

New

MINISTRY OF EDUCATION

ST LUCIA

MODERN LANGUAGES CURRICULUM

FOR LOWER SECONDARY SCHOOLS

## 1.0 Foundations of the curriculum

The Curriculum for the Lower Secondary School in St. Lucia is informed by a long tradition of curriculum theories, processes and practices. Curriculum, according to Taba (1962), emerges from a seven-step sequence that involves:

1. diagnosis of needs;
2. formulation of objectives;
3. selection of content;
4. organization of content;
5. selection of learning experiences;
6. organization of learning experiences;
7. determination of what to evaluate and of the ways and means of doing so;

In identifying the curriculum needs of St. Lucia, extensive use was made for the official Government document entitles Education Sector Development Plan 2000-2005 and Beyond. In this document, the Government identifies the abilities the ability "to communicate in more than one language" as one of the intended outcomes of the Plan. Through the modern languages curriculum, students will develop the ability to communicate at a basic level in the target languages.

A major focus of the curriculum is Government's commitment to a programme of universal secondary education. As such, the curriculum is designed to cater for students with diverse learning experiences and a wide range of abilities. The suggested teaching and learning activities are designed to be student-centered and to facilitate group work and team building activities. The suggested evaluation strategies place emphasis on authentic assessment that is continuous and varies to cater for the widest range of interests and abilities. Teachers are encouraged to monitor students' work through continuous assessment feedback and reporting.



## 2.0 Rationale for Modern Languages in the Lower Secondary School

The advent of the Caribbean Single Market and Economy (CSME) and the Free Trade Agreement of the Americas (FTAA) has made it increasingly important for every citizen of the Caribbean to become more familiar with the societies and cultures that share the Caribbean region with the English-speaking countries. To foster a deeper understanding of our neighbouring countries and their peoples it is vital that every secondary school student in the English-speaking Caribbean be able to communicate, even at the most basic level, with individual people whose native language is Spanish or French, the major languages other than English that are prevalent in the Caribbean region.

The curriculum for the Lower Secondary School in St. Lucia is intended to promote the languages and cultures of our neighbours in the Spanish- and French-speaking territories. Students will learn to appreciate these languages through acquisitions of levels of competency in the communicative skills in listening, reading, writing and speaking.

The syllabus will also expose students to Francophone and Hispanic cultures so that they will acquire a deeper knowledge of what distinguishes these cultures from their own. Thus, they will gain a deeper appreciation of the traditions, values and concerns of native speakers of these languages.

Upon completion of the syllabus, students should be able to upgrade their skills by proceeding to the CXC Modern Languages curriculum. Those who opt to discontinue the subjects at the end of the lower secondary school should have acquired sufficient knowledge and skills in the languages to function in entry-level positions in the tourism or hospitality industries or other related sectors of the economy in which the knowledge of Spanish and French is required for improved performance.

### 3.0 Aim

The syllabus aims to:

1. provide students with basic and meaningful communicative skills in Spanish and French;
2. foster an understanding and appreciation of Francophone and Hispanic cultures;
3. lay the foundation for further studies in modern languages.

### 4.0 General Objectives

On completion of the syllabus students should:

- i. be able to converse meaningfully with native speakers of Spanish and French;
- ii. appreciate the cultures and lifestyles of the people who reside in the Francophone and Hispanic regions of the Caribbean;
- iii. be able to function in the language at a basic level through oral and written means of communications.



