

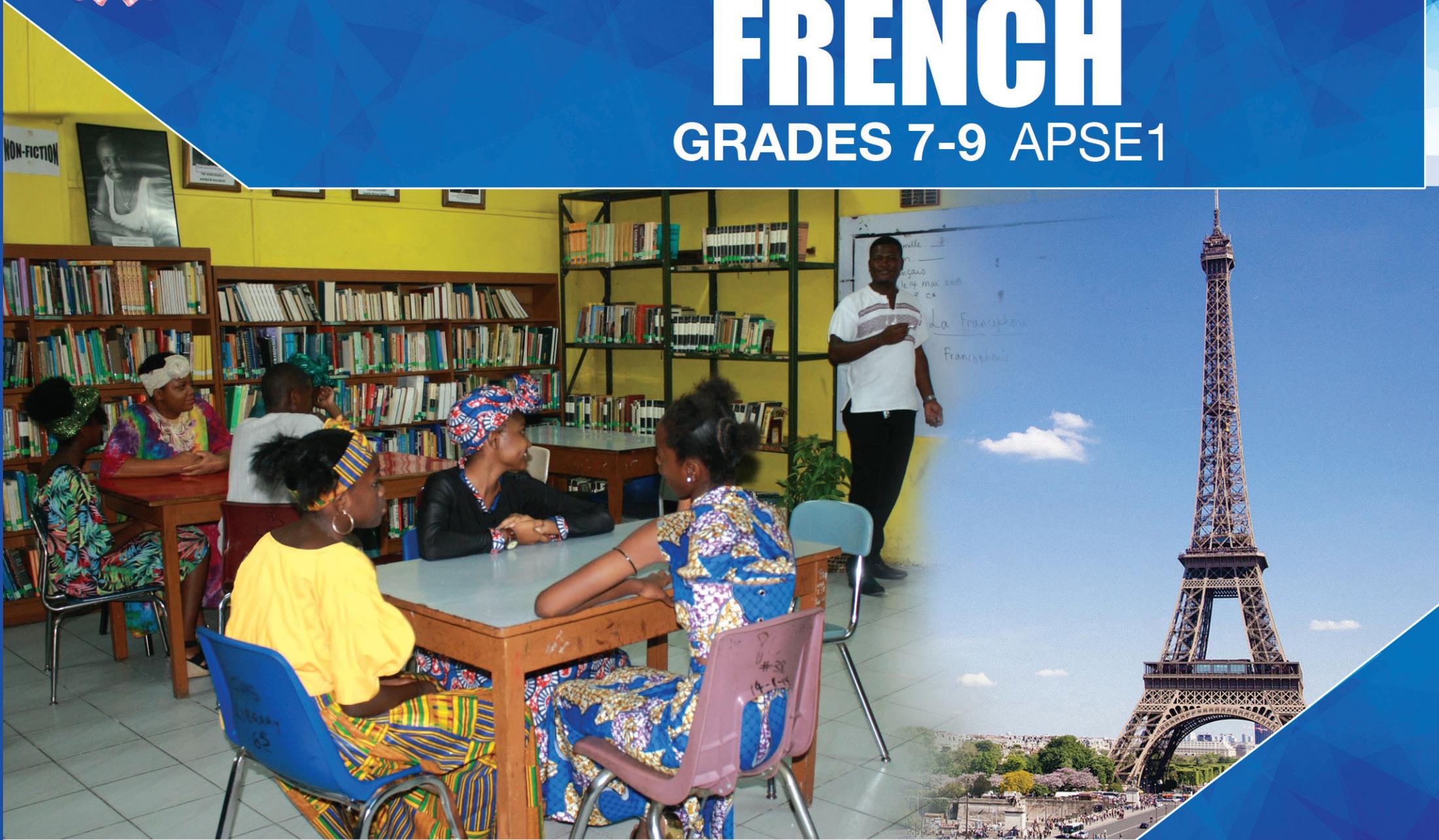


MINISTRY
OF
EDUCATION, YOUTH & INFORMATION
Every Child Can Learn, Every Child Must Learn

NATIONAL STANDARDS CURRICULUM

FRENCH

GRADES 7-9 APSE1



NATIONAL STANDARDS CURRICULUM GUIDE

GRADES 7-9

FRENCH

APSE1

A C K N O W L E D G E M E N T

Our connection with each other is unquestionable and so at the end of this arduous yet rewarding journey, the Ministry of Education, Youth and Information gratefully acknowledges the contributions of the following individuals and institutions who generously gave of their time and resources in the planning and development of the National Standards Curriculum (NSC):

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Education has always been pivotal to societal and economic development. It is for this reason that Jamaica remains unshaken and hopeful of a realized vision to be “the place of choice to live, work, raise families and do business.” The assurance of the possibility of all that such a vision entails comes from the recognition that Jamaica is endowed with tremendous God-given talent and creative potential and as a people of strong faith in spiritual principles and resilience; we are able to harness our capabilities, to make significant influence on the world. It is through this new National Standards Curriculum (NSC) that we hope to propel this vision of the education system whilst becoming more relevant, current and dynamic.

The team at the Ministry of Education Youth and Information is cognizant of the fact that the curriculum is the heart and mind of education and remains the most powerful means by which any country can develop and be sustainable. It is for this reason that the NSC has been designed with the understanding that people, learning and national development are at the core of our existence in a time of rapid change in the physical, social, economic and other dimensions of the global landscape. As a consequence, we celebrate the wisdom of the developers who through the engagement of numerous stakeholder groups, have responded favourably to the need for that kind of education that prepares our young people for life; while challenging our more mature to join in this lifelong journey of learning to learn.

Our commitment to the development of each learner and our support and appreciation of the various stakeholder groups that are partnering with us in providing quality education, remain at the forefront of our efforts in ensuring that this journey transforms education. This commitment is conveyed through our adoption of a Pathway Approach to learning that demands of us to provide customized programmes, differentiated learning experiences and specialized support for our learners. Our actions have been fruitful as is evident by the systems and conditions we have put in place for successful implementation.

Like the rest of Jamaica, I look forward to the testimonials of students, parents, teachers and other stakeholders of the empowering effect of this learner- centred curriculum and remain confident that it will contribute to make Jamaica renown.

The Honourable, Senator Ruel Reid, CD

Minister of Education, Youth & Information



Building a modern society where young people can prosper and achieve their aspirations is paramount on the Ministry of Education, Youth and Information's (MOEYI) agenda. In its bid to advance this agenda the team at the MOEYI has developed the National Standards Curriculum (NSC) on a clear set of values that will permeate learning and become embedded in young people's approach to life. Young people need to be clear about their Jamaican identity. Justice, democracy, tolerance and respect need to be more than mere words; they need to become an essential part of people's lives. Young people's understanding of, and commitment to, sustainable development is critical to the future of Jamaica and of the world. These values that permeate the new curriculum and more importantly, will by its use, be ingrained in the fabric of the Jamaican society.

The development of a new curriculum is a major achievement in the life of any country. It is even more noteworthy because this curriculum embodies the set of knowledge, skills, values and attitudes that our country deems relevant at this particular time. It is intended that these attributes be conveyed to the next generation as a means of cultural continuity in preparation to cope with the future, both nationally and individually.

I am particularly excited about the prospects of the NSC honing key twenty-first century skills such as communication, collaboration, critical thinking and creativity in our youth as they prepare to take on their roles as global citizens. I encourage parents, students, teachers and indeed the community to partner with us as we prepare our young people not just for today, but for the rapidly changing times ahead.

The Honourable, Floyd Green, MP

State Minister in the Ministry of Education, Youth & Information



In responding to the challenges confronting education in Jamaica, The Ministry of Education Youth and Information has taken strategic measures to address the need for a national curriculum that is relevant for the 21st century, the dynamics of the Jamaican context and the profile of the learners at the pre-primary, primary and secondary levels. One major output of these strategic actions is the National Standards Curriculum. This curriculum is intended to be one of the means by which the Jamaican child is able to gain access to the kind of education that is based on developmentally-appropriate practice and the supporting systems and conditions that are associated with high quality education.

This curriculum has the potential to inspire and provide challenges in the form of problem situations that all our learners can handle in ways that are developmentally appropriate. It compels us to move beyond the traditional functional perspectives of being literate to a focus on the physical and physiological as well as the ethical, social and spiritual.

I invite all our stakeholders to fully embrace this new curriculum which promises to excite imaginations, raise aspirations and widen horizons. Learners will become critical and creative thinkers with the mindset required for them to be confident and productive Jamaicans who are able to thrive in global settings as they take their place in the world of uninhibited change.

Mr. Dean Roy Bernard

Permanent Secretary , Ministry of Education, Youth & Information



It was the mandate of the Curriculum Units of the Ministry of Education, Youth and Information to spearhead the crafting of a new curriculum for the nation, in keeping with international standards, global trends in the educational landscape and societal goals and aspirations. The mandate had several facets: to establish clear standards for each grade, thereby establishing a smooth line of progression between Grades 1 and 9; to reduce the scope, complexity and amount of content; to build in generic competencies such as critical thinking across the subjects; to ensure that the curriculum is rooted in Jamaica's heritage and culture; to make the primary curriculum more relevant and more focused on skills development, and to ensure articulation between primary and secondary curricula, especially between Grades 6 and 7. To achieve this, the MoEYI embarked on an extensive process of panel evaluations of the existing curricula, consultation with stakeholders, (re)writing where necessary and external reviews of the end products.

Today, we are indeed proud that, the curriculum development teams have succeeded in crafting a curriculum which has met these expectations. Under the National Standards Curriculum (NSC) focus will be given to project-based and problem-solving learning, with an integration of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies across the system. Learners will benefit from more hands-on experiences which should enhance the overall learning experience and cater to the different kinds of learners in our classroom. In addition, they will be exposed to work-based learning opportunities that will help them become productive citizens of Jamaica and the world at large.

It is anticipated that as school administrators and teachers system-wide implement the National Standards Curriculum that improvements will be evident in the general academic performance, attitude and behaviour of our students.

We anticipate the participation of all our stakeholders in this process as we work together to improve the quality of life and prospects for all the children of Jamaica and to realize our mantra that *every child can, and must, learn*.

Dr. Grace McLean

Chief Education Officer, Ministry of Education, Youth & Information



The Ministry of Education Youth and Information (MoEYI) is committed to providing high quality education to all Jamaican children. We have heard the cries from the various sectors of the Jamaican society about the level of preparedness/readiness of our students for life in the 21st century; and we are taking the necessary steps to ensure that our students graduate with marketable skills. The MoEYI has reviewed and redesigned the Grades 1-9 curricula around the principles of Vision 2030 Goal number one; “Jamaicans are empowered to achieve their fullest potential”.

The National Standards Curriculum (NSC) will lay the foundation for students by preparing them for working lives that may span a range of occupations, many of which do not currently exist. This has been done by way of designers carefully integrating the theoretical principles of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies into the curricula at all grade levels. The NSC illustrates that in order to make education effective for our 21st century children; we need to change how we teach, and what we teach.

We are satisfied that the curriculum designers and writers have produced a curriculum that is indeed fitting for the 21st century. The NSC was designed to develop students’ understandings of subject matter and their ability to apply what is learnt; it fosters their ability to communicate and solve problems collaboratively, think critically and create novel solutions.

The success of our children is dependent on the participation of all stakeholders in the learning process. We encourage you all to be our committed partners in education as the true impact of this curriculum will only be

felt when we have all hands on board. I am indeed proud to be associated with the development and implementation of this curriculum; it will inspire hope in our nation and future generations; kudos to the various teams that contributed to its development.

Mrs Lena Buckle Scott

Deputy Chief Education Officer,

Curriculum and Support Services, Ministry of Education, Youth & Information



The National Standards Curriculum (NSC) rests on the belief that all learners are endowed with the capabilities, gifts and talents to fulfil their divine purpose. These attributes are to be further enhanced or improved in a nurturing, inspiring and inclusive environment; one that caters to the whole person (soul, spirit and body - spiritual, emotional, social, physical and mental). As learners assume their roles and responsibilities individually and as communities of learning in such an environment, they become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators.

A curriculum design of this nature, calls for transformative change at the societal level (Elkind, 2004)¹ and not just at the school and classroom levels. This is a call for all stakeholders, as users of the curriculum, to adopt a critical -reflective and reflexive stance and join learners in the quest for meaning, purpose and stability as they help to shape the world. By integrating principles from various disciplines and their related methodologies, learners who interact with the curriculum are provided with enriching experiences, opportunities for creative expressions and authentic exploration of problems from a classical standpoint as well as in the context of workplace learning. This is due to the fact that the NSC recognizes the importance of each discipline in the problem solving process and in development.

Assessment as an element of the curriculum becomes primarily a learning process for charting progress through self-corrective measures that are informed by feedback from peers and teacher-facilitator. By providing assessment criteria statements in the curriculum, teachers are encouraged to facilitate learners functioning as self and peer assessors. This approach should see the learner developing self-direction with

the support of mentors and coaches and forming an intrinsic desire to succeed. These attributes prepare them to face high stakes assessment as problems to be confronted with courage, a sense of readiness, insight and creative prowess.

These features of the NSC have the potential to influence learners' profile as Jamaicans who are gratified by an identity of cultural excellence that embodies moral obligations, intellectual rigour, innovativeness, environmental stewardship and productivity. The curriculum echoes the sentiments of our National Anthem, National Song and Pledge and serves as rich and credible source of the values and virtues that are woven together to convey the Jamaican identity. I wish for our school administrators, teachers, students and other stakeholders much success as they work with the document.

Dr Clover Hamilton Flowers

Assistant Chief Education Officer, Core Curriculum Unit, Ministry of Education, Youth & Information

¹ Elkind, D. (2004). The problem with constructivism. *The Educational Forum*, 68(4), 306–12.

N S C G L O S S A R Y O F T E R M S

TERMS	DEFINITIONS/MEANINGS
Range of Content	Provides an overview of the concepts, knowledge, skills and attitudes that will be developed in a unit of study.
About the Unit	Gives a brief overview of the content, skills that are covered in the unit and the methodologies that are used. As well as the attitudes to be developed.
Standards	Statements that explain what all students are expected to know and be able to do in different content areas by the end of a course of study e.g. by the end of period spanning grades 4 – 9.
Attainment Targets	An attainment target is a desired or expected level of performance at the end of a course of work, within a given/specified teaching- learning period. Attainment targets identify the knowledge, skills and understanding which students of different abilities and maturities are expected to have by the end of each Grade. It is the standard that we expect the majority of children to achieve by the end of the grade.
Benchmarks	Behaviours students are expected to exhibit at different stages of development and age/ grade levels.
Theme/Strands	Unifying idea that recurs throughout a course of study and around which content, concepts and skills are developed.
Prior Learning	It is what students are expected to already know through learning and experience about a topic or a kind of text.
Specific Objectives	Specific objectives state what the student is expected to know or understand as a result of the learning experience. The specific objective is usually framed in the areas of the knowledge, skills and attitudes that the students are expected to achieve. Specific objectives tell us what the children will learn or will be taught.

TERMS	DEFINITIONS/MEANINGS
Suggested Teaching/Learning Activities	A teaching/learning activity is an organised doing of things towards achieving the stated objectives. They are suggested activities that are crafted in a way to be an efficient vehicle which can move the student between what is to be learnt (objective) and what the student is to become (outcome).
Key Skills	Gives a brief overview of the content, skills that are covered in the unit and the methodologies that are used. As well as the attitudes to be developed.
Assessment	<p>An assessment is a determination of whether intended results have been achieved. This section of the curriculum speaks to both the product that will be judged as well as the criteria against which it will be judged. It must be noted that this section does not introduce new activities. Instead, it speaks to the judging of the suggested teaching and learning activities.</p> <p>Formal assessment may be conducted with the aid of instruments (e.g. via written test, portfolio) or by requiring students to complete assigned tasks (e.g. performance), and is usually recorded against a predetermined scale of grading. Informal assessment (e.g. via observation or spontaneous student expression) may also reveal important evidence of learning.</p>
Points to Note	This section provides technical information that must be considered in delivering the unit. It may also include information that provides additional explanation of key concepts that may be unfamiliar to the teacher as well as suggestions for infusion within the unit.
Extended Learning	These are opportunities for students to utilise the knowledge and skills they would have acquired in the unit in authentic situations/experiences.
Learning Outcomes	A learning outcome is a demonstration/ behavioural evidence that an intended result has been achieved at the end of a course of study. The learning outcome tells us if pupils have understood and grasped what they have been learning.
Links to other Subjects	Suggests opportunities for integration and transfer of learning across and within different subject areas.
Key Vocabulary	This section consists of a number of words/phrases that addresses the skills, topics and content that must be covered in the unit.

PHILOSOPHICAL STATEMENT

In an era when communication across the world is as simple as the tapping of keys on a computer keyboard or the touching of the screen on a Smartphone, foreign languages play a significant role. Technological innovations and commercial changes in today's society validate the increased necessity for persons to be able to communicate using languages other than their native tongue. Having educated citizens speaking an additional language is an intention stated in Jamaica's 2030 vision. (Vision 2030 Jamaica National Development Plan). French is one of the foreign languages taught in Jamaican schools and as such plays a vital role in helping to prepare our citizens to participate in achieving our national goals within a globalised world.

The French programme developed for the National Standards Curriculum (NSC) is underpinned by the general theory of learner-centredness as specified in the National Education Strategic Plan (2011-2020). This plan clearly states as one of its objectives the intention to develop curricula that are learner centred and competency-based to be delivered to all levels of students. In corresponding teaching and learning contexts, the learners, who are at the core of all teaching/learning experiences are expected to create their own meanings and are taught to devise their own learning strategies. The objectives, skills, activities, assessment criteria and learning outcomes of each unit are therefore written from the learner's perspective. The development of the teaching units gives significant consideration to the differences in abilities and learning styles and interests as well as the learner's full engagement.

In line with constructivist approaches, this curriculum requires teachers to change their role from disseminator of knowledge to that of facilitator of learning. This means that the traditional text-centred and teacher-centred approaches to the teaching/learning of French are now given far less focus and learning through authentic real life contexts being promoted. Students will study French in a learner-centred environment, engaging in activities that they find interesting and that promote increasing ability to produce the language in oral and written forms and to understand and respond to the language as presented in spoken and written forms by others. Learners of the twenty first century come to the classroom with a plethora of experiences that can serve to enhance the learning process and as such should be given an opportunity to explore other cultures, using the Internet and other technology/resources that provide them with authentic learning opportunities.

The teaching of French in the NSC embraces the integration of learning which is promoted by the existing secondary curriculum. As students learn the foreign language skills, they will interface with content and methodologies through cross curricula links from a range of disciplines including Science, Social Studies, Information Technology, Drama, Home Economics, Guidance and

Counseling, History, Music, Geography, Civics, Language Arts, Visual Arts, Mathematics and Physical Education. The integration of the four language learning skills - listening, reading, speaking and writing - is also highlighted. In addition to the language skills, the curriculum emphasises focus on the target culture, as we seek to enhance students' motivation toward the learning of French and their increased awareness of Francophone culture.

The affective dimension helps to foster the skills of communication, collaboration, critical thinking and creativity which are fully embraced and are promoted through the use of interactive activities, role play/simulation, group/peer-work, problem-based tasks and adequate allowance for exploration and innovation. Other values and attitudes, besides those exemplified through effective communication and cooperativeness in collaboration, are also developed through the inclusion of the affective dimension.

Aspects of the Science, Technology, Engineering and Mathematics (STEM) methodology are reflected in the French programme, mainly through the cross curricular linkages. The aspect of technology may be even more visible in French than the other aspects of STEM, as technology allows learners to travel virtually and partake of authentic target language and target culture experiences. To foster the development of skills necessary for the twenty- first century learner, the Communicative Approach was used as the basis for the development of the French programme from Grades 7-9. The Communicative Approach is student-centred and provides opportunities for students to negotiate meaning and interact meaningfully with the language as opposed to participating in activities that demand accurate repetition and memorization of sentences and grammatical patterns. It is believed that with this underpinning philosophy, learners will become more adept at using and understanding the French language and will be better equipped to negotiate meaning, expand their language resources and take part in meaningful social interactions.

A I M S O F F R E N C H

The study of Modern Foreign Languages should enable students to become successful lifelong learners, confident and productive individuals and proud citizens of Jamaica. The general aims of the Modern Foreign Language Curriculum are:

- To understand the grammatical systems of the foreign language especially where it mirrors or differs from the grammars of English and Jamaican Creole;
- To develop an attitude to the foreign language as a medium of communication in real-life situations;
- To facilitate cross-cultural understanding through sensitivity to different cultures;
- To acquire an adequate base of grammatical structures, vocabulary and communicative skills for the study of the foreign language beyond the secondary school level;
- To foster integrative learning through cross-curricular links as students progress from one grade level to another;
- To expand students' general language capabilities and bring their own language into sharper focus;
- To provide enrichment for students intellectually, socially, and culturally;
- To develop values such as respect for self and others, self-control and responsible citizenship;
- To promote good citizens by providing an environment for students to achieve a sense of civic pride; To provide opportunities for further studies and personal development;
- To bring together, under one umbrella, research in foreign languages, IT skills, communication across languages with students from other countries, creating the proper foundation for future job opportunities;
- To lay the foundation for the total development of the ideal international citizen through the acquisition of a foreign language;
- To Promote higher order cognitive skills in an environment of cooperative and collaborative learning.

Hauts-de-France

Brittany

Pays de la Loire

Nouvelle Aquitaine

Aa ah
 Bb beh
 Cc seh
 Dd dea
 Ee eh
 Ff eff
 Gg jheh
 Hh ahsh
 Ii ih
 Jj jeh
 Kk kah
 Ll ehl
 Mm emm
 Nn enn

NSC

FRENCH

GRADE 7 UNITS

Pp beh
 Qq koo
 Rr air
 Ss ess
 Tt teh
 Uu ooh
 Vv veh
 Ww doo-blah-veh
 Xx eek
 Yy ee-grehk
 Zz zend



TERM 1

Theme:

Se connaître – Getting to know each other

As an ice breaker, students will state, in English, why they think it is important for them to study French, and why they chose French. Then, For this theme, students will learn how to greet and say farewell to each other, and communicate about themselves and their families.

Unit 1 (4 weeks)

Qui suis-je? Who am I?

Unit 2 (4 weeks)

Ma famille et moi My Family and Me

Unit 3(4 weeks)

Le Monde Francophone The French World

TERM 2

Theme:

Où suis-je? Where am I?

For this theme, students will learn how to express where they are, in relation to their home and school, and also to provide basic descriptions of their surroundings.

Unit 1 (4 weeks)

Comment ça va aujourd'hui? How are you today?

Unit 2 (4 weeks)

À la maison At Home

Unit 3(4 weeks)

À l'école At School

TERM 3

Theme:

Ma routine quotidienne My Daily Routine

For this theme, students will learn how to express where they are, in relation to their home and school, and also to provide basic descriptions of their surroundings.

Unit 1 (4 weeks)

Qu'est –ce que je fais d'habitude? What are my routines?

