

<b>Contents</b>	<b>Page</b>
Aims	2
Objectives	2
Prescription and Detailed Content Specification	4
Assessment	6
Appendix 1 – Resource Acquisition and Methodology	11
Appendix 2 – Resource and Reference List	12
Appendix 3 – Suggested Methodology	15
Appendix 4 – Sample Internal Assessment Summary Form	22
Appendix 5 – Communicative Assessment Criteria: Speaking	24

# **FRENCH**

## **(FOREIGN LANGUAGE)**

Students whose first language is French or for whom the school curriculum is taught in French, are not eligible for assessment in this prescription.

**This prescription takes effect from January 2000**

## **PSSC French (Foreign Language) Prescription**

### **Aims**

1. To develop students' ability to communicate effectively in French in various French speaking contexts and countries, particularly in the Pacific, developing an insight and appreciation of francophone cultures;
2. To develop students' ability and confidence in all French language skill areas - listening, speaking, reading and writing - and thus provide a good foundation for further language learning, work opportunities or leisure activities using French;
3. To develop the logic, deduction, and inference skills required to interpret material that is only partly familiar and independent information gathering, research and learning skills including sourcing, analysing, selecting and reconstructing appropriate material, note taking, list making;
4. To prepare for the PSSC National examination.

### **Objectives**

#### **Listening**

Students should be able to:

- understand the main topic and general ideas of normal French speech heard.
- decipher probable or improbable meanings of unfamiliar elements.
- extract detailed information from spoken French on the topics covered from real sources including T.V. or radio interviews, announcements, advertisements, songs as well as from text or teacher prepared cassettes.

#### **Speaking**

Students should be able to:

- X respond to questions on any of the topics studied.
- X engage in conversation based on their own choice of prepared topic.
- X participate in role plays based on the topics studied.
- X present a 5 minute prepared talk or research presentation in French.

## **Reading**

Students should be able to:

- X read simple *contes* and children=s novels (fiction) reasonably fluently for leisure, enjoyment and enhancement of their French vocabulary and grammar rather than for total comprehension.
- X read and scan passages, newspaper articles, pamphlets or other authentic source material to extract specific or detailed information.
- X read for survival including forms to be completed, instructions, signs or rules to be followed, etc.
- X read a passage silently in order to respond to its content and ideas in writing or discussion.

## **Writing**

Students should be able to:

- X express themselves comprehensibly in extended writing forms including informal and formal letters, short essays or stories, diary entries, accounts of personal experience and events, giving instructions and describing processes or methods of doing things.
- X answer questions or respond to information from heard or read sources or given texts including poems, short stories, children=s novels or films.
- X use language accurately at the level prescribed and taught.

## **Cultural Appreciation**

Students should develop an awareness of francophone cultures and be able to compare and appreciate some differences between their own and francophone:

- culture, traditions and customs, the impact of French religion
- X food and drink
- X daily life - routines, leisure activities, sports
- X schooling
- X geography, history and tourism to a limited extent

## PREScription AND CONTENT SPECIFICATION

The expected time allocation is based on **five** one hour periods per week for a minimum of **15** weeks per semester.

The content of this course is presented thematically, encouraging the integration of all language skills with cultural aspects and students' own real life concerns.

Revision of previously taught vocabulary and grammar points is implicit. What is new at this level is expected use of authentic source material which students should now be able to understand, the need for wide reading and discussion on each topic and a research topic.

### Content Specification

The following topics, functions and the basic vocabulary associated with each are to be covered in any order. Associated grammar items likely to occur in each context are listed. (However they can be taught - and should be revised - at any other time they arise.)

1. **Holidays, past and planned** - passé composé, pluperfect, future and immediate future - *aller* plus infinitives, plurals of surnames, *qui/ que* to join sentences, pronoun order including in negative contexts, revise contracted articles - *à, au, aux, à l', du, des*, expressing pleasure, boredom.
2. **Family, Childhood** - regular present tense, *avoir, être*, imperfect tense for used to ..., describing people, likes and dislikes, introductions, negatives, adjective agreement, possessive and irregular adjectives - *vieil, bel, nouveau, nouvel*
3. **Daily routines** - reflexive verbs - past and present tenses; helping in the home and garden, preparing meals, eating - present and imperfect tenses, *faire* expressions, disjunctive pronouns, imperatives - *toi, tu épilches le taro...*, *on* and passives for describing processes, *venir de...*, formation of adverbs
4. **Your town, village, island or area** - main features, shopping, banking, using the post office, etc. - draw, label and discuss maps; questions, polite requests; describing places - adjectives, articles and prepositions of place - *à, de, y, en* versus *dans; loin de, près de...*, expressions with *avoir*, quantities.
5. **Tourism and Travelling** - giving directions - *aller*, ordinal numbers - *la deuxième à gauche*, imperative, *après avoir/être* plus past participle...using cars, buses, taxis, planes, etc. - 24 hour clock, understanding announcements, road signs, service station, expressing things forbidden, *la douane*, getting and paying for accommodation and meals - cafés, restaurants - questions, polite requests, money vocab - *ça fait combien? votre monnaie*, etc., *ce, cette, celle-ci*, etc., *c'est à lui, moi; dont* to show possession; *duquel, auquel, le quel*, etc., expressing positive and negative reactions.
6. Study of **any francophone country or region of France**

