait?”) leading students to the answer « Il/Elle fait du football/tennis/volleyball ».

Similarly students are introduced to the other forms of the verb “faire”: je fais and tu fais. Later, the plural forms nous faisons, vous faites and ils/elles font are presented through questions and answers.

Students in pairs are then invited to prepare short dialogues in which one student formulates a question using the verb “faire” while the second one seeks to give a suitable answer to it.

http://fog.ccsf.cc.ca.us/~creitan/qchap2c.htm

- formulate their own questions and corresponding answers using the verb “faire”. (Level 5)
- ask guided questions using the verb “faire”. (Level 4)
- understand questions using the verb “faire”. (Level 4)
**Digital Technology Enhanced Learning – French eLearning Entitlement**

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

**Listening, Speaking, Reading, Writing:**

The students explore and utilise the recording and playback capabilities of Easi-speak\(^5\). Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity\(^1\) to edit their voice recordings for insertion in other application programs.


Teacher creates various comprehensions utilising the application program Comprehension Task Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm](http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm) for students to write correct French, while taking into account the difference between sound and its written equivalent.


Students to create a Voki\(^2\) [http://www.voki.com/create.php](http://www.voki.com/create.php) to speak about what they learned of the regions *Ile-de-France* and *Alsace*.

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1. Licence is available from CMeLD.
2. Public cloud – Signing up required
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
Subject: FRENCH
Unit code and title: **7.10 DISCOVER PARIS**
Strand: Listening, Speaking, Reading and Writing

<table>
<thead>
<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td>The teacher will:</td>
</tr>
<tr>
<td>1. help students understand spoken French in context, answer simple questions. (Listening)</td>
</tr>
<tr>
<td>2. teach students to ask questions using “Où?” and use ordinal numbers. (Speaking)</td>
</tr>
<tr>
<td>3. teach students to read written instructions and simple commands in French. (Reading)</td>
</tr>
<tr>
<td>4. help students express themselves in correct French, using the vocabulary at their disposal. (Writing)</td>
</tr>
<tr>
<td>5. help students get to know better the regions <strong>Aquitaine</strong> and <strong>Provence-Alpes-Côte d’Azur</strong>. (Speaking, Reading and Writing)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Words</th>
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<th>Resources</th>
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<tbody>
<tr>
<td>Ordinal numbers 1(^{st})-20(^{th})</td>
<td>A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills through enjoyable and varied activities. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.</td>
<td><strong>Oh Là Là 1</strong> - Book 1 - leçon 8 - Dans Paris</td>
</tr>
<tr>
<td>Vocabulary related to the town: <strong>Immeuble, adresse, étage</strong></td>
<td></td>
<td>CD Player, audio CD, Internet, PowerPoint presentations, Interactive Whiteboard, Flipcharts, Flip posters</td>
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<td></td>
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<td><a href="http://www.youtube.com/watch?v=4fT3A9wUWkA">http://www.youtube.com/watch?v=4fT3A9wUWkA</a></td>
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<td><a href="http://french.about.com/od/vocabulary/a/ordinalnumbers.htm">http://french.about.com/od/vocabulary/a/ordinalnumbers.htm</a></td>
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<td><a href="http://www.francetravelplanner.com/go/paris/areas/arrondismt.html">http://www.francetravelplanner.com/go/paris/areas/arrondismt.html</a></td>
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<td><a href="http://french.about.com/od/grammar/a/imperative.htm">http://french.about.com/od/grammar/a/imperative.htm</a></td>
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<tr>
<td>Teaching objectives</td>
<td>Examples of teaching experiences and activities</td>
<td>Indicators of learning outcomes</td>
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</tbody>
</table>
| **The teacher will:**               | A short video clip or part of a DVD about these regions may be used as a starting point. Students are encouraged to look up information, including pictures, about these regions. Students may be split into small groups: each of these groups will be asked to work upon a particular aspect of each region: for instance, main towns, rivers or mountains, products associated with the region, prominent people who are associated with the region, events or folkloristic festivals characteristic to the region. Students will be encouraged to share their findings with the others: this may be achieved through class discussions, presentations or documents written by the students themselves. Such material may also be displayed in school exhibition areas or on Open Days. The school website might also feature parts of the students' works. | **Students will:**  
write short notes about a region. (Level 5)  
speak with relative ease about a region in France. (Level 5)  
give general information about a particular region. (Level 4)  
locate roughly a particular region on the map of France. (Level 4)  
say a few sentences about one of these two regions. (Level 4) |
| **Speaking, Reading and Writing**    | **5. help students get to know better the regions Aquitaine and Provence Alpes-Côte d’Azur.**  

