



CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE®

MODERN LANGUAGES SYLLABUS

Effective for examinations from May–June 2007

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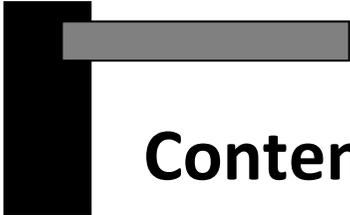
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Caribbean Certificate of Secondary Level Competence

INTRODUCTION

The Caribbean Examinations Council (CXC) in consultation with policy makers and educators in CXC Participating Territories identified the need for a new programme that *would* respond to the changing demands of the education sector. A major development *has been* the move by all territories to universal secondary education *which* enables persons with a wide range of abilities to benefit from educational provision at this level. The decision to implement programmes to achieve universal secondary education is based on an understanding that the region needs a well educated and trained labour force for an increasingly competitive global environment. A sound secondary education foundation is imperative for further education and training *and for entry in the world of work*.

Several territories, *having* recognised the need for a programme that *would* meet the new needs in secondary education, had embarked on the development of national programmes. However, through consultations at the regional level, policy makers and educators recognised that a regional intervention by CXC *would* have several benefits including cost-effectiveness, *common standards*, portability of certification and regional and international recognition.

CXC has responded. Through the consultative processes employed in syllabus development, *CCSLC was developed* and first examined in 2007. The programme which is competency-based comprises a core of subjects – English, Integrated Science, Mathematics, Modern Languages and Social Studies. Through this core, the learner should acquire the knowledge, skills, competencies, values and attitudes that are desired in a secondary school leaver. The core developed by CXC subject panels will be examined by CXC. In addition, learners can gain additional benefit through special programmes that may be added as electives to the core at national level.

Policy makers and educators have noted that, ideally, this core programme could be taken by all students at the stage when they are ready. However, the decision on who should take the examination and in what year it will be taken will be *made* at national level in consultation with CXC. A person who successfully completes this core should have the foundation for further education and training and for entry level employment. In developing and implementing this programme at the secondary level, CXC, working with its partners, took into consideration the cultural context and the aspirations of regional governments for a well educated and trained labour force to meet the targets set for social and economic development *as enshrined in the CARICOM document “The Ideal Caribbean Person (2000)”*. *The foundation that this programme will provide is an imperative as a base for the development of citizens as the most valuable resource of the small states of the region.*

The main focus of this programme is derived from the aspirations of regional governments and the Caribbean Community (CARICOM) which acknowledge that education is the route to healthy democracies and sustainable development. The curriculum is therefore competency based and encompasses the knowledge, skills, attitudes, values and attributes expected of high school graduates by regional Governments. Some of these knowledge, skills, attitudes, values and attributes or competencies are generic and cut across all five subjects, whilst others are peculiar to each of the five subjects of the curriculum. The generic and subject specific competencies targeted for development in the curriculum are given below.

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school graduates by regional Governments. Some of these knowledge, skills, attitudes, values and attributes or competencies are generic and cut across all five subjects, whilst others are peculiar to each of the five subjects of the curriculum. The generic and subject specific competencies targeted for development in the curriculum are given below.

GENERIC COMPETENCIES

- PROBLEM SOLVING
- CRITICAL THINKING
- INFORMED DECISION MAKING
- MANAGEMENT OF EMOTIONS
- POSITIVE SELF CONCEPT
- WORKING IN GROUPS
- HANDLING CONFLICT
- DEALING WITH DIVERSITY AND CHANGE
- INDEPENDENT LEARNING STRATEGIES
- COMPUTER LITERACY
- TECHNOLOGICAL LITERACY

SUBJECT-SPECIFIC COMPETENCIES

- ABILITY TO COMMUNICATE ORALLY AND IN WRITING
- ABILITY TO FUNCTION IN A FOREIGN LANGUAGE
- MATHEMATICAL LITERACY
- SCIENTIFIC LITERACY
- SOCIAL AND CITIZENSHIP SKILLS

COMPETENCIES

The structure of the programme takes into consideration that the attainment of the competencies identified is the result of processes that require life-long learning and that mastery is attained by progressive steps over differing periods of time. Bearing in mind that one of the main purposes of the curriculum is to prepare individuals to participate fully as productive members of society, key competencies have been identified that are essential for daily living with emphasis on the workplace. A Learning Grid (Appendix I) lists the key competencies across the five subjects of the curriculum, identifies a reference number and indicates the subjects or group of subjects that specifically engage the learner in its development.

OUTCOMES OF THE CURRICULUM

The curriculum hinges on the realisation that teaching and learning are essential instruments for the development of autonomous individuals who will be able to function effectively as productive members of society. In this regard, the curriculum has identified knowledge, skills, attitudes, values and attributes or competencies that students who master the programme should have attained. These include:

- a positive image of self, family, community, region and world;
- respect for others irrespective of age, class, creed, gender, ethnicity, physical disabilities or nationality;
- an abhorrence of violence in all its forms and commitment to settle disputes through arbitration and conciliation;
- the capacity to understand that individual freedom is consonant with the acceptance of personal responsibility for one's own actions;
- commitment to ethical and moral societies that recognize equality of opportunity, freedom of expression and association, and the right to fair judicial process.

Main Elements of the Curriculum

- It provides the foundation for further education and training and for entry level employment.
- It provides articulation between and within subject groups offered in the Caribbean Secondary Education Certificate (CSEC) examination by catering for students who continue at secondary school to take General Proficiency examinations in academic or technical and vocational or a mix of academic and technical and vocational subjects.
- It meets the needs of students who may not wish to advance to the CSEC examination, but wish to seek entry-level training for employment on leaving school.
- It provides opportunity for students who wish to exit secondary school for first level entry jobs and to continue their education and training on the job or on their own out of school.
- It facilitates articulation within the wider school curriculum and responds to the developmental needs of the region.

MODERN LANGUAGES

◆ RATIONALE

The ability to communicate in French or Spanish has become an increasingly important, valuable and marketable skill, as these two languages (in addition to English and Dutch) are the official languages of the region and are widely used around the world.

Today, Caribbean people are more exposed to intra- and extra-regional French and Spanish speakers and are consequently faced with the demand to function in a range of language situations. The ability to understand and use a foreign language contributes to the development of an individual's self esteem and can enhance one's enjoyment during travel to Francophone and Spanish speaking countries. Furthermore, second language learning facilitates greater efficiency in interacting with French and Spanish speaking persons globally in the areas of commerce, culture, education and sport.

On a personal level, learning a second language allows students to gain self-confidence and helps to promote respect, tolerance and appreciation for cultural and linguistic diversity. It also maximises opportunities in the field of employment, education and training. *This syllabus will contribute to the development of the Ideal Caribbean Person as articulated by the CARICOM Heads of Government through the exploration of beliefs, values and behaviours, students develop respect for human life, cultural heritage and the environment thus enabling them to view the target culture from a perspective of informed understanding.*

The Council has developed this programme to provide students of the Caribbean with language skills to communicate effectively with French and Spanish speakers within the region. Additionally, the Council is of the view that this programme will encourage students to improve their language skills for participation in the increasingly complex global environment. *Students develop multiple literacies and independent and critical thinking in the context of foreign language learning and in keeping with the UNESCO Pillars of Learning.*

◆ AIMS

The study of Modern Languages is intended to assist students to:

1. develop fundamental language skills to communicate effectively in French and Spanish in everyday situations;
2. develop the ability to read, write and respond orally to information on sport, work, travel and leisure activities in an acceptable manner;
3. develop appreciation for the language and culture of French and Spanish speaking people of the region;
4. develop the foundation for further study of a foreign language;
5. encourage a positive attitude toward people of different cultures.

◆ GENERAL OBJECTIVES

On completion of this programme, students should:

1. understand and respond appropriately to spoken forms of the language in an acceptable manner;
2. communicate orally in French and Spanish to everyday situations;
3. understand material written in French and Spanish on topics relevant to their lives and experiences;
4. develop an appreciation for language and culture in their personal lives and the lives of native Spanish and French speakers of the region;
5. acquire an adequate foundation upon which they could continue to strengthen their communicative skills in French and Spanish for further study and the world of work.

◆ COMPETENCIES TO BE ASSESSED

The Aims and General Objectives can be attained by developing the related key competencies in the student. These are categorized under four broad headings:

- (a) Listening;
- (b) Speaking;
- (c) Reading;
- (d) Writing.

KEY COMPETENCIES

Students will be able to:

1. converse meaningfully on a variety of topics with native speakers of Spanish and French;
2. read, understand and respond appropriately to written material, such as, short statements, notices, signs and e-mails related to their lives and experiences;
3. write brief text messages, such as, simple dialogues, notes, e-mails, letters and cards relevant to their lives and experiences;
4. collect, process and present information on a variety of topics delivered in Spanish and French;
5. show an appreciation of traditions, values and norms of their own culture and those of the people in Francophone and Spanish speaking countries of the Caribbean and Latin America.

◆ ORGANIZATION OF THE SYLLABUS

The programme of study is arranged in five Modules, namely:

Module 1	-	Knowing Me, Knowing You - Self, Family, Friends, Neighbours, Pets and Community
Module 2	-	See Me On The Go - School And Daily Routine
Module 3	-	Let's Live It Up - Sports And Leisure, Eating Out, Travel
Module 4	-	Cash It Or Charge It? - Shopping
Module 5	-	Watch Me Grow - Occupations, Professions and Future Plans

Emphasis will be placed on providing opportunities for students to communicate through practical, authentic and functional activities appropriate and relevant to their experiences. All five Modules will be taught in the context of the four language skills in a cultural setting. Emphasis will be placed on students' ability to communicate in the target language.

◆ RECOMMENDED APPROACHES TO TEACHING THE SYLLABUS

The underlying philosophy of this syllabus is that the acquisition and mastery of language is a continuous process which demands that skills be practiced and reinforced regularly. The syllabus aims at creating learners who will be able to function effectively within the contexts specified by the syllabus.

In order to create an environment conducive to the achievement of proficiency in the target language(s), students must be given ample opportunities to attempt tasks. This, therefore, necessitates a paradigm shift from the traditional approach of acquisition of proficiency mainly through grammatical and lexical contexts towards the achievement of communicative competence which enables the learner to use the language to ensure communication. Errors will be made in the process but these should be viewed as part of the normal acquisition of language, hence excessive criticism and correction must be avoided in an effort to encourage production of the language. Although it is recognised that overt instruction helps students to acquire language more efficiently, in the context of the syllabus, students are taught the grammar they need to know to accomplish defined tasks. Students should only be exposed to use of the Preterite Tense or the Passé Composé where it occurs naturally.

The four language skills are incorporated in the syllabus because all are viewed as necessary components in enabling students to function in the language within the contexts specified by the syllabus. This syllabus has certain implications for the classroom. Both the teacher and the learner are given an optimal environment in which to work. The teacher's role may vary from leader/director to that of monitor or even peer. The learners will be expected to participate more actively in the learning process. For the successful implementation of the syllabus, teachers should encourage participation in the communicative activities suggested. They must not, however, view these activities as prescriptive nor exhaustive.

