

Scheme of Work- Secondary Schools (AC)

Level 4 - Autumn Term (1)

10 weeks

Lesson	Topic	Learning objectives	Grammar / vocabulary	Phonics	Activities	Assessment for Learning	Resources
1	Les salutations	<ul style="list-style-type: none"> To learn how to greet and to introduce yourself To learn how to spell your name <hr/> <p><u>Local knowledge:</u></p> <ul style="list-style-type: none"> Jèrriais words that you already know 	<ul style="list-style-type: none"> Jèrriais alphabet Tch'est qu'est tan nom? Man nom est... Comment qué ch'na s'écrit? Ch'na s'écrit Comment qu'tu'es? J'sis... 	<ul style="list-style-type: none"> how to pronounce the alphabet 	<ul style="list-style-type: none"> STARTER (10 min) You speak Jèrriais without knowing it! Ask students if they already know some words in Jèrriais. Then show the PPT "Les mots Jèrriais". Which words did they already know? READING, LISTENING and PRONOUNCIATION DRILL (15 min) Introduce the language of the lesson in the PPT "les salutations". Language is to be read and repeated by students in order to develop a good pronunciation and intonation. SPEAKING (10 min) Class survey. Give each student a card with a Jèrriais name and a state of mind ("dé charme, magnifique, lâssé, triste etc..") Students ask each other "Bouônjour! Tch'est qu'est tan nom? Comme tchi qué ch'na s'écrit? Comment qu'tu es? They have to find the person who shares the same state of mind. LISTENING (5 min) Dictation. Teacher spells the first few words of one of the 3 questions that students have learned during the lesson. The first student who can guess the question and say it correctly wins a sticker. PLENARY (5 min) Hangman. Choose a word taught during the lesson and students try to guess by saying the letters of the alphabet. Example: "Bouônjour, lâssé, triste, magnifique etc..." 	<ul style="list-style-type: none"> Assessment of the Listening skill: Dictation Assessment of the Speaking skill: Class survey 	<ul style="list-style-type: none"> PPT les mots Jèrriais PPT les salutations cards with Jèrriais names

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2	Les pâraisses en Jèrri	<ul style="list-style-type: none"> • To say in which parish I live • To ask others in which parish they live <hr/> <ul style="list-style-type: none"> • <u>Local knowledge:</u> • Name of parishes • Parish crests 	<ul style="list-style-type: none"> • Jersey parishes • Oû'est qu'tu d'meuthes? • Jé d'meuthes à + parish 	<ul style="list-style-type: none"> • [ai] • [aen] • [en] 	<ul style="list-style-type: none"> • STARTER (5 min) Teacher ask students: Bouônjour! Tch'est qu'est tan nom? Comment qué ch'na s'écrit? Comment qu'tu'es aniet? • READING, LISTENING and PRONOUNCIATION DRILL (10 min) Introduce the language of the lesson in the PPT "les pâraisses en Jèrri". Language is to be read and repeated by students in order to develop a good prononciation and intonation. • READING (10 min) Give students a set of parish flag cards and a set of phrases 'jé d'meuthes à...'. In pairs they have to match each flag with the correct phrase. Feedback as a class • SPEAKING (10 min) In pairs, students play the board game "les symboles des pâraisses". Each player throws the dice and answer the question: "Oû'est qu'tu d'meuthes?" They answer according to the crest of the parish. If they say it wrong, they need to go back to the beginning. The player who has finished first has won. • PLENARY (10 min) Greeting puzzle. Ask students to do the greeting puzzle. Once it is done, ask them to highlight in the same colour each question and its matching answer. <p><u>Extension:</u> If time, ask student to perform a little dialogue in pairs using the phrases form the greeting puzzle.</p>	<ul style="list-style-type: none"> •Assessment of the Listening skill: Questioning during the lesson •Assessment of the Speaking skill: board game parish crests 	<ul style="list-style-type: none"> • PPT "Oû'est qu'tu d'meuthes" • Greeting puzzle • board game "les paraisses" • Parish cards with phrases

