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CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Secondary Education Certificate®

SYLLABUS

MODERN LANGUAGES - FRENCH

Effective for examinations from May–June 20*28*



CSEC®

Correspondence related to the syllabus should be addressed to:

The Pro-Registrar
Caribbean Examinations Council
Caenwood Centre
37 Arnold Road, Kingston 5, Jamaica

Telephone Number: + 1 (876) 630-5200
Facsimile Number: + 1 (876) 967-4972
E-mail Address: cxcwzo@cxc.org
Website: www.cxc.org

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Prince Road, Pine Plantation Road, St Michael BB11091

NOTE TO TEACHERS AND LEARNERS

This document (CXC 27/0/SYLL *26*) was revised in 2026 for first examination in 2028. Please note that the syllabus has been revised and amendments are indicated by italics.

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PLEASE NOTE



This icon is used throughout the syllabus to represent key features which teachers and learners may find useful.

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Modern Languages Syllabus

♦ RATIONALE

Language and communication are central to our everyday interactions. Global trends and technological advances have reduced distances, bringing nations and languages into our homes, connecting us with every part of the globe and increasing opportunities for trade, travel and employment. This syllabus will contribute to the development of the Ideal Caribbean Person as articulated by the CARICOM Heads of Government through the exploration of beliefs, values and behaviours. Students develop respect for human life, cultural heritage and the environment thus enabling them to view the target culture from a perspective of informed understanding.

Language must be seen as integrally linked to culture. The study of French, *Portuguese* and Spanish provides an opportunity for *students* to develop an understanding and appreciation of the cultural and historical contexts of societies *at large*. Students will acquire the skills, attitudes and knowledge that will contribute to a growing understanding of themselves and their environment. Students develop multiple literacies and independent and critical thinking in the context of foreign language learning and in keeping with the UNESCO Pillars of Learning.

The Modern Languages Syllabus focuses on developing students' ability to communicate in *three* of the languages. As students develop the competence to listen, speak, read and write in French*,* *Portuguese* and Spanish and interpret aspects of the culture in which the languages are embedded, they acquire the means to facilitate deeper interaction with our neighbours. The topics selected for the syllabus reflect areas of interest to secondary school students. Language learning, therefore, provides an opportunity for students to compare their own experiences with those of their peers in Francophone, *Lusophone* and Hispanic countries.

In designing *this* syllabus, care has been taken to ensure that it reflects current trends in the teaching and assessment of modern languages *in keeping with the Common European Framework of Reference for Languages (CEFR)*. Ultimately, students will be equipped to meet the needs of living, studying and working in a multilingual region and in a culturally and linguistically diverse world.

♦ AIMS

The syllabus aims to:

1. encourage the acquisition of fundamental language skills needed to function successfully in practical everyday situations requiring the use of the target language(s);
2. develop an understanding of the standard spoken and written forms of French;
3. encourage communication in French in a manner acceptable to native speakers*;*
4. encourage students to appreciate their own culture(s) and those of Francophone countries*; and,*
5. develop a foundation for further study and the world of work.

♦ GENERAL OBJECTIVES

These objectives are designed for students who are expected to function at the A2 (elementary) Level according to the Common European Framework of Reference for Languages (CEFR). At the A2 CEFR Level students are expected to understand and produce the target language in everyday situations, applying concrete and high frequency vocabulary.

On completion of the syllabus, students should:

1. understand and respond appropriately to spoken French from a variety of sources;
2. communicate orally in French in everyday situations;
3. elicit and provide opinions and information in French in everyday situations;
4. express ideas and emotions in French in everyday situations;
5. read and understand material written in French;
6. communicate appropriately and accurately in writing in French;
7. develop insight into the cultures of the Francophone peoples*; and,*
8. *demonstrate an appreciation for cultural norms of the Francophone peoples.*

The General Objectives may be grouped under the following headings:

1. **RECEPTIVE**

   On completion of the syllabus, students should:

   (a) understand the language *in context when it is delivered at a moderate pace with clarity*; and,

   (b) understand the language as written in selected or adapted texts.

2. **PRODUCTIVE *AND INTERACTIVE***

   On completion of the syllabus, students should speak and write the language in a manner that is understood by the native speaker.

♦ SPECIFIC OBJECTIVES

Students should be able to:

1. respond appropriately to spoken forms of French in everyday situations;
2. identify the main points of *spoken and written language*;

3. use appropriate pronunciation and intonation when *communicating orally* in French;

4. respond appropriately to written *and other* materials in French *based on* everyday situations;

5. *use a variety of styles and forms of the language (paragraphs, sentences, posters, letters, emails) to communicate a variety of ideas;*

6. express ideas *with grammatical and structural* accuracy;

7. express ideas and opinions in writing in French; *and,*

8. *display culturally appropriate behaviours in everyday situations.*

♦ APPROACHES TO TEACHING THE SYLLABUS

The organisation of each module in the syllabus is designed to support structured and progressive language learning, enabling students to build and reinforce key linguistic skills over time. Clear connections are made between vocabulary, grammar, and cultural contexts to promote meaningful communication. This modularised syllabus follows the complementary model design which allows modules to be taken in any order because of the horizontal relationships between content, making the outcome of one independent of another. Teachers are encouraged to introduce concepts familiar to the students and ensure that their lessons stimulate the use of the senses and incorporate the use of technology where possible during the teaching and learning process. This approach helps students see Modern Languages as a practical, engaging, and relevant subject that develops confidence and competence in listening, speaking, reading, and writing.

♦ ORGANISATION OF THE SYLLABUS

The syllabus is arranged in four Modules according to the four skills to be examined: Listening, Reading, Speaking, and Writing. Each Module covers a distinct skill with the corresponding Can-Do Statements, Functions, Cultural and General Contexts, Content and Suggested Activities.

Module	***Skill***
Module 1	*Listening*
Module 2	*Reading*
Module 3	*Speaking*
Module 4	*Writing*

♦ QUALIFICATION OVERVIEW

CTEC® Overview

*The Caribbean Targeted Education Certificate® (**CTEC®**) is a stackable micro-credential that allows individuals to achieve an intermediate or macro qualification.*

Credentialing is defined as the issuing of formal certification for successful achievement of a defined set of outcomes targeting specific knowledge, skills, and competencies. It includes the granting of an award or digital unit of measurement for learning. ***CXC®*** *offers three categories of credentials across all levels of qualifications:*

1. *A micro-credential is awarded after successful completion of a module. The Caribbean Targeted Education Certificate® (**CTEC®**) is a stackable micro-credential that allows individuals to achieve an intermediate or macro qualification.*

2. *An Intermediate credential is awarded after successful completion of a set of defined modules that together, make up a **CSEC®** subject; and,*

3. *A macro-credential is awarded after successful completion of a combination of intermediate (subjects) and micro-credentials (modules) that culminate in the award of credits for a certificate, diploma or associate degree.*

Module	*Duration*	*Credit Weighting*
Module 1: Listening	*35 hours*	*.75*
Module 2: Reading	*35 hours*	*.75*
Module 3: Speaking	*35 hours*	*.75*
Module 4: Writing	*35 hours*	*.75*

♦ SUGGESTED TIMETABLE ALLOCATION

It is recommended that a minimum of five 40-minute periods per week, *over two academic years* or the equivalent be allocated to the syllabus.

♦ CERTIFICATION

The syllabus is offered for General Proficiency certification. A candidate's performance will be indicated on the certificate by an overall numerical grade on a six-point scale *for the intermediate qualification* as well as a letter grade for each of *the* four *Modules*: Listening, Reading, Speaking and Writing.

♦ DEFINITION OF SKILLS

On completion of the syllabus, students are expected to develop *the four* skills:

Listening - the ability to demonstrate comprehension of meaning conveyed through oral/aural stimuli.

Reading - the ability to demonstrate comprehension of meaning conveyed through pictorial or written stimuli.

Speaking - production of spoken language in response to oral, aural or written stimuli.

Writing - production of the written language in response to written and/or pictorial stimuli.

♦ WEIGHTING OF THE SKILLS

The General Proficiency examination places the emphasis on the production of the language and the ratio of Productive skills: Receptive skills is 50:50.

♦ FORMAT OF THE EXAMINATIONS

The examination will consist of three papers: Paper 01, an objective type paper, Paper 02, structured and essay type questions and Paper 03, the oral component. CXC® will offer candidates the following four options for sitting the papers.

Option A – Regular Sitting
For the regular sitting, candidates will be required to complete Paper 01, comprising of 60 multiple-choice questions with 30 questions on each of modules 1 and 2; Paper 02 consisting of structured type and essay questions from modules 2 and 4 and Paper 03 which consists of written and oral tasks on modules 1, 3 and 4.

Option B – Modular Sitting (One Module) Candidates attempting one module will be required to complete the modular papers associated with the specific module.

Option C – Modular Sitting (Two Modules) Candidates attempting two modules will be required to complete the modular papers associated with the specific modules.

Option D – Modular Sitting (Three Modules) Candidates attempting three modules will be required to complete the modular papers associated with the specific modules.

<table>
<tr><th>PAPER</th><th>MODULAR REQUIREMENTS</th></tr>
<tr><td>Paper 01

Regular
(1 hour 20 minutes)

Modular
One Module
(40 minutes)</td><td>
The requirement for EACH module is outlined below.
<table>
<tr><th>Module</th><th>Number of items</th><th>Marks</th></tr>
<tr><td>Module 1</td><td>30</td><td>30</td></tr>
<tr><td>Module 2</td><td>30</td><td>30</td></tr>
<tr><td>Total</td><td>60</td><td>60</td></tr>
</table>
Module 1- Listening

This module contains four sections with the following types of stimuli to assess Listening Comprehension.
<table>
<tr><td></td><td></td><td></td></tr>
<tr><td>Section I (9 items)</td><td></td><td>Requires candidates to listen to a short dialogue in the target language followed by an incomplete statement. They are to choose from among four pictures in their test booklet, the picture option that corresponds to the statement.</td></tr>
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	Section II (9 items)		*Requires candidates to listen to a native speaker and choose, from among four responses/options in their test booklet, the option that corresponds to the sentence or incomplete statement that they hear.*
	Section III (6 items)		*Requires candidates to listen to two selections in the target language followed by a number of questions or incomplete statements. For each question or incomplete statement they will choose the best response from the four options given in their test booklet.*
	Section IV (6 items)		*Requires candidates to listen to a passage in the target language followed by a number of questions or incomplete statements. For each question or incomplete statement they will choose the best response from the four options given in their test booklet.*

Module 2- Reading

This module contains two sections with the following types of stimuli to assess Reading Comprehension.

Section I (6 items)		*A picture stimulus is given followed by a question/statement. Candidates are required to choose the most appropriate response from the four options provided.*
Section II (24 items)		*Candidates are required to read four selections/ passages in the target language. For each passage/selection, questions are given. They are required to choose the most appropriate response from the four options provided.*

Paper 02

Regular
(2 hours and 15 minutes)

Modular

Module 2
(30 minutes)

Module 4 (1 hour 45 minutes)

A written paper in four Sections with one question in each Section.
Each candidate will be required to attempt one question from module 2 and three questions from module 4.

Module		***Number of items***	***Marks***
Module 2		*1*	*20*
Module 4		*3*	*60*
Total			***80***

The requirement for each module is outlined below.

Module 2: Reading

Section I:		*Requires candidates to provide written responses in English, based on a Reading Comprehension passage in the target language.*

Module 4: Writing

Section II:		*Requires candidates to provide written responses in the target language to complete a form and respond to situational type questions based on the form.*
Section III:		*Requires candidates to write creatively using 60-80 words in the target language. Cues will be provided in the target language.*
Section IV:		*Requires candidates to write an informal correspondence in 80–100 words in the target language.*

Paper 030/SBA

Regular
(10-15 minutes per candidate)

Modular

Module 1
(~7 minutes)

Module 3 (~10 - 15 minutes)

The School-Based Assessment will comprise TWO assignments testing skills from Module 1-Listening, Module 3- Speaking and Module 4 - Writing.

Assignment One, which will assess Speaking and Writing, is set by the teacher using criteria provided in the syllabus and marked by the teacher using criteria provided in the syllabus.

Assignment Two, which will assess Listening and Speaking, is an oral examination set by the examining body/Council using criteria provided in the syllabus and assessed by an External Examiner (Oral Examiner) using mark schemes provided in the syllabus.

The requirement for each module is outlined below.

- *Assignment ONE **(Teacher Assessed**) will be based on the following tasks.*

Module	***Task***	***Marks***
Module 3	*Oral presentation on a researched topic*	*20*
Module 4	*Written production on a researched topic*	*20*
Total		***40***

- *Assignment TWO **(Oral Examiner Assessed)** will be based on the following tasks.*

Section	***Task***
Section I	***Sustained Monologue**: Requires candidates to deliver a short presentation on one of three provided topics and be prepared to answer two questions based on the presentation*
Section II:	***Guided Conversation:** Requires candidates to participate by responding to **four** questions on each of four topics.*
Section III:	***Role Play**: Requires candidates to participate in a short, simulated interaction based on a real-life situation.*

Module	***Sections***	***Marks***
Module 1	***Section II** - Guided Conversation (with focus on **Comprehension and Spontaneity**)*	*20*
Module 3	***Section I** -Sustained Monologue*	*20*
	Section II**- Guided Conversation (with focus on **Expression and Fluency)	*20*
	***Section III** - Role Play*	*20*
Total		***80***

For the Writing task, candidates will be expected to produce a cultural piece on a topic for the year of the examination. The themes on which the topics will be based are listed on page xxxx. Teachers are expected to mark the production pieces using the guidelines outlined on page xxxx.
For the Speaking/oral task, candidates will be expected to make a 60-90 second response to a prompt given about their written submission.

For candidates attempting the modular sitting of the examination in Modules 3 and 4, only the SBA task for the specific module must be prepared.

♦ ASSESSMENT GRID

The Assessment Grid shows the marks assigned to Modules and Papers to be Assessed, and percentage contributions of each paper and module to the total scores.

Paper	Section	Mark Allocation				Total Marks	(%)
		Receptive		Productive			
		Listen	Read	Speak	Write		
Paper 01		30(60)	30(60)			120	(50)
Paper 02			20		60	80	(25)
Paper03/ SBA	External	20		60		80	(25)
	Internal			20	20	40	
Marks		**80**	**80**	**80**	**80**	**320**	
% Per Profile		**25**	**25**	**25**	**25**	**100**	**(100)**

♦ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates will be required to write Paper 01, Paper 02 and Paper 03. Private candidates will also be required to submit to the Oral Examiner his/her written piece for the sustained monologue on the day of their oral examination. This written piece will be assessed for writing using the same criteria as outlined for the original written response for the school-based candidates. A private candidate must enter through a school, a recognised educational institution or the Local Registrar's Office.

♦ REGULATIONS FOR RESIT CANDIDATES

Resit candidates must rewrite the papers relevant to the Module(s) for which they have registered. Candidates may reuse an Oral Examination score earned in the previous sitting within four (4) years. In order to assist candidates in making decisions about whether or not to reuse an Oral Examination score, the Council will indicate on the preliminary results if a candidate's oral examination score is less than 50 per cent.

Candidates reusing Oral Examination scores should register as "Resit candidates" and must provide the previous candidate number when registering.

Resit candidates must be registered through a school, a recognised educational institution or the Local Registrar's Office.

A candidate who sat the regular examination and was unsuccessful may opt to resit only the Module(s) in which they were unsuccessful. That is, candidates may reuse their modular performance if they earned Grades A-C for any Module(s) when they register to resit.

♦ GUIDELINES FOR MODULAR CANDIDATES

Candidates opting to sit the modular examinations must complete all Modular Papers specific to the module being assessed.

*Candidates who are using a modular approach must successfully complete all modules within a four-year period to be awarded the full **CSEC®** award. Candidates using a modular approach may reuse their oral examination score on Paper 030 for four years only when attempting the other modules.*

In order to assist candidates in making decisions about whether or not to reuse an oral examination score or the Paper 030 score, the Council will indicate on the preliminary results if a candidate's oral examination score is less than 50 per. Modular candidates may enter through schools or recognised educational institutions, or as private candidates through the Local Registrar's Office.

♦ SCHOOL-BASED ASSESSMENT

RATIONALE

School-Based Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills and attitudes that are associated with the subject. The activities for the School-Based Assessment are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their School-Based Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination. The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment.

The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the School-Based Assessment component of the course.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of students as they proceed with their studies. School-Based Assessment also facilitates the development of the critical skills and abilities that are emphasised by this CSEC® subject and enhances the validity of the examination on which candidate performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to the development of relevant skills and the testing and rewarding of students for the development of those skills.

The Caribbean Examinations Council seeks to ensure that the School-Based Assessment scores are valid and reliable estimates of accomplishment. The guidelines provided in this syllabus are intended to assist in doing so.

During the oral examination period, teachers MUST make the following available to the Oral Examiner.

- *ALL Assessment Sheets (Record of Marks).*
- *The writing tasks produced by ALL candidates (including preliminary drafts to demonstrate authenticity and progression).*
- *The prompts used for speaking/oral assessment.*

The Oral Examiner will moderate the candidates' submission on the writing task and verify the questions used by the teacher for the speaking task. Teachers are NOT required to submit to ***CXC®*** *samples of candidates' work BUT they will be required to submit the candidates' marks electronically.*

School-Based Assessment Record Sheets are available on the CXC®'s website (www.cxc.org). All School-Based Assessment Record of marks must be submitted online using the SBA data capture module of the Online Registration System (ORS) by stipulated deadlines.

GUIDELINES FOR SBA

- ***ASSIGNMENT ONE (Teacher Assessment)***

The Writing Task

Each candidate will produce an original response in writing based on the research topic for the year of examination, which will be published at least one year prior to the administration of the examination. Candidates will be allowed to use cue cards during the assessment. Cue cards should contain brief notes or prompts only and must not include full sentences, paragraphs, or complete scripted responses.