Unit 2 (4 weeks)

Qu'est-ce que j'aime faire? What do I like to do?

Time Allocation for Instruction for French:

The minimum time allocation for instruction for French is two forty minute sessions per week

There are 4 key Attainment Targets within French as outlined below:

★ ★ ★ ★
**AT 1: Listening
and Responding**

Students develop the ability to understand the spoken language in limited contexts and make an appropriate response (basic phrases; routine expressions).

★ ★ ★ ★

AT1

Students show that they understand simple instructions, messages and dialogues, aided by repetition and respond appropriately by providing simple details.

★ ★ ★ ★
AT 2: Speaking

Students develop the ability to communicate effectively and appropriately in the spoken language in a variety of basic and familiar situations.

★ ★ ★ ★

AT2

Students participate in short structured conversations on familiar topics.

★ ★ ★ ★
**AT 3: Reading
and Responding**

Students develop the ability to understand the written language in limited contexts and provide an appropriate and accurate response.

★ ★ ★ ★

AT3

Students show that they understand texts of at least two paragraphs or dialogues with very few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.

★ ★ ★ ★
AT 4 Writing:

Students develop the ability to communicate effectively and appropriately in writing in limited contexts in response to an aural, visual or written stimulus.

★ ★ ★ ★

AT4

Students write two paragraphs in essay, email, blog, picture composition or letter format, or dialogues in the present tense.

NSC

FRENCH

GRADE 7: TERM 1

Aa

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Bb

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Gg

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Dd

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Ii

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Jj

eh

Kk

keh

Ll

leh

Mm

emm

Nn

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Oo

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Pp

peh

Qq

keh

Rr

air

Ss

ess

Tt

teh

Vv

veh

Ww

doo-blah-veh

Xx

eeks

Yy

ee-grehk

Zz

zeb

Hauts-de-France

Brittany

Pays de la
Loire

Nouvelle
Aquitaine

Yy
ee-grehk

Zz
zeb

Range of Content

Students will develop key concepts, skills, knowledge and understanding by learning:

- The Importance of learning the language
- Countries in which the language is spoken and corresponding nationalities
- The alphabet and sounds produced by certain letter combinations
- Useful classroom expressions and expressions of courtesy
- Greetings and farewells
- Personal information
- The family
- Days, months and dates
- Basic descriptions
- Professions

Skills

- Developing Receptive and Productive Skills (Listening and responding, reading and responding, speaking (with special emphasis on pronunciation) and writing)
- Working together harmoniously

Guidance for the Teacher

- From the first class, start each lesson with the basic greetings and end with farewells
- Ensure that greetings and farewells are introduced with the appropriate gestures: handshake; kiss on one or both cheeks (one or several times, according to region); hug; wave
- Distinguish gestures practised between males and males; females and females; males and females; among family members and close friends; among strangers
- Be aware that some French can be used in a simple way to give information about French-speaking countries
- Make sure to include as many of the resources that are available to enhance the teaching/learning process (maps, posters, computers, videos)
- For the activities specifying the use of an audio file or video recording you are expected to source a suitable audio file or video recording with related content.
- Extended learning activities are to be done after the general activities have been mastered or as additional engagement for those with a French base
- Suggest to students that they record their voices as they read aloud, practicing sounds of words and phrases learnt in class
- Use as much repetition as possible to reinforce material taught, in order to help with memorizing cultural practices, pronunciation and intonation with accuracy. Students can practise on their own using Internet resources such as TV5 ,BBC, YouTube videos, etc.

- Insist on students using the target language for simple tasks and activities.
- Use the target language as much as is possible with administrative tasks as well e.g. asking students to clean the board
- Use gestures, visual cues, synonyms, and cognates as much as is possible. Use the English language judiciously.
- Where applicable, do not be afraid to use the student's home language for clarification, comparison etc.
- Drills are a natural part of the foreign language classroom so as much as is possible and only where applicable, engage students in a variety of drills (repetition, substitution etc). Remember, "drill responsibly"!
- Where applicable, show students the connections between foreign languages and other subject areas being studied.
- As far as possible, aim to teach the grammatical structures in context. Always isolating and teaching grammar in a vacuum is not recommended.
- Rubrics are excellent to assist in objectively marking/assessing students' work. You are encouraged to use them as much as possible. Rubrics also guide students into what is expected of them and how they will be assessed. Rubrics are expected to be made available to students
- Encourage and motivate students with the use of stickers, bookmarks, mini-certificates and mini motivational posters and comments.

Prior Learning

Check that students can:

- greet each other using the target language
- have basic grasp of French sound system
- differentiate between questions and statements
- appreciate that similarities and differences exist among groups

About the Unit

In this Unit students will learn to introduce themselves, ask and provide basic personal information, read and respond accordingly to simple texts related to personal information, and develop an awareness of the French cultural norms associated with the contexts while applying prior learning skills and knowledge to the current tasks and activities.

**UNIT 1: Qui suis-je? Who am I?****ATTAINMENT TARGETS:**

Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.



Students participate in short structured conversations on familiar topics.



Students show that they understand texts of at least two paragraphs or dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



AT4 - Students write two paragraphs in essay, email, blog, picture composition or letter format, or dialogues in the present tense.

OBJECTIVES:

- Introduce themselves using the appropriate expressions.
- Compare naming traditions in Francophone and Jamaican cultures: eg. Use of names of Saints.
- Ask for and provide basic information using appropriate vocabulary and grammar.
- Read and respond appropriately to material in French.
- Read and complete simple forms requesting basic personal information.
- Describe themselves using simple language structures.
- Write simple sentences using cues provided: (photos, lists of words, situations, videos).
- Listen to questions about personal information and give appropriate responses.

Suggested Teaching and Learning Activities

Students will:

Review greetings, spell own names in French and practise writing own names in complete sentences by creating name tags with appropriate greetings (Bonjour! Je m'appelle...). Review the alphabet and greetings by singing appropriate songs.

Create telephone directory for an imaginary local community/company, listing contact information for related persons. Compare this list with a similar listing for a French-speaking country. Discuss the differences and similarities observed in the names.

Watch a short video with persons who are meeting each other for the very first time and in which they provide basic personal information, or read comics/cartoons which address personal information and associated culture. Answer basic questions based on the video by selecting the correct response on the sheets provided.

Participate in an organised event (e.g. Mr School Name/Miss School Name where they are required to orally state basic personal information for an audience in response to questions.

Explore the various ways in which personal information is presented by reading and updating social webpage profiles and other electronic and paper-based forms (passport, ID, magazine subscription etc.) and by completing telephone message forms with names of callers.

Complete crossword, word search and unscramble puzzles with vocabulary relating to personal information.

Read personal ads and respond to questions, and create personal ads for given publications. Practise creating an online profile for a social networking site, using personal information and adjectives to describe physical features (e.g. include age, nationality, physical attributes (tall/short), personality traits (pleasant/grumpy).

Key Skills

- Listen and respond
- Read and respond
- Speaking
- Writing
- Social interaction
- Create
- Comprehension

Assessment Criteria

Name tags with correct use of appropriate greetings and properly constructed sentences.

Discussion in ENGLISH feature similarities and differences in naming customs in target and native culture e.g. on the use of de, de la, -elle, -ette in French names and Saints' names.

Demonstrate understanding of video and/or comics/cartoons by responding appropriately on the answer sheet.

Accurately constructed sentences with appropriate grammar and pronunciation.

Forms completed with required information in appropriate fields with appropriate grammar, vocabulary and spelling.

Crossword, word search and unscramble puzzles successfully completed.

Profiles, ads and responses created with appropriate grammar, vocabulary and spelling.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Participate in a role-play activity in pairs/groups where students pretend to meet each other for the first time and ask and respond to questions requesting personal information. Each group will choose their own setting.

Oral dialogues presented in class with appropriate structures and vocabulary and use of an appropriate setting.

Reinforce communicative skills by playing games (relays, BINGO, Taboo, JEOPARDY-type games), participating in Spelling Bee type activities, reciting tongue twisters

Learning Outcomes

Students will be able to:

- ✓ describe themselves using basic descriptive adjectives – physical attributes, personality traits, etc.
- ✓ write simple sentences based on personal information, description
- ✓ read and respond appropriately to a variety of short texts
- ✓ demonstrate in writing certain French cultural norms (e.g. non-capitalisation of days of the weeks and punctuation)

Points to Note

If students are uncomfortable giving personal information, allow them to invent data. Remember, the emphasis is on language use. Short tests and quizzes may also be used to assess vocabulary, grammar, reading, speaking and listening skills, and comprehension. Follow guidelines to promote healthy use of ICT tools.

Extended Learning

Create calendars in French and highlight special days, writing them in French e.g. La fête des mères (Mothers' Day) and students highlight the date in May. Update their personal profiles by researching other adjectives which describe their personalities. Develop their language skills by watching videos online (links provided by teacher)

RESOURCES

Songs and lyric sheets, Tongue twister sheets

BINGO cards, TABOO game, Eye exam chart and instructions for use

Crossword puzzles, word search puzzles and directions on creating stickers, mini-certificates, motivational posters and direction for use

Word lists for Spelling Bee

Video and Audio recordings and transcripts

Templates and completed samples of forms: Telephone messages, passport, telephone directory etc.

Posters/Visuals (descriptions, nationalities, greetings)

Comics and directions on how to create simple comics

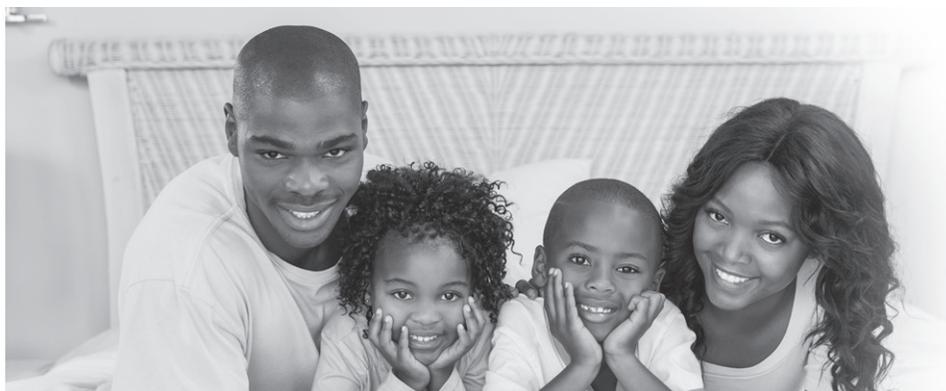
Prior Learning

Check that students can:

- Listen to each other
- Respect each other's opinion
- differentiate between questions and statements
- appreciate that similarities and differences exist among groups
- Describe self

About the Unit

In this Unit students will learn to describe their family, identify their family members and talk about their households and household activities. They will also learn to ask simple questions to gather information from classmates.

**UNIT 2: Ma famille et moi My Family and I****ATTAINMENT TARGETS:**

Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.



Students participate in short structured conversations on familiar topics.



Students show that they understand texts of at least two paragraphs or dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



AT4 - Students write two paragraphs in essay, email, blog, picture composition or letter format, or dialogues in the present tense.

OBJECTIVES:

- Name and provide simple physical descriptions of family members
- Ask someone to describe his/her family members
- Provide simple descriptions of the professions of family members
- Identify and describe family pets
- Ask someone to describe his/her family pets
- Compare own family life and celebrations with those of a family (real or imaginary) in one Francophone country, in French as far as possible.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Use familiar adjectives to create simple descriptions of family members based on photographs taken to class. View a video or read a short paragraph in French about a Francophone Family. Create simple descriptions of members of a Francophone family, and compare the results with own families.

Sing a song about animals in French. One student may be asked to come to the front of the class and provide descriptive clues in English about their own pet, or an animal he/she would like to have as a pet. The others will have to guess the animal using the names of animals in French. Repeat attempts until it is done correctly.

Talk about how Christmas is celebrated in their own families. Compare these with how Christmas is celebrated in one named French-speaking country. Write paragraphs to describe the celebrations in the respective countries.

Write brief paragraphs in French to describe what family members do for a living. Read paragraphs to class and act out what is being read. Class will use appropriate vocabulary to identify the profession practised. Match profession with sentences provided on a sheet or on whiteboard (Teacher may also use the multimedia projector to display sentences on the whiteboard).

Interview their peers on their families, including professions and family occasions, and present a report highlighting similarities and differences between families.

Listen to statements read by the teacher and choose from four pictures the one which corresponds with each statement. Pictures depict and or describe family members, professions and pets.

- Listen and respond
- Read and respond
- Speaking
- Writing
- Social interaction
- Create
- Comprehension

Accurate use of adjectives to describe family members

Accuracy of pronunciation in singing; accuracy of grammar and pronunciation in oral descriptions.

Appropriate use of correct structure and vocabulary in paragraphs. Accuracy of cultural information regarding how Christmas is celebrated in Francophone country.

Accuracy of grammar and sentence structure. Reading with correct pronunciation. Correctly matching professions with sentences.

Accuracy of grammar and appropriateness of vocabulary in report.

Accurately select the picture which matches the statement in each case.

Learning Outcomes

Students will be able to:

- ✓ Name and speak about the different professions of their family members
- ✓ Ask about the professions of other students' family members
- ✓ Write a short paragraph on their families and pets
- ✓ Ask others about their families and pets
- ✓ Tell how their families celebrate special occasions and events
- ✓ Ask how other families, including French families, celebrate special occasions and events
- ✓ Say how French speakers celebrate special occasions and events
- ✓ Read a paragraph and answer simple questions in French
- ✓ Listen to a description of someone else's family and how family occasions are celebrated and identify similarities and differences
- ✓ Listen to recorded texts and identify animals based on animal sounds.

Points to Note

Emphasis is not being placed on conjugation of verbs. Use the appropriate parts without mentioning conjugation.

Extended Learning

Students who have completed the other activities quickly and correctly can spend time expanding their vocabulary on animals and learn additional -er verbs in the present tense.

RESOURCES

Video on Francophone Family
Pictures of Francophone families
Multi-media projector and computer
Computer lab
Pictures of different domestic animals
Mini Whiteboards

KEY GRAMMAR

- Correct use of *être* and *avoir*
 - Correct use of «*Comment est-il/elle?*», «*Décrivez*» to elicit descriptions of persons, etc.
 - Correct number/gender agreement of nouns and adjectives
 - Highlight the fact that colour adjectives derived from nouns, such as animals, flowers, fruits, gems, and metals, are usually invariable: eg. *crème, turquoise, orange, marron, pastel, lilas and lavande*.
- NB.** *Rose and violet* are exceptions to this rule.

LINKS TO OTHER SUBJECTS

Religious Education: Birth of Christ, other religious festivals
Guidance & Counselling: The Family and Self (Relationships among family members)
Social Studies : The Family (members of the family and types of families)
Music: Singing of carols and other songs used in the lesson

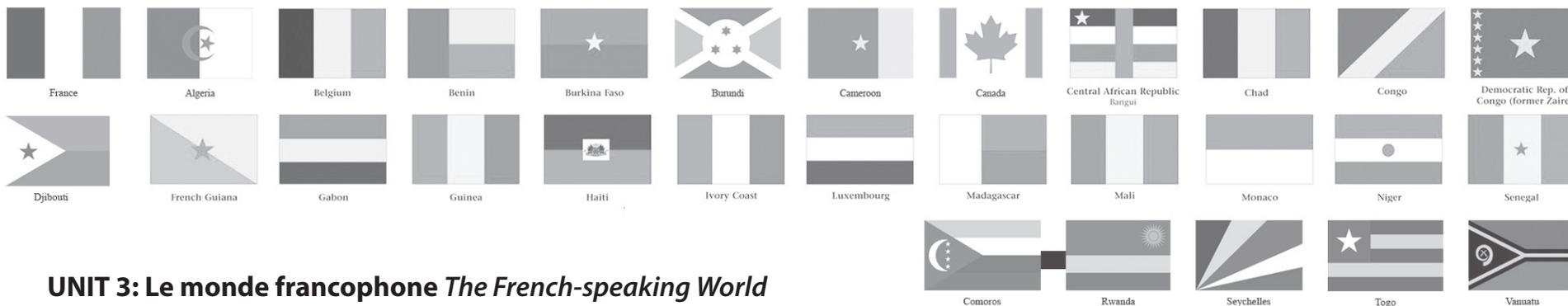
Prior Learning

Check that students can:

- Listen to each other
- Respect each other's opinion
- differentiate between questions and statements
- appreciate that similarities and differences exist among groups

About the Unit

In this unit students will be able to learn the importance of studying French and explore simple ways in which French speakers communicate. Through working in groups, creating journals and practising classroom activities, students will be able to learn greetings and farewells, classroom expressions, expressions of courtesy and develop the ability to communicate simple information about Francophone countries.



UNIT 3: Le monde francophone *The French-speaking World*

ATTAINMENT TARGETS:



Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.



Students participate in short structured conversations on familiar topics.



Students show that they understand texts of at least two paragraphs or dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



AT4 - Students write two paragraphs in essay, email, blog, picture composition or letter format, or dialogues in the present tense.

OBJECTIVES:

- Name ten countries that speak French and provide corresponding nationalities
- Give five reasons for learning French
- Respond appropriately to basic greetings and farewells
- Pronounce correctly letters and words in the target language
- Read simple sentences imitating the sounds that they hear (vowels, consonants, combinations, rules of stress)
- Make simple requests or comments using classroom expressions and expressions of courtesy
- Greet and bid farewell to others in oral and written dialogue

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Listen to an audio recording of the alphabet and repeat what they hear paying attention to the correct sounds. Practise the sounds of letters of the alphabet using tongue-twisters and songs (e.g. cinq chiens chassent six chats; croix crème, croix crème; Bonjour bonjour (repeat) comment ça va, comment ça va, très bien merci, très bien merci, très bien merci)

Listen to audio/video recordings of greetings and expressions of courtesy, and repeat correctly the expressions heard. Read basic classroom expressions from cue cards or posters around the classroom. Work in groups of four to create a dialogue which contains greetings and farewells, useful classroom expressions and expressions of courtesy.

Listen to an audio file with the names of French-speaking countries correctly pronounced, and repeat accurately what they hear. Identify these countries on a map of the world. For each country identified, write the name on the board to create a list. Identify which may be considered as Caribbean countries.

Create sentence strips in French about two French-speaking countries close to Jamaica, stating each country's location in relation to Jamaica, its capital city, and approximate population figures.

Use news reports, articles or pictures of popular personalities from French-speaking countries to facilitate discussion on why Jamaicans should be encouraged to speak a foreign language. Have a five-minute debate in English on the topic French should be taught in school in which they present at least three points per side.

- Listen and respond
- Read and respond
- Speaking
- Writing
- Social interaction
- Create
- Comprehension

Correct pronunciation of letters and words

Demonstrate accuracy, correct pronunciation and appropriate use of expressions in activities

Correctly locate Francophone countries on map of the world. Accurately pronounce names of Francophone countries

Correctly identify Caribbean countries. Accuracy of geographical information given.

Demonstrate accuracy, correct pronunciation and appropriate use of expressions in activities. Valid points put forward to support each side of the debate

Learning Outcomes

Students will be able to:

- ✓ Recognize sounds of letters and pronounce them accurately in groups of words.
- ✓ Understand simple classroom instructions and expressions of courtesy by performing given situations/tasks
- ✓ Put together a journal/portfolio with elements from the lesson/s on French-speaking countries
- ✓ Work in pairs to write and perform a dialogue with elements from all the lessons taught.

Points to Note

Greetings must be taught with the appropriate gestures
Students and teacher can collect the labels of food items and bring names/pictures of popular personalities to class
Students can practise spelling words that they have been exposed to using the French alphabet

Extended Learning

Students can create a world map showing the complete set of French-speaking countries with their capitals and flags
For out of class assignment, students can research French words/phrases that are commonly used in English (e.g. à la carte, rendez-vous, façade, bouquet, tête à tête, déjà vu, R.S.V.P.)

RESOURCES

World map/globe or computer-based equivalent; atlas; CD with dialogues;
CD player; labels of food items; pictures of popular personalities; audio file with alphabet, names of countries, greetings and farewells, classroom expressions and expressions of courtesy

KEY GRAMMAR

The present tense
Simple sentence structure: Subject, verb, object
Choice of prepositions for use with countries (m/f) (au, aux, en) and with towns (à) .
Masculine and feminine forms of nationalities: (français/se) and of gentilics/demonyms: (parisien/enne)

LINKS TO OTHER SUBJECTS

ICT: Communicate ideas, information and understanding for a variety of purposes Geography: Use charts and maps to find relationships

Music: Perform simple songs with attention to correct rhythm, pitch, phrasing, articulation and expression Drama: Focus on self and how one operates in various environments

Social Studies: Explore relationships between/among individuals

Language Arts: Speak with confidence using target language and SJE and select expressions in French and usage appropriate to register, audience and purpose.

Civics: Express an understanding of self as part of a group, and of common and accepted behaviours within groups; Identify self as a Jamaican in a global environment

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Range of Content

Students will develop key concepts, skills, knowledge and understanding by learning:

- Feelings/emotions in French
- Parts of the body in French
- Physical ailments
- Inquiries about each other's health
- The house
- School
- The time in French, using the 12 hour and 24 hour clock

Guidance for the Teacher

- The words of songs are to be placed on charts so students can view them. They should be taped with the proper pronunciation and intonation so that each class gets the same information.
- Expressions are to be written on word cards. Students should be encouraged to create their own word cards to use in the classroom. A class vocabulary book can be created and kept in the classroom so it is available to students at all times. Students could also be encouraged to create their own individual vocabulary book.
- Provide the model dialogue for students so they can have a guideline to use to practise outside of class.
- For the activities specifying the use of an audio file or video recording you are expected to source a suitable audio file or video recording with related content.
- Before introducing new vocabulary or structures, ensure that previous knowledge is highlighted with revision/reinforcement/re-entry strategies. Encourage students to be a part of the creative process (flash cards, poster creation etc.)
- Introduce students to new vocabulary before they examine new content, using diagrams, posters/videos, etc.
- Use a variety of groupings with your activities – pairs, small groups, large groups, whole class.
- Review activity instructions with students to ensure that they understand what is expected of them.
- Bring samples of [partially] completed tasks to model so that students can see exactly what you want them to do.
- Encourage students to get a general gist of texts presented and not to worry too much about the details which they may not understand.
- Encourage students not to rely too much on the dictionary at this stage. Try to provide as much as possible, the relevant vocabulary or direct them to the sites you wish to have them view. Students could be encouraged to use context clues to aid in comprehension. Download relevant videos from YouTube to reinforce pronunciation.
- Always visit the sites you wish students to use BEFORE sending students there. Some links may have expired; some may have incorrect information
- Ensure that you send students to do a particular task...do not simply send them "to research".
- Provide model letters for students so they can have a guideline to use to practise outside of class.
- Give cues to students to aid composition and letter writing.

