



Pacific
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du Pacifique

South Pacific Form Seven Certificate

FRENCH

SYLLABUS

2023



GENERAL INFORMATION

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SOUTH PACIFIC FORM SEVEN CERTIFICATE

FRENCH (SECOND LANGUAGE)

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FRENCH (SECOND LANGUAGE)

1.0 Preamble

This syllabus provides the specifications for assessment for the South Pacific Form Seven Certificate French Examination.

The syllabus is derived from the requirements of the New Zealand University Entrance, Bursaries and Scholarship syllabus as administered by the New Zealand Qualifications Authority.

Students may also require knowledge and understanding of outcomes from the Pacific Senior Secondary Certificate (PSSC) or its equivalent, which are related to the specific outcomes of this syllabus.

This syllabus has been further reviewed to align to the GCE A Level Standard so that the qualification is recognised by the universities in United Kingdom and the wider international region.

The course is designed for students who may undertake further studies in a tertiary institution as well as for those students who will complete their formal education at the end of Form 7.

2.0 Aims

Students should be able to:

- take part in general conversation with French speakers, understand much of what is said and contribute relevant comments
- explain and discuss many of their own ideas and opinions and to use language creatively
- read a variety of authentic materials and write expressively for a range of purposes
- use a range of language/learning strategies effectively, and to behave in a culturally appropriate way in most social situations involving French speakers.

3.0 General Objectives

On completing the course of study, students should be able to:

- communicate about certainty and uncertainty, possibility and probability
- develop an argument or point of view, with reasons
- recount a series of events to inform, persuade, or entertain
- communicate the same information in different ways in different contexts
- respond to selected and adapted texts (for example, from literature, film, newspapers, magazines, television, video, radio...) from French-speaking cultures.

Refer to **Annex C and D** for Achievement Outcomes with examples, suggested language focus and vocabulary, and suggested learning and assessment activities.

4.0 Content Components

The content of the SPFSC French course is organised under four strands and sub strands. These are outlined below:

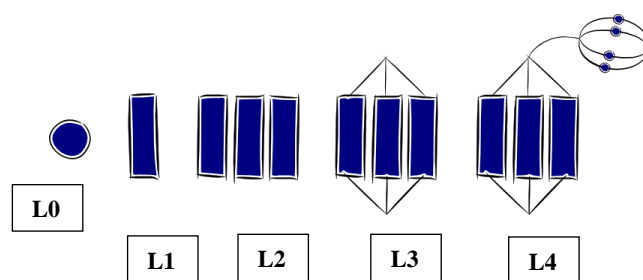
Strand Number	Strand Title and Major Learning Outcome	Sub strand number	Sub-Strand Title and Key Learning Outcome
1.	Listening Students are able to demonstrate knowledge application and critical evaluation when listening to and comprehending a wide variety of spoken French texts.	1.1	Students are able to demonstrate knowledge application and critical evaluation when they listen to and comprehend a wide variety of spoken French through: <ul style="list-style-type: none"> • understanding much of what is spoken by other speakers of French about a wide range of topics; • distinguishing between facts, opinions and hypotheses and recognizing intentions to persuade and influence in different contexts.
2.	Reading Students are able to demonstrate knowledge application and critical evaluation when reading and comprehending a wide variety of written French texts.	2.1	Students are able to demonstrate knowledge application and critical evaluation when they read and comprehend a wide variety of written French, through: <ul style="list-style-type: none"> • understanding much of what is written by other speakers of French about a wide range of topics; • distinguishing between facts, opinions, and hypotheses and recognize the writer's intentions in different contexts.
3.	Speaking Students are able to demonstrate knowledge application and critical evaluation when using spoken French in a wide variety of contexts.	3.1	Students are able to demonstrate knowledge application and critical evaluation when they use spoken French in a wide variety of contexts through: <ul style="list-style-type: none"> • initiating and sustaining different forms of communication; • giving talks on a range of topics in a wide range of contexts; • using appropriate pronunciation, intonation, rhythm, and stress; • using language in a variety of contexts.

			<p>Students are able to demonstrate knowledge application and critical evaluation when they use written French in a wide variety of general topics through:</p>
4.	<p>Writing Students are able to demonstrate knowledge application and critical evaluation when using written French in a wide variety of contexts, and applying correct grammatical structures in written and oral French.</p>	4.1	<p>Students are able to demonstrate knowledge application and critical evaluation when they use written French in a wide variety of general topics through:</p> <ul style="list-style-type: none"> • using resources (e.g. dictionaries, glossaries) to experiment with new language and review their writing for accuracy; • writing about a range of topics; • selecting words and expressions that are appropriate for their purpose and intended audience; • using language to inform, to defend a point of view, to persuade and to entertain; • using verb tenses and parts of speech correctly, including prior knowledge; • constructing logical and grammatically correct phrases and combine these into paragraphs.

5.0 Unpacking Learning Outcomes

In this syllabus, Learning Outcomes are stated at three levels of generality: Major Learning Outcomes (MLOs) are stated at the strand level, Key Learning Outcomes (KLOs) are stated at the sub-strand level, and Specific Learning Outcomes (SLOs) are unpacked from the Key Learning Outcomes. Each SLO is a combination of a cognitive skill and a specific content component. Each SLO is given a skill level, level 1 – 4, and this skill level results from the categorisation of the cognitive skill that is embedded in the SLO using the SOLO taxonomy¹.

The SOLO taxonomy provides a simple, reliable and robust model for three levels of understanding – surface deep and conceptual (Biggs and Collis 1982).



At the **prestructural** level (L0) of understanding, the task is inappropriately attacked, and the student has missed the point or needs help to start. The next two levels, unistructural and multistructural are associated with bringing in information (surface understanding).

At the **unistructural** level (L1), one aspect of the task is picked up, and student understanding is disconnected and limited. The jump to the multistructural level is quantitative. At the **multistructural** level (L2), several aspects of the task are known but their relationships to each other and the whole are missed. The progression to relational and extended abstract outcomes is qualitative.

At the **relational** level (L3), the aspects are linked and integrated, and contribute to a deeper and more coherent understanding of the whole.

At the **extended abstract** level (L4), the new understanding at the relational level is rethought at another conceptual level, looked at in a new way, and used as the basis for prediction, generalisation, reflection, or creation of new understanding (adapted from Hook and Mills 2011). [[http://pamhook.com/solo-taxonomy/..](http://pamhook.com/solo-taxonomy/)]

¹ Structure of Observed Learning Outcomes by Biggs and Collis (1982)

The progression from Level 1 to Level 4 is exemplified in the progression from *define* → *describe* → *explain* → *discuss/evaluate* with each succeeding level indicating a *higher level of understanding*, as follows:

- **define** – to state a basic definition of a concept [Unistructural or L1]
- **describe** – to give the characteristics of, or give an account of, or provide annotated diagrams. [Multistructural or L2]
- **explain** – to provide a reason for a relationship – an event and its impact, a cause and an effect, as to *how* or *why* something occurs. [Relational or L3]
- **discuss** – this means *linking of ideas* (descriptions, explanations) to make generalisations or predictions or evaluations. It may involve relating, comparing, analysing, and justifying. [Extended Abstract or L4]
- **evaluate** – this means linking ideas within a given situation and making a decision on value of this relationship in relation to an external criteria [Extended Abstract or L4]



6.0 Strands, Sub strands and Learning Outcomes

Strand 1: Listening

Major Learning Outcome 1

Students are able to demonstrate knowledge application and critical evaluation when listening to and comprehending a wide variety of spoken French texts.

Sub strand 1.1 Listening (EA & IA Task 2)

Key Learning Outcome:

Students are able to demonstrate knowledge application and critical evaluation when they listen to and comprehend a wide variety of spoken French through:

- understanding much of what is spoken by other speakers of French about a wide range of topics;
- distinguishing between facts, opinions and hypotheses and recognizing intentions to persuade and influence in different contexts.

SLO No.	Specific Learning Outcomes: <i>Students are able to:</i>	Skill Level	SLO CODE
1	identify the type of document in the spoken text.	1	Fre1.1.1.1
2	list key details in the spoken text.	2	Fre1.1.2.1
3	answer a true/false statement on a specific element.	1	Fre1.1.1.2
4	identify/state an opinion in the spoken text.	1	Fre1.1.1.3
5	identify a hypothesis in a multichoice question.	1	Fre1.1.1.4
6	identify the synonym of a term/word mentioned in the spoken text.	1	Fre1.1.1.5
7	describe the intention of the spoken text (or intention of the speaker).	2	Fre1.1.2.2
8	describe the features or details mentioned in the spoken text (character, setting, events etc...).	2	Fre1.1.2.3
9	list the features that describe the tone of the spoken text.	2	Fre1.1.2.4
10	explain how the features of the spoken text are relevant to its intended purpose.	3	Fre1.1.3.1
11	justify a true/false statement relevant to a specific element.	3	Fre1.1.3.2
12	propose a response to a specific situation in the spoken text.	4	Fre1.1.4.1
13	extend the text through prediction of further events.	4	Fre1.1.4.2

14	answer a multichoice question on a specific element.	1	Fre.1.1.1.6
15	answer a true/false statement on a specific element.	1	Fre.1.1.1.7
16	identify the opposite of a term/word mentioned in the spoken text.	1	Fre.1.1.1.8
17	identify the tone of the spoken text.	1	Fre.1.1.1.9
18	identify the purpose of the spoken text.	1	Fre.1.1.1.10
19	explain a specific statement mentioned in the spoken text in your own words.	3	Fre.1.1.3.3
20	create a sequel to the spoken text.	4	Fre.1.1.4.3
21	formulate some advice relevant to the spoken text.	4	Fre.1.1.4.4
22	explain the effectiveness of the tone in highlighting the purpose of the document.	3	Fre.1.1.3.4
23	summarise the main idea of the document.	3	Fre.1.1.3.5



Strand 2: Reading

Major Learning Outcome 2

Students are able to demonstrate knowledge application and critical evaluation when reading and comprehending a wide variety of written French texts.

Sub strand 2.1 Reading (EA)

Key Learning Outcome:

Students are able to demonstrate knowledge application and critical evaluation when they read and comprehend a wide variety of written French, through:

- understanding much of what is written by other speakers of French about a wide range of topics;
- distinguishing between facts, opinions, and hypotheses and recognize the writer's intentions in different contexts.

SLO No.	Specific Learning Outcomes: <i>Students are able to:</i>	Skill Level	SLO Code
1	identify the type of document in the written text.	1	Fre2.1.1.1
2	list the key details in the text.	2	Fre2.1.2.1
3	identify/state a fact, or an opinion or a hypothesis in the text.	1	Fre2.1.1.2
4	provide the synonym for a term/word mentioned in the written text.	1	Fre2.1.1.3
5	identify the author's meaning in a given sentence or group of sentences in the text.	1	Fre2.1.1.4
6	describe the intention of the writer/author.	2	Fre2.1.2.2
7	describe the parts of the text.	2	Fre2.1.2.3
8	list the features that describe the tone of the written text.	2	Fre2.1.2.4
9	explain the author's meaning in a given sentence or group of sentences in the text.	3	Fre2.1.3.1
10	explain how the features of the written text are relevant to its intended purpose.	3	Fre2.1.3.2
11	justify a true/false statement relevant to a specific element.	3	Fre2.1.3.3
12	summarise the text.	3	Fre2.1.3.4
13	explain how the word choice contributes to the message of the text.	3	Fre2.1.3.5
14	explain the effectiveness of the tone in highlighting the message conveyed in the text.	3	Fre2.1.3.6
15	explain how the format of the text enables the reader's comprehension.	3	Fre2.1.3.7
16	propose a response to a specific situation in the written text.	4	Fre2.1.4.1
17	extend the text through prediction of further events.	4	Fre2.1.4.2

18	answer a multichoice question on a specific element.	1	Fre2.1.1.5
19	list specific elements from the written text.	2	Fre2.1.2.5
20	answer a true/false statement on a specific element.	1	Fre2.1.1.6
21	discuss the general theme of the written text.	4	Fre.2.1.4.3
22	discuss a specific element mentioned in the written text.	4	Fre.2.1.4.4
23	reflect on whether you agree or disagree with the writer's point of view on a specific element of the text.	4	Fre.2.1.4.5
24	summarize the main ideas, with relevant examples, as they are presented in both texts. (Requires two texts with similar themes in order for this item to be applicable).	4	Fre.2.1.4.6
25	provide a title or heading.	1	Fre.2.1.1.7



Strand 3: Speaking

Major Learning Outcome 3

Students are able to demonstrate knowledge application and critical evaluation when using spoken French in a wide variety of contexts.