A short video clip or part of a DVD about these regions may be used as a starting point. Students are encouraged to look up information, including pictures, about these regions. Students may be split into small groups: each of these groups will be asked to work upon a particular aspect of each region: for instance, main towns, rivers or mountains, products associated with the region, prominent people who are associated with the region, events or folkloristic festivals characteristic to the region. Students will be encouraged to share their findings with the others: this may be achieved through class discussions, presentations or documents written by the students themselves. Such material may also be displayed in school exhibition areas or on Open Days. The school website might also feature parts of the students’ works. |  |
[http://www.youtube.com/watch?v=4fT3A9wUWkA](http://www.youtube.com/watch?v=4fT3A9wUWkA) |  |
### Listening and Speaking

1. help students understand spoken French in context, answer simple questions.

2. teach students to ask questions using "Où?" and use ordinal numbers.

Teacher presents a street map of Paris, showing the 20 districts ("arrondissements") in different colours. Teacher shows students what the centre of Paris looks like on the map (like a snail). Teacher also shows how the river Seine runs through the centre of Paris, refers to the main monuments found there: Eiffel Tower, Arc de Triomphe, Louvre museum, Notre Dame cathedral, le Sacre Coeur, Place de la Concorde... Reference is also made to the two little islands at the heart of the city: Ile St Louis and Ile de la Cite. Teacher may also explain how the different districts are identified by an ordinal number, which is also included in Paris residents’ postal addresses.

Then teacher focuses upon the formation of ordinal numbers, their correct pronunciation and written form. Special attention is to be drawn to the writing of “premier” and “première”, “cinquième” and “neuvième”.

http://french.about.com/od/vocabulary/a/ordinalnumbers.htm
http://www.planetware.com/i/map/F/paris-arrondissements-map.jpg
http://www.francetravelplanner.com/go/paris/areas/arrondismt.html

### Listening and Reading

1. help students understand spoken French in context, answer

Simple class commands are used to start the lesson: students are asked to open a window, close the door, go to the back of the class, leave the class, change place, etc. Alternatively, such commands may be printed on flashcards and distributed to the students in class. Students will be asked to talk about certain monuments or landmarks in Paris and can locate them on map of Paris. (Level 5)

refer to a number of monuments in the French capital. (Level 4)

know that Paris is divided into 20 sectors for administrative purposes. (Level 4)

transcribe orders or commands in writing. (Level 5)

read and understand written instructions or commands. (Level 5)
### Listening and Speaking

1. **Help students understand spoken French in context, answer simple questions.**
   - Questions starting with *Où* are frequently misunderstood by students. This is evident during oral exams when several students seem to be at a loss when faced with such a question.
   - Teacher may start by stating “*J’habite à …*” and asking different students to answer the question “*Où habites-tu?*” Teacher can invite students to ask a neighbour about another student: “*Où est-ce qu’il/elle habite?*”
   - Then, by referring to objects in class, teacher invites students to ask questions about them to obtain answers such as “*Le livre est sur la table*” or “*Le stylo est dans la trousse*”.
   - Some students will be asked to frame questions to given responses; others will be invited to match answers to particular “*où?*” questions.