- Ensure that students use a name in the target language to end their letter.
- Stress the use of “à X + heure(s)” for a scheduled activity

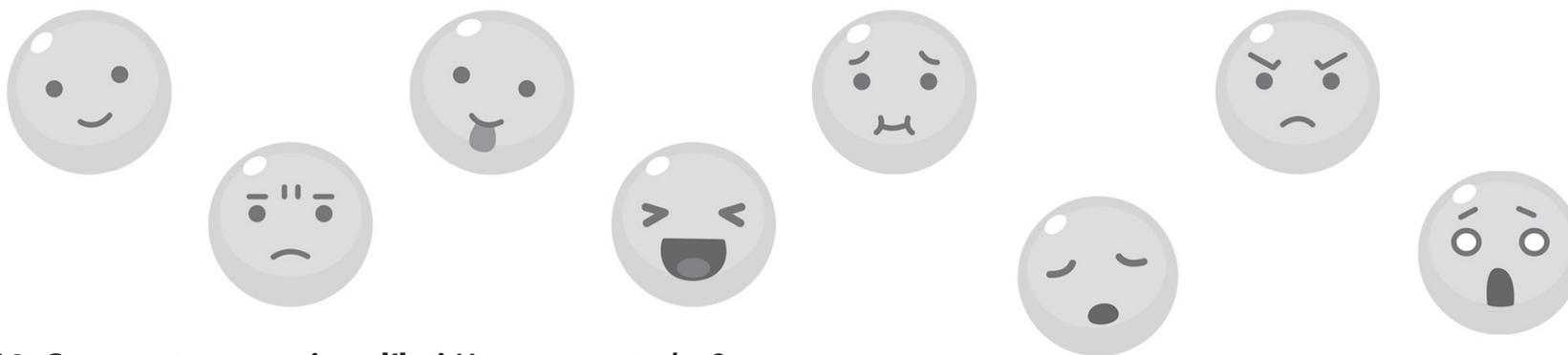
Prior Learning

Check that students can:

- Greet each other and say farewells in French
- Respond appropriately to *Comment ça va?*
- Identify parts of the body in English

About the Unit

In this Unit students will learn to discuss feelings and emotions, identify parts of the body, and describe ailments and pain in different parts of the body. They will also learn to engage in simple discussions with their peers about health.

**UNIT 2: Comment ça va aujourd'hui How are you today?****ATTAINMENT TARGETS:**

Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.



Students participate in short structured conversations on a limited range of topics.



Students show that they understand texts of at least two paragraphs or dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay or letter form, email, blog, picture composition or dialogues in the present tense.

OBJECTIVES:

- Describe their emotional states using être/to be
- Identify the different parts of the body in the target language
- State different ailments

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Sing the greeting song “Bonjour, bonjour, comment ça va?” several times, and substitute one of several adjectives expressing feeling each time while demonstrating the relevant gesture to illustrate the meaning.

Sing songs paying attention to intonation and pronunciation.

Substitution of appropriate words in the song to express new feelings using the verb *être/to be*

Create dialogues in pairs enquiring about each other’s health. They must greet each other using the greeting appropriate for the time of day and each must choose one expression besides “très bien” to indicate how he/she is feeling.

Create original sentences.

Appropriate use of greetings.
Use of other appropriate expressions

Look at a chart showing the different parts of the body and listen as the teacher pronounces the name for each part. Integrate numbers to form sentences for body parts that are more than one e.g. j’ai deux bras. Sing “La tête, les épaules, les genoux, les pieds / my head, my shoulders, my knees, my toes while touching the various parts of the body.

Touching part of the body as named in the song
(See Points to Note)

Play “Jacques a dit/Simon says”. Students will touch the body part indicated by the teacher e.g. touchez la tête/touch your head; instruct each other to touch the various body parts with the aid of sentence strips provided by the teacher (see Points to Note).

Follow instructions

Correctly responding to instructions

Observe the dramatisation of the following ailments by teacher: headache; toothache; stomach ache; sore throat. Observe and imitate as teacher again demonstrates each ailment. (See Key Grammar). Use other parts of the body to express ailments in other places. Students should also mime illnesses for classmates to guess what ails them.

Correct use of language to express ailments in different parts of the body

Conduct a survey among classmates to find out how their classmates are feeling on a particular day. Report findings using the following pattern: Aujourd’hui, Pierre a mal à la tête (Today, Pierre has a headache).

- Conduct a survey
- Work together harmoniously

Correct use of sentence structure in reporting findings of survey

Learning Outcomes

Students will be able to:

- ✓ Name parts of the body in French
- ✓ Express own feelings of physical ailment or discomfort and emotional states
- ✓ Create dialogues in pairs indicating feelings and aches in different parts of the body

Points to Note

Students should be encouraged to use expressions each time they need them.

Teacher must carefully monitor touching activity to eliminate the risk of inappropriate behaviour

Extended Learning

Creation of a class vocabulary book which will be available to all students in the classroom as well as individual picture dictionaries.

RESOURCES

Songs: *La tête, les épaules, les genoux, les pieds*/Head, shoulders, knees and toes” ;«Le hoogie boogie»/ Hokey Pokey; «Alouette gentille Alouette»

Sentence strips with the expressions for use.

Word cards with the expressions.

Chart with the parts of the body.

KEY GRAMMAR

Use the construction *avoir mal à* + part/s of the body and the expression *j’ai mal à*+ part/s of the body to indicate ailments

Comment va-t-il/elle; comment vas-tu; comment allez-vous? Je me sens ; il/elle se sent/vous vous sentez.

LINKS TO OTHER SUBJECTS

Science: Understand some external parts of the body

Physical Education: Observe the rules in minor games

Civics: Express an understanding of self as part of a group, and of common and accepted behaviours within groups

Music: Perform simple songs with attention to correct rhythm, pitch, phrasing, articulation and expression

Drama: Use body for verbal and non- verbal communication; give and receive information

Prior Learning

Check that students:

- are familiar with simple noun/adjective agreement eg: of size (grand/e, petit/e) and some exceptions with regard to colours eg: (noir, blanc agree in number and gender but marron does not), numbers, the expression "il y a" (there is/are)
- recall and can pronounce properly the days of the week
- remember how to construct sentences using the correct form of the verb

About the Unit

In this Unit students will learn to compare Jamaican houses with those of French countries, describe main rooms and furniture in the house, state where things and persons are, describe chores that family members do, and learn to further develop their receptive and productive skills.

**UNIT 2: A la maison *At home*****ATTAINMENT TARGETS:**

Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.



Students participate in short structured conversations on a limited range of topics.



Students show that they understand texts of at least two paragraphs or dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay, email, blog, picture composition or letter format, or dialogues in the present tense.

OBJECTIVES- Students will be able to:

- describe their house and some furniture using simple adjectives, including colours
- state where things and people are in relation to household objects
- read short texts dealing with the house and respond appropriately to a variety of questions
- listen to short texts based on the topic and select appropriate responses to questions based on the text

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

View a virtual model of a house and listen to the description as they are given a virtual tour of the different rooms of the house. Label the different parts of a house by choosing the correct vocabulary from a list provided as they view the virtual tour. Participate in a “house bingo” game in order to reinforce the new vocabulary.

View a variety of houses from Francophone countries and Jamaica and discuss, in English, the similarities and differences. Participate in a class discussion to describe the houses by responding to questions such as “combien de pièces y a-t-il dans ta maison?” or “comment est ta maison?”

In small groups, play the role of real estate agents and create a short video in which they describe two houses that they are going to show some clients. Video should include pictures and description of the properties.

View a model of a house and listen to the names and location of the different furniture and appliances in the bedroom and living room. Participate in a “house relay” in placing items of furniture in the correct part of the room. Describe where items are located in relation to others.

Work in pairs to read and answer questions pertaining to a dialogue in which persons discuss the chores they do. Write a brief letter to Cher Pasteur/Dear Pastor in which they complain about the chores discussed.

Create an audio message for a new housemate in which one describes the house and states what household chores the housemate has to do. Cues/directives will be able to be provided.

Reinforce communicative skills by playing games: word search activity to reinforce vocabulary; concentration game - match word/expression with correct picture; Pictionary -create a drawing of a chore, and others use complete sentences to identify the chore represented.

- Reading
- Listening
- Speaking
- Writing
- Collaborative
- Comprehension
- Creativity
- Critical thinking

Correctly label the parts of the house

Respond appropriately to questions posed using correct grammar and appropriate vocabulary

Accurate use of language in video

Correctly placing furniture and appliances in rooms.

Accurately stating location using prepositions.

Use appropriate grammar and vocabulary in writing the letter

Accurate use of language and pronunciation in recorded message

NOTE: Short tests and quizzes may also be used to assess vocabulary, grammar, reading, speaking and listening skills, and comprehension.

Learning Outcomes

Students will be able to:

- ✓ Describe their house and contents, orally and in writing, using structures taught
- ✓ State where things are located, using appropriate prepositions
- ✓ Talk about unique features of traditional French and Jamaican homes
- ✓ Respond appropriately to questions based on a variety of short written texts related to the unit
- ✓ Ask pairs of students to describe their homes (real or imaginary) and highlight similarities and differences

Points to Note

Colours derived from nouns (e.g flowers, fruits, metals, gems) do not change gender, except for violet and rose.

Extended Learning

Students can compile additional glossary for additional household furniture and appliances.

Students can create their own picture dictionary with additional vocabulary related to the house and furniture.

RESOURCES

Tools and instructions for games: House relay, House BINGO, Concentration game, Pictionary, Interactive house game

Sample "Dear Pastor" letter

Advertisements of houses

Virtual house presentation and transcript

Visuals of rooms with furniture, appliances, house chores, colours

Sample page from picture dictionary

Audio recordings and transcripts

Worksheets based on different activities

Diagnostic activity to test prior learning and directions for use

Reading passages related to topics

Word search puzzles and answer sheet/teacher copy

KEY GRAMMAR

Use of "être" and adjectives

Prior Learning

Check that students can:

- Use the possessive adjectives
- Use adjectives appropriately

About the Unit

In this Unit students will learn how to talk about their school, subjects and related activities

**UNIT 3: A l'école At school****ATTAINMENT TARGETS:**

Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.



Students participate in short structured conversations on a limited range of topics.



Students show that they understand texts of at least two paragraphs or dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay or letter form, email, blog, picture composition or dialogues in the present tense.

OBJECTIVES- Students will be able to:

- Identify and request specific classroom items or things in bags, pencil case, etc.
- Talk about the subjects that are done in school
- Give reasons why they like/dislike a subject, school etc.
- Describe school activities
- Say what time they have lunch
- Differentiate between going to school in Jamaica and countries where the target language is spoken
- Talk about extracurricular activities
- Say where different places are located
- Identify key persons in the school setting
- Write a brief description of their uniform

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Describe their school orally and in writing in French.

Locate/Identify items named by teacher in English. The person who identifies the item will then say its name in the target language, using the sentence form "Voici ..."

Participate in a dialogue completion. Teacher will provide students with a dialogue which includes school items, subjects etc. Students will be asked to replace the underlined words with an appropriate word in French.

Reproduce own timetables in French. Create study timetables for their next exam by putting the names of the subjects in French.

Listen to a short paragraph where three students tell what subjects they do at particular times. Answer questions based on what they hear.

Draw a plan of the school plant then in target language label the different places. Say where at least three places are located in relation to other places.

Create a report card on which they will write marks at each subject along with comments. A bilingual list of comments will be provided.

Work in pairs to talk about the subjects they like or dislike. Each student will write what the other says and will report to the class in French.

- Listening and responding
- Reading and responding
- Speaking
- Writing
- Pair/ Small Group activities

Demonstrate appropriate use of adjectives

Appropriate identification in French

Appropriate use of vocabulary

Correct use of vocabulary and time on timetables

Accurately respond to questions based on listening passage

Accurate use of prepositions and vocabulary

Comments correspond with marks for each subject

Accuracy of grammar and appropriateness of vocabulary

Learning Outcomes

Students will be able to:

- ✓ Identify classroom objects and state the ones they have in their possession.
- ✓ Carry on a simple discussion on their school environment, their subjects, their teachers, school activities and their feelings about school.
- ✓ Talk about the similarities and differences within the Jamaican school system and those in Francophone countries.

Points to Note

The teacher will introduce “Qu’est ce que c’est?” to students.

Revise possessive adjectives and prepositions

Label the different places in the school in the target language

Focus on the first person singular of the verbs

Review prepositions

Write in the target language comments that will be used in the activity for the reports.

Extended Learning

Faster students can be introduced to the other conjugations of the verbs.

Students who have mastered this unit can write a more extensive paragraph to include what was taught in the previous units.

J’aime may be introduced so that they can say what they like.

RESOURCES

Flash cards with pictures of classroom objects

Multi-media projector and laptop

CD Player

KEY GRAMMAR

Prête-moi

Passe-moi

School functionaries by title

LINKS TO OTHER SUBJECTS

Social Studies : My school environment

Visual Art: Drawing

Geography: Location/position

Computer Science: Use of Technology

Drama: Role play highlighting differences in French and Jamaican schools

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Range of Content

Students will develop key concepts, skills, knowledge and understanding by learning:

- Daily routine at home and at school
- Recreational activities
- Food and drink, including typical French foods
- Likes, dislikes and preferences expressed in French

Guidance for the Teacher

- Provide the letter-writing pattern to students so they can have a guideline to use to practise outside of class. Give cues to students to aid composition and letter writing
- Ensure that students use a name in the target language to end their letter
- As students become more exposed to the language, integrate the previous knowledge within new concepts to reinforce and extend learning. Encourage students to create a “creative portfolio” of their work done (projects, maps, picture dictionaries etc.)
- For the activities specifying the use of an audio file or video recording you are expected to source a suitable audio file or video recording with related content.

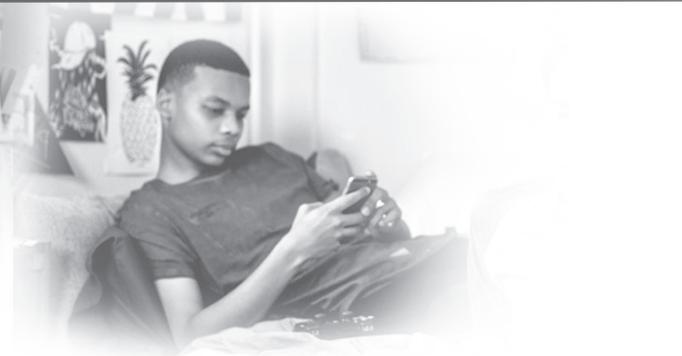
Prior Learning

Check that students can:

- Tell time in English and French (+ 24 hour clock) Say in French some of the things that they do at home and at school
- Give in French the subjects they study in Jamaica and the subjects their counterparts study in France
- Write their timetable in the target language
- Identify verbs associated with home and school

About the Unit

In this Unit students will learn how to express daily routine activities, variations to this routine on weekends, and daily schedules of activities.

**UNIT 1: Qu'est-ce que je fais d'habitude? What are my routines?****ATTAINMENT TARGETS:**

Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.



Students participate in short structured conversations on a limited range of topics.



Students show that they understand texts of at least two paragraphs or dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay, email, blog, picture composition or letter format, or longer dialogues in the present tense.

OBJECTIVES- Students will be able to:

- Express activities at home and at school as parts of a daily schedule
- Read aloud in French with accurate pronunciation and intonation
- Respond to questions on written passages
- Describe activities under certain weather conditions
- Distinguish between the school week in a French-speaking country and in Jamaica

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Revise action words related to activities at home and school using pictures of a child doing these actions. Respond in sentences in French telling what they think that the child is doing.

Dramatise household chores while describing the actions being done.

Pattern a native speaker while listening to an audio file about a child's daily activities, and time schedule for these activities. Follow in textbook or hand out. List the expressions in the target language that relate to the child's daily activities from Monday to Sunday, including the time of day the child does each activity.

Provide a schedule of own daily activities in French using the pattern from the reading passage as a guide. Express activities including time schedule in paragraph form. Dramatize three things done each day at home/school giving the time in French at which they are done.

Ask a partner *Que fais-tu le matin/l'après-midi/le soir, et à quelle heure? What do you usually do in the morning/afternoon/evening/night, and at what time? or Que fais-tu quand il pleut/il fait froid/il fait chaud? What do you do when it is raining/cold/hot?* and respond making use of appropriate vocabulary from list given.

- Listen and imitate/
pattern sounds
- Read and respond
- Ask and answer
questions
- Write

Use properly constructed sentences in responses

Accuracy of information to match
dramatisation

Use properly constructed sentences and
appropriate grammar and vocabulary in
responses

Activities and time accurately expressed

Use properly constructed sentences and
appropriate grammar and vocabulary in
responses

Learning Outcomes

Students will be able to:

- ✓ Ask and answer simple questions about their daily activities to include the time of day
- ✓ Read aloud a simple passage in the target language that relates the daily activities in the life of a child and answer questions in English
- ✓ Express self in writing about time and activities

Points to Note

Students should be encouraged to use previous expressions/ vocabulary as well as new ones whenever necessary.

Imitate model as accurately as possible so that oral skills can be enhanced.

Emphasis should be placed on writing the date in French: le 14 juillet; lundi, 14 juillet.

Have equal number of pictures with male/female children

Extended Learning

Can give more than three chores; write more than two paragraphs and include previous knowledge and other areas not taught.

RESOURCES

Audio file with reading passage in French about a child's daily activities including weekends and special holidays

Model frame of a friendly letter

Books, suitable websites

Handout, adequate number of computers and internet access, CD and CD player

Powerpoint presentation in French with daily routine

Video presentation/actual pictures mounted on cards/cartridge paper

KEY GRAMMAR

Present tense of regular verbs

Present tense of the verb faire

Present tense of reflexive verbs (It is possible to introduce some of the reflexive expressions as vocabulary)

LINKS TO OTHER SUBJECTS

Civics: The importance of being on time

Music: Perform simple songs with attention to correct rhythm, pitch, phrasing, articulation and expression

Prior Learning

Check that students:

- can conjugate the verbs “aller” and “faire” correctly
- are able to identify and describe people and places
- can identify local and universal holidays and events
- can recall how to construct sentences using the correct form of the verb
- can recall weather structure: *il fait* + adjective

About the Unit

In this Unit students will learn to discuss their recreational activities, describe recreational activities associated with specific holiday periods and festivities, issue and decline simple invitations, order food and drinks, state their likes, dislikes and preferences, describe weather conditions, relate what items of clothing they wear during particular weather conditions, and learn to develop further their receptive and productive skills.

**UNIT 2: Qu'est-ce que j'aime faire? What do I like to do?****ATTAINMENT TARGETS:**

Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.



Students participate in short structured conversations on a variety of topics.



Students show that they understand texts of at least two paragraphs or dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay or letter form, email, blog, picture composition or dialogues in the present tense.

OBJECTIVES- Students will be able to:

- describe their recreational activities using appropriate expressions of frequency
- extend simple invitations using appropriate expressions
- order basic food and drink items using learned vocabulary and structures.
- state their likes, dislikes and preferences
- describe basic weather conditions using the appropriate expressions.
- relate what items of clothing they wear during particular weather conditions
- identify at least three typical French foods

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Create a Venn diagram showing Jamaican holidays/special days, Francophone holidays/special days and holidays/special days shared by both places. Classify these as religious, national, or social holidays/special days. Assess the relative amounts of each type of holidays/special days celebrated as an indicator of the country's culture.

Select one holiday/special day celebrated both in Jamaica and in one Francophone country. Compare the activities which take place on this day. Create an electronic invitation to be sent to a friend to take part in these activities in Jamaica or in the French-speaking country. Role play how one would respond if one received a similar invitation.

Fill in a food preferences grid, and label given foods appropriately. Role play ordering food in a restaurant, using at least three foods typical to Francophone countries. Discuss food likes, dislikes and preferences.

Identify and describe items of clothing. Create clothing catalogues with items of clothing, colours and sizes. Listen to/Read an online clothing order and complete the order sheet.

Listen to a recording on the weather of a selected location and place weather symbols on blank maps provided. Create simple daily weather records and forecasts, and state what clothing should be worn in different conditions.

Reinforce communicative skills by playing games: Family Feud type games, or other games, based on the topics taught.

- Read
- Listen
- Speak
- Write
- Collaborate
- Create

Information accurately represented on Venn diagram.
Holidays accurately classified.
Cultural assessment justified.

Electronic invitation and role play demonstrate accurate and appropriate grammar and vocabulary, greetings and expressions of courtesy.

Foods labeled appropriately.
Discussion and role play demonstrate accurate and appropriate grammar and vocabulary and knowledge about typical Francophone foods.

Accuracy in completing order sheet

Correct use of weather symbols to match descriptions. Logical choice of clothing for weather conditions.

Learning Outcomes

Students will be able to:

- ✓ make comparisons between Francophone and Jamaican holidays/celebrations
- ✓ order food and drink in an eating establishment
- ✓ issue, accept and decline simple invitations
- ✓ describe different items of clothing and associate them with particular weather conditions

Points to Note

Start with students describing their regular activities before extending practise with special events and holidays.

Remind students to include you in the list of invitees when sending their electronic invitations.

When teaching the weather, be mindful that Jamaica does not have four distinct seasons. Introduce the topic using the “known” “when it is cold we”, “when it is hot he...” and move to the “unknown” “in winter, we...”, “in the autumn she...”

It may be a good idea to culminate the term with a student group project based on what students learned (magazine, newspaper etc).

Distinguish between the use of *faire* + adjective (froid) for weather, *avoir* + adjective (froid) for feelings, and *être* + adjective (froid) for things.

Extended Learning

Students can create a holiday/event calendar in which they indicate the popular holidays/events celebrated in Jamaica and French speaking countries.

Students can create their own picture dictionary with additional vocabulary related to the food, drink, clothing and activities.

Students can upload their articles on their blogs or on their social websites where applicable.

RESOURCES

Blank puzzles with teacher’s copy

Audio recordings and transcripts

Sample menu charts and mini menus

Posters with foods (Francophone), activities, clothing

Weather symbols, charts and maps with instructions

Sample electronic invitation with paper format

Food preference grid and instructions for use

Magazine/newspaper template and instructions for use

Website for electronic invitations

Family feud type game with instructions

KEY GRAMMAR

Expressions *j’aime, je n’aime pas, je préfère*

Je voudrais..., Puis-je avoir...