Sub strand 3.1 Speaking (IA Task 1)

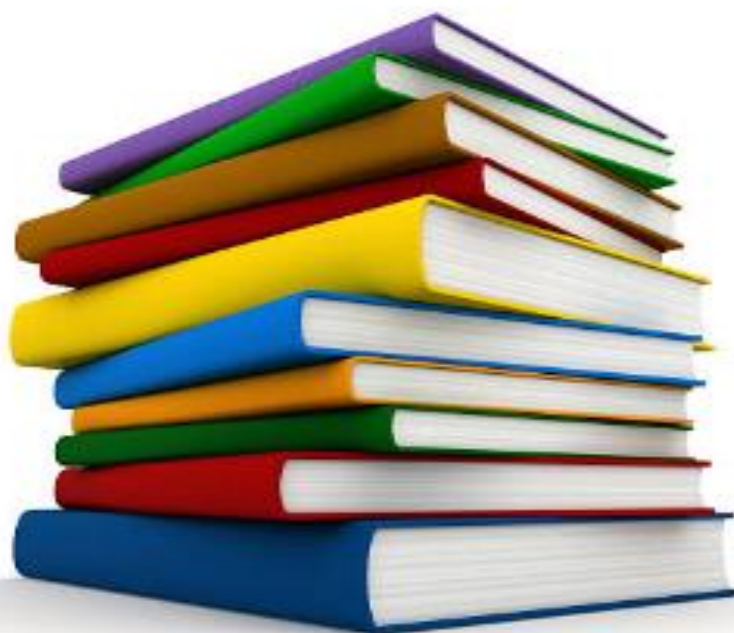
Key Learning Outcome:

Students are able to demonstrate knowledge application and critical evaluation when they use spoken French in a wide variety of contexts through:

- a. initiating and sustaining different forms of communication;
- b. giving talks on a range of topics in a wide range of contexts;
- c. using appropriate pronunciation, intonation, rhythm, and stress;
- d. using language in a variety of contexts.

SLO No.	Specific Learning Outcomes: <i>Students are able to:</i>	Skill Level	SLO Code
1	initiate and sustain different forms of communication.	3	Fre3.1.3.1
2	respond to conversation effectively.	3	Fre3.1.3.3
3	convince or challenge the audience.	3	Fre3.1.3.2
4	sustained use of verbal language techniques.	2	Fre3.1.2.1
5	develop relevant ideas.	3	Fre3.1.3.4
6	use appropriate intonation.	1	Fre3.1.1.2
7	use appropriate rhythm and stress.	1	Fre3.1.1.3
8	identify the given document.	1	Fre3.1.1.4
9	state the theme of the document.	1	Fre3.1.1.5
10	use language appropriate for the purpose of the oral task.	2	Fre3.1.2.2
11	use language to defend a point of view.	2	Fre3.1.2.3
12	use language to persuade.	2	Fre3.1.2.4
13	describe persons, places, activity or a variety of familiar subjects within own or general interest.	2	Fre3.1.2.5
14	use recordings or visuals appropriately for persuasion.	2	Fre3.1.2.6
15	present the theme with justification, explanation and analysis.	4	Fre3.1.4.1

16	share personal opinion in a simple analysis relative to current affairs or general interest.	4	Fre3.1.4.2
17	can answer questions from the audience in French (quality of interaction and contents of answer).	2	Fre3.1.2.7
18	summarise ideas and information gleaned from a source.	3	Fre3.1.3.5
19	develop personal opinions, feelings, and reactions in relation with a narrative/description/theme.	3	Fre3.1.3.6
20	use a clearly intelligible pronunciation.	3	Fre3.1.3.7
21	adapt presentation for all to understand using appropriate vocabulary.	3	Fre3.1.3.8
22	apply the main idea to a Francophone culture.	3	Fre3.1.3.9
23	defend opinions, plans and actions.	4	Fre3.1.4.3
24	develop details of formative past experiences, dreams, hopes and ambitions.	4	Fre3.1.4.4
25	compose a well-structured oral presentation with a clear beginning, development and conclusion.	4	Fre3.1.4.5
26	engage the audience (clear and loud voice, body language, appropriate gestures, eye contact, etc...).	2	Fre3.1.2.8



Strand 4: Writing

Major Learning Outcome 4

Students are able to demonstrate knowledge application and critical evaluation when using written French in a wide variety of contexts, and applying correct grammatical structures in written and oral French.

Sub strand 4.1 Writing (EA)

Key Learning Outcome:

Students are able to demonstrate knowledge application and critical evaluation when they use written French in a wide variety of general topics through:

- using resources (e.g. dictionaries, glossaries) to experiment with new language and review their writing for accuracy;
- writing about a range of topics;
- selecting words and expressions that are appropriate for their purpose and intended audience;
- using language to inform, to defend a point of view, to persuade and to entertain;
- using verb tenses and parts of speech correctly, including prior knowledge;
- constructing logical and grammatically correct phrases and combine these into paragraphs.

SLO No.	Specific Learning Outcomes: <i>Students are able to:</i>	Skill Level	SLO Code
1	use linking words for cohesion of ideas.	1	Fre4.1.1.1
2	use appropriate words suitable for purpose and audience.	1	Fre4.1.1.2
3	acquire different relevant tenses.	1	Fre4.1.1.3
4	identify the tenses used.	1	Fre4.1.1.4
5	arrange simple sentences using subject, verb, object structure.	1	Fre4.1.1.5
6	use a writing style that suits purpose of text.	2	Fre4.1.2.1
7	use appropriate writing structure (beginning, middle and end).	2	Fre4.1.2.2
8	provide supporting details for a proposition or argument.	2	Fre4.1.2.3
9	understand the function of verb tenses to situate events in time.	2	Fre4.1.2.4
10	understand the function of verb tenses to express intention or desire.	2	Fre4.1.2.5
11	combine groups of words appropriately to create phrases.	2	Fre4.1.2.6

12	use time pronouns and indicators to serialise logical sequence of events.	2	Fre4.1.2.7
13	combine prepositions with appropriate verbs such as <i>rêver de</i> , <i>s'occuper de</i> , <i>aller à/en</i> , <i>s'intéresser à...</i>	2	Fre4.1.2.8
14	review a piece of writing for accuracy and cohesion.	3	Fre4.1.3.1
15	write a text to a target audience for a specified purpose.	3	Fre4.1.3.2
16	compare personal values and points of view with those expressed in a text.	3	Fre4.1.3.3
17	use the tenses studied in sentences or phrases appropriately.	3	Fre4.1.3.4
18	use parts of speech and modes in sentences or phrases appropriately.	3	Fre4.1.3.5
19	distinguish between a completed (<i>passe-composé</i>) and a continuing (<i>imparfait</i>) action in the past.	3	Fre4.1.3.6
20	apply <i>le Subjonctif</i> verb forms in set phrases such as <i>il faut que tu partes</i> , <i>il faut que je finisse mes devoirs...</i>	3	Fre4.1.3.7
21	put verbs in the correct forms and tenses.	3	Fre4.1.3.8
22	construct complex sentences.	3	Fre4.1.3.9
23	apply linking words to connect sentences in order to obtain paragraphs.	3	Fre4.1.3.10
24	apply the correct rules of construction of negation.	3	Fre4.1.3.11
25	develop a number of related and extended ideas in the piece of writing.	4	Fre4.1.4.1
26	discuss an element in relation to a topic or text studied in class (themes, messages, etc...).	4	Fre4.1.4.2
27	write description of opinion and reactions, in simple connected text.	4	Fre4.1.4.3
28	discuss a problem relating to a general topic or text studied in class, highlighting the related issues and related recommendations.	4	Fre4.1.4.4
29	evaluate the relevance and accuracy of texts in order to take a position or reach a decision.	4	Fre4.1.4.5
30	formulate correct usage of tenses by applying appropriate grammatical rules.	4	Fre4.1.4.6
31	create indirect statements using correct agreement of tenses.	4	Fre4.1.4.7
32	formulate complex sentences using relatives (compound pronouns) and gerunds such as <i>Elle a fini ses devoirs en écoutant de la musique</i> .	4	Fre4.1.4.8
33	reflect critically and use logical reasoning in composing a piece of response to a specified prompt, supported by well-selected examples from the real-world context with justification.	4	Fre4.1.4.9

7.0 Assessment

Candidates will be assessed by a three-hour examination (70%) and internal assessment (30%).

External Assessment	70%
Internal Assessment	30%

All assessment items target the learning outcomes specified within the syllabus.

7.1 Assessment Blueprint

The blueprint below is to guide the internal and external assessment allocations for French.

The allocation of 10%, 20%, 30% and 40% for levels 1, 2, 3 and 4 respectively is common across all subjects at the SPFSC level.

Content Area/ Strand	Assessment Type	SOLO Skill Levels				Weighting (%)
		Level 1	Level 2	Level 3	Level 4	
Strand 1: Listening	EA	2	2	3	0	15
	IA	1	1	1	2	14
Strand 2: Reading	EA	3	3	3	3	30
Strand 3: Speaking	IA	1	2	1	2	16
Strand 4: Writing	EA	3	2	2	3	25
Number of Items		10	10	10	10	100%
TOTAL		10	20	30	40	

- *All the skill levels have been put in as it shows to balance out the weight of the strands in the assessment and not to discriminate the students' knowledge of the learning outcomes: e.g, in the Writing Strand in the EA, the assessment developer may split the weighting of 25 into two writing tasks as to avoid a concentration of SLOs into one task.*

7.2 External Assessment

The external examination will consist of a written paper lasting **2 hours and 15 minutes** and **a listening test lasting 45 minutes**.

The weightings given to each skill area in the examination will be as follows:

Strand 1	Listening	15%
Strand 2	Reading	30%
Strand 3	Writing	25%

7.2.1 Strand 1: Listening

Comprehension of spoken French (tested by a cassette tape recording of a native speaker or speakers with no marked regional accent).

This strand will test the student’s ability to understand spoken French. All instructions, both oral and written, will be given in English.

The following types of questions will be used, based on passages in French and to be examined in one or more of a variety of ways. For example:

- a. writing a word or short phrase in French in response to questions heard in French
- b. filling in a form written in French according to instructions or information heard in French
- c. matching pictures or symbols with information heard in French
- d. selecting or identifying from a written list those statements which are correct in terms of the information given, e.g. items from a menu, details of a weather report, details of a television or radio programme, the tourist attractions of a particular place.
- e. recording very briefly in French the main points of a spoken message

Emphasis in marking in the Listening Comprehension will be placed on the correctness of information in the candidate’s answer rather than on the accuracy of the French. However, the answers will have to be at least phonetically correct.

7.2.2 Strand 2: Reading

There can be three or four exercises under this strand, depending on the size of the passages. Questions may be set from the list below, but not limited to it. It is up to the assessment developer to balance the weight of 30% throughout this strand. Up to 5% of the vocabulary used in the reading passages may be beyond the prescribed vocabulary list provided that the meaning can be deduced from the context. For questions requiring long answers, complete sentences will not be required. Emphasis in scoring will be placed on correctness of information rather than accuracy of French. However, the answers will have to be at least phonetically correct.

The following types of questions may be used:

- a. selecting the correct answers to a question
- b. filling in the correct missing word from a given list
- c. matching pairs of statements
- d. putting statements into correct sequence
- a. answering questions on the passage
- b. listing the main points of the passage
- c. supplying headings for paragraphs
- d. identifying the key sentence in a paragraph or paragraphs

7.2.3 Strand 3: Writing

Students will be required to write two passages in French. They will be given several options to choose from. Both writings put together should not exceed 180 words. The assessment developer is to create tasks based on various themes studied in class and each task should have a different writing register whether it be a formal writing, an informal writing or an essay.