The formative assessments are necessary components of improving student achievement and serve as a source of constant feedback to the teacher to determine student readiness for the school-based assessments. School-Based assessments must follow the guidelines specified in the generic task at the end of each Module. Although, teachers may adapt the tasks, the delimitations of the syllabus must be respected in terms of nature of task, rubric and mark scheme.

Learners should be exposed to a variety of the cultural elements. This exposure should be geared mainly towards the development of cultural awareness.

The syllabus serves as a foundation for further study. It should not be viewed merely as a prerequisite to the CSEC syllabus, rather students will be taught skills which would facilitate access to the CSEC syllabus should they choose to continue their language studies. In addition, the syllabus provides entry to the world of work within the contexts specified by the syllabus.

◆ ASSESSMENT GUIDELINES

Assessment is an integral component of the programme of studies. Its major functions include facilitating learning, providing information which may be used by students and teachers in the planning of subsequent instructional experiences, and providing information on the highest level of proficiency demonstrated by the student. Teachers are encouraged to take advantage of the flexible structure of the programme to ensure that students demonstrate mastery of each increment of the programme before going on to the next. A student who has attained mastery should, on any subsequent occasion, and without assistance, be able to demonstrate the highest levels of proficiency on the same or an equivalent task.

The assessment for each syllabus comprises two major components: School-based assessment (SBA) and External Assessment (EA).

SCHOOL-BASED ASSESSMENT (SBA)

This assessment spans two phases.

Phase 1:- Formative Assessment

Teachers assess students to identify their areas of strength and weakness. This assessment may be formal or informal, and is usually continuous and integrated with teaching and learning. Some teaching and learning activities are suggested in this programme of study and the assessment tasks may either be designed or sourced by the teacher, or may be selected or adapted from the examples provided in the assessment column of this programme of study.

Information derived from this type of assessment should be used by teachers and students in planning subsequent action. Students should be encouraged to assess themselves (self- and peer- assessment) and, wherever practical, to participate in the planning of subsequent activity. The effectiveness and management of this approach may be enhanced by sharing the assessment criteria with students before the assessment is done, or by engaging them in the development of these criteria.

Phase 2:- School-based Assessment

Teachers assess students in order to create an objective record of the highest level of proficiency demonstrated. Students may be assessed any time after the teacher deems that they have attained mastery. Teachers may also provide practice exercises which integrate skills across the Modules. The students may be assessed individually or in groups, and the arrangements and

scheduling may be influenced by the nature of the task, and logistical and administrative considerations. A single standardized school-based task is required for each Module. Each subject has five modules, and for each student, the teacher will submit to CXC a single total score representing the sum of the student's scores on the five modules.

The following three specifications facilitate the standardisation of the school-based assessments:

- (i) A generic task is outlined at the end of each Module. This task provides general specifications, and conditions which must be satisfied by the assessment undertaken by all students. However, within the limits specified, teachers may adapt the tasks to reflect local or individual interests. For each assignment, one example of an adaptation is given.
- (ii) A standardized rubric or mark scheme is defined and is to be used by the teacher in scoring all students' work. This rubric/mark scheme is designed to clearly indicate the dimensions of interest and the relative importance of each; consequently, it may be used by teachers to verify the appropriateness of their adapted task. While the generic task may be adapted, the mark scheme is not to be adjusted. **The same mark scheme is to be used by all teachers and students across all centres and territories.**
- (iii) It is expected that quality control and monitoring of teachers' adherence to the specifications will be arranged and managed at local level.

In order to ensure that students have reasonable opportunity to achieve and demonstrate mastery, teachers can afford their students multiple opportunities to retake or resubmit, the school-based assessment for any Module. Feedback and suggestions for improvement may be provided between attempts, however, the process should be transparent and objective, and the mark awarded should be indicative of the level of proficiency that the candidate would be able to demonstrate independently. The achievement of mastery is emphasized in this programme; thus, a student will be expected to achieve a minimum of 50% of the marks available for the school-based assessment component that will be completed in preparation for taking the external examination.

EXTERNAL ASSESSMENT

At any given sitting, candidates may register to write the external examination in one or more subjects. The external assessment will be a multiple-choice examination comprising 50 items.

Grading Scheme

Scores from the School-based assessment (SBA) and the External Assessment (EA) will be combined to give a composite score with a maximum of 100. A single subject grade will be reported. The grade boundaries are as follows:

Composite Score	Grade
75 - 100	Master
50 - 74	Competent
0 - 49	Developing Competence

Reporting

1. The results of any sitting are valid for a three-year period.
2. A result slip will be provided after every sitting for which a candidate registers for the external examination in one or more subjects.

◆ FORMAT OF THE ASSESSMENT

School-Based Assessment Five school-based Module-assessments – one per Module.

External Assessment 50 multiple choice items; each item will have four options.
(1 hour 15 minutes)

NOTES ON THE EXAMINATION

1. CXC will set and mark the external assessment.
2. The teacher will set and mark the assignments that make up the *school-based* assessment of each Module using the Guidelines provided.
3. The teacher will combine the marks given for each Module to give a single total mark.
4. The teacher will submit the total mark to CXC no later than May 31.
5. CXC will combine the marks earned on the *school-based* and the external assessment to produce the candidate's overall grade.
6. Four skills will be assessed across the School-based assessment and External Assessment:

(i)	Listening	-	20%
(ii)	Reading	-	35%
(iii)	Speaking	-	30%
(iv)	Writing	-	15%

The four skills are assessed in the School-based assessment.

Two skills are assessed in the External Assessment: Listening and Reading.

7. The mark allocation for this subject is shown below:

Component	Marks Allocated					Total Marks	% Contribution to Composite Score
	Module 1	Module 2	Module 3	Module 4	Module 5		
School-Based Assessment	10	20	20	20	30	100	50
External Assessment	10	10	10	10	10	50	50
% Contribution to Composite score	15	20	20	20	25	*****	100

8. The results of any sitting are valid for a three-year period.

9. A result slip will be provided after every sitting for which a candidate registers for the external examination in one or more subjects.

◆ **MODULE 1: KNOWING ME, KNOWING YOU**

This Module contains the following topics:

- (a) Self;
- (b) Family, Friends, Neighbours, Pets;
- (c) The Community.

Module 1 will be taught in the context of the four language skills in a cultural setting. Emphasis will be placed on students' ability to communicate in the target language.

◆ **GENERAL OBJECTIVES**

On completion of this Module, students should:

1. understand and respond appropriately to spoken forms of the language in an acceptable manner;
2. communicate orally in French and Spanish to everyday situations;
3. understand material written in French and Spanish on topics relevant to their lives and experiences;
4. develop an appreciation for language and culture in their personal lives and the lives of native Spanish and French speakers of the region;
5. acquire an adequate foundation upon which they could continue to strengthen their communicative skills in French and Spanish for further study and the world of work.

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
(a) Self				
1. (a) listen to and understand greetings, welcomes and farewells within a cultural context;	<u>Address, Salutation, Welcome</u> Use of formal and informal addresses <u>tú/usted(es)</u> Señor, Señora, Señorita, querido/a	<u>Address, Salutation, Welcome</u> Use of formal and informal addresses tu/vous Monsieur, Madame, Mademoiselle, chéri(e) Bonjour, bonsoir, bonne nuit, salut Bienvenu(e)(s), Fais/faites comme chez toi/vous	<ul style="list-style-type: none"> Teacher presents material demonstrating salutations. Students listen to presentation, repeat, and then follow up by dramatizing the presentation. Dramatize in pairs, two persons meeting, greeting and taking leave of each other. 	<p>Students will create and dramatize a two minute dialogue in which they will welcome, greet and take leave of each other.</p> <p>Marks are to be allocated for correct pronunciation and intonation. Responses must be appropriate and must communicate message clearly.</p>
(b) greet, welcome and bid farewell to others;	Buenos días, buenas tardes, buenas noches, hola. Bienvenido/a: Mi casa es tu casa. Estás en tu casa. Entra(e)/Siéntate/siéntese Adiós, hasta mañana, hasta luego, chao Buen viaje	Entre(z)/Assieds-toi Asseyez-vous Au revoir A bientôt A plus tard A la prochaine A tout à l'heure Bon voyage		
2. introduce self and others and respond appropriately to introductions paying attention to cultural practices;	<u>Formal and Informal</u> Te/Le presento a Éste/a es Mucho gusto encantado-a Me llamo .../ Mi nombre es	<u>Formal and Informal</u> Je te/vous présente à Enchanté (e) Tu t'appelles comment ? Comment t'appelles-tu ? Comment vous appelez-vous ? Je m'appelle	<ul style="list-style-type: none"> Teacher will introduce self and allow students to do likewise. Teacher will introduce students to double surnames and comment on the cultural context 	<p>Students will read or listen to dialogue with introductions and personal information then complete in English a simple identification card from information given.</p> <p>Marks will be allocated for</p>

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
	<p>¿Y tú/usted? ¿Cómo te llamas? ¿Cómo se llama? Apellido ¿Cómo se escribe? Alfabeto ¿Cuándo es tu/ su cumpleaños?..... Mi cumpleaños es..... Mi santo es ... ¿Cuántos años tiene(s)? Tengo catorce años ¿Dónde vive(s)? Mi dirección/domicilio es...</p>	<p>Voici Nom Comment ça s'écrit? Alphabète Mon / ton anniversaire est ... Quel âge ... J'ai quatorze ans..... Prénom Domicile Adresse</p>	<p>for this.</p> <ul style="list-style-type: none"> Students will introduce themselves to each other and give appropriate responses. Students will create their own double surnames. 	<p>correct responses demonstrating comprehension of stimuli.</p>
3. talk and write about health and well being of self and others;	<p><u>Verbs:</u> Ser/Estar/Tener Formal and Informal enquiries</p> <p>¿Cómo estás tú/está usted? ¿Qué tal? Estoy enfermo(a), cansado(a)</p> <p>Tengo dolor de cabeza/ diente. Medicina: aspirina ¿Cómo está tu papá/mamá? Tiene (una) fiebre/ un resfriado/(la) gripe.</p>	<p><u>Verbs Aller / Etre and Avoir</u> Formal and Informal enquiries</p> <p>Comment allez-vous/ vas-tu? Ça va?</p> <p>Le corps Je suis malade/ fatigué. (e) J'ai mal à la tête.</p> <p>Comment va ton père? Il a la grippe-fièvre/rhume L'aspirine Les médicaments</p>	<ul style="list-style-type: none"> Teacher demonstrates graphically scenes pertaining to health and well being. Peer work: Interview classmates about health and record answers. Explain to teacher reasons for absence caused by sickness. 	<p>Write an e-mail to a friend explaining that you cannot attend an event because of illness.</p> <p>Marks will be allocated for appropriateness of response, correct structures and vocabulary.</p>

