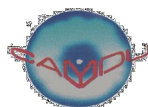
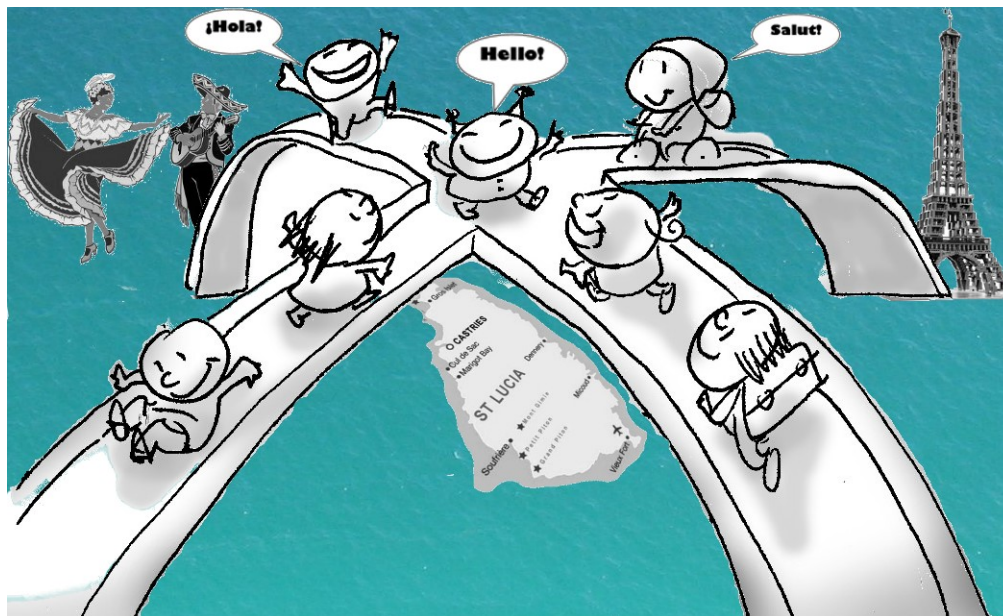




**Ministry of Education, Human Resource Development
& Labour**

Primary Modern Languages

Grades K - 6



Curriculum and Materials Development Unit
@2012

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INTRODUCTION

Currently, there is an absence of a clearly defined language policy which addresses the importance of our indigenous Saint Lucian Creole. The lack of such a policy to speak to the status, role and use of foreign language acquisition within the local context has hindered the stimulation of economic, social, educational and cultural growth across the various sectors. A consequence of this has been the nation's inability to successfully fill its quota of job placements at the United Nations.

The Government of Saint Lucia is endeavouring to restructure the education sector so that it will be better able to meet the ever increasing demands of the competitive global market. In this regard, the implementation of a modern foreign language curriculum in the primary school system is a matter of urgency. The introduction of the modern foreign languages will not only ensure the psychosocial development of the students, but also their socioeconomic development in the long run.

The signing of a number of agreements has served to officially institutionalise the teaching of modern foreign languages in the primary schools. The signing of the CARICOM agreement (2005) calls for the introduction of Spanish as the first foreign language to be taught in Caribbean primary schools. Further, the Linguistic Pact between Saint Lucia and the International Francophonie Organisation (OIF, 2010) also stipulates that French should be the first foreign language taught in Saint Lucian primary schools. At this juncture, due to its geopolitical affiliations, on the one hand, and, its historical and cultural affinities, on the other, the Government of Saint Lucia has made a concerted effort to honour both agreements.

As a result, the Curriculum and Materials Development Unit (CAMDU) of the Ministry of Education, at the behest of the policy makers, has responded through a consultative process to the call for the development of the Primary School Modern Languages Curriculum for Grades K – 6.

The Modern Languages programme will constitute part of the core primary curricula.

The main focus of this programme of study is to develop the students' capacity to communicate orally in a variety of authentic situations while having fun discovering the languages and their accompanying cultures. In so doing, it is the Government of Saint Lucia's fervent hope that it can sow the seeds of a multilingual future generation capable of taking advantage of the synergies created through globalisation.

RATIONALE

As the world becomes a global village, it has become increasingly indispensable that St. Lucian nationals be fluent in at least one foreign language. The ability to communicate in a foreign language is a valuable and marketable skill which will stimulate economic, educational and cultural growth. It has become commonplace that our nationals take up scholarships to pursue university studies, and/or work in non-English-speaking nations including, but not limited to: Cuba, Mexico, France (including Martinique and Guadeloupe), Puerto Rico, China and Japan.

Consequently, in an attempt to better equip the future generations with the requisite linguistic skills and cultural understanding to be able to take advantage of the synergies created through globalisation, and to honour its contractual agreements with OIF and CARICOM, the Ministry of Education has undertaken an initiative to restructure the national core primary curricula to now include modern languages (French and Spanish).

The introduction of the modern languages at the primary level will not only serve to assist the children in fostering a greater appreciation of, tolerance for and openness to other peoples and cultures; but also, to enhance the children's overall mental development through increased language skills, higher self-esteem, and greater thinking and reasoning skills both in mathematics and language. According to Ronald Kotulak (1996), in his book entitled *Inside the Brain: Revolutionary discoveries of how the mind works*, the architecture of the brain is completed by age twelve. Therefore, it is vital that foreign language acquisition take place before this period as the foundations for thinking, learning, vision, attitudes, aptitudes and other characteristics are laid down.

With this in mind, the programme will be structured in such a way so as to capitalise on the emotional and playful aspects of learning in order to build the children's oral/aural skills. The proposed methodology is one which will allow the students to interact with each other, the language itself and its culture through a number of fun-filled games and activities as they consolidate their literacy and numeracy skills. The absence of the writing component in the modern languages curriculum seeks to capture the students' interest and motivate them to reach their potential without having to first contend with the issue of spelling in English and that of a foreign language.

AIMS OF PROGRAMME

The Modern Languages Curriculum seeks to:

- Allow students to boost their morale and self-esteem;
- Develop a love for and an understanding of Francophone and Hispanic Cultures;
- Develop an understanding of standard spoken forms of French and Spanish;
- Develop their primary language skills in the modern languages – listening and speaking – in various practical every situations so as to ensure the acquisition of essential language structures;
- Engender a greater sense of tolerance, team-spirit and co-operation;
- Ensure consolidation of certain key concepts in numeracy and literacy through integration;
- Ensure that students are capable of communicating in a manner acceptable to native speakers of French and Spanish.

GENERAL OBJECTIVES

Upon completion of the Primary Modern Languages Programme, students should:

- Respond appropriately to simple oral stimuli in the target language;
- Be able to converse in French and/or Spanish on matters related to their daily lives;
- Be able to provide and solicit information from others in the target language;
- Respect the diversity, dignity and equality of all peoples;
- Have a greater sense of appreciation for the cultural differences that exist between Francophone and Hispanic societies and their own;
- View the learning and acquisition of a foreign language as a tool for personal, social and intellectual development.

RECOMMENDED TEACHING APPROACHES AND ASSESSMENT METHODS

The Primary Modern Languages Curriculum has been designed to develop the students' oral competencies in French and Spanish. Such an approach is a deviation from the usual integration of the four competencies: reading, writing, speaking and listening. The isolation of the oral component thus allows for the uninhibited development of this skill, leading to more confident speakers. Nonetheless, the success of such an approach is hinged on the teachers' linguistic competencies and their abilities to provide the students with a variety of real life situations and opportunities to practise the language concepts.

The entire thrust of the curriculum is effective communication in the target language, and not a grammar-based approach. It is therefore highly recommended that teachers use a wide range of fun-filled activities, including typical childhood games and songs, to aid the students' acquisition of the language functions. Within the framework of the proposed activities, teachers should attempt to include various elements of the cultures accompanying the target languages as a means of developing the students' self-awareness and tolerance for differences.

For the programme to generate positive results and to have a meaningful impact in the schools, it is highly recommended that each foreign language be allotted two (2) weekly periods per grade. This will permit teachers to consolidate the concepts taught in previous periods.

In an attempt to maintain the students' intrinsic motivation, the current programme recommends the use of more authentic assessment methods, including, but not limited to: portfolios, teacher observations, oral interviews, student self-assessment, and social learning activities. As a result, students will receive an evaluation card at the end of each term in the form of a checklist highlighting the concepts that they have mastered. NO LETTER GRADES OR SCORES ARE TO BE RECORDED IN THE STUDENTS' REPORT BOOKS. A simple qualitative comment will suffice.

STANDARD PERIOD LENGTHS ACCORDING TO GRADE LEVEL

<i>LEVEL</i>	<i>LENGTH OF PERIOD</i>
Kindergarten / Stage 1	20 minutes
Grade 1 / Stage 2	25 – 30 minutes
Grade 2 / Stage 3	25 – 30 minutes
Grade 3 / Standard 1	25 – 30 minutes
Grade 4 / Standard 2	30 – 40 minutes
Grade 5 / Standard 3	30 – 40 minutes
Grade 6 / Standard 4	30 – 40 minutes

GRADE LEVEL: KINDERGARTEN

AGE RANGE: 5 – 6 YEARS

GENERAL OBJECTIVES

VALUES

- Develop a positive attitude towards the learning of French and Spanish

KNOWLEDGE AND UNDERSTANDING

- Decode French and Spanish that is spoken clearly and simply;
- Respond appropriately to spoken French and Spanish;
- Be able to provide and solicit information from others.

SPECIFIC OBJECTIVES

VALUES

- Participate with enthusiasm in French and Spanish activities
 - Participate willingly in activities,
 - Show interest in words and sounds.

TERM ONE	TERM TWO	TERM THREE
Topics: * Getting to know you and others * Survival Skills	Topics: * Numbers 0 – 6 * Getting to know you and others (cont'd) * Colours	Topics: * Numbers 0 – 12 * Colours (cont'd) * Survival Skills (cont'd)

THEMATIC AREAS

Psychosocial Development – *Making friends at school and in the community; developing respect and gratitude. Showing interest in others.*

Cognitive Development – *Identifying self, numbers, colours and personal needs.*









Ethical and Moral Development – *Showing respect for authority; developing self-control.*





Psychomotor Development – *Physical response to cues: using the body to respond to questions and orders in the target language with exercises, actions applause, drawing, etc.*









Topic	Communicative Objectives	Key Concepts	FRENCH Content & Example	SPANISH Content & Example	Assessment/Evaluation Activities	Didactic Activities / Resources
Getting to know you and others	Greetings and Farewells	<p>Good morning Good afternoon Goodnight Hello Goodbye</p> <p>Addressing different people</p>	<p>Bonjour Bonsoir</p> <p>Salut Au revoir</p> <p>Maman Papa Madame Mademoiselle Monsieur</p> <p>Ça va ? Ça va bien, merci.</p>	<p>Buenos días Buenas tardes Buenas noches Hola Adiós</p> <p>Mamá Papá Señora Señorita Señor</p> <p>¿Cómo están/está(s)? Bien, gracias.</p>	<p>Students will respond to greetings in the target language on a daily basis when the teacher enters the class.</p> <p>Students look at pictures and identify the greeting that they should use in the target language.</p> <p>Students engage in a role play in pairs in which they must greet their teacher / parent / friend in the target language.</p> <p>Students sing a song which includes the greetings and farewells in the target language.</p> <p>Students can dip for pictures or written greetings in <u>English</u> and say what the greeting is in the target language.</p>	<p>Repetition</p> <p>Role Play</p> <p>Songs</p> <p>Games</p> <p>Pictures</p>
	Introductions	Exchanging	Comment tu	¿Cómo te llamas?	Students introduce	Repetition

		names	t'appelles? Je m'appelle....	Me llamo....	themselves to the class in the target language... Students work in pairs and ask each other their names in the target language. Students will play the ball game "Catch and say your name" in the target language on the school court/field.	Puppet Show Role Play Ball Game: Catch and say your name
Survival Skills	Responding to classroom instructions	Understanding and carrying out simple classroom instructions.	Asseyez-vous ! Écoutez ! Silence ! Répétez !	¡Siéntense! ¡Escuchen! ¡Silencio! ¡Repitan!	Students identify the command portrayed in picture form. Students carry out the instruction(s) that the teachers says in the target language. Students pay attention to the gestures that the teacher makes and they identify it in the target language. Students will play "Jacques a dit" / "Simón dice"	Pictures Mime Games : Simon says
Numbers	Identifying	Names of	Les numéros 0 à 6	Los números 0 a 6	Students sing a number	Repetition

	numbers in the target language and counting from 0 – 6	numbers			<p>song in the target language.</p> <p>Students play a game of “La Marelle” / “La Rayuela” to practice counting in the target language.</p> <p>Students identify the numeral on flashcard / chart / blackboard in the target language as the teacher points to it.</p> <p>Students identify the number represented by a group of objects in the target language.</p> <p>Students complete number sequences orally in the target language.</p>	<p>Song</p> <p>Game: Hopscotch</p> <p>Flashcards / Posters</p>
Getting to know you and others	Telling one’s age	Exchanging information about one’s age	<p>Tu as quel âge?</p> <p>J’ai ans</p>	<p>¿Cuántos años tienes?</p> <p>Tengo ... años</p>	<p>Students choose a classmate at random and enquire about his/her age in the target language. Once that student has answered the question, he/she will ask another classmate until all the students have had a turn.</p>	<p>Repetition</p> <p>Question & Answer Games</p>