7.3 Internal Assessment

IA Tasks will assess Speaking and Audio-visual comprehension skills.

Development of **Speaking skills** will be assessed in a variety of activities throughout the year by the class teacher. Teachers are urged to make use of formative assessment to assist students develop their speaking skills.

The activities for the internal assessment of speaking skills should be set at a level appropriate to the vocabulary and grammatical structures as set out in Annexes C-F.

Candidates will be assessed on their ability to communicate in French on a variety of themes and topics studied in class throughout the year.

There is one IA task on Speaking skills, for 16% - Task 1 and one task on Audio-visual Comprehension – Task 2 for 14%.

7.3.1 TASK ONE: *Prepared Talk*

Task 1 - is based on a prepared talk in which a student is to present to the class a description of a visual document, providing justification, simple analysis and sharing opinions.

Aim: The aim of this task is to demonstrate skills in oral expression and ability to research a topic and present it clearly - with provision of a visual support such as PowerPoint Presentation, etc...

Outcomes: At the completion of the task, students will be able to communicate on a theme of current affairs or general interest and interact with the class confidently.

This is a home prepared assignment, designed to avoid copy/pasting from the Internet and meant to improve confidence of the students when speaking in a foreign language.

The presentation will be in the form of an oral exposé of approximately 5-8 minutes in duration, supported by a visual reinforcement for the class such as a PPT or a poster.

The task must include the following:

- The oral description of the visual or audio-visual document
- The oral definition of its theme
- The oral presentation of relative information/data, context, an analysis of contents, and personal opinions
- The visual summary of the oral presentation

Guidelines:

- i. Here are few examples of visual documents that can be used: a document on globalization, or on finding a job, or studying overseas, the impact of social media on young people. Whatever the document is, it has to be connected to a theme studied in class.
- ii. Depending on how many students there are, teachers can proceed differently to choose the visuals: i) if there are less than 10 students, teachers can easily choose a visual per student; ii) if there are more than 10, teachers can give out the themes and have students pick which one they want to research on, and will have to find a suitable photo or visual document on that theme. Teachers will have to make sure that students have a work plan and deadlines to follow. It is important for students to be monitored during their research, to know how well they are progressing in their work.

- iii. Students should be able to refer to their notes on that particular theme to prepare their research.
- iv. Visual documents can be easily found on the internet, as long as they are connected to a theme studied in class.

Task 1 is scored out of a maximum of 16 points (16%). The Learning Outcomes for this IA task can be found in Strand 3 Speaking Skills. The list of outcomes for Task 1 is as follows:

Task 1 Learning Outcomes (16%):

	Specific Learning Outcomes:	Skill Level
	<i>Students are able to:</i>	
1	identify the given document (Fre3.1.1.4)	1
2	use language appropriate for the purpose of the oral task (Fre3.1.2.2)	2
3	engage the audience (clear and loud voice, body language, appropriate gestures, eye contact, etc...) (Fre.3.1.2.8)	2
4	use a clearly intelligible pronunciation (Fre.3.1.3.7)	3
5	present the theme with justification, explanation and analysis (Fre.3.1.4.1)	4
6	share personal opinion in a simple analysis relative to current affairs or general interest (Fre.3.1.4.2)	4

7.3.2 TASK TWO: Audio-Visual Comprehension

Task 2 - is an audio-visual comprehension in which students will be shown a visual document with muted audio once, then with sound twice. They will have comprehension questions to answer which they will have seen already before the visual document is played.

Aim: The aim of this task is to demonstrate level of understanding of the contents of an authentic video of general interest/news item, especially of its audio track, and demonstrate ability to answer questions relative to elements implied (thanks to the video clues).

Outcomes: At the completion of the task, students will know if they are able to watch news videos, fiction with slow dialogues (when the image carries most of the storyline) or videos of general interest, in French and understand them mostly.

Timeframe: 3 - 5 minutes

This is a classroom assignment.

The assessment will be collective, with the media shown muted once, then twice with sound. Students will have comprehension questions to answer, that they will have seen already before the beginning of the watching.

Task 2 is scored out of a maximum of 14 points (14%). The Learning Outcomes for this IA task can be found in Strand 1 Listening Skills. The list of outcomes for Task 2 is as follows.

Task 2 Learning Outcomes (14%):

	Specific Learning Outcomes:	Skill Level
	<i>Students are able to:</i>	
1	identify/state an opinion in the spoken text (Fre1.1.1.3)	1
2	list the features that describe the tone of the spoken text (Fre1.1.2.4)	2
3	explain how the features of the spoken text are relevant to its intended purpose (Fre1.1.3.1)	3

4	formulate some advice relevant to the spoken text (Fre.1.1.4.4)	4
4	propose a response to a specific situation in the spoken text (Fre.1.1.4.1)	4

The **Probe Analysis** and **Scoring Criteria** for the two IA tasks can be found below. Teachers are urged to use these scoring rubrics when assessing students’ speaking and audio-visual comprehension tasks. It is also recommended that these rubrics are made available to students to help them determine the expectations for each of the two IA tasks.

7.4 Probe Analysis: Internal Assessment

Major Learning Outcome	Strand #	Question Number	Specific Learning Outcomes (Codes)				
			Skill Level 1 Unistructural	Skill Level 2 Multistructural	Skill Level 3 Relational	Skill Level 4 Extended Abstract	
1	3. Speaking: Prepared talk with provision of visual or recorded material	1	Fre3.1.1.4				1
		2		Fre3.1.2.2			2
		3		Fre.3.1.2.8			2
		4			Fre.3.1.3.7		3
		5				Fre.3.1.4.1	4
		6				Fre.3.1.4.2	4
	TOTAL TASK 1			1	2	1	2
1	1. Audio-visual comprehension	1	Fre1.1.1.3				1
		2		Fre1.1.2.4			2
		3			Fre1.1.3.1		3
		4				Fre1.1.4.4	4
		4				Fre1.1.4.1	4
	TOTAL TASK 2			1	1	1	2
TOTAL TASKS			2	3	2	4	30

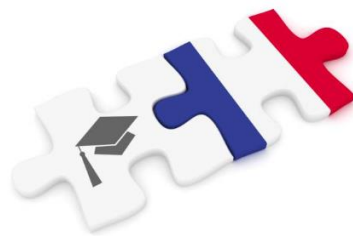


7.5 Scoring Rubrics for IA Tasks 1 & 2

7.5.1 Scoring Rubric for Task 1: Prepared Talk

	Learning Outcome and Code	Skill Level	Level 0	Level 1	Level 2	Level 3	Level 4
1	Identify the given document (Fre3.1.1.4)	1	Provides erroneous answer	Provides straightforward identification of the document			
2	Use language appropriate for the purpose of the oral task (Fre3.1.2.2)	2	Language used is inappropriate	Language used is partially appropriate	Language used is appropriate		
3	Engage the audience (clear and loud voice, body language, appropriate gestures, eye contact, etc...) (Fre3.1.2.8)	2	It is hard to understand what is said because of the mumbling, little engagement with the class	Some mumbling and relying on notes, but more than barely understandable	Speaks loud and clear for all to hear, not reading most of the time, eye contact...		
4	Use a clearly intelligible pronunciation (Fre3.1.3.7)	3	Pronunciation is very difficult to understand, and acts as a barrier in communication. Does not use intonation	Pronunciation can be very difficult to understand, requiring some guessing from the examiner. Intonation still very unclear	Pronunciation is mostly clear, with some small difficulties for the examiner at times. Intonation is present but limited	Pronunciation is clear and easy to understand for the examiner. Good level of intonation and stress	

5	Present the theme with justification, explanation and analysis (Fre3.1.4.1)	4	Misidentifies the theme entirely, or gives erroneous reading of the elements	Provides and introduction of the theme, with limited elaboration on the elements, demonstrating little research and preparation	Provide an informative introduction but limited in ways of elaboration and analysis. The preparation seems hasted	Provides a very informative introduction with elaboration and expansion on most relevant elements, but the analysis is a bit lacking in support. Good level of preparation, but not sufficient	Provides a very informative and analytical introduction of the theme, with elaboration and explanation on all relevant elements, demonstrating a very high level of research and preparation
6	Share personal opinion in a simple analysis relative to current affairs or general interest (Fre3.1.4.2)	4	No personal opinion shared rather just a regurgitation of ideas	Shares limited personal opinion/impression with very little elaboration on the statement	Shares personal opinions/impressions in simple terms, but the limited structures hinder the elaboration	Shares personal opinions/impressions on the theme and subject very clearly, in elaborated statements, using a range of structures	Shares personal opinions/impressions on the theme and subject very clearly, in elaborated statements, using a range of structures, analysis of personal opinions is also provided



7.5.2 Scoring Rubric for Task 2: Audiovisual Comprehension

	Learning Outcome and Code	Skill Level	Level 0	Level 1	Level 2	Level 3	Level 4
1	Identify/State an opinion in the spoken text (Fre1.1.1.3)	1	Incorrect or unspecified response	Able to identify/state an opinion correctly			
2	List the features that describe the tone of the spoken text (Fre1.1.2.4)	2	Incorrect or unspecified response	One feature listed correctly	Two or more features are provided		
3	Explain how the features of the spoken text are relevant to its intended purpose (Fre1.1.3.1)	3	No explanation provided	Purpose is given but no features are identified	Purpose and features are provided but without any linkage	Purpose and features provided with clear explanation of linkage	
4	Formulate some advice relevant to the spoken text (Fre1.1.4.4)	4	No advice provided	1 correct advice is given	2 or more advice are given without any linkage	Advice is given with incomplete justification	Advice is given with relevant justification
4	Propose a response to a specific situation in the spoken text (Fre1.1.4.1)	4	No response	Response contains one correct idea	Response contains two or more correct ideas	Response contains two or more ideas with linkage	Response contains two or more ideas with linkage and justification through relevant examples



7.6 General Assessment Matters

Course work requirements, the assessment tasks and weightings given to each task should be clearly explained to students at the beginning of the year's course. Results must be clearly recorded and maintained by teachers so that accurate information on each student's progress is readily available.

At the beginning of each year, each school presenting candidates for the South Pacific Form Seven Certificate French (Second Language) assessment must complete an Internal Assessment Summary Form (**FRE-IA**) and the Full Internal Assessment Programme, and forward to EQAP by the date set down by the Director.

At the start of the year, students should be given a copy of the assessment statement to be used. The assessment statement and copies of all assessment tasks and assessment schedules used, as well as a sample of candidate responses to all internal assessment work undertaken, must be available for verification on request until 30 November of the year of the examination.

The moderation of Internal Assessment will be done in accordance with EQAP policy as specified from time to time.

The Score Capture Forms to be used for recording student results for IA tasks will be sent to schools from EQAP at the appropriate time.



8.0 Annexes

8.1 Annex A - IA Programme Template

Page 1 : Cover Page

The Cover Page will have the name of the:

- School
- Subject: French FULL IA PROGRAM
- Teacher

An Example of a Cover Page

The cover page is divided into two main sections. The top section has a wooden background and contains the EQAP logo on the left, the school logo and name 'Motufoua Secondary School' on the right, and a box for the 'South Pacific Form Seven Certificate'. The bottom section has a white background with a geometric pattern at the bottom and contains the title 'FRENCH FULL INTERNAL ASSESSMENT', the year '2023', the level 'YEAR 13', and a box for the 'Teachers Name'.