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT	
	SPANISH	FRENCH			
Students should be able to:					
			<ul style="list-style-type: none"> Students will develop and dramatize mini-dialogues expressing ailments to a pharmacist or doctor. 		
(b) Family, Friends, Neighbours and Pets					
4.	<p>(a) identify, describe and exchange information about self, relatives, peers and neighbours;</p> <p>(b) identify, describe and exchange information about pets and other domestic animals;</p>	<p>Possessive adjectives</p> <p>Agreement of Adjectives</p> <p>Adjectives with special meanings used before or after a noun, for example, grande</p> <p>Apocopation of adjectives, for example, buen(o), mal(o), primer(o), tercer(o)</p> <p>Tengo tres hermanas Un nieto Una madrina Una madrastra</p> <p>¿Cómo es tu mamá/papá? Es severo/(a) Tacaño(a) Flaco(a) Gordo(a) Tiene pelo negro. ¿Quién es?</p>	<p>Possessive adjectives</p> <p>Agreement of adjectives</p> <p>J'ai trois sœurs Un petit-fils Une marraine Une belle-mère</p> <p>Comment est ta mère/ton père? Il/elle est maigre/ /gros/sévère/aimable Elle a les cheveux noirs. Qui est-ce? C'est mon neveu/ma nièce</p> <p>Avez-vous/As-tu des animaux à la maison?/chez to:~/chez vous? Quels animaux as-tu?/ Avez-vous...? Un chien Un chat Des poissons Des oiseaux</p>	<ul style="list-style-type: none"> The teacher will give short descriptions of self and allow each student to do the same. Teacher will present graphic stimuli of family for discussion. Students read a passage with an accompanying picture that describes a family and respond to questions relating to identity of family members. Group work: make a collage of a family and create descriptions of the persons. 	<p>Role play: develop and present a dialogue based on requesting and giving information on family members or peers.</p> <p>Marks will be allocated for correct pronunciation, intonation, fluency and spontaneity, correct structures and vocabulary.</p> <p>Dialogue must be appropriate and communicate information clearly.</p>

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
	<p>Es mi sobrino(a) primo(a)</p> <p>¿Tiene(s) animales domésticos en casa? ¿Qué animales tiene(s)?</p> <p>Un perro un gato un pájaro unas peces</p>			
(c) Community				
5. describe and exchange opinions and ideas about home and district;	<p>Mi barrio/pueblo Mi casa es grande/pequeña/cómoda Tiene – cuartos/dormitorios Está pintado(a) de rojo Está situado(a) cerca de /enfrente de..... Creo que En mi opinión El supermercado tiene/no tiene mucho(a) El centro comercial tiene una gran variedad de Me gustaría más Necesitamos más facilidades para los jóvenes Tenemos bastante..... Al Correo</p>	<p>Mon quartier/village/ma ville/ma maison est grand(e)/petit(e) /commode Il/Elle a – chambres.</p> <p>Il/elle est situé(e) près de/ en face de Je pense que Je crois que A mon avis Le supermarché a/n'a pas de/beaucoup de Le centre commercial a une grande variété de Je voudrais plus de +noun Nous n'avons pas assez de</p> <p>La poste La mairie La place Le bâtiment</p>	<ul style="list-style-type: none"> Teacher will show videos or photographs of different neighbourhoods and will discuss images with class. Students will research information on the internet or in the library on important places and sites in a French or Spanish town and present the information orally in class. Using pictorial stimuli, students will identify different buildings in 	<p>Develop and dramatize a dialogue in which students discuss and compare their homes or communities.</p> <p>Marks will be allocated for correct pronunciation, intonation, fluency and spontaneity, correct structures and vocabulary.</p> <p>Dialogue must be appropriate and communicate information clearly.</p>

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
	A Correos La plaza El ayuntamiento El edificio La gente El vecino amable/simpático(a)/antipático(a).	Les gens sont gentils/ sympa Hostile, désagréable Le voisin	<p>their neighbourhood giving a brief description of what they see.</p> <ul style="list-style-type: none"> Teacher provides a plan of a town. Students listen to information about the location of important sites or buildings and insert these in the plan. 	

SCHOOL-BASED ASSESSMENT

GENERIC TASK

Completion of Identification Form (10 marks)

Skill tested: Reading

The Teacher will construct a single form with 5 stimuli requesting information written in the target language, based on Module 1, (self, family, friends, neighbours, community). Students will respond giving five pieces of information in English.

A total of 10 marks will be allocated (two marks for each response supplied) for correct responses demonstrating comprehension of the stimuli written in the target language.

Allocation of marks: Reading (10 marks)

Example – Identification Form

Your language club has established contact with the English Club in a secondary school in Martinique or Venezuela. Each student has been requested to complete a form giving personal information in English.

Complete the information requested in the form below by supplying the relevant information. The information in the form should be based on the situation described above.

10 marks

Spanish

1	Apellido: Nombre:	
2	Edad:	
3	Nacionalidad:	
4	Dirección:	
5	Descripción Física:	

French

1	Nom: Prénom:	
2	Age:	
3	Nationalité:	
4	Adresse:	
5	Description Physique:	

Key - Spanish

1	Apellido:	Maloney
	Nombre:	Jaresia
2	Edad:	12 years
3	Nacionalidad:	Dominican
4	Dirección:	Goodwill, Roseau
5	Descripción Física:	Fat with black eyes



Key - French

1	Nom: Prénom:	Maloney Jaresia
2	Age:	12 years
3	Nationalité:	Dominican
4	Adresse:	Goodwill, Dominica
5	Description Physique:	Fat with black eyes

MARKING CRITERIA

Identification Form: Single Form (requiring 5 responses) 10 marks

1. Each item will be assessed for correctness orally.
2. Two marks will be awarded for each correct response.
3. One marks will be awarded for a partially correct responses.
4. No marks will be given for an incorrect response.

◆ MODULE 2: SEE ME ON THE GO

This Module contains the following topics:

- (a) School
 - (i) Subjects;
 - (ii) School Routine;
 - (iii) School Environment;
 - (iv) After-school Activities;
- (b) Daily Routine.

Module 2 will be taught in the context of the four language skills in a cultural setting. Emphasis will be placed on students' ability to communicate in the target language.

◆ GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to spoken forms of the language in an acceptable manner;
2. communicate orally in French and Spanish to everyday situations;
3. understand material written in French and Spanish on topics relevant to their lives and experiences;
4. develop an appreciation for language and culture in their personal lives and the lives of native Spanish and French speakers of the region;
5. acquire an adequate foundation upon which they could continue to strengthen their communicative skills in French and Spanish for further study and the world of work.

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
(a) School				
1. identify and discuss various subjects done at school, stating preferences and giving reasons;	<p>¿Cuáles son las asignaturas que se hace en tu escuela?</p> <p>¿Qué asignaturas estudias?</p> <p>Me gusta(n) más el español/francés. -Me gusta(n) - No me gusta/n Prefiero la informática porque</p> <p>Es interesante, es fácil Soy fuerte en - Días de la semana - Meses del año</p>	<p>Quelles matières est-ce tu fais dans ton école?</p> <p>Tu fais quelles matières J'aime/Je n'aime pas J'aime mieux l'espagnol Je déteste Je préfère le français/ L'informatique Parce que C'est facile Je suis fort (e)</p> <p>-Jours de la semaine -Mois de l'année</p>	<ul style="list-style-type: none"> Teacher will play or read dialogue or information in which students discuss in a cultural context subjects done at school, their preferences and reasons for choice of subjects. Students will listen to a conversation about subjects done at school. Then based on a list given, they will tick subjects mentioned. Students will listen to a discussion about subjects done at school and complete a chart by filling in missing subjects. Students will create a class time table for a specific day. Students will write dialogue including discussion of preferences of subjects done at school. 	<p>Read a passage or dialogue and answer questions in English relating to students' preferences and choice of subjects.</p> <p>Listen to selections and identify subjects preferred by different speakers.</p> <p>Marks will be allocated for comprehension of the passage. Students must answer each question completely and correctly to gain full marks.</p>

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
2. seek and exchange opinions or information on school subjects, teachers and school environment;	<p>¿Qué piensas de tu escuela? Creo que/ para mi. En mi opinión. ¿Cómo es? ¿Cómo son los profesores?</p> <p>¿Es buena tu escuela?</p> <p>¿Te gustan las horas de clase?</p> <p>Me gusta mi escuela. Las aulas son demasiadas pequeñas no son cómodas. No tenemos bastante ...</p>	<p>Que penses-tu de ton école? Je pense que A mon avis Tu aimes les profs?</p> <p>Les heures de cours sont très longues.....courtes</p> <p>J'adore/J'aime</p> <p>Je n'aime pas mon école</p> <p>Les salles de classes sont trop petites.</p> <p>On n'a pas assez de....</p>	<ul style="list-style-type: none"> Teacher will give students expressions to aid in seeking and expressing opinions on issues related to school. They will then demonstrate the use of these. Students will dramatise situations in which they meet with Francophone or Spanish speaking students and they seek to exchange information about their schools. Students will complete a crossword puzzle on topics pertaining to the school. Students will create a rap about what they like and do not like about school. 	<p>Students will role play a reporter for your school magazine and interview individual students about their subjects, teachers and school environment.</p> <p>Marks will be allocated for correct pronunciation, intonation, fluency and spontaneity, correct structures and vocabulary.</p>
3. ask for directions, seek permission and respond to instructions and commands within the school context;	<p>¿Me permite entrar...? Se puede entrar/salir por favor. ¿Dónde está la oficina? Para ir a la oficina No comprendo la</p>	<p>Puis-je entrer s'il vous plaît. Puis-je entrer/sortir s'il vous plaît ¿Où se trouve le bureau? Pour aller au bureau? Je ne comprends pas la</p>	<ul style="list-style-type: none"> Teacher will illustrate and practise commands using a game, for example, Beyoncé/ Lara/ Simón/ Allison dice/dit..... Students will respond appropriately to commands given by teacher. 	<p>Students respond to situations described by the teacher that relate to seeking directions or permission and responding to instructions and commands.</p> <p>Marks will be allocated for comprehension and appropriateness of response.</p>

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
	pregunta No sé ¿Qué debemos hacer ahora? Gracias De nada ¡Escribe(an)! Lee(an) En voz alta Silencio	question Je ne sais pas Qu'est-ce qu'il Faut faire maintenant? Merci De rien/Je t'en prie Ecris/Ecrivez Lis/Lisez A haute voix	<ul style="list-style-type: none"> Teacher will demonstrate situation in which permission is requested or given. Students will make oral or written requests common to a classroom situation, such as, permission to go to the bathroom, or enter the classroom. Students will role play situation in which a stranger enters the school compound and seeks direction to places, such as, the principal's office or staffroom. 	
4. talk or write about activities engaged in with friends and family after school and at home;	Después de... Al terminar las clases..... Normalmente A menudo A las cinco de la tarde escucho música (el rap, el calypso), ir al	Après les cours Normalement souvent A cinq heures de l'après-midi, a 17 heures J'écoute de la musique	<ul style="list-style-type: none"> Teacher will provide students with the appropriate vocabulary and structures, then discuss with them the activities they engage in after- school. Students will practise by describing orally their after school activities. In groups of two, students will compare and contrast their daily activities. 	Students will write brief responses in the target language to five or six situations based on after school activities. Marks will be allocated for appropriateness, and correct structures and vocabulary.