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3	L's objets dans la classe	<ul style="list-style-type: none"> • To learn the classroom objects • To say what I have/ don't have I my school bag <hr/> <ul style="list-style-type: none"> • <u>Language leaning strategy:</u> Use of cognates Use of bilingual dictionaries 	<ul style="list-style-type: none"> • Classroom objects • Indefinite articles • As-tu...? • J'ai.../ j'n'ai pon... 	<ul style="list-style-type: none"> • [eu] • [on] 	<ul style="list-style-type: none"> • STARTER- REINFORCMENT OF PRIOR LEARNING (5 min) Teacher greets students and ask them: Bouônjour! Tch'est qu'est tan nom? Comment qu'tu'es aniet? Ou'est qu'tu d'meuthes? • READING, LISTENING and PRONOUNCIATION DRILL (15 min) Introduce the language of the lesson in the PPT "l's objets dans la classe". Language is to be repeated by students in order to develop a good prononciation and intonation.Go through all activities in the PPT including "Tch'est qu'ch'est " and "Tch'est qu'i'manque?" • VOCABULARY BUILDING ACTIVITY (10 min) Students match words and classroom objects. Encourage students to use their knowledge of cognates and/ or bilingual dictionaries to work out the meaning of new words. Feedback as a class • SPEAKING (10 min) Class survey. Students interview each other about things they may have in their school bag. Example: As-tu eune plieunme?/ Oui, j'ai eune plieunme / Nannîn j'n'ai pon eune plieunme. Teacher monitors student's prononciation. Feedback as a class. • PLENARY (5 min) La gamme des crouaix. In pairs, students play noughts and crosses <p>EXTENSION: On the worksheet, students complete the phrase "Dans ma pouque j'ai étout..."</p>	<ul style="list-style-type: none"> •Assessment of the Speaking skill: class survey •Assessment of the Listening skill: questioning during the lesson 	<ul style="list-style-type: none"> • PPT 'Ls objets dans la classe • worksheet- class survey "Dans ma pouque à dos" • worksheet- l's objets dans la classe • noughts and crosses sheets plenary

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4	L's c'mandes dans la cl�sse	<ul style="list-style-type: none"> • To understand classroom instructions • To learn useful phrases to use in the J�rriais class <hr/> <ul style="list-style-type: none"> • <u>Language learning strategy</u>: using French/ J�rriais cognates 	<ul style="list-style-type: none"> • Classroom instructions • Verbs at imperative (introduced as lexical items only) 	<ul style="list-style-type: none"> • [ain] • [ez] 	<ul style="list-style-type: none"> • STARTER- REINFORCMENT OF PRIOR LEARNING (5 min) Give students starter worksheet and ask them to unscramble the classroom objects. This activity can be done in pairs. Feedback as a class. • READING, LISTENING and PRONOUNCIATION DRILL (15 min) Introduce the language of the lesson in the PPT "les c'mandes dans la cl�sse". Language is to be repeated by students in order to develop a good pronunciation and intonation. • READING (10 min) On the worksheet "les c'mandes dans la cl�sse". Students match phrases in J�rriais and in English. Feedback as a class. • LISTENING (10 min) Play Simon Says with classroom instructions. The students who wins can them give instructions. Etc... • WRITING (15 min) In groups, students draw a poster with 5 golden rules to apply in the J�rriais class. Exemple: L�ve la main, p�le en J�rriais, �rp�te, �cris les mots dans l'livret d'exercice etc... • PLENARY (5 min) Tch'est qu� ch'na veurt dithe? Show instructions in J�rriais on the plenary PPT. Students have to read, listen and mime the actions. <p>EXTENSION: On the worksheet "les c'mandes en J�rriais", students write useful phrases in the J�rriais class. Exemple: J'peux-t-i'aller � la p'tite maison? / M�rcie bein des fais / S'i'vos plia�t etc...</p>	<ul style="list-style-type: none"> •Assessment of the Speaking skill: questioning during the lesson •Assessment of the Listening skill: Simon says 	<ul style="list-style-type: none"> • PPT Les c'mandes dans la classe • worksheet "les c'mandes" • PPT for plenary • worksheet for starter- unscramble the words.