Labels pointing to the cover page elements:

- School Logo
- Name of School
- Name of Qualification
- Subject
- Teacher's Name

Page 2 : IA SUMMARY FORM

The IA Summary Form must have the following:

- Number of Tasks
- Brief Description of the Tasks
- Start and End Dates
- Signature of Principal and Teacher
- School Stamp/Date

An Example of an IA Summary Form

South Pacific form Seven Certificate
IA Summary Form
 2023
 FRH – IA

FRENCH

Task	Brief Description of Tasks	Start Date	End Date	Due to MEYs	Weighting
1. Speaking	Prepared talk with provision of visual or recorded material				14%
2. Visual Aid	Audio-visual comprehension				16%
TOTAL					30%

Verification and Endorsement of IA Program

Principal's Name	Teachers Name	School Stamp
Mr. Ulisesse KAINANO		
Signature <i>Ulisesse Kainano</i>	Signature	
Date	Date	

Number of Tasks & Brief Description of Each Task

Shows START date; END date; Date due to EQAP

Weighting for each Task

Signed by Principal

Approved by SPFSC Coordinator

Signed by the Teacher

Verified by School Stamp

1. Task title: Task 1: _____

The title should be brief and include a reference to the particular prescription topic or skill which is being assessed by the task.

Example: *“Research Topic – Investigation of a Social Issue.”*

2. Learning Outcomes: List the Specific Learning Outcomes (SLOs) to be assessed by the task

These are found in the prescription and need to be identified before the tasks are constructed.

Example: *Describe a feature of*

(Copy and paste the relevant IA SLOs directly from the Prescription: show strand, sub strand and SLOs)

3. Assessment/Task:

Describe the task as a form of assessment to measure student achievements of the above learning outcomes at different stages of the lesson/task implementation.

(Think of what are the best types of assessment for the above LOs so that your students can demonstrate they have achieved the learning outcomes. Also include how you will pre-assess their knowledge at the beginning of the lesson and how you will continuously assess them throughout the strand/topic to monitor their learning progress. The summative assessments are the final IA tasks.)

e.g. Diagnostic: *(can be oral questions/short tests/ surveys/questionnaires to find out what students already know before the lesson)*

Formative: *1. This is the formative use of the summative assessment such as the drafts submitted, self-assessment, peer assessment, teacher assessment of the drafts and specific feedback provided to improve the task. 2. For CATs – this can be similar items prepared by teachers using the SLOs and given to students for practice. After scoring, the feedback needs to be given to improve learning. If majority students are not doing well then re-teach using another strategy, assess and monitor learning.*

Summative: *(these are the final IA tasks or the CATs to measure how much the students have learnt/achieved after the learning period)*

4. Resources: List materials required for completing the task (for learning & demonstrating the achievement of the SLOs.

This must specify any material items such as books, documents, maps, stimulus material, equipment required by the task, including use of technology and chemicals.

5. Guidelines for the teacher on advance preparation requirements

- a) **time required** by the student for task completion (monitoring progress)
- b) recommended dates/date range for task completion
- c) organization of room/lab and hardware to facilitate task completion.

(After the task has been completed and scored, teachers will need an IA score capture sheet to record the performance of all students in the class.)

6. Guidelines for the teacher on task completion and task control

This must specify:

- the role of the teacher during the period of task completion
- instructions that are to be given by the teacher to the students
- actions that are required of the teacher during task completion

7. Preparation by the students beforehand

If students are required to prepare in advance of the task date, preparatory notes must indicate the requirements. For example, students may need to collect support materials for a task that is supervised in a classroom.

8. Task outline for the student

This outline is a brief description of the task that the student is to complete. It is a general description without specific detail.

Example: Your task is to focus on an important social issue. After investigating that issue, you need to process information collected and suggest possible courses of action that authorities could take.

9. Task detail for the student

This must provide a detailed description of the task in the sequence that the student would be expected to follow during task completion. This must clearly state:

- what the student is expected to do
- what the student is expected to record and present for assessment.

(NB: Task details can be extracted from the prescription)

10. Feedback & Support

Using calendar days, allocate time for:

- i. Student's self-assessment and correction
- ii. Peer assessment, feedback, and time for improvement
- iii. Teacher assessment, feedback, and time for time improvement

(NB: Provide week/dates, and state how the above will be carried out)

11. Final submission & scoring

State when the final task is due and how it will be assessed. State how the school (HOD/SPFSC Coordinator) will monitor the scoring of the tasks.

12. Assessment Schedule/ Scoring Rubric

Copy and paste directly from the aligned Prescription the relevant scoring rubrics

13. Assessment score capture sheet for the task

Provided by EQAP when the task is due.

(Repeat 1-13 for Task 2)

8.2 Annex B - IA Summary Form



South Pacific Form Seven Certificate

IA Summary Form
2023

FRE – IA

FRENCH

COUNTRY					
SCHOOL					
Task	Brief Description of Task	Start Date	End Date	Date to EQAP	Weighting
Speaking Task 1: Prepared talk					16%
Listening Task 2: Audio-visual comprehension					14%
TOTAL					30%

- Note:**
1. Be specific about dates, not just Week 3 Term 1, etc.
 2. Assessment Schedules/Scoring Rubrics for the tasks will be provided by EQAP. Teachers must use these when scoring students' work.
 3. All IA Score Capture Sheets will be provided by EQAP to schools.

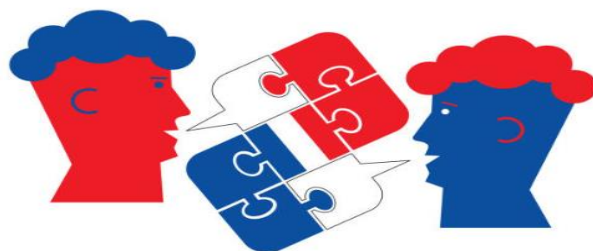
Verification and Endorsement of IA Program		
Principal's Name	Teacher's Name	School Stamp
Signature	Signature	
Date	Date	

A full IA program is to be submitted together with this IA Summary Form.

8.3 Annex C - Outcomes, Examples, Language Focus and Vocabulary

Outcomes	Examples
<p>Students are able to:</p> <p>(a) communicate about certainty and uncertainty, possibility and probability;</p>	<p>Je suis sûre que tu réussiras. Il ne pense pas qu'elle revienne Il est peu probable qu'il soit à l'heure. Il se peut que tu aies raison. Il pense qu'elle va partir. Il est possible qu'il finisse ce travail avant le week-end. Si j'avais mangé des moules, je serais tombé(e) malade.</p>
<p>(b) develop an argument or point of view, with reasons</p>	<p>La terre, peut-elle survivre, malgré nous? En premier lieu, il faut se rappeler que la Nouvelle-Zélande n'est qu'un petit pays sur le plan mondial. En revanche, le taux de la criminalité est en baisse depuis un certain temps. En fin de compte, n'oublions pas que la publicité y est pour quelque chose.</p>
<p>(c) recount a series of events to inform, persuade, or entertain</p>	<p>L'homme que nous avons vu le matin devant la cathédrale s'est approché de nous. Il nous a donné un petit paquet carré et puis il est parti en courant. Mon rêve: Figure-toi que la nuit dernière, j'ai rêvé de mon voisin. Il était grand comme une giraffe, et habillé avec un pyjama rose. Il s'est mis à courir après moi. J'ai essayé de lui échapper mais la porte était fermée à clef. Alors, je lui ai donné un coup de poing, et il s'est transformé en un adorable chaton.</p>
<p>(d) communicate the same information in different ways in different contexts</p>	<p>Rapport écrit: L'incident mortel a eu lieu le 21 mai à 13 heures 37 à l'angle du Boulevard Gambetta et de la rue Jean-Jaurés. Petite amie de la victime qui raconte l'accident à ses copains: "Imagine-toi ... oh, c'est pas possible! Mon Dieu! Je ne peux pas croire qu'il soit mort!"</p>
<p>(e) respond to selected and adapted texts (e.g. from literature, film, newspapers, magazines, television, video, radio...</p>	<p>Je me présente: je m'appelle Werner. Je suis officier allemand. En ce moment, mon pays fait la guerre avec le pays que j'aime de tout mon Coeur. Presenting oneself as a character from a text. Cette année, j'ai vu un film qui m'a plu énormément. Il s'agit de ... Je trouve les paroles de cette chanson particulièrement émouvantes.</p>
Suggested Language Focus	Suggested Vocabulary
<p>Adjectives Non-agreement of compound adjectives of colour</p>	<p>Blue vert, vert bouteille.</p>
<p>Adverbs Words that can, depending on context, be used as adverbs as well as adjectives</p>	<p>Il s'est arrêté net. Ca sent bon. Elle travaille dur.</p>

Connectives concessive conditional contrastive expressing purpose resultative	bien que à condition que, avant que, pourvu que par contre, d'une part d'autre part afin que, pour que tout compte fait
Negation Emphatic	ne ... aucun, ne ...guère, ne ... nulle part, ne ... ni ... ni, ne ... plus jamais, ne ...plus rien, ne ...jamais rien, ne ... jamais personne
Nouns creative arts employment environment social cohesion media	le compositeur, l'artiste, l'écrivain le chômeur, le patron, un emploi la pollution, le graffiti les immigrés, l'aide sociale, le parti politique le journaliste, le web, un hebdomadaire
Pronouns after prepositions ce (marked form with être) emphatic possession possessive relative	(à) qui, (avec) lequel C'est un homme remarquable! ce dont, celui dont, tout ce qui/que le/la mien(ne) dont, lequel
Verbs conditional perfect future perfect passive voice subjunctive mood (full use of present mood) reported speech	Si j'avais su, je ne serais pas venu. Ils auront pris leur douche avant de se coucher. Ce monument a été construit par les Romains. Qu'elle vienne avec nous! "La police est venue."/ Il a dit que la police était venue. "La police était venue."/ Il a dit que la police était venue.



8.4: Annex D - Outcomes, Learning and Assessment Activities

Achievement Outcomes	Suggested Learning and Assessment Activities The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity, (P) = pair work, (I) = individuals work independently
a. Communicate about certainty and uncertainty, possibility and probability	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> role-playing an interview on French television in which the interviewee expresses their feelings and hopes for the people back home in a Pacific country where there has been a natural disaster. (P) ranking significant life events (eg marriage, overseas travel) in terms of probability in their own lives and writing sentences relating to each event, using the language of probability and possibility (C, G, P) writing three statements describing what events they believe will take place in this millennium (two of these statements genuinely reflecting their own beliefs, the other not) and assessing which statements in other people's lists are genuine beliefs, giving reasons (C, G, P) reading a short science fiction story that predicts future events, listing those events and explaining how likely they are to happen (C, I) writing about how society might change if a given scenario took place (e.g. if machines could do all domestic chores) (C, P, I) describing to someone planning a visit to a Pacific country for the first time what they could do during their visit (I)



	<p><i>Students could be learning through:</i> putting forward a proposition (e.g. that it is healthier to be a vegetarian than a meat eater) and providing supporting details (G, P, I) preparing a package holiday to a Pacific country and presenting the</p>
<p>b. Develop an argument or point of view, with reasons</p>	<p>package to the class, attempting to persuade the audience of its merits (C) writing to a local firm to apply for a weekend job, explaining why they are suitable and including promises (e.g. of punctuality) (C, I) telephoning a friend, asking to borrow money, explaining why they need it, promising to repay it within a specified time, and offering to do something for the friend in return (G,P) interviewing friends about what they would do to improve society if they were in positions of power and why they would choose these actions rather than others (G) reading, listening to, or viewing a recent news item about an environmental issue and writing a newspaper editorial in which they argue a particular point of view (G, I) reading a letter to a newspaper in which the victim of a robbery expresses their opinions about how criminals should be treated and taking part in a class discussion about those opinions (C, I) reading or viewing advertisements for products that the manufacturer claims will solve specific problems and creating their own advertisements for similar products (G,I) examining how a character in a story responds to a problem and talking or writing about different possible responses (C, G I) researching an important social topic (e.g. genetic engineering) identifying the central issue, and listing the arguments on either side (C, G, P, I) setting up a simulated television programme to discuss a problem that has contemporary relevance (G) looking through job advertisements in a French-language newspaper, identifying jobs they would like or dislike, and discussing their reasons (C, G, P) conducting an Internet search to identify French technological inventions, researching one of them in more detail, and writing an article that states the problem or problems the inventor identified and how he or she set about finding solutions (G, P, I)</p>
<p>(c) Recount a series of events to inform, persuade, entertain</p>	<p><i>Students could be learning through:</i> producing a story in groups, using a plot, setting, and characters supplied by prompts in the form of picture cards and guide questions, with each student adding a strand, and then repeating the process with their own plot, setting, and characters (G, I) competing in groups to reassemble a short narrative that has been cut into strands, with a different strand being given to each student in the group (G) preparing a radio broadcast for the anniversary of a significant event and discussing in the broadcast the consequences of the event (G, P) downloading some French songs from the Internet that describe a sequence of events, performing them in groups, and writing a summary of the events recounted in each song (G)</p>