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
	parque/a la biblioteca Por la tarde Por la noche vamos...	Aller au parc/à la bibliothèque Le soir, nous allons		
5. express time and schedule of various activities (starting time, finishing time, duration, how often, from.....to);	<p>¿Qué haces? ¿Cuándo? La hora</p> <p>¿Qué hora es?</p> <p>¿A qué hora comienza/termina la película? La película es a las cinco de la tarde.</p> <p>El fin de semana ¿Cuántas veces a la semana practicas fútbol?</p> <p>¿Cuántas veces a la semana tienes el inglés?</p> <p>La clase dura cuarenta minutos de las diez a las once menos veinte.</p>	<p>L'heure</p> <p>Quelle heure est-il?</p> <p>A quelle heure commence/termine le cours de géographie</p> <p>- à 2 heures de l'après-midi</p> <p>- à 14 heures</p> <p>Tu as l'anglais combien de fois par semaine/chaque semaine?</p> <p>Le cours dure 40 minutes de dix heures à onze heures moins vingt.</p>	<ul style="list-style-type: none"> Teacher will give the students pictures or cards with persons engaged in different activities at different times of the day and students will respond to questions posed by the teacher. Students will ask one another questions in order to fill in gaps in a schedule or time table. 	<p>Students listen to a series of selections and respond to questions about time schedules.</p> <p>Marks will be allocated for comprehension of stimuli.</p>
6. request and provide information about travel	¿Cómo vas a la escuela?	Tu vas à l'école comment? Quel moyen de transport	<ul style="list-style-type: none"> Teacher will play audio tape or use flash cards or show a video 	Using graphic stimuli, for example, pictures, drawings, video presentations,

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
to and from school;	<p>¿Qué modo de transporte usas para ir a la escuela?</p> <p>Voy en coche en autobús a pie Camino</p>	<p>utilises- tu pour voyager à l'école?</p> <p>Je vais en voiture Je vais en autobus Je vais à pied Je marche</p>	<p>dealing with persons using different modes of transportation and provide relevant vocabulary and structures.</p> <ul style="list-style-type: none"> Teacher will use dialogues to elicit information from students about modes of transportation. 	<p>students will respond to questions posed by teacher on modes of transportation used by individuals.</p> <p>Marks will be allocated for appropriateness, correctness of expression and vocabulary.</p>
(b) Daily Routine				
7. describe and compare a typical day in their lives;	<p>Todos los días Cada día/mañana A veces Amanudo El/Los martes</p> <p>Me levanto } a las Me acuesto }</p> <p>Desayuno } a las Almuerzo } Ceno }</p> <p>Toco la guitarra/juego al fútbol, veo la televisión</p> <p>Tengo más/menos ratos libres que tú.</p>	<p>Tous les jours Chaque jour/matin Quelquefois Souvent mardi/le mardi Je me lève Je me couche à</p> <p>Je prends le petit déjeuner/le déjeuner</p> <p>A – heures</p> <p>Je joue de la guitare/Je joue au football Je regarde la télé</p> <p>J'ai plus/moins de temps libre que toi.</p>	<ul style="list-style-type: none"> Teacher will present flash cards to introduce vocabulary and relevant structures on the topic. Students will read short selections about daily activities in the life of a student and discuss content. Students will role play a rapper or calypsonian and will compose an imaginary routine and present it orally to class. Teacher will give students a number of randomly sequenced sentences, describing pre-school, during school and after school routines of a group of students. Students will arrange sentences to reflect a proper 	<p>Students describe daily routines using cues such as Cada mañana/chaque matin; a las siete/á sept heures; el domingo a las/dimanche á ... heures and reflexive verbs.</p> <p>Marks will be allocated for appropriateness, correctness of expression and vocabulary.</p>

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
			sequence.	
	Mi – es más interesante que el tuyo/la tuya Tan interesante como	Mon/ma ... est plus intéressant(e) que ton /ta +Noun Aussi intéressant que		
8. give simple explanations and express apology.	Discúlpame Lo siento Perdona/e Llego tarde porque llueve No tengo mi cuaderno/los deberes No terminé los deberes No quiero hacerlo porque es demasiado difícil No es fácil	Je suis désolé Pardon J'arrive en retard parce que J'ai oublié Je n'ai pas terminé Je ne veux pas le faire. C'est trop difficile/ce n'est pas + adjective	<ul style="list-style-type: none"> Teacher will outline and discuss classroom situations in which explanations and apologies are necessary and will provide students with appropriate linguistic and lexical forms to express apology. Students will dramatize situations in which a number of students appear before the principal for different offences. They must explain their actions and apologise. Students will participate in a dialogue in which simple explanations and apologies are sought and given. 	Students respond in writing to simple situations in which it is necessary to give explanations and apologies. Marks will be allocated for appropriateness and correctness of expression and vocabulary.

SCHOOL-BASED ASSESSMENT

- (i) Reading Comprehension – 10 marks
- (ii) Written Responses to situations – 10 marks

GENERIC TASK

1. Skills tested: Reading

Students will read a short narrative (50-60 words) in the target language and answer in writing, five questions in English based on the narrative. The narrative will be based on Module 2: School routine and after school activities or Daily Routine.

Ten marks will be allocated (two marks for each correct answer) demonstrating comprehension of the narrative. Students must answer each question completely and correctly to gain full marks.

Example

Reading Comprehension (10 marks)

SPANISH

Read the following passage carefully, then respond in English to the questions that follow.

La familia Gutierrez desayuna temprano. Entonces, los padres se preparan para el trabajo y los niños para ir a clase. Al salir, todo el mundo lleva el almuerzo porque no van a volver a casa antes de las cuatro de la tarde. Cuando regresan a casa, los niños pasean en el parque. La familia cena a las ocho. Después, ven la televisión hasta las diez.

Answer the following questions in English using one complete sentence for each.

1. What does the Gutierrez family do when they get up in the morning? (2 marks)
2. Why does each family member take his/her lunch with him/her? (2 marks)
3. Where do the children go when they return home? (2 marks)
4. At what time does the family have supper? (2 marks)
5. What does the family do after supper? (2 marks)



FRENCH

Read the following passage carefully, then respond in English to the questions that follow.

La famille Gutierre prend le petit déjeuner de bonne heure. Après, les parents se préparent pour le travail et les enfants pour l'école. Quand ils quittent la maison, tout le monde porte le déjeuner parce qu'ils ne vont pas rentrer avant quatre heures du soir. Les enfants retournent à la maison et vont au parc. La famille dîne à huit heures, puis, ils regardent la télévision jusqu'à dix heures.

Answer the following questions in English using one complete sentence for each.

1. What does the Gutierre family do when they get up in the morning? (2 marks)
2. Why does each family member take his/her lunch with him/her? (2 marks)
3. Where do the children go when they return home? (2 marks)
4. At what time does the family have supper? (2 marks)
5. What does the family do after supper? (2 marks)

KEY

1. The parents prepare themselves for work and the children get ready for school.
2. The family will not return home until the afternoon.
3. They go to the park.
4. They have supper at eight o' clock.
5. The family watches television.

MARKING CRITERIA – 30 Marks

Section 1

Reading Comprehension – Five Responses – 10 marks

1. Responses must be written in ENGLISH
2. Award 2 marks for each response as follows:
Questions 1 – 5 - 2 marks
- 1 mark for each partially correct response (all elements included)
- 0 mark for a completely incorrect answer



Section 2

Written responses to situations (10 marks)

Skill tested: Writing

Students will be given five short descriptors of situations in English, requiring them to respond briefly and appropriately. Students will write their responses in the target language to five short situations described in English. The situations will be based on any or a combination of topics covered in the Module. Ten marks will be given for the five responses (2 marks for each response). The responses to the situations given must be appropriate and communicate the message effectively.

Written Responses to Situations (10 marks)

Example

Write in Spanish or French a brief response to each of the situations described below. Your response should communicate the message clearly. Do not write more than one sentence.

1. In an e-mail to a friend, you mention what you like doing at school. What do you write?
2. You would like some information about your pen pal's school. Write the question you ask him or her while chatting on-line.
3. Send a note to a friend who was absent from school telling them at what time a sporting event will begin later that evening.
4. You would like to know what time your friend leaves home on mornings. Write the text message that you send him.
5. Write the note that you give to your teacher explaining why you are late this morning.

Sample Key: (French and Spanish)

FRENCH

1. J'aime dessiner.
2. On peut à porter les mobiles à l'école.
3. Le match est/commce à six heures.
4. Tu quittes la maison à quelle heure le matin?
5. J'arrive en retard car la voiture de papa ne fonctionne pas.

SPANISH

1. Me gusta dibujar.
2. ¿Se permite llevar móviles y celulares a la escuela?
3. El partido es/comienza a las seis esta tarde.
4. ¿A qué hora sales de casa por la mañana?
5. Llego tarde porque el carro de papá no funciona.

MARKING CRITERIA – MODULE 2 - Section 2 - Written responses – 10 Marks

Total	Level of Achievement
8 – 10	<ul style="list-style-type: none">• Includes 5 elements• Communicates appropriately
4 – 7	<ul style="list-style-type: none">• Includes 2 – 3 elements• Communicates adequately
1 - 3	<ul style="list-style-type: none">• Includes 1 – 2 elements• Message is not clear
0	<ul style="list-style-type: none">• Does not communicate the message

◆ **MODULE 3: LET'S LIVE IT UP!**

This Module contains the following topics:

- (a) Sports and Leisure;
- (b) Eating Out;
- (c) Travel.

Module 3 will be taught in the context of the four language skills in a cultural setting. Emphasis will be placed on students' ability to communicate in the target language.

◆ **GENERAL OBJECTIVES**

On completion of this Module, students should:

1. understand and respond appropriately to spoken forms of the language in an acceptable manner;
2. communicate orally in French and Spanish to everyday situations;
3. understand material written in French and Spanish on topics relevant to their lives and experiences;
4. develop an appreciation for language and culture in their personal lives and the lives of native Spanish and French speakers of the region;
5. acquire an adequate foundation upon which they could continue to strengthen their communicative skills in French and Spanish for further study and the world of work.

