



**Directorate for Quality and Standards in Education**

**Curriculum Management Department**

**Subject Proficiency Assessment**

**French Level 1**

**1. Introduction**

**2. Units**

1.01 Les Salutations - Greeting The World And Introducing Oneself

1.02 Le Calendrier – A Colourful Life

1.03 Au Collège – At School

1.04 La Famille- The Family

1.05 La Maison – My Home

1.06 Plat Du Jour – Food And Drinks

1.07 Faire Des Courses – Shopping

1.08 Bilan – Revision.

**3. Grammar structures (English and French)**

**4. Assessment and Certification**

**5. Self -Evaluation sheets**

## 1. Introduction

1. The whole programme will comprise 7 units of 9 lessons each<sup>1</sup> and a final revision unit of 18 lessons for a total of 54 contact hours.
2. The aim of this programme is to help learners achieve a level 1 on the Malta Qualifications Framework in the four basic skills in language learning (French).
3. The learners will acquire and develop a communicative competence which allows for an effective and meaningful interaction in diversified social contexts. S/he will also develop skills, language and attitudes required for further study of the language, work and leisure.
4. The learner will develop skills in order to be able to listen to and interact with others and understand the general sense of a variety of basic oral messages, intended for various purposes.
5. One may define level 1 as a “survival kit” in French. For this reason, attention to the four skills is required throughout the whole programme enabling the learner to acquire his/her autonomy in the target language within the envisaged framework.
6. Attention to reading and writing might be limited till later *with certain classes*, when the groundwork for listening and speaking will have been well laid and solidified. In this case, writing will not be totally excluded from the first units: but attention will be focused on speaking and listening. Decisions of this sort will be left at the discretion of the teacher and according to students’ needs.
7. Topics such as Christmas, Carnival etc. which are related to a particular period of the year can be included as the programme unfolds.
8. Cognates are to be used regularly especially to alleviate difficulties students might meet in vocabulary learning and to recognise similarities and/or differences among Maltese, French and other languages.

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<sup>1</sup> Notwithstanding, it is up to the teacher to decide on the number of lessons allocated to each unit depending on unit content and students’ needs. Needless to say, revision should be given its due importance.

9. The focus of this programme is communicative competence. Grammar is to be inserted in order to develop communicative abilities and language proficiency. Emphasis is not to be made on memorising grammatical forms and Metalanguage (e.g. defining the various parts of speech). The programme is not prescriptive and does not define the moment when a particular grammar point needs to be taught. The teacher may decide when and where a particular grammar point will be included in the teaching programme.
10. The SPA will not specify any cultural topic since culture is a means to teach the language and to develop intercultural knowledge, skills and attitudes. It will be the teacher who will decide which cultural topics to use and when.

2. Units: Themes and Teaching objectives:

	Themes	Objectifs
1.01	Les salutations	Salut! Ça va !/ se présenter/ prendre congé /les chiffres 1-20
1.02	Le calendrier	Dire ton âge/ demander l'âge de tes copains / la journée/ la semaine/ les mois/ les saisons/ / les chiffres 21-31
1.03	Au collègue	Qu'est-ce que tu aimes /détestes au collègue? / présenter ton emploi de temps
1.04	La famille	Présenter ta famille/ dire ce qui est à toi/découvrir d'autres familles/ décrire un membre de la famille ou un animal domestique
1.05	La maison	Dire où tu habites/ décrire ta maison/décrire ta chambre
1.06	Plat du jour	Parler de ton alimentation / exprimer une quantité/commander à la cafeteria/au resto.
1.07	Faire des courses	Communiquer dans un magasin/exprimer les préférences/ demander le prix/
1.08	Bilan	Faire le point

## **Unit 1.01: Les salutations**

**Main skills: Listening/ speaking/ Reading/ Writing**

**Duration: 9 lessons of 40 minutes (6 hours)**

### **Learning Outcomes:**

The student can:

- Express and understand basic greetings
- Say his/her name and ask others
- Ask, answer and understand questions on nationality (je suis maltais/e)
- Identify, say and understand numbers from 1-20
- Orally present oneself briefly. (using simple adjectives ex: grand/petit/ gros/maigre)
- Recognize and spell correctly simple words in French
- Fill in a simple form ( fiche d'inscription/ carte d' identité)
- Understand and use basic classroom instructions.