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5	Les couleurs	<ul style="list-style-type: none"> • To learn colours • To describe classroom objects with colours • To say what my favourite colour is <ul style="list-style-type: none"> • <u>Language learning strategy</u>: using French/ Jèrriais cognates 	<ul style="list-style-type: none"> • Colours • Colour agreements • Tchi couleu qué tu'aimes lé mus? • J'aime lé mus... • 	<ul style="list-style-type: none"> • [u] • [ou] 	<ul style="list-style-type: none"> • STARTER (5 min) Students put colours on "L'arc-en-ciel" worksheet. They use French and English cognates to work out meaning of colours. • READING, LISTENING and PRONOUNCIATION DRILL (15 min) Introduce the language of the lesson in the PPT "Les couleurs". Language is to be repeated by students in order to develop a good pronunciation and intonation. Explain colours agreement at feminine and plural. (While going through the PPT, students <u>may</u> complete colour agreement worksheet. Depending on the level of the group) • READING, LISTENING and PRONOUNCIATION DRILL (10 min) Go through the PPT "Les objets et les couleurs". Language is to be repeated by students in order to develop a good pronunciation and intonation. Explain colours agreement at feminine and plural. • LISTENING (10 min) Play bingo with classroom objects and colours. • WRITING (10 min) Students complete worksheet "Dans ma pouque j'ai / j'n'ai pon..." feedback as a class. • PLENARY (5 min) Teacher asks each student "Tch'est qu'tu'as dans ta pouque? Etc..." <p>EXTENSION: students can complete "Lé toucan" colour by number.</p>	<ul style="list-style-type: none"> • Assessment of the Speaking skill: plenary activity • Assessment of the Listening skill: bingo 	<ul style="list-style-type: none"> • PPT les couleurs • PPT les objets dans la clâsse et les couleurs • worksheet "dans ma pouque" • bingo cards with classroom objects

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6	Tchil'âge qué tu'as?	<ul style="list-style-type: none"> To learn numbers 1-20 To be able to say your age To ask people how old they are <ul style="list-style-type: none"> <u>Language learning strategy</u>: using French/ Jèrriais cognates 	<ul style="list-style-type: none"> Numbers 1-20 (stress number changes with 6 and 10) Question: Tchil' âge qué tu'as? J'ai...ans Verb "aver" in present tense 	<ul style="list-style-type: none"> [â] [eu] 	<ul style="list-style-type: none"> STARTER- (10 min) Introduce the numbers 1-20 on the PPT "Numbers 1-20". Allow a lot of pronunciation drill. Then, ask students to work out sums and subtractions on the last slide of PPT. students are required to write down their answer. Feedback as a class. LISTENING- (10 min) Play bingo with numbers 1-20. Winners has a to read aloud correctly the numbers on the card in order to win a sticker. READING, LISTENING and PRONOUNCIATION DRILL (15 min) Introduce the language of the lesson in the PPT "Tchil' âge qué tu'as?". Language is to be repeated by students in order to develop a good prononciation and intonation. Stress "j'ai <u>siêx/ dqiêx</u> ans". WRITING (10 min) Students complete the worksheet "Tchil' âge qué tu'as?". They complete speech bubbles about ages then they write a speech bubble about their age. Feedback as a class. Teacher ask each student their age. SPEAKING (10 min) In pairs, students play battleships manipulating verb "aver" + age PLENARY (5 min) Show PPT birthday cake to students and ask them to say a sentence. Example: "Il a trais ans etc..." <p>EXTENSION: students complete "Combein?" Count and write the correct numbers in the spaces.</p>	<ul style="list-style-type: none"> Assessment of the Speaking skill: battleship Assessment of the Listening skill: bingo 	<ul style="list-style-type: none"> PPT 1-20 PPT Tchil' âge qué tu'as Bingo cards Worksheet "Tchil' âge qué tu'as?" Battleships cards Worksheet "Combein" fo