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
(a) Sports and Leisure				
1. (a) talk and write about things they like to do in their free time;	¿Qué haces en tu tiempo libre/tus ratos libres? Ir de paseo Navegar por Internet/la red Charlar por teléfono Jugar juegos de video	Que fais-tu pendant ton temps libre/tes moments libres Faire une promenade. Passer le temps. Surfer l'internet Jouer des jeux vidéo	<ul style="list-style-type: none"> Teacher presents graphic stimuli or audio selections of leisure or sporting activities and students respond to questions posed. Students act as journalists carrying out a survey of the type of activities engaged in by students during their leisure time and write a report. Students match pictures to social activities. Students listen to passage read by teacher and respond true or false to questions posed on the topic. Design invitation cards for an event, addressed to favourite teacher or selected friends. Students will write an e-mail message inviting a classmate or friend to go out with them, stating their plans. 	<p>Work in pairs to interview partners about preferences in sports and leisure activities and record findings.</p> <p>Marks will be allocated for correct pronunciation, intonation, correct structures and vocabulary. Responses must be appropriate and communicate the message clearly.</p> <p>Students will develop a telephone conversation between two friends involving the issuing of an invitation to a party and the accepting or rejecting of such an invitation.</p> <p>Marks will be allocated for correct pronunciation, intonation, spontaneity and correctness of structures and vocabulary.</p>
(b) ask and respond to questions on sports and leisure activities;	<p>¿Qué deportes juegas/practicás? ¿Cuáles son tus pasatiempos? Prefiero/ me gusta/n (más) ¿Qué instrumento musical tocas?</p> <p>Yo juego, yo practico (el) fútbol/(el) baloncesto/el béisbol/el críquet Un concurso Yo toco el piano. Escucho música</p> <p>Mis pasatiempos son nadar, bailar, leer, ver la televisión</p>	<p>Quels sports joues/pratiques-tu? Quels sont tes passétemps Tu préfères/J'aime Tu joues de quel instrument musical?</p> <p>Je joue au foot/basket/baseball Je joue du piano écouter de la musique Mes passetemps sont nager/danser/lire. Regarder la télévision la piscine, la campagne, la</p>		

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
2. issue, accept and refuse invitations using oral or written forms;	<p>la piscina, el campo, la biblioteca, la playa, las novelas.</p> <p>Soy aficionado(a)</p> <p>Dígame/Hola ¿Está, Juan? ¿Quieres/no quieres bailar jugar ir de paseo ir al cine? ¿Qué vas a hacer esta tarde?</p> <p>¿Quieres acompañarme a la playa?</p> <p>¿Te invito a mi fiesta de cumpleaños?</p> <p>¿Te gustaría venir a mi fiesta?</p> <p>¿A qué hora ...? Claro que sí</p> <p>con mucho gusto</p>	<p>bibliothèque, la plage, les jeux vidéo, Noël/Le Carnaval.</p> <p>Je me passionne pour /Je suis un(e) passionné(e)</p> <p>Je suis fan de.....</p> <p>Allô</p> <p>Tu aimes danser Jouer Faire une promenade Aller au cinéma ?</p> <p>Tu ne veux pas m'accompagner à la plage/aller à la plage</p> <p>Je t'invite à ma fête d'anniversaire</p> <p>Qu'est-ce que tu vas faire cette après-midi</p> <p>Tu veux venir à ma fête</p> <p>Bien sûr</p>		

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
	<p>De acuerdo</p> <p>Cómo no</p> <p>¿Estás ocupado(a)/aburrido(a)</p> <p>Es un placer ¡Qué chévere! ¡Qué precioso!</p> <p>Lo siento pero no puedo</p> <p>¡Qué lástima! No puedo.</p> <p>¿Qué ponen?</p> <p>Película de risas/dibujos animados/telenovelas</p>	<p>Avec plaisir</p> <p>D'accord</p> <p>Pourquoi pas Etre occupé(e) Je m'ennuie A quelle heure ... ?</p> <p>Chouette! Super! Génial</p> <p>Je suis désolé mais je ne peux pas</p> <p>Quel dommage! Je ne peux pas..... un film.</p> <p>Qu'est-ce qu'on met au cinéma.</p> <p>La comedie Les dessins animés Le feuilleton</p>		
3. listen or read and respond appropriately to simple sentences, short paragraphs or notices related to leisure and sports.	<p>El partido de fútbol es el sábado a las cuatro y media en la escuela</p> <p>'Película', 'Rambo III' Cine Castro viernes, 5 de septiembre a las</p>	<p>Le match de football est samedi à quatre heures et demie à l'école.</p> <p>Film: "Rambo III" Cinéma Odéon vendredi le 5 septembre</p>	<ul style="list-style-type: none"> Students carry out a survey to determine preferences in sports and leisure activities. Develop preference and opinion polls on films, songs, sports and personalities and report 	<p>A reading comprehension of short passages or selections of advertisements of functions or outdoor activities. Students will respond in English (written or orally) to selected questions.</p>

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT	
	SPANISH	FRENCH			
Students should be able to:					
	<p>tres, Entrada: 10 dólares</p> <p>¿Cuál prefieres? Prefiero jugar(al) fútbol Me gusta/no me gusta</p> <p>Prefiero ir.... no quiero ir.....</p> <p>Me gusta tocar steel pan más que el piano</p>	<p>Lequel préfères-tu? Le foot ou le basket</p> <p>Je préfère jouer au football.</p> <p>J'aime/Je n'aime pas aller à....</p> <p>J'aime jouer du steelpan plus que jouer du piano.</p>	<p>findings.</p> <ul style="list-style-type: none"> Teacher presents graphic stimuli depicting notices or advertisements relating to sports and leisure activities and students choose correct responses to questions posed. Students create a notice for a newspaper or magazine advertising a sporting or leisure activity. 	Marks will be allocated for comprehension of stimuli.	
(b) Eating Out					
4.	<p>(a) express hunger or thirst;</p> <p>(b) talk and write about ordering food and drink;</p> <p>(c) ask and respond to questions on food and drink, including invitations to eat out;</p>	<p>El restaurante/el café/la cafetería Oiga mesero/camarero. A la orden./A sus órdenes.</p> <p>¿Qué va(s) a tomar? ¿Qué toma(s)? ¿Cuánto cuesta/es? ¿Quiere(s) algo/más? ¿Qué quiere(s)? ¿Qué va(s) a comer/beber?</p> <p>¿Puedo ver el menú? ¿Puedo reservar una mesa?</p>	<p>Le restaurant/le café</p> <p>Garçon</p> <p>Qu'y a-t-il pour votre service?</p> <p>Que voulez-vous/veux-tu? Ça coûte combien ? C'est tout Qu'est-ce que tu veux manger/boire ?</p> <p>Je peux voir la carte? Je peux réserver une table.</p>	<ul style="list-style-type: none"> Dramatize a restaurant scene. Listen to a selection about reservations made by phone and using a given seating plan of the restaurant, place customers in their correct seats based on their requirements Design a menu. Make a reservation in a restaurant by phone or e-mail 	<p>Two students will dramatize a restaurant scene in which they order a meal.</p> <p>Marks will be allocated for correct pronunciation, intonation, spontaneity and correctness of structures and vocabulary.</p>

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
	<p>¿Hay una mesa libre? ¿Hay coca-cola? Quisiera/Meg usaría/ Quiero un refresco/ una coca-cola/ un batido/ jugo de naranja/ piña/ agua. Present Tense of: Necesitar/Querer/ Desear</p> <p>Un vaso de, una taza de, una botella de El arroz, el pollo frito, el pescado, la carne, el plátano frito, el helado de chocolate/vainilla/ de fresa. La torta, el pastel ¡Qué rico(a)! ¡Qué sabroso(a)/delicioso(a)! Buen provecho ¿Quiere(s) más....? La cuenta, el cambio, Aquí tiene(s). No tengo tenedor/vaso.</p> <p>El vaso está sucio.</p>	<p>Il y a une table libre? Vous avez du coca? Je voudrais une limonade, un coca, une boisson Un jus d'orange d'ananas De l'eau Un verre de/une tasse de/une bouteille de Du riz, du poulet frit, du poisson, de la viande/des frites Une glace au chocolat, à la vanille, aux fraises Un gâteau Que c'est délicieux! bon! Bon appétit! Tu veux encore de..... L'addition, La monnaie Voici/Voilà Je n'ai pas de fourchette/verre, etc Le verre est sale</p>	<ul style="list-style-type: none"> Design a restaurant flyer advertising the menu including drinks, food, dessert. Call in an order by phone to a restaurant 	

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
5. express their preferences for food and drink;	Prefiero el pollo frito Me gusta(n)/no me gusta(n) pescado/ camarones	Je préfère le poulet frit J'aime les crevettes Je n'aime pas Je déteste	<ul style="list-style-type: none"> Students participate in a role play in which they are at a restaurant with some friends. Before ordering, they look at the menu and discuss their preferences. 	<p>Students will respond to questions posed by teacher about their preferences in food and drink.</p> <p>Marks will be allocated for comprehension of stimuli.</p>
(c) Travel				
6. identify and give information about different modes of transportation;	¿Cómo vas/viajas.....? En carro/ avión/ en bicicleta/ en camioneta/ a pie/ en autobús/ en metro	Comment voyages-tu? En voiture/avion à bicyclette/en vélo en autobus/car/train à pied/en métro	<ul style="list-style-type: none"> Teacher uses graphic organisers to create discussion on modes of transportation. Students will match vocabulary related to modes of transportation to photographs or pictures presented. 	<p>Create mini-dialogues between travel agent and traveller by telephone.</p> <p>Marks will be allocated for correct pronunciation, intonation, spontaneity and correctness of structures and vocabulary.</p>
7. ask and respond to simple requests about travel arrangements;	Ir de vacaciones Ir al extranjero El equipaje Divertirse Pasarlo bien El billete, el boleto de ida/ de ida y vuelta. La agencia de viajes. Quiero comprar/ reservar. ¿Qué tiempo hace? Hace sol/viento, Hace	Partir en vacances Aller à l'étranger Le billet aller retour S'amuser bien Le billet aller retour L'agence de voyage Je veux/voudrais acheter/réserver Quel temps fait-il ? Il fait du soleil	<ul style="list-style-type: none"> Teacher presents graphic stimuli (video, pictures) depicting a scene at a travel agency and discusses it with students. Students role play making reservations at a travel agency. Students make a list for items needed for a trip or picnic. 	<p>Working in groups of two, students create dialogue discussing holiday plans, including preferences for destinations.</p> <p>Marks will be allocated for appropriateness and correctness of structures and vocabulary.</p>

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
	<p>buen (mal) tiempo/frío. Está lloviendo. Hay nubes/sol ¿A qué país viajas? Voy a ir a..... ¿Qué necesitas para viajar? Necesito..... Ficha/Tarjeta de inmigración. ¿A qué hora sale/llega el vuelo? ¿Cuándo sales/regresas? El primero de abril ¿Cuál es el número del vuelo? ¡Buen viaje!</p>	<p>beau froid/chaud Il y a des nuages Il pleut Tu voyages à quel pays ? Je vais à..... Qu'est-ce qu'il faut pour voyager? Il faut A quelle heure part /arrive le vol ? Quand est-ce que tu pars/rentres ? Le premier avril Quel est le numéro du vol? Bon voyage</p>	<ul style="list-style-type: none"> • Students fill out an immigration form. • Students respond to questions based on advertisement with travel schedule. 	

