



Directorate for Quality and Standards in Education

Curriculum Management Department

Subject Proficiency Assessment

French Level 2 (Part 1)

1. Introduction

2. Units

- 2.01 C'est la rentrée!
- 2.02 Les nationalités
- 2.03 Les loisirs
- 2.04 Ma journée
- 2.05 C'est ma fête!
- 2.06 La ville
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- 2.08 Bilan - Révision

3. Grammar

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5. Communication - Les actes de paroles

6. Assessment and Certification

7. Self-evaluation sheets

1. Introduction

1. The whole programme will comprise 7 units of 9 lessons each¹ and a final revision unit of 18 lessons for a total of 54 contact hours.
2. All topics covered in level 1 will be developed further in level 2. Consequently material covered in level 1 will serve as a basis to build upon acquired notions.
3. The aim of SPA level 2 part 1 and 2 is to help the learners achieve a level 2 on the Malta Qualifications Framework in the four basic skills in language learning (French).
4. 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.
5. 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.
6. Attention is to be given to the four skills.
7. Cognates are to be used regularly especially to alleviate difficulties students might meet in vocabulary learning and to recognize similarities and/or differences among Maltese, French and other languages.
8. 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 Meta language (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. It is up to the teacher to decide when and where a particular grammar point needs to be tackled in the teaching programme.

¹ 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 four skills are required throughout the whole programme enabling the learner to acquire his/her autonomy in the target language within the envisaged framework.
10. Cultural and intercultural aspects which are related to a particular topic should be included as the programme unfolds. 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 are to be used and when, by means of suitable teaching material.

2. Units: Themes and Teaching objectives:

Unité	Thèmes	Objectifs
2.01	C'est la rentrée!	Se présenter/décrire de nouveaux amis/ donner et demander des renseignements sur quelqu'un. *
2.02	Les nationalités	Où sommes-nous/ l'Europe/ le monde/ rechercher un/e correspondant/e.
2.03	Les loisirs	Parler des loisirs/ des vacances/ du week-end/ des sorties qu'on va faire.
2.04	Ma journée	Les activités quotidiennes/ parler des faits habituels.
2.05	C'est ma fête!	Inviter quelqu'un/ accepter/ refuser une invitation. / Préparer une fête. / Parler des repas de fêtes. Comprendre une recette.
2.06	La ville	Chercher des lieux. / Demander et donner des directions. /Parler de la ville.
2.07	La santé	Dire si ça va ou pas / Dire et demander où on a mal. / Visiter le médecin.
2.08	Bilan	Faisons le point! Une révision de tous les thèmes.

* Révisions des vêtements/ des couleurs/ de la taille/ de l'âge

Unité 2.01 : C'est la rentrée !

Duration: 9 lessons of 40 minutes (6 hours)

Main skills: listening/ speaking/ reading/ writing

Learning Outcomes:

The student can

- use polite and informal language.
- identify, say and understand numbers from 1-60.
- orally present oneself briefly and ask about others.
- understand short texts which talk about others.
- write a short text about self and others.

Unité 2.02: Les nationalités

Duration: 9 lessons of 40 minutes (6 hours)

Main skills: listening/ speaking/reading/writing

Learning outcomes:

The student can

- speak in detail about where he/she lives.
- associate a nationality to a particular country.
- listen to and understand a short text about a town/ country/ continent.
- write a short paragraph about one's town/ country.
- read short texts about France and other French-speaking countries.

Unité 2.03: Les loisirs

Duration: 9 lessons of 40 minutes (6 hours)

Main skills: listening/ speaking/ reading/ writing

Learning outcomes:

The student can

- speak about leisure activities and sports.
- write a short paragraph about an outing.
- read and understand short texts about leisure time activities.
- ask questions using *Quand? Où? Comment?*
- recognise numbers up to 100.

Unité 2.04 : Ma journée

Duration: 9 lessons of 40 minutes (6 hours)

Main skills : listening/ speaking/ reading/ writing

Learning outcomes:

The students can:

- understand short texts describing a typical day.
- identify a list of daily activities in a short text or dialogue.
- describe and ask about a typical day (in the present and in the past).
- write postcards, emails, letters and messages to describe one's day using expressions of time.

Unité 2.05: C'est ma fête !

