

## **Scheme of Work- Secondary Schools (AC)**

Level 4 - Spring Term (2)

10 weeks

Lesson	Topic	Learning objectives	Grammar / vocabulary	Phonics	Activities	Assessment for Learning	Resources
1	L's ièrs et les g'veux	<ul style="list-style-type: none"> <li>To describe my physical appearance</li> <li>To describe the physical appearance of others</li> </ul> <p><u>Language learning strategy:</u> use of cognates</p>	<ul style="list-style-type: none"> <li>eyes</li> <li>hair</li> <li>height</li> <li>body shape</li> </ul>	<ul style="list-style-type: none"> <li>[y]</li> <li>[ie]</li> <li>[eu]</li> </ul>	<ul style="list-style-type: none"> <li><b>STARTER (5 min)</b> Quickly revise the colours with students. Teacher can ask "Tch'est qu'i' sont les couleurs dé l'arc-en-ciel?"</li> <li><b>READING, LISTENING and PRONOUNCIATION DRILL (15 min)</b> Introduce the language of the lesson in the PPT "l'ièrs et les g'veux". Language is to be repeated by students in order to develop a good pronunciation and intonation.</li> <li><b>LISTENING (5 min)</b> On the PPT, read different descriptions of different characters and students try to guess which character. The quickest student wins a sticker.</li> <li><b>READING and WRITING (10 min)</b> Students complete activities on the worksheet "Les descriptions". They read/ write descriptions and draw characters.</li> <li><b>SPEAKING (5 min)</b> In pairs, students play 'la gamme des dés'. They role play the dice and describe people.</li> <li><b>PLENARY (10 min)</b> In pair, students play "Who's who"</li> </ul> <p><b>EXTENSION-</b> Students draw a wanted poster of a criminal and write a description.</p>	<ul style="list-style-type: none"> <li>Assessment of the Speaking skill: la gamme des dés + Who's who</li> <li>Assessment of the Listening skill: la gamme des dés + who's who</li> </ul>	<ul style="list-style-type: none"> <li>PPT l's ièrs et les g'veux</li> <li>transcript for the listening</li> <li>worksheet "les descriptions"</li> <li>la gamme des dés</li> <li>dice</li> <li>"who's who" game</li> </ul>

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2	Lé caractéthe	<ul style="list-style-type: none"> <li>To describe my personality</li> <li>To describe the personality of my best friend</li> </ul> <hr/> <ul style="list-style-type: none"> <li><u>Language learning strategy:</u> Use of bilingual dictionaries/ use of cognates</li> </ul>	<ul style="list-style-type: none"> <li>Adjective agreement</li> <li>Verb "ê" in present tense</li> <li>Quantifiers "un mio, hardi, assez etc..</li> <li>Verb "aver" in the present</li> </ul>	<ul style="list-style-type: none"> <li>[eux]</li> <li>[euse]</li> </ul>	<ul style="list-style-type: none"> <li><b>STARTER (5min)</b> On PPT students read description of smurfs and decide which one it is. Feedback as a class.</li> <li><b>READING, LISTENING and PRONOUNCIATION DRILL (15 min)</b> Introduce the language of the lesson in the PPT "Lé caractéthe". Language is to be read and repeated by students. Feedback is provided by teacher to help students develop a good pronunciation.</li> <li><b>GRAMMAR PRACTICE (5min)</b> Students complete the grammatical drill on verb "ê" and verb "aver". Feedback as a class.</li> <li><b>VOCABULARY BUILDING ACTIVITY (15 min)</b> Students complete the worksheet "Lé caractéthe". Encourage students to use a bilingual dictionary to work out the meaning of adjectives they don't know.</li> <li><b>SPEAKING (5 min)</b> Pair interview. Students interview each other: Comment qu'il est tan caractéthe? Teacher helps students with the pronunciation.</li> <li><b>PLENARY- WRITING (5 min)</b> Write a paragraph about your best friend. Teacher to mark each student's paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of the Speaking skill: pair interview</li> <li>Assessment of the Listening skill: questioning during lesson</li> </ul>	<ul style="list-style-type: none"> <li>PPT "Lé caractéthe"</li> <li>worksheet "Lé caractéthe"</li> <li>worksheet "man miyeu anm"</li> </ul>