7. **Leisure activities- sports, hobbies, music** - tastes, dislikes and reasons for opinions: gardening, hunting, fishing, bush walking, ... - indirect object pronouns and order of, *y, en*, irregular past participles, perfect of *être* verbs, agreement of past participles, *depuis*, comparative and superlative adjectives and adverbs, *jouer à/de*, plural of nouns in *-al*, approximate numbers - *une dizaine de*.
8. **The Media and Communication** - use television programmes, radio, newspapers, videos or films in French, phone, fax, letters - using interesting informal and appropriate (simple) formal beginnings and endings - cards, talking - present participles.
9. **Reading** - Spread throughout the course guided and independent reading of children's books, contes, easy novels- past historic for recognition. Wide reading is the best way to learn vocabulary and grammar structures. One night's homework per week could be devoted to this. Students could keep a reading diary (in English) to record their reading and do book reports.
10. **School - subjects, timetables, daily routines** - reflexive verbs, adverbs of time. Study documents of nearby francophone schools - timetables, school rules and routines, even textbooks.
11. **Your future** - careers, jobs, aspirations, people's skills, qualities, ambitions - revise describing people, *depuis*; future and conditional tenses, including conditional perfect, using *quand* plus future when English uses present tense, preceding direct object agreement, application letters, interviews
12. **Going out- custom ceremonies, fetes, community/ church events, birthdays** - preparing for - present tense, accounts of - past tenses including pluperfect to show order of events - teach paragraph linking, time and location phrases - *puis, quelques heures après cela, dix minutes plus tard..*, passives for describing processes, negative expressions - *ne...plus, ne...que, ne...jamais, ne ..point*, conditional tense. Take students to such events in your nearest francophone community.
13. **Weather, environment, disasters** - study any resources on cyclone, earthquake, fire, flood, drought, volcanic eruption - use phone book for emergency advice, environment pamphlets, French weather forecasts - expressions with *avoir* and *faire*
14. **Health** - common illnesses, first aid (use phone book), going to doctor/clinic/hospital - symptoms and treatment - use francophone school texts - teach *depuis..., pour..., pendant, avoir mal à, se sentir*. agreement of past participle with preceding direct object, reflexive verbs and *me* etc. as indirect object - *ça me fait mal*, irregular formation of adverbs.

These units will take an average of two to five weeks, depending on the useful, interesting material you can access and the amount of content and grammar to be covered. The Reading requirement will take even longer but will not be done as a single block.

In addition a minimum of 6 hours' in class supervision of students' Research Projects is required (i.e. about once per week for 6 weeks), about 8 hours is required for presenting Prepared Talks or Research Presentations.

## ASSESSMENT

A	:	Examination	-	50%
B:		Internal Assessment	-	50%

### A. EXAMINATION 50%

Time allocation: 2 ½ hours

The paper contains 3 sections:

#### Section 1: Reading: 3 items

- |   |                 |
|---|-----------------|
| 1.1 Reading comprehension questions in English on a French extract<br>(4 marks for content, 4 for deduction, 2 for appreciation of tone and intent) | <b>10 marks</b> |
| 1.2 Reading Cloze of 10 gaps to complete a French passage<br>(answers that make sense are correct even if ungrammatical)                            | <b>10 marks</b> |
| 1.3 Re-presenting information on a French extract<br>(to convey meaning to a non-French speaker)  | <b>10 marks</b> |

#### Section 2: Written Expression: 3 choices **15 marks**

A choice of 3 questions is offered on which students write 120 – 150 words in French.

All 3 will be on topics covered in this PSSC prescription (see pages 4-5).

Students must write in an appropriate genre for the text type option. These will include:

- Letter – formal, friendly fax message, or letter to editor, etc.
- Plus two other text types from:
- Description
- Diary entry/entries
- Report – school magazine, newspaper
- Expository essay
- Instructions – recipe, manual
- Narrative

#### Section 3: Novel, Short Story, Poetry or Film Study: 3 choices **15 marks**

Students are to write in French expressing personal response to a novel or film, or a collection of poetry or short stories which they have studied in French in class. Students must demonstrate in-depth knowledge of the work.

e.g. *Votre correspondant(e) français(e) voudrait savoir si vous avez lu des livres, des contes ou des poèmes en français ou si vous avez apprécié un film français qu'il / elle a vu. Répondez-lui en exprimant votre appréciation de l'oeuvre étudiée en classe.*

**All instructions for the examination are to be in English**

**B. INTERNAL ASSESSMENT 50%**

1. Three different **Speaking** tasks 30%  
as follows:
  - *Each task will be worth 10%*
  - *One task should be done each term*
  - *The tasks will be based on topics covered and will between them assess all the micro skills in the appendix 5.*
  - *Examples of tasks include presentation of students= research topics, prepared talk (about 5 minutes), reading aloud, conversation.*
2. Two **Listening** tasks 10%
3. One **Research Project** 10%

**The internal assessment design should ensure that at least two of the Speaking tasks, one Listening task and the Research Project are completed by August 15th.**

Recommended Marking Criteria.