	<p><i>Students could be learning through:</i> researching famous French inventors and using information to (a) create a profile for inclusion in a national newspaper (b) write an interview with one of the inventors, and (c) prepare a diary entry for an important day in his or her life (G, P, I)</p>
<p>(d) Communicate the same information in different ways in different contexts</p>	<p>reading several newspaper reports about things that have happened in a small community and writing an eye witness account of the events (G, P, I) Reading an article for a French-language newspaper that they have found online and rewriting the article to make it suitable for a magazine for young teenagers (P, I) Selecting newspaper headlines and preparing alternative headlines that would be appropriate for different types of newspaper (C, G, P, I) Describing events in which they participated with (a) the principal of their school, (b) their grandmother, and (c) their best friend, while a partner lists the differences in the accounts (P) discussing the food in the school canteen with friends and writing a letter of complaint or praise to health authorities, summarizing the views presented in the discussion (C, G, P)</p>
<p>(e) Respond to selected and adapted texts (e.g. from literature, film, newspapers, magazines, television, video, radio...) from French-speaking cultures</p>	<p><i>Students could be learning through:</i> designing a book or video cover (G, P, I) writing a book or film review (G, P, I) retelling the story from a poem or song in the idiom of today and presenting it as if it had been written for a different context (e.g., a newspaper report) (G, P, I) using a picture of people as the basis for creating a dialogue between them (P) using a picture as a starting point for a description (G, P, I) telling a friend about a book they have read and reviewing it for a magazine (G, P) researching a major political event in French (or a French speaking country's) history and writing an entertaining story based on the event and the leading figures involved. (C, I) preparing and acting out a short radio play based on a photograph, painting, or historical event. (G) exploring French websites and writing a report on two of them for a magazine that advises Internet users about interesting websites (G, P, I) visiting French websites that provide information about entertainment opportunities, such as films, television, or radio plays, and discussing which appeal to them and why. (G) reading a newspaper account of a recent political or social event in a French-speaking country and preparing a talk about the central issues (C, G, P, I) listening to a short narrative, which is then divided into strands for pairs or groups to dramatise (G, P)</p>



8.5: Annex E - Suggested topics for study in Form 7

As this course of study requires a communicative approach to language learning, the four language skills (reading, listening, speaking, writing) should be taught together through the context of topics. The following suggested topics are suitable for teaching the language skills required at Form 7 level.

1. The Francophonie
2. ‘Literary’ ‘reading’
3. The Environment
4. Rural/urban life
5. Social problems
6. Issues for young people
7. Employment/ the world of work
8. The media
9. Technology – its impact on our lives
10. Health/food/sport
11. Tourism
12. A current issue



8.6: Annex F - Vocabulary List

The following list defines the vocabulary which may be examined.

The numbers 1 – 5 appearing alongside each entry in the list refer to the learning levels from Forms 3 to 7 (Years 9 – 13) where it is suggested this vocabulary could be covered.

A		admettre	5
à	1	l' administration (f)	5
à (+ <i>countries</i>)	3	admirer 5	5
à (+ <i>town and city</i>)	3	l' adresse (f)	3
à (+ <i>vehicles</i>)	2	s' adresser (à)	4
à bientôt la	1	adroit	4
à cause de	3	adulte	5
à côté de	1	l' adulte (m/f)	5
à droite	1	les affaires (f) (<i>belongings</i>)	2
à gauche	1	l' affiche (f)	5
à l'étranger	3	affreux/affreuse	3
à l'intérieur	3	africain	5
à la terrasse	3	l' Afrique (f)	5
à peine	5	[l'âge (m)]	
à peu près	4	quel âge...?	1
à pied	2	j'ai ... ans	1
à présent	5	âgé	1
à travers	5	âgé (de)	4
abandonner	5	l' agent (m) (<i>policeman</i>)	1
abîmer	5	agiter	5
l' absence (f)	5	agréable	3
accepter	4	l' agriculture (f)	4
l' accident (m)	3	aider (à)	2
accompagner	4	l' aiguille (f)	5
accrocher	4	l' aile (f)	4
accueillir	4	ailleurs	5
accuser	5	aimable	4
l' achat (m)	4	aimer	2
l' acier (m)	5	aimer mieux	2
l' acteur (m)	5	ainsi	4
l' action (f)	5	ajouter	4
l' activité (f)	5	l' alcool (m)	5
l' actrice (f)	5	l' Allemagne (f)	5
actuel	4	allemand	5
l' addition (f)	3	aller	1
allons	4	l' arrivée (f)	3
s' en aller	4	l' art (m)	5
aller à la pêche	3	l' article (m)	4
aller chercher	2	l' artiste (m)	5
allô	3	l' aspect (m)	5
allumer	2	s' asseoir	5
l' allumette (f)	3	assis	2
alors	3	assez (de)	2
l' amateur (m)	5	j'en ai assez	2
amener	4	l' assiette (f)	2
américain	5	assister (à)	4
l' Amérique (f)	5	l' atelier (m)	5

l' ami/amie	1	attacher	4
l' amour (m)	4	attaquer	5
amusant	3	attendre (<i>to wait for</i>)	3
s' amuser	3	l' attention (f)	4
l' an (m)	1	attirer	5
ancien	4	l' attitude (f)	5
l' âne (m)	5	attraper	3
l' Anglais	2	au bord de	3
anglais	4	au bout de	2
l' anglais (m)	2	au fond de	4
en Angleterre	3	au lieu de	4
l' animal (m)	3	au milieu de	3
l' année (f) 3a	3	au moins	5
l' anniversaire (m) (<i>birthday</i>)	1	au revoir	1
annoncer	5	au secours	3
l' anorak (m)	2	au-dessous de	3
apercevoir	5	au-dessus de	3
s' apercevoir	5	aucun	5
l' appartement (m)	1	l' auditeur (m)	5
s' appeler	2	augmenter	5
comment t'appelles-tu?	1	aussi	1
comment vous appelez-vous?	1	aussi ... que	3
je m'appelle	1	aussitôt	5
apporter	4	en Australie	3
apprendre (<i>to learn</i>)	2	australien	4
apprécier	5	autant	5
s' approcher	5	l' auteur (m)	5
s' appuyer	5	l' auto (f)	2
après	2	l' autobus (m)	2
l' après-midi (m)	1	l' automne (m)	3
l' arbre (m)	1	en automne	3
l' argent (m) (<i>money</i>)	2	l' autorité (f)	5
l' argent de poche	2	l' autoroute (f)	3
l' armée (f)	5	autour de	3
l' armoire (f)	4	autre	3
arracher	5	autre part	5
arranger	4	autrefois	5
s' arranger	4	autrement	5
l' arrêt (m)	2	avaler	5
arrêter	4	avancer	4
s' arrêter	3	avant	2
arriver (<i>to arrive</i>)	1	avant de	5
avant que	5	le beurre	2
l' avantage (m)	5	la bibliothèque	2
avec	1	la bicyclette	2
avec soin	4	bien	1
l' avenir (m)	5	bien entendu	5
l' aventure (f)	5	bien que	5
l' avenue (f)	4	bien sûr	2
aveugle	5	bientôt	2
l' avion (m)	3	la bière	4
l' avis (m)	5	le bifteck	3
avoir	1	le billet	3
avoir besoin de	3	aller et retour	3
avoir chaud	3	simple	3
avoir faim	2	bizarre	5

avoir froid	3	le blé	5
avoir l'air	3	blessé	4
avoir mal à	3	blessé	3
avoir raison	2	la blessure	4
avoir soif	2	le bloc	5
avoir tort	2	boire	2
B		le bois	3
les bagages (m)	3	la boisson	3
se baigner (<i>to go for a swim</i>)	3	la boîte	4
baisser	5	le bol	2
le balai	5	bon/bonne (en)	2
la balle	3	les bonbons (m)	2
le ballon	3	le bonheur	5
la banane	2	bonjour	1
le banc	4	bonne nuit	2
la bande	5	bonsoir	2
la banlieue	5	la botte	5
la banque	1	la bouche	3
la barbe	4	le boucher	4
bas (adj)	4	boucher	5
bas (adv)	5	la boucherie	2
la base	5	bouillir	4
le basket-ball	3	le boulanger	4
le bateau	3	la boulangerie	2
le bâtiment	3	le boulevard	4
le bâton	5	la bouteille	2
se battre	4	la boutique	4
beau (x)/belle/bel	2	le bouton	4
beaucoup	2	le boeuf	4
beaucoup de	1	la branche	4
beaucoup de monde	3	le bras	3
la beauté	5	la brique	4
le bébé	1	la brosse	4
le bec	5	la brosse à dents	4
belge	5	le brouillard	3
la Belgique	5	le bruit	3
le bétail	5	se brûler	4
bête	1	le bureau (<i>office</i>)	3
C		cesser	4
se cacher	4	c'est-à-dire	4
le cadeau	2	chacun	4
le cadre	5	la chaîne	5
le café (<i>café</i>)	1	la chaise	1
le café (<i>coffee</i>)	2	la chaleur	4
le café au lait	3	la chambre	1
le café crème	3	le champ	3
le café noir	3	la chance	4
le cahier	1	le changement	5
calculer	4	changer	4
calme	4	chanter	3
le camion	2	le chantier	5
la campagne	3	le chapeau	2
le camping	3	chaque	3
le Canada	5	le charbon	5
		la charcuterie	2

canadien	5	charger	5
le canapé	5	charmant	4
capable	5	la charrue	5
la capitale	3	la chasse	4
le car	3	chasser	4
car	3	le chasseur	4
le caractère	5	le chat	1
le carnet	4	le château	4
la carotte	3	le chauffage	4
la carte (<i>map</i>)	1	le chauffage central	4
la carte (<i>menu</i>)	3	chauffer	4
la carte postale	3	la chaussette	1
le carton	4	la chaussure	1
le cas	5	le chef	4
casser	4	le chemin	3
se casser	3	la cheminée	5
la casserole	4	la chemise	1
la cassette	3	le chemisier	1
la cathédrale	4	cher/chère (<i>as a salutation</i>)	3
ceci	4	cher/chère (<i>expensive</i>)	2
la ceinture	4	chercher	2
cela	2	le cheval	3
ça	2	les cheveux (m)	1
ça alors	4	chez moi	1
ça dépend	5	le chèque	4
ça m'est égal	4	la chèvre	4
ça va	1	chic (<i>no feminine</i>)	1
célèbre	5	le chien	5
celle-ci	4	le chiffon	5
celle-là	4	la Chine	5
celui-ci	4	chinois	5
celui-là	4	le chocolat	2
le centime	2	choisir	4
le centimètre	5	le choix	4
le centre	4	le chômage	5
cependant	5	la chose	2
certain	4	le chou	4
le ciel	1	la connaissance	5
la cigarette	4	connaître	3
le cimetière	5	le conseil	4
le cinéma	1	la conséquence	5
la circulation (<i>traffic</i>)	2	considérable	4
les ciseaux (m)	5	la construction	5
le citron	5	construire	4
la civilisation	5	content	2
clair	4	continuer	1
la classe	2	contraire	4
classique	5	contre	3
la clef/clé	3	contrôler	5
le climat	3	la conversation	4
le clou	4	le copain	1
le cochon	4	la copine	1
le coeur	3	le coq	4
le coiffeur	2	la corde	4
le coin (<i>corner</i>)	2	le corps	4
la colère	4	la correspondance	5