**Unit 1.02: Le calendrier.**

**Main skills: Listening/ Speaking/ Reading/ Writing**

**Duration: 9 lessons of 40 minutes (6 hours)**

**Learning Outcomes :**

The students can

- Identify, say and understand the days of the week/months/seasons.
- Identify, say and understand numbers from 21-31
- Ask, answer and understand questions about one's age.
- Identify, say and understand vocabulary related to colours.
- Say and understand simple weather expressions.
- Ask, answer and understand questions about date of birth/ important dates.

### Unit 1.03 Au collège

**Main skills: Listening/ Speaking/ Reading/ Writing**

**Duration: 9 lessons of 40 minutes (6 hours)**

#### **Learning Outcomes:**

The student can:

- Identify, use and understand vocabulary related to classroom/school environment.
- Identify , use and understand vocabulary related to stationery (colours ex: un stylo bleu )
- Describe briefly the classroom/school (qu'est-ce que c'est? ... c'est un/une..)
- Describe his/her favourite teacher (j'adore mon prof de français. Il est grand/ Il est sympa!)
- Talk about school subjects. (j'aime/ je déteste les mathématiques)
- Discuss school subjects in his/her timetable (les cours commencent à... les cours terminent à... J'aime l'école)\*
- Listen to, read and understand short texts about school subjects in French speaking countries.

\* introduction to basic time - the hour ( ex à 8 heures )

## **Unit 1.04 La famille**

**Main skills: Listening/ Speaking/ Reading/ Writing**

**Duration: 9 lessons of 40 minutes (6 hours)**

### **Learning Outcomes:**

- Identify, use and understand vocabulary related to family members
- Ask, answer and understand questions about family members
- Give a physical description of family members
- Identify, say and understand numbers 32-60
- Describe the relation between different members of the family.
- Identify, use and understand vocabulary related to pets. (ex Nous avons un chien. Il est grand. Il s'appelle Max)
- Describe briefly pets, (using colours + other adjectives ex : Mon chien est petit. Il est noir)



## **Unit 1.05 La maison**

**Main skills: Listening/ Speaking/ Reading/ Writing**

**Duration: 9 lessons of 40 minutes (6 hours)**

### **Learning Outcomes :**

- Identify, use and understand vocabulary related to different types of homes
- Identify, use and understand vocabulary related to different types of environment ( en ville/ à la campagne)
- Identify, use and understand vocabulary related to different rooms, furniture and areas in the house
- Briefly describe an area/ a room of a house (il ya....)
- Write a short text about my home.

**Unit: 1.06 Plat du jour!**

**Main skills: Listening/ Speaking/ Reading/ Writing**

**Duration: 9 lessons of 40 minutes (6 hours)**

**Learning Outcomes:**

- Identify, use and understand vocabulary related to food and drink
- Ask, answer and understand questions about favourite food
- Use short phrases to express likes and dislikes
- Identify, use and understand vocabulary related to the main meals of the day
- Read single items/ short phrases from a menu at a restaurant
- Place/ take an order at a restaurant (using simple phrases)
- Ask for the bill.

**Unit: 1.07 Faire des courses**

**Main skills: Listening/ Speaking/ Reading/ Writing**

**Duration: 9 lessons of 40 minutes (6 hours)**

**Learning Outcomes:**

- Identify, use and understand cardinal numbers, in multiples of ten, till 60.
- Ask , answer and understand questions about different prices
- Identify,use and understand vocabulary related to different shops.
- Engage in a simple dialogue in order to choose/ buy a particular item. (je voudrais/ je préfère....). (ça coûte combien?)
- Identify, say and understand vocabulary related to clothes.
- Identify, say and understand vocabulary related to time/ opening and closing hours/days.