1. **Speaking**
  - 9-10 marks. Student shows confidence - voice is clear, good eye contact, speech fairly fluent with broad vocabulary and overall good language structure. Has introduction, closure and structure. Pronunciation, intonation and expression very good.
  - 7.8 marks. Speaks clearly with good pronunciation, reasonably expressively with an attempt at intonation. Knows vocabulary taught. Hesitates occasionally. Introduction and closure moderately fluent.
  - 5-6 marks. Voice usually clear. Fair vocabulary. Structure somewhat disjointed. Pronunciation comprehensible but lacks real expression and fluency. Hesitates.
  - 3-4 marks. Very hesitant. Pronunciation influenced by first language or English. Meaning is only just clear.
  - 1-2 marks. Many major errors, frequently incomprehensible.
  - 0 mark. Spoken French cannot be understood, or student fails to speak in French.

2. **Listening**

- 5 marks. Shows complete and clear comprehension of passage and its tone.
- 3-4 marks. Shows comprehension of the major portion of the passage.
- 2 marks. Understands the gist of the passage.
- 1 mark. Shows some understanding but largely confused.
- 0 mark No comprehension.

3. **Reading aloud**

- 6 marks. High level of competency in all areas of reading. Perceptive to subtle differences in meaning and nuance of language.
- 4-5 marks Generally good competency in all areas. Good answers giving the information required. Misses many subtleties.
- 2-3 marks Many weak areas in comprehension
- 0-1 mark Very weak in all areas. Finds difficulty with basic decoding of words and phrasing of sentences.

4. **Research Project.**

Students will use French to write on a research topic of their choice. The report should contain an account or description, analysis, opinion and recommendations. Students should be encouraged to investigate through a range of techniques including questionnaires or surveys, interviews, visits, literary/ library searches and observation. The project should be written in a particular discourse form / text type / register - e.g.

- evaluative report ( often for a person or organisation)
- speech to a given audience
- diary entry/ies
- (series of) letter(s)
- newspaper article or feature / pamphlet / poster

In this way it will be more possible to evaluate appropriate vocabulary and style. The writing and other sections of the final examination will also attempt to offer some of these text types.

The required length of the submission is 500-800 words.



The following are offered as possible topics for the research project, but other topics may be selected by students as approved by the teacher.

1. *L=école*
2. *Les métiers*
3. *Mon île*
4. *Les excursions*
5. *Mon village*
6. *Les fêtes*
7. *La musique*
8. *Les vacances*
9. *La famille*
10. *Les sports*
11. *Le tourisme*
12. *La Biographie, La Portrait (d=une personne célèbre)*
13. Paris or any region of any francophone country other than your own.
14. *L=Environnement*

Students should demonstrate the importance of the topic in society, and, where possible, take up a point of view about such topics and discuss/ argue/ defend their contentions.

The research project will be assessed as follows:

1.	Presentation	2
2.	Content	4
3.	Language	5
4.	Method of research	2
5.	Analysis/Appreciation/Depth	2
	<b>Total</b>	<b>15</b>

The raw total of 15 marks yielded by the following marking schedule, must be reduced to a mark out of ten to provide the appropriate weighting for the Research Project. Students must submit their drafts as well as the finished product to ensure it is largely their own work. Teachers may suggest sources, ideas and respond to student queries only on an equal basis. Attempt to give all students a comparable amount of help.

E.g. A total of 8 raw marks will give:  $\frac{8}{15} \times 10 = 5.3$

1. **Presentation 2**
  - 2 marks. Clearly organised with appropriate use of enhancing features such as quotations, illustrations, graphs.
  - 1 mark. Either organised or displaying additional features over and above textual account, but not both.
  - 0 mark. Clearly disorganised.

2. **Content 4**
- 4 marks. Work is complete, accurate, logical and is highly relevant to the topic with appropriate diagrams or illustrations, and is of the required length.
- 3 marks. Work is complete fairly, clear, relevant to the topic but lacks some detail good examples or illustrations. Falls short of the required length.
- 2 marks. Poor coverage of topic with little details or examples. Falls well short of the required length.
- 1 mark. Work is either incomplete or irrelevant to the topic.
- 0 mark. Nothing is handed in.
3. **Language 5**
- 5 marks. Near correct grammar, syntax, sentence structure and spelling. Clear and effective expressions, interesting and varied vocabulary, appropriate language register. Cohesive text. Depth of understanding shown or clear development of theme, logical development from introduction through development to conclusion according to the convention of the relevant discourse form.
- 4 marks. Generally sound, grammar, syntax, sentence construction and spelling, clear expression, fair range of vocabulary used. Shows some insight and organisation structure.
- 3 marks. Comprehensible grammar, syntax, sentence construction and spelling. Lacks clarity in expression. Basic vocabulary. Inconsistent language register. Awkward style. Fair development of theme. Insufficient logical development.
- 2 marks. Poor grammar, syntax, sentence construction and spelling. Vague expression. Restricted vocabulary. Inappropriate usage. Disjointed. Theme poorly developed. No depth of insight.
- 1 mark. Very poor grammar, syntax, sentence construction and spelling. Very vague expressions, very restricted and inappropriately used vocabulary. Little or no development of theme. Confused argument.
- 0 mark. Language confused and incomprehensible. No organisation of content. No observation of the conventions of the text type/ discourse form.
4. **Method of Research 2**
- 2 marks. Accurate and relevant data collected in considerable depth, and obtained by two or more investigative methods (oral, written, letter).
- 1 mark. A weakness in two of the underlined features.
- 0 mark. Data copied or invented. No research method shown.
5. **Analysis, Recommendations, Opinions 2**
- 2 marks. Shows effective selection and clear interpretation of data collected. Conclusions drawn are clearly related to the topic.
- 1 mark. Little effective selection and poor interpretation of data. Few conclusions drawn or conclusions are irrelevant to the topic.
- 0 mark. No selection or interpretation of data collected. No conclusions drawn.