le collant	4	le correspondant	3
la collection	3	le costume	4
le collègue	4	la côte (<i>coast</i>)	3
coller	4	le coton	4
la colline	3	se coucher	2
combien de	1	le coude	4
c'est combien?	2	coudre	5
commander (<i>to order</i>)	3	couler	4
comme	3	[la couleur]	
commencer (à)	2	de quelle couleur?	1
comment (est)?	1	blanc/blanche	1
comment allez-vous?	2	bleu	1
comment vas-tu?	2	blond	1
comment!	1	brun	1
le commerce	4	gris	1
le commerçant	4	jaune	1
le commissariat	4	marron (<i>invariable</i>)	1
commode	4	noir	1
la commune	5	orange	4
comparer	5	rose	1
complet	5	rouge	1
compliqué	5	vert	1
composé (de)	5	couper	2
la composition	4	la cour (<i>playground</i>)	2
comprendre	2	le courage	4
le compte	4	courir	3
compter	4	le courrier	3
le concert	5	le cours	2
le concierge/la concierge	5	la course (<i>race</i>)	3
la condition	5	court	2
le conducteur	4	le cousin	1
conduire (<i>to drive</i>)	3	la cousine	1
se conduire	5	le couteau	2
la confiture	4	coûter	4
confortable	3	le couvercle	4
la couverture	4	décrire	2
couvrir	4	dedans	3
cracher	5	le défaut	5
la craie	1	défendre	5
la cravate	4	la défense	5
le crayon	1	le degré	5
la création	5	dehors	3
le crédit	4	déjà	1
creuser	5	déjeuner	2
creux	5	le déjeuner	2
crier	3	délicat	5
le crime	5	délicieux/délicieuse	3
la crise	5	demain	2
croire (<i>to think</i>)	3	la demande	5
le croissant	2	demander (à ... de)	3
cru	4	démolir	5
la cuiller/cuillère	2	le dentiste	3
le cuir	4	le départ	3
cuire	4	le département	5
la cuisine	1	dépasser	4
la cuisinière (<i>stove</i>)	2	se dépêcher	3

le cultivateur	5	déranger	4
cultiver	5	dernier/dernière	2
cultivé	5	derrière	1
la culture	5	désagréable	3
curieux	4	descendre (<i>to go down</i>)	2
D		se déshabiller	4
d'abord	2	désirer	4
d'accord	2	désolé (<i>sorry</i>)	2
d'ailleurs	5	le dessert	3
d'autant plus	5	dessiner	2
d'autant plus que	5	dessinez, dessine	1
d'habitude	3	dessous	4
la dame	3	dessus	4
dangereux/dangereuse	3	le détail	4
dans	1	se détendre	5
danser	3	détester	2
la date	1	le détour	5
quelle est la date aujourd'hui?	1	devant	1
de (<i>from</i>)	2	se développer	5
de (<i>of</i>)	1	deviner	5
débarrasser	5	devoir	3
debout	3	les devoirs (m)	1
se débrouiller	5	le dieu	5
le début	4	la différence	4
décharger	5	différent	2
déchirer	5	difficile	2
décider	3	dire	2
la décision	5	le directeur	2
déclarer	5	la direction	4
décorer	4	la directrice	2
découvrir	5	discuter	4
		le disque	3
		dîner	2
le dîner	2	l' électricien (m)	5
le docteur	4	l' électricité (f)	4
le doigt	3	l' élevage (m)	5
domestique	5	élever	5
dominer	5	élevé	5
donc	3	l' élève (m/f)	1
donner	2	elle-même	4
donnez-moi	2	embrasser (<i>to kiss</i>)	2
dormir	2	l' émission (f) (<i>TV programme</i>)	3
le dos	3	emmener	4
la douane	3	empêcher	4
le douanier	5	l' emploi (m)	5
double	4	l' emploi du temps (m)	2
doubler	5	employer	4
la douleur	5	l' employé/employée	4
doux	4	emporter	4
le drame	5	en (+ <i>countries</i>)	3
le drap	4	en (+ <i>vehicles</i>)	2
le drapeau	4	en arrière	4
dresser la tente	3	en avance	4
drôle	2	en avant	4
dur	4	en bas	4
durer	5	en commun	5

E		en dehors de	4
		en effet	4
		en face de	1
l' eau (f)	2	en haut	4
l' eau minérale	2	en panne	3
l' échange (m)	5	en principe	5
s' échapper	5	en retard	3
l' écharpe (f)	2	en train de	4
l' échelle (f)	4	en ville	1
l' éclair (m)	4	encore	3
éclairer	4	encore (de)	2
éclater	5	encourager	5
l' école (f)	1	l' encre (f)	4
l' économie (f)	5	s' endormir	4
écouter	3	l' endroit (m)	3
écoutez, écoute	1	s' énerver	5
l' écran (m)	5	l' enfant (m/f)	1
écraser	4	s' enfermer	5
écrire	3	enfin	2
l' écrivain (m)	5	s' enfoncer	5
écrivez, écris	1	s' engager	5
l' éducation (f)	5	enlever	4
l' éducation physique (f)	2	ennemi (adj)	5
l' effort (m)	4	l' ennemi (m)	5
effrayant	5	s' ennuyer	5
égal	4	ennuyeux/ennuyeuse	2
l' égalité (f)	5	énorme	5
l' église (f)	1	l' enquête (f)	5
égoïste	5	enregistrer	5
eh bien	2	l' enseignement (m)	5
l' élection (f)	5	enseigner	5
ensemble	3	s' étendre	5
ensuite	4	l' étoile (f)	4
entendre	3	étonner	4
enterrer	5	l' étranger (m)	2
entier	5	être	1
entouré	4	c'est	1
s' entraîner	5	c'est ça	1
entre	4	ce n'est pas	1
entrer (dans)	2	est-ce que?	1
entretenir	5	qui est-ce?	1
l' entretien (m)	5	être enrhumé	3
l' entrée (f)	1	être reçu	4
l' enveloppe (f)	3	étroit	2
envers	4	l' étudiant (m)	4
l' envie (f)	4	en Europe	3
environ	5	l' événement (m)	5
envoyer	3	évident	5
épais	4	éviter	5
l' épaule (f)	4	exact	5
l' épicerie (f)	2	exagérer	5
l' épingle (f)	4	l' examen (m)	2
l' époque (f)	5	examiner	3
épouser	5	excellent	2
épuisé	5	excusez-moi	2
l' équipe (f)	3	l' exercice (m)	5

l' erreur (f)	5	l' existence (f)	5
l' escalier (m)	1	exister	5
l' espace (m)	5	expliquer	4
l' Espagne (f)	5	l' extérieur (f)	5
espagnol	5		
espérer	3	F	
une espèce (de)	5	la fabrique	5
l' esprit (m)	5	fabriquer	5
essayer (de)	3	la façade	5
l' essence (f)	3	fâché	2
essentiel	5	facile	2
essuyer	4	la façon	4
l' est (m)	3	le facteur	3
à l'est	3	faible (en)	2
estimer	5	faire	2
l' estomac (m)	5	faire de l'auto-stop	3
et	1	faire du camping	3
et toi?	1	faire du ski	3
et vous?	1	faire la cuisine	2
l' étable (f)	5	faire la lessive	2
établir	5	faire la vaisselle	2
l' étage (m) (storey)	1	faire le lit	2
l' étape (f)	5	faire le ménage	2
l' état (m)	5	faire le plein	3
aux États-Unis	3	faire le tour	2
etcetéra	4	faire les courses	2
l' été (m)	3	faire un pique-nique	3
en été	3	faire une promenade	3
éteindre	4		
le fait	5	formidable	4
la famille	2	fort (en)	2
la farine	1	la fortune	5
fatigué	3	fou	4
la faute	2	la foule	4
faute de	5	la fourchette	2
le fauteuil	2	fournir	5
faux/fausse	2	fragile	5
la femme	1	frais	4
la fenêtre	1	le franc	2
le fer	5	le Français	2
la ferme	3	le français	2
fermer	2	en France	3
fermez, ferme	1	frapper	4
fermer à clef	3	la fraternité	5
la fermeture	5	les freins (m)	4
le feu	3	le frère	1
la feuille	4	le frigo	2
les feux (m) (<i>traffic lights</i>)	2	les frites (f)	3
féminin	5	le fromage	2
la ête	1	le front	4
le fiancé/la fiancée	5	la frontière	5
la ficelle	4	frotter	5
la fiche	3	le fruit	2
fier (adj)	5		
la fièvre	3	G	
la figure	4		

figurer	5	gagner	3
la file	4	gai	2
le filet	4	le garage	1
la fille	1	le garçon (<i>boy</i>)	1
le film	3	le garçon (de café) (<i>waiter</i>)	3
le fils	1	garder	4
la fin	3	la gare	1
final	5	garer	4
finir (de)	2	le gâteau	2
fixer	5	le gaz	4
la fleur	1	geler	5
le fleuve	4	le gendarme	4
le foie	5	gêner	4
le foin	5	général	5
la foire	5	le genou	3
la fois	3	le genre	5
foncé	4	les gens (m)	3
le fond	4	gentil/gentille	2
fondre	5	la géographie	2
la fontaine	5	le geste	5
le football	3	le gilet	1
la force	4	la glace (<i>ice cream</i>)	2
forcément	5	la glace (<i>ice</i>)	3
la forêt	4	la glace (<i>mirror</i>)	5
la formation	5	glacé	4
la forme	4	glisser	5
former	5	la gomme	1
la gorge	3	moins le quart	1
le gosse / la gosse	4	midi	1
gourmand	5	minuit	1
la goutte	5	la demi-heure	2
le gouvernement	5	à quelle heure?	2
le goût	5	heureusement	3
le goûter	2	heureux/heureuse	2
goûter	5	hier	2
le grain	5	l' histoire (f)	2
la graisse	5	l' hiver (m)	3
grammes (m)	2	en hiver	3
grand	1	l' homme (m)	1
la grand-mère	1	honnête	5
le grand-père	1	la honte	5
grandir	4	l' hôpital (m)	3
la grange	5	l' horaire (m)	3
gras	4	l' horloge (f)	4
gratuit	5	l' horreur (f)	5
grave	3	les hors d'oeuvre (m)	3
la grève	5	hors de	5
la grille (<i>gate</i>)	5	l' hôtel (m)	1
griller	5	l' hôtesse de l'air (f)	3
grimper	5	l' huile (f)	4
la grippe	3	huit jours	3
gros/grosse	2	humide	4
le groupe	4		
guérir	4	I	
la guerre	5	ici	2
le guichet	3	l' identité (f)	5

le guide	5	il faut + infinitive	3
la guitare	3	il y a	1
la gymnastique	4	il y a (ago)	4
H		l' île (f)	3
s' habiller	2	l' image (f)	1
l' habit (m)	5	l' imagination (f)	5
l' habitant (m)	5	imaginer	5
habiter	1	imiter	5
s' habituer	5	l' immeuble (m)	2
le hangar	5	immédiatement	5
le haricot vert	4	l' imperméable (m)	2
haut	3	l' importance (f)	5
la hauteur	5	important	3
l' hectare (m)	5	impossible	3
hein	4	les impôts (m)	5
hélas	5	l' impression (f)	5
l' herbe (f)	3	l' incendie (m)	5
hésiter	5	l' inconvéient (m)	5
l' heure (f)	1	indiquer	5
quelle heure est-il?	1	indispensable	5
il est ... heures	1	l' individu (m)	5
et quart	1	l' industrie (f)	4
et demi/demie	1	l' infirmier (m)	3
		l' infirmière (f)	3
les informations (f)	3	samedi	1
l' ingénieur (m)	5	dimanche	1
inquiet/inquiète	2	le jour de congé	2
s' inscrire	5	le jour de fête	4
l' insecte (m)	5	le journal	3
insister	5	le journaliste	5
s' installer	4	la journée	2
l' instituteur (m)	5	le juge	5
l' instruction (f)	5	le jugement	5
l' instrument (m)	5	la jupe	1
insupportable	2	le jus de fruit	3
l' intelligence (f)	5	jusqu'à	2
intelligent	1	jusqu'à ce que	5
l' intention (f)	5	juste (<i>adj/adv</i>)	4
interdit	5	justement	5
international	5	la justice	5
interroger	5		
intéressant	2	I	
inutile	5	le kilo	2
inventer	5	le kilomètre	1
l' invention (f)	5	le kiosque	4
l' invitation (f)	5		
inviter	3	L	
l' Italie (f)	5	là	2
italien	5	là-bas	2
J		là-dedans	5
jamais	2	là-dessous	5
la jambe	3	là-dessus	5
le jambon	3	là-haut	4