## Unit 1.08 : Révision et Bilan

Main skills: Listening/ Speaking/ Reading/ Writing

Duration: 18 lessons of 40 minutes (12 hours)

Points to note: The following generic outcomes are a summary of what has been covered in the previous units and should serve as a framework in preparation for the final assessment.

### Learning Outcomes:

The student can

- Copy single words or phrases
- Label pictures
- Write short phrases
- Fill in a form
- Take part in short conversation
- Listen with understanding for specific information.
- Describe pictures
- Open and close a simple conversation
- Recognize and use punctuation marks
- Use and understand *les actes de paroles* adequately.
- Write a short description ( person/pet/ place)

Résumé des contenus: Unité 1-7

<b>Unite 1.01</b>	<b>Les salutations</b>
objectifs	Se présenter/ prendre contact
Lexique	Salut!/ bonjour/ bonsoir/ au revoir/ nom/prénom/adresse  L'alphabet  Les nombres de 1-20
Grammaire	Les pronoms sujets : <i>je, tu, il/elle</i>  Les pronoms toniques : <i>moi, toi, lui/elle</i>  Le verbe <i>s'appeler</i> : 1 <sup>re</sup> , 2 <sup>e</sup> , 3 <sup>e</sup> personne du singulier  Les consignes en classe à l'impératif : ex regarde !/ écoute !  Masculin/ Féminin des adjectifs simples. ( <i>petit/grand/blond/brun/sympa</i> ).

<b>Unite 1.02</b>	<b>Le calendrier</b>
objectifs	Dire l'âge / demander l'âge à quelqu'un
Lexique	<p>Les nombres de 1-31</p> <p>Les jours de la semaine</p> <p>Les mois</p> <p>Les saisons</p> <p>Les couleurs</p>
Grammaire	<p>Interrogation : <i>Qui c'est ? / Qui est-ce ? C'est.../ Ce sont...</i></p> <p>Locutions avec « <i>Il fait ...</i> » : <i>Il fait beau. Il fait mauvais. Il fait froid. Il fait chaud.</i></p> <p>Le verbe « <i>avoir</i> » (<i>singulier + pluriel</i>)</p> <p>Compter de 1 à 31</p>

<b>Unite 1.03</b>	<b>Au collège</b>
objectifs	Qu'est-ce que tu aimes /détestes au collège? / présenter ton emploi de temps
Lexique	<ul style="list-style-type: none"> <li>• Le matériel scolaire</li> <li>• Quelques matières scolaires (français, maltais, anglais etc.)</li> <li>• L'école : la récré/ la cantine/ le prof/copain/copine/ emploi du temps</li> </ul>
Grammaire	<ul style="list-style-type: none"> <li>• Le présent de l'indicatif des verbes réguliers en –ER : <i>aimer / adorer / détester / préférer (au singulier)</i></li> <li>• Interrogation : <i>Qu'est-ce que c'est ? C'est...</i></li> <li>• L'article indéfini : <i>un, une, des</i></li> <li>• Le pluriel des noms et des adjectifs : <i>un stylo rouge – des stylos rouges</i></li> </ul>

<b>Unité 1.04</b>	<b>La famille</b>
Objectifs	Présenter ta famille/ dire ce qui est à toi/découvrir d'autres familles.
lexique	Les membres de la famille : le père/la mère/ la fille/le fils/e frère/ la sœur/ le grand-père/ la grand-mère/l'oncle/la tante etc.  Les nombres 32-60
grammaire	L'article défini : <i>le, la, l', les</i>  Le verbe « être » (singulier + pluriel)  Les adjectifs possessifs (singulier) :  <i>mon, ma, mes / ton, ta, tes / son, sa, ses</i>



<b>1.05</b>	<b>La maison</b>
Objectifs	Dire où tu habites/ décrire ta maison/ chambre/ situer dans l'espace
lexique	Les pièces de la maison / Les meubles de la chambre
grammaire	La locution : <i>Il y a</i>  Les prépositions : <i>à / avec / de / dans / pour / chez / sur / sous / entre / à côté de / près de</i> etc.