Duration: 9 lessons of 40 minutes (6 hours)

Main skills : listening/ speaking/ reading/ writing

Learning outcomes:

The students can

- identify, use and understand vocabulary related to celebrations, birthday parties and feasts.
- accept or refuse an invitation to a celebration (birthday party, dinner, lunch etc.).
- identify, understand and use vocabulary related to the organisation of a celebration such as a birthday party, dinner, lunch, picnic...
- identify, understand and follow instructions in a recipe (oral and written).
- speak about dishes used to celebrate traditional feasts in France.

Unité 2.06: En ville

Duration: 9 lessons of 40 minutes (6 hours)

Main Skills : listening/ speaking/ reading/ writing

Learning outcomes:

The students can

- identify, use and understand vocabulary related to various locations, landmarks and places of interest in a town/ city.
- identify, use and understand vocabulary related to shops and various shopkeepers (e.g.: l'épicerie et l'épicier...)
- write a short text to describe one's town or neighbourhood.
- ask, understand and provide simple directions to a specific location.
- identify, use and understand vocabulary and simple texts linked to different modes of transport.

Unité 2.07: La santé

Duration: 9 lessons of 40 minutes (6 hours)

Main Skills: listening/ speaking/ reading/ writing

Learning outcomes:

The students can

- identify, say and understand vocabulary regarding the parts of the body.
- express orally different ailments.
- ask, understand and express how one feels.
- ask for and give a reason/reasons
- write a short paragraph to describe how one feels.

Unité 2.08: Bilan

Duration: 18 lessons of 40 minutes (12 hours)

Main Skills: listening/ speaking/ reading/ writing

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 students can

- read and write short phrase in the present and past tense (passé composé with avoir).
- label and describe pictures.
- write short texts using connectors.
- fill in a form.
- ask simple questions.
- recognise and use punctuation.
- use and understand the most common discourse markers.

3. Grammar structures/ Grammaire

Unité	Thèmes	Grammaire
2.01	C'est la rentrée!	Les pronoms personnels sujets ; les verbes être/avoir ; les couleurs ; l'accord des adjectifs
2.02	Les nationalités	Le verbe venir ; l'accord des adjectifs de nationalité ; les prépositions à/au/à la/aux /en ; les articles contractés du/de la/des pays européens /mondiaux ; les continents
2.03	Les loisirs	Les verbes faire/ partir/ aller / voyager ; les pronoms interrogatifs où/comment/quand ; les nombres 61-100
2.04	Ma journée	Les verbes prendre/ manger/ boire ; l'heure** ; les verbes pronominaux ; les adjectifs possessifs (au pluriel) ; le passé composé avec avoir***
2.05	C'est ma fête!	Révision du verbe vouloir/ le verbe pouvoir ; le futur proche ; je voudrais
2.06	En ville	L'impératif; les présentatifs c'est/ ce sont ; révision de il y a
2.07	La santé	Pourquoi/ parce que ; avoir mal + à
2.08	Bilan	Faisons le point! Une révision de tous les thèmes.

* Révision des vêtements/des couleurs/ de la taille/ l'âge

** l'heure – demie/ quart/ moins le quart etc.

*** Passé Composé of regular verbs which take *avoir*

4. Vocabulary / Lexique

Unité	Thèmes	Lexique
2.01	C'est la rentrée!	Révision générale ; les nombres 1-60
2.02	Les nationalités	Les adjectifs de nationalité/ les noms de ville/ des pays/ des continents; les langues
2.03	Les loisirs	Les nombres 61-100 ; les lieux de vacances ; des activités différentes (ex. sport/ musique etc.)
2.04	Ma journée	L'heure : et quart/ et demi(e)/ moins le quart ; être à l'heure/ en retard/ tôt/ tard ; le matin/ l'après-midi/ le soir/ la nuit
2.05	C'est ma fête!	Les repas des fêtes différentes (ex. anniversaire/ Noël) ; des cadeaux/ un gâteau/ une invitation
2.06	En ville	Les expressions de lieu (à droite/ à gauche etc.) ; les magasins/ les métiers ; les monuments; d'autres prépositions (en face de/ à côté de/ entre) ; les moyens de transport
2.07	La santé	Les parties du corps ! Quelques conseils pour guérir : ex. Restez au lit
2.08	Bilan	Faisons le point! Une révision de tous les thèmes