   ![Image](http://french.about.com/od/grammar/a/adverb_interrogative.htm)

2. **Teach students to ask questions using “Où?” and use ordinal numbers.**
   - Formulate their own questions using “*Où?*” with the required intonation (Level 5)
   - Answer questions starting with “*Où?*” (Level 5)
   - Understand questions starting with “*Où?*” (Level 4)

### Speaking and Writing

- Teacher takes some items of stationery to class: pens, pencils, envelopes, rulers, copybooks, etc. Teacher asks students the question “*Qu’est-ce* use the verb *vouloir* together with another verb in the infinitive in sentences of their

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Directorate for Quality and Standards in Education - Curriculum Management and eLearning Department – **French** – 2012
| Speaking and Listening | 2. teach students to ask questions using “Où?” and use ordinal numbers. | 2. teach students to ask questions using “Où?” and use ordinal numbers. | Teacher leads students to answer « Je veux ... ». Then, others are asked to say what a particular student wants, to get the response « Il/Elle veut ... ». Other forms of the verb “vouloir” (nous – vous – ils – elles) are subsequently introduced. Later, students are shown how the question “Qu’est-ce que tu veux?” may be answered using “Je veux...” followed by a verb in the infinitive. Pictures or slides may be used as visual support in this phase of the lesson, for example, “Je veux manger” or “Elle veut danser”. Some students are asked to formulate their own questions using the verb “vouloir”. Others may be asked to complete given questions using the required form of the verb or to match given questions with the corresponding answers. |
| 1. help students understand spoken French in context, answer simple questions. | Students often find great difficulties with nasal sounds for they are not so acquainted with them. Systematic repetition of such sounds is very important in a beginners’ class even though this should be a regular feature throughout the whole year. It is felt that at this stage, such nasal sounds should be quite distinct. Students will be able to distinguish and repeat these sounds. Some students are asked to identify which nasal sound they hear; others will be asked to imitate these sounds. | Students often find great difficulties with nasal sounds for they are not so acquainted with them. Systematic repetition of such sounds is very important in a beginners’ class even though this should be a regular feature throughout the whole year. It is felt that at this stage, such nasal sounds should be quite distinct. Students will be able to distinguish and repeat these sounds. Some students are asked to identify which nasal sound they hear; others will be asked to imitate these sounds. | pronounce correctly “new words” having a nasal sound. (Level 4) distinguish and identify different nasal sounds. (Level 4) imitate given nasal sounds. (Level 4) |

**Directorate for Quality and Standards in Education - Curriculum Management and eLearning Department – French – 2012**
Digital Technology Enhanced Learning – French eLearning Entitlement

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

**Listening, Speaking, Reading, Writing:**

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

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


Students to create a Voki2 [http://www.voki.com/create.php](http://www.voki.com/create.php) to simulate various familiar contexts.


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


1. Licence is available from CMeLD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
**Subject:** FRENCH  
**Unit code and title:** FRE 7.11 WHERE IS IT?  
**Strand:** Listening, Speaking, Reading and Writing  

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

### Objectives
The teacher will:

1. enable students to become acquainted with the different aspects of life in Bretagne. (Incorporating the four strands)
2. help students understand the global meaning of a story, to relate the story in their own words and to endeavour in creative writing in order to imagine a continuation to the story. Help students understand dialogues of a comic strip and write a similar story. (Incorporating the four strands)
3. help students understand the similarity in the writing of the verbs vouloir and pouvoir and their different meaning and use. Then help them observe and point out the different forms of the negative when followed by the definite or indefinite article and use it correctly when writing. Also, enable students to recognize the French letter sounds [ʃ] and [ʒ] and use them correctly. (Listening, Speaking and Writing)
4. enable students to describe the main rooms of a house and talk about the position of furniture and other objects in these rooms. (Speaking and Writing)
5. enable students to learn about zoos in Paris, to surf the Internet for more information. Then encourage students to speak about animals they prefer and to choose the animal mascot for their class and finally to write about their favourite animal. (Incorporating the four strands)