<b>1.06</b>	<b>Plat du jour</b>
objectifs	Parler de ton alimentation / exprimer une quantité/commander à la cafeteria/au resto
lexique	Les repas différents du jour / les aliments
grammaire	Les verbes « <i>manger</i> », « <i>boire</i> », « <i>prendre</i> » (au singulier)  L'article partitif : <i>du / de la / de l' / des</i>

<b>Unite 1.07</b>	<b>Faire des courses</b>
objectifs	Faire des achats/ demander des prix/ la taille etc. /l'horaire d'ouverture/fermeture des magasins.
Lexique	Les vêtements / l'argent / les magasins différents

<b>1.08</b>	<b>Bilan</b>
Objectifs	Faisons le point !  Révisons tous les points grammaticaux !

### 3. Grammar structures – LEVEL 1

Note: language skills which need to be focused upon (listening, reading, speaking, and writing) are listed below following the grammatical notions.

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#### Phonetics and spelling

The student can:

- Use and recognize the French alphabet and read/say words in French. (Speaking, Reading) l'accent tonique/ le <<e>> final muet/ la liaison/ les nasales/ les consonnes finales muettes/ l'opposition [s]/ [z], l'opposition [y]/[u]
  - Read words which contain letters and syllables that do not have direct phonetic correspondence: e.g. *ce/ça/que*; use of the letter 'h' etc. Reading
  - Gain awareness of differences in words which are used in Maltese and French (e.g. *Bongu –Bonjour*). Reading, Writing
  - Use capital and small letters (e.g. at the beginning of a sentence; for proper nouns etc.); and punctuation (full stop, comma, question mark, exclamation mark). Writing
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#### Vocabulary

The student can

- Identify and recognise common words in French which are also used in Maltese or in the Maltese cultural context (e.g. in restaurants, churches, house and personal names). Listening, Reading, Speaking, Writing
- Recognise and use cardinal numbers from 1-60. Listening, Reading, Speaking
- Identify, understand and use multiples of ten from 10-60 (ten, twenty, thirty etc.). Listening, Reading, Speaking
- Identify, say and understand vocabulary related to the colours. Listening, Reading, Speaking
- Identify, use and understand vocabulary related to the school environment and stationery. Listening, Reading, Speaking, Writing
- Identify, use and understand vocabulary related to the house and furniture. Listening, Reading, Speaking, Writing
- Identify, use and understand vocabulary related to food and drink. Listening, Reading, Speaking, Writing
- Identify, use and understand vocabulary related to the family. Listening, Reading, Speaking, Writing

- Identify, use and understand vocabulary related to domestic animals. Listening, Reading, Speaking, Writing
  - Say and understand expressions used to present oneself, greet others and say goodbye. Listening, Reading, Speaking
  - Identify, say and understand vocabulary related to time (hour). Listening, Reading, Speaking
  - Identify, say and understand the days of the week, the months and the seasons. Listening, Reading, Speaking
  - Identify, use and understand vocabulary related to shops. Listening, Reading, Speaking, Writing
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### **Nouns, adjectives and articles**

The student can

- Use most commonly used nouns and adjectives. Listening, Reading, Speaking
  - Use the masculine and feminine of regular nouns and adjectives (*petit/ grand/ blond/ roux/ sympa*). Listening, Reading, Speaking, Writing
  - Use the singular and plural of regular nouns (-s). Listening, Reading, Speaking, Writing
  - Use definite and indefinite articles. Listening, Reading, Speaking, Writing.
  - Use the possessive adjectives in the singular, masculine and feminine. (*mon/ma/ton/ta* etc.). Listening, Reading, Speaking, Writing. For writing, emphasis should be on the first, second and third person singular, masculine and feminine.
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### **Pronouns**