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7	Les pays	<ul style="list-style-type: none"> • To learn the name of some European countries • To say in which country, I was born • To say in which country, I live <hr/> <ul style="list-style-type: none"> • <u>Local knowledge:</u> • Channel Islands flags 	<ul style="list-style-type: none"> • Verb “d’meuther” in present tense • Verb “ê” (reinforcement) • “J’fus né” introduced as a lexical item only • Prepositions “en/ au/ ès + country 	<ul style="list-style-type: none"> • [dg] • [au] • [en] 	<ul style="list-style-type: none"> • STARTER- REINFORCEMENT OF PRIOR LEARNING (5 MIN) Teacher asks students. Comment qu’tu’es? Tch’est qu’est tan nom? Tchil’ âge qué tu’as? Oû’est qu’tu d’methes? Tchi couleu qué tu’aimes lé mus? • READING, LISTENING and PRONOUNCIATION DRILL (15 min) Introduce the language of the lesson in the PPT “Les pays”. Language is to be repeated by students in order to develop a good prononciation and intonation. • WRITING (10 min) Students complete worksheet “les couleurs des pays” • SPEAKING (5 MIN) Class survey. Students asks each other the questions: “Oû’est qu’tu fus né(e)?” and Oû’est qu’tu d’methes?”. Feedback as a class. • PLENARY (10 min) Students play snake and ladders with “Les pays”. They have to make a sentence. Ex: J’fus né en Angliétèrre, Jé d’methe en Jèrri etc... 	<ul style="list-style-type: none"> • Assessment of the Speaking skill: class survey + plenary • Assessment of the Listening skill: questioning during the lesson. 	<ul style="list-style-type: none"> • PPT “Les pays” • snake and ladder ‘Les pays • dice and counters • worksheet “les couleurs des pays”

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8	Les nationalités et les langues	<ul style="list-style-type: none"> • To learn nationalities/ languages • To say what my nationality is • To say which language I can speak • To ask others about their nationality and the languages they can speak <hr/> <ul style="list-style-type: none"> • Cross-curricular knowledge: Flags of countries around the world 	<ul style="list-style-type: none"> • Nationality adjectives • Verb “ê” present tense • Verb “ pâler” present tense 	<ul style="list-style-type: none"> • [ien] • [ienne] 	<ul style="list-style-type: none"> • STARTER (5 min) Teacher asks students. Comment qu’tu’es? Tch’est qu’est tan nom? Tchil’âge qué tu’as? Oû’est qu’tu d’méthes? Tchi couleu qué tu’aimes lé mus? Oû’est qu’tu fus né? Oû’est qu’tu d’méthes? • READING, LISTENING and PRONOUNCIATION DRILL (10 min) Introduce the language of the lesson in the PPT “Les nationalités”. Language is to be repeated by students in order to develop a good pronunciation and intonation. Stress the formation of the feminine of nationality adjectives. • LISTENING (5 min) Play bingo with nationalities and languages. • WRITING (10 min) Students complete the worksheet “les nationalités”. Feedback as a class. • SPEAKING (5 min) Class survey. Students asks each other: Dé tchi nationalité qu’tu’es? Oû’est qu’tu d’méthes? Tchi langue qué tu pâles? • PLENARY (10 min) Students complete the worksheet “un mio entour mé”. feedback as a class. <p>EXTENSION- Students complete the extension sheet “Les nationalités”</p>	<ul style="list-style-type: none"> • Assessment of the Speaking skill: class survey • Assessment of the Listening skill: bingo 	<ul style="list-style-type: none"> • PPT les nationalités et les langues • Bingo cards • plenary worksheet “un mio entour mé” • Writing worksheet “Nationalities” • Extension worksheet “Nationalities”