The writing task should be integrated into regular classroom instruction and developed over a period to allow opportunities for formative assessment. Teachers should guide candidates through stages of the writing process, including topic exploration, research, planning, drafting, revising, and editing. Candidates should submit at least one draft prior to the final submission. Teachers should provide constructive feedback on:

- *relevance and organisation of ideas;*
- *vocabulary and language use;*
- *grammatical and structural accuracy;*
- *clarity and coherence; and,*
- *appropriateness to the task and cultural context.*

Feedback should support improvement without compromising the originality of the candidate's work. Candidates should be given opportunities to revise and refine their responses based on the feedback received.

To support authenticity, significant portions of the task should be completed under teacher supervision. Teachers may also require evidence of the writing process, such as outlines, notes, drafts, or planning activities.

Collaboration among candidates may occur during the research and brainstorming stages where appropriate; however, the final written submission must be the individual work of the candidate.

The Speaking Task

Each candidate will take part in an oral presentation with the teacher. Each candidate will be given a prompt by the teacher based on the contents of the written SBA submission. Candidates should listen carefully to the prompt and respond as clearly and as fully as possible within a 60–90 second period. Candidates will be allowed to use cue cards during the assessment. Cue cards should contain brief notes or prompts only and must not include full sentences, paragraphs, or complete scripted responses.

The speaking task should form part of ongoing classroom activities and provide opportunities for formative assessment throughout the teaching and learning process. Teachers should engage candidates in guided speaking activities related to their research topic before the final assessment. These activities may include:

- *short oral summaries;*
- *question-and-answer sessions;*
- *pair or group discussions;*
- *practice presentations; and,*
- *spontaneous responses to prompts.*

Teachers should provide feedback on:

- *pronunciation and intonation;*
- *fluency and spontaneity;*
- *clarity of expression;*
- *grammatical accuracy;*
- *vocabulary usage; and,*
- *relevance and development of ideas.*

Candidates should be encouraged to reflect on feedback and practise improving their oral responses before the final assessment.

The oral presentation should be conducted individually under teacher supervision to ensure authenticity. Since the oral task is based on the candidate's written submission, it may also serve as a means of verifying that the written work is the candidate's own.

The SBA themes for research for examination years 2028-2033 are listed below.

Year	***Theme***
2028	*Daily Routine*
2029	*Home and Family*
2030	*School and Career*
2031	*Sports and Recreation*
2032	*Shopping*
2033	*Travel*

- ***ASSIGNMENT TWO (External Assessment)***

The Mark Scheme for Paper 03 provides a clear guide of what is required from the candidates for each aspect of the examination (see Mark Scheme on page xxx). Teachers should use the mark scheme and the following guidelines in preparing candidates for Paper 03.

All topics are based on the following themes:

(a) *Home and Family*

(b) *School and Career*

(c) *Sports and Recreation*

(d) *Daily Routines*

(e) *Shopping*

(f) *Travel*

Sustained Monologue

A monologue is a speech delivered by one person, or a one-sided conversation on a topic. For this task, candidates will select one topic from a list of 3 provided approximately ONE WEEK before the start of the oral exam. The 3 topics will be based on the same theme. The candidate will speak for approximately 1 - 2 minutes using simple sentences. Please note that the theme will be changed every year. When preparing candidates for this section of the examination teachers should ensure that candidates:

(a) *can organise a short talk with a clear beginning, middle, and end;*

(b) *use linking words to connect ideas;*

(c) *can describe, give opinions, and support with simple reasons;*

(d) *have practiced with familiar, personal topics;*

(e) *can speak for 1–2 minutes without excessive pauses or reliance on notes; and,*

(f) *have feedback on pronunciation and rhythm to enhance clarity.*

Guided Conversation

*Candidates will be required to participate in conversation by responding to **four** questions on each of **four** topics.*

When preparing candidates for this section of the examination teachers should ensure that candidates:

(a) are familiar with common question forms and interrogatives;

(b) learn to listen carefully to the entire question before responding;

(c) avoid one-word or "yes/no" responses by expanding answers with brief explanations or examples. There is no penalty for saying too much; and,

(d) use a varied range of vocabulary and simple synonyms or idiomatic expressions appropriate to their level.

Role Play

In the context of this exam, a role play is a performance involving the examiner and the candidate. The candidate will play the part of a person or character based on the scenario provided. The candidate will be required to provide five responses.

When preparing candidates for this section of the examination teachers should ensure that candidates:

(a) *are familiar with the interrogatives;*

(b) *listen carefully to the entire question and to what the question is asking before they respond;*

(c) *avoid responses that are simply 'yes' and 'no'. Encourage them to provide a comprehensive answer. There is no penalty for saying too much; and,*

(d) *vary their vocabulary as much as possible, using synonyms and idiomatic expressions.*

ASSESSMENT CRITERIA

*The SBA task for assignment ONE is internally assessed by the teacher using assessment criteria that relate to specified objectives, and then externally audited by a **CXC®** appointed examiner.*

CRITERIA FOR MARKING THE SCHOOL-BASED ASSESSMENT
RUBRIC: Oral Presentation
Module Assessed - Speaking

Level/ Marks	***Communicative Competence***	***Speech / Fluency***	***Pronunciation & Intonation***	***Grammar & Vocabulary***	***Relevance & Development of Ideas***
Outstanding 20-18	*Communicates ideas very effectively and confidently.*	*Speaks fluently with little or no hesitation.*	*Pronunciation and intonation are clear and accurate.*	*Uses vocabulary and grammar accurately and effectively.*	*Ideas are clear, relevant, and fully developed.*
Very Good 17-15	*Communicates ideas clearly and confidently.*	*Speaks smoothly with few pauses.*	*Pronunciation and intonation are mostly accurate.*	*Uses appropriate vocabulary and grammar with few errors.*	*Ideas are relevant and well developed.*
Good 14-11	*Communicates ideas adequately.*	*Speaks with some hesitation but is understandable.*	*Some pronunciation and intonation errors affect clarity.*	*Uses adequate vocabulary and grammar despite noticeable errors.*	*Ideas are mostly relevant but lack detail at times.*
Satisfactory 10-7	*Communicates ideas with difficulty.*	*Frequent pauses affect fluency.*	*Pronunciation and intonation errors sometimes affect understanding.*	*Limited vocabulary and grammar errors affect communication.*	*Ideas are somewhat relevant but poorly developed.*

Level/ Marks	Communicative Competence	Speech / Fluency	Pronunciation & Intonation	Grammar & Vocabulary	Relevance & Development of Ideas
Weak 6-4	Communicates very limited ideas.	Speech is hesitant and difficult to follow.	Frequent pronunciation and intonation errors make understanding difficult.	Very limited vocabulary and many grammar errors hinder communication.	Ideas are unclear and minimally developed.
Very Weak 3-0	Unable to communicate ideas effectively.	Speech is extremely limited or unclear.	Pronunciation and intonation prevent understanding.	Poor vocabulary and grammar prevent communication.	Ideas are irrelevant or undeveloped.

RUBRIC: Original Written Response
Module Assessed - Writing

Level/ Mark Range	Content	Organization	Use of Language	Accuracy	Appropriateness
Excellent (20–18)	Uses all cues effectively and responds fully to the task. Ideas are relevant, detailed, and fully developed.	Ideas are exceptionally well-organized, cohesive, and logically sequenced throughout.	Writing flows naturally. Wide and proficient use of vocabulary, idiomatic expressions, and varied structures.	Highly accurate with only occasional minor slips that do not affect meaning.	Tone, register, format, and style are entirely appropriate to purpose, audience, and task. Writing is consistently in the target language.
Very Good (17–15)	Addresses most cues effectively. Ideas are relevant and adequately developed.	Well-structured and coherent. Main ideas are logically connected, although some points may be less developed.	Good range of vocabulary and sentence structures. Language is mostly fluent and natural.	Minor grammatical or lexical errors occur but do not obscure meaning.	Appropriate tone and register are maintained throughout. Consistent use of the target language.
Good (14–12)	Addresses most cues. Ideas are relevant but may lack detail or development in places.	Generally clear organization with some logical progression of ideas.	Good sentence structure. Vocabulary range is sufficient though occasionally repetitive.	Some noticeable errors in tense, agreement, spelling, or word choice, but overall meaning remains clear.	Tone and register are generally appropriate, though occasional lapses may occur. Limited use of idiomatic language.
Satisfactory (11–9)	Responds partially to the task. Some cues are underdeveloped,	Organization is evident but may be inconsistent or	Language lacks fluency. Frequent use of simple structures and	Frequent minor and occasional major errors sometimes affect clarity.	Attempts an appropriate tone and format, but inconsistencies are evident.

	repetitive, or lacking relevance.	*occasionally confusing.*	*limited vocabulary.*		
Weak (8–5)	*Partially addresses the topic. Ideas are limited, repetitive, or insufficiently developed.*	*Lacks logical flow and coherence. Connections between ideas are weak.*	*Limited sentence structures. Vocabulary is basic, repetitive, and sometimes inappropriate.*	*Frequent grammatical, spelling, and lexical errors interfere with comprehension.*	*Tone, format, or register is often inappropriate for the task.*
Very Weak (4–1)	*Ideas are minimal, largely irrelevant, or difficult to understand. Very limited evidence of task fulfilment.*	*Little or no organization. Sequencing of ideas is unclear or absent.*	*Very poor control of language and structures. Vocabulary is extremely limited and repetitive.*	*Persistent errors severely impede communication and frequently obscure meaning.*	*Little awareness of audience, purpose, format, or register. Frequent inappropriate language use.*
No Credit (0)	*No relevant content or no attempt to address the task.*	*No discernible organization.*	*No meaningful use of the target language.*	*Errors prevent any meaningful communication or no language is produced.*	*No evidence of appropriate language, format, tone, or register.*

Exemplar

Skill Assessed: ***Writing***
Theme: Travel

Instructions :
Rédigez un texte de 120 à 130 mots sur un pays francophone. Veuillez inclure les éléments suivants :
- capitale, population et climat
- culture : citez un type de musique ou de danse typique
- gastronomie : décrivez un plat typique avec ses deux ingrédients principaux
- lieux d'intérêt : recommandez un site touristique et expliquez pourquoi il vaut la peine de le visiter
- comparaison avec votre pays : comparez un aspect de ce pays avec votre pays
- deux choses que vous ferez si vous visitez ce pays
Utilisez le présent et le futur ainsi que des connecteurs tels que d'abord, ensuite, aussi

Sample Response:

La Martinique est une île francophone dans les Caraïbes. Sa capitale est Fort-de-France et sa population est d'environ 360 000 habitants. Le climat est tropical : il fait chaud toute l'année avec du soleil et parfois de la pluie. D'abord, la musique et la danse sont importantes. On écoute du zouk et on danse pendant les fêtes. Ensuite, la nourriture est délicieuse. Le colombo de poulet est un plat typique avec deux ingrédients principaux : le poulet et les épices. Aussi, je recommande la Montagne Pelée, un volcan, parce que la vue et la nature sont magnifiques. La Martinique est différente de la Barbade : on parle français en Martinique, mais anglais à la Barbade. Si je visite la Martinique, je visiterai la plage et je goûterai la cuisine locale.

Skill Assessed: ***Speaking***
Theme: Travel

Parle pendant 60 à 90 secondes de...
Tu es agent de tourisme. Tu as 60 secondes pour me convaincre de visiter la Martinique.

♦ CONTENT

The syllabus content has been organised around three main concepts: *Functions, Cultural and General Contexts and Content*. Emphasis is placed on the students' ability to use the target language in a functional way. Therefore, *Can-do Statements have been set out*, *and* the basic functions needed for communication are identified. It is intended that these functions *and Can-do statements* should be the core of the instructional planning process and should NOT be considered separately.

In addition, *f*unctions are performed in particular contexts and, therefore, the settings in which the functions are likely to be performed are identified. *E*xamples of the relevant grammar and vocabulary, *as well as some teaching and learning activities are provided*. However, these are not exhaustive as they are intended to be examples only.

This approach used in organising the syllabus seeks to shift attention away from a purely structural approach to a more communicative one. It is expected that students following this syllabus will be able to carry out these functions in the target language. A brief summary of the core topics and the tenses, which students are expected to know, follows. These lists are intended to be a reminder of the basic knowledge to be acquired by the student and should not be used in isolation from the rest of the syllabus.

Use of Tenses and Moods

Candidates should be able to use the following tenses and moods as they are relevant to particular functions:

Tense	**Moods**
French	French
Simple Present	Indicative
Passé Composé	Imperative
Simple Past	Infinitive
Future	Present Subjunctive
Imperfect	
Pluperfect	
*Past Historic (Passé Simple)	
Conditional	

*For recognition only.

Voice

Active Voice
Passive Voice

MODULE 1: LISTENING

Theme: Home and Family (A)					
Receptive Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme home and family, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme home and family, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about home and family, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about home and family, if delivered slowly and clearly.***				
Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
Listening	1. *demonstrate an understanding of basic greetings, farewells, good wishes, dates and numbers within the context of home and family by responding appropriately;* 2. *listen to and comprehend brief and basic social conversations about home and family;* 3. follow a simple presentation on home and family; 4. understand what people like/dislike about their home and family; 5. understand what people's opinions are about home and family;	*Establishing and Maintaining Social Relationships.* 1. Exchanging greetings and bidding farewell; addressing persons. 2. Thanking, expressing gratitude. 3. Introducing self and others; questioning and inquiring. 4. Giving, Seeking and Responding to Information. 5. Identifying: - Describing persons; - Narrating;	All settings and topics related to the theme. When young people address adults, the more formal word for "Hello", "Bonjour" is used along with thFe appropriate title, e.g., Bonjour Monsieur. "Salut" is used among friends as a greeting or farewell. In Québec, persons may use Bonjour as a farewell to mean "Have a good day" as in Bon jour. Tu vs Vous Tutoyer vs Vouvoyer Faire la bise	<u>Understanding greetings, farewells, good wishes; Stating dates, numbers</u> Bonjour / Bonsoir Salut Allô Comment allez-vous ? / Comment vas-tu ? Ça va ? / Quoi de neuf ? Je vais bien / Très bien, merci / Oui, ça va Pas grand-chose Et vous ? / Et toi ? Au revoir À bientôt / À tout à l'heure / À plus tard Bonne nuit / Bon voyage / Bonne route Bonne journée / soirée / semaine	Students will: • complete a biographical data form/table based on texts heard. • *listen to an interview in French with a famous Francophone personality talking about their home and family, then complete a worksheet based on same.* • *Listen to popular French songs to appreciate moods, rhythms, technique and fill in the missing words to complete the lyrics (cloze test).* • *Listen to popular French songs to appreciate moods, rhythms, technique, and practise dance steps for*

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Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
	6. understand a*n audio recording* in which the recipient is invited to a celebration/activity or the speaker is seeking permission to attend an activity. 7. *Understand basic questions about their name, age, profession, and marital status in familiar social contexts.* 8. *Identify rooms in a house and common household objects when mentioned in short dialogues or simple instructions.* 9. *Recognise when a speaker expresses agreement, disagreement, likes, or dislikes regarding family routines or home life;* 10. *Recognise specific descriptive adjectives (e.g., trabalhadora, musculoso, gorda) to identify*	- Quantifying and Listing; and, - Locating. 6. Expressing opinions; Expressing preference. 7. Expressing agreement and disagreement. 8. *Expressing Emotions, Attitudes and Other Responses.* 9. Inviting, Granting/Seeking permission.	In France, Girls kiss both boys and girls on the cheeks when they meet or say goodbye. The number of kisses may vary from region to region (between 2 – 4). Boys shake hands with one another. Generally, teenagers shake hands with adults when greeting them, unless they are family members or friends of the family. Serrer la main Ma fête- Saint's Name Day Surname preceding first name. Typical French names. Explain the use of the verb "Avoir" (to have) to express age instead of "être" (to be). Does it affect how the French view growing old?	Bon lundi/dimanche Bon/Joyeux anniversaire Bonne fête des Mères / des Pères À vous aussi / à vous de même À toi aussi / à toi de même <u>Understanding basic social conversations</u> Merci (beaucoup) Merci de / Merci pour Je vous/te remercie Je vous (t') en prie De rien / Il n'y a pas de quoi / Mon plaisir Monsieur / Madame / Mademoiselle Mon chéri / Ma chérie Mon copain / Ma copine Mon ami / Mon vieux Enchanté(e)	*example, Zouk dance to Zouk music.* • *Identify persons in a photo/magazine after listening to brief descriptions*.