## 5.0 Organizational Principles of the Syllabus

Term	Form/Level 1	Form/Level 2	Form/Level3
1	<ul style="list-style-type: none"> <li>• Classroom expressions</li> <li>• Greetings and introductions</li> <li>• Expressing gratitude, apology</li> <li>• Spanish-speaking countries</li> <li>• Personal identification</li> <li>• Sharing personal information</li> <li>• The alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing possession</li> <li>• Phone conversation</li> <li>• Future plans</li> <li>• Expressing immediate actions</li> <li>• Shopping for food and clothes</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Sports</li> <li>• Giving and receiving instructions</li> <li>• Talking about habitual and completed actions in the past</li> </ul>
2	<ul style="list-style-type: none"> <li>• Calendar, dates, time</li> <li>• Numbers</li> <li>• Nationality</li> <li>• Sharing information: school subjects, likes and dislikes, sports; personalities</li> </ul>	<ul style="list-style-type: none"> <li>• Daily routine</li> <li>• Description</li> <li>• Likes and dislikes</li> <li>• Asking and giving directions</li> </ul>	<ul style="list-style-type: none"> <li>• Major social occasions</li> <li>• Future plans</li> <li>• Prominent French personalities e.g. Prime Minister</li> </ul>
3	<ul style="list-style-type: none"> <li>• Modes of transportation</li> <li>• Location</li> <li>• Expressions of hunger, thirst, cold, heat, sleepiness</li> <li>• Expression of opinions</li> <li>• Identification of classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about holidays</li> <li>• Travel abroad</li> <li>• Giving/following instructions</li> <li>• Planning a holiday</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidations</li> <li>• Myself and my family</li> <li>• School</li> <li>• Sports/recreations/travel</li> </ul>

FRENCH GRAMMAR CONTENT

Term	Form/Level 1	Form/Level 2	Form/Level 3
1	<ul style="list-style-type: none"> <li>• Present Tense (je, tu, il/elle) (-ER verbs)</li> <li>• Gender of nouns</li> <li>• Indefinite articles</li> <li>• Negative (ne....pas)</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive Adjectives</li> <li>• Immediate Future</li> <li>• Partitive Articles</li> <li>• Expressions of quantity</li> </ul>	<ul style="list-style-type: none"> <li>• Jouer à / faire de + sport</li> <li>• Expressions with faire</li> <li>• Imperative mood (tu, vous, nous, pronimaux)</li> <li>• Passé composé</li> </ul>
2	<ul style="list-style-type: none"> <li>• Present Tense (nous, vous, ils, elles)</li> <li>• Regular "ER" verbs</li> <li>• Definite articles</li> <li>• être</li> <li>• avoir</li> <li>• Basic question forms</li> <li>• Adjectives (masc + fem.sing.)</li> </ul>	<ul style="list-style-type: none"> <li>• Present Tense</li> <li>• Regular "IR" and "RE" verbs</li> <li>• Reflexive verbs</li> <li>• Basic question forms</li> <li>• Adjectives (agreement and positions)</li> <li>• Imperatives (Tu and vous)</li> <li>• Avoir mal à + body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Imperfect</li> <li>• Simultaneous usage of imperfect and Passé composé</li> <li>• Expressions with "METRE"</li> <li>• Future tense (regular and selected irregular)</li> <li>• Expressions with "AVOIR"</li> </ul>
3	<ul style="list-style-type: none"> <li>• Present tense</li> <li>• Prepositions and place</li> <li>• Adjectives (masc. + fem.sing)</li> <li>• Expressions with "AVOIR"</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate future</li> <li>• Adjectives of nationality</li> <li>• Prepositions + countries</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative and superlative</li> <li>• Direct and indirect pronouns</li> <li>• Modal auxiliaries</li> </ul>



SPANISH GRAMMAR CONTENT

Term	Form/Level 1	Form/Level 2	Form/Level 3
1	<ul style="list-style-type: none"> <li>• Present tense (yo, tu, él/elle/usted)</li> <li>• Gender of nouns</li> <li>• Definite articles</li> <li>• Indefinite articles</li> <li>• SER</li> <li>• QUERER</li> <li>• Basic question forms</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive Adjectives and pronouns</li> <li>• Immediate future</li> <li>• Present continuous</li> <li>• Present tense</li> <li>• Regular verbs: "ER". "IR"</li> <li>• Demonstrative adjectives</li> <li>• Radical changing verbs</li> <li>• GUSTAR: PREFERIR</li> <li>• Expressions of quantity</li> <li>• Nationality + origin</li> </ul>	<ul style="list-style-type: none"> <li>• Imperative (tú &amp; usted)</li> <li>• Imperfect</li> <li>• Jugar (a) + sport</li> <li>• Preterite</li> </ul>
2	<ul style="list-style-type: none"> <li>• Present tense (nosotros, ellos.ellas/ustedes)</li> <li>• Adjectives (masc. + fem.sing)</li> <li>• ESTAR</li> <li>• Prepositions + place</li> <li>• QUERER + inf</li> <li>• Regular "AR"</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives (agreements and position)</li> <li>• GUSTAR</li> <li>• Reflexive verbs</li> <li>• Direct object pronouns</li> <li>• DOLER/TENER UN DOLOR</li> <li>• DE/EN + body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Future tense</li> <li>• Simultaneous usage of preterite and imperfect</li> <li>• Adjectives</li> </ul>
3	<ul style="list-style-type: none"> <li>• Present tense</li> <li>• Basic question forms</li> <li>• Immediate future</li> <li>• Expressions with "TENER"</li> <li>• IR</li> </ul>	<ul style="list-style-type: none"> <li>• CONOCER</li> <li>• SABER</li> <li>• Ordinal numbers</li> <li>• Suffixes</li> <li>• imperatives</li> </ul>	<ul style="list-style-type: none"> <li>• comparative</li> <li>• superlative</li> <li>• modal auxiliaries</li> </ul>



