



Directorate for Quality and Standards in Education

Curriculum Management Department

Subject Proficiency Assessment – French

French – Level 2 – Part 2

1. Introduction

2. Units

Unit 2.2.1 – Faites la fête ! (A party)

Unit 2.2.2 – Vive les vacances ! (Travel and Holidays)

Unit 2.2.3 – Être en forme (Healthy Living)

Unit 2.2.4 – Faire le point (Revision)

3. Grammar Structures

4. Vocabulary

5. Communication

6. Assessment and Certification

7. Self-Evaluation Sheets

1. Introduction

- Level 2 Part 2 comprises 3 units of 9 lessons each, with one revision unit of 18 lessons for a total of 48 contact hours.
- All topics covered in Level 1 and Level 2 Part 1 are further developed in Level 2 Part 2. Consequently, material covered in previous levels will serve as a basis to build upon acquired notions.
- The aim of the Level 2 programme (Part 1 and Part 2) is to help learners achieve a Level 2 of the Malta Qualifications Framework in the four basic skills in language learning (French).
- 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.
- 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 message, intended for various purposes.
- Attention is to be given to the four skills.
- Cognates are to be used regularly, especially to alleviate difficulties that students might meet in vocabulary learning and to recognise similarities and/or differences among Maltese, French and other languages.
- The focus of the 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. The teacher may decide when and where a particular grammar point will be included in the teaching programme.
- 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 culture topics to use and when, by use of suitable teaching material.

2. Units

Unité	Thème	Objectifs
2.2.1	Faites la fête !	Réviser les points liés au thème en question (les vêtements, la nourriture) Inviter quelqu'un, accepter/refuser une invitation Préparer une fête Parler des repas de fêtes S'exprimer à l'oral et à l'écrit à propos d'une fête à laquelle on a assisté récemment (utilisation du Passé Composé – auxiliaires <i>AVOIR + ÊTRE</i>)
2.2.2	Vive les vacances !	Identifier des pays en Europe et dans le monde Parler d'un voyage à l'étranger qu'on a fait en utilisant le Passé Composé Parler de différentes activités qu'on peut faire en vacances / pendant le week-end / pendant son temps libre (au Présent et au Passé Composé)
2.2.3	Être en forme	Réviser les points liés au thème en question (les parties du corps, manger équilibré) Parler de bonnes habitudes pour rester en forme Demander et donner des conseils
2.2.4	Faire le point !	Une révision de tous les thèmes.

2. Units – Learning Outcomes

Unit 2.2.1 – Faites la fête !

Duration : 9 lessons of 40 minutes (6 hours)

Skills to focus upon: Listening, Speaking, Reading and Writing

Learning outcomes:

The student can:

1. identify, use and understand vocabulary related to celebrations, birthday parties and feasts (including what to wear on special occasions and food items).
2. accept or refuse an invitation to a celebration (birthday party, dinner, lunch etc.).
3. identify, understand and use vocabulary related to the organisation of a celebration such as a birthday party, dinner, lunch, picnic etc.
4. talk about a feast or a party which took place recently.
5. write an email to a friend to inform him/her about a feast or a party attended recently.

Unit 2.2.2 – Vive les vacances !

Duration : 9 lessons of 40 minutes (6 hours)

Skills to focus upon: Listening, Speaking, Reading and Writing

Learning outcomes:

The student can:

1. identify countries, regions in Europe and other parts of the world.
2. talk and ask others about a journey abroad / leisure activities using the Passé Composé (auxiliaires *AVOIR* + *ÊTRE*).
3. read and understand simple texts about leisure time, travel, things and activities to do in different places around the world.
4. read, understand and talk about means of transport.
5. talk about leisure activities.

Unit 2.2.3 – Être en forme

Duration : 9 lessons of 40 minutes (6 hours)

Skills to focus upon: Listening, Speaking, Reading and Writing

Learning outcomes:

The student can:

1. identify, use and understand vocabulary related to parts of the body and common ailments.
2. identify, use and understand vocabulary related to sports and physical activity.
3. read, understand and talk about healthy eating habits.
4. ask for and give advice regarding healthy living.
5. talk and write about one's own way of healthy living.