## Appendix 1

### RESOURCE ACQUISITION AND METHODOLOGY

A single teacher copy of any of the following texts and cassettes may be used selectively to teach any of these topics or the grammar structures specified - Avantage 4 Vert and Rouge (Year 11- 12 ), Heinemann Encore Tricolore 4 and 5 (Year 12), Nelson Price, Envol, (both levels) , O.U.P., Ca Bouge 3, Heinemann, Fréquences Jeunes 3, Hachette with some of Fréquences Jeunes 2.

However no ideal text exists and teachers should use as much authentic (real) source material as possible to make up their own units for each topic, balancing as many different kinds of listening, speaking, reading writing activities as can be imagined in order to interest students and teach the necessary vocabulary and language points. This makes language learning more interesting and more useful as students are exposed to real-life French.

This implies an adequate duplicating facility and budget and careful planning by teachers. Photocopying costs may be minimised by having students work in groups on teacher-created activity cards for each resource, then presenting their work to the class in French, English or both.

- Step 1. Obtain French Pacific newspaper articles, airline magazines, tourist or advertising brochures, official forms and pamphlets, maps, etc in French. Ask your nearest Alliance Française or Ambassade de France for assistance. Visit your nearest francophone school and obtain or borrow for the relevant unit timetables, school rules, routines and notices, primary school (Vanua) readers, Simbolo et Sepeta, Home Economics, Social Science or Science texts e.g. on health, tourism topics.
- Step 2. Select relevant excerpts - passages, tables, graphs, pictures, photos, etc. Cut out or copy these and stick onto card.
- Step 3. Underneath write (or stick on typed) activities for each resource. These may include:
- X Reading comprehension questions, summaries, flow diagrams, tables, sentences to write or complete - fill in the gaps - in French or English in pairs, groups or individually
  - X Writing or discussion tasks of different lengths and genres - poem, story, response, paragraph giving opinion / evaluation, letter to editor, pick out useful vocabulary and phrases and re-use them in own sentences, etc.
  - X Notes on language features and activities - e.g. Pick out 5 passé composé verbs using être.
  - X Games, synthesis activities using other resource cards too, etc.
- Step 4. Record or obtain Listening resources from French radio and television programmes, including advertisements and pop songs. Cassettes from textbooks, your own readings of passages may also be required. Borrow CD's, CD ROM's or cassettes from the Alliance Française.
- Step 5. Make up a similar range of activities as in step 3 above.

Set up an E-mail penpal link or plan an exchange programme with a New Caledonian, Vanuatu francophone or Tahitian school if you can.

## Appendix 2

## RESOURCE AND REFERENCE LIST

1. Year 12 Coursebooks. (Note that each textbook has accompanying audiocassettes which are an integral part of the course. The accompanying teachers' guides or notes are also indispensable, usually providing excellent methodological suggestions.) Any of :

Au Point, Thomas Nelson.

Avantage 4 Vert, Heinemann, ISBN 1435374400

Avantage 4 Rouge, Heinemann, ISBN 0435374478

Encore Tricolore 5, Nelson Price, ISBN 017439926X

Envol, Oxford University Press, ISBN 0199122067 (also for Year 11)

Toutes Directions, Elizabeth Smith, O.U.P., 1985, ISBN 0199120579 (phasing out)

Fréquences Jeunes 3, Hachette, ISBN 2.01 154979 5, 1995 (also Fréquence Jeunes 2 may also have material on some topics)

2. Year 11 Coursebooks. (Note that each textbook has accompanying audiocassettes which are an integral part of the course. The accompanying teachers' guides or notes are also indispensable, usually providing excellent methodological suggestions.) Any of:

Encore Tricolore 4, Nelson Price, ISBN 0174398433

Avantage 3 Vert, Heinemann, ISBN 0438375172

Avantage 3 Rouge, Heinemann, ISBN 0435375245

Communications, David Sprake, O.U.P., 1981, ISBN 0198323859 (phasing out)

Fréquence Jeunes 2.