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3	Un mio entouor mé (project lesson)	<ul style="list-style-type: none"> <li>To create a poster with details about myself</li> <li>To present my poster in front of the class</li> </ul>	Revisions of: <ul style="list-style-type: none"> <li>Man nom est</li> <li>J'ai (+âge)</li> <li>couleurs</li> <li>pays</li> <li>pâraïsses</li> <li>date dé man anniversaithe</li> <li>nâtonalitée et langue</li> <li>caractèthe</li> <li>description physique</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>STARTER (15 min) Revise the vocabulary covered this year including :               <ul style="list-style-type: none"> <li>Man nom est</li> <li>J'ai (+âge)</li> <li>couleurs</li> <li>pays</li> <li>pâraïsses</li> <li>date dé man anniversaithe</li> <li>nâtonalités et langues</li> <li>caractèthe</li> <li>description physique</li> </ul> </li> <li>WRITING/ POSTER CREATING (20 min)               <ol style="list-style-type: none"> <li>Ask students to complete the worksheet "un mio entouor mé"/ they can use bilingual dictionaries</li> <li>Give students A3 sheet of paper and ask them to stick the sheet in the middle</li> <li>Ask students to complete their posters with a variety of pictures to be glued/ drawn ex: flags, parish crests, photos of Jersey, picture of themselves</li> <li>They practice their presentation in pairs</li> </ol> </li> <li>SPEAKING/ POSTER PRESENTING (10 min) In front of the class, they present their poster.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of the Listening skill: questioning during the lesson</li> <li>Assessment of the Speaking skill: presentation of posters</li> </ul>	<ul style="list-style-type: none"> <li>worksheet "un mio entouor mé"</li> <li>A3 sheets of paper</li> <li>glue</li> <li>bilingual dictionaries</li> <li>pictures of Jersey</li> <li>pictures of parish crests</li> <li>individual photos of students (ask students to bring a photo prior lesson)</li> </ul>

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4	La fanmil'ye	<ul style="list-style-type: none"> <li>To learn the family members</li> </ul> <u>Local knowledge:</u> <ul style="list-style-type: none"> <li>Des noms d'fanmil'ye Jèrriais</li> </ul>	<ul style="list-style-type: none"> <li>Revision of definite and indefinite articles</li> <li>Revision of "as-tu?" J'ai/ j'n'ai pon</li> <li>Revision of colours</li> </ul>	<ul style="list-style-type: none"> <li>[l'ye]</li> <li>[th]</li> </ul>	<ul style="list-style-type: none"> <li><b>STARTER (5 min)</b> Quickly revise the colours. Ask students to write down all the colours they can remember in Jèrriais. Feedback as a class. Did they forget any colours?</li> <li><b>READING, LISTENING and PRONOUNCIATION DRILL (15 min)</b> Introduce the language of the lesson in the PPT "la fanmil'ye". Language is to be read and repeated by students in order to develop a good pronunciation and intonation.</li> <li><b>SPEAKING (20 min)</b> Play happy family game 'LA GAMME DES FANMIL'YES". The winner is the one who has all the member of one colour family.</li> <li><b>PLENARY- SPEAKING (5 min)</b> Class survey. Students interview each other. As-tu un frêthe? Eune soeu? Des couôsiins. Feedback as a class.</li> </ul> <p>EXTENSION: des noms de fanmil'yes Jèrriais. Go through the meaning of some Jersey family name.</p>	<ul style="list-style-type: none"> <li>Assessment of the Listening skill: questioning during the lesson</li> <li>Assessment of the Speaking skill: La gamme des fanmil'yes + class survey</li> </ul>	<ul style="list-style-type: none"> <li>PPT la fanmil'ye</li> <li>Worksheet la gamme des fa</li> <li>la gamme des fanmil'yes/ h</li> <li>Family game in Jèrriais</li> <li>Flashcards. Some Jersey family names meaning</li> </ul>