Unit 2.2.4 – Faire le point

Duration : 9 lessons of 40 minutes (6 hours)

Skills to focus upon: Listening, Speaking, Reading and Writing

Learning outcomes:

Point 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.

The student can:

1. read and write short phrases in the Present and Past Tense (for Passé Composé both with *AVOIR* and *ÊTRE* auxiliaries).
2. write short texts using connectors.
3. take part in, open and close a conversation.
4. listen to and/or read specific information.
5. use and understand the most common punctuation and discourse markers.

3. Grammar Structures – Grammaire

Unité	Thème	Grammaire
2.2.1	Faites la fête !	Révision des verbes <i>VOULOIR</i> et <i>POUVOIR</i> Le Futur Proche Je voudrais... Révision du Passé Composé avec <i>AVOIR</i> Le Passé Composé avec <i>ÊTRE</i>
2.2.2	Vive les vacances !	Continuation du Passé Composé (J'ai visité / J'ai vu / J'ai admiré / Je suis allé etc.) Les Prépositions à / en / au / aux Je prends le bus / le train etc. J'ai pris le bus / le train etc. Je vais en bus / à pied etc. Je suis allé en bus / à pied etc.
2.2.3	Être en forme	Jouer à + sport (Je joue au foot/tennis...) Faire de + sport (Je fais de la natation...) Il faut + infinitif Devoir + infinitif
2.2.4	Faire le point	Une révision de tous les thèmes

4. Vocabulary – Lexique

Unité	Thème	Lexique
2.2.1	Faites la fête !	Révision du lexique : la nourriture, les vêtements, les fêtes Les repas des fêtes différentes (ex. anniversaire, Noël...) Les cadeaux Une invitation
2.2.2	Vive les vacances !	Les moyens de transport Les vacances Les voyages Le temps libre / Les loisirs
2.2.3	Être en forme	Révision du lexique : les parties du corps Des disciplines sportives Une alimentation saine et équilibrée
2.2.4	Faire le point	Une révision de tous les thèmes

5. Communication – Les actes de parole

Unité	Thème	Actes de paroles
2.2.1	Faites la fête !	Je fête mon anniversaire... / J'organise une fête pour... / Je voudrais parler à... Tu viens ? / D'accord / Impossible / À bientôt ! / À la prochaine ! Je suis allé(e) à la fête... / J'ai mangé... / J'ai bu... / Nous avons joué... / dansé... / chanté... C'était* fantastique ! / La musique était formidable. / La nourriture était délicieuse Tu as aimé la fête ?
2.2.2	Vive les vacances !	J'ai vu... / J'ai visité... / J'ai admiré... / Je suis allé... Je prends le bus / le train etc. J'ai pris le bus / le train etc. Je vais en bus / à pied etc. Je suis allé en bus / à pied etc. C'était* génial / super / amusant / intéressant...
2.2.3	Être en forme	Je joue au tennis / basket / volley / hockey... Je fais du jogging. Il faut bien manger. On doit faire du sport.
2.2.4	Faire le point	Une révision de tous les thèmes

*Do not teach the "Imparfait". Only the above expressions e.g. "C'était + adj." are to be introduced.

■ **Phonetics and spelling**

The student can:

- use and recognise the French alphabet and read/say words in French: *l'accent tonique/ le e muet/ la liaison/ les nasales*. Speaking, Reading
 - write and read sentences and frequently used expressions related to areas of most immediate relevance. Reading, Writing
 - read and say words according to the position of the accent (only for pronunciation). Speaking, Reading
 - read words which contain letters and syllables that do not have direct phonetic correspondence. Reading
 - distinguish in writing the difference between an accent and an apostrophe. Writing
 - use capital and small letters (e.g. at the beginning of a sentence, for proper nouns etc.) and punctuation (fullstop, comma, question mark, exclamation mark). Writing
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■ **Vocabulary**

The student can:

- identify, use and understand vocabulary related to time. Listening, Reading, Speaking, Writing
 - identify, use and understand vocabulary related to feasts, parties and special occasions and dates. Listening, Reading, Speaking, Writing
 - identify, use and understand vocabulary related to food and drinks. Listening, Reading, Speaking, Writing
 - say and understand expressions used to accept and decline an invitation. Listening, Reading, Speaking, Writing
 - identify, use and understand vocabulary related to clothes. Listening, Reading, Speaking, Writing
 - identify, use and understand vocabulary related to leisure activities and free time. Listening, Reading, Speaking, Writing
 - identify, use and understand vocabulary related to the holidays, travelling and means of transport. Listening, Reading, Speaking, Writing
 - identify, use and understand vocabulary related to parts of the body. Listening, Reading, Speaking, Writing
 - identify, use and understand vocabulary related to eating habits, leading a healthy lifestyle, sports and basic, common ailments. 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 nouns (-s, -x). Listening, Reading, Speaking, Writing
- use definite, indefinite and partitive 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*). Listening, Reading, Speaking, Writing
 - make use of and distinguish between “tu” and “vous”. Listening, Reading, Speaking, Writing
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■ Prepositions

The student can:

- use the simple 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
 - use of prepositions with countries or cities (*au / aux / en / à / de*). 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 regular verbs. Listening, Reading, Speaking, Writing
 - identify, use and understand the Present tense of other verbs: *VOULOIR, POUVOIR, FALLOIR, DEVOIR, FAIRE, ALLER, VENIR, PRENDRE, BOIRE, FINIR*. Listening, Reading, Speaking, Writing
 - identify, use and understand the Present tense of reflexive verbs : *S'APPELER, SE LEVER, SE LAVER*. Listening, Reading, Speaking, Writing
 - identify, use and understand the Immediate Future (Le Futur Proche). Listening, Reading, Speaking, Writing
 - identify, use and understand the Passé Composé of verbs with both *AVOIR and ÊTRE*
 - identify, use and understand the expression in the Imparfait "C'était + adj."
 - identify, use and understand the expression "Je voudrais..."
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■ 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
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■ Interjections and discourse markers

The student can:

- use and understand simple connectors (e.g. *et/mais/donc/aussi...*) Listening, Reading, Speaking, Writing
 - identify, use and understand the negative form (ne...pas). Listening, Reading, Speaking, Writing
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6. Assessment and 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. Given that SPA Level 2 is divided into 2 parts over a period of 2 years (Form 4 & 5), the exams leading to Level 2 certification will be held at the end of the Part 2 programme. The productive skills (speaking and writing) and the receptive skills (reading and listening) will be assessed.
5. 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 and can reflect 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 2 in all the 4 language skills:

<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
<p>The student can:</p> <ul style="list-style-type: none"> ▪ understand familiar topics expressed in a series of connected sentences, conversations, presentations and messages. ▪ identify the main idea and some details when listening to an oral presentation about a topic. ▪ understand clear, standard speech related to areas of most immediate personal relevance and can catch the main point in short, clear, simple messages and announcements. ▪ understand enough to be able to meet concrete needs in everyday life, provided that speech is clear and slow, and can understand phrases and expressions related to immediate needs. ▪ understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly. 	<p>The student can:</p> <ul style="list-style-type: none"> ▪ communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. ▪ handle very short social exchanges. ▪ use a series of phrases and sentences to describe in simple terms familiar topics. ▪ produce brief everyday expressions in order to satisfy simple needs of a concrete type. ▪ use sufficient vocabulary for the expression of basic communicative needs and for coping with simple survival needs. ▪ tell a story or describe something in a simple list of points and can link groups of words with simple connectors like 'and', 'but' and 'because'. ▪ handle very short social exchanges, using everyday polite forms of greeting and address. 	<p>The student can:</p> <ul style="list-style-type: none"> ▪ understand short, simple texts containing high frequency vocabulary and shared international expressions. ▪ find specific, predictable information in simple everyday material such as timetables. ▪ identify specific information describing familiar topics in simple written material. ▪ understand simple instructions. 	<p>The student can:</p> <ul style="list-style-type: none"> ▪ write short, simple notes and messages relating to matters in areas of immediate need. ▪ link a series of simple phrases and sentences with simple connectors like 'and', 'but' and 'because'. ▪ give short, basic descriptions of events and activities. ▪ write short simple notes and messages relating to matters of everyday life. ▪ describe plans and arrangements and explain what they like or dislike about something. ▪ describe familiar topics like family, school and personal experiences.