3. Grammar

Excellent resources for teaching '**contextualised grammar**' have recently come onto the market. New approaches focus on grammatical points in a thematic or communicative context. Some examples below (the Australian distributor is indicated in square brackets). [\*\*\* = priority]

\*\*\*Rogers P. & Long J, **la grammaire en clair**, [Thomas Nelson]. Cartoons and young people's conversation feature in this light-hearted approach to the serious business of focus on form. Grammar is contextualized in idiomatic dialogues and lends itself wonderfully to interactive exchanges in the classroom. An answer book is now available. Ideal from Year 9 to 12.

Teachers who are grappling with the problem of students' poor basic knowledge, i.e. having to teach *grammar* before you can teach *French grammar*, will find the following work invaluable:

Morton, J, **English Grammar for Students of French**, [CIS-Heinemann]

\*\*\* **Reprise: A complete review workbook for grammar, communication and culture**

Natl Textbook Co. 1997. USA [CIS-Heinemann]

Offers intermediate through advanced learners of French grammar explanations with examples derived from everyday usage, often in the form of conversational exchanges. Grammar is viewed as a stepping stone to communication as the exercises are contextualized. Instructions are in French. Vocabulary review boxes are provided, grouped thematically, and integrated with the exercises. Final examination included. Reading comprehension exercises are based on authentic documents that contain examples of chapter's grammar topics. Oral activities are also provided. The workbook contains an excellent compendium of frequently used 'idioms, expressions and proverbs' plus 'notes culturelles'. An ANSWER KEY BOOK accompanies the review workbook (purchased separately).

Turk, Vandaele, **Nouvelle grammaire communicative**, National Textbook Co. Moves from systematic, clear explanations to practice and reinforcement exercises in realistic self-contained contexts to open-ended communicative activities, both oral and written. Self-correcting. Excellent.

In addition to above, note:
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Coffman Crocker, M.E., 1973, **Schaum's Outline of French Grammar**, 3rd ed. Schaum's Outline Series, McGraw-Hill USA. The old basic classic: thorough but dull drills. Grammar not contextualized. Explanations are very clear. Answers at back of the book.

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4. Communicative activities

Arc-en-Ciel 4 Repromasters. Thomas Nelson. Covers all macroskills.

Deux à Deux (Langenscheidt/Intext)- Beginners to advanced speaking activities.

Authentik: *excellent* for current themes, topics, methodology and as a source of communicative assessment. Subscription to 6 issues of a newspaper plus audiocassettes.

Subscription begins September, approximate cost 50 pounds sterling \$200. Order form from : Authentik Ltd.

27 Westland Sq. Dublin 2 Ireland

Fax. 353.1.6771196

5. Dictionaries

Collins French-English College Dictionary and Collins Robert Dictionnaire or Oxford-Hachette. Purchase biggest and most recent edition possible. Try to have one big Engl./French dictionary and a class set of middle -size dictionaries available for students.

6. Other texts and readers, Year 11.

Le Vanuatu par les textes, 1997, CDC, Port Vila.

Simbolo et Sépéta, 3<sup>rd</sup> edition, PASEP, CDC, Port Vila -- borrow from your nearest French school (order from CDC)

Contes du Pacifique, Cliff Benson, Centre Territorial de Recherche et de Documentation Pédagogiques, B.P. 215 Noumea, Tel. 272517, Fax 283113, Mars 1993

Danny Champion du Monde, Roald Dahl, Stock, Paris, 1972, ISBN 201 0147693  
or Les Petits Mégots, Nadia, Bayard Poche, 1991, ISBN 2 227 722282

7. Other texts and readers, Year 12.

Le Vanuatu par les textes, 1997, CDC, Port Vila.

Littératures francophones et d'Asie et du Pacifique. Anthologie. Nathan.

Les Misérables: Tome 1: Fantine, Victor Hugo (also Tome II: Cosette), Hachette, Textes en Français Facile, 266 rue des Fossés-St-Jacques 75005, Paris, France

Tome III, Gavroche is not a lot harder and useful for extension.

*Other suitable 'Lectures faciles'*- Hachette -- Intext \$14 each approx.

Level 1: Les Misérables 1 & II

Les Trois Mousquetaires 1 & II

Level 2: La chanson française

Les Misérables III

Le Comte de Monte-Cristo I & II

Cyrano de Bergerac

20000 Lieux sous les Mers

Les Navigateurs Français

Versailles sous Louis XIV

Level 3: Le Cinéma Français

La Vie politique en France

8. Paroles, Prévert, Folio or any good French Pacific poetry or lyrical songs.

9. Articles: Dans le jardin d'Eden, Louis Antoine de Bougainville, Voyage autour du Monde 1771, p. 78, Littérature Francophone, Nathan, 1992,

## Local sources / materials.

1. Magazines: Kouakou  
Calao  
Okapi

Enquire through the Curriculum Devepment Centre or Ministry of Education (Vanuatu) or New Caledonia.