Colours	Identifying the colours of the National Flag	<p>Blue Black White Yellow</p> <p>What colour is this?</p> <p>This is yellow.</p>	<p>Bleu  Noir  Blanc  Jaune </p> <p>C'est quelle couleur ?</p> <p>C'est jaune.</p>	<p>Azul  Negro  Blanco  Amarillo </p> <p>¿Qué color es?</p> <p>Es amarillo.</p>	<p>Students will name the colours found on the national flag of Saint Lucia in the target language.</p> <p>Students identify the colour depicted on a card / poster in the target language.</p> <p>Students complete colour by number worksheets. (N.B.: the colours and numbers will be identified in the target language).</p> <p>Students play a game of colour bingo in the target language for which a prize can be awarded.</p> <p>Students identify the colour an uncoloured object should be. (NB: These pictures can be labelled in English. E.g. : milk, tyre, sun, sea)</p> <p>Students play a game of Ludo using the national colours.</p>	<p>Repetition</p> <p>Colour cards</p> <p>Worksheet</p> <p>Colour Bingo Game: Guess the colour</p> <p>Pictures</p> <p>Ludo board, pegs and dice</p>
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Numbers	Identifying numbers and counting from 0 – 12	Review numbers 0 – 6 Names numbers from 7 – 12	Les numéros 0 à 12	Los números 0 a 12	<p>Students identify numbers portrayed on a card / poster in the target language.</p> <p>Students complete number sequences orally in the target language.</p> <p>Students count in the target language as they skip / play a simple clapping game.</p> <p>Consecutive students will count in intervals of twelve in the target language until each student has counted. After, students will assemble by number groups as quickly as possible. The quickest group will be awarded a prize.</p> <p>Students will make a number train in intervals of twelve as they sing a number song in the target language.</p>	<p>Repetition</p> <p>Card / poster</p> <p>Skipping rope</p> <p>Game</p>
Colours	Identifying other common	Pink Red	Rose  Rouge 	Rosado  Rojo 	Students will create colour wheels and	Repetition

	colours	<p>Green Purple Orange Brown</p> <p>What colour is this? This is...</p>	<p>Vert  Violet  Orange  Marron </p> <p>C'est quelle couleur ? C'est ...</p>	<p>Verde  Violeta  Anaranjado  Marrón </p> <p>¿Qué color es? Es ...</p>	<p>identify the colours in the target language.</p> <p>Students will complete a colour by number worksheet. N.B. Colours and numbers will be identified in the target language.</p> <p>Students can match common objects to their typical colours. N.B: Once the task is completed, the students will name the matching objects in English and their colour in the target language as the oral component of this task.</p> <p>Students identify colours in the target language shown on cards/posters.</p> <p>Students play a game of colour bingo in the target language including the numbers 0 – 12.</p>	<p>Song</p> <p>Worksheets</p> <p>Colour Bingo</p>
Survival Skills (cont'd)	Expressing basic needs	Hunger	J'ai faim, monsieur / papa	Tengo hambre, señor / papá	Students identify the set expression in the target language portrayed in a	Repetition Picture /

		<p>Thirst</p> <p>Asking for water</p> <p>Asking to go to the bathroom</p> <p>Please</p> <p>Yes</p> <p>No</p> <p>Thank you</p>	<p>J'ai soif, madame / maman</p> <p>De l'eau, s'il vous plaît, mademoiselle.</p> <p>Je peux aller aux toilettes, s'il vous plaît, madame ?</p> <p>S'il vous plaît</p> <p>Oui</p> <p>Non</p> <p>Merci</p>	<p>Tengo sed, señora / mamá.</p> <p>Quiero agua, por favor, señorita.</p> <p>¿Puedo ir al baño, por favor, señora?</p> <p>Por favor</p> <p>Sí</p> <p>No</p> <p>Gracias</p>	<p>picture / drawing.</p> <p>Students dip for the set expression in <u>English</u>. Then, they act out the expression so that they can identify it in the target language.</p> <p>Students role play in pairs a scene with a teacher and student / parent and child using one of the set expressions in the target language. The student playing the role of the teacher/parent will allow / forbid the action.</p>	<p>Drawing</p> <p>Charades/Mime</p> <p>Role Play</p>
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GRADE LEVEL: GRADE ONE
AGE RANGE: 6 – 7 YEARS

GENERAL OBJECTIVES

VALUES

- Develop a positive attitude towards the learning of French and Spanish.

KNOWLEDGE AND UNDERSTANDING

- Decode French and Spanish that is spoken clearly and simply;
- Respond appropriately to spoken French and Spanish;
- Be able to provide and solicit information from others.

SPECIFIC OBJECTIVES

VALUES

- Participate with enthusiasm in French and Spanish activities
 - Participate willingly in activities;
 - Show interest in words and sounds.
- Take risks in learning as a learner of French and Spanish
 - Attempt to use recently learnt words in context.

TERM ONE	TERM TWO	TERM THREE
Topics: * Greetings and farewells (cont'd) * Stating where one lives * Making Friends * Numbers 0 – 20	Topics: * Shapes * Classroom objects * Describing and working with objects	Topics: * Family * Parts of the body * Survival Skills (cont'd)

THEMATIC AREAS

Psychosocial Development – *Making friends at school and in the community; showing interest in others.*







Cognitive Development – *Identifying self, family members, shapes, body parts and classroom objects. Solving mathematical operations.*



Ethical and Moral Development – *Showing kindness to others; developing a sense of appreciation for others; consideration of others.*

Psychomotor Development – *Physical responses to cues: using the body to describe and explain, to respond to questions and orders in the target language with exercises, actions, drawings, applause, etc.*

Topic	Communicative Objectives	Key Concepts	FRENCH Content & Example	SPANISH Content & Example	Assessment/Evaluation Activities	Didactic Activities / Resources
Greetings and Farewells	Alternative farewells	Goodbye See you later See you tomorrow See you soon	Tchao / Salut À plus (tard) À demain À bientôt	Chao Hasta luego Hasta mañana Hasta pronto	Students dip for an expression in <u>English</u> and say it in the target language. Students respond to simple oral situations where they are to give the answer in the target language.	Repetition Bag with expressions written on strips of paper
Stating where one lives	Exchanging information about one's place of dwelling	Address	Tu habites où? J'habite (à) ...	¿Dónde vives? Vivo en ...	Students interview a classmate in the target language to find out where he/she lives.	-
Making Friends	Review name, age, address	-	Comment tu t'appelles? Je m'appelle ... Tu as quel âge ? J'ai ... ans Tu habites où ? J'habite (à) ...	¿Cómo te llamas? Me llamo.... ¿Cuántos años tienes? Tengo ... años ¿Dónde vives? Vivo en ...	In pairs, students practise asking a classmate to be friends / to play as well as giving the possible responses in the target language. Students will create a mini-dialogue in the target language in which they meet a student on	Model activity with a puppet show Fruit / Sweets
	Alternative ways of asking	-	Toi, c'est qui?	¿Cuál es tu nombre? / Mi nombre es...		

	someone's name		Moi, c'est ... Je suis ...	¿Quién eres? Soy ...	the first day of school in which they exchange personal information and invite the person to be their friend or to play. Students are given four sweets/ fruit slices. For the first three sweets, they are to provide one piece of personal information in the target language (name, age, address). The fourth sweet is used to invite a classmate to be a friend / to play in the target language. They get to eat a sweet for every correct response.	
	Asking someone to be your friend / to play	-	On est ami(e)s? Tu veux jouer? Oui D'accord Mais oui	¿Somos amigos / amigas? ¿Quieres jugar? Sí Claro Cómo no		
Numbers	Identifying numbers and counting from 0 – 20	Review numbers 0 – 12 Names numbers from 13 – 20	Les numéros 0 à 20 C'est quel numéro? Deux!	Los números 0 a 20 ¿Qué número es? ¡Dos!	Students identify, in the target language, the number written on a card / poster. Students play a game of spin the bottle in groups of four. When the bottle points to the student, the group members call a number in English and he/she has	Repetition Card / Poster Bottle Worksheet

					to say it in target language. Students have a worksheet with five series containing two numbers each. The teacher will call one number per series in the target language and the students circle the one that is called from each series.	
	Carrying basic operations with numbers	Addition Subtraction	+ et / plus - moins	+ y / más - menos	Students listen to simple mathematical sums and give the response in the target language. Students will make up their own sums and will ask a classmate to provide the answer in the target language.	-
Shapes	Identifying basic shapes	Circle Triangle Square	Un cercle  Un triangle  Un carré 	Un círculo  Un triángulo  Un cuadrado 	Students identify shapes on a flashcard or drawn on the board in the target language. Students make shapes out of paper/ play dough/ plasticine as the teacher names each	Repetition Paper / Play dough / Plasticine Worksheets Cut outs of

		Rectangle	Un rectangle 	Un rectángulo 	shape in the target language.	shapes
	Counting how many sides a shape has	Consolidation of : - numbers; - shapes	Un rectangle a quatre côtés. (etc.)	Un rectángulo tiene cuatro lados. (etc.)	<p>Students are split into four large groups. Each group will form the shape it hears in the target language. The group with the most correct formations will earn a prize.</p> <p>Students find hidden shapes in a picture. Then they colour each shape in a colour stipulated by the teacher. N.B.: Shapes and colours can be identified in the target language.</p> <p>Students count the sides of shape cut-outs in the target language.</p>	
Classroom Objects	Identifying everyday classroom objects	<p>What is this?</p> <p>It is ...</p> <p>A pencil</p> <p>An exercise book</p> <p>An eraser</p> <p>A ruler</p>	<p>Qu'est-ce que c'est?</p> <p>C'est...</p> <p>Un crayon</p> <p>Un cahier</p> <p>Une gomme</p> <p>Une règle</p>	<p>¿Qué es esto?</p> <p>Es...</p> <p>Un lápiz</p> <p>Un cuaderno</p> <p>Una goma</p> <p>Una regla</p>	<p>Students identify the objects in the target language when shown a picture or the physical object.</p> <p>N.B.: This activity should be repeated as often as possible to help</p>	<p>Repetition</p> <p>Pictures / Physical objects</p>

					<p>students retain the vocabulary. Students can be given a few seconds to identify each object in the target language.</p> <p>Students name the basic objects they have in their bag / they see in the classroom in the target language.</p>	
Describing and working with objects	Using shapes to describe classroom objects.	Review: - classroom objects - shapes	<p>Un pupitre est un carré.</p> <p>Une règle est un rectangle.</p> <p>Une pendule est un cercle.</p>	<p>Un pupitre es un cuadrado.</p> <p>Una regla es un rectángulo.</p> <p>Un reloj es un círculo.</p>	<p>Students identify classroom objects by their shape in the target language.</p> <p>Students count how many objects in the class are of a particular shape. They identify the object and the number in the target language. <i>(Example: square – 2)</i></p> <p>Students choose a pathway with a particular shape leading to a classroom object identified on the worksheet. N.B. The teacher names the shape and the object in the</p>	Physical objects Worksheet

					target language.	
Family	Identifying the members of the immediate family Determinants (indefinite, numeric, possessive)	Family Father Mother Brother Sister Consolidation of numbers	Ma Famille Un père Une mère Un frère Une sœur Tu as des frères ou des sœurs ? Oui, j'ai un frère / une sœur / deux frères... Non, je suis enfant unique. C'est qui ? C'est mon père / ma mère ...	Mi familia Un padre Una madre Un hermano Una hermana ¿Tienes hermanos o hermanas? Sí, tengo un hermano / una hermana / dos hermanos ... No, soy hijo único / hija única ¿Quién es? Es mi papá / mamá...	Students interview a peer in the target language to find out how many brothers/sisters he/she has. Students watch a short clip in the target language about the family or sing a song on the same topic. Students use photographs to present their family to the class in the target language.	Repetition Video clip / song Pictures
The Body	Identifying body parts (Face)	Eyes Nose Mouth Ears Chin	Les yeux Le nez La bouche Les oreilles Le menton	Los ojos La nariz La boca Las orejas El mentón	Students point to the body parts as the teacher names them in the target language. Students name the body parts in the target language as the teacher points to them. Students play "Jacques a	Repetition Realia Game: Simon says

					dit: - touche les yeux” / “Simon dice: - toca los ojos”	
Survival Skills (cont'd)	Expressing basic information	I am hot I am cold I don't know I don't understand I have finished/ I'm done	J'ai chaud J'ai froid Je ne sais pas Je ne comprends pas J'ai fini	Tengo calor Tengo frío No sé No comprendo He terminado	Students decode the message in the target language conveyed by the emoticons. Students make gestures / facial expressions depict the expressions identified in the target language.	Repetition Emoticons Charades

GRADE LEVEL: GRADE TWO
AGE RANGE: 7 – 8 YEARS

GENERAL OBJECTIVES

VALUES

- Develop a positive attitude towards the learning of French and Spanish.