au Japon	3	labourer	5
japonais	5	le lac	3
le jardin	1	laid	4
le jean (<i>pantalon</i>)	2	la laine	3
jeter	3	laisser	3
le jeu	3	le lait	2
jeune	1	la lame	5
la jeune fille	2	la lampe	4
les jeunes	2	lancer	4
la jeunesse	5	la langue	4
la joie	5	le lapin	4
joli	1	large	2
la joue	4	le lavabo	2
jouer (à)	3	laver	2
jouer (de)	3	se laver	2
le jouet	5	la leçon	4
le jour	1	le lecteur	4
c'est aujourd'hui	1	léger/légère	3
lundi	1	les légumes (m)	2
mardi	1	le lendemain	4
mercredi	1	lent	4
jeudi	1	lentement	3
vendredi	1	lequel	5
la lettre	3	mais oui	1
se lever	2	mais si	1
la lèvre	4	la maison	1
la liaison	5	le maître	5
la libération	5	majeur	5
la liberté	5	la majorité	5
la librairie	2	mal	3
libre	3	le malade	3
le lieu	5	malheureux/malheureuse	2
la ligne	4	maman	1
la limonade	3	la manche	5
le linge	4	le mandat	4
le lion	4	manger	2
lire	3	la manifestation	5
la liste	2	manifester	5
le litre	4	manquer (<i>to fail</i>)	2
la littérature	5	manquer (<i>to miss</i>)	2
le livre	1	le manteau	2
local	5	le marchand	2
le local	5	la marchandise	4
le logement	4	le marché	1
loin de	1	marcher (<i>to walk</i>)	2
le loisir	4	marcher (<i>to work</i>)	2
Londres	4	le mari	1
long/longue	2	le mariage	4
le long de	4	se marier	4
longtemps	2	la marque	5
louer	3	le marteau	5
le loup	4	masculin	5
lourd	3	le matelas	5
le loyer	5	matériel	5
la lumière	4	les mathématiques (f)	2
la lune	4	la matière (<i>school subject</i>)	2

les lunettes (f)	1	la matière	5
le luxe	5	le matin	1
le lycée		mauvais	2
M		le mécanicien	5
la machine à laver	2	méchant	2
le maçon	5	mécontent	4
madame	1	le médecin	3
mademoiselle	1	mélanger	4
le magasin	1	le membre	5
le magazine	3	même (<i>adj</i>)	2
magnifique	3	même (<i>even</i>)	4
maigre	2	menacer (de)	5
le maillot	4	le mensonge	5
la main	3	le menu	4
la main d'oeuvre	5	le menuisier	5
maintenant	2	la mer	3
la mairie	1	merci	1
mais	1	(non) merci	2
mais non	1	la mère	1
		merveilleux	4
		le métal	5
la métallurgie	5	le moteur	4
la météo	4	la moto	2
la méthode	5	mou	5
le métier	2	la mouche	4
le mètre	1	mouiller	4
le métro	2	le moustique	4
mettre	2	le mouton	3
mettre la table	2	le mouvement	4
les meubles (m)	2	moyen (<i>adj</i>)	4
mieux	3	le moyen	4
le militaire	5	muet	5
mince	4	le mur	1
la mine	5	mûr	5
le ministre	5	le musée	2
la minute	2	le musicien	5
la misère	5	la musique	3
moche	2		
le mode (d'emploi)	5	N	
la mode	4	nager	3
moderne	4	la naissance	5
[moi]		national	4
moi aussi	2	la nationalité	5
moi non plus	2	la nature	4
moins	1	naturel	4
moins ... que	3	ne ... pas	1
le mois	3	ne ... jamais	2
janvier	1	ne ... ni ... ni	4
février	1	ne ... personne	3
mars	1	ne ... plus	3
avril	1	ne ... que	5
mai	1	ne ... rien	2
juin	1	n'est-ce pas?	1
juillet	1	n'importe qui	5
août	1	n'importe quoi	5
septembre	1		

octobre	1	n'importe quel	5
novembre	1	né (<i>past participle</i>)	3
décembre	1	nécessaire	4
la moisson	5	la neige	3
la moitié	3	nerveux	5
le moment	3	net	5
la monnaie	2	nettoyer	2
monsieur	1	le neveu	1
la montagne	3	le nez	3
monter	1	la nièce	1
monter à cheval	3	le niveau	5
la montre	4	noël	3
montrer	3	le nom	3
se moquer (de)	5	le nombre	4
moral	5	nommer	4
le morceau	3	non	1
mordre	5	le nord	3
mort (<i>past participle</i>)	3	au nord	3
le mot	3	normal	4
la note (<i>school mark</i>)	2	l' occupation (f)	4
nouveau(x)/nouvelle/nouvel	2	occupé	2
la nouvelle	4	l' océan (m)	3
en Nouvelle-Calédonie	3	l' oeil (m)	3
néo-calédonien	5	l' oeuf (m)	2
la Nouvelle-Zélande	3	offrir	4
en Nouvelle-Zélande	3	l' ombre (f)	4
le Néo-Zélandais	2	l' oncle (m)	1
néo-zélandais	4	l' ongle (m)	4
le nuage	1	l' opéra (m)	5
la nuit	3	l' opération (f)	4
nulle part	5	l' opinion (f)	4
le numéro	3	l' orage (m)	4
zéro	4	l' orange (f)	2
un/une	1	ordinaire	4
deux	1	l' ordre (m)	4
trois	1	l' oreille (f)	3
quatre	1	l' organisation (f)	4
cinq	1	organiser	4
six	1	l' origine (f)	5
sept	1	oser	4
huit	1	ou	1
neuf	1	où	1
dix	1	oublier (de)	2
onze	1	l' ouest (m)	3
douze	1	à l'ouest	3
treize	1	oui	1
quatorze	1	l' outil (m)	5
quinze	1	l' ouvrier (m)	4
seize	1	ouvrir	3
dix-sept	1	ouvrez, ouvre	1
dix-huit	1		
dix-neuf	1		
vingt	1	P	
vingt et un, etc.	1	le Pacifique	3
vingt-deux, etc.	1	la page	1
trente	1	la paille	5

quarante	1	le pain	2
cinquante	1	la paix	4
soixante	1	pâte	3
soixante-dix	1	le panier	4
quatre-vingts	1	le pansement	5
quatre-vingt-dix	1	le pantalon	1
cent	1	papa	1
la centaine	4	le papier	3
[mille]		Pâques (f pl)	4
le million	5	le paquet	3
le milliard	5	par	2
		par conséquence	5
		par exemple	4
		par hasard	5
O		paraître	5
obligatoire	5	le parapluie	2
obligé	4	le parc	1
l' occasion (f)	5		
parce que	1	petit	1
pardon	1	le petit déjeuner	2
pareil	4	le petit-fils	4
les parents (m)	1	les petits pois (m)	3
paresseux/paresseuse	2	le pétrole	5
parler	2	peu	4
parmi	4	peu à peu	4
la parole	5	le peuple	5
la part	4	peut-être	3
partager	4	la pharmacie	3
le parti	5	le pharmacien	3
participer	4	la photo	3
la partie	4	le piano	3
partir	3	le pied	3
partout	3	la pierre	4
pas cher	2	la pièce (<i>coin</i>)	3
pas du tout	4	la pièce (<i>room</i>)	1
pas mal	1	la pile	4
le passe-temps	5	le pique-nique	3
le passeport	3	piquer	4
passer (<i>to pass</i>)	2	pire	5
passer (<i>to sit an exam</i>)	2	la piscine	3
passer (<i>to spend</i>)	3	peser	4
se passer	5	le placard	4
passionnant	3	la place (<i>seat</i>)	3
le pâté	5	la place (<i>square</i>)	1
la pâtisserie	2	placer	4
le patron	4	la plage	3
la patte	4	se plaindre	5
pauvre	2	le plan	5
payer	3	la planche	4
payer à la caisse	3	la plante	4
le pays	3	planter	4
le paysage	3	le plastique	5
le paysan	4	le plat	3
la peau	4	plein	4
la pêche (<i>peach</i>)	2	pleurer	2
pêcher	4	plier	4
le peigne	5	la pluie	3

peindre	4	la plume	4
la peine	4	la plupart	4
le peintre	5	plus	2
la pelle	4	plus ... que	3
pendant	3	plusieurs	4
pendre	5	plutôt	5
pénible	4	la poche	2
penser	3	la poêle	4
penser (à)	4	la poésie	5
perdre	2	le poète	5
le père	1	le poids	4
permettre (de)	4	le poil	4
le permis	4	le poing	4
le personnage	5	le point	4
la personne	1	pointu	4
la poire	2	prévoir	5
le poisson	3	principal	4
la poitrine	3	le printemps	3
poli	2	au printemps	3
la police (police)	2	la prison	5
la politique	5	le prisonnier	5
la pomme	2	privé	5
la pomme de terre	2	le prix	2
le pont	2	le problème	3
populaire	4	le prochain	4
la population	5	la production	5
le port	3	le produit	5
la porte	1	le professeur	1
le porte-feuille	4	la profession	4
le porte-monnaie	4	profiter	5
porter (<i>to carry</i>)	2	profond	4
porter (<i>to wear</i>)	1	le programme	5
poser	4	le progrès	4
posséder	4	le projet	4
possible	3	le promenade	3
la poste	1	se promener	4
le poste	5	promettre	4
le potage	4	propre (clean)	2
le poulet	3	propre (own)	4
pour	3	protéger	5
pour aller (à)	2	protester	5
pour cent	5	la province	4
le pourboire	3	les provisions (f)	4
pourquoi	1	provoquer	5
pourtant	5	le public	4
pousser	4	public	4
la poussière	4	la publicité	4
pouvoir	3	puis	2
la prairie	5	puisque	4
pratique	4	puissant	5
préférer	3	le puits	5
préféré	3	le pull-over	1
le premier	1	punir	4
la première	5	le pyjama	4
prendre	2		
prendre un bain	2		

prendre une douche	2	Q	
le prénom	4	[qu'est-ce que ...?]	
préparer	2	qu'est-ce que c'est?	1
près de	1	qu'est-ce que tu as?	3
[présenter]		qu'est-ce que vous avez?	3
je te présente	2	qu'est-ce que vous désirez?	2
je vous présente	2	le quai	3
le président	5	la qualité	4
presque	2	quand	1
la presse	4	quand même	4
pressé	4	la quantité	4
prêter	4	le quart d'heure	2
prévenir	5	le quartier	4
que (trouver que)	2	la reine	5
quel/quelle	2	religieux	4
quel dommage	3	la religion	4
quelle bonne idée	2	remarquable	5
quelqu'un	3	remarquer	3
quelque	4	remercier	4
quelque chose	1	remonter	4
quelque part	5	remplacer	4
quelquefois	1	remplir	3
quelques	1	remuer	4
la question	1	rencontrer	3
la queue	4	le rendez-vous	4
quinze jours	3	rendre	4
quitter	3	se rendre	5
quoi	4	se rendre compte	5
quoique	5	enseigner (se)	5
		rentrer	2
R		la rentrée	2
raconter	4	renverser	5
le radiateur	4	réparer	3
la radio	3	le repas	2
raisonnable	5	repasser	4
ramasser	4	[répéter]	
le rang	5	répétez, répète	1
ranger (la chambre)	2	répondre	3
rapide	3	répondez, réponds	1
se rappeler	4	le repos	4
le rapport	5	se reposer	3
rapporter	5	reprendre	4
rare	4	représenter	4
se raser	4	la république	5
le rasoir	4	la résistance	5
rater	4	le respect	5
le rayon	5	respirer	4
la réaction	4	responsable	5
la réalité	5	ressembler (à)	4
recevoir	3	le restaurant	1
la recherche	5	le reste	4
la réclame	5	rester	3
la récolte	5	le résultat	4
recommencer	4	le retour	3
reconnaître	4	retourner	3
		la retraite	5