5. Communication / Les actes de paroles

Unité	Thèmes	Les actes de paroles
2.01	C'est la rentrée!	Comment tu t'appelles ? Je m'appelle.... J'ai ... ans. Je suis maltais... Je suis grand/e. Tu habites où/ Je te présente..... Il parle... Il est sympa/ antipathique/ timide/ belle/ beau
2.02	Les nationalités	Mon pays, c'est.../ En Angleterre, on parle .../ Au Portugal.../ En Europe.../ En Australie...
2.03	Les loisirs	J'adore/ j'aime le foot/ le basket/ la musique/ jouer au volley/ jouer du piano Je préfère la mer/ la montagne/ la campagne/ au camping/ à l'étranger. J'adore mes vacances en Australie.
2.04	Ma journée	Le matin, je me lève... / je me lave/ je me brosse les dents/ je prends le petit déjeuner À midi, je déjeune... L'après-midi, je prends un jus d'orange. Le soir, je me couche à...
2.05	C'est ma fête!	Je fête mon anniversaire/ j'organise une fête pour.../ je voudrais parler à.../ Tu viens ? D'accord/ Impossible. À bientôt/ à la prochaine.
2.06	En ville	Excusez-moi, monsieur... Je cherche l'église/ où est l'église s'il vous plaît ? C'est loin/ ce n'est pas loin/ Continuez tout droit/ à gauche/ à droite Où est la grande place ? Elle est...
2.07	La santé	Ça va ? mal/ très mal/ J'ai mal à....
2.08	Bilan	Faisons le point! Une révision de tous les thèmes.

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

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 muet/ la liaison/ les nasales*.
- read words which contain letters and syllables that do not have direct phonetic correspondence. Reading
- gain awareness of differences in words which are used in Maltese and French (e.g. *Bongu - Bonjour/ bonswa - bonsoir*). 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

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, house and personal names). Listening, Reading, Speaking, Writing
- recognise and use cardinal numbers from 1-100. Listening, Reading, Speaking
- 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 (hours) and opening and closing times. 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
- identify, use and understand vocabulary related to the most common means of transport. Listening, Reading, Speaking, Writing

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.

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*). The use of “tu” and “vous”. Listening, Reading, Speaking, Writing.

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 - à /de + l'article*). Listening, Reading, Speaking, Writing.

Verbs

The student can

- use and understand the infinitive. Listening, Reading, Speaking, Writing.
- identify, use and understand the present tense of the regular verbs (trois conjugaisons). Listening, Reading, Speaking, Writing.
- identify, use and understand the present tense of the irregular verbs *vouloir, faire, aller, venir, prendre, boire, finir*. Listening, Reading, Speaking, Writing.
- identify, use and understand the present tense of the reflexive verbs : *s'appeler, se lever, se laver*
- identify, use and understand the passé composé of regular verbs which take *avoir*

Adverbs

The student can

- use adverbs of time and place (e.g. *aujourd'hui/ maintenant/ puis/ après/ ici/ là/ là-bas/ près de/ loin de/ à gauche/ à droite* etc). Listening, Reading, Speaking, Writing.
- use adverbs such as *oui, si, non, bien sûr, certainement, peut-être* etc. Listening, Reading, Speaking, Writing.

6. 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 level 2 part one will not sit for exams at the end of the scholastic year. They can sit for SPA exams for Level 2 exams at the end of the part 2 of the programme.
5. At the end of level 2 part one, students who failed to obtain any of the 4 skills at Level 1 will be encouraged to resit the exams in the missing skill/s. If successful, a certificate will be issued specifying the skills obtained. In such cases, students will be required to register for the exam/s.
6. The productive skills (speaking and writing) and the receptive skills (reading and listening) will be assessed.
7. 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> <ul style="list-style-type: none"> • follow speech which is very slow and carefully articulated with long pauses for him/her to assimilate meaning. • understand instructions addressed carefully and slowly to him/her and follow short, simple directions. • ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. • ask and answer questions about themselves and other people, where they live, people they know, things they have. 	<p>The student can:</p> <ul style="list-style-type: none"> • produce simple mainly isolated phrases about people and places. • ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. • 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>The student can:</p> <ul style="list-style-type: none"> • understand very short, simple texts, a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required. • get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. 	<p>The student can:</p> <ul style="list-style-type: none"> • write simple isolated phrases and sentences. • copy out single words and short texts presented in standard printed format. • write numbers and dates, own name, nationality, address, age, date of birth, such as on a hotel registration form. • ask for or pass on personal details in written form.