MODERN LANGUAGES - SPANISH/FRENCH	
FORM 1/LEVEL 1 - TERM 1	
SPECIFIC OBJECTIVES	CONTENT
<p>Students should be able to:</p> <p>(1) respond appropriately to simple oral questions, statements, directions and instructions in the target language;</p> <p>(2) respond appropriately to simple written instructions/directions/explanations;</p> <p>(3) read aloud short passages with proper intonation and stress;</p> <p>(4) complete simple forms and questionnaires;</p> <p>(5) answer questions based on short passages, dialogues and graphic stimuli;</p> <p>(6) engage in a simple conversations on everyday topics with proper intonations and syntax acceptable to native speaker;</p> <p>(7) ask and respond orally to simple questions and instructions;</p> <p>(8) express basic ideas in simple passages, dialogues, informal letters with an acceptable level of linguistic accuracy;</p>	<p>Classroom survival expressions</p> <p>Identification of Spanish/French countries and their influence</p> <p>Introductions</p> <p>Personal information: name, age, likes, dislikes, desires, family, origin, description</p> <p>Expressions of gratitude/apology</p> <p>Alphabet/letter pronunciation; telephone numbers</p> <p>Cultural content: <i>Abrazo, Bendición, Tú and Usted</i> <i>Bisuous, Tu and vous</i></p> <p>French/Spanish Anthem, prayers, National symbols personalities</p>



MODERN LANGUAGES – SPANISH/FRENCH

FORM 1/LEVEL 1 – TERM 1

SUGGESTED TEACHING/LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
(1) Make-believe journey by plane or boat from St. Lucia to Spanish/French speaking islands in the Caribbean.	Listening comprehension based on personal information etc.
(2) Identification in atlas of countries around the world where French/Spanish is spoken.	Role play with cues
(3) Role play involving personal identification.	Short paragraph with biographical information
(4) Songs and games, poems, pictorial, for example, 'Hola, Buenos Días' 'Dibujá', 'Bonjour, salut, aureviour'.	Dialogue completion
(5) Scrap book with personal information on themselves and members of the family.	Reading passage with questions in English
(6) Beauty competition or Mr. Macho competition in which students provide information about themselves orally and in writing.	Evaluation of scrap books Cloze tests

MODERN LANGUAGES - SPANISH/FRENCH	
FORM 1/LEVEL 1 - TERM 2	
SPECIFIC OBJECTIVES	CONTENT
<p>Students should be able to:</p> <p>(1) respond appropriately to simple oral questions, statements, directions, instructions in the target language;</p> <p>(2) respond appropriately to simple written instructions, directions, explanations;</p> <p>(3) read aloud short passages with proper intonation and stress;</p> <p>(4) complete simple forms and questionnaires;</p> <p>(5) give oral and written answers to questions based on short passages, dialogues and graphic stimuli;</p> <p>(6) engage in a simple conversation on everyday topics with proper intonation and syntax acceptable to a native speaker;</p> <p>(7) ask and respond to simple questions, instructions</p> <p>(8) express basic ideas in simple passages, dialogues, informal letters with an acceptable level of linguistic accuracy;</p>	<p>Time/Date</p> <p>Numbers (cont/d)</p> <p>School subjects</p> <p>Sports</p> <p>Nationality</p> <p>Cultural content: Spanish school system French school system</p>