### Key Words

<table>
<thead>
<tr>
<th>Points to note</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressions : Peut-être, faire une pause, à pied, en ascenseur...</td>
<td>Prépositions de lieu : <a href="http://www.youtube.com/watch?v=tX8AJTnhgA">http://www.youtube.com/watch?v=tX8AJTnhgA</a></td>
</tr>
<tr>
<td>Teaching objectives</td>
<td>Examples of teaching experiences and activities</td>
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<td>------------------------------------------------</td>
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<tr>
<td><strong>The teacher will</strong></td>
<td>The teacher shows students videos about different aspects of life in Bretagne. Then students are paired according to ability and given sites to surf, so as to discover Bretagne better. Different groups are given a variety of aspects of life to look up and read about. Then students are invited to share their findings with the rest of the class. In small groups of different abilities, students can create a PowerPoint to show to their classmates or make a chart to hang in their classroom. &lt;br&gt;The following are some sites that can be used for the research: &lt;br&gt;Discover Bretagne &lt;br&gt;<a href="http://www.bretagne.com/">http://www.bretagne.com/</a> &lt;br&gt;<a href="http://www.bretagnenet.com/scb/frame.html">http://www.bretagnenet.com/scb/frame.html</a> &lt;br&gt;<a href="http://www.youtube.com/watch?v=D48DLuoPotE">http://www.youtube.com/watch?v=D48DLuoPotE</a> &lt;br&gt;<a href="http://www.youtube.com/watch?v=uUSaupRHZYc">http://www.youtube.com/watch?v=uUSaupRHZYc</a> &lt;br&gt;<a href="http://www.youtube.com/watch?v=m2LeNBY_5gk">http://www.youtube.com/watch?v=m2LeNBY_5gk</a> &lt;br&gt;Recipes from Bretagne &lt;br&gt;<a href="http://www.recoin.fr/recette/bretagne+recette">http://www.recoin.fr/recette/bretagne+recette</a> &lt;br&gt;Walks in Bretagne &lt;br&gt;<a href="http://www.recoin.fr/tourisme/bretagne+tourisme">http://www.recoin.fr/tourisme/bretagne+tourisme</a> &lt;br&gt;Folk Music from Bretagne &lt;br&gt;<a href="http://www.youtube.com/watch?v=i3Fejzo7KWc">http://www.youtube.com/watch?v=i3Fejzo7KWc</a> &lt;br&gt;Folk Dance from Bretagne &lt;br&gt;<a href="http://www.youtube.com/watch?v=8MFJ37x-vVo">http://www.youtube.com/watch?v=8MFJ37x-vVo</a></td>
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<td><strong>Incorporating the four strands</strong></td>
<td><strong>2. help students understand the global meaning of a story, to</strong></td>
</tr>
</tbody>
</table>
relate the story in their own words and to endeavour in creative writing in order to imagine a continuation to the story.

Students are asked to take roles in order to read the story. Difficult words are explained.

Students listen to the audio recording of the story and follow the written script to aid understanding.

Students answer questions related to the story to ensure comprehension of the text.

The teacher can solicit the creativity of students encouraging them, according to their ability, to invent a continuation to the story. Students are encouraged to formulate their ideas which they put down in writing. Some students are asked to fill in missing words in a text so as to continue the story. Other students are asked to put sentences in order to form a text.

Students are asked to take roles in order to read the story. Difficult words are explained.

Students listen to the audio recording of the story and follow the written script to aid understanding.

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<table>
<thead>
<tr>
<th>Writing</th>
<th>Speaking and Writing</th>
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<tbody>
<tr>
<td>3. help students understand the similarity in the writing of the verbs <em>vouloir</em> and <em>pouvoir</em> and their different meaning and use.</td>
<td>3. Then help them observe and point out the different forms of the negative when followed by the definite or indefinite article and use it correctly when writing.</td>
</tr>
<tr>
<td>The teacher revises the present tense of the verb “vouloir” done previously. This can be done using a PowerPoint presentation and / or through exercises. Then the present tense of the verb “pouvoir” is introduced, explaining that it follows the same pattern as “vouloir”. This can also be shown by means of a PowerPoint presentation. The teacher also explains the difference in meaning and use of the two verbs. Exercises can be given to verify that students have understood. It is important that different exercises are given, according to the students’ ability e.g.: matching, multiple choice, crosswords, cloze, writing sentences.</td>
<td>The teacher may start by revising what students have learnt up to this point; e.g.: <em>je n’aime pas les baskets rouges; ce n’est pas ma tante...</em> Then through a PowerPoint or through examples written on the board the teacher makes the students realise that the definite article will remain the same in the negative (e.g.: <em>ce n’est pas la directrice</em>) whereas the indefinite article is dropped and changed into <em>de</em> in the negative (e.g.: <em>je n’ai pas de crayons</em>). Then teacher moves on to the negative of the verbs <em>vouloir</em> / <em>pouvoir</em> when followed by the infinitive: <em>pas</em> is placed before the verb in the infinitive</td>
</tr>
</tbody>
</table>