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
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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 50 words
	20%	80%	100%			

SPA – French Marking Schemes

Level 2 Assessment

SPEAKING

Total 5 marks

Marks	Description of competencies
5	Can use a series of phrases and sentences to describe in simple terms and speak about his/her family and other people, living conditions, and other familiar topics with very few pauses, false starts and reformulations. Pronunciation is clear and easily understood.
4	Can make him/ herself understood with very few pauses, false starts and reformulations. Pronunciation is clear and easily understood. In the <i>presentation</i> the candidate is able to present him/herself and does not need the help of the interlocutor. In the <i>conversation</i> s/he uses simple structures correctly and basic mistakes are few and far between. It is clear what he/she is trying to say. In the <i>descriptions</i> s/he is able to talk about and describe pictures showing familiar situations and topics.
3	Can make him/ herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Pronunciation is generally clear enough to be understood despite a noticeable foreign accent. In the <i>presentation</i> the candidate is able, at times with hesitations, to present him/herself and rarely needs the help of the interlocutor. In the <i>conversation</i> s/he generally uses simple structures correctly and basic mistakes do not impede communication. It is clear what he/she is trying to say. In the <i>description</i> s/he is able to talk about and describe pictures showing familiar situations and topics, although help is needed at times.
2	In the <i>presentation</i> the candidate is able, with some difficulties, to present him/herself and often needs the help of the interlocutor to carry on. In the <i>conversation</i> s/he manages very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. In the <i>description</i> s/he continually needs the help of the interlocutor to be able to talk about and describe pictures showing familiar situations and topics.
1	The range of words and phrases used is insufficient to allow communication throughout the tasks. Continuous mistakes result in communication being significantly disrupted. Makes few attempts at communicating in full sentences
0	Does not have the ability to attempt the task and does not have the knowledge, skills or understanding to participate in the interactions expected at A2 Level. Communication does not take place.

SPA – French Marking Schemes

Level 2 Assessment

WRITING**Total 5 marks**

Marks	Description of competencies
5	Can write short, simple notes and messages or a very simple personal letter, for example thanking someone for something. The work is complete and errors are few and far between.
4	Demonstrates spelling and morphological correctness and the end product is cohesive and well organised and presented. The work is complete and errors are few and far between. Grammar structures are used accurately and appropriate range of vocabulary used.
3	Is capable of completing the required tasks with a minimum number of errors. The work demonstrates an appropriate range of vocabulary and grammar structures are at the appropriate level and precisely used. Good use of punctuation good spelling.
2	Is capable of completing the required tasks but some serious errors make it difficult, at times, to follow. Commits few grammatical and spelling mistakes. Makes correct use of basic punctuation marks (full stop, comma, question mark). The end product is acceptable and understandable.
1	Fails to adequately complete the tasks presented. Does not succeed to communicate his/her ideas in writing in a comprehensible way. Work is characterised by continuous and repetitive grammatical and spelling errors. Grammar structures used are not appropriate and shows limited proficiency in grammar, vocabulary and spelling.
0	Fails to meet the requirements of the tasks presented. Grammar structures are not appropriate. Work characterised by systematic errors in grammar, vocabulary and spelling. Very difficult to follow or incomprehensible.

LISTENING**Total 5 marks**

Marks	Description of competencies
5	Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Can catch the main point in short, clear, simple messages and announcements.
4	Can recognize and understand words/phrases that are familiar and simple everyday expressions. Can also understand simple instructions and follow brief and simple directions. Finds very little difficulty to follow slow and carefully articulated speech. Demonstrates that s/he can understand words and phrases beyond the basic repertoire expected at this level.
3	Can recognize and understand words/phrases that are familiar and simple everyday expressions. Can also understand simple instructions and follow brief and simple directions. Finds very little difficulty to follow slow and carefully articulated speech.
2	Can recognize and understand, with some difficulty at times, words/phrases that should be familiar and simple everyday expressions. Is also able to understand simple instructions and to follow brief and simple directions and only rarely does s/he need the help of the interlocutor. Finds little difficulty to follow slow and carefully articulated speech.
1	Finds it difficult to recognize and understand words/phrases that should be familiar and simple everyday expressions. Is able to understand simple instructions and to follow brief and simple directions only with the help of the interlocutor. Can understand a few words but finds it difficult to follow slow and carefully articulated speech.
0	Finds it very difficult to recognise and understand words/phrases that should be familiar and simple everyday expressions. Finds it very difficult to understand simple instructions and to follow brief and simple directions and only manages to do so with the help of the interlocutor. Is not in a position to follow slow and carefully articulated speech.