MODERN LANGUAGES - SPANISH/FRENCH	
FORM 1/LEVEL 1 - TERM 2	
SUGGESTED TEACHING/LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
(1) Making a calendar - journal.	Exercise on time (either draw times on a clock from stimuli given or write sentences about the time for clocks given)
(2) Identifying times on different clocks (24 hour, 12 hour).	Role play involving new information learnt in this term
(3) Making up timetables.	Situation responses
(4) Bingo.	Dialogue completion/letter writing using personal info studied previously as well as new information
(5) A journal of your daily itinerary or schedule.	Letter to a pen pal
(6) Use of the internet or visits to local embassies to research sports personalities.	
(7) Competition: Mr. Macho/Ms. World in which students have to give personal information already learnt as well as information on nationality, school subjects studied, and likes and dislikes.	Reading passage with questions in English

MODERN LANGUAGES - SPANISH/FRENCH

FORM 1/LEVEL 1 - TERM 3

SPECIFIC OBJECTIVES	CONTENT
<p>Students should be able to:</p>	
<p>(1) respond appropriately to simple oral questions, statements, directions, instructions in the target language;</p>	<p>Modes of transportation</p>
<p>(2) respond appropriately to simple written instructions directions, explanations;</p>	<p>Places (location)</p>
<p>(3) read aloud short passages with proper intonation and stress;</p>	<p>Expressing hunger, thirst, cold, heat, sleepiness</p>
<p>(4) complete simple forms and questionnaires;</p>	<p>Classroom objects</p>
<p>(5) give oral and written answers to questions based on short passages, dialogues and graphic stimuli;</p>	<p>Expressing opinions, disappointment</p>
<p>(6) engage in a simple conversation on everyday topics with proper intonation and syntax acceptable to a native speaker;</p>	<p>Cultural content: Colloquial terms for modes of transportation in Spanish/French speaking countries, for example, <i>la guagua</i>; <i>por puesto/la bagnole, food</i>.</p>
<p>(7) ask and respond to simple questions/instructions;</p>	<p>French</p>
<p>(8) express basic ideas in simple passages, dialogues, informal letters with an acceptable level of linguistic accuracy;</p>	



MODERN LANGUAGES - SPANISH/FRENCH

FORM 1/LEVEL 1 - TERM 3

SUGGESTED TEACHING/LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
(1) Identifying objects in the classroom '¿Qué es esto?', '¿Qué es-ce que c'est?' and stating the colour of object.	Situations responses
(2) Drawing game 'Dibujia' for vocabulary testing	Writing of brief/short paragraphs, dialogues, letters
(3) Use written cues for expanded sentences	Reading passages with questions in English
(4) Charades to show feelings, emotions, professions.	Cloze test, dialogue completion
(5) Using graphic stimuli to talk about different means of transport.	Multiple-choice exercises
(6) Map of different countries and their capitals. Students match country with capital	
(7) Role play	
(8) Written cues for expanded paragraph.	

MODERN LANGUAGES - SPANISH/FRENCH

FORM 2/LEVEL 2 - TERM 1

SPECIFIC OBJECTIVES	CONTENT
<p>Students should be able to:</p> <p>(1) respond appropriately to simple oral questions, statements, directions instructions in the target language;</p> <p>(2) respond appropriately to simple written oral instructions, directions, explanations;</p> <p>(3) read aloud short passages with proper intonation and stress;</p> <p>(4) complete simple forms and questionnaires;</p> <p>(5) give oral and written answers to questions based on short passages, dialogues and graphic stimuli;</p> <p>(6) engage in a simple conversation on everyday topics with proper intonation and syntax acceptable to a native speaker;</p> <p>(7) ask and write simple questions;</p> <p>(8) express basic ideas in simple passages, dialogues, informal letters with an acceptable level of linguistic accuracy;</p>	<p>Expressing possession Phone conversations Future plans Expressing immediate actions, present continuous Shopping for food and clothes, medication Weather and seasons Cultural content: <i>'regatear'</i>, haggling <i>Platos tipicos</i> <i>Buen provecho</i> Bon Appetit; la gastronomie Recipes, meals</p>