Expressions of frequency such as: *souvent, tous les jours/chaque jour, tous les matins/chaque matin, tous les soirs/chaque soir, chaque mardi, chaque semaine, chaque weekend*

LINKS TO OTHER SUBJECTS

Mathematics : Venn diagrams

Geography: Weather elements

Drama: Role play

Family & Consumer Management: Menu planning

NSC

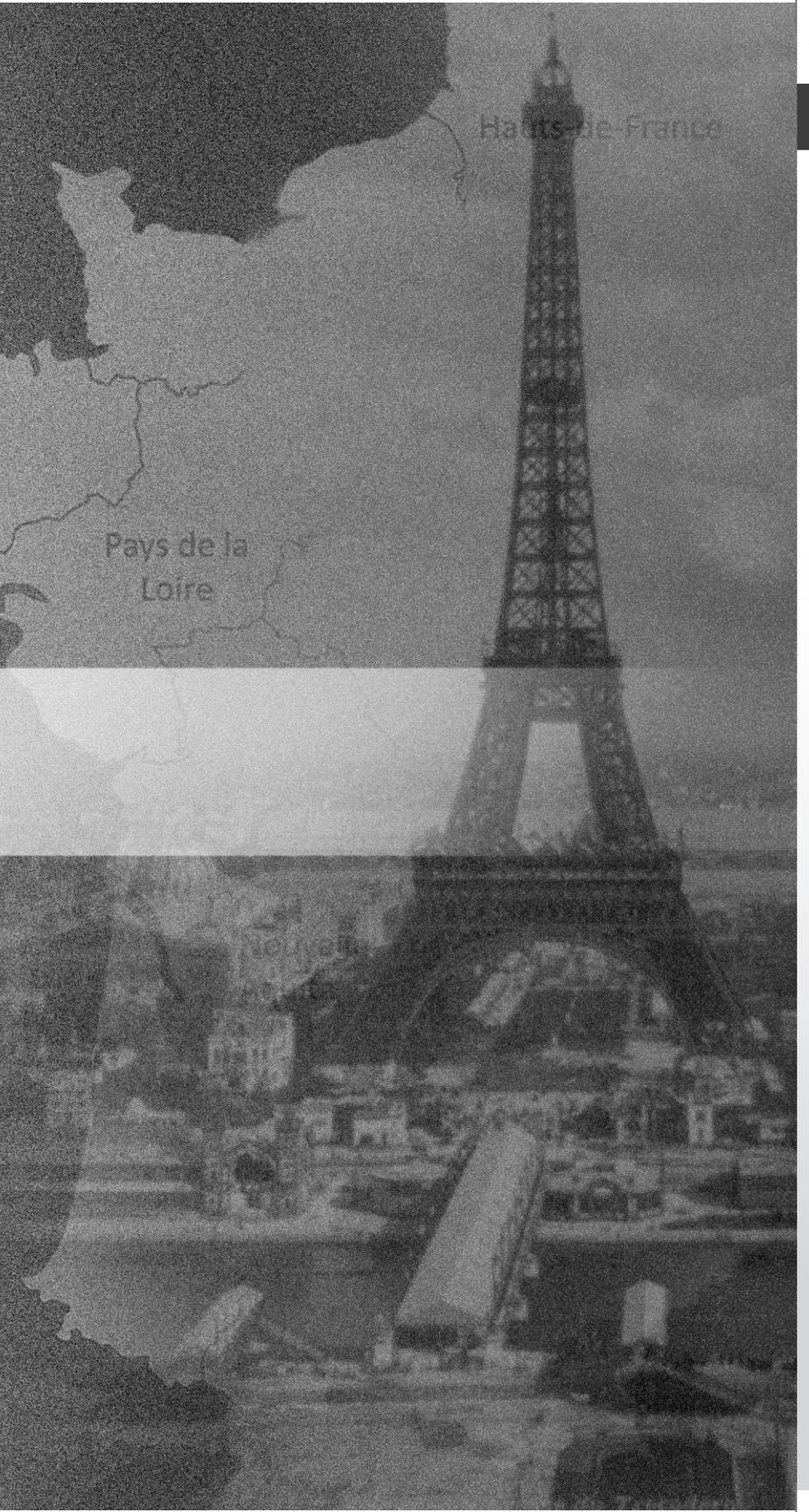
FRENCH

GRADE 8 UNITS

Brittany

Pays de la
Loire

Hauts-de-France



TERM 1

Theme:

Le Monde du Travail *The World of Work***Unit 1 (6 weeks)**

Professions, métiers et compétences

*Professions, trades and skills***Unit 2 (6 weeks)**

La Santé et les Services de Santé

*Health and Health Services***TERM 2**

Theme:

Ce que j'aime faire *Things I like to Do***Unit 1 (3 weeks)**Au restaurant *At the Restaurant***Unit 2 (3 weeks)**Faire les achats *Going Shopping***Unit 3 (4 weeks)**Les passe-temps *Hobbies***TERM 3**

Theme:

Mon environnement *My Environment***Unit 1 (2 weeks)**

Quel temps fait-il?

*What is the weather like?***Unit 2 (3 weeks)**

Les lieux d'intérêt

*Places of Interest***Unit 3 (3 weeks)**

L'environnement physique

*The Physical Environment***Time Allocation for Instruction for French:**

The minimum time allocation for instruction for French is two forty minute sessions per week

There are 4 key Attainment Targets within French as outlined below:

★ ★ ★ ★
**AT 1: Listening
 and Responding**

Students develop the ability to understand the spoken language in specific contexts and make an appropriate and accurate response

★ ★ ★ ★

AT1

Students show that they understand certain familiar stimuli related to several aspects of a topic aided by repetition, and respond appropriately and accurately by identifying main points and specific details from familiar language.

★ ★ ★ ★
AT 2: Speaking

Students develop the ability to communicate effectively and appropriately in the spoken language in a variety of basic and familiar situations.

★ ★ ★ ★

AT2

Students participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.

★ ★ ★ ★
**AT 3: Reading
 and Responding**

Students develop the ability to understand the written language in limited contexts and provide an appropriate and accurate response.

★ ★ ★ ★

AT3

Students show that they understand a limited variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or French.

★ ★ ★ ★
AT 4: Writing

Students develop the ability to communicate effectively and appropriately in writing in specific contexts in response to an aural, visual or written stimulus.

★ ★ ★ ★

AT4

Students write a limited variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy.

A grayscale background image featuring a map of France on the left and a photograph of the Eiffel Tower on the right. The map highlights three regions: Brittany, Pays de la Loire, and Hauts-de-France. The Eiffel Tower is shown in a cityscape.

NSC

FRENCH

GRADE 8: TERM 1

Range of Content

Students will develop key concepts, skills, knowledge and understanding by learning:

Key Concepts and Knowledge

- Professions not covered at Grade 7
- Choosing careers
- Description of jobs
- Places of work
- A typical work-day
- Bodily ailments
- Health services including at the doctor's and at the dentist's
- Healthy lifestyle practices

Grammar

- Je voudrais devenir (I would like to be/to become) + professions
- Use of the verb "faire" in discussing what persons do at work
- The present tense

Guidance for the Teacher

- For the activities specifying the use of an audio file or video recording you are expected to source a suitable audio file or video recording with related content.
- Encourage students to access pictures of different professions, trades and skills online and create a folder for them to aid them in remembering the new vocabulary.
- Assist students to see that the article is omitted when they are speaking/writing about what they do for a living or what someone else does for a living. Provide guidelines/tips to help students develop their listening skills so that they can select the most appropriate response to guided conversation and simple listening comprehension exercises.
- Gradually reintroduce all forms of the present tense for students to use when talking or writing about daily routines.
- Introduce reflexive verbs in the present tense. It is possible to introduce some of the reflexive expressions as vocabulary initially.
- Place students in mixed ability groups so that each group has a fair chance to produce a reasonable verbal report for the mini interview.
- Incorporate the formal form of verbs for students to use when asking interview questions. Give cues to students to write a simple advertisement for a job. Scaffolding may be employed with slower learners (e.g. Starting with a model, gradually omit phrases or words from sections of the model and have students substitute appropriate words/phrase from key vocabulary until they are able to create their own advertisement).
- Remind students how to use *aller à/au/à la/ à l'/* and *aller* +infinitive to express where they are going and what they are going to do.

Prior Learning

Check that students can:

- Identify common professions using home language
- Recall that the article is omitted when used with the verb “to be” with professions
- Give the meaning of “to go to” in French
- Conduct a mock interview in SJE
- Use “à” to express the schedule of an activity

About the Unit

In this Unit students will learn how to communicate orally and in writing about professions, trades and skills, ensuring that they develop listening and investigative skills in addition to working harmoniously and collaboratively in groups. They will incorporate previous knowledge about scheduling of activities, and improve on their creativity by writing a simple advertisement using given cues.

**UNIT 1: Les Professions, les métiers et les compétences Professions, trades and skills****ATTAINMENT TARGETS:**

Students show that they understand specific spoken stimuli related to several aspects of a topic aided by repetition, and respond appropriately and accurately by identifying main points and specific details from familiar language.



Students participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.



Students show that they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language.



Students write a limited variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy.

OBJECTIVES:

- Identify jobs and professions in their communities
- Communicate orally and in writing in French about their career choice
- Create daily work schedules in French
- Assess and respond in French to simple job advertisements written in French
- Gather information via interviews
- Conduct class presentations using appropriate verb forms

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Examine a set of unlabeled pictures of various professions, trades and skills that the teacher has mounted and tag them correctly with French labels. Use the pictures of different occupations and skills to compile a folder entitled *Les professions*.

Dramatize (in appropriate costume) a profession, trade or skill that they want to pursue as a career. Put up a sign written in French in an appropriate place to indicate place of work, and dramatize what they do for a living. Ask the rest of the class: **Qui suis-je?** The class will try to guess what each student is depicting using the response "**tu es _____ parce que tu fais ."**

Interview one student re prospective careers. The student will answer orally in French the following questions:

Que veux-tu être/faire dans la vie/comme profession? What do you want to become?

Où est-ce que tu vas travailler? (Dans un bureau, etc.) Where will you work?

A quelle heure tu vas commencer à travailler? At what time will you start work?

Qu'est-ce que tu fais au travail? What do you do at work?

Write two paragraphs in French on what a typical day in a chosen career is like using the first person singular of the present tense.

Listen to a CD recording or watch a video presentation with a few persons talking in French about what they do for a living, where they work and activities in which they are engaged. Note the different expressions used. Answer orally in French questions asked about the different professions, trades or skills.

In mixed ability groups of four, conduct an out of class interview with an employee/employer from their community; and in class, give a verbal report in French on what they have learnt about that person's job and what is a typical day for that person.

- Listen and respond
- Read and respond
- Ask and answer questions in formal and familiar forms
- Develop investigative skills
- Work harmoniously and collaboratively
- Design simple advertisements

Pictures labeled correctly with professions

Dramatizations executed using appropriate grammar and vocabulary. Class responds appropriately in guessing the job depicted in each dramatization and by stating it correctly in French.

Responses to interviews completed with appropriate grammar and vocabulary

Paragraphs completed with accurate grammar and appropriate vocabulary

Questions answered appropriately to demonstrate comprehension of recording or video

Verbal report on interview completed with correct pronunciation and intonation and appropriate grammar and vocabulary

Suggested Teaching and Learning Activities

Students will:

Create an advertisement seeking the services of a pharmacist, which includes the nature of the job; the working hours and how to apply. (See Key Grammar)

Key Skills

Assessment Criteria

Advertisements employ appropriate grammar and vocabulary, with special emphasis on the correct use of the pronoun “tu/vous” and demonstrate grade-appropriate art and design principles

Learning Outcomes

Students will be able to:

- ✓ Read, talk and write about other professions/trades/skills in the target language
- ✓ Express their choice of professions giving simple reasons
- ✓ Describe in simple sentences what is done in each profession
- ✓ Express where different persons work
- ✓ Report on a typical workday of a person who they have interviewed
- ✓ Speak and write what their typical workday is like based on the profession, trade or skill that they have chosen (See above)

Points to Note

Use previous expressions/vocabulary as well as new ones where necessary

Note the changes when you are referring to the daily routine of what a person does for a living and what you do for a living based on the profession you have chosen

Highlight the differences between how applications are composed and handled in Jamaica and in Francophone cultures

Extended Learning

Devise and document interview questions and responses for the group activity

Conduct research and make a dossier of information for different jobs and produce sentences in target language for job descriptions

Make an alphabet chart using the first letter of the professions

RESOURCES

Labeled pictures of persons for different professions, trades and skills within the community

Books, French/English dictionary, suitable websites

Guided conversation questions

Handout with possible responses for listening comprehension activities

Video presentation/recorded voice/hand puppets with persons talking in target language about what they do, where they work and activities in which they are engaged

KEY GRAMMAR/VOCABULARY

Terms used in job advertisements: *honnête; _____ jours de travail; pour; appeler; on cherche; on a besoin; écrire à; professionnel; un/une jeune; j'ai besoin de; travailleur/travailleuse*

Omit the article with profession when telling or writing what it is you like about this particular profession and what a person does for a living

Constructions to state desire and intent: *Je veux être (I want to be)...; Je vais être (I am going to be)...; J'aimerais être (I would like to be)...; Je voudrais être/devenir (I would like to be/to become)*

RESOURCES

Model frame of an advertisement for a job

Multimedia projector (for video presentation) or TV

LINKS TO OTHER SUBJECTS

Civics: Express an understanding of self as part of a group, and of common and accepted behaviours within groups;

Identify self as a Jamaican in a global environment

Drama : Demonstrate a greater awareness of working together to complete a task.

Respond to the dramatic play of others and develop an ability to use reflection as a means of enhancing practice in drama.

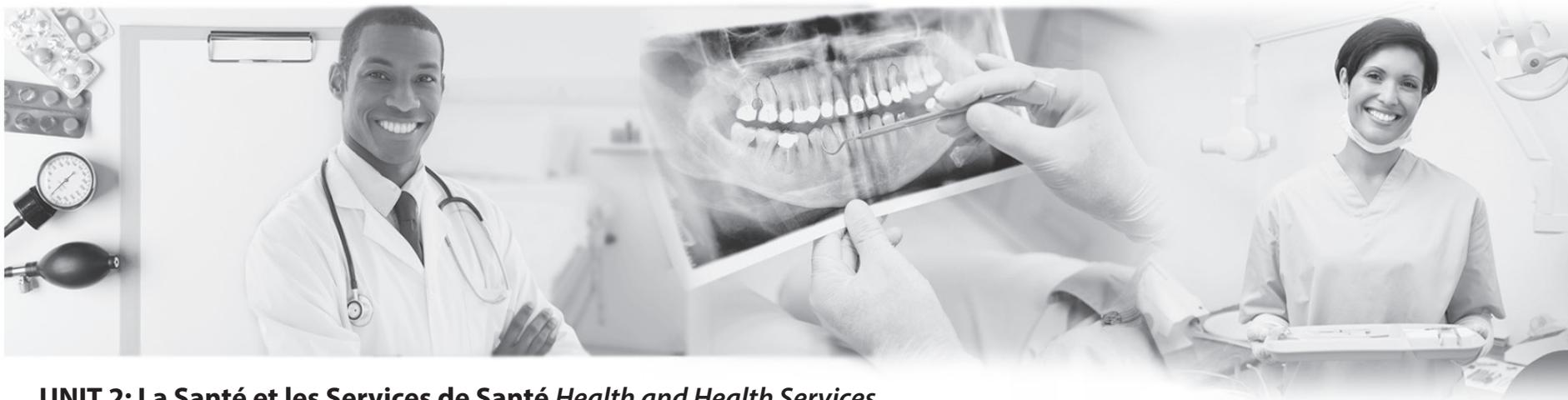
Prior Learning

Check that students can:

- Identify main body parts and say where it hurts
- Tell the date and time

About the Unit

In this Unit Students will learn to interact with the doctor and dentist using appropriate grammar and vocabulary to talk about ailments and other health issues. They will also learn to give simple advice and suggestions to others on how to maintain good health.

**UNIT 2: La Santé et les Services de Santé Health and Health Services****ATTAINMENT TARGETS:**

Pupils show that they understand specific spoken stimuli related to several aspects of a topic aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar language.



Pupils participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.



Pupils show that they understand a limited variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language.



Pupils write a limited variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy

OBJECTIVES- Students will be able to:

- Identify a number of bodily ailments.
- Effectively describe pain and ailments using the appropriate structures and vocabulary.
- Give simple advice and instructions using the familiar form.
- Demonstrate understanding of a command by responding appropriately to simple instructions in the affirmative in a health service setting. (Tu, Nous, Vous)
- Express sympathy to persons who are ill.
- Select correct responses to questions based on oral and aural texts.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Recap the body parts by listening to the teacher describe a monster. Draw the monster then show to the class.

Participate in the game "Devinette/Charades" with one student acting and the others guessing. State the problem depicted by the student who is acting. Students will take turns to ask different actors 'Depuis combien de temps avez-vous mal à la tete .../ How long have you had?' to which he/she will respond appropriately.

Listen to brief dialogues in which persons are complaining about ailments, and match the name of the ailment/illness mentioned with the corresponding picture provided by the teacher.

Read a dialogue about someone's visit to a doctor and answer true or false questions. Discuss, using home language, health issues that they are familiar with including their opinions on going to the doctor/dentist. Using a comic strip, complete a guided dialogue of a visit to a doctor. In groups, students will create a dialogue "un rendez-vous chez le médecin" or "un rendez-vous chez le dentiste" which will be acted out in class.

Read complaints concerning health issues written in the Dear Doctor column and give appropriate advice. In pairs, rearrange a jumbled dialogue regarding a visit to the dentist. Give two pieces of advice to the patient in the dialogue. In groups, create a silent video or picture story or a Powerpoint show depicting a visit to the dentist to which they will add the appropriate text. Create sympathy/get well cards for sick friends and family members

Survey members of the class to find out their dietary, exercise and hygiene practices (see Points to Note) which will then be reported to the class. Students will then create a poster to promote healthy lifestyles which will include "do's" and "don'ts" employing the verb vous(ne) devriez (pas) / you should (not).

Fill out a simple medical form.

- Read
- Listen
- Speak
- Write
- Collaborate
- Demonstrate creativity
- Think critically

Accurate drawing of monster as per teacher's description

Correctly utilize expressions learnt to state ailments in the game of "Devinette"

Matching completed correctly

Dialogues completed with appropriate levels of vocabulary and grammar

Use appropriate grammatical structures and expressions when giving advice, suggestions, instructions and condolences.

Poster completed with accurate grammar and expressions and valid pointers

Medical form completed with information required

Learning Outcomes

Students will be able to:

- ✓ Make complaints about ailments
- ✓ Offer advice and condolences
- ✓ Discuss healthy lifestyle practices

Points to Note

Teacher can engage the students in a conversation about illnesses or injuries they have had and find out what they do about it and what the doctors give them. Teacher can provide the initial vocabulary building on some of the vocabulary provided in previous lessons, e.g. *bras cassé, une entorse, des maux de tête, etc.* Teacher can divide the class and have teams guess the ailments that students have in the game of “devinette”. Teacher should ask *Qu'est-ce qu'il a? What is the matter with...? What's wrong with him?* Students should give responses such as *Il a mal à la tête /His head hurts.*

Care must be exercised in discussing students' hygiene practices. If students choose not to participate they should not be compelled to do so.

RESOURCES

Transcripts of dialogues and other texts
Rules on how to play “Devinette”
Medical form
Sample comic strip
Sample photo novel with instructions

LINKS TO OTHER SUBJECTS

Family and Consumer Management : The Healthy Way
Integrated Science: Human Nutrition

Extended Learning

Students can research other ailments and illnesses.

KEY GRAMMAR

Avoid using the negative construction in giving commands: use of *ne devriez pas + infinitive* or *il ne faut pas + infinitive*
Rewrite commands given using direct object pronouns
Use of *depuis... or ça fait+time+que+* present tense
Avant de + infinitive (before)



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FRENCH

GRADE 8: TERM 2

Range of Content

Students will develop key concepts, skills, knowledge and understanding by learning:

- Ordering food in a restaurant from a menu
- Plan menus and set the table according to place setting arrangements of native and target cultures
- Typical Francophone food items and meals
- Shopping for food in specialised stores
- Shopping for clothes
- Hobbies and sports
- Sports personalities and famous entertainment personalities from the native and target cultures as well as international ones

Guidance for the Teacher

- Use a large labeled picture of table settings for large instructions with smaller versions for small groups
- Students should be encouraged to create their own word cards to use in the classroom
- A class vocabulary book can be created and kept in the classroom so it is available to students at all times
- Extend previous knowledge with revision/reinforcement/re-entry strategies before introducing new vocabulary or structures
- Encourage students to be a part of the creative process (flash cards, poster creation etc.)
- Introduce new vocabulary to students before they examine the content
- Use a variety of groupings with your activities – pairs, small groups, large groups, all class
- Use samples of partially completed tasks as models, so that students can see exactly what you want them to do
- Encourage students to get a general gist of texts presented and not to worry too much about the details which they may not understand
- Encourage students not to rely too much on the dictionary at this stage. Try to provide as much as possible, the relevant vocabulary or direct students to the sites you wish to have them view
- Review activity instructions with students to ensure that they understand what is expected of them
- Ensure that student research tasks are clearly outlined, clearly scoped and that expectations are clearly stated. Do not simply send them “to research”.
- For the activities specifying the use of an audio file or video recording you are expected to source a suitable audio file or video recording with related content.

Prior Learning

Check that students can:

- state the names of common food items
- State location using prepositions

About the Unit

In this Unit students will revise the names of common food items found on a menu, identify the different parts of a menu and learn how to order food in a restaurant. They will learn to describe the place setting.



UNIT 1: Au restaurant *At the restaurant*

ATTAINMENT TARGETS:



Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.



Students participate in short structured conversations on a variety of specific topics.



Students show that they understand texts of at least two paragraphs or dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay, email, blog, picture composition or letter format, or dialogues in the present tense.

OBJECTIVES- Students will be able to:

- Identify names of food items found on a menu
- Identify the different parts of the menu.
- Place an order using a menu.
- Ask for the bill.
- Calculate a bill including the tip.
- Name the different meals.
- Describe a table setting for a specific meal.
- Create their own menus.
- Make clarifications when placing an order.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Listen to an audio file of a dialogue by a family of four in a restaurant. Repeat the dialogue line by line, paying attention to pronunciation and phrases used while viewing the projected dialogue or a worksheet. In groups of four, read the dialogue noting pronunciation and fluency of sentences.

Identify the phrases used in a restaurant (asking and responding to questions, placing the order). Organise the phrases on the board according to the different sections of the menu (appetizer, main course, dessert etc.) using word cards provided. Compose, in groups of four, a song or a poem to help them to remember the phrases used in a restaurant and to describe place setting. They will videotape themselves

In groups of four, create dialogues which take place in one of the following specialized restaurants: seafood, vegetarian, Jamaican, or health food. Groups will take turns to create a menu on the board using word cards with the name of the foods, recommend food to each other, order food and calculate the bill. They will videotape themselves.

Role play a family getting ready to eat and the parents are teaching the children to set the table. They will describe the setting paying attention to the relative positions of the items and their names e.g. Le couteau est à droite de l'assiette / The knife is to the right of the plate. They will videotape themselves.

Research the cuisine of any one French speaking country, and list the various foods classified as breakfast, lunch and dinner. In three groups, create a table setting for one of the meals. Identify the main utensils needed for each meal, and food items for each meal. Create poems about these meals and compile these to produce a printed or digital scrapbook.

Play a game of Pictionary/Bingo to reinforce the different foods found on a menu at a restaurant.