KNOWLEDGE AND UNDERSTANDING

- Decode French and Spanish that is spoken clearly and simply;
- Respond appropriately to spoken French and Spanish;
- Be able to provide and solicit information from others.

SPECIFIC OBJECTIVES

VALUES

- Participate with enthusiasm in French and Spanish activities
 - Participate willingly in activities;
 - Show interest in words and sounds.
- Take risks in learning as a learner of French and Spanish
 - Attempt to use recently learnt words in context;
 - Use prior knowledge in a new context.

TERM ONE Topics: * Alphabet * Days of the week * Months of the year * Numbers 0 – 31 * Date	TERM TWO Topics: * Operation with numbers (cont'd) * Family (cont'd) * Home	TERM THREE Topics: * Body Parts * My body in action
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THEMATIC AREAS

Psychosocial Development – *Learning to share information with others.*

Cognitive Development – *Identifying family members; stating the date; discussing the body and actions.*

Ethical and Moral Development – *Showing respect for authority; understanding one's body.*

Psychomotor Development – *Physical responses to cues: using the body to describe and explain, to respond to questions and orders in the target language with exercises, actions, drawings, applause, etc.*

Topic	Communicative Objectives	Key Concepts	FRENCH Content & Example	SPANISH Content & Example	Assessment/Evaluation Activities	Didactic Activities / Resources
Alphabet	Reciting alphabet and identifying the letters	Alphabet What letter is this?	L'alphabet C'est quelle lettre?	El alfabeto / El abecedario ¿Qué letra es?	Students recite the alphabet in the target language. Students have a worksheet with fifteen series containing one letter in different colours. The teacher will call the letter and colour in the target language for each series and the students circle the one that is called.	Repetition Song Poster / Chart Worksheet Bingo cards Game : Alphabet Sparkle
	Asking how to spell each other's name	How do you spell your first name /surname?	Comment ça s'écrit ton prénom / ton nom de famille ? OU Comment ça s'écrit Martin / Dubois ?	¿Cómo se escribe tu nombre / tu apellido? O ¿Cómo se escribe Martín / García?	Students ask their classmates to spell either their first name or surname in the target language. Students play a game of	

					BINGO in the target language.	
Days of the Week	Naming the days of the week	Is today ...? Yesterday Tomorrow	Les jours de la semaine C'est lundi, aujourd'hui? Oui, c'est lundi. Non, c'est mardi. Et hier? Dimanche. Et demain? Mardi.	Los días de la semana ¿Hoy es lunes? Sí, es lunes. No, es martes. Y, ¿ayer? Domingo. Y, ¿mañana? Martes.	Students look at drawings of various activities and identify the day, in the target language, that each activity is done. Students answer questions orally in the target language about the days of the week.	Repetition Pictures/ Drawings Song
Months of the Year	Naming the months of the year	What month are we in?	Les mois de l'année Nous sommes en quel mois? Nous sommes en octobre.	Los meses del año ¿En qué mes estamos? Estamos en octubre.	Students identify the missing months in a series orally in the target language. Students identify the month, in the target language, associated with various local cultural activities and/or known international feasts.	Repetition Song
Numbers	Identifying numbers and counting from 0 – 31	Review numbers 0 – 20	C'est quel numéro? Vingt-cinq!	¿Qué número es? ¡Veinticinco!	Students identify the number, in the target language, written on a card / poster.	Repetition Card/Poster

		Names numbers from 21 – 31			<p>Students have a worksheet with five series containing two numbers each. The teacher will call one number per series in the target language and the students circle the one that is called from each series.</p> <p>Students complete number sequences orally in the target language.</p> <p>Students play the clapping game “Silence”. However, they must say each number in the target language.</p>	Worksheet Game: “Silence”
Date	Enquiring about the date	<p>What is today’s date?</p> <p>Today is...</p>	<p>Nous sommes quelle date? / Quelle est la date (d’) aujourd’hui?</p> <p>Nous sommes (lundi) le ... / Aujourd’hui, c’est (lundi) le ...</p>	<p>¿A cuántos estamos (hoy)? / ¿Qué fecha es hoy?</p> <p>Estamos a (lunes)... de... / Hoy es (lunes) el ... de ...</p>	<p>Students state the dates identified on a calendar in the target language.</p> <p>Students work in pairs and ask each to state different dates in the target language.</p> <p>Students state the date</p>	<p>Repetition/ Modelling</p> <p>Calendar</p>

					of various activities identified in English in the target language.	
Numbers (cont'd)	Performing operations with numbers	Consolidation of: Addition Subtraction	+ et / plus - moins	+ y / más - menos	Students listen to simple mathematical sums and give the response in the target language. Students will make up their own sums and will ask a classmate to provide the answer in the target language.	-
Family (cont'd)	Identifying some members of the extended family Possessive determinant	Who is it? This is my... Grandfather Grandmother Uncle Aunt Cousin Stepfather Stepmother	C'est qui? C'est ... mon grand-père ma grand-mère mon oncle ma tante mon cousin / ma cousine mon beau-père ma belle-mère	¿Quién es? Es ... mi abuelo mi abuela mi tío mi tía mi primo mi prima mi padrastro mi madrastra	Students provide orally the equivalent in the target language of the family member mentioned in English. They may be given a few seconds for this. Students introduce their family members to the class in the target language using pictures/drawings. Students have five series of two pictures and choose the picture which portrays the family member	Repetition Pictures / Drawings Puppet Show Song Listening comprehension

					identified in the target language in each series.	
Home	Enquiring about each other's dwelling place	House Apartment	une maison un appartement Tu habites (dans) une maison ou (dans) un appartement ? J'habite (dans) une maison / (dans) un appartement.	una casa un apartamento ¿Vives en una casa o en un apartamento? Vivo en una casa / en un apartamento	Students participate in a question and answer session in the target language on their type of dwelling. Students engage in a role play in which they introduce themselves (name, age address) and exchange information about the type of dwelling and whom they live with in the target language. Students create models of their homes in play dough and present it to the class orally in the target language. <i>(Modification: Students can draw instead of using play dough).</i> Students listen to a short passage in the target language and answer questions based on it in English on their answer sheet.	Repetition Pictures / Drawing Play dough Song / Video Clip Listening comprehension Worksheet Role play Charades
	Stating who one lives with	Review members of the family	Avec qui habites-tu? J'habite avec ma mère, mon frère et ma grand-mère.	¿Con quién vives? Vivo con mi mamá, mi hermano y mi abuela.		
	Identifying the parts of the house	The house What is this? This is a ... bedroom bathroom toilet kitchen living room dining room garage garden	La maison Qu'est-ce que c'est ? C'est ... une chambre une salle de bains des toilettes une cuisine un salon / un séjour une salle à manger un garage un jardin	La casa ¿Qué es (esto)? Es ... un dormitorio un baño un baño una cocina un salón / una sala un comedor un garaje un jardín		
	Enquiring	How many	Il y a combien de	¿Cuántas habitaciones		

	<p>about the number of rooms in a house / apartment</p>	<p>rooms are there at your home?</p> <p>There are</p>	<p>pièces chez toi / à la maison?</p> <p>Il y a cinq pièces (chez moi) : une chambre, un salon, une salle à manger, une salle de bains et une cuisine.</p> <p>Tu as un jardin chez toi / à la maison ?</p> <p>Oui, j'ai un jardin. Non, j'ai un garage.</p>	<p>hay en tu casa?</p> <p>Hay cinco habitaciones: un dormitorio, un salón, un comedor, un baño y una cocina.</p> <p>¿Tienes un jardín en casa?</p> <p>Sí, tengo un jardín. No, tengo un garaje.</p>	<p>Students orally identify in the target language the various parts of the house seen in pictorial form.</p> <p>Students perform different actions associated with various rooms of the house and the class has to identify the room in the target language.</p> <p>Students transform sections of the class into different rooms in the house and give their peers a tour identifying the rooms in the target language.</p> <p>Students have a worksheet with five series containing two pictures each of the parts of the house. The teacher will call one room/part of the house per series in the target language and the students circle the one that is called from each</p>	
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					series. Students exchange information orally in the target language about the number of rooms at their homes.	
Body Parts (cont'd)	Identifying body parts	Review of body parts (face) Name other body parts Head Hair Teeth Shoulder Arm Hand Finger Belly Leg Knee Foot Toes	Révision : Les yeux, le nez, la bouche, les oreilles, le menton Le corps la tête les cheveux les dents l'épaule le bras la main le doigt le ventre la jambe le genou le pied les orteils	Repaso : Los ojos, la nariz, la boca, las orejas, el mentón El cuerpo la cabeza el pelo los dientes el hombro el brazo la mano el dedo la barriga la pierna la rodilla el pie los dedos (del pie)	Students identify the parts of the body on a chart / poster in the target language. Students mime an action done with a body part and the class names the body part in the target language. Students carry out the command given in the target language to touch specific body parts. Students participate in a game of "Jacques a dit" / "Simón dice"	Repetition/Modelling Song: Head Shoulders, Knees and Toes Chart/poster Mime / Charades Game: Simon says Listening comprehension
	Understanding simple commands showing movement	Carry out simple commands	Bouge Bougez Touche Touchez Saute Sautiez Parle Parlez Marche Marchez	Muévete Muévanse Toca Toquen Salta Salten Habla Hablen Camina Caminen	Students have five series of three pictures and they circle the body part named in the target language in each series.	

	Stating what actions are done with different body parts	Identifying actions that correspond with body parts	<p>Je touche avec la main.</p> <p>J'écris avec la main.</p> <p>Je mange avec la bouche.</p> <p>Je parle avec la bouche.</p> <p>Je bois avec la bouche.</p> <p>Je vois avec les yeux.</p> <p>Je marche avec les pieds.</p> <p>Je saute avec les jambes.</p>	<p>Toco con la mano.</p> <p>Escribo con la mano.</p> <p>Como con la boca.</p> <p>Hablo con la boca.</p> <p>Bebo con la boca.</p> <p>Veo con los ojos.</p> <p>Camino con los pies.</p> <p>Salto con las piernas.</p>	<p>Students have five series of two pictures and they circle the body part that corresponds to the action mentioned in the target language for each series of pictures.</p> <p>Students match drawings of the body part and the actions done. Then they can make a short sentence orally in the target language.</p>	<p>Repetition/ Modelling</p> <p>Listening comprehension</p> <p>Worksheet</p>
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GRADE LEVEL: GRADE THREE

AGE RANGE: 8 – 9 YEARS

GENERAL OBJECTIVES

VALUES

- Develop a positive attitude towards the learning of French and Spanish;
- Appreciate the learning of French and Spanish as a tool for personal, social and intellectual development.

KNOWLEDGE AND UNDERSTANDING

- Decode French and Spanish that is spoken clearly and simply;
- Respond appropriately to spoken French and Spanish;
- Be able to provide and solicit information from others;
- Communicate orally in French and Spanish on matters directly related to their daily lives.

SPECIFIC OBJECTIVES

VALUES

- Participate with enthusiasm in French and Spanish activities
 - Participate willingly in activities;
 - Show interest in words and sounds.
- Take risks in learning as a learner of French and Spanish
 - Attempt to use recently learnt words in context;
 - Use prior knowledge in a new context;
 - Use different means of making oneself understood (gestures, movement, etc.).