The student can

- Use the personal pronouns (*les pronoms sujets – je/tu/il/elle/on/nous/vous/ils/elles*) and the emphatic pronouns (*les pronoms toniques – moi/toi//lui/elle/ nous/vous/eux/elles*). Listening, Reading, Speaking, Writing.
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### **Prepositions**

The student can

- Use the simple prepositions (*des prepositions à/ avec/ de/ dans/ pour/chez/sur/entre*). Listening, Reading, Speaking, Writing.
  - Use the preposition followed by the definite article (*la contraction des articles - a /de + l'article*). Listening, Reading, Speaking, Writing
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## Verbs

The student can

- Use and understand the infinitive. Listening, Reading, Speaking, Writing.
- Identify, use and understand the present tense of the verbs *être, avoir, s'appeler*. Listening, Reading, Speaking, Writing.
- Identify, use and understand the present tense of the irregular verbs *vouloir, donner, faire\*, aller, venir, prendre, boire, finir, aimer/adorer/detestar/preferer*. Listening, Reading, Speaking, Writing.
- Recognise and use the present tense of the regular verbs (*trois conjugaison*). Listening, Reading, Speaking.

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## Adverbs

The student can:

- Use adverbs of time and place (e.g. *aujourd'hui, maintenant /puis/ apres/ ici/ la/ la-bas/ pres de/ loin de/ a gauche/ a droite* etc). Listening, Reading, Speaking, Writing.
- Use affirmative and negation adverbs and other adverbs that express doubt and/or possibility (e.g. *oui/si./non, bien sur, certainement, peut-etre* etc.) Listening, Reading, Speaking, Writing.

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## Interjection and discourse markers

The student can :

- Open and close a dialogue (ex *Salut! Bonjour!/ Au revoir/ A bientôt*)
- Make a request (ex *s'il vous plait/pardon/ Excusez-moi*)
- Express gratitude (ex *merci*)
- Show appreciation (ex *Très bien ! C'est super/ C'est sympa!*)
- Use and understand some basic discourse markers (ex *oui/ non, comprenez ?, Tiens! Voilà!*)
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#### **4. Assessment & Certification:**

The Subject Proficiency Assessment programme has, as one of its specific aims, to establish the individual student's language ability and describe the learner's language skills. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages. The programme offers a fully comprehensive assessment of the four basic skills or abilities in a language, namely speaking, listening, reading and writing.

1. The SPA has three levels in line with the Malta Qualifications Framework – from Level 1 for the most basic user to Level 3 for the independent user.
2. Proficiency tests, unlike achievement tests, are intended to measure a learner's command of a language irrespective of his/her background in that language and therefore do not depend on particular class content or course materials.
3. There will be no traditional half-yearly exams but throughout the year students will be continuously assessed in class.
4. All students following the SPA programme at Form 3 (both at State and Non State schools) can take the SPA exams for Level 1 at the end of the scholastic year.
5. Students who obtain a pass mark in at least 2 of the 4 language skills will be promoted to the next Level of SPA.
6. There will be one national examination session per year at the end of the scholastic year and students will be required to register for SPA exams at their respective schools.
7. The productive skills (speaking and writing) and the receptive skills (reading and listening) will be assessed.
8. A certificate will be issued specifying the skills and marks obtained in each test
9. Prospective students are encouraged to consult the SPA Syllabus describing the competences in the individual language skills required for each level. The Syllabus describes the typical communicative situations and topics used in the tests and the knowledge of grammar structures expected. It also describes the criteria of evaluation.