READING**Total 5 marks**

Marks	Description of competencies
5	Can read and understand very short, simple texts. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters
4	Can easily understand short, simple texts and has very little difficulty, if any, to grasp the idea of the content of simple informational material and short descriptions, even without any visual support. Can understand a form and can fill in the basic personal details.
3	Is able to understand simple texts and to fill in basic personal details in a form and to understand fully the content of simple informational material and short simple descriptions, especially if there is visual support.
2	Needs help to fully understand simple texts and even simple phrases at a time. Needs help at times to fill in basic personal details in a form and to understand fully the content of simple informational material and short simple descriptions.
1	Has difficulties to read and understand simple texts and even simple phrases at a time. Has difficulties to get an idea of the content of simple informational material and short simple descriptions, even if with the help of visual support.
0	Finds great difficulty to read and understand words/phrases that should sound familiar and simple everyday expressions. Finds difficulty to read and understand words and phrases and/or cannot match simple words/phrases to pictures

7. Self-assessment sheets

UNIT 2.01: C'est la rentrée!

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student   	Teacher   
<ul style="list-style-type: none"> • use polite and informal language 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • identify, say and understand numbers from 1-60 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • orally present oneself briefly and ask about others 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • understand short texts which talk about others 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • write a short text about self and others 	<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 2.02 Les nationalités

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student   	Teacher   
<ul style="list-style-type: none"> • speak in detail about where he/she lives 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • associate a nationality to a particular country 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • listen to and understand a short text about a town/ country/ continent 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • read short texts about France and other French-speaking countries 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • write a short paragraph about one's town/ country 	<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 2.03 Les loisirs

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student   	Teacher   
<ul style="list-style-type: none"> • speak about leisure activities and sports 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • write a short paragraph about an outing 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • read and understand short texts about leisure time activities 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • ask questions using <i>Quand? Où? Comment?</i> 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • recognise numbers up to 100 	<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 2.04 Ma journée

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student   	Teacher   
<ul style="list-style-type: none"> • understand short texts describing a typical day 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • identify a list of daily activities in a short text or dialogue 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • describe and ask about a typical day (in the present and in the past) 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • write postcards, emails, letters and messages to describe one's day using expressions of time 	<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 2.05 C'est ma fête!

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student   	Teacher   
<ul style="list-style-type: none"> identify, use and understand vocabulary related to celebrations, birthday parties and feasts 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> accept or refuse an invitation to a celebration (birthday party, dinner, lunch, etc.) 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> identify, understand and use vocabulary related to the organisation of a celebration such as a birthday party, dinner, lunch, picnic... 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> identify, understand and follow instructions in a recipe (oral and written) 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> speak about dishes used to celebrate traditional feasts in France 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

UNIT 2.06 En ville



= Yes, I can



= I still have difficulties



= No, I cannot

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student 	Teacher
<ul style="list-style-type: none"> identify, use and understand vocabulary related to various locations, landmarks and places of interest in a town/ city 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> identify, use and understand vocabulary related to shops and various shopkeepers (e.g.: l'épicerie et l'épicier...) 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> write a short text to describe one's town or neighbourhood. 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> ask, understand and provide simple directions to a specific location 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> identify, use and understand vocabulary and simple texts linked to different modes of transport 	<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 2.07 La santé

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student   	Teacher   
<ul style="list-style-type: none"> • identify, say and understand vocabulary regarding the parts of the body 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • express orally different ailments 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • ask, understand and express how one feels 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • ask for and give a reason/ reasons 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • write a short paragraph to describe how one feels 	<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 2.08 Bilan

Points to note: The following generic outcomes are a summary of what has been covered in the previous units (1-7) and should serve as a framework in the preparation for the final assessment.

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student   	Teacher   
<ul style="list-style-type: none"> • read and write short phrases in the present and past tense. 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • label and describe pictures 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • write short texts using connectors 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • fill in a form 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • ask simple questions 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • open and close a conversation 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • listen to and read specific information 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • recognise and use punctuation 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • use and understand the most common discourse markers 	<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