- Speak
- Write
- Read
- Listen
- Follow instructions
- Create
- Work together harmoniously

Speak with correct intonation and pronunciation

Song/poem completed with appropriate phrases correctly used

Dialogues completed with correct grammar and vocabulary appropriate for each type of restaurant. Ordering and recommending done with properly constructed phrases

Correctly state the placing of each item, using accurate vocabulary and grammar

Poems utilise appropriate vocabulary and grammar, and observe the protocols of poetry

Learning Outcomes

Students will be able to:

- ✓ Function effectively in a French-speaking restaurant
- ✓ Effectively employ prepositions to describe relative location

Points to Note

Students should be encouraged to use the expressions each time they need them
Highlight the cultural differences in food and drink: what is eaten, preparation, eating habits and practices (e.g. bon appétit)

Extended Learning

Collect menus of different French-speaking restaurants from the Internet.
Students' videotape of their songs and poems may be shown on school special days

RESOURCES

Food Bingo
Audio file of dialogue in the restaurant
Sentence strips with the structures for use
Pictures of place settings correctly labeled

KEY GRAMMAR

Use of à + position to indicate the relative location of an item

LINKS TO OTHER SUBJECTS

Family & Consumer Management: Food preparation and table setting; menu planning and menu writing

Civics: Express an understanding of self as part of a group, and of common and accepted behaviours within groups

Music: Perform simple songs with attention to correct rhythm, pitch, phrasing, articulation and expression

Drama: Use body for verbal and non-verbal communication; give and receive information

Prior Learning

Check that students can:

- Listen to each other
- Respect each other's opinion
- Differentiate between questions and statements
- Appreciate that similarities and differences exist among persons regardless of nationality

About the Unit

In this Unit students will learn about the different places where people shop and how to carry out the buying and selling process in the target language.

**UNIT 2: Faire les achats *Going shopping*****ATTAINMENT TARGETS:**

Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.



Students participate in short structured conversations on a variety of topics.



Students show that they understand texts of at least two paragraphs or dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay, email, blog, picture composition or letter format, or dialogues in the present tense

OBJECTIVES- Students will be able to:

- Compare items and prices
- Differentiate shops/stores by goods sold
- Ask and respond to questions appropriate to shopping
- Describe products and what others are wearing
- State sizes and suitability of products
- Express likes, dislikes and preferences
- Utilise polite expressions

Suggested Teaching and Learning Activities

Students will:

Arrange a French sale day where items will be labelled in the target language and persons who will purchase and sell items will use the target language as the means of communication.

Visit a store then report to the class in French the name and type of store visited, as well as the names, prices and a brief description of at least five items found in the store. Compile a list of items described. Participate in an auction led by a student with classmates bidding on items reported.

Listen to CDs, interactive websites, videos with shopping information then respond to related questions in English. Act out a short dialogue that takes place in a store making use of the expressions learnt in the target language. Dialogue should include what is sold in the stores, indicate if statements are true or false, asking for and refusing offers of help, and the total bill.

Make sentences in French about shopping, using pronouns and verbs from the roll of two dice, one of which will have verbs written on it and the other with subject pronouns/nouns. Use the immediate future as the structure for these sentences ,e.g. *Tu vas à la boulangerie / You are going to the bakery*

In pairs go to the whiteboard and try to write different vocabulary in boxes to get three in a row of a nine box square. Each student will have to write particular words (fruits, vegetables, stores etc.) The first person to get three in a row will be declared the winner. Each person will have 10 seconds to write his/her word before losing his/her turn. It can be played as boys against girls where necessary.

Unscramble sentences about shopping written in French, then read aloud correct sentences.

Key Skills

- Listen and respond
- Reading and writing
- Group work
- Research

Assessment Criteria

All speaking activities show appropriate pronunciation, vocabulary and use of grammar

Report done using appropriate grammar and vocabulary.

Respond appropriately to questions on listening material.

Appropriate pronunciation,vocabulary and use of grammar in dialogue.

Sentences completed with accurate structure

Rows completed with appropriate vocabulary

Unscramble correctly jumbled sentences

Learning Outcomes

Students will be able to:

- ✓ Effectively conduct transactions in a shopping context
- ✓ Demonstrate appropriate interactions while shopping

Points to Note

Teacher must ensure that each lesson be functional, incorporating aspects of everyday life as much as is possible

Ensure that cultural links to the target language are included as much as possible in each lesson.

Lessons must be organized to appeal to the different learning styles of the students

Include all relevant information on the topic in the lessons

Explore online shopping as a contemporary option

Extended Learning

Faster students can learn additional vocabulary including additional store names

Write a paragraph to a friend telling him/her about the stores they will visit on the weekend. They can include things that they like and give a brief description of them

RESOURCES

Songs about clothes

CD Player

Videos

Interactive websites

Interactive shopping corner

Internet and Overhead projector

KEY GRAMMAR

Use of the present tense to say what someone is wearing

Use of demonstrative adjectives to describe items of clothing

Use quantifiers (**un kilo de...**/a kilogram of, etc.)

Use demonstrative adjectives in speaking of articles of clothing i.e. "**cette jupe est à moi**"

LINKS TO OTHER SUBJECTS

Home Economics : Shopping for food, clothes etc.

Physical Education: Shopping in Sports stores

Information Technology: Internet shopping for clothes

Prior Learning

Check that students can:

- State someone's profession
- Identify some vocabulary related to some sport professions:
e.g. athlète, sportif
- Describe persons
- Compare things and people
- Express likes, dislikes and preferences
- Respect each other's opinions

About the Unit

In this Unit students will learn to discuss their hobbies; discuss sports and sporting events; state who their favourite sports and entertainment personalities are, giving reasons for their choices; Identify famous sports and entertainment personalities in their country and those in Francophone culture; identify sporting activities typical to the Francophone culture; state where different sports are played and discuss what they can and cannot do.

**UNIT 3: Les Passe-temps Hobbies****ATTAINMENT TARGETS:**

Students show that they understand a variety of spoken stimuli related to several aspects of a topic aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar language.



Students participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.



Students show that they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language.



Students write a variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy.

OBJECTIVES- Students will be able to:

- Discuss pastime activities indicating their likes and dislikes and those of others.
- Provide information about famous sports personalities and entertainment personalities using appropriate structures.
- State reasons for liking and/or disliking a particular hobby/sport and sport personality using appropriate grammatical structures.
- Read and respond to a variety of texts and answer appropriately.
- Listen to a variety of texts related to the topics and answer questions appropriately.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Respond orally to questions pertaining to what they like/dislike doing

Read a passage about pastime activities of famous personalities and respond in writing to questions.

Place the card received with the name of the sport under the correct picture of famous Jamaican sportspersons on the board. Students will respond orally to basic questions about each person.

Interview at least five students in the class about their hobbies and sporting activities and make an oral report to the class.

Participate in the game, ¿Qui suis-je?

Read advertisements on sporting and entertainment events and answer questions.

Complete crossword puzzle dealing with various leisure and sporting activities.

Create an advertisement in which they advertise a sporting event using guided questions.

Listen to an advertisement about a sporting event and select the correct responses.

Listen to recordings of persons talking about their hobbies and sports and answer questions.

In groups, create a song to the tune of their favourite song which deals with the topics dealt with in this unit.

Do an oral presentation in class about their favourite personality from one of the following areas: sports, entertainment (acting, music etc.), using props and pictures to enhance their presentation.

- Read
- Listen
- Speak
- Write
- Collaborate
- Demonstrate creativity
- Think critically

Respond accurately to oral questions using appropriate grammar and vocabulary.

Respond accurately in writing to questions.

Respond accurately to questions about sportspersons with correct pronunciation.

Give oral report using accurate grammar and correct pronunciation and intonation.

Respond appropriately to questions on advertisements.

Puzzle completed accurately.

Advertisement completed using accurate grammar and appropriate vocabulary.

Choose appropriate responses based on audio.

Respond appropriately to questions based on recordings.

Songs created and performed featuring correct pronunciation and grammar.

Oral presentation done using appropriate grammar and vocabulary with suitable use of pictures and props.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Look at pictures/PowerPoint presentation with pictures of famous personalities from the fields of sports and entertainment (Jamaican, Francophone and international) and give oral and/or written descriptions of these famous persons.

Role play in groups a meeting at a youth club where they will meet new persons and discuss their favourite pastimes and sporting activities.

Participate in a show and tell activity using items they have taken to class that represent their favourite pastime/sport and say a few simple sentences in French including what the hobby is and what they use the prop to do.

Listen to statements read by the teacher and choose from four pictures the one which corresponds with each statement. Pictures depict sporting activities and other hobbies.

Listen to a dialogue with young persons expressing their preferences for various hobbies and respond in ENGLISH to questions based on the dialogue.

Read texts with profiles of Francophone personalities in sports and entertainment and respond to questions based on the profiles.

Participate in a treasure hunt activity where vocabulary words and expressions are the hidden treasure. Copies of a list in English/French are handed out by the teacher and groups/individuals try to find the equivalent words in the other language which are posted around the room and put the words found in blank spaces on the lists given.

Research about famous Francophone personalities in the areas of sports and entertainment. Share information in class

Research about what types of leisure activities are popular among Francophone youths in their age group and write simple sentences sharing what they learn

- Read
- Listen
- Speak
- Write
- Collaborate
- Demonstrate creativity
- Think critically

Descriptions completed using accurate grammar and appropriate vocabulary.

Role play done with appropriate vocabulary and accurate grammar and pronunciation.

Accuracy of language and pronunciation in show and tell activity.

Accurately select the picture which matches the statement in each case.

Respond accurately to questions on the dialogue.

Demonstrate comprehension by responding appropriately to questions based on the profiles.

Words and expressions in both languages accurately matched. The group collecting the most treasures wins.

Sentences written with accurate grammar and appropriate vocabulary and contain accurate cultural information based on their research.

Suggested Teaching and Learning Activities

Students will:

Paste pictures of two sports persons in their notebooks and write a short description, including name, age, nationality.

Participate in discussions in ENGLISH about important sporting and entertainment events in Jamaica. Compare these with important sporting/entertainment events in Francophone countries.

Work in groups to create a video featuring the favourite sport/hobby of each group member, using images or video footage.

Complete a transcription of short interviews utilising the correct form of the verbs savoir and connaître.

Key Skills

- Read
- Listen
- Speak
- Write
- Collaborate
- Demonstrate creativity
- Think critically

Assessment Criteria

Descriptions accurately written with appropriate structures and vocabulary.

Discussions completed with appropriate comparisons and contrasts made.

Videos completed featuring appropriate grammar and vocabulary.

Transcription completed with the correct verb and form in each case.

Learning Outcomes

Students will be able to:

- ✓ Students will be able to: discuss their pastime activities
- ✓ describe their favourite sports personality and/or entertainment personality
- ✓ identify at least two sports typical to Francophone culture
- ✓ write brief letters and advertisements based on the topic
- ✓ respond appropriately to questions based on a variety of short audio texts related to the unit
- ✓ respond appropriately to questions based on a variety of short written texts related to the unit

Points to Note

Teacher should do a demonstration of the game Qui suis-je ? before having the students play the game.

Students could be encouraged to do a PowerPoint presentation on a famous Francophone sport personality.

For the interview, students should be told that they are doing a survey to find out how many students are sports inclined, the results of which will be placed in the month's issue of the sports magazine " **Tout sur le sport**".

Extended Learning

Students can extend and upload their descriptions of their favourite sports person to their blogs.

Students can create simple biographies of sport persons

Students can write about the hobbies of their family members

Points to Note

Provide students with the survey instrument which should include questions such as *Quel est ton passe-temps favori ?*, *Tu sais faire quel sport ?* *Quelle sorte de film aimes-tu voir ?* *Qui est ton sportif favori ?*

For the song, students should be told that the Ministry of Sports in a bid to build greater awareness and appreciation of sports, has launched an amateur song competition in various languages for schools. They are to record themselves and upload the video to a link that will be provided.

Extended Learning

RESOURCES

Instructions for the game *Qui suis-je ?*

Survey template

Transcript of advertisement

Audio recordings and transcripts

Sample crossword with teachers copy

Sample letter

CD Player

Transcripts of dialogues and other texts

Copies of pictures for multiple choice listening exercise

Pictures/PowerPoint presentation of celebrities

Internet, laptop and overhead projector

KEY GRAMMAR

Aimer

Jouer **au** foot/ jouer **du** piano

Faire du/de la/de l'

Present tense -er verbs: jouer, aimer.

Connaître vs savoir

Pouvoir vs. Savoir

Mieux...que / moins..... que

Adjectives : agreement and position

LINKS TO OTHER SUBJECTS

Civics: Grade 8: Understand rituals and celebrations in specified contexts: Investigate significant achievers and achievements from the community.

Music: Grade 8: Compose pieces and songs, attending to musical shape and structure.

Information Communication Technology: Grade 4: Participate in peer and guided information searches according to type of information...

Physical Education: Grade 8: Games and sports - Research online or offline media and present information on two (2) favourite netball/football athletes.



NSC

FRENCH

GRADE 8: TERM 3

Range of Content

The weather
Seasonal activities in native and target cultures
Places of interest
Making travel plans
Asking and giving directions
Environmental issues
Animals and plants
Simple landforms

Guidance for the Teacher

- Encourage students to access pictures of popular places of interest in their country to include those in their parish and other parts of their country and the possible modes of transport that they will use to get to them.
- For the activities specifying the use of an audio file or video recording you are expected to source a suitable audio file or video recording with related content.
- Provide guidelines/tips to help students develop their listening, reading, speaking and writing skills in the target language so that they can select the most appropriate response to guided conversation, understand simple reading comprehension in target language, and write directed situations and guided letter/essay/email/blog/picture composition.
- Introduce interrogative words regarding asking directions in the target language
- Place students in mixed ability groups to make plans for a trip to a selected place of interest in their country or a French speaking country
- Remind students how to use aller + noun or infinitive to express where they are going and what they are going to do
- Assist students in the format for compiling a brochure, researching information about a place and writing it in simple sentences in the target language
- Revise time schedules and introduce new elements for planning a trip; supply expressions that they could use and point them to the use of their own dictionaries
- Use commands so that students can imitate what you say and substitute other verbs correctly. The focus here is not to teach the commands
- Take the students on nature walks to a farm, the zoo or anywhere there are animals or plants that are being taught in the lesson

Prior Learning

Check that students can:

- Use basic weather expressions learnt in Grade 7. Know the months of the year.
- Identify familiar articles of clothing. Identify the seasons.

About the Unit

In this Unit students will learn to make simple descriptions of the weather, discuss modes of dress appropriate for different weather conditions, and make comparisons about dress and weather between Jamaica and French-speaking countries.

**UNIT 1: Quel temps fait-il? What is the weather like?****ATTAINMENT TARGETS:**

Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.



Students participate in short structured conversations on a limited variety of topics.



Students show that they understand texts of at least two paragraphs or dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay, email, blog, picture composition or letter format, or dialogues in the present tense.

OBJECTIVES- Students will be able to:

- Describe basic weather conditions using the appropriate expressions.
- Create simple short-term weather forecasts.
- State the appropriate clothing for particular weather conditions.
- Compare seasonal activities done in French culture with those done in Jamaica at the same time.
- Listen to a weather forecast to determine what activities can be done under certain weather conditions.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Watch a video on weather expressions twice. Note the expressions at first viewing, then repeat what was heard paying attention to pronunciation and intonation. Complete a worksheet by labelling correctly the diagrams showing the differences in the weather.

Repeat the months of the year while viewing a sheet which relates the months to the particular weather conditions in the target culture. State the four seasons and the months to which they belong. Choose two countries, and list three activities for each season. Write sentences to describe the seasons and the activities. Compare activities done in the target culture with those done in their own culture during the months and the seasons.

Listen to an audio file twice. During the first listening, write the names of the items of clothing heard. During the second audition, write the weather with which each is usually associated. Conduct research to identify activities connected to the different seasons and the items of clothing identified.

Listen to an audio file of a dialogue in which a parent tells a child what to wear on account of the weather. Pay attention to the weather expressions which refer to forecast.

Use a map of the Caribbean and state a variety of weather conditions for a week for different countries. In groups of five, they will create a podcast and a worksheet in which the different forecast has to be matched with different pictures of appropriate clothing.

In groups students write songs about the weather using simple sentences. They are required to create a dance to go with their song and perform the song in class with the accompanying dance. Students can also use musical instruments to accompany the vocals in their song. For this activity students could be allowed to self-assess in their groups as well as peer-assess the other groups.

- Listen
- Speak and pay attention to intonation and pronunciation
- Label diagrams
- Collaborate
- Demonstrate creativity
- Think critically

Label appropriately diagrams of weather conditions depicted on worksheet

Comparison of activities done in target and native culture focus on differences and weather-related reasons for these differences

Accurately state in writing the names of clothing items and associated weather conditions.

Correctly use weather expressions in creating the weather forecast for the week

Songs written with appropriate grammar and vocabulary. Songs performed in class with accurate pronunciation and an appropriate accompanying dance.

Learning Outcomes

Students will be able to:

- ✓ Describe the weather in simple terms
- ✓ Describe different items of clothing and associate them with particular weather conditions
- ✓ Choose an activity to be done under a particular weather condition

Points to Note

Each class should begin with the weather of the day. The students should be allowed to be the ones to give the weather for the rest of the term at the beginning of the class.

Extended Learning

Create brochures advertising activities in their native culture and those of the target culture.

Add vocabulary learnt to their picture dictionary.

Research the seasonal activities done in other countries of the target culture.

RESOURCES

Audio recordings and transcripts

Weather symbols, charts and maps.

Sample electronic invitation with alternative paper format

KEY GRAMMAR

Il fait +..... to describe weather

Quel temps fait-il?

LINKS TO OTHER SUBJECTS

Geography – Weather elements

Prior Learning

Check that students can:

- List places of interest that they already know in French
- Identify places on a map and give their positions
- Use *aller à* correctly
- Construct a simple dialogue in French

About the Unit

In this Unit students will learn how to: communicate orally and in writing about places of interest in the target language ensuring that they develop listening, reading, speaking and writing skills in addition to working harmoniously and collaboratively in groups. They will incorporate previous knowledge about scheduling of activities in the planning of trips within their parish and nationally.



UNIT 2: Les lieux d'intérêt Places of interest

ATTAINMENT TARGETS:



Pupils show that they understand specific spoken stimuli related to several aspects of a topic aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar language.



Pupils participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.



Pupils show that they understand a limited variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language.



Pupils write a limited variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy

OBJECTIVES- Students will be able to:

- Identify popular places of interest on a map of Jamaica
- Share information about places of interest
- Communicate travel plans
- Ask and give directions in French
- Read information related to directions and places of interest
- Produce a brochure with specific pieces of information on a place of interest in own country

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Play a relay game to learn the names of selected places of interest in Jamaica and in one French-speaking country. Collect pictures of places of interest and make an album indicating where they can be found. Label the pictures in the album.

Work in pairs to ask and give directions related to tourist attractions/places of interest, using the appropriate expressions in the target language.

Watch a video with a person acting as a tour guide talking in the target language giving a description and basic information about each location seen. Note the different expressions used, and try to understand what is being spoken. Answer orally in target language questions asked about the different places.

Research and collate information in French using familiar expressions about at least one museum and one tourist attraction from their parish. Arrange this information in the form of a brochure with the aid of classmates or teacher

In mixed ability groups of four, plan class trips to one of the places researched and include: the itinerary; mode of transportation; cost of trip; reasons for the trip; and some activities which they will do. Record ideas of the group and report to the class in French.

Practise reading aloud a passage in the target language that relates to vocabulary to which they have been already exposed. Answer in English the questions set on them in English.

- Listen and respond
- Read and respond
- Ask and answer questions in formal and familiar forms
- Develop investigative skills through conducting research
- Work harmoniously and collaboratively

Pictures appropriately labeled

Appropriate pronunciation, vocabulary and use of grammar

Respond to questions asked using appropriate grammar and vocabulary

Brochure adheres to age-appropriate art and design principles, as well as appropriate French grammar and vocabulary

Reports done with appropriate grammar and vocabulary

Passage read aloud with correct pronunciation and intonation.

Questions answered appropriately.

Learning Outcomes

Students will be able to:

- ✓ Locate places of interest in Jamaica on any given map
- ✓ Read, talk and write about places of interest in the target language
- ✓ Research for specific information paying attention to instructions given

Points to Note

Make use of previous expressions/vocabulary as well as new ones where necessary

Search the internet for pictures and information related to the places of interest you have chosen

Note the expressions and format for making an itinerary, finding the cost of a trip, and the word used in the target language that precedes the giving of reasons.

Extended Learning

The more advanced students:

Can write a contextual announcement promoting a place of interest in their country, giving a description of the place, a set of activities that takes place there and where it is located

Can write a poem or a song about a particular place of interest and perform it for the class

RESOURCES

Two maps of Jamaica featuring all fourteen parishes.

Cards with names of popular places

Books; suitable websites

Guided conversation questions

Pictures of some places of interest in Jamaica: museums (les musées), parks (les parcs) and galleries (les galeries)

Multi-media projector (for presentation of some pictures of places of tourist attractions on the North Coast)

PowerPoint presentation on some places of interest eg. Tourist attractions on the North Coast

French/English dictionary

KEY GRAMMAR

Reinforce use of polite expressions in asking questions

Où se trouve....?

Pouvez-vous m'indiquer...?

À + # + distance (kilomètres)

À + # + durée (à 15 minutes d'ici)

LINKS TO OTHER SUBJECTS

Civics: Express an understanding of self as part of a group, and of common and accepted behaviours within groups; Identify self as a Jamaican in a global environment

Drama: Have a greater awareness of working together to complete a task.

Geography : Map reading, Physical description of landforms (mountains/hills/plateau)

History: Historical background of the places of interest eg. Port Royal/ Spanish Town

Prior Learning

Check that students can:

- Use adjectives correctly in the target language

About the Unit

In this Unit students will learn to express their opinions in the target language on issues dealing with the environment and also be able to talk about the different plants, animals and landforms especially those found in the Caribbean region.

**UNIT 3: L'environnement physique *The Physical Environment*****ATTAINMENT TARGETS:**

Students show that they understand a variety of spoken stimuli related to several aspects of a topic aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar language.



Students participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.



Students show that they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language.



Students write a variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy.

OBJECTIVES- Students will be able to:

- Express opinions on environmental issues
- Name and describe animals and plants
- Identify simple landforms
- Discuss natural disasters and environmental protection
- Use simple negative and positive commands to give instructions
- Make pamphlets showing things to be done to protect the environment

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Write on a strip of paper their opinion on at least one environmental issue. They will then be asked to present their sentences to the class; not necessary to reinforce English unless clarification is being sought. Maybe students could be asked to repeat what was just said in other words, in French; or they could say whether they agree or disagree and why. Play a game in which they respond to the question Comment dit-on en français? / How does one say in French?

The name of an animal or a plant will be substituted each time.

Match answers with questions about plants and vegetation on strips of paper: organised into two groups, group B students will match the responses they have on paper with questions that Group A will read from strips of paper. After the correct answers are selected the persons in Group B will stand beside the Group A person and the class will repeat question and answer.