2. Newspapers: Vanuatu Hebdomadaire  
Les Nouvelles Calédoniennes (Alliance Française)  
Hebdo Post  
Télé Guide  
and other similar materials that might be available  
French section of Trading Post

3. Audio-Visual Materials: Documentary Videos - *La Monnaie Kanak*  
ORSTOM Port Vila : video documentaries for sale  
Publicités  
Videos -*Le Château de ma Mère; Cyrano de Bergerac; Indochine; Au Revoir Les Enfants, La Gloire de Mon Père, Jean de Florette, L'enfant lion*  
(Alliance Française ou l'Ambassade de France)

4. French News: (Radio Vanuatu)

5. Cassette Recordings: audiocassettes accompanying the methods (textbooks).  
Songs eg. F.Cabrel, MC Solaar, Céline Dion, J.Brel (Alliance Française)

6. CD Roms  
PC Globe (Geography Programme)  
Encarta (Encyclopaedia Programme)

### NB. Other useful resources for Research Project

- *Francoscopie* (e.g. 1999)

Le Quid (recent edition)

--ORSTOM Port Vila Library

-- Vanuatu N.P.S.O. statistics and reports in French

--your nearest Alliance Française.

--*Voici la France*, CIS Educational, Australia

-- *French in the South Pacific*, Dept. of Romance Languages,

University of Queensland. St. Lucia Q4067.

Australia. Collection of resources and worksheets.



## Appendix 3

### SUGGESTED METHODOLOGY APPROPRIATE TO THE COURSE

#### 1. Listening

##### 1.1 Listening Comprehension Practice

- X Expose students to new vocabulary.
- X Play a tape twice (students don't look at text or write).
- X Students complete a listening grid prepared by the teacher or note what's going on (teachers need to teach this skill by modelling and discussion).
- X Play the tape again.
- X Students give core vocabulary, with difficult words on the blackboard.
- X Students try to explain what is happening.
- X Guided discussion in French (and in English).
- X Listen again for specifics.
- X Answer questions given.

Throughout the year the teacher gives less and less guidance in the form of discussion. The number of times the cassette play is repeated is gradually reduced during the year.

By term 3, the procedure should be:

- X Cassette played.
- X Students look at questions and note answers they can work out.
- X Cassette played again.
- X 2-3 minutes pause for students to complete answers.
- X Cassette played a third time.
- X Students listen. Tape is stopped at relevant points and students contribute their answers.
- X Teacher should use the tape script pages 191 - 198 of Toutes Directions in asking guided questions or preparing grids based on this text. However, it is recommended that these transcripts be removed from students' books if they are used for tests.

##### 1.2 Dialogues

- X Similar method; after first listening, students look at text (transcript).
- X Use a variety of French/English Questions.
- X As the year progresses, ask more questions in French - students can suggest local variations to the dialogues.

## 2. Speaking

- 2.1 Guided conversation
- 2.2 Prepared topic from Toutes Directions or local news.
- 2.3 Rôle Play

### 2.1 Guided conversation

- 1. Conversation
- 2. *On se lie d'amitié*

#### 2.1.1 Conversation:

Go over this as a whole class and then ask each other alternate questions in pairs; or students view questions and ask teacher about hard ones before going into pairs, when they still put up hands to ask how to respond if need be. Students interview each other (whole class listens); Teacher selects relevant questions or adapts questions to the local situation. Students prepare to answer the questions either for a few minutes in class or for homework; or Teacher asks individuals to respond (working as a whole class). Teacher devise role-playsituations to reinforce themes of various units. Preparation of scripts and rehearsal/ performances in class.

- 2.1.2 *On se lie d'amitié:* These exercises encourage students to practise questions skills as well as giving answers.

- X Teacher discusses questions (collectively as class).
- X Students formulate the rest of the questions with teaching guidance. (e.g. for homework - consolidation)

Alternatively X Teacher discusses questions (collectively).

- X Goes through them again.
- X Individual students give the correct question in French and others answer.

### 2.2 Prepared Talk

#### 2.2.1 Using a Series of Pictures

A story based on a series of pictures can be used as practice in preparing a talk on a topic.

- X Teacher lists on board key phrases and grammar for each picture, especially link items to teach narrative flow (e.g. puis, donc, dix minutes plus tard, etc.)
- X Class place phrases into a flowing story.
- X Teacher records the resulting story on board.
- X Read it aloud together (students take turns and offer alternatives).

X Students copy it into exercise books.

### 2.2.2 For practising oral presentation

Students talk to class on any topic (but preferably not the topic chosen for their research) in *Toutes Directions* eg. describe someone and whole class guess who - Unit 3, describe their village or town - Unit 2, recount their experience of a disaster - Unit 10. Ask students to choose their own topic (but not *Ma Famille* as it is too easy).

- X Students record their ideas in note form.
- X Organise their ideas into introduction, development and conclusion.

Individually - teacher gives comments.

- X Student writes out topic in full.
- X Discuss with teacher.
- X Summarize in point form.
- X Student prepares a 5 minute presentation based on these points.
- X Present topic orally to teacher/ class.
- X Teacher follows with some questions, gives comments.

### 2.3 Rôle Play

- X Listen first to the appropriate "Dialogue" (see methodology for listening).
- X Discuss the Dialogue - general background or situation, to give the general picture or setting.

Discuss one of the given rôle plays as a class (whole class).