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
8. listen or read and respond appropriately to simple sentences, short paragraphs or notices related to travel;	<p>Hay mucho tráfico en la calle/carretera...../la esquina/la acera</p> <p>Prohibido aparcar</p> <p>Velocidad máxima Peligro</p> <p>No fumar/No entrar/salir</p> <p>Doblar/Subir/Bajar/Ir</p> <p>A la derecha/a la izquierda/ todo derecho/todo recto hasta</p> <p>Por aquí/por allá</p> <p>Los semáforos</p>	<p>Il y a beaucoup de circulation dans la rue/la route/le coin/le trottoir</p> <p>Défense de stationner</p> <p>Limitation de vitesse</p> <p>Danger</p> <p>Défense de fumer/de doubler/d'entrer/de monter/de sortir/de descendre</p> <p>à droite/à gauche Tout droit Jusqu'à Par là</p> <p>Les feux</p>	<ul style="list-style-type: none"> Teacher presents short notices with information regarding traffic situations and students respond to questions posed. Students work in groups to create instructions or notices which may be seen or heard in different places or situations relating to travel. 	<p>Students role play giving directions to a person who is lost.</p> <p>Marks will be allocated for correct pronunciation, intonation, spontaneity, appropriateness of response and correctness of structure and vocabulary.</p>
9. express preferences in the area of travel.	<p>Prefiero/Me gustaría ir/viajar...</p> <p>Por la mañana/tarde/noche</p> <p>El fin de semana</p>	<p>Je préfère/Je voudrais aller/voyager</p> <p>Dans la matinée la soirée</p> <p>En fin de semaine le weekend</p>	<ul style="list-style-type: none"> Teacher presents mini-dialogues or video or discussions on travel destinations. Students express preferences for time of travel and destination. Students research or use the 	<p>Create dialogue between two students discussing holiday plans, including preferences for destination.</p> <p>Marks will be allocated for appropriateness and correctness of structure and vocabulary.</p>

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
	El lunes/el martes Durante las vacaciones de..... El seis de mayo Cómodo(a), rápido(a), barato(a), caro(a): - Lugares de interés - bonito	lundi, mardi Pendant les vacances de Le six mai/juin Confortable/rapide /bon marché/cher/chère	Internet to find their perfect vacation spot and speak or write about it.	

SCHOOL-BASED ASSESSMENT

Conversation: Role Play – 20 marks

Skills tested: Listening – 10 marks; Speaking – 10 marks

Students will be given short descriptors in English prepared by the teacher, describing an incident or social activity. The content will be based on Module 3: (i) Sports and Leisure (ii) Eating Out and (iii) Travel.

Each pair of students will be given a card describing an incident or activity to be acted out in a role play. Each pair of students will then play the part of one person described on the card in the activity. The students will create five lines to be spoken by each student (conversation will consist of a total of 10 utterances).

Allocation of marks: Listening – 10 marks; Speaking – 10 marks

Marks will be allocated for correct pronunciation, intonation, fluency and spontaneity. Responses must be appropriate and communicate the message clearly.

Conversation and Role Play (20 Marks)

Teacher will distribute cue cards with short descriptions written in English about everyday activities. Students will be given 15 minutes to develop a conversation in the target language. Each student will play the role of one person in the conversation. Each student will produce 5 utterances. The students will be given 5 minutes to play their roles.

Role Play: Spanish - Example

Carlos is bored at home and calls to invite Tomás to have a game of football with him. Develop and present the dialogue that takes place between the two students.

KEY (Telephone rings)

Tomás: Diga.

Carlos: Hola, Tomás. ¿Estás ocupado?

Tomás: Yo, no. Estoy muy aburrido en casa.

Carlos: Yo también. ¿Quieres ir al parque para jugar al fútbol conmigo?

Tomás: Con mucho gusto. ¿A qué hora?

Carlos: Ahora mismo.

Tomás: ¿Puedo invitar a Roberto también?

Carlos: Cómo no. Nos vemos pronto en mi casa.

Tomás: De acuerdo. Ya voy.

Carlos: Bueno, hasta pronto.

Role Play: French - Example

Pierre is bored at home and calls to invite Jean to have a game of football with him. Develop and present the dialogue that takes place between the two students.

KEY (Telephone rings)

Pierre: Bonjour.

Jean : Salut, Pierre. Tu es occupé ?

Pierre : Moi, non. Je m'ennuie à la maison.

Jean : Moi aussi. Tu veux aller jouer au football dans le parc avec moi?

Pierre : Avec plaisir. A quelle heure ?

Jean : Tout de suite.

Pierre : Je peux inviter Robert aussi?

Jean : Bien sûr. On se voit bientôt chez moi.

Pierre : D'accord. J'arrive.

Jean : Ok, à tout à l'heure.

MARKING CRITERIA - 20 Marks

Students will be awarded marks for their ability to communicate the message clearly, fluently and appropriately. Marks will be awarded as follows:

LEVEL OF PERFORMANCE	MARKS	SPEAKING (10 marks)	LISTENING (10 marks)
Very Good to Excellent	15 - 20	<ul style="list-style-type: none"> is able to speak with a great amount of fluency; uses a wide range of vocabulary and idiomatic expressions with a good degree of accuracy; participates effectively in most formal and informal conversations; has a very good pronunciation and intonation in speech produced. 	<ul style="list-style-type: none"> is able to understand very well different forms of speech including cultural references; uses a wide variety of expressions (may not include slang); can understand well, the versatile use of language (for example, jokes, puns).
Moderate to good	10 - 14	<ul style="list-style-type: none"> is able to speak with a good level of fluency; uses a good range of vocabulary and idiomatic expressions with reasonable accuracy; participates well in most formal and informal conversations; has good pronunciation and intonation in speech produced; 	<ul style="list-style-type: none"> is able to understand well, different forms of speech including cultural references; uses a good variety of expressions (may not include slang); can understand the versatile use of language (for example, jokes, puns).
Satisfactory	5 - 9	<ul style="list-style-type: none"> is able to speak with a fair level of fluency; uses a moderate range of vocabulary and idiomatic expressions; participates fairly well in many formal and informal conversations; 	<ul style="list-style-type: none"> is able to understand some different forms of speech including cultural references; uses a fair variety of expressions (may not include slang); can only partially understand the versatile use of language (for example, jokes, puns).

LEVEL OF PERFORMANCE	MARKS	SPEAKING (10 marks)	LISTENING (10 marks)
		<ul style="list-style-type: none"> • has reasonably good pronunciation and intonation in speech produced. 	
Limited	4 - 1	<ul style="list-style-type: none"> • speaks hesitantly; • uses limited vocabulary and few idiomatic expressions; • participates in a limited way in formal and informal conversations; • has reasonable pronunciation and intonation. 	<ul style="list-style-type: none"> • understands few forms of speech especially when cultural references are used; • uses a limited number of expressions (may not include slang); • can understand only simple expressions.
No assessment possible	0		

◆ MODULE 4: CASH IT OR CHARGE IT?

This Module contains the following topic shopping (stores or mall; the market or supermarket; specialized stores).

Module 4 will be taught in the context of the four language skills in a cultural setting. Emphasis will be placed on students' ability to communicate in the target language.

◆ GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to spoken forms of the language in an acceptable manner;
2. communicate orally in French and Spanish to everyday situations;
3. understand material written in French and Spanish on topics relevant to their lives and experiences;
4. develop an appreciation for language and culture in their personal lives and the lives of native Spanish and French speakers of the region;
5. acquire an adequate foundation upon which they could continue to strengthen their communicative skills in French and Spanish for further study and the world of work.

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
Shopping				
1. talk and write about different types of shops and what items could be bought there;	La panadería, La pastelería El pan/panecillos/el pastel La carnicería La tienda de comestibles El huevos/leche El mercado	La boulangerie Le pain/la baguette La pâtisserie Le gâteau La boucherie La viande/les œufs Le marché L'hypermarché	<ul style="list-style-type: none"> • Teacher uses graphic organizers, for example, drawings, flashcards depicting different shops and items sold there to present topic to students. • Students listen and repeat structures and vocabulary used 	<p>Students listen to brief dialogues and identify in English what is being bought and at what store.</p> <p>Marks will be allocated for comprehension of stimulus.</p>

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
	El supermercado Las frutas/ las legumbres / las verduras Litro/kilo	Le supermarché Les fruits Les légumes Un kilo de Un litre de	<p>by teacher.</p> <ul style="list-style-type: none"> Graphic stimulus, for example, posters, photos, videos of market or shop scene with items for sale. Students look at the stimulus and answer questions. Students name five different shops and make a list of items that could be purchased in each. Students match items to various shops. Game: I am going to the market or shop to buy ... 	
2. participate in simple conversation discussing need to purchase or acquire various products and services;	<p>IR + a/de Vamos a la tienda a comprar</p> <p>ir de compras hacer (las) compras Voy a pagar ahora videojuegos joyas/zapatos/ropa/ comestibles</p> <p>Passive se/Reflexive se - Aquí se vende</p>	<p>ALLER Allons au magasin/acheter Je vais payer les jeux vidéos</p> <p>Jouets/chaussures/bijoux/ vêtements use of 'on' on vend des vêtements ici. on ferme à 5h 30/ 17h30</p>	<ul style="list-style-type: none"> Teacher presents for discussion dialogues based on persons' needs to acquire items in specific shops. Students role-play attending a fashion show where they talk about the clothes and other items on display and what they would like to purchase. Students work in groups to create conversation about the 	<p>E-mail a friend with information about a shopping trip both of you are planning and items you intend to purchase.</p> <p>Marks will be allocated for appropriateness and correctness of structures and vocabulary.</p>

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
	La tienda se cierra a las 5:30		<p>purchasing of an item and then present it to the class. Other students will be asked to assess the conversation.</p> <ul style="list-style-type: none"> • Complete dialogues in context. • Students read dialogue on shopping with correct intonation, pronunciation and expression. 	
3. ask and respond to simple questions based on the need to acquire goods and services;	<p>Present Tense Es todo Necesito/Quiero un par de zapatos (de cuero)</p> <p>Es de seda/cuero</p> <p>Cuesta (n) cincuenta bolívares</p> <p>Tenemos zapatos de Fila/Nike vaquero/bandana / poncho / sombrero Calzo número 39</p> <p>¿Me acompañas? ¿Me compras algo? ¿No quieres prestarme diez dólares?</p>	<p>C'est tout? Vous voulez autre chose ? Je voudrais une paire de chaussures (en cuir)</p> <p>Il est en soie/cuir</p> <p>Ça coûte cinquante euros.</p> <p>Nous avons des chaussures de Fila/Nike</p> <p>Foulard/Madras Pointure numéro 39</p> <p>Tu veux m'accompagner/m'acheter quelque chose Tu peux m'aider? Prête-moi dix euros s'il te</p>	<ul style="list-style-type: none"> • Teacher presents items that can be bought in different shops in the form of graphic stimuli. • Teacher presents a series of dialogues depicting various shopping situations. • Students listen to, watch, practise and dramatize dialogues on different shopping scenes. • Students ask and answer questions about specific items. • Students will develop shopping lists after observing different graphic and written information. • Students will reassemble a 	<p>Students will work in groups of two or three to develop and dramatize short dialogues about clearly outlined shopping scenes.</p> <p>Marks will be allocated for correct pronunciation, intonation, spontaneity, appropriateness of response and correctness of structures and vocabulary.</p>