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Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
	family members in a photograph or illustration; 11. *Differentiate between a statement of fact and a question or doubt based on the speaker's intonation (e.g., recognising the rising pitch in "Vrai?" or "N'est-ce pas?");* 12. *Identify the subject of a conversation (Who is being talked about?) by picking out relationship nouns and pronouns; and,* 13. *Understand when a speaker is expressing uncertainty or wondering about something (e.g., "Je ne sais pas si…" or "Je me demande si…").*		(Class discussion may ensue). In France, floors in a house/building are not counted the same way as in the U.S. The ground level floor is called "rez-de-chaussée" while the floor above the street level is the "premier étage". Therefore, if someone says that they have a "maison à deux étages", their house really has three floors/storeys. When asking for directions to the toilet, it would be better to use "les toilettes" instead of "la salle de bains" (bathroom). The latter is a room where you wash yourself or take a bath. While the toilet is usually in	Ravi(e) de faire votre connaissance <u>Understanding presentations on self and family</u> Je m'appelle… J'ai… ans J'habite à… Je suis du… Il y a … personnes dans ma famille J'ai un frère et deux sœurs Je n'ai ni frères ni sœurs Le père de mon cousin est mon oncle C'est à qui ? C'est le mien / la mienne Les membres de la famille Les animaux de compagnie	

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Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
			a room separate from the bathroom. Well-known food items Crêpes, Baguettes, Croissants, Pain au chocolat vs Chocolatine vs Couque au chocolat (France, Canada, Belgium). In a French home, closed doors mean no admittance, except for the door to the toilet which is always closed.	<u>Understanding what people like/dislike about home and family</u> J'aime (bien) J'adore Je préfère Je n'aime pas Je déteste J'ai horreur de Plaire à Être intéressé par S'intéresser à <u>Understanding opinions about home and family</u> À mon avis Je pense que Je crois que Je trouve que J'estime que Ça m'est égal	

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Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				<u>Understanding invitations and expressions of permission</u> Est-ce que cela te dirait de… Être très heureux de vous y accueillir Tu es d'accord si… ? Est-ce que je peux… D'accord, si… Pas question Bien sûr, mais il faut d'abord… J'espère que cela ne vous ennuiera pas si… Faites comme chez vous <u>Understanding questions about personal information</u> Nom : Je m'appelle, mon nom est Âge : J'ai… ans Ville : J'habite à… Nationality: Je suis du…	

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Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				Prepositions (au, aux, du, des) <u>Identifying rooms and household objects</u> Ta maison est laquelle ? Voici mon/ma/mes C'est mon/ma/mes la maison, l'appartement, le salon, la cuisine, la salle à manger, la chambre, la salle de bain, les toilettes, le garage, le jardin, le balcon, le couloir, l'entrée, le sous-sol, le grenier le canapé, le fauteuil, la télévision (la télé), la lampe, le tapis le réfrigérateur (le frigo), la cuisinière, le four, le micro-	

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Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				ondes, l'évier, la table, la chaise, l'assiette, le verre, la cuillère le lit, l'oreiller, la couverture, l'armoire, la commode, le bureau, la chaise le lavabo, la douche, la baignoire, le miroir, la serviette, le savon la porte, la fenêtre, les rideaux, le mur, le sol, le plafond il y a…, dans la cuisine il y a…, où est… ?, voici…, c'est…, à gauche / à droite, dans / sur / sous <u>Recognising agreement, disagreement, likes, dislikes</u> Je suis d'accord avec…	

Theme: Home and Family (A)					
Receptive Skill: Listening					
Skill Descriptors: Listening	**1. *Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme home and family, if delivered slowly and clearly.*** **2. *Can understand simple texts, phrases and expressions relating to the theme home and family, if delivered slowly and clearly.*** **3. *Can understand straightforward follow-up questions about home and family, if delivered slowly and clearly.*** **4. *Can follow simple presentations about home and family, if delivered slowly and clearly.***				
Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				Entendu, bien sûr J'aime / Je n'aime pas / Je préfère <u>Recognising descriptive adjectives</u> Il/Elle est grand(e), petit(e) Il/Elle est bavard(e), marrant(e) Il/Elle a les cheveux… Il/Elle a les yeux… Masculine/feminine forms of adjectives and professions <u>Differentiating statements vs questions by intonation</u> Quoi ? Lequel ? Où ? Pourquoi ? Qui est-ce ? Quand est-ce ?	

Theme: Home and Family (A)					
Receptive Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme home and family, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme home and family, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about home and family, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about home and family, if delivered slowly and clearly.***				
Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				<u>Identifying the subject of a conversation</u> Le père de mon cousin est mon oncle Possessive structures: C'est à toi/vous Les pronoms possessifs Je te/vous présente Voici mon/ma/mes <u>Understanding uncertainty or doubt</u> Je ne sais pas si… Je me demande si…	

Theme: School and Career (B)					
Receptive Skill: Listening					
Skill Descriptors: Listening	**1. *Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme school and career, if delivered slowly and clearly.*** **2. *Can understand simple texts, phrases and expressions relating to the theme school and career, if delivered slowly and clearly.*** **3. *Can understand straightforward follow-up questions about school and career, if delivered slowly and clearly.*** **4. *Can follow simple presentations about school and career, if delivered slowly and clearly.***				
Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
Listening					
	1. *listen to and comprehend* short, *conversations* exchanges and presentations related to school and career; 2. identify the main points of simple conversations related to school and career; 3. understand *a variety of audio sources, and* discussions related to school and career; 4. *grasp the main points of a conversation based on career paths; and,* 5. *understand what people's opinions are about school and career.*	Notions related to the functions of: 1. Grasping and understanding information given to describe school setting, personnel, occupations; 2. Deciphering/interpreting more detailed information given about school and career; 3. Understanding specific details relating to school subject choices; 4. Identifying; describing people, places and things; quantifying and listing; locating; 5. Grasping and understanding information given to describe	• All settings and contexts. At school (career day, classroom, playing field, school excursions) Career highlights Difference between French and English-speaking school socialization. <u>Examples</u> No prayers/ full assembly in French schools. Wearing of school uniforms: No school uniforms in French schools. School culture and Discipline.	<u>Understanding short conversations, exchanges and presentations</u> Je vais à l'école secondaire de… Mon école/collège s'appelle… Il/Elle se situe… J'étudie la chimie, la biologie, l'espagnol Mon directeur est sympathique et strict Le professeur est gentil et intelligent Les enfants portent un uniforme Nous avons le déjeuner à midi Les cours finissent à trois heures	*Students will:* • *listen to radio interviews, discussions and social media announcements. They can identify key points.* • *listen to Infomercial or social media podcasts. They can follow instructions given.* • *listen to a presentation in the form of a monologue or telephone conversation. They can identify key points.* • *listen to a dialogue between two young people about subjects studied at school, their preferences, and reasons for subjects they have chosen. They will then respond to questions based on the dialogue.* • *listen to a presentation in the form of a monologue or*

Theme: School and Career (B)					
Receptive Skill: Listening					
Skill Descriptors: Listening	**1. *Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme school and career, if delivered slowly and clearly.*** **2. *Can understand simple texts, phrases and expressions relating to the theme school and career, if delivered slowly and clearly.*** **3. *Can understand straightforward follow-up questions about school and career, if delivered slowly and clearly.*** **4. *Can follow simple presentations about school and career, if delivered slowly and clearly.***				
Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
Listening					
		school setting, personnel, occupations; 6. Deciphering/interpreting more detailed information given about school and career; 7. Understanding specific details relating to school subject choices; and, 8. Identifying; describing people, places and things; quantifying and listing; locating.	School curriculum and grade levels.	Je prends le bus / je ne marche jamais / parfois je… <u>Identifying the main points of simple conversations related to school and career</u> Il arrive toujours tôt Je prends le bus Parfois je vais en voiture tard, ce matin, aujourd'hui, hier la semaine dernière, la semaine prochaine l'année dernière, l'année prochaine <u>Understanding recordings and discussions related to School and Career</u> Qu'est-ce que c'est ?	*telephone conversation about future career plans or experiences at school and answer questions or true false activities based on the monologue/telephone conversation.*

Theme: School and Career (B)					
Receptive Skill: Listening					
Skill Descriptors: Listening	**1. *Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme school and career, if delivered slowly and clearly.*** **2. *Can understand simple texts, phrases and expressions relating to the theme school and career, if delivered slowly and clearly.*** **3. *Can understand straightforward follow-up questions about school and career, if delivered slowly and clearly.*** **4. *Can follow simple presentations about school and career, if delivered slowly and clearly.***				
Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
Listening					
				C'est… / ce sont… Est-ce que c'est… ? Êtes-vous mécanicien ? Être intéressé par… S'intéresser à… Avoir envie de… <u>Grasping the main points of a conversation based on career paths</u> Je veux devenir… Je voudrais étudier… J'aimerais être pilote Je n'aimerais pas être avocat Êtes-vous mécanicien ? <u>Understanding opinions about school and career</u> J'aime mon école J'aime les matières	

Theme: School and Career (B)					
Receptive Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme school and career, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme school and career, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about school and career, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about school and career, if delivered slowly and clearly.***				
Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
Listening					
				C'est facile / difficile Je préfère l'anglais parce que j'ai de bonnes notes Je suis fort(e) en… Je suis nul(le) en… Être intéressé par… S'intéresser à… Avoir envie de…	

Theme: Sports and Recreation (C)					
Receptive Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme Sports and Recreation, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme Sports and Recreation, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about Sports and Recreation, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about Sports and Recreation, if delivered slowly and clearly.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
Listening	1. *Listen to and comprehend brief and basic conversations* related to sports and recreation; 2. understand details of presentations and announcements relate*d* to sports and recreation; 3. understand conversation*s* in which the speakers extend, accept, or reject an invitation; 4. follow a series of instructions for familiar, everyday activities relate*d* to sports and leisure activities; *and*, 5. Recognise when speakers *express opinions* in a conversation relating to sports *and recreation.*	Notions related to the functions of: Giving, Seeking and Responding to Information. 1. identifying; Recognising; Selecting; describing places; quantifying and listing; locating. 2. identifying; Recognising; Selecting; describing; quantifying and listing; locating. 3. Inviting; Addressing persons; expressing gratitude; Apologising. 4. Expressing regret and disappointment.	All settings and contexts <u>Examples</u> Discussion about the *passion of Francophne countries for Football and other sports.* Famous sportspersons and teams. Dance, Music. Festivals. Discussion on famous singers – Aya Nakamura, Ninho, MC Solaar.	All vocabulary and content related to Sports and Recreation <u>Understanding conversations related to sports and recreation</u> regarder les séries flâner avec le(s) copain(s) peindre faire du vélo naviguer sur Internet faire des mots croisés jouer à des jeux vidéo aller au cinéma l'athlétisme, le badminton, le basketball, le baseball le cricket, le football, le golf la natation, les randonnées, le tennis, le volleyball jouer au football pratiquer le basket-ball	*Students will:* • *conduct research on a football match, favourite sports and teams from Francophone countries.* • *conduct research on famous sports personalities/artistes from Francophone countries.* • *listen to a conversation in which one friend updates the other about a sporting event he/she missed. Students will select the relevant details and complete a table with the information requested, in French.* • *watch a video posted on a social media platform (for example TikTok) in which someone relates the highlights of a recent event he/she*

Theme: Sports and Recreation (C)					
Receptive Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme Sports and Recreation, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme Sports and Recreation, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about Sports and Recreation, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about Sports and Recreation, if delivered slowly and clearly.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
		5. Expressing opinions and preferences approval and other sentiments.		jouer de la guitare / du piano <u>Understanding details of presentations and announcements related to sports and recreation</u> la durée des activités – pendant deux heures la fréquence des activités – chaque samedi, etc. à 8 heures, à midi, etc. Pour représenter mon équipe Je pratique le football pendant deux heures. Je joue pour représenter mon équipe.	*attended in Paris. They will then answer questions, in French based on the relevant details given in the post.* • *Students will listen to a radio announcement about an upcoming sporting event, then, will respond in French to questions pertaining to the type of event, date, venue, teams involved.* • *Teacher will present short dialogues in which speakers talk about activities which will be taking place in their town that weekend. After listening students will respond in French.* • *Students will listen to a number of short dialogues related to sports or recreation, in which different persons express functions involving inviting,*

Theme: Sports and Recreation (C)					
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Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				<u>Understanding conversations involving invitations</u> aller au cinéma, centre commercial etc. flâner avec les copains On va au cinéma ? Si on allait au parc ? Tu veux venir avec moi ? Tu veux jouer au football ? Oui, avec plaisir / Non, désolé <u>Following instructions for familiar activities</u> jouer, pratiquer, faire, aller jouer au football pratiquer le basket-ball jouer de la guitare / du piano Jouez au football. Faites du vélo	*expressing gratitude/regret disappointment etc. They will then be expected to indicate which dialogue corresponds to a specific function.* • *Students will watch a video posted on a social media platform (for example TikTok) in which someone relates the highlights of a recent event he/she attended in Paris. They will then answer questions, in French based on the relevant details given in the post.* • *Students will listen to a radio announcement about an upcoming sporting event, then, will respond in French to questions pertaining to the type of event, date, venue, teams involved.*

Theme: Sports and Recreation (C)					
Receptive Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme Sports and Recreation, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme Sports and Recreation, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about Sports and Recreation, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about Sports and Recreation, if delivered slowly and clearly.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				Pratiquez le tennis <u>Recognising opinions in conversations about sports and recreation</u> Avoir un intérêt dans… Je m'intéresse à la musique classique Ils s'intéressent à la danse Se passionner pour… Les jeunes se passionnent pour le net Être passionné Être fou pour…	• *Teacher will present short dialogues in which speakers talk about activities which will be taking place in their town that weekend. After listening students will respond in French.*

Theme: Daily Routine (D)					
Production and Interaction Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme Daily Routine, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme Daily Routine, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about Daily Routine, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about Daily Routine, if delivered slowly and clearly.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
Listening	1. Listen to and comprehend brief and basic conversations relating to everyday life; 2. understand details of presentations and announcements related to the daily routines of different personalities; 3. follow a series of instructions for familiar, everyday activities related to daily activities; and, 4. recognise when speakers express opinions in a conversation relating to daily activities.	Giving, Seeking and Responding to Information. 1. identifying; Recognising; Selecting; describing places quantifying and listing; locating. 2. identifying; Recognising; selecting; describing; quantifying and listing; locating. 3. identifying and interpreting directives. 4. Expressing agreement and disagreement; Expressing opinions and preferences approval and other sentiments.	All settings and contexts <u>Examples</u> Discuss the preparation of special meals	<u>Understanding brief and basic conversations relating to everyday life</u> du matin, de l'après-midi, du soir se réveiller, se lever, s'habiller se brosser les dents / cheveux se coucher prendre une douche / un bain quitter la maison aller au collège / à l'école manger, prendre le petit déjeuner, déjeuner, dîner faire du sport faire les devoirs étudier regarder la télévision lire un livre écouter de la musique aller au lit	*Students will listen to a recording of someone talking about what goes on at a summer camp and do the following:* - *complete a schedule where certain information is already given for example, fill in start and end times.* - *answer true/false statements based on the recording.* *Students will listen to a conversation between two persons about their daily activities and answer questions multiple choice or short answers. Look for information on time, activity done, who does activity.* *Students will listen to a famous personality recording his/her typical day and will complete a gapped passage providing specific details on daily routine identified.*

Theme: Daily Routine (D)					
Production and Interaction Skill: Listening					
Skill Descriptors: Listening	**1. *Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme Daily Routine, if delivered slowly and clearly.*** **2. *Can understand simple texts, phrases and expressions relating to the theme Daily Routine, if delivered slowly and clearly.*** **3. *Can understand straightforward follow-up questions about Daily Routine, if delivered slowly and clearly.*** **4. *Can follow simple presentations about Daily Routine, if delivered slowly and clearly.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				normalement, généralement parfois, souvent, toujours, jamais faire la lessive passer l'aspirateur faire la vaisselle sortir les poubelles préparer les repas ranger la chambre Mon frère se brosse les dents <u>Understanding details of presentations and announcements related to daily routines</u> tôt, tard, à l'heure à six heures, à dix-huit heures à cinq heures du matin Je me lève à six heures J'étudie à dix-huit heures Chaque samedi, nous allons à la plage	*Students will listen to a panel discussion on household chores and who is responsible for the activity. They will respond either orally or in writing to questions asked in French.* • *Be presented with a series of graphic stimuli and a recording in French for each. They should select the graphic stimulus which best portrays the routine activity described. For example, house chores, weekend activities, leisure activities.* • *Respond to questions (open- or close-ended) based on an excerpt of a radio interview, a monologue, a podcast, a talk show, a voice note, a voice message in which the speaker describes or expresses his/her opinion about his/her routine activities (daily, weekend,*

Theme: Daily Routine (D)					
Production and Interaction Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme Daily Routine, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme Daily Routine, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about Daily Routine, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about Daily Routine, if delivered slowly and clearly.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				Le dimanche, je rends visite à mes grands-parents Mes amis et moi allons au cinéma le week-end Je dois faire la lessive Nous devons préparer les repas Tu dois ranger ta chambre Demain, les cours commencent à… <u>Following a series of instructions for familiar daily activities</u> d'abord, ensuite, puis, après, enfin se lever, s'habiller, se brosser, manger, aller, faire faire la lessive faire la vaisselle sortir les poubelles ranger la chambre préparer les repas	*leisure, free time, holiday) in French.*

Theme: Daily Routine (D)					
Production and Interaction Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme Daily Routine, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme Daily Routine, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about Daily Routine, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about Daily Routine, if delivered slowly and clearly.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				Tu dois ranger ta chambre. Tu aides à la maison ? <u>Recognising opinions in conversations about daily activities</u> J'aime mieux faire la lessive que passer l'aspirateur Je n'aime pas faire la vaisselle Je n'aime pas sortir les poubelles Je dois faire la lessive	

Theme: Shopping (E)					
Production and Interaction Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme Shopping, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme Shopping, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about Shopping, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about Shopping, if delivered slowly and clearly.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
Listening	1. listen and comprehend simple conversation or a discussion about shopping preferences; 2. interpret the most important information in short radio announcements related to shopping concerning goods and services of interest; 3. comprehend straightforward announcements about a sale or promotion.; and, 4. understand short simple social exchanges about a complaint or a request for redress.	1. Expressing wants/wishes/desires; Expressing gratitude; making requests; identifying; describing; listing; questioning/inquiring Giving, Seeking and Responding to Information. 2. Identifying; recognising; selecting; describing places and things; quantifying and listing; locating; questioning and inquiring.	All settings and contexts related to the theme of Shopping. <u>Examples</u> The study of traditional French cuisine in a francophone country. French wines (Beaujolais, Chablis, Champagne) and cheeses (Brie, Gruyère, Roquefort). Outdoor cafés. Brands and Fashion: Paris as fashion capital of the world; French wear Units of measure: feet vs. metres etc. (item/clothing/shoe size) Currency.	<u>Understanding simple conversations or discussions about shopping preferences</u> Bonjour, je peux vous aider ? Oui, je cherche… Autre chose ? Merci, au revoir désirer, chercher, vouloir, attendre, avoir besoin Je voudrais… J'ai besoin de… Quelle marque préférez-vous? Pour moi, les chaussures sont plus chères que les sacs Les vêtements sont les moins chers *C'est trop petit* *Il est trop grand* *Ce n'est pas mon style* *La viande est salée* *Il est flou*	• *Students will listen to a recording and respond to questions concerning prices/sizes/amount for various items which can be purchased at different types of shop.* • *Students can visit a French store or restaurant (or pretend) where they must respond to questions being asked by the salesperson or waitress.* • *Students can listen to a conversation between two friends about their visit to the opening of a new shopping mall /complex. Students are asked questions about the friend's experience.* • *Role*play about receiving a telephone call to go the shopping mall/ café/ bar.