- X Give needed vocabulary on board
- X Students copy
- X Students prepare one rôle play for homework (suitable for boarding schools)
- X Present it to the class

Alternatively

- X Divide the class into groups, each to work on a different rôle play.
- X Teacher circulates, helping each group.
- X Give needed vocabulary/expression on board including everyday conversation expressions (e.g., greetings, polite forms etc.)
- X Students complete preparation for homework.
- X Next day students practice and present in class: in pairs or with the teacher.

Students can make up their own dialogues, based on a given situation.

### 3. Reading

- 3.1 Aloud
- 3.2 Scanning for specific information
- 3.3 For general understanding
- 3.4 Skimming
- 3.5 For survival

#### 3.1 Aloud

See methodology for "Speaking" in part 2.2.1, prepared topic using a series of pictures.

#### 3.2 For General Understanding

Teachers should prepare a weekly activity using an excerpt from a local newspaper for students to develop reading skills.

Students are expected to understand the given passage.

- X Students read the passage with the help of given vocabulary.
- X Teacher reads it aloud.
- X Discuss generally, teacher asks questions aimed at superficial comprehension.
- X Teacher and students read questions and discuss.
- X Students make written answers individually.
- X Correct collectively/sometimes teacher collects exercise books to mark.

#### 3.3 Scanning for Specific Information

TV and Radio guides or programmes for events are useful. (Students are not expected to understand every word, but to extract specific details)

- X Give students 5 minutes to read the passage silently.
- X Give difficult vocabulary on board.
- X Teacher reads aloud.
- X Oral questions to get general idea.
- X Written answers are made individually.
- X Discuss.

#### 3.4 Skimming

For certain elements: as in T.V. guides.

- X Students look at the text.
- X Teacher throws in questions: easy at first gradually increasing in difficulty and specificity until students are looking for and locating specific details.

e.g. *A quelle heure est-ce qu'on peut regarder le tennis sur TBV?*

### 3.5 For Survival

(e.g., road signs, notices)

Students look at authentic documents (real materials).

- X Teacher guides students comprehension with oral questions (in the form of multiple choice questions or matching).
- X Can be followed by students writing their answers or by rôleplays, mimes.
- X Students go around town on field trip copying and interpreting signs.

### 3.6 Class Reader at Yr 11 & 12

- X Teacher reads to students. Mix and use all the following methods:
- X Teacher plays tape of someone else reading the story.
- X Students read 1 paragraph each around the class (interspersed by teacher at times).
- X Students read silently and for homework.
- X Allocate one blank page for students to independently pick out new, useful vocabulary and another to note examples of grammar points taught as the story is read. Diligent students will need a number of pages. A vocabulary notebook is an alternative
- X Allocate 1 blank page to discuss and make notes on:
  - plot summaries
  - character
  - theme
  - setting
  - style and language

### 3.7 Independent leisure reading (see Pg 5 no. 9)

## 4. **Writing**

- 4.1 Formal letter e.g. Pg 123
- 4.2 Formal Report e.g. Pg 146
- 4.3 Informal Letter e.g. Pg 67
- 4.4 Description Personal writing e.g. Pg 38, 39, 41
- 4.5 Story and imaginative writing e.g. Pg 31
- 4.6 Poem/Song e.g. samples

Teach conventions of each of these text types giving models and make students aware of the purpose and of each of the varying audiences they address.

### 4.1 Formal Letter

- X Look at examples.
- X Extract a list of formal expressions (e.g., *veuillez agréer, monsieur, etc.*).
- X Discuss the difference between formal and informal language registers.
- X Teach the format of formal letters in French using examples.
- X Give a "Skeleton" format: on board or on a photocopy sheet.
- X Students write real life formal letters (by themselves or in groups or as a class with teachers= help) based on activities in relevant units eg. booking accommodation or flight to New Caledonia, ordering a video or tape from Alliance Française, asking for information for their research project from French Embassy etc.

#### 4.2 Formal Report

(e.g., Road Accident, Page 164 Toutes Directions. Discuss formal language register as above in Formal letter, part 4.1.)

- X Give specialized vocabulary relevant to the topic.
- X Look at examples.
- X Make one example collectively.
- X Individuals make report on a different topic or whole class may use same topic.

#### 4.3 Informal Letter

Give interesting expressions (e.g. pg 67 Toutes Directions). Give examples.

- X You could organize a penfriend exchange with a Francophone school.
- X Students can keep a weekly Journal in the form of letters. (They would have a separate book for this) - No length limits for these letters.
- X When correcting Journal work, correct all language errors for selected extracts/ paragraphs/ days only.  
Comments should be positive and focused on content.  
View journals regularly to comment.

#### 4.4 Description (e.g. Toutes Directions P38-39)

- X Teacher draws attention to a particular topic/picture/person.
- X List relevant adjectives on board.
- X Group them according to aspects, e.g., personality, appearance ...
- X Put these in order of presentation.
- X Organize into - introduction, development and conclusion.
- X Discuss and give guidance with grammar and syntax.

#### 4.5 Story

See methodology for Speaking “part 2.2.1, Prepared talk: Using a Series of pictures” (Pg 16).