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
	<p>¿Puedes ayudarme? ¿Puedo probarmelo? Pagar en caja/en efectivo/con cheque El cambio Cambiar dinero Tarjeta de crédito, la vuelta, la moneda, el bolívar, el peso , Billete de veinte dólares</p>	<p>plaît Je peux l'essayer? Bureau de change</p>	<p>jumbled dialogue about a shopping scene.</p>	
<p>4. express basic ideas and opinions about items in shops;</p>	<p>¡Qué chévere! Este vestido es caro/barato. Ese zapato no está de moda. Me gustan los zapatos con tacones. No es mi calzado/tamaño/talla. No sirve no funciona/está roto/a Prefiero el azul Me gusta/no me gusta ¡Qué bueno / horrible!</p>	<p>Super! Génial! Cette robe est chère/ bon marché Ces chaussures ne sont pas à la mode. J'aime les chaussures avec/ sans talons Ce n'est pas ma pointure/taille. Ca ne fonctionne Ca ne marche pas/c'est cassé J'aime/je n'aime pas Je préfère/je déteste</p>	<ul style="list-style-type: none"> • Teacher presents dialogue and discusses the manner in which characters present their opinions. • Students compose cartoons of different shopping scenes. • Students engage in expressing opinions on articles. 	<p>Listen to two selections, taped or read, of persons out shopping, sharing opinions on the quality, the price and the suitability of items. Respond to the questions posed.</p> <p>Marks will be allocated for comprehension.</p>

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
		Qu'est-ce que c'est Bien/horrible !		
5. (a) read and respond to signs in a shopping situation; (b) listen to or read instructions or announcements related to shopping and perform tasks as suggested by these instructions or announcements;	Se venden video juegos aquí Salida, Entrada Ofertas ¡Rebajas! ¡Ropa para niños! ¡Descuento de 10%! De venta Esta tienda está por cerrar. La tienda se cierra en media hora Para videojuegos y CDS, pasen por favor al piso 2	Ici on vend des jeux vidéo Entrée Sortie Remise Promotion! Sortie/entrée Vêtements pour enfants Remise de 10 pourcent Solde Le Magasin se ferme dans une demi-heure Pour jeux vidéo et CD monter au deuxième étage	<ul style="list-style-type: none"> Teacher presents a series of signs, announcements or instructions in writing, and in the form of graphic stimuli. Teacher models the responses. Teacher provides pictorial examples of persons responding to signs. Teacher presents dialogues or recordings or videos depicting scenes where persons request, receive and respond to specific information or instructions. Students follow given instructions and signs erected in the classroom and around the school. 	Students listen to announcements related to shopping and answer questions set on them. Marks will be allocated for comprehension.
6. (a) read and respond to graphic stimuli, for example advertisements; (b) create and write basic forms of advertisements.	Imperative Infinitive as imperative "COMPRA UNO Y LLEVA EL OTRO GRATIS" "NO TOCAR"	Imperative Use of infinitive Ne pas toucher Paie/Payez cent euros	<ul style="list-style-type: none"> Teacher presents advertisements in graphic form, such as, posters, videos, presentations, to students for discussion. In groups, students create advertisements about sales, and 	Teacher presents two advertisements relating to shopping and students respond to questions asked. Marks will be allocated for comprehension.

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
	Regular and Irregular Imperatives (Familiar and Polite) Pague cien dólares cada mes. Trátalo/Pruébalo Diviértete ¡Qué divino! ¡Qué precioso! ¡Qué molestia!	chaque mois Essaie/Essayez – le/la/les Amuse-toi/Amusez-vous Que c'est bon/super Que c'est embêtant Goutez – le/Amusez – vous Chouette! Génial	bargains. • In groups, students create signs normally found in shopping areas.	

SCHOOL-BASED ASSESSMENT

- (i) Reading and dramatisation of dialogues – 10 marks
(ii) Composition of e-mails, facsimiles or text messages – 10 marks **Total – 20 marks**

GENERIC TASK

- (i) Reading and dramatisation of dialogues – 10 marks

Skill tested: Reading

Students will be required to read the parts of two persons in each dialogue distributed by the teacher. One pair of students will dramatise the roles of the two speakers. The dialogues will be based on shopping activities.

Students will be scored on their ability to read with correct pronunciation, intonation and expression.

- (ii) Composition of e-mails, facsimiles or text messages - (10 marks)

Skill tested: Writing

Students will be required to compose an e-mail, facsimiles or text message in the foreign language to a friend, dealing with shopping activities. This should include five clear pieces of information about the activities.

Allocation of marks: Writing – 10 marks

Marks will be allocated for a written message that communicates the essential facts correctly. The message must clearly and appropriately communicate the information and be written in correct language.

Section 1- Example

Reading and dramatisation of dialogues (10 marks)

INSTRUCTIONS: The teacher will select pairs of students and distribute one card with the dialogue written on it to each student. Students will be given 10 minutes to read and prepare dialogues. Each pair of students will then act out the dialogue in front of the class.

KEY - SPANISH

Empleada: Buenos días, señorita. ¿En qué puedo servirle?

Marta: Muy buenos días, señora. Busco un par de zapatos, número seis.

Empleada: ¡Qué bien! Sígame por aquí. Tenemos muchos zapatos muy bonitos para damas.

Marta: Quiero ver esos zapatos marrones con tacones altos.

Empleada: Son muy preciosos, ¿no? Puede probárselos si quiere.

Marta: De acuerdo. ... Me quedan muy bien. ¿Cuánto cuestan?

Empleada: Dos mil bolívares. Son muy baratos.

Marta: Bueno, me los llevo. Gracias, señora.

Empleada: A su orden. Pase a la caja.

Marta: Gracias. Es usted muy amable.

KEY - FRENCH

L'employée: Bonjour, mademoiselle. Puis-je vous aider ?

Claudette: Bonjour, madame. Je cherche une paire de chaussures. Ma pointure est le sept.

L'employée: Que c'est bien ! Suivez-moi par là. Nous avons beaucoup de jolies chaussures pour femmes.

Claudette: Je voudrais voir ces chaussures-là avec talons.

L'employée: Elles sont très jolies, n'est-ce pas ? Vous pouvez les essayer si vous voulez.

Claudette: D'accord. ... Elles me vont très bien. Ça coûte combien ?

L'employée: Cinquante euros. Elles ne sont pas chères du tout.

Claudette: Bien, je les prends. Merci, madame.

L'employée: A votre service. Passez à la caisse.

Claudette: Merci. Vous êtes très gentille.

Section 2 – Example - E-mail; Facsimile; Telegram (10 marks)

Write an e-mail to your friend in which you make specific plans for shopping for a celebration. Please ensure that you include at least five details of the shopping plans for the celebration. You must communicate the information or message clearly. Your message must not exceed 100 words.

KEY - SPANISH

Hola María,

¿Qué haces este fin de semana? ¡Ven a la ciudad conmigo! Voy a buscar unos comestibles y ropa para la fiesta para el cumpleaños de Marta, mi hermana menor, la semana que viene. Claro, voy a comprar helado de chocolate porque es mi preferido. Me gustaría un pantalón y una blusa de moda. También, tengo que comprar unos regalos para mi hermana. Podemos ir al centro comercial porque hay gran variedad de cosas allí. Ya sabes que lo pasamos muy bien juntas en la ciudad. ¿Qué te parece?

Contéstame pronto.

Alicia

KEY - FRENCH

Salut Marie,

Qu'est-ce que tu fais samedi après-midi ? Viens en ville avec moi. Je vais chercher des provisions et du linge pour le zook d'anniversaire de Marie-France, ma petite sœur, la semaine prochaine. Bien sûr, je vais acheter de la glace au chocolat parce que c'est ma préférée. Je voudrais un pantalon et une chemise modernes. Aussi, je dois acheter des cadeaux pour ma sœur. Nous pouvons aller au centre commercial car il y a une grande variété de choses là-bas. Tu sais bien que nous nous amusons bien ensemble en ville. Qu'est-ce que tu en penses ?

Réponds-moi bientôt.

Jacqueline

MARKING CRITERIA – 20 Marks

Section 1 - Reading and Dramatization of dialogues – 10 Marks

Marks will be awarded for the ability of students to read with correct pronunciation, intonation and expression.

1. Students will read the part of one person participating in a dialogue.
2. Marks will be allocated as follows:

LEVEL OF PERFORMANCE	MARKS	PRONUNCIATION	INTONATION	EXPRESSION
Very good to Excellent	7 - 10	<ul style="list-style-type: none">• Uses correct pronunciation of words.	<ul style="list-style-type: none">• Has very good intonation – is very coherent.	<ul style="list-style-type: none">• Uses clear and appropriate words and idioms.
Moderate to Good	4 - 6	<ul style="list-style-type: none">• Uses correct pronunciation of words and expressions with occasional error.	<ul style="list-style-type: none">• Has good intonation - is coherent.	<ul style="list-style-type: none">• Uses fairly clear and often appropriate words and idioms
Limited	1 - 3	<ul style="list-style-type: none">• Pronounces some words and expressions correctly with frequent idiomatic errors.	<ul style="list-style-type: none">• Weak intonation – lacks coherence.	<ul style="list-style-type: none">• Use of words and idioms is distorted
No assessment possible	0	-	-	-

Section 2 – Composition of e-mails, facsimiles or telegrams – 10 Marks

Marks will be awarded for the ability of students to produce five essential facts that communicate the message clearly, appropriately and correctly in e-mail, facsimiles or telegrams.

1. Each item will be assessed for its appropriateness and for correctness of language
2.
 - (i) If the response includes all 5 elements in the situation award 1 mark for each of 5 correctly written elements.
 - (ii) If the message is adequately and appropriately communicated award 5 marks.
 - (iii) If the response is partially appropriate (that is, it adequately communicates meaning but does not include all elements in the situation) and adequately communicates the meaning, award 4 – 7 marks.
 - (iv) If the response conveys limited meaning and is barely appropriate, award 1 – 3 marks.
 - (v) If the response (vocabulary or structure) does not make sense, distorts or does not convey meaning, then no marks can be awarded and the candidate scores zero on the item.

Total Marks	Level of Achievement
8 – 10	<ul style="list-style-type: none">• Includes 5 elements• Communicates appropriately
4 – 7	<ul style="list-style-type: none">• Includes 2 – 3 elements• Communicates adequately
1 - 3	<ul style="list-style-type: none">• Includes 1 – 2 elements• Message is not clear
0	<ul style="list-style-type: none">• Does not communicate the message

◆ MODULE 5: WATCH ME GROW

This Module contains the topic future plans (occupations and professions).