#### **Assessment for learning (Afl)**

- Assessment for learning uses continuous assessment methods to gauge a student's progress over a period of time in various language learning contexts. Evidence of specific skills and other items at one particular time and language performance and progress over time is collected in all four abilities (listening, speaking, reading and writing,) or in all three communication modes (interpersonal, interpretive, and presentational). Using a combination of testing instruments lends validity and reliability to the assessment process.
- Assessment for learning promotes positive student involvement. Students are actively involved in and reflecting on their own learning. The student's self-confidence increases as well as the student's ability to assess and revise work. Student motivation to continue studying and succeeding in language learning tends to grow in such an environment.
- Assessment for learning is incorporated fully into instruction: there is no time lost on assessment since every learning experience, activity, student's action is considered as evidence and therefore gives the opportunity to both teacher and learner to act upon it.

The following “can do” statements are linked to the learning outcomes at Level 1 in all the 4 language skills:

Listening	Speaking	Reading	Writing
<p>The student can</p> <p>follow speech which is very slow and carefully articulated with long pauses for him/her to assimilate meaning.</p> <p>understand instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>ask and answer questions about themselves and other people, where they live, people they know, things they have.</p>	<p>The student can</p> <p>produce simple mainly isolated phrases about people and places.</p> <p>ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to say less familiar words and to repair communication.</p>	<p>The student can</p> <p>understand very short, simple texts, a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.</p> <p>get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</p>	<p>The student can</p> <p>write simple isolated phrases and sentences.</p> <p>copy out single words and short texts presented in standard printed format.</p> <p>write numbers and dates, own name, nationality, address, age, date of birth, such as on a hotel registration form.</p> <p>ask for or pass on personal details in written form.</p>



## Testing







Each level consists of four tests that assess language competence in the four skills: listening, reading, writing and speaking. Each of the 4 skills will have a total score of 20. Continuous assessment will have a weighting of 5 marks per skill.

Skill	Continuous Assessment	Final Assessment	Total	Pass mark	Duration (minutes)	Description of tasks
Listening	5	20	25	15/25	30	3 tasks – may include pictures and texts
Speaking	5	20	25	15/25	5 – 7	3 tasks – may include short self presentation, describe picture, free conversation
Reading	5	20	25	15/25	30	2 tasks – may include 1 text and 1 picture
Writing	5	20	25	15/25	30	2 tasks – for a total of about 30c words
	20%	80%	100%			

**5. Self evaluation sheets** (Auto-evaluation)

At the end of each unit, the student is asked to fill in a short self-evaluation form. This should also serve as feedback for the teacher.

**UNIT 1.01: Les salutations – Greeting the world and introducing oneself**

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>   	<b>Teacher</b>   
express and understand basic greetings according to the time of the day	○ ○ ○	○ ○ ○
ask and say my name in French : ex. Moi, je m'appelle Paul.	○ ○ ○	○ ○ ○
ask, answer and understand questions on nationality	○ ○ ○	○ ○ ○
identify, say and understand numbers from 1 to 20	○ ○ ○	○ ○ ○
orally present and describe myself briefly ( je suis grand/ petit)	○ ○ ○	○ ○ ○
recognize and spell correctly simple words in French	○ ○ ○	○ ○ ○
understand and use basic classroom instructions	○ ○ ○	○ ○ ○
Fill in a form (Fiche d'inscription)	○ ○ ○	○ ○ ○



= Yes, I can









= I still have difficulties



= No, I cannot

**UNIT 1.02: Le Calendrier**

**– A Colourful life**

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>   	<b>Teacher</b>   
identify, say and understand the days of the week/months/seasons	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Identify, say and understand numbers from 1-31	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, say and understand the colours	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
ask, answer and understand questions about my date of birth/my age	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
ask, answer and understand questions about my favourite colour/s	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Say and understand simple weather expressions	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>



= Yes, I can









= I still have difficulties



= No, I cannot

**UNIT 1.03: Au collège – At school**

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>   	<b>Teacher</b>   
Identify, use and understand vocabulary related to the classroom/school environment	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Identify, use and understand vocabulary related to stationery	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
describe briefly the classroom/school	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Describe briefly my favourite teacher	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Talk briefly about school subjects	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Listen to and understand a short text about schools in French speaking countries.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>