Theme: Shopping (E)					
Production and Interaction Skill: Listening					
Skill Descriptors: Listening	**1. *Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme Shopping, if delivered slowly and clearly.*** **2. *Can understand simple texts, phrases and expressions relating to the theme Shopping, if delivered slowly and clearly.*** **3. *Can understand straightforward follow-up questions about Shopping, if delivered slowly and clearly.*** **4. *Can follow simple presentations about Shopping, if delivered slowly and clearly.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
			Exchange Rates. Comparing punctuation rules re. figures $2,560.00 = $2.560,00	*Interpreting the most important information in short radio announcements related to shopping* *500 grammes de…* *Un pot de…* *Une bouteille de…* *Une douzaine de…* *Deux kilos de…* *Combien ?* *De un à un million* *Au premier étage* *À côté du magasin de chaussures* *En face du supermarché* *Qu'est-ce que c'est ?* *Il y a…* *Combien ça coûte ?* *C'est combien ?* *Ça coûte ___ euros/dollars* *C'est cher / bon marché*	

Theme: Shopping (E)					
Production and Interaction Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme Shopping, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme Shopping, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about Shopping, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about Shopping, if delivered slowly and clearly.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				Understanding announcements about a sale or promotion *En solde* *Promotion spéciale* *Réduction de 20 %* *Soldes aujourd'hui* *Beaucoup, trop, assez, rien* *Les vêtements sont les moins chers* *plus/Moins chers que…* *meilleur que* *Attention, promotion au rez-de-chaussée !* *Offre spéciale aujourd'hui* *Disponible en magasin maintenant* *Understanding short simple social exchanges about a complaint or a request for redress* *C'est trop petit* *Il est trop grand*	

Theme: Shopping (E)					
Production and Interaction Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme Shopping, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme Shopping, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about Shopping, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about Shopping, if delivered slowly and clearly.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				Ce n'est pas mon style *La viande est salée* *Pouvez-vous me donner…?* *Donnez-moi…* *Puis-je essayer…?* *Je voudrais un remboursement* *Je veux un échange* *Ce produit est défectueux* *Ça ne marche pas* *Pouvez-vous me rembourser?* *Je voudrais un sachet de sucre* *Un kilo de mangues, s'il vous plaît*	

Theme: Travel (F)					
Production and Interaction Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme Travel, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme Travel, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about Travel, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about Travel, if delivered slowly and clearly.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	***Content***	***Suggested Activities***
Listening	1. understand simple announcements relating to how to get from one place to another, using various means of transport; 2. understand a short story/monologue relating to travel plans; 3. understand simple information given in a guided tour; 4. understand simple announcements relating to travel schedules and delays; 5. extract important information on weather forecasts; and, 6. extract specific details from an account on accidents, fires, robberies, thefts and lost items. 7. understand simple information given in a guided tour;	Responding to Information 1. Identifying; describing; quantifying and listing; directing; locating. 2. Time sequencing; expressing preference; all connectives Describing, weather, time, season. 3. Describing weather. Expressing Emotions, Attitudes and Other Responses 4. Expressing approval, happiness, liking, satisfaction. 5. Disapproval, dislike, dissatisfaction.	All settings and topics related to the theme of travel, such as information centres, public places, transportation, telephone conversations. Transportation. Places of interest. Accommodation. Discussion on Countries and Nationalities.	<u>Understanding simple announcements relating to how to get from one place to another</u> Où es-tu ? Comment arrives-tu / comment voyages-tu ? Pour aller au centre commercial ? Où est-elle située ? Tournez à droite Tournez à gauche Continuez tout droit C'est près / pas loin Louer une voiture Le bus part à onze heures du matin pour Paris <u>Understanding a short story/monologue relating to travel plans</u> Réserver un vol pour…	• Teacher will play short selections about the modes of transportation used by different people for various activities. Students will respond orally to questions based on these selections. • Students will listen to information about issues related to travel. They will note important information and act on it. • Students will listen to information about issues related to travel. They will note important information and act on it.

Theme: Travel (F)					
Production and Interaction Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme Travel, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme Travel, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about Travel, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about Travel, if delivered slowly and clearly.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	***Content***	***Suggested Activities***
	8. understand simple announcements relating to travel schedules and delays; 9. extract important information on weather forecasts; and, 10. extract specific details from an account on accidents, fires, robberies, thefts and lost items.	6. Expressing surprise, hope, worry, fear, insisting; expressing want, wish, desire. 7. Time sequencing; expressing preference; all connectives Describing, weather, time, season. 8. Describing weather. Expressing Emotions, Attitudes and Other Responses 9. Expressing approval, happiness, liking, satisfaction. 10. Disapproval, dislike, dissatisfaction. 11. Expressing surprise, hope, worry, fear, insisting;		Puis-je acheter un billet aller-retour ? Est-il possible d'acheter un billet de retour ? Louer une voiture Faire une réservation d'hôtel Réserver une table au restaurant Le prix comprend… Demande d'une chambre… Le passeport Le billet (simple / aller-retour) <u>Understanding simple information given in a guided tour</u> Où est-elle située ? C'est près… Tournez à gauche / droite / continuez tout droit	

Theme: Travel (F)					
Production and Interaction Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme Travel, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme Travel, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about Travel, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about Travel, if delivered slowly and clearly.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	***Content***	***Suggested Activities***
		expressing want, wish, desire.		S'il vous plaît soyez ponctuel Ne laissez votre passeport à personne Interdiction de fumer À votre gauche, sur la gauchevous voyez… <u>Understanding simple announcements relating to travel schedules and delays</u> Bureau d'enregistrement Immigration Portes Douane À bord de l'avion Arrivée / départ L'agence de voyage ouvre à 9h L'agence de voyage est ouverte à partir de neuf heures Le bus part à onze heures du matin pour Paris	

Theme: Travel (F)					
Production and Interaction Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme Travel, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme Travel, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about Travel, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about Travel, if delivered slowly and clearly.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				Si vous achetez votre billet en octobre, c'est moins cher <u>Extracting important information on weather forecasts</u> Il fait beau / mauvais Il pleut / il neige Il y a du vent La température est de… degrés Demain, il fera… Prévisions météo Le temps sera ensoleillé / nuageux <u>Extracting details from accounts on accidents, thefts, and lost items</u> Bureau des objets trouvés L'ascenseur ne fonctionne pas	

Theme: Travel (F)					
Production and Interaction Skill: Listening					
Skill Descriptors: Listening	**1.** ***Can extract essential information from a variety of short, simple audiovisual and recorded material on the theme Travel, if delivered slowly and clearly.*** **2.** ***Can understand simple texts, phrases and expressions relating to the theme Travel, if delivered slowly and clearly.*** **3.** ***Can understand straightforward follow-up questions about Travel, if delivered slowly and clearly.*** **4.** ***Can follow simple presentations about Travel, if delivered slowly and clearly.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				Voiture en panne Pneu crevé J'ai perdu mon passeport On m'a volé mon sac Il y a un accident Le vol est retardé Le train est annulé Appelez la police / les pompiers	

Module 2: Reading

Theme: Home and Family (A)					
Receptive Skill: Reading					
Skill Descriptors: Reading	**1. *Can understand descriptions or presentations relating to the theme home and family.*** **2. *Can identify specific information in short, simple correspondence as well as print or digital material on the theme home and family.*** **3. *Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of home and family.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	***Content***	***Suggested Activities***
Reading	1. *demonstrate a general understanding* of what people *write* about themselves *and others;* 2. *read and comprehend* short narratives and descriptions of someone's life, personality or physical traits; 3. *read and comprehend* simple invitations *which* provide basic details about an event/activity/celebration; 4. identify the main ideas *in documents about* home, family, and pets; 5. *read and* understand *formal and informal written communications* in which the author talks about his/her home	*Establishing and Maintaining Social Relationships:* 1. Introducing self and others; 2. *Identifying; Describing persons; Narrating;* 3. Inviting; *Giving, Seeking and Responding to Information;* 4. Identifying; Describing; Narrating; Quantifying and listing; Locating; 5. Exchanging greetings and bidding farewell; addressing persons, thanking, expressing gratitude; 6. Deduction, induction;	All settings and topics related to the theme. *Demonstrate an appreciation of cultural norms that accompany greetings and farewells.* Listen to songs by French artistes to appreciate the mood, rhythms, technique, and dance sequences.?? The French family and family celebrations.	<u>Understanding what people write about themselves and others</u> Dans ma maison… Ma famille est composée de… J'ai un frère / une sœur Nous habitons… le chien, le chat, les animaux de compagnie J'ai un chien Mon chat est… La maison a été vendue Il a cassé la fenêtre Ils ont volé l'ordinateur portable Il a décidé de regarder la télévision Être triste Être heureux Être enthousiaste Être en colère	• *Students will complete a biographical data form/table based on texts read in a personal ad or post.* • *Identify a person/place in a group/setting from the physical written description given in magazine reports or guide entries, a short simple letter, e-mail, postcard, or text.* • *Give a brief oral report on information read from any source.* • *Having read an invitation, demonstrate a general understanding by identifying the venue, time, event, and the host/hostess.*

Theme: Home and Family (A)					
Receptive Skill: Reading					
Skill Descriptors: Reading	**1. *Can understand descriptions or presentations relating to the theme home and family.*** **2. *Can identify specific information in short, simple correspondence as well as print or digital material on the theme home and family.*** **3. *Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of home and family.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	***Content***	***Suggested Activities***
	or family, people, places, everyday life and culture; 6. deduce the meaning and function of *idiomatic* expressions *based on the context in which they are used* in *any* written text; *and,* 7. use recognition of *familiar* words to deduce the meaning of unfamiliar *ones* used in short expressions relating to home and family.	*Giving, Seeking and Responding to Information;* Identifying; Describing persons; Narrating; Quantifying and Listing; Locating; *Expressing Opinions.* Expressing opinions; Expressing preference; Expressing agreement; and, disagreement; *Expressing Emotions, Attitudes and Other Responses;* Expressing opinions; Expressing preference.		<u>Understanding short narratives and descriptions</u> grand, petit, mince, gros gentil, intelligent, drôle, strict Il est…, elle est… La maison a été vendue Il a cassé… Ils ont volé… Je voudrais… Inviter à… S'il vous plaît Permettez-moi… Demander la permission de… Pouvoir, permettre, laisser en plus de aussi mais sinon d'autre part <u>Understanding simple invitations</u> Tu es invité(e) à…	• *Teacher presents a number of short advertisements in French about different scheduled sporting activities which will be held shortly. After reading the advertisements, students will respond in French to questions based on the advertisements.*

Theme: Home and Family (A)					
Receptive Skill: Reading					
Skill Descriptors: Reading	**1.** ***Can understand descriptions or presentations relating to the theme home and family.*** **2.** ***Can identify specific information in short, simple correspondence as well as print or digital material on the theme home and family.*** **3.** ***Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of home and family.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				Viens à… La fête commence à… Date / heure / lieu… <u>Identifying the main ideas in documents about home, family, and pets</u> Il y a trois chambres… Une douzaine de tasses Combien Beaucoup / assez / trop / suffisant Aucun / rien Avez-vous un jardin ? Je n'en ai pas À côté de En haut / en bas À droite / à gauche <u>Understanding formal and informal written communication</u> Je pense que Je crois que À mon avis	

Theme: Home and Family (A)					
Receptive Skill: Reading					
Skill Descriptors: Reading	**1.** ***Can understand descriptions or presentations relating to the theme home and family.*** **2.** ***Can identify specific information in short, simple correspondence as well as print or digital material on the theme home and family.*** **3.** ***Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of home and family.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				Il me semble que Oui / non D'accord Pas question Jamais Accepter / être d'accord Avoir raison / se tromper mais au contraire sinon plus <u>Deducing meaning and function of idiomatic expressions</u> Pas question ! Avoir raison Se tromper Il me semble que <u>Deducing meaning of unfamiliar words</u> beaucoup, assez, trop aussi, plus, mais avoir, être, vouloir	

Theme: School and Career (B)					
Receptive Skill: Reading					
Skill Descriptors: Reading	**1.** ***Can understand descriptions or presentations relating to the theme school and career*** **2.** ***Can identify specific information in short, simple correspondence as well as print or digital material on the theme school and career.*** **3.** ***Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of school and career***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	***Content***	***Suggested Activities***
Reading	1. identify the main *idea(s)* in *a variety of texts relating to* school and career; 2. *read and* understand *formal and informal written communications about school and career;* 3. *read and* understand *posted information;* 4. *deduce the meaning and function of idiomatic* expressions *based on the context in which they are used* in written text *relating to school and career; and,* 5. use recognition of *familiar* words to deduce the meaning of unfamiliar *ones* used in short expressions relating to *school and career.*	Notions related to the functions of: Identifying; Describing; Quantifying and listing; Locating; (1 and 2). Identifying and interpreting directives.	All settings and contexts. At school (career day, classroom, playing field, school excursions). Study of school life in a Francophone country. Examples: Wearing of school uniforms. School culture and discipline. School curriculum.	<u>Identify the main idea(s) in a variety of texts relating to school and career</u> J'étudie la chimie, la biologie, les langues Mon directeur est strict mais agréable Le professeur est gentil et intelligent J'aime mon école J'aime les professeurs Nous déjeunons à midi Les cours se terminent à trois heures J'arrive toujours tôt / en retard Je prends le bus / je ne vais jamais en bus / parfois je vais en voiture <u>Understanding formal and informal written communications about school and career</u> J'aime mon école J'aime les professeurs	• *Students will read documents such as a school prospectus or handbook relating to school subject choices; and, subjects studied and chosen career paths.* • *Identify everyday signs, notices and timetables or schedules – (with instructions).* • *Read short job* advertisements and answer true/false questions on the passage**.** • *Students will identify information contained in labels about the location of school amenities or facilities on the school compound.*

Theme: School and Career (B)					
Receptive Skill: Reading					
Skill Descriptors: Reading	**1.** ***Can understand descriptions or presentations relating to the theme school and career*** **2.** ***Can identify specific information in short, simple correspondence as well as print or digital material on the theme school and career.*** **3.** ***Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of school and career***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				Je préfère l'anglais parce que j'ai de bonnes notes J'aime les sciences mais je préfère les langues Mon ami aime l'école mais moi je n'aime pas J'aimerais être pilote Je ne voudrais pas être avocat Bonne chance <u>Understanding posted information</u> Ce matin, aujourd'hui, hier, hier soir La semaine prochaine, la semaine dernière L'année prochaine, l'année dernière Il y a deux ans Dans deux jours Nous déjeunons à midi Les cours se terminent à trois heures	

Theme: School and Career (B)					
Receptive Skill: Reading					
Skill Descriptors: Reading	**1.** ***Can understand descriptions or presentations relating to the theme school and career*** **2.** ***Can identify specific information in short, simple correspondence as well as print or digital material on the theme school and career.*** **3.** ***Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of school and career***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				Les cours commencent à 8h Examen demain à 10h Salle 3 – cours de maths Réunion des parents <u>Deducing the meaning and function of idiomatic expressions</u> Bonne chance (contextual encouragement) Je suis en retard / tôt (functional expression of time) avoir de bonnes notes réussir à un examen être en avance / en retard rater un cours <u>Deducing meaning of unfamiliar words</u> école, professeur, directeur, cours étudier, déjeuner, arriver, prendre	

Theme: Sports and Recreation (C)					
Receptive Skill: Reading					
Skill Descriptors: Reading	**1.** ***Can understand descriptions or presentations relating to the theme sports and recreation.*** **2.** ***Can identify specific information in short, simple correspondence as well as print or digital material on the theme sports and recreation.*** **3.** ***Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of sports and recreation.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
Reading	1. *read and* understand short, written exchanges between several persons in various media *related to* sports and recreation; 2. identify the main *idea(s)* printed in *various media ~~related~~ to sports and recreation;* 3. *read and* understand *simple texts* related to an event or activity; 4. *use knowledge of familiar words to deduce the meaning of unfamiliar ones used in short expressions relating to sports and recreation; and,* 5. *read and understand a schedule of activities as it relates to sports and recreation.*	Notions related to the functions of: Giving, Seeking and Responding to Information 1. Describing; Identifying; Recognising; quantifying and listing; locating. 2. Identifying; Recognising; quantifying and listing; locating. Identifying; Describing persons; Narrating; Quantifying and listing; Locating. Expressing emotions, attitudes and other responses. Expressing Opinions; and, Extending, accepting and rejecting invitations Expressing agreement and disagreement; Expressing approval, happiness, liking, satisfaction, disapproval,	Research on a football match, favourite sports and teams ..: Paris St Germain etc. Research on famous sports personalities/artistes from Francophone countries. Examples Discussion about passion for football and footballers: Mbappé, Pogba , other famous sportsmen and women, teams. Discussion on famous singers. Dance, Music. Festivals.	<u>Understanding short written exchanges between several persons (dialogues, messages)</u> Tu voudrais sortir avec moi ? Tu viens avec moi pour… ? Tu m'accompagnes jusqu'à… ? Pourquoi n'allons-nous pas pour… ? Je t'invite à… Oui, ce serait un plaisir, parce que… Non… Bien sûr que oui Quel dommage ! Je suis désolé Félicitations ! Je vous félicite ! <u>Identifying the main idea(s) printed in various media related to sports and recreation</u>	• *Students read short statements about types of sports and recreational activities specific persons plan to be engaged in during a visit to a French speaking country. Students will then respond in French to questions about the various activities.* • *Students will read a blog posted on social media / or (an email) which expresses the opinions of one of their peers about a recent sporting event. They will then respond in writing to questions based on the blog.* • *Teacher presents a number of short advertisements about a number of scheduled sporting activities which will be held shortly. After reading the advertisements, students will respond in French to* questions based on the advertisements.