#### 4.6 Poem/Song/Rap

4.6.1 Writing a poem/song - Here are some possible suggestions. The models below can be varied.

Present a theme: e.g., description of a place

- X List adjectives or statements on the board.
- X List ways of expressing the same thing.

e.g. *il est vieux*  
*il est âgé*

*il est un vénérable  
il devient vieux*

- X List descriptions of various aspects, e.g., physical  
*il mange lentement  
sa voix devient faible  
ses cheveux sont blancs comme ..... (add similes)*

Organise into introduction, development, conclusion.

#### 4.6.2 Writing & Listening to simple rhymes

Give French nursery rhymes as examples - students may have to guess missing words.

Look for words which rhyme with names of people, places. (Give the AJordy, Alison song as an example.)

e.g., *Le nez de René  
La tête de Marinette  
La machine de Maryline  
L'harmonie de la Nouvelle Calédonie.*

#### 4.6.3 Begin with a model sentence. Repeat the final syllable three times in a catchy rhythm.

e.g., *Ici on mange le taro -o-o-o.  
Qu'est-qu' on mange bien ici? -i-i-i*

- X Students add their own line and everyone adds the appropriate repetition.

#### 4.6.4 One theme line is repeated, interspersed with lines which develop variation on the theme.

e.g., *Que c'est bon!  
J'aime bien le laplap  
Que c'est bon!  
Les ignames sont délicieux  
Que c'est bon!  
Maman va faire le rôti  
Que c'est bon!  
Quelle connerie*

Students individually add "Variation lines" and everyone repeats the theme line.

#### 4.6.5 Many Prévert poems can give students ideas for writing their own.

E.g. *Al inventaire*, *All ne faut pas* (alliteration at the end).



## Appendix 4

### SAMPLE PSSC INTERNAL ASSESSMENT PROFILE SUMMARY FORM FRENCH (FOREIGN) LANGUAGE

School: Malaorevulu

Class: 12P

#### Timing Schedule

Task	Date	Task Description
Listening 1	Term 2	Questions based on a taped passage or one read by the teacher.
Listening 2	Term 2	Dictation.

Task	Date	Task Description
Speaking 1	Term 1	Role-play with teacher based on topics studied so far.
Speaking 2	Term 2	Reading aloud from a favourite part of a student's favourite story/novel. approx. 3 paragraphs.
Speaking 3	Term 3	Prepared talk on any topic studied or own choice, or Presentation of Research Project.

Task	Date	
	Start Date	Completion Date
Research Project based on a topic chosen from the list on page 16.	Week 2 term 1, to choose a topic and advise the teacher before proceeding.	July 30th, 1996

# PSSC Internal Assessment Profile Summary Form

## FRENCH (FOREIGN) LANGUAGE

Country \_\_\_\_\_ School \_\_\_\_\_ Class \_\_\_\_\_

Included Tasks	Start Date	Completion Date	Brief Description	Task Weight %
Listening 1				10%
Listening 2				10%
Speaking 1				20%
Speaking 2				20%
Speaking 3				20%
Research Project				20%
<b>TOTAL</b>				<b>100%</b>

F:\PSSC\PRESCRIP\FRENCH.99

Teacher .....

## Appendix 5

### Senior French

SPEAKING	
SUGGESTED TASKS	CRITERIA
<p>One-to-one interview or conversation The teacher asks open-ended questions in French giving students the opportunity to elaborate on answers and to initiate further conversation. Example: Discussion of future plans</p>	<p>Ability to convey meaning through:</p> <ul style="list-style-type: none"> <li>· range and form of language use               <ul style="list-style-type: none"> <li>- vocabulary</li> <li>- structure</li> <li>- cohesion</li> </ul> </li> <li>· appropriateness of language use               <ul style="list-style-type: none"> <li>- register</li> <li>- grammatical accuracy</li> <li>- socio-cultural awareness</li> <li>- relevance to task</li> </ul> </li> <li>· communication strategies               <ul style="list-style-type: none"> <li>- flexibility</li> <li>- conversational routines</li> <li>- ability to initiate conversation</li> <li>- coherence</li> <li>- non-verbal features</li> </ul> </li> <li>· features of oral production               <ul style="list-style-type: none"> <li>- fluency</li> <li>- pronunciation</li> <li>- rhythm, stress, intonation</li> </ul> </li> </ul>
<p>Simulation situation explained by teacher or by a visual stimulus. Example: You are talking to a French exchange student about how to spend the weekend. Suggest activities in your district and recommend particular places to visit.</p>	
<p>Small-group discussion requiring students to express opinions, maintain the discussion and initiate further discourse. Example: Discuss the role of teenagers in society.</p>	
<p>Responding to stimuli, such as pictures, maps, cartoons. Example: Comment on a picture. Explain a brochure</p>	
<p>Reading aloud texts such as lists or short items of interest. (This task would form only a small part of a test.) Example: A letter or a newspaper item.</p>	
<p>NOTE: The tasks listed above should require spontaneous language use in realistic situations. Where appropriate, students may be given five minutes' preparation time.</p>	
<p>Oral report, possibly using appropriate visual stimuli. Example: While on an exchange visit, the student talks to a class or club about some aspects of Australian life. Task may be prepared <i>but not read</i>. The prepared element is to be balanced by questions at the end of the talk that require <i>spontaneous</i> answers.</p>	