| be able to formulate ideas through new vocabulary learnt after observing pictures. (Level 6) | be able to use the negative expression ‘ne...pas’ followed by, either the definite or the indefinite article in the same exercise. (Level 6) |
| be able to understand a story after listening to a recording of it. (Level 6) | be able to use the negative expression ‘ne...pas’ followed by the definite article |
| be able to guess what is happening in a story through the observation of pictures and answer questions about the story orally. (Level 5) | |
### Listening, Speaking and Writing

4. enable students to describe the main rooms of their house and talk about the position of furniture and other objects in these rooms.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercises</td>
<td>Give exercises to verify if students have understood. Some examples are: cloze, find the difference, multiple choice, writing sentences.</td>
<td>(e.g.: <em>je ne peux pas parler</em>).</td>
</tr>
<tr>
<td></td>
<td>and the indefinite article in simple, separate exercises. (Level 5)</td>
<td></td>
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<tr>
<td></td>
<td>Become aware of the use of the negative followed by the definite and the indefinite articles. (Level 4)</td>
<td></td>
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</tbody>
</table>

The teacher could use interactive, online activities to teach students vocabulary related to the rooms and furniture in a house.


The teacher may show a video clip of a person buying a new house, so as to teach the names of the different rooms in the house. Students could be invited to do a role play on the same pattern.


Through a video, a PowerPoint presentation or pictures... the teacher then explains the prepositions of place in a simple and interesting way: *sur, sous, devant, derrière, dans, entre...*  
http://www.youtube.com/watch?v=tX8AJTnihgA

An activity can be carried out with the P.E. teacher in the gym or yard. Kinesthetic learners will find it easier to understand and remember these prepositions. Students listen to and physically carry out orders using the prepositions of place, then students can do the same in small groups, taking turns at giving orders and performing them. Another activity would be to organize a treasure hunt giving clues which involve the use of prepositions of place.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td>Be able to describe their own room using the vocabulary and the prepositions of place they have learnt. (Level 6)</td>
<td></td>
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<tr>
<td></td>
<td>Get to know the meaning of the prepositions of place and the name of some of the rooms and furniture found in their house. (Level 5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be able to use the prepositions of place to indicate the location of persons and objects. (Level 5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be able to express the meaning of some rooms and furniture found in their house and of the prepositions of place through simple, guided exercises. (Level 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be able to choose the correct vocabulary and prepositions of place from a given list, so as to describe the picture of a room. (Level 4)</td>
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</tbody>
</table>
Students can also play a game wherein one small group of students asks questions related to the furniture in a room and the other group answers. The first group will have enough details to draw the room. Then the 2 groups will compare the 2 diagrams to verify understanding and explanation. This activity gives the opportunity to students to use the vocabulary they learnt together with the prepositions. The teacher can ask students to write some sentences to describe their room or one of the rooms in their house.

**Listening, Speaking and Writing:**

3. enable students to recognize the French letter sounds [ʃ] and [ʒ] and use them correctly.

[ʃ] The teacher explains that this letter has the sound of the Maltese [ʃ] but is written **ch** e.g. *chien, chaise, cheval*...

[ʒ] The teacher also explains that the sound of this letter is close to the sound of the Maltese [ʒ] and is sounded in that way when **g** is followed by **e** or **i**. e.g. *singe, girafe*... It is also written as **j** e.g. *je, jardin*...

In order to verify the difference between these two sounds, a list of words is given where these sounds are used so that students can discriminate between the sound **g** when the letter is followed by **e** or **i** and the sound **g** (as in the Maltese **g**) when the letter is followed by **a**, **o** or **u**. In another activity the teacher can read out words and the students write them down or else indicate what letter or sound was used.

- **Incorporating the four strands**

5. enable students to learn about zoos in Paris, to surf the Internet for more information. Then encourage students to speak about animals they prefer and to choose the animal mascot for their house.