TERM ONE	TERM TWO	TERM THREE
Topics: * Survival Skills (Cont'd) * Numbers (cont'd) * Discussing birthdays * Expressing Holiday Wishes	Topics: * Foods * Time	Topics: *Animals in the Neighbourhood

THEMATIC AREAS

Psychosocial Development – *Sharing responsibilities; celebrating together.*

Cognitive Development – *Identifying and describing animals and routines; expressing simple wishes.*

Ethical and Moral Development – *Developing a sense of appreciation for their environment and routines.*

Psychomotor Development – *Physical response to cues given in the target language with drawings, actions, etc.*

Topic	Communicative Objectives	Key Concepts	FRENCH Content & Example	SPANISH Content & Example	Assessment/Evaluation Activities	Didactic Resources
Survival Skills (cont'd)	Understanding and carrying out simple classroom instructions	Look Cut Out Circle Colour Stick Draw Trace	Regardez Découpez Entourez Coloriez Collez Dessinez Décalquez	Miren Recorten Rodeen con un círculo Coloreen Peguen Dibujen Calquen	<p>Students decode instructions portrayed in pictures in the target language.</p> <p>Students carry out instructions in the target language on various worksheets containing instructions to colour / circle / cut out various objects.</p> <p>In groups of three or more, students role play a scene with a teacher giving instructions to his/her class in the target language.</p> <p>Students play a game of “Jacques a dit” / “Simón dice”.</p>	<p>Repetition</p> <p>Pictures</p> <p>Worksheets</p> <p>Scissors</p> <p>Crayons / Markers</p> <p>Role Play</p> <p>Game: Simon says</p>
Numbers	Identifying	Review	Les numéros 0 à 50	Los números 0 a 50	Students identify the	Repetition

	<p>numbers and counting from 0 – 50</p>	<p>numbers 0 – 31</p> <p>Name numbers 32 – 50</p>	<p>C'est quel numéro? Trente-neuf!</p>	<p>¿Qué número es? ¡Treinta y nueve!</p>	<p>number written on a card / poster in the target language.</p> <p>Students have a worksheet with fifteen series containing two numbers each. The teacher will call one number per series in the target language and the students circle the one that is called from each series.</p> <p>Students complete number sequences orally in the target language.</p> <p>Students play the clapping game “Silence”. However, they must say each number in the target language.</p> <p>Students are put into groups. Each group will be given approximately 5 minutes to make as many baskets as possible. Students must count each basket in the</p>	<p>Card/Poster</p> <p>Worksheet</p> <p>Game: “Silence”</p> <p>Basketball court / football field</p>
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					target language. (This activity can be modified: e.g., how many goals can be scored in 5 minutes).	
Discussing Birthdays	Exchanging birthday information	When is your birthday? My birthday is...	C'est quand, ton anniversaire? Mon anniversaire, c'est le...	¿Cuándo es tu cumpleaños? Mi cumpleaños es el.... de....	Students create a classroom birthday calendar. To do so, they must enquire about each other's birthday in the target language and write the students' names on a chart / calendar by the appropriate dates. Students work in pairs and prepare a simple dialogue in the target language in which they exchange personal information: name, age, address and birthday.	Repetition/ Modelling Chart / Calendar Role Play
	Wishing someone a happy birthday	Happy Birthday!	Bon anniversaire ! / Joyeux anniversaire !	¡Cumpleaños feliz! / ¡Feliz cumpleaños!	Students wish each other happy birthday in the target language whenever a classmate celebrate his/her birthday. Students can create a simple happy birthday	Repetition/ Modelling Birthday song Crayons

					card/collage for their friend / relative in the target language.	Paper Scissors Glue
	Inviting someone to your birthday party	Come to my party	Viens à ma boum / fête ! / Tu veux venir à ma boum?	Te invito a mi fiesta. / ¿Quieres ir a mi fiesta?	In pairs, students will, in the target language, invite a friend to their birthday party and the friend will either accept or decline the invitation.	Repetition/ Modelling Puppet Show Role Play Video Clip / Song
	Accepting / Declining an invitation	Sure. Thanks. Certainly! No, thanks. Sorry, I can't	D'accord. Merci. Mais oui ! Non merci. Désolé(e)	De acuerdo. Gracias. ¡Cómo no! No gracias. Lo siento, no puedo.		
Holiday Wishes	Expressing simple holiday wishes	Merry Christmas Happy New Year	Joyeux Noël ! / Bon Noël ! Bonne Année!	¡Feliz Navidad! ¡Feliz Año Nuevo!	Students create simple Christmas and New Years cards / collages for their friends / teacher / relative in the target language.	Crayons Paper Scissors Glue

					Students wish each other orally Merry Christmas and Happy New Year in the target language.	Repetition
Foods	Identifying and naming foods	Food Vocabulary Asking and saying what one eats and drinks	Fruits Légumes Produits Laitiers Boissons Qu'est-ce que tu manges / bois? Je mange du ... / de la ... / des Je bois du ... / de la ... / des	Frutas Legumbres Productos lácteos Bebidas ¿Qué comes / bebes? Como ... Bebo....	Students name the food they see on pictures / flashcards in the target language. Students draw foods that the teacher calls out in the target language. Students create a shop with different foods and identify two or three foods they want in the target language (Example: water, bread, cheese). Students prepare a table with five foods and/or drinks they eat/drink at a party. Then name each item in the target language. Students create a meal out of play dough and present it to the class in	Repetition Pictures / flashcards Paper Pencil Realia Play dough Worksheet Song / Video

					<p>the target language.</p> <p>In groups, students conduct a mini-survey to determine what food each member eats and drinks. Then, they say the food and state how many people in their group eat/drink it in the target language. (Example: Juice – 4, etc.)</p> <p>Students have ten series of two pictures. First they circle the foods/drinks the teacher calls. Then, they will put the foods that are not circled in the colours specified by the teacher in the target language.</p> <p>Students can create a simple jingle about the foods they eat/drink in the target language.</p>	
Time	Telling time on the hour	What time is it? It is ...	Quelle heure est-il? / Il est quelle heure? Il est midi.	¿Qué hora es? Es mediodía.	Students create paper clocks and ask their nearest classmate the time displayed on the	Repetition/ Modelling Paper clocks

			Il est deux heures.	Son las dos.	clock in the target language. (N.B.: Instructions for making the clocks can be given in the target language). Students identify the time displayed on the various clocks printed on their worksheet / on flashcards in the target language. Students play “Monsieur Loup” / “Señor Lobo”.	(Paper, scissors, glue) Worksheets Flashcards Game: Mr. Wolf
	Identifying meal times	Breakfast Lunch Dinner	Le petit-déjeuner est à ... heures. Le déjeuner est à ... heures. Le dîner est à ... heures.	El desayuno es a las ... El almuerzo es a las ... La cena es a las ...	Students state the times of the various meals in the target language. Students identify the meal portrayed in the picture form orally in the target language.	Repetition/Modelling Pictures
Animals in the Neighbourhood	Identifying and naming animals in our environment	What animal is this? It is a ...	Les animaux domestiques Qu'est-ce que c'est ? C'est un / une ...	Los animales domésticos ¿Qué es (esto)? Es un / una ...	Students name the animals in picture form in the target language. Students draw the animals the teacher calls out in the target language.	Repetition/Modelling Pictures Paper & Pencil Worksheet &

		Is it a cat?	C'est un chat?	¿Es un gato?	Students put the animals on the worksheet provided in the colours specified by the teacher in the target language.	crayons / markers						
		Yes, it is a cat.	Oui, c'est un chat.	Sí, es un gato.			Students create replicas of the animals they have at home / they would like to have in play dough and present them to the class in the target language.	Song: Old Mac Donald				
		No, it is a dog.	Non, c'est un chien.	No, es un perro.					Students mimic animals sounds / activities and the class must name the animal in the target language. (N.B.: They can create animal costumes out of Bristol board, paper, glues and bits of cloth. Instructions are given in the target language.)	Play dough		
		Do you have a horse?	Tu as un cheval ?	¿Tienes un caballo?							Worksheet & Pencil	
		Yes, I have a horse	Oui, j'ai un cheval.	Sí, tengo un caballo.								Recordings of animal sounds.
		No, I have a cow	Non, j'ai une vache.	No, tengo una vaca.								
	Characterising and distinguishing familiar animals	Review of colours										
		Is the pig pink?	Le cochon est rose ?	¿El cerdo es rosado?								
		Yes, pink.	Oui, rose.	Sí, rosado.								
		No, black.	Non, noir.	No, negro.								
	What animal says baa?	Quel animal fait <u>bêê</u> ?	¿Qué animal hace <u>bee</u> ?									
	A sheep.	Un mouton	Una oveja									

					<p>by the teacher in the target language for each series of pictures.</p> <p>Students listen to animals sounds and identify the animal in the target language.</p> <p>Students sing Le Vieux MacDonald a une ferme / La Granja del Viejo MacDonald and create a verse with an animal and its sound in the target language.</p>	
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GRADE LEVEL: GRADE FOUR
AGE RANGE: 9 – 10 YEARS

GENERAL OBJECTIVES

VALUES

- Develop a positive attitude towards the learning of French and Spanish;
- Appreciate the learning of French and Spanish as a tool for personal, social and intellectual development.

KNOWLEDGE AND UNDERSTANDING

- Decode French and Spanish that is spoken clearly and simply;
- Respond appropriately to spoken French and Spanish;
- Be able to provide and solicit information from others;
- Communicate orally in French and Spanish on matters directly related to their daily lives.

SPECIFIC OBJECTIVES

VALUES

- Participate with enthusiasm in French and Spanish activities
 - Participate willingly in activities;
 - Show interest in words and sounds.
- Take risks in learning as a learner of French and Spanish
 - Attempt to use recently learnt words in context;
 - Use prior knowledge in a new context;
 - Consider errors as part of the learning process;
 - Use different means of making oneself understood (gestures, movement, etc.).

TERM ONE Topics: * Greetings and farewells (cont'd) * Health * Foods (cont'd)	TERM TWO Topics: * Weather * Clothing	TERM THREE Topics: * Numbers (cont'd) * Making friends (cont'd)
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THEMATIC AREAS

Psychosocial Development – *Healthy eating practices; protecting body from weather elements*

Cognitive Development – *Healthy body; healthy habits*

Ethical and Moral Development – *Taking responsibility for personal health and taking interest in other people's well-being*

Psychomotor Development – *Physical responses to cues: using the body to describe and explain, to respond to questions and orders in the target language with exercises, actions, drawings, applause, etc.*

Topic	Communicative Objectives	Key Concepts	FRENCH Content & Example	SPANISH Content & Example	Assessment/Evaluation Activities	Didactic Resources
Greetings and farewells (cont'd)	Additional Greetings and farewells	Until we see again	À la prochaine !	¡Hasta la vista!	Students identify what greeting or farewell is portrayed in pictures in the target language.	Repetition Pictures Role Play Puppet show Song / Video clip
		Good night (before bed)	Bonne nuit	Buenas noches		
		How are you?	(Comment) ça va? / Tu vas bien ?	¿Cómo estás? / ¿Qué tal?	Students role play a simple dialogue with greetings and farewells in the target language. They should also exchange personal information: name, age, address, and birthday.	
		(Very) well, thanks.	(Ça va) (Très) bien, merci.	(Estoy) (Muy) bien, gracias.		
		Not too badly, thanks.	Pas mal, merci.	(Estoy) regular, gracias.	Students answer simple questions in English / in Multiple Choice format based on a simple listening comprehension passage containing information on greetings and farewells in the target language.	
		So so ...	Comme ci, comme ça	Así así / más o menos		
	Terms of endearment for family members	daddy	papa	papá / papi		
		mummy	maman	mamá / mami		
		grandma	mamie	abuelita		

		grandpa	pépé / papi	abuelito	<p>Students identify the members of the family using the terms of endearment in the target language.</p> <p>Students provide answers in the target language to simple situations described orally in English.</p>	
Health	Expressing state of health, feelings and emotions	<p>I am fine</p> <p>I am feeling down</p> <p>I am sick</p> <p>I have a headache</p> <p>I have a belly ache</p> <p>I have a flu</p> <p>I am happy</p> <p>I am sad</p> <p>I am tired</p>	<p>Ça va bien.</p> <p>Ça va mal.</p> <p>Je suis malade.</p> <p>J'ai mal à la tête.</p> <p>J'ai mal au ventre.</p> <p>J'ai la grippe.</p> <p>Je suis content(e).</p> <p>Je suis triste.</p> <p>Je suis fatigué(e).</p>	<p>Estoy bien.</p> <p>Estoy mal.</p> <p>Estoy enfermo / enferma.</p> <p>Me duele la cabeza.</p> <p>Me duele la barriga.</p> <p>Tengo la gripe.</p> <p>Estoy contento/a.</p> <p>Estoy triste.</p> <p>Estoy cansado/a.</p>	<p>Students role play a visit to the doctor and identify what is wrong with them in the target language.</p> <p>Students respond orally in the target language to the teacher's questions on their state of health, feelings and emotions.</p> <p>Students identify, in the target language, what emotion/ feeling or state of health is portrayed by various emoticons / pictures.</p> <p>Students identify with a number on their</p>	<p>Repetition</p> <p>Role Play</p> <p>Emoticons / Pictures</p> <p>Worksheet</p>

					worksheet, the pictures (random order) which represent the feeling/emotion or state of health the teacher has called out in the target language.	
Foods (cont'd)	Identifying and discussing meals and healthy foods	Review of foods and names of meals Additional food vocabulary	Fruits Légumes Viandes Produits laitiers Boissons Qu'est-ce que tu manges / bois au petit déjeuner / au déjeuner/ au dîner ? Au petit déjeuner, je mange / bois du... / de la ... / des ... Au déjeuner, je mange / bois du ... / de la ... / des ... Au dîner, je mange / bois du... / de la ... des	Frutas Legumbres Carnes Productos lácteos Bebidas ¿Qué desayunas / almuerzas / cenas? Desayuno ... Almuerzo ... Ceno ...	Students name the food they see on pictures / flashcards in the target language. Students draw foods that the teacher calls out in the target language. Students create a shop with different foods and identify five healthy foods they want in the target language (Example: water, bread, cheese). Students prepare a table with five foods and/or drinks they have at one of the meals. Then name each item in the target language. Students create a	Repetition Pictures / flashcards Paper Pencil Realia Play dough Worksheet Song / Video