Theme: Sports and Recreation (C)					
Receptive Skill: Reading					
Skill Descriptors: Reading	**1.** ***Can understand descriptions or presentations relating to the theme sports and recreation.*** **2.** ***Can identify specific information in short, simple correspondence as well as print or digital material on the theme sports and recreation.*** **3.** ***Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of sports and recreation.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
		dislike, dissatisfaction; Expressing preference; Expressing interest and lack of interest. 1. Describing; Deducing, Identifying; Narrating; Quantifying and listing; Locating. Describing; Identifying; Narrating; Scheduling.		Le match est intéressant L'événement est amusant / important Il y a beaucoup de participants Il veut courir Nous devons gagner Il est nécessaire de s'inscrire Je suis intéressé par la musique zouk Ils sont intéressés par la danse du zouk Les jeunes sont passionnés par l'internet <u>Understanding simple texts related to an event or activity</u> Match de football – Samedi à 16h On joue demain à 15h Inscription ouverte maintenant	

Theme: Sports and Recreation (C)					
Receptive Skill: Reading					
Skill Descriptors: Reading	**1.** ***Can understand descriptions or presentations relating to the theme sports and recreation.*** **2.** ***Can identify specific information in short, simple correspondence as well as print or digital material on the theme sports and recreation.*** **3.** ***Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of sports and recreation.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				Je t'invite à… Félicitations ! Il est nécessaire de s'inscrire Je préfère aller au cinéma Je préfère lire le soir <u>Deducing meaning of unfamiliar words</u> Je suis intéressé par… Ils sont intéressés par… être passionné de / fou de… *For example,* Use known words (intéressé, passionné, etc.) to infer meaning of unfamiliar vocabulary <u>Understanding a schedule of activities</u> à… heures le matin / l'après-midi / le soir aujourd'hui / demain tous les jours	

Theme: Sports and Recreation (C)					
Receptive Skill: Reading					
Skill Descriptors: Reading	**1.** ***Can understand descriptions or presentations relating to the theme sports and recreation.*** **2.** ***Can identify specific information in short, simple correspondence as well as print or digital material on the theme sports and recreation.*** **3.** ***Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of sports and recreation.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				le lundi, le mardi… le week-end le match l'entraînement la compétition la randonnée la natation d'abord, ensuite, puis, enfin après, avant inscription pause retour remise des prix Le match commence à… L'activité a lieu à… Le cours finit à… Nous avons… à… Il y a… à… Le match commence à 16h. L'entraînement est à 15h aujourd'hui.	

Theme: Sports and Recreation (C)					
Receptive Skill: Reading					
Skill Descriptors: Reading	**1.** ***Can understand descriptions or presentations relating to the theme sports and recreation.*** **2.** ***Can identify specific information in short, simple correspondence as well as print or digital material on the theme sports and recreation.*** **3.** ***Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of sports and recreation.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				La compétition a lieu samedi. Le club est fermé dimanche.	

Theme: Daily Routine (D)					
Production and Interaction Skill: Reading					
Skill Descriptors: Reading	***1. Can understand short texts related to the topic of daily routine.*** ***2. Can deduce the meaning of unfamiliar words in short texts, to understand matters related to daily routine*** ***3. Can use known words to deduce the meaning of unfamiliar words used in routine contexts***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
Reading	1. *read and* understand short, written exchanges between several persons in various media *related to* daily activities; 2. identify the main *idea(s) ~~related to daily activities~~* which are printed in *various media;* 3. understand a schedule outlining the sequence of times for the completion of tasks to be done;	Notions relating to the function of: 1. Giving, Seeking and Responding to Information; 2. Describing; Identifying; Recognising; quantifying and listing; locating. 3. Identifying; Describing persons; Narrating; Quantifying and listing; Locating;	All settings and contexts. <u>Examples:</u> Discuss the preparation of special meals Playing soccer Family dinner Dinner away from home	<u>Understanding short written exchanges between several persons</u> se réveiller, s'habiller, prendre une douche prendre le petit déjeuner, aller au travail manger, faire du sport faire les devoirs, étudier, regarder la télévision lire, écouter de la musique, aller au lit / se coucher	• *Students will read the social media (blog) posts of various personalities outlining their daily activites. They will complete a table matching the activities to each personality.* • *Students will be presented with a series of graphic stimuli and a recording in French for each. They should select the graphic stimulus which best portrays the routine activity described. (For example, house chores,*

Theme: Daily Routine (D)					
Production and Interaction Skill: Reading					
Skill Descriptors: Reading	***1. Can understand short texts related to the topic of daily routine.*** ***2. Can deduce the meaning of unfamiliar words in short texts, to understand matters related to daily routine*** ***3. Can use known words to deduce the meaning of unfamiliar words used in routine contexts***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
	4. *read and understand simple texts related to a daily activity;* 5. *use knowledge of familiar words to deduce the meaning of unfamiliar ones used in short expressions relating to daily routine; and,* 6. *read and understand a schedule of activities as it relates to daily activities.*	4. Identifying; Describing persons; Narrating; Quantifying and listing; Locating; 5. Identifying; Describing Narrating; Quantifying and listing; Locating*; and,* 6. Describing; Deducing, inducing; Identifying; Narrating; Quantifying and listing; Locating.		normalement, généralement, parfois, souvent, toujours, jamais du matin, de l'après-midi, du soir <u>Identifying the main idea(s) related to daily activities in various media</u> se réveiller, s'habiller, prendre une douche aller au travail, manger regarder la télévision, se coucher toujours, souvent, parfois, jamais <u>Understanding a schedule outlining the sequence of tasks/daily activities</u> du matin, de l'après-midi, du soir	*weekend activities, leisure activities).* • *Student will select important details from a short recording or voicemail message in French to complete a table (also in French) about someone's holiday schedule / television programme schedule (For example, filling in times and days that certain programmes are watched by a family), preferred days to engage in certain activities.* • *Students will read a short newspaper clipping or a poster in French in which a routine for places or event such as a summer camp, overseas tour, and carnival band indicates the days and times at which certain activities will take place. They will then respond to a series of closed-ended items based on the text.*

Theme: Daily Routine (D)					
Production and Interaction Skill: Reading					
Skill Descriptors: Reading	***1. Can understand short texts related to the topic of daily routine.*** ***2. Can deduce the meaning of unfamiliar words in short texts, to understand matters related to daily routine*** ***3. Can use known words to deduce the meaning of unfamiliar words used in routine contexts***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				Ma routine journalière 6h – je me lève 7h – je prends le petit déjeuner 8h – je vais à l'école 15h – je rentre à la maison 18h – je fais mes devoirs d'abord, ensuite, puis, après, enfin <u>Understanding simple texts related to a daily activity</u> se réveiller, s'habiller, prendre une douche aller au travail, manger faire les devoirs, étudier regarder la télévision, lire, écouter de la musique normalement, souvent, parfois, jamais <u>Deducing meaning of unfamiliar words</u>	• *Students will read the results of a short survey in French indicating what things such as television programmes, sports, foods, travel destinations, hobbies, music, films, novels, modes of transport, house chores, are preferred in their neighbourhood, country or region. They will determine whether the various statements written in French about the survey results are true or false.*

Theme: Daily Routine (D)					
Production and Interaction Skill: Reading					
Skill Descriptors: Reading	***1. Can understand short texts related to the topic of daily routine.*** ***2. Can deduce the meaning of unfamiliar words in short texts, to understand matters related to daily routine*** ***3. Can use known words to deduce the meaning of unfamiliar words used in routine contexts***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				se réveiller, se coucher, manger, travailler Reflexive verbs (se + verb) Routine verbs used repeatedly	

Theme: Shopping (E)					
Production and Interaction Skill: Reading					
Skill Descriptors: Reading	***1. Can understand descriptions or presentations related to the theme of shopping in predictable everyday situations.*** ***2. Can identify specific information in short, simple correspondence as well as print or digital material on the theme shopping.*** ***3. Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of shopping.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
Reading	1. understand the outline of simple information given in a shopping context such as a sales advertisement in a magazine; 2. grasp the main point(s) in short clear and simple messages, notices and signs relating to shopping; 3. understand short, simple correspondence such as emails and letters about online	1. Identifying; Describing; Quantifying and listing; Locating; Questioning and Inquiring. 2. Identifying; listing. 3. Identifying; Describing; Quantifying and listing; expressing likes and dislikes. 4. Expressing preferences.	Examples Different types of specialized shops Currency Exchange Rates Comparing punctuation rules re. figures *$2,560.00 = $2.560,00* Going to the "cafe	<u>Understand the outline of simple information given in a shopping context</u> promotion, soldes, réduction le coton, le cuir, le plastique petit, moyen, grand taille 38, 40 solide, durable, fragile C'est très petit Il est très grand Il est durable / fragile	*Students will:* • *read a newspaper advertisement about a sale in a store and respond to questions on the advertisement.* • *read an email from a dissatisfied customer and answer true / false questions on it.*

Theme: Shopping (E)					
Production and Interaction Skill: Reading					
Skill Descriptors: Reading	***1. Can understand descriptions or presentations related to the theme of shopping in predictable everyday situations.*** ***2. Can identify specific information in short, simple correspondence as well as print or digital material on the theme shopping.*** ***3. Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of shopping.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
	purchases or a shopping experience; *and,* 4. understand the essential information in short, simple description of goods in brochures and websites.	5. Identifying quantifying and listing.		La robe est moins chère Les chaussures sont plus chères que les sacs beaucoup, assez, trop <u>Grasping the main points in short messages, notices, and signs related to shopping</u> Au premier étage À côté du magasin de chaussures En face de la boulangerie Où est… ? Avez-vous… ? Est-ce disponible ? Qu'est-ce que c'est ? Il y a… Offre spéciale Prix réduit Promotion valable aujourd'hui Jusqu'à 50 % de reduction	

Theme: Shopping (E)					
Production and Interaction Skill: Reading					
Skill Descriptors: Reading	***1. Can understand descriptions or presentations related to the theme of shopping in predictable everyday situations.*** ***2. Can identify specific information in short, simple correspondence as well as print or digital material on the theme shopping.*** ***3. Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of shopping.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				Ouvert / Fermé Caisse Rayon vêtements Soldes aujourd'hui Réduction sur tous les articles <u>Understanding short, simple correspondence (emails/letters) about purchases or experiences</u> Est-ce que je peux avoir… ? Donnez-moi…, s'il vous plaît Je voudrais… Je prends… J'ai besoin de… Quelle taille prenez-vous ? Quelle marque préférez-vous ? De quel numéro avez-vous besoin ? Merci, merci beaucoup De rien S'il vous plaît	

Theme: Shopping (E)					
Production and Interaction Skill: Reading					
Skill Descriptors: Reading	***1. Can understand descriptions or presentations related to the theme of shopping in predictable everyday situations.*** ***2. Can identify specific information in short, simple correspondence as well as print or digital material on the theme shopping.*** ***3. Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of shopping.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				<u>Understanding essential information in simple descriptions of goods</u> le coton, le cuir, le plastique solide, durable, fragile C'est très petit Il est très grand Il est décoloré / vide Deux kilos de… Un litre de… Une bouteille de… Une douzaine de… Les chaussures sont plus chères La robe est moins chère *Understand the outline of simple information given in a shopping context* *promotion, soldes, réduction* *le coton, le cuir, le plastique* *petit, moyen, grand* *taille 38, 40* *solide, durable, fragile*	

Theme: Shopping (E)					
Production and Interaction Skill: Reading					
Skill Descriptors: Reading	***1. Can understand descriptions or presentations related to the theme of shopping in predictable everyday situations.*** ***2. Can identify specific information in short, simple correspondence as well as print or digital material on the theme shopping.*** ***3. Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of shopping.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				C'est très petit *Il est très grand* *Il est durable / fragile* *La robe est moins chère* *Les chaussures sont plus chères que les sacs* *beaucoup, assez, trop* *Grasping the main points in short messages, notices, and signs related to shopping* *Au premier étage* *À côté du magasin de chaussures* *En face de la boulangerie* *Où est… ?* *Avez-vous… ?* *Est-ce disponible ?* *Qu'est-ce que c'est ?* *Il y a…* *Offre spéciale* *Prix réduit*	

Theme: Shopping (E)					
Production and Interaction Skill: Reading					
Skill Descriptors: Reading	***1. Can understand descriptions or presentations related to the theme of shopping in predictable everyday situations.*** ***2. Can identify specific information in short, simple correspondence as well as print or digital material on the theme shopping.*** ***3. Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of shopping.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				Promotion valable aujourd'hui *Jusqu'à 50 % de reduction* *Ouvert / Fermé* *Caisse* *Rayon vêtements* *Soldes aujourd'hui* *Réduction sur tous les articles* *Understanding short, simple correspondence (emails/letters) about purchases or experiences* *Est-ce que je peux avoir… ?* *Donnez-moi…, s'il vous plaît* *Je voudrais…* *Je prends…* *J'ai besoin de…* *Quelle taille prenez-vous ?* *Quelle marque préférez-vous ?* *De quel numéro avez-vous besoin ?* *Merci, merci beaucoup*	

Theme: Shopping (E)					
Production and Interaction Skill: Reading					
Skill Descriptors: Reading	***1. Can understand descriptions or presentations related to the theme of shopping in predictable everyday situations.*** ***2. Can identify specific information in short, simple correspondence as well as print or digital material on the theme shopping.*** ***3. Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of shopping.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				De rien *S'il vous plaît* *Understanding essential information in simple descriptions of goods* *le coton, le cuir, le plastique* *solide, durable, fragile* *C'est très petit* *Il est très grand* *Il est décoloré / vide* *Deux kilos de…* *Un litre de…* *Une bouteille de…* *Une douzaine de…* *Les chaussures sont plus chères* *La robe est moins chère*	

Theme: Travel (F)					
Production and Interaction Skill: Reading					
Skill Descriptors: Reading	***1. Can understand descriptions or presentations related to the theme of travel in predictable everyday situations.*** ***2. Can identify specific information in short, simple correspondence as well as print or digital material on the theme Travel.*** ***3. Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of travel.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
Reading	1. understand short simple correspondence relating to travel and local geography; 2. find specific information in practical, concrete, everyday texts (such as travel guidebooks) written in simple language; 3. understand everyday signs and notices in public places; 4. understand the main ideas given in illustrated documents about principal attractions of a city/area; and, 5. extract specific details from an account on accidents and incidents.	1. Giving, Seeking and Responding to Information. 2. Identifying; describing; quantifying and listing; directing; locating. 3. narrating; time sequencing; expressing preference; expressing emotion; all connectives. Deducing, inducing.	All settings and topics related to the theme of travel, such as information centres, public places, transportation, telephone conversations. Transportation Places of interest Accommodation. Discussion on Countries and Nationalities. Examples USA = West Indies Research information on Cathedrals, Museums, Squares	<u>Understanding short simple correspondence relating to travel and local geography</u> Réserver un vol pour… Puis-je acheter un billet aller-retour ? Est-il possible d'acheter un billet de retour ? Louer une voiture Faire des réservations d'hôtel Réserver dans un restaurant Demande d'une chambre donnant sur le jardin Le prix comprend la taxe, le petit déjeuner ? Faire des réclamations et des demandes spéciales <u>Finding specific information in practical, everyday texts (e.g., travel guides)</u> plan, carte, attraction, site touristique entrée, sortie, visite guidée	*Students will* • *read information about issues related to travel. They will note important information and act on it.* • *read short travel ads with different testing activities. Eg. Complete a table with specific information.* *True/false exercises* • *Read an email message sent to a hote/travel agency outlining dissatisfaction with their service. They will then answer true/false questions on the email.*

Theme: Travel (F)					
Production and Interaction Skill: Reading					
Skill Descriptors: Reading	*1. Can understand descriptions or presentations related to the theme of travel in predictable everyday situations.* *2. Can identify specific information in short, simple correspondence as well as print or digital material on the theme Travel.* *3. Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of travel.*				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				Ce monument est célèbre pour… Il y a un musée / un parc / une plage Vous pouvez visiter… À votre gauche, vous voyez… Le passeport, billet (simple / aller-retour) L'agence de voyage ouvre à 9h Le bus part à onze heures du matin pour Bogota Si vous achetez votre billet en octobre, c'est moins cher Où est-elle située ? C'est près / pas loin Le train part à… Arrivée à… Départ à… Horaires des vols <u>Understanding everyday signs and notices in public places</u> Interdiction de fumer	

Theme: Travel (F)					
Production and Interaction Skill: Reading					
Skill Descriptors: Reading	***1. Can understand descriptions or presentations related to the theme of travel in predictable everyday situations.*** ***2. Can identify specific information in short, simple correspondence as well as print or digital material on the theme Travel.*** ***3. Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of travel.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				Manger dans le taxi est interdit Ne laissez votre passeport à personne Soyez ponctuel Bureau d'enregistrement Immigration Portes Douane Bureau des objets trouvés <u>Understanding main ideas in illustrated documents about attractions</u> Tournez à droite Tournez à gauche Continuez tout droit C'est près / pas loin les Caraïbes, les États-Unis, la France, le Canada <u>Extracting specific details from accounts on accidents and incidents</u>	

Theme: Travel (F)					
Production and Interaction Skill: Reading					
Skill Descriptors: Reading	***1. Can understand descriptions or presentations related to the theme of travel in predictable everyday situations.*** ***2. Can identify specific information in short, simple correspondence as well as print or digital material on the theme Travel.*** ***3. Can use known words to deduce the meaning of unfamiliar words used in routine contexts relating to the theme of travel.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				L'ascenseur ne fonctionne pas Voiture en panne Pneu crevé Plainte concernant les défauts dans la chambre Le vol est retardé / annulé	

Module 3: Speaking

Theme: Home and Family (A)					
Production and Interaction Skill: Speaking					
Skill Descriptors: Speaking	***1. Can give descriptions or presentations on a variety of topics relating to the theme of home and family.*** ***2. Can interact with reasonable ease in situations and short conversations about home and family*** ***3. Can express simple, routine ideas and information relating to home and family in everyday situations.*** ***4. Can ask and answer questions relating to home and family in everyday situations.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
Speaking	Students can *orally*: 1. use simple descriptive language to exchange ideas about home and family; 2. express and respond to opinions about home and family; 3. request *permission* and respond to *statements as is appropriate;* 4. describe plans and arrangements pertaining to home and family activities and events; 5. ask and respond to questions about likes / dislikes / preferences relating to home and family; *and,*	1. Making introductions; Describing. 2. Expressing opinions. 3. *Requesting*; expressing approval, *permission* and prohibition. 4. Giving information; describing. 5. Expressing likes / dislikes / preferences.	Where French people live: la ville, le village, la commune, la maison individuelle, le bloc d'appartements, le HLM (Habitations à loyer modéré – low to mid income housing – the preferred term is logement social) Family outings and events at specific times of year: les vacances de carnaval, de Toussaint, le reveillon, chanté noel in the French Caribbean	*All vocabulary and content related to Home and Family* *Talking about Home and Family* *la maison, l'appartement* *la chambre, la cuisine* *la mère, le père, le frère, la sœur* *les parents, les grands-parents* *regarder la télé* *faire les devoirs* *sortir* *heureux/heureuse* *triste* *en colère* *fier/fière* *Describing Home and Family* *J'habite dans…* *Ma maison est… (grande, petite, moderne)* *Il y a… / Il n'y a pas de…*	• Students will research a typical Francophone family and do a presentation which compares their own family with that of a Francophone family. • Students will discuss similarities and differences among their respective families, and how they feel about certain members of their family.