Students are asked what they already know about Paris and its monuments. Teacher may show a video of a zoo in Paris e.g.: *Le zoo de Vincennes.*


Teacher may ask students to make a list of their favourite animals, both domestic and exotic. In another activity the teacher can read out words and the students write them down or else indicate what letter or sound was used.

- be able to write a description of their favourite animal. (Level 6)
- be able to surf the Internet to find information about zoos in Paris and about the animals that are found in the zoo. (Level 6)
<table>
<thead>
<tr>
<th>Supplementary Optional Activity</th>
<th>Reading, Speaking and Writing</th>
</tr>
</thead>
</table>
| **2. Help students understand dialogues of a comic strip and write a similar story.** | The teacher shows the pictures of a comic strip which may be the continuation of a story tackled previously. Students could try to guess what happened in the story, through the pictures.  
Students may work in small groups of different ability. Each group is given a picture and the captions which form the dialogue of that picture. They are asked to read the dialogue and match each caption with a person in the picture. The whole story is then reconstructed and can be shown as a PowerPoint presentation. This helps students understand and discuss what really happened in the story. |  
|                                                                                          | be able to create simple dialogues, when given pictures, so as to write a story similar to the one they have read. (Level 6)  
be able to discuss what happened in a story. (Level 6) |
Students may also listen to an audio recording of the story, if available.

Then students are given another set of pictures that form a story and are asked to create dialogues so as to form a story on the same pattern as the comic strip.

| **Level 5** | be able to put a dialogue in the right order so as to construct a story.  
| **Level 4** | be able to match dialogues to persons in a picture indicating who is saying what.  
| **Level 4** | be able to use the vocabulary they have learnt previously so as to explain briefly and in a simple way what they see in a picture. |
Digital Technology Enhanced Learning – French eLearning Entitlement

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

**Listening, Speaking, Reading, Writing:**

The students explore and utilise the recording and playback capabilities of Easi-speak\(^5\). Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity\(^1\) to edit their voice recordings for insertion in other application programs.


Students to create a Voki\(^2\) [http://www.voki.com/create.php](http://www.voki.com/create.php) to simulate various familiar contexts.

Students use GoAnimate\(^2\) [http://goanimate4schools.com/public_index](http://goanimate4schools.com/public_index) to create a small cartoon video.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm](http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm) for students to comprehend and reply questions on the area they are learning on.


Teacher creates various memory games utilising the combined features text – text, text – picture or text – sound of the program Memory Game Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/memory/index.htm](http://www.education.vic.gov.au/languagesonline/games/memory/index.htm) for students to work out and measure their level of understanding of the topic under study.

Teacher creates various matching games utilising the combined features text – text, text – picture or text – sound of the program Memory Game Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/matching/index.htm](http://www.education.vic.gov.au/languagesonline/games/matching/index.htm) for students to work out and measure their level of understanding of the topic under study.


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

The teacher will:

1. help students consolidate their understanding of simple French texts when spoken by native speakers or read out to them by the teacher. (Listening)
2. help students consolidate the speaking skills they have learnt so far and revise the vocabulary and grammar they have acquired throughout the year to produce simple dialogues in French. (Speaking)
3. help students consolidate their reading and understanding of different types of texts written in easy everyday French. (Reading)
4. help students consolidate the writing skills they have acquired and to carry out simple creative tasks using the vocabulary and grammar learnt so far in French. Help students verify the correct answering of questions and writing of French vocabulary and grammar through texts dictated to them. (Writing)
5. enable students to revise and consolidate their knowledge of culture topics they have learnt this year through various exercises. (Speaking and Writing)

Key Words

Revision of vocabulary learnt in Units 7 to 11, related to:
- Family, Animals, Stationery, The rooms and furniture in the house

Revision of vocabulary learnt in Units 1 to 5:
- Descriptions, colours, age, clothes, numbers, school, subjects, time, days of the week.

Points to note

A student-centred learning approach enables students to develop skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills, through enjoyable and varied tasks. Students are exposed to the French language and are made aware of intercultural diversity. Through questioning techniques, the teacher elicits linguistic responses enabling students to express themselves with increasing confidence, independence and creativity.