					<p>healthy meal out of play dough and present it to the class in the target language.</p> <p>In groups, students conduct a mini-survey in the target language to determine what healthy foods each member eats and drinks. Then, they say the food and state how many people in their group eat/drink it in the target language. (Example: Water – 4, etc.)</p> <p>Students have ten series of two pictures. First they circle the foods/drinks the teacher calls in the target language. Then, they will put the foods that are not circled in the colours specified by the teacher in the target language.</p> <p>Students can create a simple jingle in the target language about</p>	
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					the foods they eat/drink.	
Weather	Identifying different weather conditions affecting our region.	<p>Review adverbs of time (today and tomorrow)</p> <p>Review of days of the week</p> <p>What is the weather like?</p> <p>The weather is good /fine</p> <p>The weather is bad</p> <p>It is hot</p> <p>It is cold</p> <p>It is windy</p> <p>It is sunny</p> <p>It is cool</p> <p>It is raining</p>	<p>Aujourd'hui</p> <p>Demain</p> <p>Les jours de la semaine (révision)</p> <p>Quel temps fait-il?</p> <p>Il fait beau.</p> <p>Il fait mauvais.</p> <p>Il fait chaud.</p> <p>Il fait froid.</p> <p>Il fait du vent.</p> <p>Il fait (du) soleil.</p> <p>Il fait frais.</p> <p>Il pleut.</p>	<p>Hoy</p> <p>Mañana</p> <p>Los días de la semana (repaso)</p> <p>¿Qué tiempo hace?</p> <p>Hace buen tiempo.</p> <p>Hace mal tiempo.</p> <p>Hace calor.</p> <p>Hace frío.</p> <p>Hace viento.</p> <p>Hace sol.</p> <p>Hace fresco.</p> <p>Llueve / Está lloviendo.</p>	<p>Students state what the weather is like during various lessons in the target language.</p> <p>Students look at a weekly weather forecast and state the weather conditions on the different days in the target language.</p> <p>Students present a two day weather forecast in the target language to the class.</p> <p>Students listen to a series of short simple sentences on weather and feelings / emotions in the target language and they match the weather condition to the feeling/emotion on their worksheet.</p> <p>Students choose one picture showing a weather condition and one picture showing a</p>	<p>Repetition</p> <p>Realia</p> <p>Copies of weather forecast (newspaper clipping, prints from internet)</p> <p>Listening Comprehension Worksheet</p> <p>Pictures</p>

					food/drink and make a simple sentence in the target language containing both bits of information (Example: It is raining. I drink tea)	
Clothing	Identifying and naming common articles of clothing	<p>Clothes</p> <p>What is this?</p> <p>Shirt Pants Shorts Skirt Dress T-Shirt Ribbons Belt Shoes Uniform Raincoat Underwear Panty Sweater Sandals Sneakers Socks</p> <p>What are you wearing?</p> <p>I am wearing</p>	<p>Les vêtements</p> <p>Qu'est-ce que c'est?</p> <p>une chemise un pantalon un short une jupe une robe un tee-shirt des rubans une ceinture des chaussures un uniforme un imperméable un slip une culotte un sweat / un sweater des sandales des baskets / tennis des chaussettes</p> <p>Qu'est-ce que tu portes ?</p> <p>Je porte un uniforme.</p>	<p>La ropa</p> <p>¿Qué es esto?</p> <p>una camisa un pantalón un short una falda un vestido una camiseta unas cintas un cinturón unos zapatos un uniforme un impermeable un calzoncillo unas pantaletas un suéter unas sandalias unas zapatillas unas medias / unos calcetines</p> <p>¿Qué llevas?</p> <p>Llevo un uniforme.</p>	<p>Students identify articles of clothing in the target language seen in pictures / on flashcards.</p> <p>Students cut out articles of clothing identified in the target language by the teacher from magazine pictures provided.</p> <p>Students say simple sentences orally in the target language about what article(s) of clothing they wear for different weather conditions.</p> <p>Students name the possible articles of clothing in the target language that a family member identified by the teacher in the target language would wear.</p>	<p>Repetition</p> <p>Pictures / Flashcards</p> <p>Magazine Pictures & Scissors</p> <p>Listening Comprehension Worksheet</p> <p>Paper, pencil</p> <p>Realia</p> <p>Camera , Pictures & Photocopier / Printer</p>

		a uniform.			<p>(<i>Example: mummy: skirt, dress, etc.</i>)</p> <p>Students have ten series of two pictures. First they circle the article of clothing the teacher calls in the target language. Then, they will put the articles of clothing that are not circled in the colours specified by the teacher in the target language.</p> <p>Students listen to simple sentences in the target language containing information about weather conditions and the articles of clothing worn. They will draw the pictures for each sentence.</p> <p>Students participate in a dress race for a particular event identified in <u>English</u> (church, school, party, funeral...). They must dress in a minute and a half. Then they must name the articles of</p>
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					<p>clothing they are wearing in the target language.</p> <p>Students invent “Fashion Week Activity” where they must model their latest fashion and name the articles of clothing they are wearing in the target language. They take pictures to create a class magazine.</p>	
Numbers (cont’d)	Identifying numbers and counting from 0 – 60	Review numbers 0 – 50 Name numbers 51 – 60	Les numéros 0 à 60 C’est quel numéro? Cinquante-trois!	Los números 0 a 60 ¿Qué número es? ¡Cincuenta y tres!	<p>Students identify the number written on a card / poster in the target language.</p> <p>Students have a worksheet with fifteen series containing four numbers each. The teacher will call one number per series in the target language and the students circle the one that is called from each series.</p> <p>Students complete number sequences orally in the target</p>	<p>Repetition</p> <p>Card/Poster</p> <p>Worksheet</p> <p>Game: “Silence”</p> <p>Basketball court / football field</p>

					<p>language.</p> <p>Students play the clapping game “Silence”. However, they must say each number in the target language.</p> <p>Students are put into groups. Each group will be given approximately 5 minutes to make as many baskets as possible. Students must count each basket in the target language. (This activity can be modified: e.g., how many goals can be scored in 5 minutes).</p>	
Making friends (cont’d)	Exchanging personal information in a more detailed manner	<p>Introduce oneself and ask someone about himself/herself</p> <ul style="list-style-type: none"> - name - age - address - birthday - siblings - pets - clothing 	<p>Comment t’appelles-tu? / Toi, c’est qui?</p> <ul style="list-style-type: none"> - Je m’appelle / Moi, c’est / Je suis ... <p>Tu as quel âge?</p> <ul style="list-style-type: none"> - J’ai ... ans. <p>Où habites-tu?</p> <ul style="list-style-type: none"> - J’habite (à) ... 	<p>¿Cómo te llamas? / ¿Cuál es tu nombre? / ¿Quién eres?</p> <ul style="list-style-type: none"> - Me llamo / Mi nombre es / Soy... <p>¿Cuántos años tienes?</p> <ul style="list-style-type: none"> - Tengo... años. <p>¿Dónde vives?</p> <ul style="list-style-type: none"> - Vivo en ... 	<p>Students respond in the target language to the oral situation described by the teacher in English.</p> <p>Students role play an encounter with a new classmate / friend / relative in the target language. They must exchange as much</p>	<p>Repetition</p> <p>Puppet Show</p> <p>Role Play</p> <p>Listening comprehension</p>

		- food	<p>C'est quand, ton anniversaire? - Mon anniversaire, c'est le</p> <p>Tu as des frères ou des sœurs? - J'ai ... frères / sœurs</p> <p>- Je suis enfant unique</p> <p>Tu as un chien ? - Oui, j'ai un chien - Non, j'ai un mouton</p> <p>Qu'est-ce que tu portes ? - Je porte</p> <p>Qu'est-ce que tu manges / bois ? - Je mange / bois du / de la / des</p>	<p>¿Cuándo es tu cumpleaños? - Mi cumpleaños es el ... de ...</p> <p>¿Tienes hermanos o hermanas? - Tengo ... hermanos / hermanas - Soy hijo/a único/a</p> <p>¿Tienes un perro? - Sí, tengo un perro - No, tengo una oveja</p> <p>¿Qué llevas? - Llevo ...</p> <p>¿Qué comes / bebes? - Como / bebo ...</p>	<p>personal information as possible in keeping with the content outlined in this section.</p> <p>Students host a television show for Fashion Week. The host interviews his guests (requesting some personal information) in the target language and asks them to say what they are wearing.</p> <p>Students role play a telephone conversation between themselves and a French/Spanish pen pal in which they introduce themselves and discuss what they eat and drink in the target language.</p>
	Expressing pleasure at meeting someone.	Nice / Pleased to meet you.	Enchanté(e)	Mucho gusto Encantado/a	<p>Students listen to a short passage in the target language about someone and answer questions based on it in English. N.B. Questions can be open ended, true/false or multiple choice formats.</p>
	Saying how many people are in one's family.	How many persons are there in your family?	Vous êtes combien dans ta famille?	¿Cuántos son en tu familia?	

		There are four of us: my mom, my dad, my brother and I.	On est quatre : ma mère, mon père, mon frère et moi.	Somos cuatro: mi mamá, mi papá, mi hermano y yo.		
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GRADE LEVEL: GRADE FIVE

AGE RANGE: 10 – 11 YEARS

GENERAL OBJECTIVES

VALUES

- Develop a positive attitude towards the learning of French and Spanish;
- Appreciate the learning of French and Spanish as a tool for personal, social and intellectual development.

KNOWLEDGE AND UNDERSTANDING

- Decode French and Spanish that is spoken clearly and simply;
- Respond appropriately to spoken French and Spanish;
- Be able to provide and solicit information from others;
- Communicate orally in French and Spanish on matters directly related to their daily lives.

SPECIFIC OBJECTIVES

VALUES

- Participate with enthusiasm in French and Spanish activities
 - Participate willingly in activities;
 - Show interest in words and sounds.
- Take risks in learning as a learner of French and Spanish
 - Attempt to use recently learnt words in context;
 - Use prior knowledge in a new context;
 - Consider errors as part of the learning process;
 - Use different means of making oneself understood (gestures, movement, etc.);
 - Use past experiences as a guide in taking on a new challenge.