Listen to statements read by the teacher and choose from four pictures the one which corresponds with each statement. Pictures depict animal, plants, natural disasters and other environmental issues

Read short simple passages about environmental issues and respond to questions based on passages. Authentic passages could be chosen from Francophone newspapers online.

- Write
- Speak
- Read
- Listen
- Group work

Explanation conveys what is being said with correct grammar and appropriate vocabulary

Accurate pronunciation and matching done appropriately

Accurately select the picture which matches the statement in each case.

Respond appropriately to questions based on passages.

Learning Outcomes

Students will be able to:

- ✓ Give their views on environmental issues
- ✓ List the names of animals and plants in the target language
- ✓ Talk about natural disasters

Points to Note

In some cases the focus will be solely on the teaching of relevant vocabulary items.

Use the internet links in the lessons.

Extended Learning

Students who are faster may be asked to attempt extra work and explore additional vocabulary on plants and animals.

Students may be asked to create papier-mâché animals and land forms and label them for a display on Open day.

RESOURCES

Laptop with multimedia projector

Posters

Fieldtrips to the zoo or countryside

KEY GRAMMAR

Use of Comment dit-on in asking questions

Regular commands – *Ne marchez pas sur la pelouse.*

Linking words such as: *d'abord, ensuite, puis, parce que, car, puisque, cependant, néanmoins, dorénavant, par conséquent, ainsi, alors que, tandis que...etc.*

LINKS TO OTHER SUBJECTS

Geography : The natural environment

Art and Craft : Papier-mâché

NSC

FRENCH

GRADE 9 UNITS

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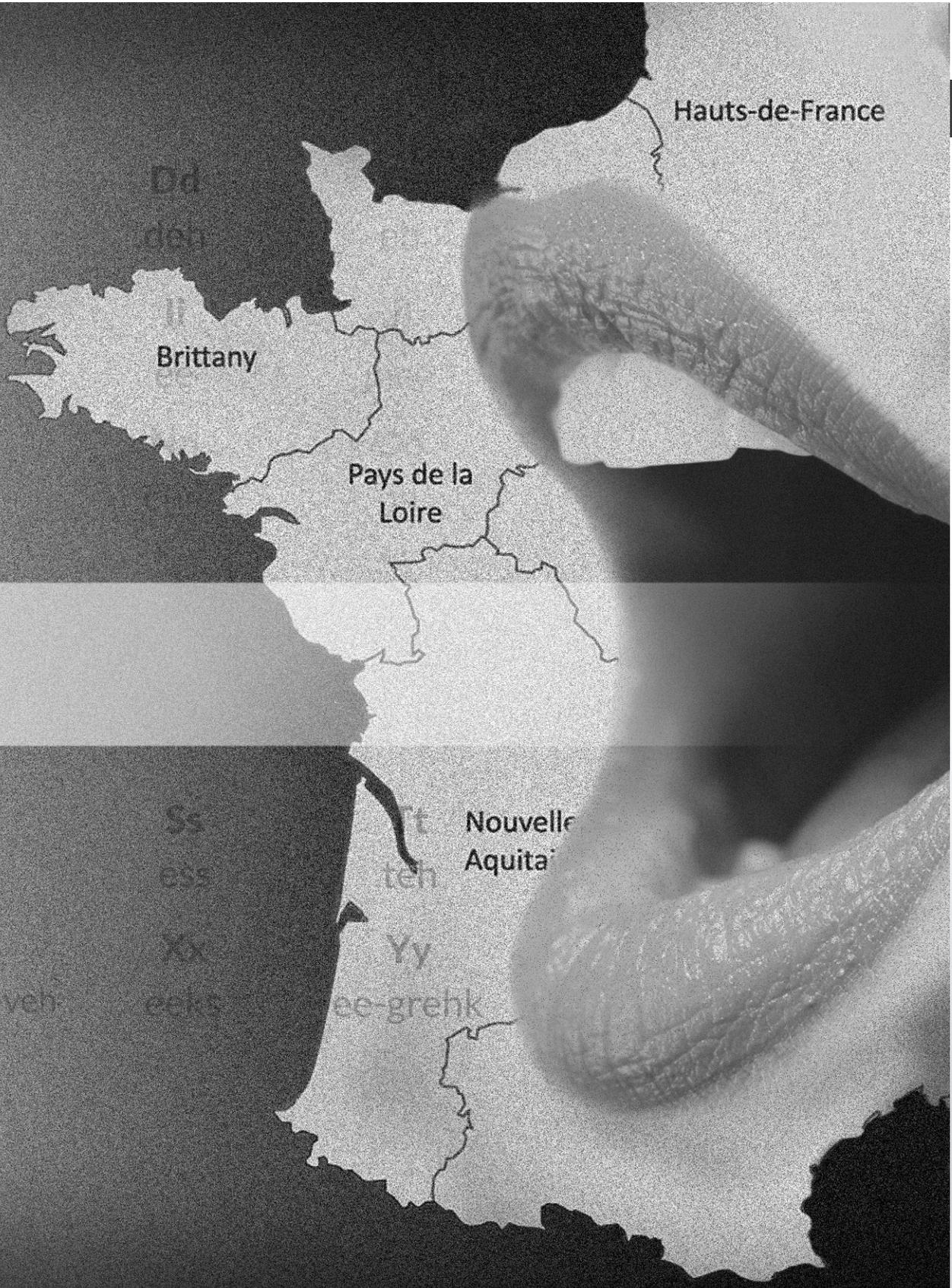
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TERM 1

Theme:

Se déplacer *Getting Around***Unit 1 (6 weeks)**

Voyager dans son pays

*Travelling in your own country***Unit 2 (6 weeks)**Voyager à l'étranger *Travelling Overseas***TERM 2**

Theme:

Ma Vie *My Life***Unit 1 (5 weeks)**Quand j'étais jeune *When I was Young***Unit 2 (5 weeks)**Mes projets pour l'avenir *Future Plans***TERM 3**

Theme:

La Communication *Communication***Unit 1 (5 weeks)**

Communication personnelle

*Personal Communication***Unit 2 (3 weeks)**Les médias *The Media***Time Allocation for Instruction for French:**

The minimum time allocation for instruction for French is two forty minute sessions per week

There are 4 key Attainment Targets within French as outlined below:

★ ★ ★ ★
**AT 1: Listening
 and Responding**

Students develop the ability to understand the spoken language in specific contexts and make an appropriate and accurate response.

★ ★ ★ ★

AT1

Students show that they understand a variety of spoken stimuli including announcements related to different topics aided by repetition, and respond appropriately and accurately by identifying main points and specific details from familiar and unfamiliar language.

★ ★ ★ ★
AT 2: Speaking

Students develop the ability to communicate effectively and appropriately in the spoken language in familiar situations.

★ ★ ★ ★

AT2

Students participate in structured conversations expressing feelings and opinions, making reference to present, future and past experiences..

★ ★ ★ ★
**AT 3: Reading
 and Responding**

Students develop the ability to understand the written language in specific contexts and provide an appropriate and accurate response.

★ ★ ★ ★

AT3

Students show that they understand a variety of written texts with some complex and unfamiliar expressions within their experience by responding appropriately in English or the target language to given instructions, and expressing opinions/views with the aid of relevant resource materials.

★ ★ ★ ★
AT 4: Writing

Students develop the ability to communicate effectively and appropriately in writing in specific contexts in response to an aural, visual or written stimulus.

★ ★ ★ ★

AT4

Students write a variety of texts including announcements expressing feelings and opinions making reference to present, future and past experiences, aided by cues with 80% accuracy.

Hauts-de-France

Brittany

NSC

FRENCH

GRADE 9: TERM 1



Range of Content

Modes of transport
Give and carry out simple instructions (Commands)
Giving opinions
Description of things and places of interest
Request and give information
Making and cancelling reservations
Express ideas in the past
Formation and use of Future Tense
Description of future plans and events (holidays, birthdays, anniversaries, education, jobs etc.)
Party invitations
Description of future educational and employment path
Expressions of time in the future
Past holiday trips
Places of interest in Francophone countries
Preparations for a trip
At the airport
Expressing opinions on a trip
Irregular verbs in the passé composé tense
Expressions of time in the past
The difference between “visiter” for places; and “rendre visite à” for persons

Guidance for the Teacher

- Teach the passé-composé forms of the verbs, both regular and irregular.
- Do not forget to include the reflexive verbs.
- Review the contraction of à +le, à+ les, de +le, de + les etc.
- Passé composé (Teach the form with the auxiliary Avoir and the form with Être when necessary).
- Stress the difference between “visiter” for places; and “rendre visite à” for persons.
- For the activities specifying the use of an audio file or video recording you are expected to source a suitable audio file or video recording with related content

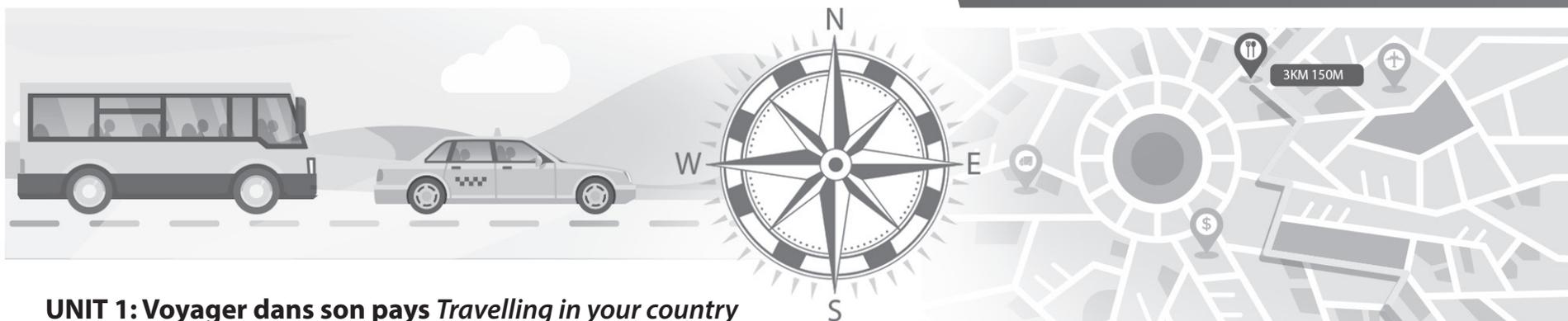
Prior Learning

Check that students can:

- Identify means of transport
- Produce the vocabulary related to places of interest in the target language
- Say the date in the target language
- Use adjectives in the target language

About the Unit

In this Unit students will learn to give and execute basic instructions related to directions, describe the basic modes of transport, plan and visit places of interest and discuss and describe these experiences using the past tense.



UNIT 1: Voyager dans son pays *Travelling in your country*

ATTAINMENT TARGETS:



Students show that they understand a variety of spoken stimuli including announcements related to different topics aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar and unfamiliar vocabulary.



Students participate in structured conversations expressing feelings, opinions making reference to present, future and past experiences.



Students show that they understand a variety of written texts with some complex and unfamiliar expressions within their experience by responding appropriately in English or the target language to given instructions and expressing opinions/views with the aid of relevant resource materials.



Students write a variety of texts including announcements; expressing feelings and opinions making reference to present, future and past experiences, aided by cues with 80% accuracy.

OBJECTIVES- Students will be able to:

- Use correct expressions to talk about likes and dislikes about a particular travel destination
- Describe the different modes of transport
- Demonstrate an understanding of instructions for directions given in the target language.
- Distinguish clearly between the use of the passé composé and Imperfect Tense.
- Talk about different activities in which students participate during their vacation
- Describe a local place of interest utilizing the appropriate vocabulary and impersonal expressions.
- Apply correct phrases and questions when making travel arrangements
- Describe - the necessary steps / stages in relation to use of public transport

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Create an itinerary for a trip to another part of the island (Use a verb structure like *Nous allons à*)

- Writing
- Speaking
- Reading
- Listening
- Group work

Accurate use of adjectives in describing destinations and giving directions

Conduct research in their class, in French, to find out what is the most popular mode of transport among students.

Report findings of research using appropriate vocabulary and grammar

Create an informational booklet advertising their own transportation company

Booklet completed with advertisement well-expressed using appropriate grammar and vocabulary

Listen to a short extract about students going on a field trip and respond to questions based on the extract.

Respond appropriately to questions based on extract

Play the role of bus driver giving an outline of the day's activities. Correctly prepare and present to the class an announcement that the driver/ tour guide on a bus would make when he is starting a trip. (Use of *Nous / on*)

Announcement prepared and presented orally with appropriate grammar and vocabulary and correct pronunciation and intonation.

Compare means of transport by saying which is faster based on pictures that are given by the teacher. Accurately prepare a brochure which describes one type of transportation listing all the attractive features and inviting the class to choose this medium.

Brochures prepared with accurate descriptions of chosen method of transport

Stand in front of the class and recount what took place on the day of the trip. Including activities starting from the planning and preparation to the end of the trip in the target language. The routine that they go through on the day of the trip should also be recounted.

Oral presentations demonstrate the proper use of the *passé composé* and *imperfect tense*

Suggested Teaching and Learning Activities

Students will:

Sing the song *Lola adore voyager* and also identify the verbs used. There may also be blanks which the students will fill in.

Key Skills

Assessment Criteria

Students identify verbs and fill in blanks correctly

Learning Outcomes

Students will be able to:

- ✓ Plan and execute a plan for a trip
- ✓ Name different modes of transport
- ✓ Talk about visits they have made to places of interest
- ✓ Say what their favourite means of transport are
- ✓ Give and perform instructions in the target language
- ✓ Create information leaflets about places of interest in their country using the target language.

Points to Note

Use expressions like «Comment vas-tu à l'école d'habitude?» as a model. Add the word *hier*, then change *vas-tu* to the simple past tense and remove *d'habitude*.

Explore cultural differences in means of transport e.g. TGV, le tram, le métro, le vélo etc. vs. the bus, taxis, "robot taxis"

Emphasise prepositions depending on mode of transport: en bus, en train, en car but à vélo, à bicyclette, à pied

Extended Learning

Faster students may be allowed to write longer paragraphs in the target language

RESOURCES

Laptop with multimedia projector

CD player

Touristic brochures, posters and advertisements.

KEY GRAMMAR

Stress the difference between the use of "visiter" for places and "rendre visite à " for people.

Use of *passé composé* vs *imperfect*

Prepositions of location for countries and towns

LINKS TO OTHER SUBJECTS

Social Studies : Places of interest can be explored in the students' own country. The French influence in Jamaica can be explored.

Prior Learning

Check that students can:

- Talk about a completed action in the past using regular verbs and also the irregular verbs aller and faire in the passé composé appropriately
- Conjugate reflexive verbs appropriately in the present and past tenses
- Effectively articulate in French what they have to do, using the devoir faire construction and the il faut + infinitive construction

About the Unit

In this Unit, students will review the passé composé and imperfect tenses to talk about things they did on a trip, and to express how they felt about the experience. They will learn the vocabulary and idioms required to talk about things needed for a trip, to create a list of things to be done to prepare for a trip, and to communicate effectively at the airport

**UNIT 2: Voyager à l'étranger Travelling overseas****ATTAINMENT TARGETS:**

Students show that they understand a variety of spoken stimuli related to several aspects of a topic aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar language.



Students participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.



Students show that they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language.



Students write a variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy.

OBJECTIVES- Students will be able to:

- Correctly use the simple past tense (passé composé) in discussing recent events
- Correctly use irregular verbs in discussing recent events
- Accurately complete travel documents using appropriate vocabulary

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Take turns telling the class at least two things that they did over the weekend or the day before as a means of recapping the passé composé .

Work in groups to research and present in ENGLISH information on places of interest in Francophone countries.

Watch a news report on a local personality speaking of his/her holiday visit to a Francophone country and answer questions. Students will try to identify the new irregular verbs being introduced and answer other questions pertaining to the report.

Participate in a competition to create a song or poem using the irregular verbs. In small groups, students will use the first person singular form of the verb and put it to their favourite tune. This will be presented to the class.

Participate in the “verb race” game to practise the irregular verbs. Divide the class into two or four groups. One member from each group will stand at the back of the class. The teacher will call out an irregular verb with the subject and the students will race to write the correct form of the verb on the board. The first person to write it correctly scores a point for his/her team.

Create a simple story based on various pictures using linking expressions and other expressions of time while employing the passé composé of both regular and irregular verbs.

Participate in a class discussion, in FRENCH, about their visit to a Francophone country. Students will respond to questions such as *Où êtes-vous allés?/Where did you go? Qu’as-tu fait?/Qu’est-ce que tu as fait?/What did you do?*

Write an article for a well-known magazine which gives a report on a trip that a famous Jamaican made to a Francophone country.

Complete a questionnaire from a travel agency which requires the students to indicate what they liked and did not like about their holiday experience.

- Read
- Listen
- Speak
- Write
- Collaborate
- Demonstrate creativity
- Think critically
- Perform

Use correctly the passé composé to express what they did on the weekend.

Presentations done with accurate information.

Questions on news report answered correctly

Songs and poems created using correctly the irregular verb forms

Verbs correctly conjugated

Stories completed with appropriate grammar and portraying correctly what is depicted in the pictures

Respond to questions about their visit using appropriate grammar and vocabulary

Article well written using appropriate grammar and vocabulary

Questionnaire completed using appropriate grammar and vocabulary

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Create a PowerPoint presentation to the class about *Mes meilleures vacances/My best vacation* in which they discuss a trip the students made to a Francophone country. Students will also express their opinions on the trip.

Help each other, in pairs, to do a checklist of the things they have and what they don't have for a trip. They will employ the correct direct object pronoun in giving the response. For e.g. tu as ton maillot de bain? Do you have your bathsuit? Oui, je l'ai/Yes I do or Non, je ne l'ai pas/No I do not.

In pairs receive sheets with items that they have (Each student in the pair will receive a sheet). The partner's sheet will have a few items that are different. Student A will ask his/her partner if he/she has a particular item, and Student B will respond based on whether or not that item is on the sheet. The student will also have to indicate what he/she "has to do" to complete the preparation.

Watch and listen to an animated video or presentation about persons discussing their preparations for their upcoming trip and respond appropriately by identifying things the person needs for the trip

Read a dialogue which deals with persons interacting with officials at different sections of the airport. Students, in groups, will use the dialogue as a guide to create their own À l'aéroport/At the airport dialogue then act it out in class.

Fill out an immigration form/travel related documents

Complete multiple choice exercise by selecting the correct form of the verb in the appropriate tense, present or passé composé .

- Read
- Listen
- Speak
- Write
- Collaborate
- Demonstrate creativity
- Think critically
- Perform

Presentation done reflecting appropriate grammar generally and in particular correct use of verbs in the passé composé

Appropriate responses featuring correct forms of object pronouns

Students respond correctly as to whether they have items and as to what they will do to complete preparation

Identify correctly the items needed for the trip based on video presentation

Employ correct grammar and appropriate vocabulary to effectively communicate at the airport.

Accurately complete immigration forms and travel documents with required information.

Multiple choice exercise completed with correct verb forms and verb tense selected.

Learning Outcomes

Students will be able to:

- ✓ Write an article on past holiday trips
- ✓ Create a picture story
- ✓ Express opinions about a trip
- ✓ Respond appropriately to questions based on oral and written texts
- ✓ Fill out forms and questionnaires

Points to Note

In recapping the verbs, bear in mind the regular verbs, as well as the reflexive verbs in the passé composé .

For the description of the picture, teacher could brainstorm with the students the possible verbs that can be used before having them attempt the description. Guided questions could be provided as well.

For the news report, the teacher could create an animated news report, using PowerPoint or other presentation tools. The news report should include new irregular verbs that are to be introduced to the students.

For the class discussion, teacher could group students and provide them with visual stimuli representing the country they visited, places visited in the country, activities they participated in, things bought, etc. Students will take turns to respond to questions posed by the teacher.

For the checklist, students will be given a handout with pictures of items that he/she has for a trip. There are two versions of the handouts. Based on the items on each person's list, students will take turns asking his/her partner if he/she has various items. If the partner has it on their handout they will respond oui, je l'ai/yes, I have it, if not non, je ne l'ai pas/no, I don't have it.

When the students are given the immigration form to fill out they could be told that they are on a flight to a particular FRENCH-speaking country and that they are required to complete the form before landing. The teacher will be the hostess distributing the forms.

Extended Learning

Students can practise the grammatical structures with online games and exercises.

Students can create a travel blog in which they describe their visits, experiences etc.

Points to Note

Some students have never travelled overseas and may be reluctant to admit this. Encourage students to talk about an imaginary trip instead and use the information gathered from the presentations made previously to say that they have been to one of those countries and also mention some of the places they visited.

Extended Learning

RESOURCES

BINGO game
Transcript of news report along with the audio
Rules for the verb race game
Animated news report and transcript
Article on Mes meilleures vacances with blank spaces
Transcript of video about preparations along with sample video
Transcript of dialogue at the airport
Visuals
Sample checklists
Questionnaire
Immigration form

KEY GRAMMAR

Passé composé : être and avoir verbs, regular and irregular verbs, reflexive verbs.
Imperfect Tense
Prepositions of place
Additional adjectives

LINKS TO OTHER SUBJECTS

ICT : Grade 6 – Use selected ICT tools effectively to produce multimedia presentations with text, images, shapes, animation narration and video, eg., design and produce advertisement, recipe for cake making, etc.

Drama: Grade 1 - Explore familiar themes and characters through improvisation and role-play.

Music: Grade 8 – Compose pieces and songs paying attention to musical shape and structure.

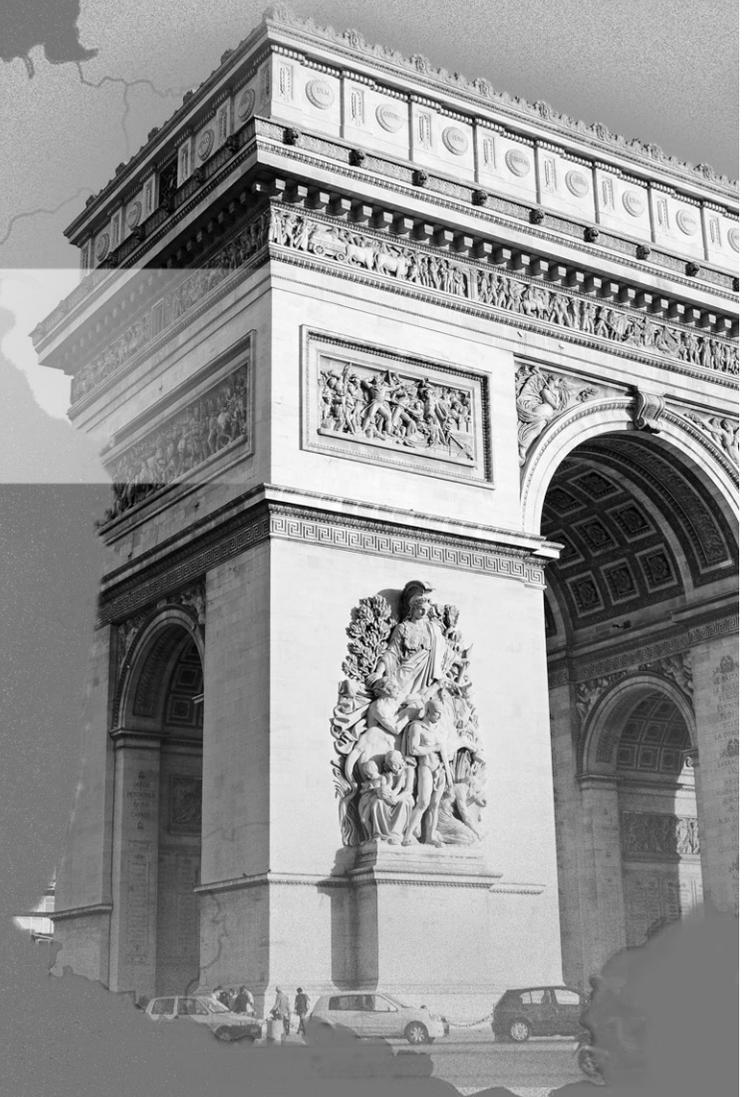
NSC

FRENCH

GRADE 9: TERM 2

Brittany

Hauts-de-France



Range of Content

Key Concepts

When I was at primary/preparatory school (use of negatives)
What my family was like when I was young
Description of a place I visited
Comparison of previous experiences and current ones
Description of plans for the future (holidays, birthdays, anniversaries etc.)