In this last Unit, teachers are expected to provide the students with different activities based on the four strands in order to reinforce and revise the material taught during the year thus preparing them for exams.

Resources

- Oh là là ! Book 1 - leçon 0 à 9
- CD player and audio CDs, power points, laptop, smart board.
- Ma maison: http://www.audio-lingua.eu/spip.php?article1028
- Ma famille: http://www.audio-lingua.eu/spip.php?article735
- Ma chatte: http://www.audio-lingua.eu/spip.php?article462
- Compréhension écrite: http://www.lepointdufle.net/comprehensionecrite.htm
- Préposition de lieu: http://www.lepointdufle.net/prepositions.htm
- Phonétique: http://www.unil.ch/ling/page12580.html; http://www.lepointdufle.net/phonetique.htm
- Bretagne: http://www.audio-lingua.eu/spip.php?article466
- Alsace (St Nicolas): http://www.audio-lingua.eu/spip.php?article823
- Contes et légendes du monde: http://eeycb.coe.int/edupack/fr_31.html
<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The teacher will</strong></td>
<td></td>
<td><strong>Students will</strong></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td>be able to answer orally questions about the picture going into more depth e.g. Speak of the mood of a person. (Level 6)</td>
</tr>
<tr>
<td>2. help students consolidate the speaking skills they have learnt so far and revise the vocabulary and grammar they have acquired throughout the year in French.</td>
<td>Picture Interpretation: Through a variety of pictures, printed or online, the teacher gives students the opportunity to revise vocabulary they have learnt so far, especially in Units 7 to 11. Students speak about the family, animals, stationery, rooms and furniture at home, time-tables of trains, cinema, school… These pictures will also enable students to revise the adjectives of nationality, the possessive adjectives and the prepositions of place… Furthermore, the teacher uses pictures to revise the vocabulary and grammar learnt in Units 1 to 5, for example: the articles, description of persons, colours, numbers, clothes, subjects learnt at school, days of the week…</td>
<td>be able to describe the picture giving more details using simple everyday language. (Level 6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>be able to use adjectives of colour and nationality together with the nouns, so as to describe the picture in a simple way. (Level 5)</td>
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<tr>
<td></td>
<td></td>
<td>be able to list some simple words associated to the picture. (Level 4)</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td>be able to simulate everyday situations they are familiar with, creating simple dialogues. (Level 6)</td>
</tr>
<tr>
<td>2. help students consolidate the speaking skills they have learnt so far and revise the vocabulary and grammar they have acquired throughout the year to produce simple dialogues in French.</td>
<td>Role Play: The teacher creates easy but authentic everyday life situations to ensure that students have acquired the necessary skills to be able to speak about their family, their favorite animal, their school time-table, the subjects they prefer, describe their room, and use the imperative, possessive adjectives, prepositions… The teacher uses simple questioning techniques learnt in class, so as to create a conversation with the student. The teacher also takes into consideration the ability of each student. Students of different ability can also be paired and given time to prepare a dialogue about a situation that is familiar to them. In this way students are given the opportunity to</td>
<td>be able to ask and answer questions related to situations they are familiar with. (Level 5)</td>
</tr>
</tbody>
</table>
practice both the questioning and the answering techniques they have learnt during the year. Each pair of students will then present the dialogue to the rest of the class.

| Listening and Writing | Listening Comprehension: Students listen to recordings on CDs or online so as to ensure that they are able to understand native speakers of French talking on topics tackled in class during the scholastic year, especially in Units 7 to 11. The text can also be read out by the teacher if that is what is done during the exam. Besides the vocabulary, students are given the opportunity to revise the questioning techniques. The teacher gives different types of exercises so as to ensure that all students according to their ability can perform the exercises. These can vary from simple multiple choice exercises, true / false questions, continuation of sentences with a word read out in the text, to open ended questions...

1. help students consolidate their understanding of simple French texts when spoken by native speakers or read out to them by the teacher.