TERM ONE Topics: * Introducing Friends * Time (cont'd)	TERM TWO Topics: * Neighbourhood and Public Places	TERM THREE Topics: * Modes of Transport * Weather (cont'd)
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THEMATIC AREAS

Psychosocial Development – *Taking the initiative to make and introduce new friends.*

Cognitive Development – *Describing the neighbourhood: identify public amenities, weather patterns and modes of transport; telling time.*

Ethical and Moral Development – *Developing an appreciation for one's community*

Psychomotor Development – *Physical responses to cues: using the body to describe and explain, to respond to questions and orders in the target language with exercises, actions, drawings, applause, etc.*

Topic	Communicative Objectives	Key Concepts	FRENCH Content & Example	SPANISH Content & Example	Assessment/Evaluation Activities	Didactic Resources
Introducing Friends	Introducing oneself (review)	Greetings, salutations; presenting personal information	Salut ! Je suis ... J'ai ... ans. J'habite (à) ... Mon anniversaire, c'est le ... J'ai frère(s) / sœur(s). J'ai un chien. Au revoir!	¡Hola! Soy... Tengo... años. Vivo en... Mi cumpleaños es el... de... Tengo... hermano(s) / hermana(s). Tengo un perro. ¡Adiós!	Students introduce themselves to the class in the target language. Students interview a classmate in the target language.	Repetition Puppet Show Video Clip Song
	Enquiring about new friends (review)	Enquiring about name, age, address, birthday, siblings, pets, family	Comment t'appelles – tu ? Tu as quel âge ? Tu habites où? C'est quand, ton anniversaire ? Tu as des frères ou sœurs ? Tu as un animal ? Vous êtes combien dans ta famille ?	¿Cómo te llamas? ¿Cuántos años tienes? ¿Dónde vives? ¿Cuándo es tu cumpleaños? ¿Tienes hermanos o hermanas? ¿Tienes un animal? ¿Cuántos son en tu familia?	Students present the classmate they have interviewed to the class in the target language. Students can bring the picture of a family member / friend or a doll / teddy bear and provide personal information about the person / item to the class in the target language.	Listening Comprehension Show and Tell
	Introducing new friends	Introducing a new friend to others	Voici / C'est Paul. Il a dix ans. Il habite (à) Paris. Son anniversaire, c'est le ... Il a deux	Éste es Pablo. Tiene diez años. Vive en Madrid. Su cumpleaños es el...	Students listen to a	

			frères et une sœur. Il a un lapin. Elle s'appelle Michelle. Elle a sept ans. Elle habite (à) Fort-de-France. Son anniversaire, c'est le ... Elle a un frère et trois sœurs. Elle a un chat.	de... Tiene dos hermanos y una hermana. Tiene un conejo. Ésta es Marisol. Tiene siete años. Vive en San Juan. Su cumpleaños es el... de... Tiene un hermano y tres hermanas. Tiene un gato.	simple comprehension passage in the target language and answer questions based on it in English.	
Time (cont'd)	Asking for and telling the time	Vocabulary on time: What time is it? (review) It is ...o'clock (review) It is half past ... Review numbers 0 – 30	Quelle heure est-il ? / Il est quelle heure ? Il est une heure Il est deux heures Il est une heure trente / Il est une heure et demie	¿Qué hora es? Es la una Son las dos Es la una y treinta / Es la una y media.	Students create paper clocks and ask their nearest classmate the time displayed on the clock in the target language. (N.B.: Instructions for making the clocks can be given in the target language). Students identify the time displayed on the various clocks printed on their worksheet / on flashcards in the target language. Students fill the blank clocks on their worksheet with the times given by the	Repetition Clock Question and Answer session Paper clocks Worksheet

					teacher in the target language. Students have ten series of four clocks. They will choose the clock that shows the time mentioned by the teacher in the target language for each series.	
Neighbourhood and Public Places	Identifying public places in the community	Vocabulary on public places	<p>Mon quartier</p> <p>Qu'est-ce que c'est? C'est ...</p> <p>un commissariat un hôpital une école une église un magasin un supermarché un marché une banque une plage un restaurant une bibliothèque une maison un cinéma une boulangerie</p>	<p>Mi barrio</p> <p>¿Qué es esto? Es ...</p> <p>una comisaría un hospital una escuela una iglesia una tienda un supermercado un mercado un banco una playa un restaurante una biblioteca una casa un cine una panadería</p>	<p>Students name the public places portrayed in pictures in the target language.</p> <p>Students circle pictures of professions or products on their worksheets typically associated with the public places specified by the teacher in the target language.</p> <p>Students dip for names of public places written in English and say what it is in the target language.</p>	<p>Repetition</p> <p>Pictures</p> <p>Worksheet</p> <p>Bag and labeled slips</p> <p>Paper, pencil & crayons</p> <p>Dialogue</p> <p>Puppet Show</p> <p>Song</p> <p>Video clip</p>
	Describing the community	Saying what amenities there are in the community	<p>Qu'est-ce qu'il y a dans ton quartier?</p> <p>Il y a une église, deux supermarchés et un</p>	<p>¿Qué hay en tu barrio?</p> <p>Hay una iglesia, dos supermercados y un</p>	<p>Students draw a map of their neighbourhood and present some of the public places found</p>	

			cinéma.	cine.	there to the class in the target language.	
	Saying where one is going	The verb 'to go'	Je vais Tu vas Il/Elle va Tu vas où ? Je vais au cinéma. Il va à la plage. Elle va à l' école.	Yo voy Tú vas Él / Ella va ¿Adónde vas (tú)? (Yo) voy al cine. (Él) va a la playa. (Ella) va a la escuela.	Students interview each other in the target language to see what public places they visit. In pairs, students ask each other what public places they visit. Each child will tell the class where he/she visits as well as where his/her partner visits in the target language.	
Modes of Transport	Identifying different modes of transport	Vocabulary on modes of transport	Comment vas-tu à l'école / à la plage...? Je vais à l'école / à la plage ... à pied à vélo en bus en voiture en avion en bateau	¿Cómo vas a la escuela / a la playa...? (Yo) voy a la escuela / a la playa ... a pie en bicicleta en autobús en coche en avión en barco	Students identify the mode of transport in the target language found in pictures / on flashcards. Students have a worksheet with the pictures of the modes of transport numbered from one to six. They identify the mode of transport orally in the target language that corresponds to the picture number called by the teacher in the	Repetition Pictures / Flashcards Worksheet Song Video clip Models of Modes of Transport

					target language. <i>(Example: Photo 1)</i>	
Weather (cont'd)	Enquiring about and stating weather conditions	Review of Weather It's cloudy It's stormy	Quel temps fait-il? <i>(review conditions previously taught)</i> Il y a des nuages. Il fait de l'orage.	¿Qué tiempo hace? <i>(review conditions previously taught)</i> Hay nubes. Hay tormenta.	Students state what the weather is like during various lessons in the target language. Students look at a weekly weather forecast and state the weather conditions on the different days in the target language.	Repetition Realia Copies of weather forecast (newspaper clipping, prints from internet)
	Discussing the seasons affecting our community	The season Dry season Rainy season Hurricane season The hurricane season is from June to November (etc.)	Les saisons La saison sèche La saison des pluies La saison des cyclones/ des ouragans La saison des cyclones est de juin à novembre. La saison des pluies est de ... à ... La saison sèche est de ... à...	Las estaciones La estación seca La estación de lluvia(s) La temporada de huracanes La temporada de huracanes es de junio a noviembre. La estación de lluvia(s) es de ... a ... La estación seca es de ... a ...	Students present a two day weather forecast in the target language to the class. Students match the season to the possible weather conditions on their worksheet. Then, they identify the season and the corresponding conditions orally in the target language. <i>(Example: Rainy season - it rains, it is cold, the weather is bad, etc.)</i>	Listening Comprehension Worksheet Pictures Internet & computer Flashcards

GRADE LEVEL: GRADE SIX

AGE RANGE: 11 – 12 YEARS

GENERAL OBJECTIVES

VALUES

- Appreciate the cultural differences that exist between peoples of Francophone and Hispanic Cultures and their own;
- Appreciate the learning of French and Spanish as a tool for personal, social and intellectual development;
- Develop a positive attitude towards the learning of French and Spanish;
- Value the diversity, respect the dignity and support the equality of all.

KNOWLEDGE AND UNDERSTANDING

- Be able to provide and solicit information from others;
- Communicate orally in French and Spanish on matters directly related to their daily lives;
- Respond appropriately to spoken French and Spanish;
- Decode French and Spanish that is spoken clearly and simply.

SPECIFIC OBJECTIVES

VALUES

- Participate with enthusiasm in French and Spanish activities
 - Participate willingly in activities,
 - React favourably to the proposition of an activity,
 - Show interest in words and sounds;
- Take risks in learning as a learner of French and Spanish
 - Attempt to use recently learnt words in context,
 - Consider errors as part of the learning process,
 - Use different means of making oneself understood (gestures, movement, etc.),
 - Use past experiences as a guide in taking on a new challenge,
 - Use prior knowledge in a new context.

TERM ONE Topics: * Electronics * Hobbies	TERM TWO Topics: *The Francophone and Hispanic World
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THEMATIC AREAS

Psychosocial Development – *Take interest in others: obtain and exchange information.*

Cognitive Development – *Become familiar with other cultures; discussing technology, hobbies, preferences and weather.*

Ethical and Moral Development – *Develop a sense of self-awareness and tolerance for others.*

Psychomotor Development – *Work as a group; physical response to cues.*

Topic	Communicative Objectives	Key Concepts	FRENCH Content & Example	SPANISH Content & Example	Assessment/Evaluation Activities	Didactic Resources
Electronics	Identifying what gadgets one has	Vocabulary on technology	Qu'est-ce que c'est ? C'est ... un portable un ordinateur une radio un téléviseur un téléphone un iPod Tu as un portable ? Oui, j'ai un portable. Non, j'ai des jeux vidéo. Il a une radio. Elle a un téléviseur.	¿Qué es (esto)? Es ... un móvil una computadora una radio un televisor un teléfono un iPod ¿Tienes un móvil? Sí, tengo un móvil. No, tengo videojuegos. (Él) tiene una radio. (Ella) tiene un televisor.	Students identify the gadgets seen in pictures in the target language. Students will interview their classmates in the target language to determine what gadgets they have. Students find various gadgets hidden in a picture. They state how many of each gadget can be found. Then they colour each gadget in a colour specified by the teacher.	Repetition Pictures Song Question & Answer Worksheet & crayons

					Students look at pictures and say what gadget each person has in the target language.	
Hobbies	Exchanging information about hobbies	Vocabulary on Sports, Games and Activities	<p>Quel est ton passe-temps préféré?</p> <p>J'aime ... le football le cricket le cinéma le dessin la natation la musique la télévision la peinture la lecture la danse les jeux vidéo</p> <p>Tu aimes la danse ?</p> <p>Oui, j'aime la danse. Non, je déteste la danse.</p> <p>Il / Elle aime la musique ?</p> <p>Oui, il / elle aime la musique. Non, il/elle déteste la</p>	<p>¿Cuál es tu pasatiempo favorito?</p> <p>Adoro ... el fútbol el críquet / cricket el cine el dibujo la natación la música la televisión la pintura la lectura el baile / la danza los videojuegos</p> <p>¿Adoras el baile?</p> <p>Sí, adoro el baile. No, detesto el baile.</p> <p>¿(Él/Ella) adora la música?</p> <p>Sí, (él/ella) adora la música. No, (él/ella) detesta la</p>	<p>Students identify various hobbies in the target language shown in pictorial form.</p> <p>Students conduct a mini-class survey in the target language to find out what the most common hobby practiced by their classmates. They state the information orally in the target language. (<i>Example: Cricket – 2 persons, Video games – 5 people, etc.</i>)</p> <p>Students present themselves to the class in the target language providing personal information (name, age, address, birthday, hobbies / preferences, siblings, pets, etc.)</p> <p>Students act out a</p>	<p>Repetition</p> <p>Question & Answer</p> <p>Oral Presentation</p> <p>Charades/ Mime</p> <p>Listening Comprehension</p> <p>Worksheet</p> <p>Pictures</p> <p>Song</p> <p>Video clip</p> <p>Puppet Show</p>

			musique.	música.	<p>particular hobby and allow their class to identify in the target language.</p> <p>Students listen to a series of simple sentences about hobbies and answer the questions based on them in English.</p> <p>Students look at a series of pictures and create sentences in the target language about what each person's preference is with regards to the hobby depicted.</p> <p>Students interview a classmate about his/her hobbies in the target language and then inform the class about their peer's hobbies.</p> <p>Students have a worksheet with ten series of four pictures and choose the picture which best portrays the sentence read in</p>	
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					the target language for each series. Students create a simple jingle about hobbies in the target language.	
The Francophone and Hispanic World	Identifying a few territories in the Francophone / Hispanic World	Names of countries	La France La Martinique La Guadeloupe La Guyane Française Haïti Le Canada/ Le Québec	España Puerto Rico Cuba México Venezuela Colombia La República Dominicana	Students identify a few countries in the Francophone / Hispanic world in the target language. Students identify Francophone / Hispanic countries on a map of the Caribbean.	Repetition World Map Video Song Worksheet
	Discover similarities and differences in Francophone and Hispanic Cultures	Review: Clothing, Weather, Food Sports			Students discuss the cultural similarities and differences found in the Francophone / Hispanic World in English. They can name items in the target language where possible.	Pictures Videos / DVDs: cartoons, music, movies, customs and habits Cooking class
	Appropriate Francophone / Hispanic Cultures by re-creating various cultural aspects	Games Dance Music Food Children's Poetry	Bienvenue ! Manières de table: Bon appétit!	¡Bienvenido! / ¡Bienvenida! Modales en la mesa : ¡Buen provecho! / ¡Buen apetito!	With assistance of the teacher, students learn to: - listen to simple	Dance and Theatre class Internet (e.g.