Grammar

Formation and Uses of imperfect tense
Differences between uses of the passé composé and imperfect tenses
Double Negatives
Use of Immediate future Formation and use of Future Tense
Use of the 'suppositional future' (French) The future tense used emphatically

Skills

Listening and responding
Reading and responding
Speaking – asking and answering questions
Descriptive writing
Story building

Guidance for the Teacher

- Introduce the imperfect tense in context – possibly, a passage or short story about a girl's/boy's experiences before he/she started high school or an older family member recounting when he/she was a young girl/boy. Let students select the verbs that they think are in the imperfect tense and examine how they are formed
- Ensure that students can pronounce verbs in that tense correctly especially those that are ER and IR and the 1st person plural of the RE verbs.
- Have students deduce the uses of the imperfect tense from the passage/short story that is used to introduce the tense and distinguish between these uses and that of the passé composé
- Give students adequate practice in situations requiring usage of imperfect tense
- Remind students of the use of negatives in the target language and their positions in sentences
- Engage students in storybuilding using the expressions: Quand j'étais jeune.../When I was young... where students will speak while teacher or another student who is very competent writes a story on the white board/interactive board

- Have students complete a passage in which they select the correct tense from those tenses that they have already studied.
- Have students critique their own work or that of their peers to see if what is written is grammatically correct
- Give students the opportunity to ask each other questions in the target language about their past habitual experiences when they were little and also give them cues that will help them to write a short dialogue in pairs
- Allow students to read aloud excerpts containing the imperfect tense and the passé composé.
- Use the song *Le Facteur* by Georges Moustaki to reinforce the imperfect tense versus the passé composé, plus the present and future
- Let students listen to a variety of stimuli and select the correct response
- Ensure that students can ask and supply information about traditional events using appropriate expressions and grammatical constructions in target language
- Review the immediate future tense.
- Give students cues for writing letter in the future tense
- Use dialogues in which students are wondering what will take place at a party as a means of teaching the future tense
- Encourage students to do a PowerPoint presentation showing what profession classmates will be pursuing. Advise them not to be abusive in this task.
- For the activities specifying the use of an audio file or video recording you are expected to source a suitable audio file or video recording with related content.

Prior Learning

Check that students can:

- Use descriptive words to talk and write about people and places
- Provide words in SJE that are associated with habitual actions in the past
- List common verbs whether they are regular or irregular
- Identify and describe items of clothing and footwear

About the Unit

In this Unit students will learn how to describe their life story before they started high school using the appropriate past tense to capture their habitual actions and also that of other persons in their lives; compare former actions with current ones; and give their opinions about fashion and celebrations in the past.

**UNIT 1: Quand j'étais jeune** *When I was young***ATTAINMENT TARGETS:**

Students show that they understand a variety of spoken stimuli including announcements related to different topics aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar and unfamiliar language.



Students participate in structured conversations expressing feelings and opinions making reference to present, future and past experiences.



Students show that they understand a variety of written texts with some complex and unfamiliar expressions within their experience by responding appropriately in English or the target language to given instructions and expressing opinions/views with the aid of relevant resource materials.



Students write a variety of texts including announcements; expressing feelings and opinions reference to present, future and past experiences, aided by cues with 80% accuracy.

OBJECTIVES- Students will be able to:

- Use target language in discussions relating to different aspects of their life from childhood to adolescence
- Differentiate between the uses of the imperfect tense and the passé composé
- Create dialogues and stories dealing with habits in the past
- Respond appropriately to questions based on a variety of written texts dealing with habits or events in the past

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Examine a passage or short story and pick out verbs/underline verbs in the imperfect tense

Deduce usage of verbs in the imperfect tense

Practise forming the imperfect tense of regular and irregular verbs

Write sentences of their own relating their experiences when they were younger

In groups of four, discuss their growing-up years using the target language and tell what they now do that they never used to do before

Build a story of their past experiences based on what they used to do aided by their teacher and peers utilizing positive and negative constructions

Play the Chinese Telephone (Téléphone arabe) game to tell each other one activity that they used to do as a younger child

View picture slides with celebrations of historical events and describe in the target language how each event was celebrated paying special attention to cultural practices.

Complete a passage in which they select the correct tense from those tenses that have already been studied

In pairs write a short guided dialogue which will entail the exchange of information about each other's habitual past actions in French

Read aloud excerpts containing the imperfect tense and the passé composé

Listen to a variety of stimuli and select the correct responses

Plan and present a fashion show featuring clothes from the '60s to the '90s and have an announcer tell the era and describe what persons used to wear for a particular event/occasion based on what the model is wearing. Record the presentation.

- Listening and responding
- Reading and responding
- Speaking – asking and answering questions
- Descriptive writing
- Story building
- Comparative writing

Accurately identify verbs in the imperfect tense

The ability to recount their early years by employing sentences constructed in the appropriate past tense; negative as well as positive expressions and set phrases.

Descriptions of historical events demonstrate accurate knowledge of cultural practices

Correct tense selected in each case to complete passage

Dialogue completed using appropriate tense(s) and vocabulary

Read excerpts with appropriate pronunciation and intonation

Exhibit listening skill by responding correctly to specific stimuli related to past experiences

Descriptions of clothing items according to era appropriately done

Suggested Teaching and Learning Activities

Write a comparative essay entitled: La société d’hier et d’aujourd’hui / Life then and now using simple sentences composed in the appropriate tenses and comparative expressions

Key Skills

Assessment Criteria

Essay written using appropriate tenses and with similarities and differences between eras clearly stated

Learning Outcomes

Students will be able to:

- ✓ Describe their childhood years
- ✓ Compare their formative years with now
- ✓ Distinguish between the use of the passé composé and the imperfect tense
- ✓ Express their opinions about fashions and celebrations in the past

Points to Note

Provide students with sufficient practice in differentiating the use of the passé composé and the imperfect tense.

For the listening exercises, teacher can ask students to select from a set of pictures the one in each case which best describes the activity someone used to do when they were young or the time and date that it was or a description of a person/persons or what persons were wearing in the past based on statements read by the teacher.

Extended Learning

Create a storyboard showing what they used to do and narrate it to the rest of the class, or

Create a story about another person’s past experiences using a set of pictures. Read aloud what they have written and critique it, in terms of the tense and descriptive words they have used. Their peers will also say if what they hear is correctly written.

RESOURCES

Costumes of the past (clothes and shoes people used to wear then)
Hand-out – passage with story in imperfect tense
Picture story series
Pictures showing celebrations of historical events in the past
Computer/laptop and multimedia projector/document camera
Microphone
Electronic device to record presentations and debate
A suitable dictionary

KEY GRAMMAR/VOCABULARY

Note that the impersonal verbs pleuvoir and falloir, do not have a nous form
Observe the other irregularities (a)– g cushioned by E before a; je mangEais, ils nagEaient, etc (b) – c softened by (ç) before a: il commençait, ils avançaient, etc
Note the use of “ne” before the verb and “jamais” after the verb for “never”

LINKS TO OTHER SUBJECTS

Language Arts: Consider all aspects of the context, include appropriate language register and verbal and non-verbal techniques when planning and delivering speech

Civics: Accountability with regard to individual responsibilities; the importance of selected family observances

History: Trace history of indigenous people, fashion past celebrations

Prior Learning

Check that students can:

- Correctly utilize the expression “aller + verb” to express future actions
- Ask questions using both question words and verbs
- Identify verbs in the infinitive form
- Say what they want to be
- Discuss the chores and the subjects that they currently do and will do in the future
- Say what they have to do

About the Unit

In this Unit students will be able to express ideas related to future actions including information about their careers and general plans for the future. They will also be able to use the future tense in the target language to express wonderment.

**UNIT 2: Mes projets pour l'avenir/Future Plans****ATTAINMENT TARGETS:**

Students show that they understand a variety of spoken stimuli including announcements related to different topics aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar and unfamiliar language..



Students participate in structured conversations expressing feelings, opinions making reference to present, future and past experiences.



Students show that they understand a variety of written texts with some complex and unfamiliar expressions within their experience by responding appropriately in English or the target language to given instructions and expressing opinions/views with the aid of relevant resource materials.



Students write a variety of texts including announcements; expressing feelings and opinions making reference to present, future and past experiences, aided by cues with 80% accuracy.

OBJECTIVES- Students will be able to:

- Use suitable language expressions to describe future actions and events.
- Communicate effectively with classmates telling them about their plans for the future
- Answer orally and in writing questions in the future tense
- Select and use appropriate forms of the future tense in describing future events
- Respond appropriately to questions by selecting the appropriate tense.

Suggested Teaching and Learning Activities

Students will:

Participate in a conversation to talk about things they are going to do using the “*je vais*” construction as a means of recapping the near future construction. Teacher will ask questions such as “*Qu’allez-vous faire ce soir ?/Qu’est-ce que vous allez faire ce soir ?*”, “*Que vas-tu faire à l’école demain?/Qu’est-ce que tu vas faire ce soir ?*”. Students will respond using the same construction, e.g. “*Je vais regarder la télé*”, “*Je vais étudier les mathématiques.*” Complete short sentences using the correct form of the verb indicated in the future tense.

Watch a short video clip with persons talking about their plans for their birthday or their New Year’s resolutions. Students will then engage in a discussion about what they understood, in English. Create an e-invitation in which they will invite at least two persons from their class to their birthday celebration.

Contribute a comment to a passage which deals with a young person’s concerns about his/her future. Each student will write at least one comment to say what the future holds for the person. When completed, this should then be read in class. In groups, create a poster which deals with what persons have to do to achieve their future goals e.g. “*Vous devrez avoir la foi*”, “*Vous devrez étudier.*”

In groups, students will read concerns from a schoolmate and write a brief paragraph, in response to the concern, to be placed in the school’s magazine in the “*Comment sera mon avenir?*” What will my future be like section.

Read a comic strip in which the future tense is used in wondering. Discuss the use of the tense in this context. They will then complete a comic strip on wondering about the future based on the cues given.

Read a passage entitled “*Mes prochaines vacances* ” or read/listen to a variety of materials and answer open ended questions based on these. Create a dialogue with a classmate talking about their life in the future or an invitation to a celebration or other event. Contribute to the online forum *Comment sera le monde en 2050?*

Key Skills

- Writing
- Speaking
- Reading
- Listening
- Creating collaboratively

Assessment Criteria

Respond appropriately to questions posed by the teacher, using accurately the near future construction. Complete correctly the short sentences using the correct future tense form.

Demonstrate understanding of content of video clip.

E-invitations written using correct grammar and appropriate vocabulary.

Written materials reflect correct use of both regular and irregular verbs in the future tense.

Demonstrate their ability to correctly respond to both written and spoken questions. Dialogue completed using appropriate future tense forms
Online contributions made to forum reflect correct use of verbs in the future tense.

Learning Outcomes

Students will be able to:

- ✓ Describe future plans and actions
- ✓ State what someone will have to do
- ✓ Wonder aloud in French about the future
- ✓ Identify and use the appropriate tenses to say why they will/will not pursue particular careers

Points to Note

BINGORAMA or Jeopardy-type games can be used for reinforcement. These could be created in PowerPoint and projected on the board. In the case that the teacher is unable to create the PowerPoint game, he/she can use the paper format. In order for students to get the point, they will have to not just identify the correct verb but give the correct response. Students should be encouraged to be as creative as possible in their contributions and writings.

Extended Learning

Faster students could be asked to translate a short letter, from English to FRENCH, regarding an anniversary or birthday celebration to be held.

RESOURCES

Internet

Laptop and multi-media projector

YouTube videos reinforcing simple future tense <http://www.youtube.com/watch?v=J--BSh-PmeA> Sample BINGORAMA game

Sample Jeopardy game (PowerPoint) or chart with accompanying questions

Transcripts of audio texts and questions

Sample comic strip

Sample advertisements and other texts with accompanying questions

KEY GRAMMAR

Use of the simple future and the near future (futur proche)

Review interrogative pronouns (quand, avec qui viendra-t-il?)

Expressions like : je me demande, dans l'avenir, plus tard, après, quand je serai adulte, etc.

LINKS TO OTHER SUBJECTS

Guidance & Counselling, Social Studies : Careers

Information Technology: Make video recording, and edit video to represent information for particular audiences. Create web pages and other forms of multimedia presentation tools which incorporate text, audio, images, videos to demonstrate learning and original work.

Drama : Improvisation and role-play

NSC

FRENCH

GRADE 9: TERM 3



Range of Content

Students will develop key concepts, skills, knowledge and understanding by learning:

Personal communication devices - Advantages and disadvantages of the devices

Express opinions

Direct object pronouns revisited

Use of indirect object pronoun and double object pronouns

Print media (newspaper magazines, journals)

Electronic media (Mp3, Mp4, Ipad, Internet, ipod, Social media, TV programmes, etc)

Preferences

Comparisons of equality

Making requests

The present continuous

Expressing opinions (agreeing and disagreeing and suggesting alternatives)

Use of Aller, Devoir and Pouvoir

Skills

Transference of previous knowledge to new contexts

Listening and responding

Reading and responding

Speaking

Writing

Investigative skills – conducting a survey

Guidance for the Teacher

- Ensure that there is access to internet in school laboratory and book same ahead of time for those activities that require internet access
- Make sure to point out the uses of the direct object pronouns and their positions before and after verbs. Then, introduce indirect object pronouns and their positions before and after verbs. Lastly, indicate the position of direct object pronouns relative to indirect object pronouns when there are both (double object pronouns) in a sentence.
- Give students sufficient time to do investigative work
- Ensure that you incorporate previous knowledge with the new knowledge and review where necessary
- Encourage those students who are struggling with the language to use their dictionaries and to get assistance from their peers; therefore, when placing them

in groups ensure that in each group there is a student who is competent in the target language

- If there are issues of taking electronic gadgets or personal communication devices to school, seek permission from administration for those lessons that will require their use in class and monitor class carefully or collect some samples and bring to class
- Encourage students to use *il faut/devoir* with the infinitive to persuade someone to purchase an item and include object pronouns in dialogue – *Achète-le pour ton amie/ta mère!* Buy it for your friend/mother; *Tu dois l'acheter pour ta mère.* You have to (must) buy it for your mother.
- Use cartoons to introduce communication devices
- You will also focus on the direct object pronouns
- Incorporate into this lesson the vocabulary and expressions learnt in all previous units.
- Ensure that students are exposed to both singular and plural forms of all structures where necessary.
- Use laptop and multimedia projector or document camera to project images of communication devices on whiteboard/screen
- Ensure that all activities include reading, writing, listening and speaking skills
- For the activities specifying the use of an audio file or video recording you are expected to source a suitable audio file or video recording with related content.

Prior Learning

Check that students can:

- Use the numbers 1-1,000,000.
- Spell in the target language
- Express basic preferences using *aimer/préférer*.
- Make comparisons of inequality
- Apply use of direct object pronouns

About the Unit

In this Unit students will learn about using the appropriate structures to communicate effectively in the target language about common personal communication devices, conduct a survey of persons in the class who own these devices; express their opinions about these devices, research other devices and share their findings with the class.

**UNIT 1: La communication personnelle** *Personal Communication***ATTAINMENT TARGETS:**

Students show that they understand a variety of spoken stimuli including announcements related to different topics aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar and unfamiliar language.



Students participate in structured conversations expressing feelings, opinions making reference to present, future and past experiences.



Students show that they understand a variety of written texts with some complex and unfamiliar expressions within their experience by responding appropriately in English or the target language to given instructions and expressing opinions/views with the aid of relevant resource materials.



Students write a variety of texts including announcements; expressing feelings and opinions making reference to present, future and past experiences, aided by cues with 80% accuracy.

OBJECTIVES- Students will be able to:

- Ask and answer questions about personal communications devices.
- Compare and express opinions about personal communications devices.
- Discuss the advantages and disadvantages of personal communication devices.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

From a video, listen to the names of communication devices while viewing pictures of them. In pairs, ask each other how to spell the names of these devices. Practise asking about each item using “*Tu as...*” Choose three items of communication find two persons who each have one by asking “*Tu as... + name of object?*”

Practise questions specific to particular devices, e.g. capabilities of the device, phone number. Find out each other’s opinions about different devices using *Tu aimes + name of object?* and *Que penses-tu de + name of object?* Express positive and negative opinions using common phrases. Work in pairs to practise giving their opinions on various devices.

Research various communication devices paying attention to the expressions used in French. State the advantages and disadvantages of a particular device in their opinion, using the construction “*Je n’aime pas... parce que...*” Make comparisons using *mieux que/better than*; *plus grande que/bigger than*; *plus utile que/more useful than*.

Role play in groups of four a sales event in which they try to persuade others to buy their favourite communication device. Record their dramatizations, listen to taped roleplay and write down what they hear. Work in groups of four to identify and correct the mistakes made. Redo the roleplay with the corrected script and videotape it.

- Ask and answer questions
- Listen for specific information
- Express opinions
- Make comparisons

Explanation conveys what is being said with correct grammar and appropriate vocabulary

Communicate effectively using appropriate structures in selected contexts

Express opinions about devices using appropriate grammar

Role plays performed using appropriate structures.

Correction of errors successful

Learning Outcomes

Students will be able to:

- ✓ Express clearly their opinions and support their viewpoints
- ✓ Make persuasive arguments

Points to Note

Apply the target language to a variety of media. Combine use of object pronouns in the role play regarding sales event. Make the final version of the role play as authentic as possible.

Extended Learning

Create poster advertising their favourite communications devices. Present the video of the final version of their role play as part of their attempt to promote the language in their school.

RESOURCES

Pictures of communication devices

Word cards with expressions

Actual devices that students will bring or teacher will supply

Video and voice recording devices

KEY GRAMMAR

Constructions using:

- *Tu as... + name of object as a question*
- *Tu aimes + name of object as a question*
- *Que penses-tu de + name of object*
- *Je n'aime pas.... parce que...*
- *mieux que, moins que*
- *plus grande que, plus petite que*
- *plus utile que*

LINKS TO OTHER SUBJECTS

ICT : Communicate information to multiple audiences using appropriate vocabulary. Make video recording and edit video to present information for particular audiences.

Language Arts: Listen for specific purposes. Speak and respond to what has been heard supporting and justifying opinions. Analyse effectiveness of speakers. Identify errors in language usage and recognise their sources.

Prior Learning

Check that students can:

- Use adjectives appropriately
- Identify some forms of media
- Express preferences

About the Unit

In this Unit students will be able to express opinions on the different types of mass media, say what media is being used and express their opinions on the mass media.

**UNIT 2: Les Médias *The Media*****ATTAINMENT TARGETS:**

Students show that they understand a variety of spoken stimuli including announcements related to different topics aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar and unfamiliar language.



Students participate in structured conversations expressing feelings, opinions making reference to present, future and past experiences.



Students show that they understand a variety of written texts with some complex and unfamiliar expressions within their experience by responding appropriately in English or the target language to given instructions and expressing opinions/views with the aid of relevant resource materials.



Students write a variety of texts including announcements; expressing feelings and opinions making reference to present, future and past experiences, aided by cues with 80% accuracy.

OBJECTIVES- Students will be able to:

- Use appropriate target language expressions to express opinions on social and other media.
- Advance arguments about the use and misuse of communication media
- Communicate using relevant structures to express what is being done with particular media

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Participate in a class discussion in which they list different media forms, and present their views in ENGLISH on the role of media. Act out a scenario, in groups, in which a reporter seeks the opinion of the general public in FRENCH on different media. Write sentence slogans in FRENCH to support their perspectives. Use these to create a montage for class display.

Participate in a field trip to an electronic store. Identify in FRENCH the different forms of media seen. Create a compilation of descriptions of persons engaged in various activities with media devices. Create an advertisement for one communication device observed in the store.

Translate the display language of a commonly used social media platform into French. Create a glossary of the terms used to represent common tasks e.g. mot de passe/password, téléchargez/download. Work in pairs to explain to the class in FRENCH how to use a chosen social media platform.

Respond appropriately to simple questions about different media e.g. Tu aimes le cinéma? Talk about media content that they have seen e.g. describing actors, actresses and favourite scenes of movies.

Play a game in which descriptions of communication media are written on slips of paper and read by different students, with the rest of the class trying to guess what they are.

- Write
- Speak
- Read
- Listen
- Work harmoniously and collaboratively
- Research

Demonstrate the ability to express appropriately opinions about different forms of communication in the target language.

Use appropriate structures to describe events and media devices.

Extract information in the target language from different media sources using available devices.

Communicate preferences effectively using the target language. Accurately describe actors and films, using appropriate grammar

Guess correctly communication media based on given descriptions.

Learning Outcomes

Students will be able to:

- ✓ Discuss their views on media
- ✓ Effectively use a social media platform displayed in French
- ✓ Describe and discuss communication devices

Points to Note

Students must show respect for the opinions of others by listening keenly to what is being said by others.

Extended Learning

Students can watch the video on communications devices and then answer questions in English on the information presented

RESOURCES

Samples of electronic devices (actual objects or pictures)
Laptop and multimedia projector
Document camera

KEY GRAMMAR

- The Present continuous tense
- The verbs aller/ devoir/ pouvoir
- Comparisons

LINKS TO OTHER SUBJECTS

Information Technology : Devices used for communication and storage

Social Studies: Communication

Parlez-vous
français?