la	récréation	2	se	retrouver	4
	reculer	4		réunir	5
	réfléchir	5		éussir (à)	2
le	réfrigérateur	4	le	rêve	5
	refuser (de)	3	le	réveil (-matin)	4
	refuser net	5	se	réveiller	2
	regarder	1		revenir	4
la	région	3		revoir	4
la	règle (ruler)	1	la	revue	5
	regretter	3	le	rez-de-chaussée	4
	régulier	5		riche	2
le	rideau	4	la	scie	5
	ridicule	3	les	sciences (f)	2
	rire	4		sculpter	5
	risquer	5	le	sculpteur	5
la	rivière	3	la	sculpture	5
le	riz	4	le	seau	4
la	robe	1		sec/sèche	3
le	robinet	4		sécher	5
le	roi	5		second	4
le	rôle	5		secouer	5
le	roman	5		secret	5
	rond	3	le	secret	5
la	roue	4	le	secrétaire/la secrétaire	5
	rouler	4	la	sécurité	5
la	route	3	le	séjour	5
	roux/rousse	2	le	sel	4
la	rue	1	la	semaine	3
le	rugby	3		sembler	4
	russe	5		semer	5
le	rythme	5	le	sens	4
				sensible	5
			le	sentiment	5
S				[se sentir]	
	s'il te plaît	2		se sentir bien	3
	s'il vous plaît	1		se sentir mal	3
le	sable	5		se sentir mieux	3
le	sac	1		séparer	4
	sage	2	la	série	5
	saisir	5		sérieux	4
la	saison	3	le	serpent	5
la	salade	2		serrer	4
	sale	2	la	serveuse	3
la	salle à manger	1	le	service	5
la	salle de bains	1		service compris	3
la	salle de classe	1	la	serviette	2
la	salle de séjour	4	se	servir de	4
le	salon	1		seul	3
	salut	1		seulement	1
le	sandwich	2		sévère	5
	sans	2	le	short	1
	sans cesse	4		si (<i>if</i>)	3
	sans doute	3		si (<i>yes</i>)	1
la	santé	3		si + <i>adverb</i> (<i>so</i>)	3
le	sapin	5	le	siècle	5
	satisfaire	5		siffler	5

sauf (<i>prep</i>)	4	la signature	4
sauter	4	le signe	5
sauvage	5	signer	4
se sauver	4	le silence	4
le savant	5	simplement	5
savoir	3	sincère	5
je sais + <i>infinitive</i>	3	situer	5
le savon	2	social	5
la scène	5	la société	5
la soeur	1	la surprise-partie	3
soigner	4	surtout	3
le soir	1	s urveiller	5
la soirée	3	la sympathie	5
le sol	4	sympathique	1
solide	4	le syndicat	5
la solitude	5		
la solution	5		
sombre	5	T	
la somme	4	le t-shirt	4
le sommet	5	le tabac	4
le son	5	la table	1
songer	5	le tableau (noir)	1
sonner	4	le tablier	5
la sorte	4	à Tahiti	3
la sortie	3	tahitien	5
sortir	2	la taille	5
soudain	3	tailler	5
souffler	5	le tailleur	5
souffrir	5	se taire	4
soulever	5	tant	4
le soulier	4	tant mieux	3
la soupe	3	tant pis	3
la source	4	la tante	1
sourd	5	taper	5
le sourire	4	le tapis	5
la souris	5	tard	3
sous	1	plus tard	3
souvent	2	la tarte	5
le spectacle	5	le tas	4
spécial	5	la tasse	2
le sport	2	le taxi	3
sportif	5	la technique	5
le stade	3	tel que	5
la statue	5	le télégramme	3
le style	5	le téléphone	3
le stylo	1	le coup de téléphone	3
le succès	5	qui est à l'appareil?	3
le sucre	2	ne quittez pas	3
le sud	3	téléphoner (à)	3
au sud	3	la télévision	3
la Suisse	5	tellement	5
suisse	5	le témoin	5
suivre	3	la température	5
le sujet	5	la tempête	5
le supermarché	1	le temps (<i>time</i>)	3
supérieur	5	[le temps (<i>weather</i>)]	

supporter	5	quel temps fait-il?	1
supprimer	5	il fait beau	1
sur	1	il fait chaud	1
sur le pont de	4	il fait du soleil	1
sûr	5	il fait du vent	1
la surface	5	il fait froid	1
surprendre	5	il fait mauvais	1
il neige	1	tremper	5
il pleut	1	très	1
(le ciel est) couvert	1	triste	2
tendre (<i>adj</i>)	5	se tromper (de)	3
tendre (<i>verb</i>)	5	trop	2
le tennis	3	le trottoir	2
tenter	5	troubler	5
terminer	5	trouver (<i>to find</i>)	1
le terrain (de sports)	3	trouver (<i>to think</i>)	2
la terre	3	se trouver	3
la tête	3	tuer	4
le texte	5	la tuile	5
le thermomètre	5	le type	5
le thé 2b	2		
le théâtre	2		
le ticket	5	U	
tiens	4	un peu (de)	2
le timbre	3	l' uniforme (m)	1
timide	5	unique	4
le tiroir	5	l' université (f)	5
le tissu	5	l' URSS (f)	5
le titre	5	user	5
la toile	5	l' usine (f)	3
les toilettes (f)	1	utile	4
le toit	1		
la tomate	3		
tomber	3	V	
le tonnerre	4	les vacances (f)	3
tôt	4	la vache	3
le total	5	la vague	5
toujours	2	la valeur	5
le tour	2	la valise	3
la tour	5	valoir (il vaut)	4
le touriste	3	la vapeur	5
le tourne-disque	3	varier	5
tourner	1	le veau	4
tousser	3	le vélo	5
tout/tous/toute(s)	3	la vendange	5
tous les jours	2	le vendeur	5
tout à coup	5	vendre	2
tout à fait	4	venir	2
tout à l'heure	4	la vente	5
tout de suite	2	le ventre	3
tout droit	1	le verger	5
tout le monde	3	la vérité	4
tout près de	2	le verre	2
le train	2	vers (<i>direction</i>)	3
traîner	5	vers (<i>time</i>)	2
la tranche	5	verser	5

tranquille	3	la veste	4
le transport	5	les vêtements (m)	2
travailler	2	le veuf	5
traverser	2	la viande	2
trembler	5	vide	2
la vie	3	le volley-ball	3
vieux/vieille/vieil	2	la volonté	5
vilain	2	le volume	5
la villa	5	vouloir	3
le village	3	que veux-tu?	2
la ville	1	je veux	2
le vin	2	je voudrais	2
le violon	5	le voyage	3
le visage	2	voyager	3
la visite	5	le voyageur	3
vite	3	voyons	4
la vitesse	4	vrai	2
la vitrine	4	vraiment	3
vivre	4	la vue	3
le vocabulaire	5		
voici	1	W	
la voie	3	le week-end	3
voilà	1		
voir	2	Y	
le voisin	2	Les yeux (m)	1
la voisine	2		
la voiture	2	Z	
la voix	5	zut alors	2
le vol (<i>flight</i>)	3		
voler	4		
le volet	5		
le voleur	4		



9.0 Advisory Section

9.1 Glossary of Terms

Accuracy refers to correct use of vocabulary and grammatical structures.

Audience refers to one or more persons, e.g. teacher, group, class and could be a real speaking situation

Clear means audible and comprehensible, i.e. It is an error if incorrect pronunciation would change or obscure the meaning so that communication is hindered. Any hesitation should be natural (appropriate pausing) and should not detract from the clarity of speech.

Develop refers to expanding or clarifying ideas, and being able to state a point of view and support it with reasons, examples and descriptions.

Errors refers to those occurring in vocabulary and structures, as well as pronunciation, intonation and tones, as appropriate to French.

Language in speaking refers to vocabulary and structures, as well as pronunciation, intonation, and tones as appropriate to French.

Organised indicates that the speech should be logically sequenced e.g. chronologically; with an introduction, development and conclusion; subtopics in order of importance; contrasts and comparisons; shifts in time/place etc.

Productive skills – The skills needed to produce language. i.e. writing, speaking.

Receptive skills – The skills needed to receive/comprehend language i.e. reading, listening.

Relevant information refers to information relating to the topic.

Structure refers to linguistic means of expression in a given situation



9.2 Suggested Resources

Course Books

1. Le Nouvel Édito A2 Méthode de Français. Élodie Heu et al., 2016, Didier, Paris.
2. Le Nouvel Édito : Cahier d'exercices A2. Stéphanie Brémaud et al., 2016, Didier, Paris.
3. Le Nouvel Édito B1 Méthode de Français. C.Brillant, R.Racine, J.Schenker, Didier, Paris, 2016
4. Le Nouvel Édito : Cahier d'exercices B1. C.Brillant, R.Racine, J.Schenker, Didier, Paris, 2016

Senior grammar

1. Grammaire Progressive du Français A2/B1. Odile Thiévenaz, Maïa Grégoire, CLE International, Paris, 2003
2. Grammaire Progressive du Français A2/B1 Corrigés. Odile Thiévenaz, CLE International, Paris, 2003
3. Vocabulaire Progressif du Français A2/B1. Anne Goliot-Lété, Claire Miquel, CLE International, Paris, 2017
4. Vocabulaire Progressif du Français A2/B1 Corrigés. Anne Goliot-Lété, Claire Miquel, CLE International, Paris, 2017
5. Conjugaison Progressive du Français A2/B1. Michèle Boularès, Odile Grand-Clément, CLE International, Paris, 2017
6. Conjugaison Progressive du Français A2/B1 Corrigés. Michèle Boularès, Odile Grand-Clément, CLE International, Paris, 2018

Literary Study (this strand and "Poésie" would not be relevant if the above textbooks are provided because extracts from various literary texts have already been integrated)

1. Au Revoir les Enfants (film)
2. Etude du Film. Au Revoir Les Enfants. La France Contemporaine a travers son cinema. Jean-Marc Lecaude. Canterbury Monographs for Teachers of French, University of Canterbury, New Zealand. Sept. 1994. No. 1, 17th series.
3. Le Silence de la Mer – Vercors. Macmillan and Co. Ltd. 1970
4. Le Petit Prince – Antoine de Saint-Exupery. Heinemann London 1958 (Reprinted 1974)
5. A La Decouverte du Petit Prince. An Enrichment Workbook for exploring Language and Themes by Anne Gassaway Brown. NTC Publishing Group, USA. 1996 + Annotated Teacher's Edition.
6. Les Petits Enfants du Siecle. Christiane Rochefort. Grasset 1961. Facile a Lire (B) 1974
7. Le Petit Nicholas Sempe-Goscinny. Folio France 1990. (original publication 1960)
8. Les Vacances du petit Nicholas. Sempe Goscinny. Collection Folio Junior. France 1987

Poesie

9. Paroles, Jacques Prevert Folio. France 1977
10. Anthologie Prevert Christiane Mortelier (Editor) Methuen's Twentieth Century Texts. Methuen Educational Ltd, London 1981
11. Aux Vent des Iles Wanir Welepane. Agence de Development de la Culture Kanak Noumea. 1993
12. Past Bursary Papers Available on NZQA website
13. Exemplars from NCEA Level Available on NZQA website

9.3 Sample Teaching Programme

PACIFIC ISLANDS HIGH SCHOOL FORM 7 FRENCH TIMELINE

TERM ONE				
Week				
Weeks				
Weeks				
Weeks				
TERM TWO				
Weeks				
Week				
Week	Revision for Mid-Year Examination			
Week	- MID YEAR EXAMS			Scoring based on Scoring Guidelines
Week	MID YEAR BREAK			
Weeks				
TERM THREE				
Weeks				
Week				
Week	Revision for End of year Examinations (All topics covered)			
Week	END OF YEAR EXAMS			
Weeks				
Week	Study Week			
Weeks	2023 F7 Regional Exam			
Week	End of year programme			