4. Help students verify the correct answering of questions through texts dictated to them.

be able to answer simple open-ended questions, showing they have understood the text. (Level 6)

be able to fill in blanks with words they have heard in the text, showing they have understood the text. (Level 6)

be able to answer simple multiple choice questions, showing they have understood the text. (Level 5)

be able to answer simple questions requiring true/false answer, showing they have understood the text. (Level 4)

Dictation: Students will listen to a short text in simple French dictated to them by their teacher or CD recordings or online. The text is first read out as a whole and then part by part, giving students time to write what they hear. Through this exercise students will verify the correct writing of nouns, verbs, adjectives, prepositions... This also ensures the correct writing of different phonetic sounds.

According to their ability, some students are asked to write all the text while others are asked to fill in blank spaces with words they hear.

be able to write simple sentences in the present tense correctly (Level 6)

be able to write out correctly, sentences with simple vocabulary, verbs and phonetic sounds they have learnt so far. They can still make some mistakes in the use of tenses. (Level 5)

be able to write simple words they are familiar with, correctly. However they cannot always conjugate verbs and use singular/plural correctly especially in words where letters are not sounded (Level 4)

Listening and Writing

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be able to answer simple multiple choice questions, showing they have understood the text. (Level 5)

be able to answer simple questions requiring true/false answer, showing they have understood the text. (Level 4)
### Reading

3. **Reading Comprehension:**
   - Teacher presents students short texts of different formats, written in simple everyday French about familiar topics. This will give students the opportunity to revise the vocabulary and grammar learnt so far especially the present tense of verbs of the first group. The teacher will present students with exercises that cater for the different abilities of students so as to verify their understanding of the texts.

   - **Level 6:** be able to answer simple open-ended questions and to match words with their meaning.
   - **Level 5:** be able to match words from the passage to their meaning.
   - **Level 4:** be able to answer true/false questions and simple questions to which they can find the answer easily, in the text.

### Writing

4. **Message / Composition:**
   - Students are given situations based on topics they have tackled so far and are asked to write short, simple texts such as: sms, e-mails, notes, letters, filling in a form... Students practice these different types of writing, according to their ability, using the vocabulary and grammar they have learnt so far.

   - **Level 6:** be able to write informal letters and emails about familiar everyday activities using the present tense correctly.
   - **Level 5:** be able to write short texts such as an sms or a simple email on familiar topics.
   - **Level 4:** be able to fill in simple forms following a model or write simple missing words in an sms.

### Speaking and Writing

5. **Culture and Civilisation:**
   - Students watch videos related to the French regions tackled during the year. They answer questions to verify their understanding.

   - **Level 6:** be able to write a short paragraph to describe one of the five regions tackled during the year.
   - **Level 5:** be able to answer simple questions about the other topics tackled during the year.

   - **Level 4:** be able to answer simple multiple choice and...
| The teacher creates oral and written activities in order to help students according to their ability, to revise the culture topics they have learnt this year, in an interesting way. These can be in the form of online quizzes and searches, board games, crosswords, a short paragraph... for which students of different abilities can be grouped together. | true/false questions about topics they have learnt during the year. (Level 4)  
be able to write a few simple words to describe one of the 5 regions tackled during the year. (Level 4) |
**Digital Technology Enhanced Learning – French eLearning Entitlement**

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

**Listening, Speaking, Reading, Writing:**

The students explore and utilise the recording and playback capabilities of Easi-speak\(^5\). Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity\(^1\) to edit their voice recordings for insertion in other application programs.

Students use Simple Diary\(^4\) [http://www.webbedfeetuk.com/a-simple-diary.php](http://www.webbedfeetuk.com/a-simple-diary.php) to review what they learned and to revise their vocabulary.

Students to create a Concept Map\(^2\) [http://cmap.ihmc.us/download](http://cmap.ihmc.us/download) to help them revise the language concepts they learned.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm](http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm) for students to comprehend and reply questions on the areas they learned throughout the units.


Teacher creates various memory games utilising the combined features text – text, text – picture or text – sound of the program Memory Game Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/memory/index.htm](http://www.education.vic.gov.au/languagesonline/games/memory/index.htm) for students to work out and measure their level of understanding of the topics they studied.

Teacher creates various matching games utilising the combined features text – text, text – picture or text – sound of the program Memory Game Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/matching/index.htm](http://www.education.vic.gov.au/languagesonline/games/matching/index.htm) for students to work out and measure their level of understanding of the topics they studied.


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