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5	Ma fanmil'ye	<ul style="list-style-type: none"> <li>• To revise the family members</li> <li>• To learn the possessive adjective (man, ma, mes, m'n)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• <u>Local knowledge:</u> How children used to call their parents/ grandparents in Jèrriais (M'mée, P'pé, Manman, Papa)</li> </ul>	<ul style="list-style-type: none"> <li>• The possessive adjective</li> <li>• The expression of possession with the preposition "a" ex: "Lé fréthe à Lisa"</li> </ul>	<ul style="list-style-type: none"> <li>• [in]</li> <li>• [inne]</li> </ul>	<ul style="list-style-type: none"> <li>• <b>STARTER (10 min)</b> Show students the PPT Starter 'Les membres dé la fanmil'ye Simpson' and introduce the members of the Simpson family</li> <li>• <b>READING, PRONOUNCIATION DRILL and GRAMMAR PRESENTATION (15 min)</b> Introduce the language of the lesson in the PPT "lé bouais d'la fanmil'ye Simpson". Language is to be read and repeated by students in order to develop a good pronunciation and intonation.</li> <li>• <b>READING and WRITING PRACTICE (15 min)</b> Students complete activity 1 and 2 on the worksheet "lé bouais d'la fanmil'ye Simpson". Feedback as a class.</li> <li>• <b>PLENARY (5 min)</b> In pairs, students play Simpson family dominoes game.</li> </ul> <p><b>EXTENSION:</b> students draw their own family tree and describe it using the possessive adjectives and family members they have learnt</p> <p><b>HOMEWORK:</b> ask students to bring a photo of their pet (or a pet) for next lesson.</p>	<ul style="list-style-type: none"> <li>• Assessment of the Listening skill: questioning during the lesson</li> <li>• Assessment of the Speaking skill: plenary activity</li> </ul>	<ul style="list-style-type: none"> <li>• PPT Starter La fanmil'ye Simpson</li> <li>• PPT lé bouais d'la fanmil'ye Simpson</li> <li>• Worksheet Simpson family</li> <li>• Simpson dominoes</li> </ul>

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6	M'n annima apprivoaîsi	<ul style="list-style-type: none"> <li>To say if I have/ would like a pet</li> <li>To describe my pet using colours (and other adjectives)</li> </ul> <hr/> <ul style="list-style-type: none"> <li><u>Language leaning strategy:</u> Use of cognates Use of bilingual dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>colour agreement at masculine and feminine</li> <li>adjectives agreement</li> </ul>	<ul style="list-style-type: none"> <li>[ou]</li> <li>[eu]</li> </ul>	<ul style="list-style-type: none"> <li><b>STARTER-</b> (15 min) Les Couleurs Garfield worksheet. Students complete the worksheet. Feedback as a class.</li> <li><b>READING, LISTENING and PRONOUNCIATION DRILL</b> (15 min) Introduce the language of the lesson in the PPT "m'n annima apprivoaîsi". Language is to be repeated by students in order to develop a good pronunciation.</li> <li><b>READING AND TRANSLATING</b> (10 min) On the PPT, Student the speech bubbles about pet description and try to translate orally. Feedback as a class.</li> <li><b>WRITING</b> (10 min) Students may have brought a photo of their pet (or a pet) for today's lesson. They write a short paragraph describing it. The paragraph should include pet's name, age, colours and one additional adjective (ex: its personality). Student might read their paragraph in front of the class to introduce their pet. Feedback as a class.</li> <li><b>PLENARY</b> (5 min) Students play pets nought and crosses</li> </ul> <p><b>EXTENSION</b> Students play animal pairs (GALT game) in Jèrriais. The students with most pairs at the end of the game wins a sticker.</p> <p>H/W: ask student to bring a photo or drawing of their best friend for next lesson</p>	<ul style="list-style-type: none"> <li>Assessment of the Speaking skill: plenary+ extension</li> <li>Assessment of the Listening skill: questioning during the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Garfield Les couleurs Worksheet</li> <li>PPT "m'n annima apprivoaîsi"</li> <li>Animal pairs GALT game</li> <li>Vocab sheet for game</li> </ul>