MODERN LANGUAGES - SPANISH/FRENCH

FORM 2/LEVEL 2 - TERM 1

SUGGESTED TEACHING/LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
(1) 'Lost and found' exercise-students have to identify what belongs to them.	Role play between two students talking about their plans for the weekend/summer
(2) Letter writing about your plans for the weekend.	Writing a letter to a pen pal about your future plans
(3) Charades, for example, ¿Qué estoy haciendo?"/ ¿Qué est-ce que to fait?'	Reading a flyer from a store announcing a sale and answering questions on it
(4) Making menus, shopping list.	Reading a dialogue between two persons in a store/restaurant and answering questions on it
(5) Role play in a store.	Role play in a store
(6) Writing a weather forecast for the day, for the week.	Listening to a weather forecast and answering questions on passage
(7) Use written cues fro expanded sentences.	
(8) Rearranging – telephone conversation/dialogue.	
(9) Written cues for expanded paragraph.	Respond to situations both orally and written

MODERN LANGUAGES - SPANISH/FRENCH

FORM 2/LEVEL 2 - TERM 2

SPECIFIC OBJECTIVES	CONTENT
Students should be able to:	
(1) respond appropriately to simple oral questions, statements, directions, instructions in the target language;	Daily routine
(2) respond appropriately to simple written instructions, directions, explanations, labels;	Descriptions: physical and character
(3) read aloud short passages with proper intonation and stress;	Likes and dislikes (cont'd)
(4) complete simple forms and questionnaires;	Asking/giving directions
(5) give oral and written answers to questions based on short passages, dialogues and graphic stimuli/signs;	Parts of the body
(6) engage in a simple conversation on everyday topics on proper intonation and syntax acceptable to a native speaker;	Cultural content: Siesta/la sieste
(7) ask and respond to simple questions, instructions;	Socializing
(8) express basic ideas in simple passages, dialogues, informal letters with an acceptable level of linguistic accuracy;	



MODERN LANGUAGES - SPANISH/FRENCH

FORM 2/LEVEL 2 - TERM 2

SUGGESTEC TEACHING/LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
(1) Using pictures from newspapers/magazines to describe physical characteristics.	Role play on the street asking directions
(2) Writing a physical description of another person – mother, father, teacher, classmate.	Give orally or in writing a description of an ideal person
(3) “Me gustaría ser...”, “J’aimerais être/voudrais être” oral or written description of how you would like to be both physically and in character.	Write a letter to a pen pal giving all personal info on yourself as well as physical description
(4) A journal of your daily activities.	Describe orally or in writing a typical day in your life
(5) “¿Quién es?.../c’est qui?” a description of someone in the class. The members of the class have to guess who this person is.	Write an ad for a newspaper about a lost animal, person, article
(6) “Se busca”, “On recherche” Reading a poster about a wanted criminal and answering questions on it.	Using a series of pictures about daily activities, students write a paragraph in Spanish
(7) Draw a plan of a town/city/school etc. Students have to look at the map and say how to get to various points identified on the map.	Read an ad in a newspaper about a lost animal person or thing and answer questions in English.
(8) Role play – asking for directions to the bank, post office, other places of interests	
(9) Use written cues for expanded sentences.	



