








		Student		
At the end of this unit, I can:				
 LISTENING	<ol style="list-style-type: none"> understand different forms of address such as “tu”/ “vous”. understand when others talk about familiar topics such as basic physical appearance, age, nationality, home and their hobbies. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 SPEAKING	<ol style="list-style-type: none"> use different forms of address to speak to friends, teachers and people, using formal and informal modes of address and language. talk about familiar topics such as basic physical appearance, age, nationality, home and hobbies. ask others about physical appearance, age, nationality, home and their hobbies. talk about dates, weather and seasons both in Malta and other places. talk about special dates, traditions in Malta and in other Francophone countries. say numbers from 0 to 1000. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 READING	<ol style="list-style-type: none"> understand numbers up to 1000. understand simple texts about dates, weather and seasons both in Malta and other countries. understand texts which talk about special dates, traditions in Malta and in other French speaking countries. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 WRITING	<ol style="list-style-type: none"> ask others dates, weather and seasons. produce a simple text where I talk about very near future events. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>










= Yes, I can



= I still have difficulties



= No, I cannot

At the end of this unit, I can:		Student		
				
 LISTENING	1. identify food and drink items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. understand simple texts about food and drink.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. understand a simple recipe and a menu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. recognise different meals which are associated with different times of the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. identify different speciality food and drink shops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 SPEAKING	1. interact with others in order to buy food and drinks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. order a meal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. discuss with and ask others about their meals during the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 READING	1. identify food and drink items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. understand simple texts about food and drink.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. understand a simple recipe and menu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. recognise different meals which are associated with different times of the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. identify different speciality food and drink shops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 WRITING	1. produce a simple text stating what I eat and drink during my day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. describe other meals and say what food I like and what food I do not like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. write a short text describing what I like and do not like to eat and drink.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>










= Yes, I can






= I still have difficulties



= No, I cannot





		Student		
At the end of this unit, I can:				
 LISTENING	1. understand when someone talks about parts of the body and ailments. 2. understand when others tell me how they're feeling physically. 3. understand simple instructions to do physical exercises or to follow orders in order to get well/better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 SPEAKING	1. name key body parts. 2. describe my physical state of being and ailments. 3. ask others about their state of being and ask them how they feel. 4. talk about different sports/physical exercises to keep fit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 READING	1. understand a text which talks about physical state of being. 2. recognise instructions given in texts which include advices about physical activities and healthy living. 3. understand simple texts about sports and physical exercise. 4. follow instructions/advice in order to feel better/well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 WRITING	1. produce a short text in order to describe my physical state of being and ailments.. 2. describe different activities which involve physical exercises. 3. write a text to show what type of sports I practise to keep fit emphasising that healthy lifestyles lead to a better quality of life. 4. produce a text which gives instructions/advice on healthy living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	= Yes, I can		= I still have difficulties		= No, I cannot
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Unité **4** La maison

NAME: _____

CLASS: _____

		Student		
At the end of this unit, I can:		😊	😐	😞
 LISTENING	1. understand short texts in mostly familiar language about other people's houses and surrounding area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. understand authentic texts such as adverts/promotions which describe houses/rooms in a familiar environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 SPEAKING	1. talk about my immediate surroundings including my house, my room etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. ask others about their immediate environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. talk about different objects in different rooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. ask others about the contents of their rooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 READING	1. understand short texts in mostly familiar language about other people's houses and surrounding area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. understand and associate short descriptions of the familiar environment to different pictures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. understand a text which talks about moving house.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 WRITING	1. describe my house, rooms and immediate surroundings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. ask others about where they live and what their homes are like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. state where certain things are in the house or surrounding area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. ask where certain things are in a house or its surroundings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

😊	= Yes, I can	😐	= I still have difficulties	😞	= No, I cannot
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At the end of this unit, I can:		Student		
				
 LISTENING	1. understand and follow short texts in mostly familiar language about home areas and geographical locations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. understand when others give instructions/directions in order to reach specific places.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. understand short familiar texts which talk about means of transport.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. understand others when they give a description of a home area/town area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 SPEAKING	1. talk about where I live and situate it in a wider context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. give some details about geographical locations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. name points of interest in my home area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. ask others about interesting sites in their home town.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. talk about how to get to places in my country.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. ask others about different means of transport in their country/region showing awareness of sustainable modes of transport.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 READING	1. understand and follow short texts in mostly familiar language about home areas and geographical locations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. understand when others give instructions/directions in order to reach specific places.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. understand short familiar texts which talk about means of transport.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. understand others when they give a description of a home area/town area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 WRITING	1. write short texts in mostly familiar language about home areas and geographical locations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. give instructions/directions in order to reach specific places.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. produce a short familiar text which talks about means of transport.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>







= Yes, I can






= I still have difficulties



= No, I cannot

		Student		
At the end of this unit, I can:		😊	😐	😞
 LISTENING	1. follow others when they talk about what needs to be done in order to organise a party. 2. understand others when they are organising an event. 3. understand when others accept/refuse an invitation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 SPEAKING	1. talk about presents/food that I need in order to organise a party. 2. ask others about presents and food that they need in order to organise a gathering/party. 3. invite others for a celebration. 4. interact with others in order to refuse/accept an invitation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 READING	1. understand a text which talks about what is needed in order to organise a birthday party. 2. understand an invitation. 3. understand a text which shows that an invitation has been accepted/refused.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 WRITING	1. write about food that I like to eat/drink. 2. write about the food/presents that others need to buy in order to organise an event such as a birthday party. 3. write/reply to a birthday invitation. 4. write a short text to accept or refuse an invitation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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