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9	La date dé m'n anniversaithe	<ul style="list-style-type: none"> • To learn days of the week, months, seasons • To say the dates • To say when your birthday is <ul style="list-style-type: none"> • <u>Local knowledge:</u> Jersey traditional festivals (fais'sie d'nièr beurre, fai'sie d'cidre, fête dé Noué) 	<ul style="list-style-type: none"> • Days of the week • Months • Seasons • Numbers 1-31 	<ul style="list-style-type: none"> • [ier] • [em] 	<ul style="list-style-type: none"> • STARTER (10 min) Quickly revise the numbers up to 20 then introduce the numbers up to 31. Do a lot of pronunciation drill to help students memorize the numbers up to 31. • LISTENING (10 min) Play bingo with numbers up to 31 • READING, LISTENING and PRONOUNCIATION DRILL (15 min) Introduce the language of the lesson in the PPT "dithe les dates". Language is to be repeated by students in order to develop a good pronunciation and intonation. Stress the formation of the feminin of nationality adjectives. • SPEAKING (5 min) Class survey. Students ask each other: Quand tchi qu'est t'n anniversaithe? • PLENARY (10min) Go through the PPT "Les festivals en Jèrri". Ask students if they know these festivals and if they have attended some of them. Encourage students to say when these festivals take place in Jèrriais. Feedback as a class. 	<ul style="list-style-type: none"> • Assessment of the Speaking skill: class survey • Assessment of the Listening skill: bingo 	<ul style="list-style-type: none"> • Starter- sheet numbers 1-31 • Bingo cards • PPT dithe les dates • Speaking sheet Birthday Survey • Plenary- les festivals en Jèrri

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10	Décris un objet	<ul style="list-style-type: none"> • To describe an object (shape, colour, material) <hr/> <ul style="list-style-type: none"> • <u>Language learning strategy</u>: how to use a bilingual dictionary <hr/> <ul style="list-style-type: none"> • <u>Language learning strategy</u>: use of cognates 	<ul style="list-style-type: none"> • Ch'est / il est / oulle est • Adjective agreement at feminine and masculine 	<ul style="list-style-type: none"> • [ch] • [tch] 	<ul style="list-style-type: none"> • STARTER- VOCABULARY BUILDING ACTIVITY (15min) With a bilingual dictionary, ask students to complete the vocabulary sheet (fielle de travas). This activity can be completed in pairs, so the students work collaboratively. • READING, LISTENING and PRONOUNCIATION DRILL (15 min) Introduce the language of the lesson in the PPT "dêcrithe les objets". Language is to be repeated by students in order to develop a good prononciation and intonation. Highlight the gender of each object (masculine or feminine). Stress the formation of the feminin form for each adjective. Il est...+ masculine Oulle est ...+ feminine. • READING and LISTENING activity (10 min) Class activity- Des d'vinâles. Students read and listen to a description of a variety of object and try to guess what it is. The winner of the game is the one who has guessed most objects. • PLENARY- WRITING/ SPEAKING activity (5 min). In pairs, students write a role-play at the lost objects office. Ex: students A "j'ai pèrdu un paraplyte"/ Student B "Comment qu'il est/ oulle est?"/ Student A: il est long, il est rouoge et il est en bouais". Hen they perform their role-play in front of the class. 	<ul style="list-style-type: none"> •Assessment of the Speaking skill: plenary/role-play •Assessment of the Listening skill: gamme des d'vinâles 	<ul style="list-style-type: none"> • Bilingual dictionaries (Jèrria) • Fielle dé travas- l's objets pèrdus • PPT dêcrithe un objet