Theme: Home and Family (A)					
Production and Interaction Skill: Speaking					
Skill Descriptors: Speaking	***1. Can give descriptions or presentations on a variety of topics relating to the theme of home and family.*** ***2. Can interact with reasonable ease in situations and short conversations about home and family*** ***3. Can express simple, routine ideas and information relating to home and family in everyday situations.*** ***4. Can ask and answer questions relating to home and family in everyday situations.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
	6. express *emotions and sentiments* related to family matters.			*Dans ma maison, il y a…* *Dans ma famille, il y a…* *Mon frère / ma mère est… (gentil, strict, drôle)* *Expressing and Responding to Opinions* *Je pense que…* *À mon avis…* *Je trouve que…* *Tu as raison / Tu n'as pas raison* *Je suis d'accord / Je ne suis pas d'accord* *Requesting Permission & Responding* *Est-ce que je peux… ?* *Puis-je… ?* *Est-ce que je peux sortir ce soir ?* *Oui, bien sûr !* *D'accord* *Non, désolé(e), tu dois…* *Peut-être plus tard*	

Theme: Home and Family (A)					
Production and Interaction Skill: Speaking					
Skill Descriptors: Speaking	***1. Can give descriptions or presentations on a variety of topics relating to the theme of home and family.*** ***2. Can interact with reasonable ease in situations and short conversations about home and family*** ***3. Can express simple, routine ideas and information relating to home and family in everyday situations.*** ***4. Can ask and answer questions relating to home and family in everyday situations.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				Describing Plans & Arrangements *Je vais… (near future)* *Ce week-end, je vais…* *Nous allons… en famille* *On va visiter…* *J'ai prévu de…* *Expressing Likes, Dislikes, Preferences* *J'aime / Je n'aime pas…* *J'adore… / Je déteste…* *Je préfère…* *Je n'aime pas trop…* *Je pense que ma famille…* *Ce week-end, je vais…* *J'aime… parce que…* *Expressing Emotions About Family* *Je suis heureux/heureuse avec ma famille* *Je suis triste parce que…* *Je suis en colère contre…* *Je suis fier/fière de…* *Je me sens… quand…*	

Theme: Home and Family (A)					
Production and Interaction Skill: Speaking					
Skill Descriptors: Speaking	***1. Can give descriptions or presentations on a variety of topics relating to the theme of home and family.*** ***2. Can interact with reasonable ease in situations and short conversations about home and family*** ***3. Can express simple, routine ideas and information relating to home and family in everyday situations.*** ***4. Can ask and answer questions relating to home and family in everyday situations.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				Ça me rend heureux/triste… *Ma famille me soutient* *Questioning* *Que fais-tu à la maison ?* *Comment est ta famille ?* *Qui fait les tâches ménagères ?* *Qu'est-ce que tu fais dans ta famille ?* *Est-ce que je peux… ?* *Est-ce que tu veux… ?*	

Theme: School and Career (B)					
Production and Interaction Skill: Speaking					
Skill Descriptors: Speaking (cont'd)	***1. Can give descriptions or presentations on a variety of topics relating to school and career.*** ***2. Can interact with reasonable ease in situations and short conversations about school and career.*** ***3. Can express simple, routine ideas and information relating to school and career in everyday situations.*** ***4. Can ask and answer questions relating to school and career in everyday situations.*** ***5. Can ask and answer questions and exchange ideas and information about the school and career in predictable everyday situations.***				
Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
Speaking	Students can *orally*: 1. exchange ideas *which relate to their opinions on school and* career; *and,* 2. *express emotions and sentiments related to school and career*	*Notions related to the functions of:* 1. Expressing interest, lack of interest *and* opinions; Giving explanations. 2. Expressing good wishes & congratulations; *feelings of happiness; sadness; disappointment;* 3. Giving, seeking and responding to information; 4. Expressing commands, instructions; Calling attention 5. Seeking and granting permission; 6. Apologising; and	The French school system – maternelle, primaire, college, lycee The school day – start and end times Timetabling School activities: assembly, prefects (the French do not have these), after school activities, the campus, teachers, guidance counsellors	All vocabulary and content related to School and Career <u>*Talking about school and career*</u> *les matières (subjects)* *les devoirs (homework)* *les examens (exams)* *un métier / une profession* *travailler / gagner de l'argent* *réussir dans la vie* Je suis fort/nul en… *Je veux devenir… parce que…* <u>*Giving and exchanging opinions*</u> *Que penses-tu de ton école ?* *Quelle matière préfères-tu ? Pourquoi ?* *Que penses-tu de ton uniforme ?*	• Students will do a presentation in which they provide personal information, educational qualifications and explain why they think they are suitable for the job. • Students will work in groups/pairs to ask and answer questions on what profession they would like to follow, reasons for choosing this profession, and qualifications needed for this profession. • Students will do a presentation about subjects studied at school, their preferences, and reasons for subjects they have chosen. • Students will work in groups to plan and present roleplays in which they discuss their success in examinations, fine

Theme: School and Career (B)					
Production and Interaction Skill: Speaking					
Skill Descriptors: Speaking (cont'd)	***1. Can give descriptions or presentations on a variety of topics relating to school and career.*** ***2. Can interact with reasonable ease in situations and short conversations about school and career.*** ***3. Can express simple, routine ideas and information relating to school and career in everyday situations.*** ***4. Can ask and answer questions relating to school and career in everyday situations.*** ***5. Can ask and answer questions and exchange ideas and information about the school and career in predictable everyday situations.***				
Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
		7. Expressing confirmation and denial.		*À mon avis…* *Je pense que… / Je crois que…* *Je suis d'accord / Je ne suis pas d'accord* *Selon moi…* *Je préfère… parce que…* *Il est important de…* *Ce qui me plaît, c'est…* *Je trouve que… est intéressant/difficile…* *Expressing Emotions and Feelings* *Je suis heureux/heureuse de…* *Je suis stressé(e) par…* *Cela m'inquiète…* *J'adore… / Je déteste…* *Je suis fier/fière de…* *Ça me motive / Ça me décourage* *À l'école, je me sens…*	performance in sports, on winning a prize/contest; games, dances and other activities. • They will do an interview with a classmate about their school and subject offerings.

Theme: Sports and Recreation (C)					
Production and Interaction Skill: Speaking					
Skill Descriptors: Speaking	***1. Can give descriptions or presentations on a variety of topics related to the theme of sports and recreation.*** ***2. Can interact with reasonable ease in situations and short conversations about sports and recreation.*** ***3. Can express simple, routine ideas and information relating to sports and recreation in everyday situations.*** ***4. Can ask and answer questions relating to sports and recreation in everyday situations.*** ***5. Can ask and answer questions and exchange ideas and information about sports and recreation in predictable everyday situations.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
Speaking	Students can *orally*: 1. exchange ideas about *interests which relate to their opinions on* sports and recreation; 2. *express emotions and sentiments relating to sports and recreation;* 3. *give* and respond to commands and instructions; *and,* 4. respond appropriately in situations requiring them to express congratulations on fine performance in sports or recreational activities, on winning a prize/contest.	1. *Comparing;* Expressing likes, dislikes and preferences. *Giving, seeking and responding to information.* 2. Expressing *good wishes and* congratulations. 3. Giving commands and instructions. 4. Expressing agreement and disagreement. Expressing *opinions.*	Sports and leisure activities in the French speaking world: soccer (le foot), cycling, cinema	*<u>Talking about Sports and Recreation</u>* *le football, le cricket, le basket* *jouer, courir, lancer* *les jeux vidéo* *nager, danser* *Quel(s) sport(s) préfères-tu ?* *Pourquoi aimes-tu ce sport ?* *Fais-tu du sport tous les jours ?* *Le sport est-il important à l'école ?* *Je pratique…* *Mon sport préféré est…* *<u>Exchanging ideas & opinions</u>* *À mon avis…* *Je pense que…* *Je trouve que…* *Je préfère…* *Le sport est important parce que…* *J'aime jouer à… / pratiquer…*	• Teacher simulates a talk show in which students will engage in discussion about their favourite sports and sportspersons. • Students will research a famous sportsperson and present to the class orally about this person. They will provide personal details about the person as well as his/her achievements in the world of sport. • Students will create and present a dialogue between themselves and a friend in which they discuss their leisure time activities. This will be dramatized in front of the class. Teacher will provide feedback to students based on criteria related to oral production.

Theme: Sports and Recreation (C)					
Production and Interaction Skill: Speaking					
Skill Descriptors: Speaking	***1. Can give descriptions or presentations on a variety of topics related to the theme of sports and recreation.*** ***2. Can interact with reasonable ease in situations and short conversations about sports and recreation.*** ***3. Can express simple, routine ideas and information relating to sports and recreation in everyday situations.*** ***4. Can ask and answer questions relating to sports and recreation in everyday situations.*** ***5. Can ask and answer questions and exchange ideas and information about sports and recreation in predictable everyday situations.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				<u>Expressing emotions & sentiments</u> *Je suis content(e)…* *Je suis fier/fière…* *Je suis déçu(e)…* *Je suis stressé(e) avant un match* *C'était amusant / ennuyeux / difficile* *Ça m'a rendu heureux/triste* *Quand je joue, je me sens…* *<u>Expressing congratulations</u>* *Félicitations !* *Bravo !/Bravo pour… !* *Bien joué !* *Tu as très bien joué !* *Je suis fier/fière de toi !* *Quel succès !* *Bravo ! Tu as gagné !* *<u>Responding to congratulations</u>* *Merci beaucoup !* *C'est gentil !* *Merci, j'ai fait de mon mieux*	• Teacher will present students with a picture of a famous singer in concert before *a large and cheering audience. Each student will then be asked to express his/her opinion of the singer, in terms of personality and type of music.* • *Students will then participate in a discussion in which they express their views of the singer and their agreement or disagreement about aspects of the singer's personality and / or music.* • *Teacher* simulates a talk show in which students will engage in discussion about their favourite sports and sportspersons.

Theme: Daily Routine (D)					
Production and Interaction Skill: Speaking					
Skill Descriptors: Speaking	***1. Can give descriptions or presentations on a variety of topics related to the theme of daily routine.*** ***2. Can interact with reasonable ease in situations and short conversations about daily routine.*** ***3. Can express simple, routine ideas and information relating to daily routine in everyday situations.*** ***4. Can ask and answer questions relating to daily routine in everyday situations.*** ***5. Can ask and answer questions and exchange ideas and information about daily routine in predictable everyday situations.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
Speaking	Students can *orally:* 1. describe routine activities pertinent to his/her everyday life; 2. *exchange ideas about interests routine activities; and,* 3. *Express emotions and sentiments relating to daily activities.*	*Notions relating to the functions of:* 1. *Describing, listing.* 2. *Expressing opinion. Describing.* 3. *Comparing; Expressing likes, dislikes and preferences.* 4. *Giving, seeking and responding to information.*	Day in the life of a school child, adults in a variety of professions: professeur, facteur…	All vocabulary and content related to Daily Routine <u>*Describing Daily Routine*</u> *se réveiller* *se laver* *aller à l'école* *faire les devoirs* *regarder la télé* *le matin* *l'après-midi* *le soir* *à… heures* *fatigué(e)* *content(e)* *stressé(e)* *motivé(e)* *ennuyé(e)* *À quelle heure te réveilles-tu ?* *Que fais-tu après l'école ?* *Quelles activités aimes-tu ?* *Que fais-tu le matin ?*	• Students will imagine they are teachers, actors, calypsonians, rappers or journalists and talk about the activities they engage in daily. • Students will work in pairs to compare and contrast their daily activities. • Students will look at visual stimuli related to the daily routine of a famous Francophone personality and narrate the person's daily routine.

Theme: Daily Routine (D)					
Production and Interaction Skill: Speaking					
Skill Descriptors: Speaking	***1. Can give descriptions or presentations on a variety of topics related to the theme of daily routine.*** ***2. Can interact with reasonable ease in situations and short conversations about daily routine.*** ***3. Can express simple, routine ideas and information relating to daily routine in everyday situations.*** ***4. Can ask and answer questions relating to daily routine in everyday situations.*** ***5. Can ask and answer questions and exchange ideas and information about daily routine in predictable everyday situations.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				Je me réveille à… *Je vais à l'école à…* *Je mange…* *Je fais mes devoirs* *Le matin / l'après-midi / le soir* *Tous les jours, je…* *Je me réveille à six heures et je prends le petit déjeuner.* *Le matin, je…* *Après l'école, je…* *D'abord…* *Ensuite…* *Après…* *Puis…* *Enfin…* *<u>Exchanging ideas & opinions about routines</u>* *À mon avis…* *Je pense que…* *Je trouve que…* *J'aime… parce que…*	

Theme: Daily Routine (D)					
Production and Interaction Skill: Speaking					
Skill Descriptors: Speaking	***1. Can give descriptions or presentations on a variety of topics related to the theme of daily routine.*** ***2. Can interact with reasonable ease in situations and short conversations about daily routine.*** ***3. Can express simple, routine ideas and information relating to daily routine in everyday situations.*** ***4. Can ask and answer questions relating to daily routine in everyday situations.*** ***5. Can ask and answer questions and exchange ideas and information about daily routine in predictable everyday situations.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				Je préfère… parce que… *Je me sens… quand…* *Ma routine est…* *C'est important de…* *C'est intéressant / ennuyeux / utile* *<u>Expressing Emotions & Sentiments</u>* *Je suis fatigué(e)…* *Je suis content(e)…* *Je suis stressé(e)…* *Je suis motivé(e)…* *Je m'ennuie…* *Ça me rend heureux/triste*	

Theme: Shopping (E)					
Production and Interaction Skill: Speaking					
Skill Descriptors: Speaking	**1.** ***Can give descriptions or presentations on a variety of topics related to the theme of shopping.*** **2.** ***Can interact with reasonable ease in situations and short conversations about shopping.*** **3.** ***Can express simple, routine ideas and information relating to shopping in everyday situations.*** **4.** ***Can ask and answer questions relating to shopping in everyday situations.*** **5.** ***Can ask and answer questions and exchange ideas and information about shopping in predictable everyday situations.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
Speaking	Students can: 1. make requests for everyday goods and services; 2. make enquiries about simple transactions in shops, supermarkets, stores, etcectra; 3. request and provide information about prices, quantities, quality, sizes, numbers, etcectra; 4. place simple orders, for example, a meal; 5. express opinions related to purchases; *and,* 6. indicate the nature of a problem to a service provider.	1. Expressing requests. 2. Making enquiries. 3. Requesting and providing information. 4. Requesting goods and services. 5. Expressing opinions; Thanking and expressing gratitude. 6. Identifying and describing (the nature of a problem).	French shops: la boulangerie, la patisserie; but also, le centre commercial, le supermarché, le marché	*All vocabulary and content related to Shopping* <u>*Making Requests*</u> *Je voudrais… (I would like…)* *Est-ce que je peux avoir… ?* *Donnez-moi…, s'il vous plaît* *Je prends…* *le coton, le cuir, le plastique* *petit, moyen, grand* *taille 38, 40, etc.* *solide, durable, fragile* *promotion, soldes, réduction* <u>*Making Enquiries*</u> *Avez-vous… ?* *Où est… ?* *Est-ce que vous vendez… ?* *Est-ce disponible ?* <u>*Asking About Price, Quantity, Size, etc.*</u> *Combien ça coûte ?*	• Students will develop and dramatize a shopping scene at a mall in which a group of friends discuss items they would like to purchase. • Students will interview each other about the types of purchases they make online and orally present report about their findings. • Teacher will create a situation in class in which students go into different shops to make purchases. Students will be required to work in pairs to role play these scenarios. Guidelines will be given by the teacher as to what is to be included in the dialogues, for example, asking for an item, asking the cost for an item, asking to try on something, saying something fits well.