MODERN LANGUAGES - SPANISH/FRENCH  
FORM 2/LEVEL 2 - TERM 3

SPECIFIC OBJECTIVES	CONTENT
<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>(1) respond appropriate to simple oral questions, statements, directions, instructions in the target language;</li> <li>(2) respond appropriately to simple written instructions, directions, explanations;</li> <li>(3) read aloud short passages with proper intonation and stress;</li> <li>(4) complete simple forms and questionnaires;</li> <li>(5) give oral and written answers to questions based on short passages, dialogues and graphic stimuli;</li> <li>(6) engage in a simple conversation on everyday topics with proper intonation and syntax acceptable to a native speaker</li> </ol>	<p>Talking about holidays</p> <p>Planning a holiday</p> <p>Following instructions</p> <p>Travel abroad</p> <p>Names of countries,</p> <p>Means of transportation</p> <p>Cultural content:</p> <p><i>L'apéritif</i></p> <p><i>Casa de cambio</i></p> <p><i>L'échange</i></p> <p>Feast days and Holidays in Spanish/French-speaking countries</p> <p>French</p> <p><i>Premier jour de l'an</i></p> <p><i>Fête de trava</i></p> <p><i>Pâques/carnival</i></p> <p><i>La pencote</i></p> <p><i>La tous saint</i></p> <p><i>Noel, 14 juillet</i></p>
<ol style="list-style-type: none"> <li>(7) ask and respond to simple questions, instructions</li> <li>(8) express basic ideas in simple passages, dialogues, informal letters with an acceptable level of linguistic accuracy;</li> </ol>	



MODERN LANGUAGES – SPANISH/FRENCH

FORM 2/LEVEL 2 – TERM 3

SUGGESTED TEACHING/LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
(1) Making up an itinerary for a vacation.	Role play
(2) Role play in a travel agency, a hotel, an airport.	Dialogue between two persons discussing travel
(3) Listening to simple flight announcements for specific information- airline/times/gates	Travel brochures for reading comprehension
(4) Filling out Immigration forms	Read and produce travel brochures
(5) Letter writing to a pen pal about holiday plans.	Writing a letter or compositions about travel plans
(6) Game – ‘Simon Dice’ for commands. ‘Simon dit’	Questions to be answered in English
(7) Situation Responses	Dialogue between traveler and travel agent with questions in English
(8) Advertisements about travel destinations for reading comprehension	
(9) Written cues for expanded sentences	

MODERN LANGUAGES - SPANISH/FRENCH

FORM 3/LEVEL 3 - TERM 1

SPECIFIC OBJECTIVES	CONTENT
<p>Students should be able to:</p> <p>(1) respond appropriately to simple oral questions, statements, directions, instructions in the target language;</p> <p>(2) respond appropriately to simple written instructions, directions, explanations;</p> <p>(3) read aloud short passages with proper intonation and stress;</p> <p>(4) complete simple forms and questionnaires;</p> <p>(5) give oral and written answers to questions based on short passages, dialogues and graphic stimuli;</p> <p>(6) engage in a simple conversation on everyday topics with proper intonation and syntax acceptable to a native speaker;</p> <p>(7) ask and respond to simple questions, instructions;</p> <p>(8) express basic ideas in simple passages, dialogues, informal letters with an acceptable level of linguistic accuracy using the appropriate tenses;</p>	<p>Sports, Rétanque, tennis, football, volley ball, cyclisme, le patinoire</p> <p>Giving and receiving instructions/orders commands</p> <p>Talking about habitual and completed actions in the past</p> <p>Rooms in the house, household items, appliances, furniture</p> <p>Cultural content:</p> <p>Main sports in Spanish/French-speaking countries, for example, <i>corrida de torros, bolliche, beisbol, futbol</i></p>



MODERN LANGUAGES - SPANISH/FRENCH

FORM 3/LEVEL 3 - TERM 1

SUGGESTED TEACHING/LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
(1) Listen to a recording about a sports personality and answer questions on it	Write a letter to a pen pal about a past vacation
(2) Research famous sports personality for an oral presentation	Cloze test-fill in the correct form of the verb in the preterite or imperfect tense
(3) An interview with an sports personality (role play)	Read a poem/journal and answer questions on it
(4) Read a review of a sporting activity and answer questions on it	Listen to a song or a poem and fill in the blanks
(5) Write a review of a sporting event-football or cricket match	Dialogue between two persons about different activities done in the past, for example, last weekend at the beach/recent vacation somewhere
(6) Game – ‘Simon Dice’/ ‘Simon dit’	Oral questions on past holidays, hobbies, daily activities, recreation and sports
(7) Students should make a list of house hold chores that they need to do by a certain time using commands	Use written cues for expanded paragraph
(8) Write a recipe/public signs/etc	
(9) Give presentation orally or write an account of what you did yesterday	