NSC

FRENCH

GRADES 7-9: APPENDICES



SUBJECT GLOSSARY

TERMS	DEFINITIONS/MEANINGS
Cognates	Words in the target language and native language that resemble closely (having a similar meaning, spelling or pronunciation). E.g. words like attention and intelligent are the same in English as in French.
Common European Framework of Reference for Languages (CEFR)	A globally recognised guideline, assembled by the Council of Europe, that is used to describe language proficiency across Europe and progressively in other countries around the world.
Communicative Approach/ Communicative Language Teaching	An approach to teaching that places emphasis on learners' ability to use the target language for real life communication.
Communicative competence	The ability of learners to effectively communicate using the foreign language, taking into consideration knowledge of grammatical structures and knowledge of appropriate use of the language in social contexts.
Communicative functions/ Language functions	The purposes for which learners use the foreign language to communicate. E.g. apologising, explaining, expressing sympathy etc.
Communicative drills	A drill where the focus is on learners' use of the target language for real communication, so parts of the response of most students would be different.
Drills	A technique used in the foreign language classroom to practise new language. There are different types of drills but the most prevalent feature of a drill, whatever the type, is repetition.
False cognate	Words in the target language and native language that resemble closely, having a similar spelling or pronunciation but a different meaning. E.g. attendre which means to wait and librairie which means bookshop.
Francophone	French-speaking
Francophone countries	Countries in which French is the official language or one of the official languages.

TERMS	DEFINITIONS/MEANINGS
Functional chunks	Phrases or expressions of a foreign language that students learn as a chunk without full comprehension of the grammatical structures.
Home language	The language which is most commonly spoken within a family/home setting for regular interactions.
Intonation	The rise and fall of the voice when speaking.
Native culture	The beliefs, way of life, social norms and practices, artefacts and works of art of the country/society of which the learners are a part.
Native language	The language to which the learners have been exposed to from birth or early childhood; one's mother tongue.
Papier-mâché	A material made primarily from paper, water and an adhesive (often glue or a paste made with flour and water).
Productive skills	Language skills in which students play a more active role. These are the speaking and writing skills, in which learners are involved in production of the language.
Receptive skills	The listening and reading skills, in which learners receive and understand language.
SJE (Standard Jamaican English)	Standard Jamaican English; the variety of the English language spoken in Jamaica.
Target culture	The beliefs, way of life, social norms and practices, artefacts and works of art that correspond with the foreign language being learnt and the people who speak that language.
Target language	The foreign language being taught and/or learnt (in this case, French)

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ALTERNATIVE PATHWAYS TO SECONDARY EDUCATION (APSE)

The 21st century is a time of rapid technological growth and social change. The school curriculum must, therefore, ensure that young people are well prepared for the challenges and opportunities that they will meet as adults in this century. The MoEYI is making every effort to provide for the multiple intelligences of our children and cater to their diverse needs in order to fully maximize their capabilities. Hence, the MoEYI has created alternative pathways to receiving an education at the secondary level.

Providing alternative pathways will be far-reaching in carrying out the Ministry's mantra, "Every child can learn....every child must learn". Learning pathways will allow for an inclusive approach in which instruction is based on tailored curricula, enabling each learner to perform to his/her fullest potential based on aptitude, interest and ability. Alternative Pathways represent a new approach to secondary education. Secondary education in Jamaica is being reframed and re-positioned as customised, diverse, relevant, equitable, outcomes-based, and inclusive; and significantly, this approach will signal the introduction of a seven year (Grades 7-13) period of instruction for students on all secondary pathways.

Goals of the APSE

- Design the school system to offer differentiated instructional programmes, informed by the National Standards Curriculum (NSC).
- Develop individualized intervention/learning plans based on students' performance profile.
- Provide special educators as Pathway Coaches to support subject teachers of students on Secondary Pathways II and III in the delivery of instruction.
- Facilitate a functional academic approach at the secondary level characterised by response to intervention (RtI) methodology, interactive, learner-centred, project-based and problem-based learning, reflection and alternative forms of assessment.
- Foster a system for ALL students to exit the secondary level with the knowledge, skills, competences and attitudes which will have them ready for the world of work or to access tertiary level education.

Secondary Pathways I, II & III (SP I, II & III)

All students will access secondary education via the prevailing Grade Six examination. The exit examination will provide individual profiles to inform decisions for pathway access and standards for differentiation.

SPI is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10, 11, 12 & 13, they will access the curricula/syllabi of the examining body.

SP II is a 2-year transitional programme with a curriculum based on the constructivist approach. Special educators/pathway coaches will work with teachers and students on this pathway. Students will be provided the required intervention and support to allow for transition. At the end of Grade 8 students will be re-evaluated through psycho-educational evaluation to determine their readiness for crossing over into either SP I or SP III.

SP III is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10 & 11, they will access the curricula/syllabi of the examining body. At the end of Grade 11 SP III students will transition into the Career Advancement Programme.

At Grades 7-9 the NSC, will be modified to meet the needs of the SP III students. Students in SP III will be instructed through a functional academics curriculum in the core subjects- Mathematics, English Language, Communication, Social Studies and Science. Their instruction will be further enriched with Personal Empowerment, Technical and Vocational instruction, as well as the performing and creative arts. Pathway Coaches will collaborate with subject teachers to prepare content, ensuring differentiation in instruction for students on SP II and III. These students will also be supported through use of the Response to Intervention (RtI) methodology.

PERSPECTIVES OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS & THE AESTHETICS (STEM/STEAM) IN RELATION TO THE NATIONAL STANDARD CURRICULUM (NSC)

INTRODUCTION & BACKGROUND

The integration of theoretical principles that relate to STEM/STEAM Education in the NSC began in June 2014. This move was influenced by recommendations of the STEM Steering Committee that emphasized the need to develop learners who are not just productive, but who would also be innovative Jamaicans. STEM integration was also regarded as one of the strategic long term means of addressing the economic challenges being faced by Jamaica using education as a primary vehicle for the implied transformational change to happen, beginning from short term efforts.

Initial discussions and deliberations promoted an emphasis on STEM rather than STEAM Education. However, critical analysis of the conversations conveyed the perspective of STEM as a collection of related disciplines that all learners should have the opportunity of pursuing, to develop the competencies they offer and as a consequence be able to gain employment or become employers in STEM related areas. As stakeholders from different backgrounds processed their understanding of STEM, new meanings of the concept emerged from the discussions. One was the perspective of STEM as a methodology. There was, however, concern about the exclusion of “A” in STEM. This “A” component however, brought to the discussion, multiple meanings. In some Aesthetics as a field and was considered an important component to be included if educators are serious about issues of discrimination, holistic learning and current research on the iterative function of the brain that warrants attention to brain based learning and the role of the Arts in promoting knowledge integration to cater to multiple domains of learning. There was also discontent about neglecting the Performing Arts when related creative industries contribute significantly to economic development. The concern was that the role of the Arts to economic development was being trivialized.

The call for the integration of the Aesthetics or Art forms became more pronounced as STEM took on more national significance. This was supported by research that indicates the importance of the Aesthetics in developing values and attitudes, in promoting holistic learning and in serving as drivers of innovations. By integrating principles from STEM with those from the Arts/Aesthetics, the approach to problem solving would encourage greater appreciation for and reliance on the interdependent nature of knowledge when science and arts intersect. Additionally, STEAM as a methodology encourages the harmonizing of the cognitive and the emotional domains in the problem-solving process.

The concept of STEAM was adopted in 2015, as an integrative approach to education and a methodology that pays attention to the benefits to be derived from the inclusion of the Arts or Aesthetics with STEM related principles. These collective benefits are supported by Jolly (2014), Sousa and Pilecki (2013) and include divergent thinking; differentiated learning; Arts integration; focus on intrinsic motivation and informed decision-making.

PERSPECTIVES OF STEM/STEAM IN THE CONTEXT OF THE NSC

In the context of the NSC, STEM/STEAM is used in a number of ways. These include:

STEM/STEAM as an integrative learning approach and methodology in facilitating learning. This perspective places emphasis on STEM/STEAM as a means of helping learners become creative or innovative problem solvers and lifelong learners who rely on scientific principles (laws and theories) to address issues/concerns or to deal with observed phenomenon that are puzzling for them or that inspire interest. As an approach, the focus is on solving problems based on principles. As methodology, the focus is on the system of practical procedures to be used to translate principles into the problem - solving processes or to choose from available problem- solving models.

STEM/STEAM as an Experiential-Vocational Learning Framework that is based on problem solving through the project-based approach. Emphasis is placed on solving real life problems in a context that requires learners and their facilitators to observe work-based principles. The primary purpose for this focus is for learners to: (i) become employable (ii) prepare for further education and/or for occupational or work readiness.

STEM as types of institutions in which learning is organized as a meta-discipline as described by Morrison and Bartlet (2009). Based on this perspective, STEM facilitates the demonstration of knowledge in a manner that removes the boundaries of each discipline for application to problem as would be practised in the real world.

IMPLICATIONS OF PERSPECTIVES OF STEM/STEAM IN LIGHT OF THE NSC

Since the NSC is based on Constructivism principles, STEM/STEAM as an approach and methodology, has to be established on post-positivistic thinking. From this position, STEM/STEAM influences the kind of practice that promotes collaboration, negotiation of meaning and openness to scrutiny.

The NSC developers selected a Constructivist approach that included the deliberation, designing and development stages of the curriculum process. Evidence of the influence of Constructivism can be seen the NSC Framework Document that conveys the following emphasis:

- (i) The element of objectives is presented in two forms; firstly as Learning Objectives to focus attention on process and experience rather than product. Secondly as Learning Outcomes that serve as some of the outputs of the process. They include the basic understandings, skills and dispositions anticipated from learners' engagement in the planned experiences.
- (ii) The element of content is treated as contexts for learners to think critically, solve problems creatively while developing their identity as Jamaicans. Content is not expected to be treated as disciplines to be mastered but as areas that contribute knowledge, skill sets and attitudes that form the composite of competencies to be acquired from their integration in the learning situations.
- (iii) The element of learning experiences (method) is presented as a set of learning activities that serves as a source of problems to be addressed as a part of the learning process. These real-life activities provide the scope of knowledge, skills and required dispositions or character traits for learners to make sense of that aspect of life or the world that they represent. They are the threads that connect all the other elements of the curriculum and allow for the integration of STEM/STEAM in the following ways:
 - Identification of activities that are presented as problems to be solved using the STEM/STEAM approach based on contextual factors that include the profile of the learner, the learning conditions and the anticipated impact.
 - Integrating activities to form a real problem to be solved as a short, medium or long term project to which the project based learning would be applied.
 - The examination of learning activities by learners and teachers as co-learners through multiple lenses using content of science, technology, mathematics and the humanities that they have already explored to engage in the problem identification and definition processes.
 - Extending learning in the formal setting to the informal by connecting co-curricular initiatives that are STEM/STEAM based that learners are undertaking at the institutional level through clubs and societies, as whole school projects or in partnership with external stakeholders.
 - Using the learning activities to review STEM/STEAM initiatives that form a part of the informal curriculum to and for reflection on action.

- Using activities as springboards for reflecting on career or occupational interest in STEM/STEAM related areas.
- (iv) The element of evaluation is communicated in two major ways; firstly as prior learning which serves diagnostic purpose and secondly as an on-going developmental process. This formative focus is indicated by the inclusion of explicitly stated assessment criteria that are to be used alongside the learning activities. The use of assessment criteria as counterparts of the learning activities also indicates that assessment is learner centred since it is serving developmental rather than promotional purpose and as a consequence, allows learners to self-correct as they use feedback to develop feed-forward capabilities. Evidence of learning, based on the learning outcomes, can be collected from various types of assessment methods that emphasize the learner centred constructivist orientation. This brings to the fore the need for serious consideration to be given to differentiation in assessment for fairness and credibility of claims about learners' capabilities and to inform decisions that will impact their educational journey.

In general, this integrated approach, which is the context of STEAM, is aimed at improving the quality of the educational experience for learners while influencing the achievement of the aims of education that relate to productivity and creativity as part of the profile of the Jamaican learner.

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The 5Es Overview: “The 5E Learning Cycle”

What is a 5E Learning Cycle?

This model describes an approach for facilitating learning that can be used for entire programmes, specific units and individual lessons. The NSC supports the 5E constructivist learning cycle, as it places emphasis on the processes that may be used to help students to be personally involved in the learning situation as they are guided to build their own understandings from experiences and new ideas.

5E Instructional Model

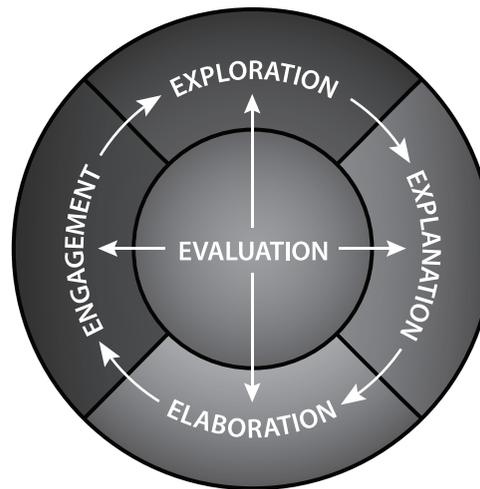


Figure 1. Illustrating one version of the 5E model that conveys the role of valuation as an interconnecting process that is at the core of the learning experience.



Figure 2, illustrating a cyclical perspective of the model with each process being given similar emphasis in contributing to the learning experience on a whole.

EXPLANATION OF THE INSTRUCTIONAL MODEL

What are the 5Es?

The 5Es represent five key interrelated processes that provide the kind of learning experiences for learners to experience the curriculum or planned learning episodes: Engage, Explore, Explain, Extend (or Elaborate), and **Evaluate**.

ENGAGE: The purpose of the ENGAGEMENT dimension is to help students to be ready intellectually, socially, emotionally etc. for the session. Attention is given to the students' interests and to getting them personally involved in the lesson, while pre-assessing prior understandings, attitudes and/or skills. During the experience, students first encounter and identify the instructional task and their roles and responsibilities. During the ENGAGEMENT activity, students make connections between past and present learning experiences, setting the organizational groundwork for upcoming activities. The engagement activity may be used to (a) help student unearth prior knowledge (b) arouse their curiosity (c) encourage students to ask questions as a sign that they have wonderments or are puzzled.

EXPLORE: The purpose of the EXPLORATION dimension is to get students involved in solving a real problem that is based on a selected context. EXPLORATION provides them with a chance to build their own understanding of the phenomenon being investigated and the attitude and skills involved for arriving at a workable solution. In exploring the students have the opportunity to get directly involved with the phenomenon and materials. As they work together in learning teams or independently, the need to share and communicate becomes necessary from the experiences. The teacher functions as a facilitator, providing materials, guarding against obstacles to learning and guiding the students to operate based on agreements. The students become inquirers and co-owners of the learning process. In exploring, they also ask questions, formulate hypothesis, search for answers or information/ data, reflect with others, test their own predictions and draw conclusions.

EXPLAIN: The purpose of the EXPLANATORY dimension is to provide students with an opportunity to assess their thinking and to use intellectual standards as critical thinkers to communicate their perspectives and/or the meaning of the experiences. They rely on communication tools and their skills as Language users to: (a) organize their thoughts so that they are clear, relevant, significant, fair, accurate etc. (b) validate or affirm others (c) self-motivate. Reflection also occurs during the process and may cause students to adjust their perspective or justify their claims and summarise the lessons being learned. Providing explanations contributes to vocabulary building and self-corrective actions to deal with misconceptions that they become aware of from feedback of their peers and/or their facilitator.

EXTEND: The purpose of this dimension is to allow students to use their new knowledge and continue to explore its significance and implications. Students work independently or with others to expand on the concepts and principles they have learned, make connections to other related concepts and principles within and/or across disciplines, and apply their understandings in new ways to unfamiliar situations.

EVALUATE: The purpose of the EVALUATION dimension is for both students and facilitator to determine progress being made or the extent to which learning has taken place based on the stated objectives or emergent objectives. EVALUATION is treated primarily as an on-going diagnostic and developmental process that allows the learner to become aware of gaps to be treated and progress made from their efforts to acquire the competencies that were the focus of the session. Examples of competencies include understanding of concepts, principles and processes and demonstrating various skills. Evaluation and assessment can occur at different points during the learning episode. Some of the tools that assist in this diagnostic and formative process include rubrics, teacher observation log, self-inventories, peer critique, student interviews, reflective presentations, displays/expositions,

portfolios, performances, project and problem-based learning products. Analysis of reflections, video recordings are useful in helping students to determine the depth of their thinking and understanding and the objectives they have or have not achieved.

Who developed the 5E model?

The Biological Science Curriculum Study (BSCS), a team led by Principal Investigator Roger Bybee, developed the instructional model for constructivism, called the “Five Es”.

The Link between the 5E model and Types of Learning Activities

The five (5) types of Learning Activities purported by Yelon (1996) can be integrated with the 5E’s so as to enrich the teaching and learning process. He noted that every instructional plan should include the following learning activities

1. Motivation Activities: Intended to help learners to be ready for the session
2. Orientation Activities: Inform students of their roles and responsibilities based the purpose or objectives of a learning episode.
3. Information Activities: Allow students to manipulate current knowledge, access/retrieve and generate new ideas
4. Application Activities: Allow for the use of knowledge and skills in novel situations
5. Evaluation Activities: Allow for reflection, corrective actions and sourcing of evidence to confirm/refute claims about learning.

These activities can be planned to serve one of the purposes of each dimension of the 5E model. For example, ENGAGEMENT may be comprised a Motivation Activity and an Orientation Activity. EXPLORATION and EXPLANATION require an Information Activity, while EXTEND requires an Application Activity. EVALUATION requires the kind of activity that will contribute to the collection of data for assessing and arriving at a conclusion about performance based on stated or expected purpose for which learning is being facilitated.

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LESSON PLANS

Grade: 8

Duration: 80 mins

Resources: Multimedia projector, laptop, video, copies of transcription of interview, copies of checklist activity

Theme: Les Passe-temps (Grade 8 Term 2 Unit 3 NSC French)

Subtheme: Les sports

Lesson Topic: Quels sports aimes-tu ?

Attainment Targets

AT 1 - Pupils show that they understand spoken stimuli related to the topic aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar target language expressions.

AT 2 - Pupils participate in structured conversations in the target language expressing simple preferences and reactions using appropriate verb forms.

AT 3 - Pupils show that they understand a written text in the target language with a few complex and unfamiliar expressions by responding appropriately and accurately in English.

AT 4 - Pupils write a text of at least two paragraphs in the target language, expressing preferences and reactions and giving reasons with at least 80% accuracy.

Objectives

By the end of the lesson students should be able to:

1. Express their likes and dislikes for sports.
2. State reasons for liking and disliking particular sports.
3. Make adjectives agree with nouns when making descriptions.

Summary of Content

- Agreement of adjectives
- Verbs and expressions to express likes, dislikes and preferences - aimer, adorer, ne pas aimer, détester ; j'aime, j'aime bien, j'adore, je n'aime pas, je déteste
- Reasons for liking/disliking sports

Communicative Functions

1. Expressing preferences for sports
2. Asking others about their preferences for sports

Prior Learning

Students already know some vocabulary related to sports. They are familiar with expressing likes, dislikes and preferences.

Vocabulary

fantastique, super, amusant(e), intéressant(e), passionnant(e), facile, cool, rigolo, excellent(e), très varié(e), ça me détend, dur(e), ennuyeux(euse), nul, ce n'est pas

Teaching Procedure

ENGAGE

- Students will be invited to play a listening game that requires them to repeat rhythmic sounds exactly as generated by (a) snapping of the fingers (b) clapping of the hands and (c) whispered sections of an unfamiliar song. Points will be awarded for accuracy and speed of the repeated sounds.
- Students will then be asked to share why it was easy or difficult to reproduce the sounds. The class will agree on the behaviours everyone needs to display to be successful at listening tasks. Teacher will remind students of the difference between listening and hearing and why listening in a conversation is regarded as being respectful. Students will be asked to examine the objectives of the lesson and explain why they should listen keenly during the session.

EXPLORE

- Pre-listening activity: Students listen to instructions informing them that they will be watching and listening to a video of an interview featuring the host and teenage participants on a youth sports programme and that they will be listening specifically to

hear the questions asked by the interviewer as well as the sports liked and disliked by the students and the reasons given.

- Students watch a video of a youth sports show in French. The video (recorded prior to the lesson) features an interviewer for the sports programme (played by the teacher) and four students being interviewed to find out their preferences for sports; the teenage participants express their likes and dislikes for certain sports, providing reasons. Students watch the video three times. Students repeat certain expressions from the video as prompted.
- Students take turns to share with the class what they understood from the video.
- Students, in small groups, read and examine the transcription of the video interview. They take note of the words that are new to them and guess their meanings from context from the script (or their memory of the context as seen in the video) or use a dictionary to assist them, as a last resort, if they can't figure it out. They then fill out a checklist that has questions and possible responses (in English) based on the interview. After completing the checklist activity, students evaluate the responses of their peers, across groups.
- Students, in their groups, discuss other possible reasons not mentioned in the interview why they would like and/or dislike a sport and search for the equivalent of such words/expressions in the target language. A representative from each group shares with the class what they discussed in the group (the new words and meanings from the interview as well as the French words for the new reasons they came up with).

EXPLAIN

- Students explain why in the script of the interview some adjectives used to describe the sports are written in different forms (and pronounced differently in the video) at different intervals. Teacher provides feedback in response to the explanations given by students.

EXTEND & EVALUATE

- Students ask each other and answer the question: *Quels sports aimes-tu et pourquoi?*, endeavouring to ensure that the adjectives they use to describe the sports in supplying their reasons are grammatically correct based on the gender of the sport to which they refer in each case.
- Students listen for grammatical correctness of the responses of others and make necessary comments (in a respectful way) at the end of all the responses.

EXTEND

- Students, in groups of 6 – 8, prepare for, then perform a role play activity with the setting being at a youth club where they are meeting other young persons for the first time and asking the persons which sports they like and dislike and discussing their own preferences of sports.
- Other activities that could be used at this stage of the lesson for differentiation purposes include:
 - Drawing pictures of the sporting activities they like and dislike, accompanied by written explanations in the target language.
 - Writing and performing a poem or a song about the sports they like and dislike, to include reasons.

EVALUATE: FORMATIVE

Evaluation will be done at various stages of the lesson and will use the following assessment criteria:

- Responses regarding what students understood from the video reflect general understanding of the conversations in the video and understanding of specific vocabulary items, particularly the ones that would be new to them.
- Accuracy of the responses for the checklist activity.
- Accuracy of French expressions for the reasons for liking/disliking sports arrived at in the groups.
- Accuracy of the explanation of the grammatical structure agreement of adjectives.
- Accuracy of grammar and pronunciation and appropriateness of vocabulary in the responses to the question *Quels sports aimes-tu et pourquoi?*
- Role play done with appropriate vocabulary and accurate grammar and pronunciation.

EVALUATE: SUMMATIVE

- Students will be invited to reflect on their contribution to the lesson based on the objectives and to share orally on this.
- Students will write an email of two paragraphs in French to an e-pal stating their preferences for sports and enquiring about those of the e-pal.

They will collaborate to decide on the criteria for assessing the email message. Consideration is to be given to:

- Relevance of the message
- Use of questioning
- Accuracy of grammatical structure (agreement of adjectives)
- Other/s