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7	Man miyeu anmîn	<ul style="list-style-type: none"> <li>To describe my best friend (physical description and personality)</li> </ul> <hr/> <ul style="list-style-type: none"> <li><u>Language learning strategy:</u></li> <li>Recycling prior knowledge to expand my phrases</li> </ul>	<ul style="list-style-type: none"> <li>Revision of 'il/ oulle est / il/ oulle a"</li> <li>Revision of possessive adjective "my"</li> <li>Revision of physical description</li> <li>Revision of personality adjectives at masculine and feminine</li> <li>Adjective "miyeu"/ "miyeuthe"</li> </ul>	<ul style="list-style-type: none"> <li>[in]</li> </ul>	<ul style="list-style-type: none"> <li>STARTER- REINFORCEMENT OF PRIOR LEARNING (10 min) In pairs, students play eyes and hair description battleship to revise physical appearance vocabulary</li> <li>READING, LISTENING and PRONOUNCIATION DRILL (10 min) Introduce the language of the lesson in the PPT "Man miyeu anmîn". Language is to be repeated by students in order to develop a good pronunciation and intonation.</li> <li>READING (10 min) Group activity. Divide the mystery cards between students. Each student read aloud their card(s) and the class try to answer the questions. Feedback as a class.</li> <li>FIELLE DÉ TRAVAS (15 min) Students complete reading and writing activities on the worksheet "man miyeu anmîn"</li> <li>SPEAKING (10 min) Students read the description of their best friend in front of the class. What the other students think of this description? Do they know the person describe?</li> <li>PLENARY (5 min) Translation exercise. On PPT, show "best friend sentences on the board and ask students to translate them orally.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of the Speaking skill: speaking activity</li> <li>Assessment of the Listening skill: Questioning during the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Battleship cards</li> <li>PPT Man miyeu anmîn</li> <li>Fielle dé travas</li> <li>Reading cards mystery f</li> </ul>



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8	L's animaux d'la fèrme	<ul style="list-style-type: none"> <li>to learn vocabulary about farm animals</li> <li>to describe farm animals with a variety of adjectives</li> </ul> <ul style="list-style-type: none"> <li><u>Language learning strategy:</u></li> <li>to recycle prior knowledge in order to continue to build-up sentences</li> </ul>	<ul style="list-style-type: none"> <li>Adjective agreements</li> </ul>	<ul style="list-style-type: none"> <li>[aï]</li> </ul>	<ul style="list-style-type: none"> <li>STARTER- vocabulary matching activity "à la fèrme" (5 min)</li> <li>READING, LISTENING and PRONOUNCIATION DRILL (15 min) Introduce the language of the lesson in the PPT "l's animaux d'la fèrme". Language is to be repeated by students in order to develop a good pronunciation and intonation.</li> <li>LISTENING (10 min) Play bingo with farm animals. Student who finished their card first says "lot'tie" and says the animals on their card in order to win a sticker.</li> <li>READING (15 min) Students read the text about a farm and its animals and answer the questions in Jèrriais. Feedback as a class.</li> <li>PLENARY- WRITING (15 min) Farm project. On an A4 sheet, students draw their own farm and labels the animals. Example: Dans ma fèrme i' y' a trais roses couochons, et siêx breunes poules etc...Teacher gives written feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of the Speaking skill: questioning</li> <li>Assessment of the Listening skill: bingo</li> </ul>	<ul style="list-style-type: none"> <li>Starter worksheet</li> <li>PPT farm animals</li> <li>Bingo cards</li> <li>Reading text</li> <li>Questions sheet</li> <li>Farm project sheet</li> </ul>