(10) Letter/composition/journal entry about habitual actions in the past, for example, things done on a daily basis during childhood or during vacation

(11) Use written cues for expanded paragraph

(12) Make a list of commands – infinitive (nettoyer la chambre)

(13) Make a list of commands – Tu, vous (nettoyez la chambre)



MODERN LANGUAGES – SPANISH/FRENCH

FORM 3/LEVEL 3 – TERM 2

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- (1) respond appropriately to simple oral questions, statements, directions, instructions in the target language;
- (2) respond appropriately to simple written instructions, directions, explanations;
- (3) read aloud short passages with proper intonation and stress;
- (4) complete simple forms and questionnaires;
- (5) give oral and written answers to questions based on short passages, dialogues and graphic stimuli;
- (6) engage in a simple conversation on everyday topics with proper intonation and syntax acceptable to a native speaker;
- (7) ask and respond to simple questions, instructions;
- (8) express basic ideas in simple passages, dialogues, informal letters with an acceptable level of linguistic accuracy using the appropriate tenses;

Talking about major social occasions, for example, wedding, anniversary, birthday, graduation

Future plans and activities

Cultural activities:  
Quinceañera/les financieras  
El noviazgo

MODERN LANGUAGES - SPANISH/FRENCH

FORM 3/LEVEL 3 - TERM 2

SUGGESTED TEACHING/LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
<p>(1) Sending invitations to a wedding/birthday party/anniversary party</p> <p>(2) Making cards for special occasions</p> <p>(3) Read an announcement in the newspaper about a social occasion and answer questions on it</p> <p>(4) Telephone conversation between two persons about a party they are going to attend or already attend</p> <p>(5) Conversation between two persons – one invites another to a party</p> <p>(6) Letter/compositions about a party/cinema/wedding/theatre you attend/will attend</p> <p>(7) Group work-students get together to organize a party, discussing what contribution each person will make</p> <p>(8) Making a list of things to be done for a special occasion</p>	<p>Students talk about plans for the upcoming vacation</p> <p>Write a paragraph about the house, girl, boy, bicycle, car, school, job of your dreams</p> <p>Read a poster or announcement about an upcoming event and answer questions on it</p> <p>Listen to a conversation between two persons making plans for the future and answer questions on it</p>



**MODERN LANGUAGES – SPANISH/FRENCH**  
**FORM 3/LEVEL 3 – TERM 3**

SPECIFIC OBJECTIVES	CONTENT
<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>(1) respond appropriately to simple oral questions, statements, directions, instructions in the target language;</li> <li>(2) respond appropriately to simple written instructions, directions, explanations;</li> <li>(3) read aloud short passages with proper intonation and stress;</li> <li>(4) complete simple forms and questionnaires;</li> <li>(5) give oral and written answers to questions based on short passages, dialogues and graphic stimuli;</li> <li>(6) engage in a simple conversation on everyday topics with proper intonation and syntax acceptable to a native speaker;</li> <li>(7) Ask and respond to simple questions, instructions;</li> <li>(8) express basic ideas in simple passages, dialogues, informal letters with an acceptable level of linguistic accuracy using the appropriate tenses;</li> </ol>	<p>Myself and my family</p> <p>School</p> <p>Sports/recreation/travel</p> <p>Communication – media, fax, email, telephone, internet, letters etc</p> <p>Expressing disappointment and anger</p>

MODERN LANGUAGES - SPANISH/FRENCH

FORM 3/LEVEL 3 - TERM 3

SUGGESTED TEACHING/LEARNING ACTIVITIES	ASSESSMENT STRATEGIES
(1) Ask students to make up questions on the different topics	Oral questions on the prescribed topics
(2) Have students make up situations/dialogues dealing with the specified topics	Situation responses orally and in writing
(3) Listen to and relay in French/Spanish, information based on recorded selections on the specified topics	Reading comprehension passages to be answered in English or as a multiple choice
(4) Research a topic of interest, for example, Spanish/French family, lifestyles of Spanish/French teenagers, schooling system, leisure time activities	Listening comprehension with multiple choice questions
(5) Guided paragraph writing with cues	Paragraph writing using written or visual cues
(6) Tour to a French/Spanish-speaking country	