SPA – FRENCH – Marking Schemes
Level 2 Part 2 Assessment

SPEAKING

Total: 5 points

<i>Marks</i>	<i>Description of competencies</i>
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. The candidate is able to present him/herself and does not need the help of the interlocutor. S/he uses simple structures correctly and basic mistakes are few and far between. It is clear what he/she is trying to say. 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. The candidate is able, at times with hesitation, to present him/herself and rarely needs the help of the interlocutor. S/he generally uses simple structures correctly and basic mistakes do not impede communication. It is clear what he/she is trying to say. S/he is able to talk about and describe pictures showing familiar situations and topics, although help is needed at times.
2	The candidate is able, with some difficulties, to present him/herself and often needs the help of the interlocutor to carry on. 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. 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 Part 2 Assessment

WRITING

Total: 5 points

<i>Marks</i>	<i>Description of competencies</i>
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 show 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.

SPA – FRENCH – Marking Schemes
Level 2 Part 2 Assessment

LISTENING

Total: 5 points

<i>Marks</i>	<i>Description of competencies</i>
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.

SPA – FRENCH – Marking Schemes
Level 2 Part 2 Assessment

READING

Total: 5 points

<i>Marks</i>	<i>Description of competencies</i>
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-Evaluation Sheets



I can



I can (with difficulties)











I need help



I cannot

Unit 2.2.1: Faites la 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 (including what to wear on special occasions and food items). 	<input type="radio"/> <input type="radio"/> <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 simple invitation to invite a friend to a party. 	<input type="radio"/> <input type="radio"/> <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 and accept 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"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> - understand and 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"/> <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 etc. 	<input type="radio"/> <input type="radio"/> <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 myself verbally and in writing about a party / birthday celebration attended recently. 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Unit 2.2.2: Vive les vacances !



I can



I can (with difficulties)



I need help



I cannot

<p>NAME: _____ CLASS: _____</p> <p><i>At the end of this unit, I can:</i></p>	<p>Student</p>	<p>Teacher</p>
<ul style="list-style-type: none"> - identify countries, regions in Europe and other parts of the world. 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> - talk and ask others about a journey abroad / leisure activities using the Passé Composé (auxiliaires <i>AVOIR + ÊTRE</i>). 	<input type="radio"/> <input type="radio"/> <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 simple texts about leisure time, travel, things and activities to do in different places around the world. 	<input type="radio"/> <input type="radio"/> <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, understand and talk about means of transport. 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> - talk about leisure activities. 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Unit 2.2.3: Être en forme



I can











I can (with difficulties)



I need help



I cannot

NAME: _____ CLASS: _____ <i>At the end of this unit, I can:</i>	Student    	Teacher    
- identify, use and understand vocabulary related to parts of the body and common ailments.	<input type="radio"/> <input type="radio"/> <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 sports and physical activity.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
- read, understand and talk about health eating habits.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
- ask for and give advice regarding healthy living.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
- express myself verbally and in writing about one's own way of healthy living.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Unit 2.2.4: Faire le point



I can





I can (with difficulties)



I need help



I cannot

<p>NAME: _____ CLASS: _____</p> <p><i>At the end of this unit, I can:</i></p>	<p>Student</p> 	<p>Teacher</p> 
<ul style="list-style-type: none"> - read, write and understand short phrases in the Present tense. 	<input type="radio"/> <input type="radio"/> <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, write and understand short phrases in the Past tense (both using <i>AVOIR</i> and <i>ÊTRE</i>). 	<input type="radio"/> <input type="radio"/> <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"/> <input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> - take part in, open and close a conversation. 	<input type="radio"/> <input type="radio"/> <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 and/or read for specific information. 	<input type="radio"/> <input type="radio"/> <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 punctuation and discourse markers. 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>