Theme: Shopping (E)					
Production and Interaction Skill: Speaking					
Skill Descriptors: Speaking	**1. *Can give descriptions or presentations on a variety of topics related to the theme of shopping.*** **2. *Can interact with reasonable ease in situations and short conversations about shopping.*** **3. *Can express simple, routine ideas and information relating to shopping in everyday situations.*** **4. *Can ask and answer questions relating to shopping in everyday situations.*** **5. *Can ask and answer questions and exchange ideas and information about shopping in predictable everyday situations.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				C'est combien ? *Quelle taille ?* *Je voudrais deux kilos de…* *C'est trop cher / pas cher* *C'est de bonne qualité.* *Ce produit est meilleur / de meilleure qualité* C'est *résistant / fragile* *<u>Requesting Information About Items</u>* En quoi est-ce fait ? C'est en coton / en cuir / en plastique Quelle est la matière ? Quelle taille faites-vous ? Je fais du 38 / du 40 Avez-vous cette chemise en taille … ? Ces chaussures sont-elles disponibles en taille 42 ? C'est plus… que… (more than) C'est moins… que… (less than)	

Theme: Shopping (E)					
Production and Interaction Skill: Speaking					
Skill Descriptors: Speaking	**1.** ***Can give descriptions or presentations on a variety of topics related to the theme of shopping.*** **2.** ***Can interact with reasonable ease in situations and short conversations about shopping.*** **3.** ***Can express simple, routine ideas and information relating to shopping in everyday situations.*** **4.** ***Can ask and answer questions relating to shopping in everyday situations.*** **5.** ***Can ask and answer questions and exchange ideas and information about shopping in predictable everyday situations.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				C'est aussi… que… (as … as) *<u>Placing Orders</u>* *(Food/Service)* *Je voudrais commander…* *Je prends le poulet avec du riz* *Pour boire, je prends…* *L'addition, s'il vous plait* *<u>Expressing opinions about purchases</u>* *J'aime…* *Je n'aime pas…* *Je préfère… /J'aime mieux…* *Je pense que…* *À mon avis…* *C'est bon / mauvais* *C'est pratique / utile / inutile* *C'est trop cher / raisonnable / bon marché* *<u>Explaining Problems</u>* *(Complaints)* *Il y a un problème*	

Theme: Shopping (E)					
Production and Interaction Skill: Speaking					
Skill Descriptors: Speaking	**1.** ***Can give descriptions or presentations on a variety of topics related to the theme of shopping.*** **2.** ***Can interact with reasonable ease in situations and short conversations about shopping.*** **3.** ***Can express simple, routine ideas and information relating to shopping in everyday situations.*** **4.** ***Can ask and answer questions relating to shopping in everyday situations.*** **5.** ***Can ask and answer questions and exchange ideas and information about shopping in predictable everyday situations.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				C'est cassé *Ça ne marche pas* *Ce n'est pas la bonne taille* *Je ne suis pas satisfait(e)* *Je voudrais un remboursement / un échange*	

Theme: Travel (F)					
Production and interaction Skill: Speaking					
Skill Descriptors: Speaking	**1.** ***Can give descriptions or presentations on a variety of topics related to the theme of Travel.*** **2.** ***Can interact with reasonable ease in situations and short conversations about travelling.*** **3.** ***Can express simple, routine ideas and information relating to travelling in everyday situations.*** **4.** ***Can ask and answer questions relating to travelling in everyday situations.*** **5.** ***Can ask and answer questions and exchange ideas and information about travelling in predictable everyday situations.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
Speaking	1. Engage in conversations requiring the exchange of information about travel destinations; 2. ask and respond appropriately to situations requiring them to use public transport: buses, trains, and taxis; 3. ask and give directions related to travel; 4. extend and accept/decline invitations related to travel; 1. request and provide information about locations and places of interest; 2. exchange opinions related to travel; and, 5. engage in conversations related to problems encountered during travel.	1. Addressing persons; Greeting/bidding farewell and responding (general and holiday); 3. Identifying locations; 4. Requesting information, giving commands, instructions & directions; 5. Inviting, accepting & declining invitations; 6. Describing places of interest, weather, time & season; 7. Expressing opinions, surprise, worry and fear; 8. Questioning and enquiring; and,	Airports, Charles de Gaulle, Aimé Césaire Le taxi, Uber Les hotels Currency l'euro Popular Sites – Le Louvre, la Tour Eiffel, la montagne Pelee, la Soufriere, les plages Les visites guidées	*All vocabulary and content related to Travel* *<u>Exchanging information about travel and destinations</u>* *Où vas-tu en vacances ?* *Quel est ton lieu préféré ?* *Que peut-on faire là-bas ?* *Je vais à…* *J'ai visité…* *C'est une belle ville / un endroit intéressant* *Il y a… (des plages, des musées…)* *Je recommande…* *Où est l'arrêt de bus ?* *À quelle heure part le train ?* *Combien coûte le billet ?* *Ce bus va-t-il au centre-ville ?* *Le bus part à…* *C'est à droite / à gauche* *Oui, il va au centre-ville*	• Students will talk about the types of transportation they use daily. • Students will engage in role plays requiring them to request and obtain information from a tourist office related to a problem (being lost, tour packages). • Teacher will play short selections about the modes of transportation used by different people for various activities. Students will respond orally to questions based on these selections.

Theme: Travel (F)					
Production and interaction Skill: Speaking					
Skill Descriptors: Speaking	**1. *Can give descriptions or presentations on a variety of topics related to the theme of Travel.*** **2. *Can interact with reasonable ease in situations and short conversations about travelling.*** **3. *Can express simple, routine ideas and information relating to travelling in everyday situations.*** **4. *Can ask and answer questions relating to travelling in everyday situations.*** **5. *Can ask and answer questions and exchange ideas and information about travelling in predictable everyday situations.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
		Suggesting a course of action, advising, warning.		*<u>Asking for and giving directions</u>* *Où est… ?* *Comment aller à… ?* *Tournez à droite / à gauche* *Allez tout droit* *C'est près de / loin de…* *<u>Extending, accepting and declining invitations</u>* *Tu veux… ?* *On va… ?* *Je t'invite à…* *Oui, avec plaisir !* *Bonne idée !* *Désolé(e), je ne peux pas* *Peut-être une autre fois* *<u>Requesting/Providing information About Places</u>* *Qu'est-ce qu'il y a à voir ?* *Il y a un musée / une plage / un parc* *C'est célèbre pour…*	

Theme: Travel (F)					
Production and interaction Skill: Speaking					
Skill Descriptors: Speaking	**1. *Can give descriptions or presentations on a variety of topics related to the theme of Travel.*** **2. *Can interact with reasonable ease in situations and short conversations about travelling.*** **3. *Can express simple, routine ideas and information relating to travelling in everyday situations.*** **4. *Can ask and answer questions relating to travelling in everyday situations.*** **5. *Can ask and answer questions and exchange ideas and information about travelling in predictable everyday situations.***				
Skill	***Can Do Statements Students Can:***	***Functions***	***Cultural and General Contexts***	***Content***	***Suggested Activities***
				C'est ouvert à… *<u>Expressing opinions about travel</u>* *Je pense que…* *À mon avis…* *Je préfère…* *C'est intéressant / ennuyeux / magnifique* *C'est cher / bon marché* *<u>Discussing travel problems</u>* *Quel est le problème ?* *Je suis perdu(e)* *J'ai raté le bus/train* *Mon vol est retardé* *Il y a un problème avec ma réservation* *Pouvez-vous m'aider ?*	

MODULE 4: WRITING

Theme: Home and Family (A)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing (cont'd)	**1. *Can write short descriptions or presentations related to the theme of home and family.*** **2. *Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to home and family.*** **3. *Can respond in writing to questions about home and family.*** **4. *Can express opinions in writing about matters relating to home and family.***				
Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
Writing	1. write *short simple descriptions of self,* home and family; 2. Write short, *exchanges* about home and family; 3. *write* short descriptions about *home and* family activities; 4. *Ask and respond to questions in* writing *about home and* family; 5. *Express personal preferences relating to home and family; and,* 6. *Write simple messages expressing gratitude/appreciation, congratulations, wishes, condolences and apologies using a variety of formats.*	1. *Identifying family members.* *Describing people and places.* 2. *Extending, accepting, or declining invitations.* 3. *Giving, seeking and responding to information; locating.* 4. *Introducing; Identifying; Giving, seeking and responding to Information.* 5. *Addressing people; expressing emotions, likes and dislikes.* 6. *Expressing congratulatory messages, good wishes, apologies, and condolences to friends and family members*	In the classroom, home and/public places. All settings and topics Letter, social situations. On formal and social occasions. On passing an examination; on winning a prize/contest; on a fine performance in sports, games, dances and other activities.	All vocabulary and content related to Home and Family <u>*Talking about self, home, family*</u> *Salut !* *Comment ça va ?* *Et ta famille ?* *À bientôt !* *Je m'appelle…* *J'ai … ans* *J'habite dans…* *Ma maison est…* *Dans ma famille, il y a…* <u>*Describing self and others*</u> *Je suis… (grand, petit, j'ai les yeux)* *Mon/ma… est… (gentil, drôle, strict)*	• *Students will write a dialogue between themselves and a Facebook friend in which they discuss similarities and differences between their families, and how they feel about certain members of their families.* • *Students will write a blog entry about a typical day in the life of their family.* • *Students will write short descriptive online postings on special family celebrations.* • *Students will create virtual postcards that they will send to their family members on special occasions.*

Theme: Home and Family (A)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing (cont'd)	**1.** ***Can write short descriptions or presentations related to the theme of home and family.*** **2.** ***Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to home and family.*** **3.** ***Can respond in writing to questions about home and family.*** **4.** ***Can express opinions in writing about matters relating to home and family.***				
Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
		using a variety of written presentations forms such as cards and posters.		*Describing Home & Family Activities* *regarder la télé* *manger ensemble* *faire les devoirs* *sortir* *visiter* *lundi / le lundi* *le week-end* *le soir* *après l'école* *chaque jour* *normalement* *Asking and responding to questions about home and family* *Qui… ?* *Combien… ?* *Où… ?* *Que fais-tu… ?* *Comment est… ?* *Combien de personnes y a-t-il dans ta famille ?*	• *Students will write a message to a friend in a social media app expressing how they feel about doing household chores (both negative and positive emotions).*

Theme: Home and Family (A)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing (cont'd)	**1.** ***Can write short descriptions or presentations related to the theme of home and family.*** **2.** ***Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to home and family.*** **3.** ***Can respond in writing to questions about home and family.*** **4.** ***Can express opinions in writing about matters relating to home and family.***				
Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				Où habites-tu ? *Comment est ta maison ?* *Que fais-tu avec ta famille ?* *Qui fait les tâches ménagères chez toi ?* *Je fais…* *Il y a…* *Dans ma famille, il y a…* *J'habite dans…* *Ma maison est…* *Je fais… avec ma famille* *Mon/ma… est…* *<u>Expressing Preferences</u>* *J'aime…* *Je n'aime pas…* *J'adore…* *Je préfère…* *Je n'aime pas trop…* *<u>Expressing gratitude/appreciation,</u>*	

Theme: Home and Family (A)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing (cont'd)	**1.** ***Can write short descriptions or presentations related to the theme of home and family.*** **2.** ***Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to home and family.*** **3.** ***Can respond in writing to questions about home and family.*** **4.** ***Can express opinions in writing about matters relating to home and family.***				
Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				congratulations, wishes, condolences and apologies *Merci beaucoup pour…* *Je te remercie de…* *Félicitations !* *Bravo !* *Félicitations pour ton succès !* *Joyeux anniversaire !* *Bonne chance !* *Bon voyage !* *Je suis désolé(e)…* *Mes sincères condoléances* *Je suis désolé(e) pour ta perte.* *Je suis désolé(e)* *Excuse-moi* *Pardon*	

Theme: School and Career (B)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing	**1. *Can write short descriptions or presentations related to the theme of school and career.*** **2. *Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to school and career.*** **3. *Can respond in writing to questions about school and career.*** **4. *Can express opinions in writing about matters relating to school and career.***				
Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
Writing	1. *Write short* exchanges about school *and career;* *2. Write brief information* related to school *and career;* 3. Write short statements that describe past*/present* activities in the school context; *and,* 4. Write *a short narrative based on school life or future career plans.*	*Notions related to the functions of:* 1. comparing; Expressing preference; Indicating interest/lack of interest; agreeing / disagreeing; suggesting a course of action. 2. describing; narrating; *providing information.* 3. locating, describing; indicating likes and dislikes. 4. narrating; describing; narrating; expressing wish/hope; advising.	All settings and contexts At school (career day, classroom, playing field, school excursions). Study of school life in a Francophone country Career highlights <u>Examples</u> Wearing of school uniforms School culture and Discipline School curriculum	All vocabulary and content related to School and Career. <u>*Writing Exchanges about School & Career*</u> *école, classe, professeur, matières* *étudier, apprendre, écrire, lire* *médecin, professeur, ingénieur* *aujourd'hui, hier, demain* *Quelles matières étudies-tu ?* *Que veux-tu faire plus tard ?* *Je veux étudier…* *J'aime les sciences. Je veux devenir médecin. Et toi ?*	• Students will respond by email to an advertisement for a certain job. They will provide personal information, educational qualifications and explain why they think they are suitable for the job. • Students will exchange text messages giving their opinions about teachers, subject and/or careers. • Students will create in groups, a digital story about their school subjects, preferences and experiences. • *Students will create (and send) text messages about school subjects, activities, preferences and career.* • *Students will create documents such as a school prospectus or*

Theme: School and Career (B)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing	1. *Can write short descriptions or presentations related to the theme of school and career.* 2. *Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to school and career.* 3. *Can respond in writing to questions about school and career.* 4. *Can express opinions in writing about matters relating to school and career.*				
Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				<u>Providing information about school and career</u> *Je suis élève à…* *J'étudie…* *Mes matières sont…* *Je veux devenir…* *Je travaille comme…* *<u>Describing past and present activities</u>* *Je vais à l'école* *J'étudie* *Je fais mes devoirs* *J'ai étudié* *J'ai fait mes devoirs* *J'ai assisté à un cours* *Aujourd'hui, je vais à l'école et j'étudie le français.* *Hier, j'ai étudié pour un examen et j'ai fait mes devoirs.* *<u>Describing school life and future career plans</u>*	*handbook relating to school subject choices, subjects studied and chosen career paths.*

Theme: School and Career (B)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing	1. *Can write short descriptions or presentations related to the theme of school and career.* 2. *Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to school and career.* 3. *Can respond in writing to questions about school and career.* 4. *Can express opinions in writing about matters relating to school and career.*				
Skill	**Can Do Statement** ***Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				D'abord… *Ensuite…* *Après…* *Enfin…* *Je vais…* *Je veux devenir…* *J'espère…*	

Theme: Sports and Recreation (C)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing	***1. Can write short descriptions or presentations related to the theme of sports and recreation.*** ***2. Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to sports and recreation.*** ***3. Can respond in writing to questions about sports and recreation.*** ***4. Can express opinions in writing about matters relating to sports and recreation.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
Writing	1. Exchange *written* messages about school activities and preferences; 2. Follow instructions to complete simple written tasks related to school; 3. Write short statements that describe activities in the school context for example, daily routine, outings, sports, and hobbies), people and places, using basic, concrete vocabulary and simple phrases; 4. Write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because' related to sports and recreation; *and,* 5. write a short narrative based on sports and recreation.	1. Comparing subjects and teachers; Expressing preference; Indicating interest/lack of interest; agreeing and disagreeing; suggesting a course of action; 2. Describing; narrating; competing an application form; identifying; 3. Locating, describing; indicating likes and dislikes; 4. Narrating; describing; and, 5. Narrating; expressing wish/hope; advising.	All settings and contexts *Research on a football match, favourite sports and teams ..* *Research on famous sports personalities/artistes from Francophone countries.* *Examples* *Discussion about passion for football and footballers: Pele, other famous sportsmen and women, teams.* *Discussion on famous singers.* *Dance, Music.* *Festivals.*	All vocabulary and content related to Sports and Recreation *<u>Exchanging written messages about sports and recreation</u>* *Quelles activités fais-tu à l'école ?* *J'aime… / Je préfère…* *Je fais… après l'école* *Et toi ?* *aller au cinéma* *apprendre* *faire des mots croisés* *faire du vélo* *jouer* *jouer à des jeux vidéo* *naviguer sur Internet* *peindre* *pratiquer* *promener le chien* *faire du sport (badminton, basket-ball, baseball, cricket, football, golf, natation, tennis, volley-ball)*	• Students will write a dialogue between themselves and a friend in which they will discuss their leisure time activities. • As a project, students will research a famous sports person providing personal details about the person as well as personal achievements. • Students will create a poster advertising an event in their community including details of time, venue and activity. • Students will write an article for their school's website about a recent sporting activity.

Theme: Sports and Recreation (C)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing	***1. Can write short descriptions or presentations related to the theme of sports and recreation.*** ***2. Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to sports and recreation.*** ***3. Can respond in writing to questions about sports and recreation.*** ***4. Can express opinions in writing about matters relating to sports and recreation.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				amusant, difficile, intéressant, *<u>Following Instructions for written tasks</u>* *Écris…* *Complète…* *Réponds…* *Décris…* *Relie…* *<u>Describing activities</u>* *Je vais à l'école* *Je joue au football* *Nous visitons…* *Mon professeur est…* *L'école est…* *après l'école.* *<u>Using simple connectors and structures</u>* *et* *mais* *parce que* *J'aime le sport parce que c'est amusant*	

Theme: Sports and Recreation (C)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing	***1. Can write short descriptions or presentations related to the theme of sports and recreation.*** ***2. Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to sports and recreation.*** ***3. Can respond in writing to questions about sports and recreation.*** ***4. Can express opinions in writing about matters relating to sports and recreation.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				Je joue au football et je nage *J'aime le basket mais je préfère le football* *<u>Writing Short Narratives about sports and recreation</u>* *D'abord…* *Ensuite…* *Après…* *Enfin…* *Je joue…* *Nous allons…* *J'ai gagné…* *D'abord, je vais au terrain. Ensuite, je joue au football avec mes amis.* *Après, nous gagnons le match.* *Enfin, je suis très heureux.*	

Theme: Daily Routine (D)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing (cont'd)	**1. *Can write short descriptions or presentations related to the theme of daily routines.*** **2. *Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to dily routine.*** **3. *Can respond in writing to questions about daily routine.*** **4. *Can express opinions in writing about matters relating to daily routine.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
Writing	1. write short exchanges about daily activities; 2. *write brief statements* related *to* daily activities; *and,* 3. write short statements that describe *past/present* activities.	1. *Comparing; Expressing preference; Indicating interest/lack of interest; agreeing / disagreeing; and,* 2. *Describing; narrating; providing information.* *Describing; narrating; providing information.*	Day in the life of a school child, adults in a variety of professions: professeur, facteur…	All vocabulary and content related to Daily Routine <u>Writing Short Exchanges about daily activities</u> se réveiller, manger, étudier, jouer, regarder le matin, l'après-midi, le soir, aujourd'hui, hier, chaque matin, normalement, souvent, tous les jours Que fais-tu aujourd'hui ? Et toi ? Je vais à l'école / je fais mes devoirs Après l'école, je… Aujourd'hui, je vais à l'école et je fais mes devoirs. Après, je regarde la télé. <u>Describing daily activities</u> d'abord, puis, ensuite	• Write a short text describing the daily routine of an individual in a professional role. • Create a WhatsApp group discussing daily activities. • Create a journal in which they record daily activities. • Exchange WhatsApp messages with Francophone friends comparing daily activities. • Write a short text describing the daily routine of an individual in a professional role. • Create a WhatsApp group with classmates/friends in which they discuss daily activities.