= Yes, I can









= I still have difficulties



= No, I cannot

**UNIT 1.04: La famille – The family**

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>   	<b>Teacher</b>   
Identify, use and understand vocabulary related to family members	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
ask, answer and understand questions about family members	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
describe the relation between different members of the family	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Give a brief physical description about a member of the family / my pet	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, use and understand vocabulary related to domestic animals	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>



= Yes, I can









= I still have difficulties



= No, I cannot

**UNIT 1.05: La maison – My home**

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>   	<b>Teacher</b>   
identify, use and understand vocabulary related to different types of homes/different types of environment.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, use and understand vocabulary related to rooms in a house	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, use and understand vocabulary related to furniture and areas in a house	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
briefly describe an area/a room of a house	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
write a short text about my home	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>



= Yes, I can









= I still have difficulties





= No, I cannot


**UNIT 1.06: Plat du jour – Food and drinks**

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>   	<b>Teacher</b>   
Identify, use and understand vocabulary related to food and drink	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
ask, answer and understand questions about favourite food	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
use short phrases to express likes and dislikes	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
identify and understand vocabulary related to the main meals of the day	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
read single items/ short phrases from a menu at the restaurant	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
place/take an order at a restaurant (using simple phrases)	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
ask for the bill	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>







**UNIT 1.07: Faire des courses**

 = Yes, I can

 = I still have difficulties







 = No, I cannot




**– Shopping**







NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>   	<b>Teacher</b>   
identify, use and understand cardinal numbers, in multiples of ten, till 60	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
ask, answer and understand questions about prices	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, use and understand vocabulary related to types of shops	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
engage in a simple conversation in order to buy a particular item	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Identify, say and understand vocabulary related to clothes	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, say and understand vocabulary related to time and opening and closing hours	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>



**UNIT 1.08 Révision et bilan – Rewind and revise**

NAME: _____ CLASS: _____ <b>At the end of this unit, I can:</b>	<b>Student</b>   	<b>Teacher</b>   
copy single words or phrases	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Label and describe pictures	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
write short phrases	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
fill in a form	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
take part in a short conversation	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
listen with understanding for specific information	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
open and close a simple conversation/dialogue (salut! Bonjour/ Au revoir etc)	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
recognize and use punctuation marks	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
recognize and use some of the most common discourse markers ( <i>Tiens! Voilà!</i> )	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

 = Yes, I can    
  = I still have difficulties    
  = No, I cannot

NAME: _____ CLASS: _____ At the end of level 1, I can:	Student   	Teacher   
<b><u>LISTENING:</u></b>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Listen to and understand simple, basic statements and questions related to everyday topics.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Listen to and understand simple, clearly articulated questions and information.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<b><u>SPEAKING:</u></b>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Answer questions and produce simple information on topics of immediate relevance.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Connect simple phrases and sentences to describe pictures and to talk about personal and familiar topics.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<b><u>READING:</u></b>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Read and understand short and simple texts.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Read and understand specific printed information.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<b><u>WRITING:</u></b>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Fill in forms by writing personal details as required.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Perform simple tasks in writing.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

Les actes de paroles:

Saluer	Familier -Salut! Bonjour/ ça va Poli - Bonjour monsieur/madame
Prendre congé	Salut !/ Ciao/ Au revoir ! à bientôt / au revoir !
Etre poli	S'il te plait/ s'il vous plait Merci/Je voudrais/ pardon/ désolé(e) !
Exprimer les goûts	Qu'est-ce que tu aimes ?-J'aime l'école/ j'adore le français/ je déteste la récré ! C'est super !/ C'est génial!/ C'est nul !
Décrire une personne	Il/Elle est comment ? Il est grand/ mince Elle est petite/sympa