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9	Les neunméthos dé ieune à souaixante	<ul style="list-style-type: none"> <li>to understand the numbers from 1 to 60</li> <li>to read/ understand the numbers from 1 to 60</li> </ul> <ul style="list-style-type: none"> <li><u>Language learning strategy:</u> Use of prior knowledge to build-up number sequences</li> </ul>	<ul style="list-style-type: none"> <li>numbers 1 to 60</li> </ul>	<ul style="list-style-type: none"> <li>[en] / [an]</li> </ul>	<ul style="list-style-type: none"> <li><b>STARTER- SPEAKING (15 min)</b> Quickly revise the numbers to 31 and ask students to complete the series up to 39. Give students numbers sheet (1-39) to check their answer. Then in pairs, students play the dice game "fai un càrré". Students throw the dice and cross the number. The one who has completed a square first has won.</li>   <li><b>READING, LISTENING and PRONOUNCIATION DRILL ( 15 min)</b> Introduce the language of the lesson in the PPT "les neunméthos jusqu'à 60". Language is to be repeated by students in order to develop a good pronunciation and intonation.</li>   <li><b>LISTENING and WRITNG (15 min)</b> On the PPT, through the different listening and writing activities with students including listening to a serie of numbers and writing them down, playing snap, playing bingo and writing down numbers in letters.</li>   <li><b>PLENARY- WRITING (5 min)</b> On the plenary worksheet, students work out the value of different geometrical shapes and write down the numbers in letters. Feedback as call. This activity can be done as a race. Who will find the correct answer first?</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of the Speaking skill: starter game "fai un càrré" with dice</li> <li>Assessment of the Listening skill: bingo</li> </ul>	<ul style="list-style-type: none"> <li>2 dice</li> <li>number cards for starter game</li> <li>ppt numbers to 60</li> <li>numbers cards</li> <li>shapes puzzle sheet for plenary</li> </ul>

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10	Thille heuthe qu'il est?	<ul style="list-style-type: none"> <li>• I will be able to understand the time</li> <li>• I will be able to ask the time</li> <li>• I will be able to say the time and to say at what time different activities occur</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• <u>Language learning strategy:</u></li> <li>• Use of prior knowledge (numbers 1-60) to say the time</li> <li>• Use of cognates</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 1-60</li> <li>• Time expressions</li> </ul>	<ul style="list-style-type: none"> <li>• [tch]</li> <li>• [ch]</li> </ul>	<ul style="list-style-type: none"> <li>• <b>STARTER- REINFORCEMENT OF PRIOR LEARNING (5 min)</b> Quickly revise the numbers from 1 to 60. Can students count up to 60 on their own?</li> <li>• <b>READING, LISTENING and PRONOUNCIATION DRILL (15 min)</b> Introduce the language of the lesson in the PPT "tchille heuthe qu'il est?". Language is to be repeated by students in order to develop a good pronunciation and intonation.</li> <li>• <b>READING (5 min)</b> On the PPT, students read a sequence of times and match them with the correct clock.</li> <li>• <b>LISTENING (15 min)</b> Play time bingo with the class. The students who has crossed all the times on his card first has won.</li> <li>• <b>SPEAKING (5 MIN)</b> In pairs, students interview each other. "À tchille heuthe arrives-tu à l'école? À tchille heuthe est la leçon dé Jèrriais?" Feedback as a class.</li> <li>• <b>PLENARY- SPEAKING (15 min)</b> In pairs, students play time board game. They throw the dice and say the times. If they say the time correctly they can go forward 1. If they say the time wrongly, they start again from the beginning. The one who has finished the game first has won.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the Speaking skill: Speaking activity + Board game</li> <li>• Assessment of the Listening skill: Bingo</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Bingo cards</li> <li>• Time board game</li> <li>• Dice</li> </ul>