Theme: Daily Routine (D)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing (cont'd)	**1.** ***Can write short descriptions or presentations related to the theme of daily routines.*** **2.** ***Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to dily routine.*** **3.** ***Can respond in writing to questions about daily routine.*** **4.** ***Can express opinions in writing about matters relating to daily routine.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				Je me réveille à… Je vais à l'école Je mange… Je fais mes devoirs Le matin / le soir / l'après-midi Je me réveille à six heures. Je vais à l'école le matin. L'après-midi, je fais mes devoirs. Le soir, je regarde la télé. <u>Describing past and present activities</u> Je vais… Je fais… Je regarde… Nous mangeons… J'ai mangé… J'ai regardé… J'ai étudié… Je suis allé(e)…	• Exchange WhatsApp messages with Francophone friends comparing daily activities. • Students will write short correspondence (E-card, e-mail, letter) in French to a new correspondent in which they will describe what their weekly routine is like (daily and weekend routines, to include house chores, and other activities). • Students will create a short survey in French using Google Forms to find out what their classmate's daily, weekend or free time routine is like. They will share the link with their classmates. • After collecting the data, students will write a brief report in French outlining

Theme: Daily Routine (D)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing (cont'd)	**1. *Can write short descriptions or presentations related to the theme of daily routines.*** **2. *Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to dily routine.*** **3. *Can respond in writing to questions about daily routine.*** **4. *Can express opinions in writing about matters relating to daily routine.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				Aujourd'hui, je fais mes devoirs. Je mange à midi avec ma famille. Hier, j'ai étudié le français. La semaine passée, je suis allé au parc.	survey findings on their classmate's daily, weekend or free time routine.

Theme: Shopping (E)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing	**1. *Can write short descriptions or presentations related to the theme of shopping.*** **2. *Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to shopping.*** **3. *Can respond in writing to questions about shopping.*** **4. *Can express opinions in writing about matters relating to shopping.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
Writing	1. write a simple dialogue between customer and store clerk expressing wants, likes and preferences; 2. Use a series of simple phrases and sentences to describe	1. Addressing persons; Greeting and responses/ farewells; Requesting; Identifying; Stating wants, likes and preferences; Locating; Apologising; Expressing gratitude.	French shops: la boulangerie, la patisserie; but also, le centre commercial, le supermarché, le marché	All vocabulary and content related to Shopping <u>*Writing a Dialogue between a customer and store clerk*</u> acheter, choisir, payer	• Write a text message inviting a friend to go shopping, giving detail about the date, time and venue.

Theme: Shopping (E)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing	**1. *Can write short descriptions or presentations related to the theme of shopping.*** **2. *Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to shopping.*** **3. *Can respond in writing to questions about shopping.*** **4. *Can express opinions in writing about matters relating to shopping.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
	experiences while shopping with friends and family; 3. complete a simple transaction such as ordering items online; 4. write a series of simple phrases and sentences linked with simple connectors like "and," "but" and "because" based on shopping experiences; 5. give impressions and opinions in writing about topics related to shopping, for example, preferences/styles, complaints; *and*, 6. make shopping lists.	2. Quantifying and listing. 3. Describing; Expressing opinion, regret/disappointment. 4. Requesting goods and services; Listing items needed. 5. Stating preferences of stores, styles, items in stores; Complaining about bad treatment/experiences while shopping.		magasin, centre commercial vêtements, nourriture *Avez-vous… ?* *Je voudrais…* *J'aime le bleu.* *Merci, je la prends.* *Je préfère cette marque.* *C'est trop cher / bon marché* *Oui, nous avons…* *Quelle taille ?* *Voilà…* *Autre chose ?* *Voilà une chemise bleue.* *<u>Describing shopping experiences</u>* *Je suis allé(e) au magasin* *J'ai acheté…* *Je suis allé(e) avec ma famille / mes amis* *C'était amusant / ennuyeux / intéressant*	• Write an email to an online company complaining about an item you purchased. • Write an item for a travel magazine, listing the best places to shop, giving the best reasons why. • Write a conversation between you and a store clerk about purchases you would like to make. • Write a blog about a shopping trip.

Theme: Shopping (E)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing	**1.** ***Can write short descriptions or presentations related to the theme of shopping.*** **2.** ***Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to shopping.*** **3.** ***Can respond in writing to questions about shopping.*** **4.** ***Can express opinions in writing about matters relating to shopping.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				<u>Completing Simple Transactions (Online Orders)</u> *Je commande…* *Je choisis…* *Quantité :…* *Prix total : …* *Adresse : …* *Mode de paiement : …* *<u>Using simple connectors and structures</u>* *Et, mais, parce que* *Je suis allé au magasin et j'ai acheté un pantalon.* *Il est joli mais il est cher.* *Je l'aime parce qu'il est confortable.* *<u>Giving Impressions and Opinions</u>* *À mon avis…* *Je pense que…* *J'aime…* *Je n'aime pas…*	

Theme: Shopping (E)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing	**1. *Can write short descriptions or presentations related to the theme of shopping.*** **2. *Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to shopping.*** **3. *Can respond in writing to questions about shopping.*** **4. *Can express opinions in writing about matters relating to shopping.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				C'est… (cher, bon marché, à la mode, de mauvaise qualité, joli)	

Theme: Travel (F)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing	**1. *Can write short descriptions or presentations related to the theme of Travel.*** **2. *Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to Travel.*** **3. *Can respond in writing to questions about travel.*** **4. *Can express opinions in writing about matters relating to travel.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
Writing	1. write *short simple descriptions confirming flight details;* 2. *write short simple exchanges about travel plans or arrangements;* 3. *write short descriptions about travel experiences; and,* 4. write short descriptions of events, activities, and personal *travel* experiences.	1. *Requesting information* Describing; Narrating; 2. Enquiring; *Responding;* Inviting; *Requesting.* 3. Advising; describing Indicating preference, *Expressing* opinions; Indicating ~~a~~ prohibitions; Expressing approval/disapproval;	All settings and topics related to the theme of travel, such as information centres, public places, transportation, telephone conversations. Transportation Places of interest Accommodation. Discussion on Countries and Nationalities. Research information on Cathedrals, Museums, Plazas.	All vocabulary and content related to Travel <u>*Confirming Flight Details*</u> avion, vol, aéroport *Mon vol est à…* *Le départ est à…* *L'arrivée est à…* *Je voyage le…* *Numéro de vol : …* *Destination : …*	• Write a short letter of thanks to a relative, friend or host about a recent trip abroad. • Write a short social media post about travelling. • Write a note to a friend discussing plans for a class trip. • Write an email or a text message asking questions about transportation

Theme: Travel (F)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing	**1. *Can write short descriptions or presentations related to the theme of Travel.*** **2. *Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to Travel.*** **3. *Can respond in writing to questions about travel.*** **4. *Can express opinions in writing about matters relating to travel.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
		Making complaints; Requesting.		<u>*Discussing travel plans & arrangements*</u> On va… ? Je vais voyager à… Nous partons quand ? À quelle heure… ? D'accord / Bonne idée ! <u>*Describing travel experiences*</u> Je suis allé(e) à… J'ai visité… J'ai voyagé avec… C'était… (amusant, intéressant, fatigant) <u>*Describing events, activities and personal experiences*</u> D'abord… Ensuite… Après… Enfin… amusant, intéressant, fatigant	information in a new village, town or city. • Write or respond to an email or text message on questions related to travel. • Write a short text describing the types of transportation used daily. • Make a diary entry about travel. • Complete forms such as immigration, customs, and hotel accommodation. • Create a brochure in which you highlight and write short notes about places of interest to visit during travel to France.

Theme: Travel (F)					
Production and Interaction Skill: Writing					
Skill Descriptors: Writing	**1.** ***Can write short descriptions or presentations related to the theme of Travel.*** **2.** ***Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because' to give information relating to Travel.*** **3.** ***Can respond in writing to questions about travel.*** **4.** ***Can express opinions in writing about matters relating to travel.***				
Skill	***Can Do Statements Students Can:***	**Functions**	***Cultural and General Contexts***	**Content**	**Suggested Activities**
				visiter, voyager, aller, manger, rester plage, ville, hôtel *D'abord, je suis allé à l'aéroport.* *Ensuite, j'ai pris l'avion.* *Après, j'ai visité un musée.* *Enfin, j'ai mangé dans un restaurant.* *C'était intéressant.*	

LIST OF CARIBBEAN WORDS
FRENCH

A. NATURE

1. General Vocabulary

l'anse (f)	-	bay	le morne	-	hill
l'ouragan	-	hurricane	le piton	-	piton
le cyclone	-	cyclone, hurricane	la ravine	-	gully
la saison des pluies	-	the rainy season	la sécheresse	-	drought
la saison sèche	-	dry season			
le petit carême	-	Indian summer			
l'été	-	summer			
l'hiver	-	winter			

2. Fauna

l'agoutí (m)	-	agouti	le crabe	-	crab
l'anolis (m)	-	small lizard, zandoli	la crevette	-	shrimp
le cabri	-	goat	le lambi	-	conch, lambie
le caïman	-	alligator	la langouste	-	crayfish, spiny lobster
le cochon marron	-	wild boar	le lézard/le maboya	-	lizard
le colibri	-	hummingbird	la mangouste	-	mongoose
le coquillage	-	shell	le perroquet	-	parrot

3. Flora (including fruit and vegetable)

l'ananas (m)	-	pineapple	le gombo	-	ochro, okra
l'aubergine (f)	-	eggplant, aubergine, garden egg, melongene, baigan	la goyave	-	guava
l'avocat (m)	-	avocado pear	l'hibiscus (m)	-	hibiscus
l'avocatier	-	avocado tree	l'igname (f)	-	yam
le bambou	-	bamboo	le maïs	-	corn
la banane	-	banana (ripe)	la mangue	-	mango
la banane verte	-	plantain	le manguier	-	mango tree
la banane mûre	-	banana	le manioc	-	cassava
le bananier	-	banana tree	le maracoudja	-	passion fruit
la bougainvillée	-	bougainvillea	la noix de coco	-	coconut
la calebasse	-	calabash	l'orange (f)	-	orange
la canne à sucre	-	sugar cane	le palmier	-	palm tree
le chou caraïbe	-	coco yam	le pamplemousse	-	grapefruit

la christophine	-	cho cho, christophine, chayote	la papaya	-	pawpaw, papaya
le citron vert	-	lime	la patate (douce)	-	sweet potato
le cocotier	-	coconut tree	la pomme cannelle	-	sweet sop, sugar apple, custard apple
le corossol	-	soursop	la pomme cythère le pois d'angole	-	golden apple, June/jew plum, pommecythere
la figue (la figue-banane), la bacove	-	banana	le pois congo	-	pigeon pea, congo (gungo) pea
le flamboyant	-	poinciana	la sapotille	-	naseberry, sapodilla
le fruit à pain	-	breadfruit			

B. COUNTRY AND INHABITANTS

1. Country			2. Inhabitants		
Anguilla	-	Anguilla	Anguillais(e)	-	Anguillan
Antigue et Barbuda	-	Antigua and Barbuda	Antiguais(e)/un(e) originaire de Barbuda	-	Antiguan and Barbudan
La Barbade	-	Barbados	Barbadien(ne)	-	Barbadian
Le Belize	-	Belize	Bélizien(ne)	-	Belizean
Cuba	-	Cuba	Cubain(e)	-	Cuban
Les Caraïbes	-	The Caribbean	Caraïbe/Caribéen(ne)	-	Caribbean
La Dominique	-	Dominica	Dominiquais(e)	-	Dominican
La Grenade	-	Grenada	Grenadien(ne)	-	Grenadian
Le Guyana	-	Guyana	Guyanais(e)	-	Guyanese
La Guyane Française	-	French Guyana	Guyanais(e)	-	French Guyanese
St-Vincent Les Grenadines	-	St Vincent The Grenadines	St-Vincentien(ne)	-	From St Vincent and the Grenadines
La Guadeloupe	-	Guadeloupe	Guadeloupéen(ne)	-	Guadeloupean
Haïti	-	Haiti	Haïtien(ne)	-	Haitian
Les lles Vierges	-	Virgin Islands	Originaire des lles Vierges	-	From the Virgin Islands
La Jamaïque	-	Jamaica	Jamaïquain(e)	-	Jamaican
Les Antilles	-	The West Indies	Antillais(e)	-	West Indian
La Martinique	-	Martinique	Martiniquais(e)	-	Martiniquan, Martinican
Montserrat	-	Montserrat	Montserratien(ne)	-	Montserratian
Nevis, Nièves	-	Nevis	Névisien(ne)	-	Nevisian
La République Dominicaine	-	The Dominican Republic	Dominician(e)	-	Santo Domingan
St-Christophe	-	St Kitts	Kitticien(ne)	-	Kittician
Ste-Lucie	-	St Lucia	St-Lucien(ne)	-	St Lucian
Le Surinam	-	Suriname	Surinamais(e)	-	Surinamese

La Trinité et Tobago	-	Trinidad and Tobago	Trinidadien(ne) et Tobagonien(ne)	-	Trinidadian
Les îles Turques et Caiques	-	The Turks and Caicos Islands	une câpresse	-	Black woman with straight hair
			chabin(e)	-	Mixed person with fair skin and curly hair
			un mulâtre, une mulâtresse	-	Mulatto

C. HOME AND FAMILY

1. General

la case	-	hut
le hamac	-	hammock

2. Clothes

le bacoua	-	Martiniquan straw hat
le foulard	-	scarf
le madras	-	bandana head dress

3. Food/drink and the kitchen (for more details, cf, for example, *La Cuisine Créole*, publ. Emile Desormeaux)

les acras (m)	-	Fritters	le thym	-	thyme
le boudin	-	black pudding	le blaff	-	fish soup, fish stew
le canari	-	earthenware pot	le calalou	-	vegetable stew with ochroes/okras, spinach or dasheen leaves
la cassave	-	cassava bread, bammy	le cari/le curry	-	curry
le colombo	-	curry (dish)	la ciboulette	-	scallion, chive
le mabi	-	mauby	le gingembre	-	ginger
la morue	-	codfish, salted cod, saltfish	le mortier	-	mortar
le pilon	-	pestle	piler	-	to pound
le punch	-	drink made with rum	le piment	-	hot (country) pepper

D. OCCUPATION

1. Farmer – Fermier

le coutelas	-	cutlass
la houe	-	hoe
la machette	-	machete

2. Fisherman – Pêcheur

la pirogue	-	canoe
la seine	-	drawnet

E. RELIGION

hindou	-	Hindu	la magie	-	witchcraft
musulman	-	Muslim	le quimbois	-	obeah, charm, spell
le quimboiseur	-	obeahman	le vaudou	-	voodoo
le zombi	-	Zombi(e), evil spirit			

F. SOCIETY AND POLITICS

département d'outre-mer (D.O.M)	-	overseas department (of France) for example, Martinique, Guadeloupe	métropolitain(e)	-	persons from the metropolitan countries (for example, France)
la Banque Caraïbe du Développement	-	Caribbean Development Bank	le tiers-monde	-	Third World

G. CULTURE

célébrer	-	to celebrate	la messe de minuit	-	Midnight mass
une fête	-	a saint's day, name day	le réveillon de Noël / du Nouvel An	-	Christmas Eve / New Year's Eve dinner / party
Noël	-	Christmas	la veille de Noël	-	Christmas Eve
l'arbre de Noël / le sapin de Noël	-	Christmas tree	le jour de l'An	-	New Year's Day
la bûche de Noël	-	Yule log (a cake shaped and decorated to look like a log)	l'Épiphanie, le 6 janvier	-	Epiphany
un chant/un cantique de Noël	-	a Christmas carol	la fête des rois / le jour des rois	-	Twelfth night, Epiphany
la galette des rois	-	a cake filled with almond paste with a small figurine or charm (une fève) hidden in it. Whoever finds the charm is crowned king or queen	Mardi Gras	-	Shrove Tuesday, the day before Ash Wednesday and the last day of Carnival celebrations

le Carnaval	-	carnival	le Mercredi des Cendres	-	Ash Wednesday
un char	-	carnival float	Vendredi Saint	-	Good Friday
un défilé	-	procession	Pâques	-	Easter
un déguisement	-	a disguise	le lundi de Pâques	-	Easter Monday
la Semaine Sainte	-	Holy week	la Fête du Travail, le premier mai	-	Labour Day
la chasse aux crabes	-	crab hunting (crab is eaten during the Easter season in the French West Indies)	le 22 mai	-	the day marking the abolition of slavery (l'abolition de l'esclavage) in Martinique
le 14 juillet, la fête nationale	-	Bastille Day, the French national day	un feu d'artifice	-	fireworks
la Marseillaise	-	the name of the French national anthem (l'hymne national)	la Toussaint, le premier novembre	-	All Saints' day (A public holiday. People visit cemeteries and lay wreaths and flowers [often chrysantemums – des chrysanthèmes] and candles on the graves of relatives and friends)
la Fête des Morts, le deux novembre	-	All Souls' Day	le combat de coqs	-	cock fighting
le zouk	-	contemporary French West Indian dance and music	la biguine, la mazurka, la polka, la merengue	-	French West Indian dances

H. TECHNOLOGY

1. Communication

un ordinateur	-	a computer	une télécarte (à mémoire)	-	a phone card
un micro-ordinateur	-	personal computer	un répondeur-enregistreur	-	an answering machine
l'informatique (f)	-	computer science	un téléphone portable	-	a portable telephone
un programmeur	-	a computer programmer	un téléphone cellulaire	-	a cellular phone
un fax, une télécopie un téléfax	-	fax			

2. Electronics

la télévision câblée	-	cable TV	un jeu vidéo	-	a video game
une antenne parabolique	-	a satellite dish	un baladeur	-	a personal stereo, walkman
un magnétoscope	-	a VCR	un four à micro-ondes	-	a microwave oven
une télécommande	-	a remote control	un distributeur automatique	-	a vending machine, an automatic teller machine
un disque compact	-	a compact disc	une carte de crédit	-	a credit card
une platine laser	-	a CD player			

Western Zone Office
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