			<p>Passe-moi le jus / la sauce, s'il te plaît.</p> <p>Excuse-moi, s'il te plaît.</p>	<p>Pásame el jugo / la salsa, por favor.</p> <p>Con permiso, por favor.</p>	<p>recipes in the target language and prepare typical Francophone/Hispanic foods;</p> <ul style="list-style-type: none"> - share meals using proper table etiquette in the target language; - execute typical (traditional / modern) Francophone / Hispanic dances; - play typical children's games found in Francophone / Hispanic Cultures; - colour blank prints of the flags of Francophone/Hispanic countries learned; - search for pictures of the currency used in the Francophone/Hispanic countries learned; - recite simple tongue twisters (les vire-langues / las trabalenguas) 	<p>YouTube)</p> <p>Resource Persons</p> <p>Visit to Alliance Française / Venezuela Institute</p> <p>Trip to Francophone / Hispanic territory</p>
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SUMMATIVE EVALUATION CHECKLISTS

Student Name: _____

Grade: KINDERGARTEN

Primary Modern Languages
Evaluation Checklist for Oral and Aural Skills

Subject Area: _____

Please tick the appropriate descriptor.

Student is able to:	<i>Excellent</i>	<i>Very Good</i>	<i>Satisfactory</i>	<i>Minimal</i>
Greet another person appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to someone's greeting appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say goodbye	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to classroom instructions given by the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State his/her name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask a peer his/her name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Count from 0 – 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify the numbers 0 – 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State his/her age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask a peer his/her age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify the colours of the national flag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify other basic colours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Count from 0 – 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify the numbers 0 -12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State he/she is hungry and thirsty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Request permission to the bathroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express gratitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say please	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say yes/no	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronounce words well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Excellent: No errors Very Good: Occasional errors Satisfactory: Some errors Minimal: Not comprehensible

General Comments:

Teacher's Signature

Date

Student Name: _____

Grade: **ONE**

Primary Modern Languages
Evaluation Checklist for Oral and Aural Skills

Subject Area: _____

Please tick the appropriate descriptor.

Student is able to:	<i>Excellent</i>	<i>Very Good</i>	<i>Satisfactory</i>	<i>Minimal</i>
Greet another person appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to someone's greeting appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to classroom instructions given by the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use different formulas to say goodbye	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduce himself/herself (name, age)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask a new classmate his/her name and age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State his/her place of residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enquire about a classmate place of residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invite a classmate to be friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invite a classmate to play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accept an invitation to be friends / to play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Count from 0 – 20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use and identify numbers 0 - 20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solve simple oral arithmetic sums (addition and subtraction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify the four basic shapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say how many sides a shape has	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and describe objects in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify the members of the immediate family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify body parts on the face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express that he/she is hot or cold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say that he/she does not know something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say that he/she does not understand something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronounce words well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows some initiative in using words correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Excellent: No errors Very Good: Occasional errors Satisfactory: Some errors Minimal: Not comprehensible

General Comments:

Teacher's Signature

Date

Student Name: _____

Grade: TWO

Primary Modern Languages
Evaluation Checklist for Oral and Aural Skills

Subject Area: _____

Please tick the appropriate descriptor.

Student is able to:	<i>Excellent</i>	<i>Very Good</i>	<i>Satisfactory</i>	<i>Minimal</i>
Greet another person appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to someone's greeting appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to classroom instructions given by the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduce himself/herself: name, age, address	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask a classmate his/her name, age, address	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say the alphabet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify the letters of the alphabet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask a classmate to spell his/her name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spell his/her name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say the days of the week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say the months of the year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Count from 0 – 31	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say the date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask the date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solve simple oral arithmetic sums (addition and subtraction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify members of the family (immediate and extended)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enquire about the type of home a friend lives in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State what type of home he/she lives in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enquire about whom a friend lives with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State with whom he/she lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify the parts of the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask a friend how many rooms there are at his/her home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say how many rooms there are at his/her home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify the parts of the body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to simple commands involving body movements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say what actions are done with various body parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronounce words well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use prior knowledge to build on his/her learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use words correctly with some assistance from teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Excellent: No errors Very Good: Occasional errors Satisfactory: Some errors Minimal: Not comprehensible

General Comments:

Teacher's Signature

Date

Student Name: _____

Grade: **THREE**

Primary Modern Languages
Evaluation Checklist for Oral and Aural Skills

Subject Area: _____

Please tick the appropriate descriptor.

Student is able to:	<i>Excellent</i>	<i>Very Good</i>	<i>Satisfactory</i>	<i>Minimal</i>
Greet another person appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to someone's greeting appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to classroom instructions given by the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Count from 0 – 50	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask a classmate when his/her birthday is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say when his/her birthday is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wish someone happy birthday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invite a friend/classmate/relative to his/her birthday party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accept/decline an invitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say Merry Christmas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say Happy New Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and name foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask someone what he/she drinks or is drinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say what he/she drinks or is drinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say the time (on the hour)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify meal times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and name animals in his/her environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say what animals he/she has	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe animals using colours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify animals with their sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronounce words well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use prior knowledge to build on his/her learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use different means to make himself/herself understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Excellent: No errors **Very Good:** Occasional errors **Satisfactory:** Some errors **Minimal:** Not comprehensible

General Comments:

Teacher's Signature

Date

Student Name: _____

Grade: **FOUR**

Primary Modern Languages
Evaluation Checklist for Oral and Aural Skills

Subject Area: _____

Please tick the appropriate descriptor.

Student is able to:	<i>Excellent</i>	<i>Very Good</i>	<i>Satisfactory</i>	<i>Minimal</i>
Greet another person appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to someone's greeting appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to classroom instructions given by the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use terms of endearment for various family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enquiry about a classmate's state of health or feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State how he/she feels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name and identify foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify healthy foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask someone what he/she eats or drinks at different meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say what he/she eats/drinks at different meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enquire about the weather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say what the weather is like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and name articles of clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask a classmate/friend/ relative what he/she is wearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say what he/she is wearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Count from 0 – 60	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give detailed personal information about himself/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask a classmate for detailed personal information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express pleasure at meeting someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask a classmate how many people are in his/her family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say how many people are in his/her family; identify them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronounce words well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use prior knowledge to build on his/her learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use different means to make himself/herself understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take the initiative to speak freely in the target language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Excellent: No errors **Very Good:** Occasional errors **Satisfactory:** Some errors **Minimal:** Not comprehensible

General Comments:

Teacher's Signature

Date

Student Name: _____

Grade: **FIVE**

Primary Modern Languages
Evaluation Checklist for Oral and Aural Skills

Subject Area: _____

Please tick the appropriate descriptor.

Student is able to:	<i>Excellent</i>	<i>Very Good</i>	<i>Satisfactory</i>	<i>Minimal</i>
Greet another person appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to someone's greeting appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to classroom instructions given by the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enquiry about someone's state of health or feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State how he/she feels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give detailed personal information about himself/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask a classmate for detailed personal information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduce someone to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say the time (on the hour and half hour)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enquire about names of public places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name and identify public places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe his/her community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enquire about public places in someone else's community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask a classmate/friend/relative where he/she is going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say where he/she is going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say where someone else is going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name and identify the modes of transport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enquire about how someone gets around the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say how he/she gets around the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enquire about the weather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say what the weather is like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify the seasons affecting his/her community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give basic information about the seasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronounce words well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use prior knowledge to build on his/her learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use different means to make himself/herself understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take the initiative to speak freely in the target language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show some level of autonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Excellent: No errors Very Good: Occasional errors Satisfactory: Some errors Minimal: Not comprehensible

General Comments:

Teacher's Signature

Date

Student Name: _____

Grade: **SIX**

Primary Modern Languages
Evaluation Checklist for Oral and Aural Skills

Subject Area: _____

Please tick the appropriate descriptor.

Student is able to:	<i>Excellent</i>	<i>Very Good</i>	<i>Satisfactory</i>	<i>Minimal</i>
Greet another person appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to someone's greeting appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to classroom instructions given by the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enquire about and name simple gadgets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask someone about the gadgets he/she has	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say what gadgets he/she has	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name and identify hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enquire about a classmate's/ friend's/ relative's hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say what his/her hobbies are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enquire about someone's preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State his/her preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enquire about someone else's preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State someone else's preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify Caribbean Francophone/Hispanic territories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify cultural similarities and differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welcome someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use simple table etiquette	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronounce words well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use prior knowledge to build on his/her learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use different means to make himself/herself understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take the initiative to speak freely in the target language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show a greater level of autonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Excellent: No errors **Very Good:** Occasional errors **Satisfactory:** Some errors **Minimal:** Not comprehensible

General Comments:

Teacher's Signature

Date

APPENDICES

NOTHING HAS BEEN OMITTED

APPENDIX I

Map of the French-Speaking World

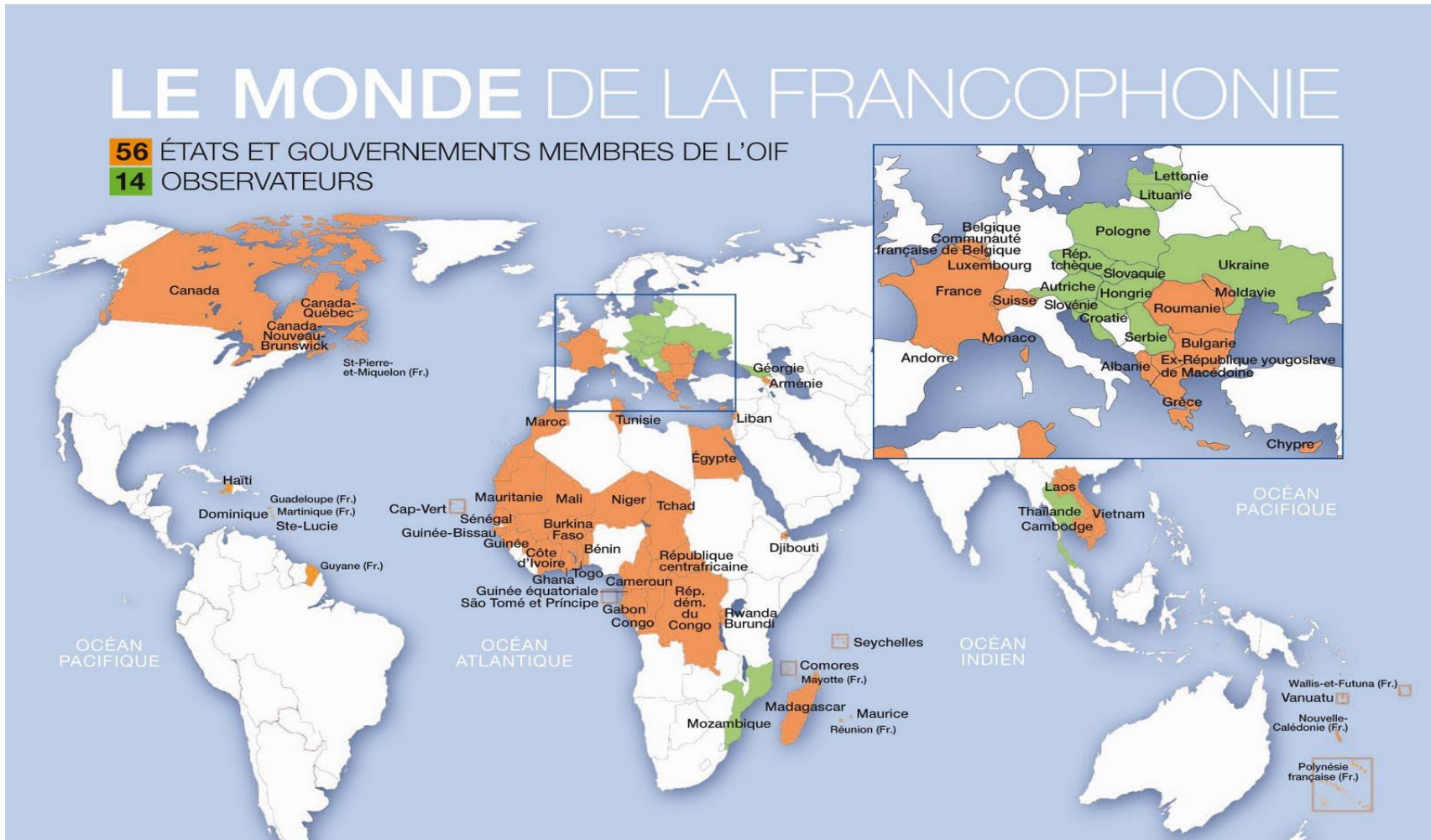


Source: CAMDU, 2013

NOTHING HAS BEEN OMITTED

APPENDIX II

Map of the Francophonie World



Source: http://falarfrances.blogspot.com/2010_03_01_archive.html

NOTHING HAS BEEN OMITTED

APPENDIX III

Map of Spanish-speaking Countries



Source: <http://lrc.salemstate.edu/hispanics/hispanicworld.htm>

NOTHING HAS BEEN OMITTED

APPENDIX IV

WORDLISTS

	<u>French</u>	<u>Spanish</u>
<i>Domesticated Animals</i>		
Dog	un chien	un perro
Cat	un chat	un gato
Rabbit	un lapin	un conejo
Goat	une chèvre	una cabra
Sheep	un mouton	una oveja
Chicken	un poulet	un pollo
Hen	une poule	una gallina
Rooster	un coq	un gallo
Pig	un cochon	un cerdo
Horse	un cheval	un caballo
Cow	une vache	una vaca
Bird	un oiseau	un pájaro
Goldfish	un poisson rouge	un pez de colores
Duck	un canard	un pato
Toad	un crapaud	un sapo
Frog	une grenouille	una rana
<i>Animal sounds</i>		
Dog (ruff, bow-wow)	ouaf! / ouah!	guau
Cat (meow)	miaou	miau
Goat (baah baah)	mêê	bee bee
Mouton (baaaah)	bêê	bee
Rooster (cockadoodle doo)	cocorico	quiquiriquí
Pig (oink oink)	groin groin	oinc oinc
Duck (quack quack)	coin coin	cuac cuac
Cow	meuh!	muu
Frog/Toad (croak / ribbit)	c(r)oa c(r)oa	cruá cruá
Horse	hiii	jiiiiii
Bird	cui cui	pío pío
<i>Drink</i>		
Tea	le thé	el té
Coffee	le café	el café
Juice	le jus	el jugo
Water	l'eau (f)	el agua (f)

WORDLISTS (cont'd)

	<u>French</u>	<u>Spanish</u>
<i>Foods</i>		
Bread	le pain	el pan
Butter	le beurre	la mantequilla
Cheese	le fromage	el queso
Pancake	la crêpe	el panqueque / crepe
Cereal	les céréales (f)	los cereales
Egg	l'œuf (m)	el huevo
Bacon	le lard	la tocineta
Salad	la salade	la ensalada
Carrot	la carotte	la zanahoria
Peas	les petits pois	los frijoles
Pasta	les pâtes (f)	la pasta
Pizza	la pizza	la pizza
Rice	le riz	el arroz
Chicken	le poulet	el pollo
Fish	le poisson	el pescado
Meat	la viande	la carne
Soup	la soupe	la sopa
Yog(h)urt	le yaourt	el yogur
Cake	le gâteau	la torta
Fruit	le fruit	la fruta
Apple	la pomme	la manzana
Grape	les raisins (m)	las uvas
Mango	la mangue	el mango
Banana	la banane	la banana / el plátano
Pineapple	l'ananas (m)	la piña
Plums	les prunes (f)	las ciruelas
Ackee	la quénette	el mamón
Orange	l'orange (f)	la naranja
<i>Classroom objects</i>		
Backpack	un sac à dos	una mochila
Book	un livre	un libro
Sharpener	un taille-crayon	un sacapuntas
Window	une fenêtre	una ventana
Door	une porte	una puerta
Desk	un pupitre	un pupitre
Chair	une chaise	una silla
Pencil	un crayon	un lápiz
Ruler	une règle	una regla

Blackboard
Clock
Crayon

un tableau (noir)
une pendule
un crayon de couleur

una pizarra
un reloj
un crayón / un creyón

APPENDIX V

HOW TO MAKE PLAY DOUGH

Source : Leimaycherry via BESTRECIPES.com.au

No cook play dough recipe (1 recipe)

Ingredients

2 cups plain flour
1 cup salt
1 tablespoon cooking oil
½ - 1 cup cold water
2 drops food colouring

Method

1. Combine plain flour and salt.
2. Add water, food colouring and oil. Mix until ingredients are combined.
3. Knead well.
4. If consistency is too wet, add a little plain flour.

Repeat process if you want more Play dough.

APPENDIX VI
SITOGRAPHY OF MODERN LANGUAGE RESOURCES

FRENCH RESOURCES

<u>Topic</u>	<u>Internet Link</u>
Varia	www.youtube.com
Printable French Flashcards (free)	http://quizlet.com/subject/french/
French pronunciation (free)	http://www.bonjour.com/
French teaching resources (free)	http://www.abcteach.com/directory/languages/french/
Printable Flashcards (varia)	www.sunderlandschools.org/mfl-sunderland/resources-pr-fr-ks1.htm
Cartoons in French	http://www.tivi5mondeplus.com/
French Games	http://www.tv5.org/TV5Site/tivi5/jeux.php
French numbers 0 -100	www.youtube.com/watch?v=41XBbC7zWPI&feature=related
BBC Primary French	www.bbc.co.uk/schools/primaryfrench/parents/mfl_html.shtml http://www.bbc.co.uk/schools/primarylanguages/french/ www.bbc.co.uk/schools/primaryfrench/hello/cartoon_flash.shtml
Primary Resources (varia)	www.primaryresources.co.uk/mfl/mfl_french.htm
Teaching ideas	www.teachingideas.co.uk/foreignlanguage/contents.htm
French 101 Level 1	http://www.youtube.com/watch?v=zzpLLUrEwMM
French 101 Level 2	http://www.youtube.com/watch?v=LF5JwkJZh-Y
French 101 Level 3	http://www.youtube.com/watch?v=rzwsS8weVMw
La poésie pour enfants:	http://www.takatrouver.net/poesie/index.php
Modern Foreign Language Resources	www.mflresources.org.uk/#other

Teaching French with Tivi5

<http://www.tv5.org/cms/chaine-francophone/enseigner-apprendre-francais/FLE/WebTV-apprendre-et-enseigner-avec-TV5MONDE/p-15875-Enseigner-le-francais-langue-precoce-avec-TiVi5monde-.htm>

Beginner's French with voice

http://www.babbel.com/go/_learn_french?l2=FRA&network=GoogleAdWordsSearch&keyword=french%20worksheet&placement=&campaignname=AS-ENGFRAreMix&gclid=CNDKqfGc4rACFQOFnQodi1ct0w&locale=en

SPANISH RESOURCES

<u>Topic</u>	<u>Internet Link</u>
Varia	www.youtube.com
Printable Spanish Flashcards (free)	http://www.spanishkidstuff.com/flashcards.html
Printable Spanish Worksheet (free)	http://www.spanishkidstuff.com/worksheets.html
Printable Spanish Craft Sheets (free)	http://www.spanishkidstuff.com/craftsheets.html
Christmas Vocabulary	http://www.lingolex.com/christmas.htm
Human Body	http://www.lingolex.com/bodyen.htm
Spanish Vocabulary	www.studyspanish.com
Spanish Teaching Resources (free)	http://www.abcteach.com/directory/languages/spanish/
Spanish Stories (free)	http://www.storyplace.org/sp/preschool/activities/petsonact.asp http://www.storyplace.org/sp/storyplace.asp
Printable Flashcards (varia)	www.sunderlandschools.org/mfl-sunderland/resources-pr-fr-ks1.htm
BBC Primary Spanish	http://www.bbc.co.uk/schools/primaryspanish/ http://www.bbc.co.uk/schools/primarylanguages/spanish/
Primary Resources (varia)	www.primaryresources.co.uk/mfl/mfl_spanish.htm
Teaching ideas	www.teachingideas.co.uk/foreignlanguage/contents.htm
Spanish 101 Level 1:	www.youtube.com/watch?v=GkXQkVNrBUE&feature=relmfu
Spanish 101 Level 2:	www.youtube.com/watch?v=ATC9z8nuh4A&feature=relmfu
Spanish 101 Level 3:	www.youtube.com/watch?v=ULSNwhUxoXI&feature=relmfu
Josembon Channel:	http://www.youtube.com/user/jorgeembon?feature=watch
Poesía para niños	http://panamapoesia.com/pt26ninos02.htm
Modern Foreign Language Resources: www.mflresources.org.uk/#other	

APPENDIX VII
SITOGRAPHY OF SUGGESTED SONGS FOR DIDACTIC PURPOSES

FRENCH

Le vieux MacDonald: <http://www.youtube.com/watch?v=IB8aWKU25UU>
Le fermier dans son pré: <http://www.youtube.com/watch?v=l2UXqfi7Rqg&feature=relmfu>
La chanson de l'alphabet: <http://www.youtube.com/watch?v=UW03I85HLfM&feature=related>
Les parties du corps: <http://www.youtube.com/watch?v=bChrAwLzoSo&feature=related>
Les jours de la semaine: http://www.youtube.com/watch?v=noo1_wUGsIU&feature=related
Savez-vous planter les choux: <http://www.youtube.com/watch?v=iAGV2pcLaAg&feature=relmfu>

Tête, épaule, genoux, orteil : <http://www.youtube.com/watch?v=5sffoeJXE9g>
http://www.youtube.com/watch?v=_KmvK2CaOTk&feature=related

Les chiffres et numéros de 1 à 20 :
<http://www.youtube.com/watch?v=UsEz58BblMY&feature=related>

French Greeting song:
http://www.youtube.com/watch?src_vid=9OftGclvguA&annotation_id=annotation_769958&feature=iv&v=G5U3W5POAAM

SPANISH

El Viejo MacDonald: <http://www.youtube.com/watch?v=DsvWPCUQ5gY>
En la granja de mi tío: <http://www.youtube.com/watch?v=MNA56nXD2Ac&feature=fvsr>
El granjero en el valle: <http://www.youtube.com/watch?v=o6hQCnfDxug>
Los días y el tiempo: <http://www.youtube.com/watch?v=GFYtTKAdfNU&feature=related>
Greetings in Spanish: <http://www.youtube.com/watch?v=6gCmn3UGB78>
Introductions Spanish: <http://www.youtube.com/watch?v=k8vSKZl7Nd8&feature=relmfu>
Age in Spanish: <http://www.youtube.com/watch?v=JfpFDOS34yU&feature=relmfu>
Cabeza, hombre, rodilla y pie: http://www.youtube.com/watch?v=qMaJ1_eZDos&feature=relmfu

APPENDIX VII
SAMPLE TONGUE TWISTERS IN FRENCH & SPANISH

Virelangues

*Henri habite à Hautefort avec ses huit hamsters.

(Source : Équipe 1)

*Qui sont ces six singes suisses ?

*Douze douches douces.

*Un chasseur sachant chasser sans son chien est un bon chasseur.

*Sachez, mon cher Sasha, que Natasha n'attacha pas son chat !

*Lulu lit la lettre lue à Lili et Lola alla à Lille où Lala lie le lilas.

*Les chaussettes de l'archiduchesse sont-elles sèches ? Archisèches !

(Source : <http://www.tv5.org/cms/chaine-francophone/p-21338->

Recherche.htm?q=virelangue&site=default_collection&client=tv5monde_front&output=xml_no_dtd&proxystylesheet=tv5monde_front&getfield=&oe=UTF-8&ie=UTF-8&entsp=a&ud=1&searchsubmit=)

Trabalenguas

*A E I O U árbolito del Perú.

*Como poco coco como, poco coco compro.

(Source: Viva Book 1)

*Mi mamá me mima, y yo mimo a mi mamá.

*Tres tristes tigres tragaban trigo en un trigal.

*Pancha plancha con cuatro planchas. ¿Con cuántas planchas Pancha plancha?

(Source: <http://pacomova.eresmas.net/paginas/trabalenguas1.htm>)

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