Module 5 will be taught in the context of the four language skills in a cultural setting. Emphasis will be placed on students' ability to communicate in the target language.

◆ GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to spoken forms of the language in an acceptable manner;
2. communicate orally in French and Spanish to everyday situations;
3. understand material written in French and Spanish on topics relevant to their lives and experiences;
4. develop an appreciation for language and culture in their personal lives and the lives of native Spanish and French speakers of the region;
5. acquire an adequate foundation upon which they could continue to strengthen their communicative skills in French and Spanish for further study and the world of work

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
Future Plans				
1. provide and request information about occupations and professions;	El médico La enfermera El policía El piloto La azafata El abogado El profesor	Le médecin l'infirmière l'agent de police/le gendarme le pilote l'hôtesse de l'air l'avocat	<ul style="list-style-type: none"> • Teacher will review different professions and then conduct brainstorming sessions with students to find out what they think about these professions. • Match career with description in 	<p>Students will be given a series of photographs depicting persons in various professions. The students will then match the photograph to the professions given in the series</p> <p>Marks will be allocated for</p>

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
	La secretaria El contable/el contador El gerente El hombre de negocio El programador ¿En qué trabaja(s)? ¿Cómo gana(s) la vida? ¿Cuál es tu/su profesión? Trabajar en el hospital Trabajar en la comisaría ... en el aeropuerto ... en una escuela ... en una oficina	le comptable le cadre/le gérant le programmeur Quel est ton métier ? Comment est-ce tu gagnes la vie ? Quelle est ta profession ? Travailler à l'hôpital Travailler au commissariat/à l'aéroport/dans une école/dans un bureau	Spanish or French, for example, Tomo el micro y empiezo a cantar Je prends le micro et je commence à chanter	comprehension.

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
2. (a) talk and write in a simple manner about occupations, careers and future plans;	¿Qué planes tienes para el futuro? ¿Qué vas a hacer después de terminar los estudios? ¿Qué quieres hacer en el futuro? Quiero casarme. Quiero hacerme ... Quiero continuar los estudios. Voy a ser(hacerme ...) ¿Qué quieres ser? ¿En qué carrera/profesión piensas? Quiero ser carpintero músico Ingeniero de sonido	Quels sont tes projets pour l'avenir ? Qu'est-ce que tu vas faire après les études ? Qu'est-ce que tu veux faire dans l'avenir ? Je veux me marier... Je veux devenir Je veux continuer les études. Je vais être/devenir ... Qu'est-ce que tu veux faire dans la vie? Je voudrais devenir/être musicien Charpentier Ingénieur de son	<ul style="list-style-type: none"> Students are encouraged to research vocabulary on specific careers. Students will respond orally to varied questions pertaining to careers and their plans for the future. Role play – Students will pretend to be doctors or singers and be interviewed on radio or television. Groups will make up interviews and suggest answers. Students will be given a number of professions in written and graphic forms such as flashcards, posters and video presentations, accompanied by wrongly sequenced, short descriptions of these occupations. Students will match the descriptions to the graphics and written words. 	Students will listen to short selections in which persons are interviewed about their jobs. They will then respond to questions asked about the selections. Marks will be allocated for comprehension.
(b) listen, read and understand interviews and conversations related to various occupations, careers and future plans;	Soy atleta/artista/médico Es un artista famoso. ¿Qué haces en tu trabajo? Enseñar Cuidar a(de) Reparar computadoras Escribir a máquina ¿En qué trabajas?	Je suis athlète/artiste/médecin C'est un artiste célèbre. Qu'est-ce que tu fais dans ton métier ? Enseigner S'occuper de Réparer les ordinateurs Taper		
3. express basic ideas and opinions about various professions,	¿Cómo es el trabajo? ¿Qué piensas de tu trabajo? ¿Cuál es tu profesión	Comment est le travail? Que penses-tu de ton métier?	<ul style="list-style-type: none"> The teacher will review and provide additional expressions used in speaking and writing 	Students will participate in a brief interview in which they respond to opinions sought about jobs which

SPECIFIC OBJECTIVES	CONTENT		SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	SPANISH	FRENCH		
Students should be able to:				
occupations and future plans.	favorita? En mi opinión Para mí Paga bien(mal) El salario es bueno Es interesante Tiene aspectos malos No es oro todo lo que reluce. ¡Qué tontería! ¡Es pura paja! Tener que ...	Quel est ton métier ? A mon avis Pour moi Ça paie bien/mal Le salaire est bon C'est intéressant Il y a des aspects mauvais Que de bêtise ! Devoir	providing explanations as necessary. <ul style="list-style-type: none"> Teacher will play short selection(s) in which different people give opinions about their careers or the careers of others. Students will respond to these selections, by recording the opinions of different speakers. Students will imagine they are actors, nurses, teachers or bankers, and give their opinions of these professions. 	attract young people. Marks will be allocated for correct pronunciation, intonation, spontaneity, appropriateness and correctness of expression and vocabulary.

SCHOOL-BASED ASSESSMENT

GENERIC TASK

Conversation – 30 marks

Skills tested: Listening and Speaking

Teacher will conduct oral interviews with each student. Students will respond to five questions (out of set of 25 questions prepared by the teacher). Topics will be based on general real-life activities as well as future occupations and plans. Topics will be based on all Modules including Module 5.

Allocation of marks: Listening – 10 marks; Speaking – 20 marks

Marks will be allocated for correct pronunciation, intonation, fluency and spontaneity. Responses must be appropriate and communicate the message clearly.

Conversation (30 marks)**Sample questions**

This examination should be between 8-10 minutes. It will start with a few warm up questions. Each student will respond to five (5) questions based on the five modules. The questions will be prepared by the teacher. The teacher will ask each student two (2) additional questions based on the interest of the student. The conversation will be allocated 30 marks: ten (10) marks for listening and (20) marks for speaking.

Spanish		French
Module 1 1. ¿Cuántos años tienes tú? 2. ¿Dónde vives? 3. ¿Cómo es tu hermano(a). 4. ¿Qué edificios hay en tu barrio?		Module 1 1. Quel âge as-tu ? 2. Où habites-tu ? 3. Décris ta mère/ton frère. 4. Quels bâtiments y a-t-il dans ton quartier ?
Module 2 1. ¿Cuántas asignaturas estudias tú? 2. Dime dos asignaturas que estudias tú. 3. Generalmente, ¿a qué hora te levantas?		Module 2 1. Combien de matières étudies-tu ? 2. Dis-moi deux matières que tu étudies ? 3. En général, à quelle heure est-ce que tu te lèves ?
Module 3 1. ¿Qué te gusta hacer en tu tiempo libre? 2. ¿Qué deportes practicas? 3. ¿Qué te gusta comer?		Module 3 1. Qu'est-ce que tu aimes faire quand tu es libre ?/Quand tu as du temps libre ? 2. Tu pratiques quel sport ? 3. Qu'est-ce que tu aimes manger ?
Module 4 1. ¿Qué tipo de ropa prefieres comprar? 2. ¿Cuándo va de compras? ¿Por qué? 3. ¿Qué cosas te gusta comprar?		Module 4 1. Qu'est-ce que tu préfères acheter comme vêtements ? 2. Quand est-ce que tu fais les courses ?/Quand vas-tu faire les courses ? Pourquoi ? 3. Qu'est-ce que tu aimes acheter ?
Module 5 1. ¿Cuál es la profesión de tu papá/mamá? 2. ¿Qué quieres hacer en el futuro?		Module 5 1. Quel est le métier de ton père ? 2. Qu'est-ce tu voudrais faire dans l'avenir ?/dans le future ? 3. Qu'est-ce que tu voudrais devenir ? 4. Une hôtesse de l'air travaille où ?



MARKING CRITERIA

Students will be awarded marks for their ability to communicate the message clearly, fluently and appropriately. Marks will be awarded as follows:

LEVEL OF PERFORMANCE	MARKS	SPEAKING (20 Marks)	MARKS	LISTENING (10 Marks)
Very Good to Excellent	15 - 20	<ul style="list-style-type: none"> • Is able to speak fluently. • Uses a wide range of vocabulary and idiomatic expressions with a good degree of accuracy. • Participates effectively in most formal and informal conversations. • Has very good pronunciation and intonation in speech produced. 	7 - 10	<ul style="list-style-type: none"> • Is able to understand different forms of speech including cultural references. • Uses a wide variety of expressions (may not include slang). • Can understand well, the versatile use of language (for example, jokes, puns).
Moderate to Good	10 - 14	<ul style="list-style-type: none"> • Is able to speak with a good level of fluency. • Uses a good range of vocabulary and idiomatic expressions with reasonable accuracy. • Participates well in most formal and informal conversations. • Has good pronunciation and intonation in speech produced. 	4 - 6	<ul style="list-style-type: none"> • Is able to understand well, different forms of speech including cultural references. • Uses a good variety of expressions (may not include slang). • Can understand the versatile use of language (for example, jokes, puns).



LEVEL OF PERFORMANCE	MARKS	SPEAKING (20 Marks)	MARKS	LISTENING (10 Marks)
Satisfactory	5 - 9	<ul style="list-style-type: none"> • Is able to speak with a fair level of Fluency. • Uses a moderate range of vocabulary and some idiomatic expressions. • Participates fairly well in many formal and informal conversations. • Has reasonably good pronunciation and intonation in speech produced. 	2 - 3	<ul style="list-style-type: none"> • Is able to understand some different forms of speech including cultural references. • Uses a fair variety of expressions (may not include slang). • Can only partially understand the versatile use of language (for example, jokes, puns).
Limited	1 - 4	<ul style="list-style-type: none"> • Speaks hesitantly. • Uses limited vocabulary and few idiomatic expressions. • Participates in a limited way in formal and informal conversations. • Has reasonable pronunciation and Intonation. 	1	<ul style="list-style-type: none"> • Understand few forms of speech especially when cultural references are used. • Uses a limited number of expressions (may not include slang). • an understand only simple expressions.
No assessment possible.	0			

◆ LEARNING GRID

CURRICULUM LEARNING GRID							
KEY COMPETENCY	Ref. No.	Key skills and abilities Learners will be able to:	Subjects of the Curriculum				
			Eng.	Mod. Lang.	Math.	Int. Sc.	Soc. Stud.
Ability to communicate orally and in writing	Eng. 1	▪ communicate information, orally and in writing	●	√	√	√	√
	Eng. 2	▪ read and interpret information at the literal and inferential levels	●	√	√	√	√
	Eng. 3	▪ evaluate information read and viewed	●	√	√	√	√
	Eng. 4	▪ source relevant information	●	√	√	√	√
	Eng. 5	▪ respond appropriately to information read and viewed	●	√	√	√	√
	Eng. 6	▪ write appropriately for a variety of purposes	●	√	√	√	√
Mathematical literacy	Math. 1	▪ add, multiply, subtract and divide			√		
	Math. 2	▪ use calculator to perform basic mathematical operations			●	√	√
	Math. 3	▪ convert fractions to percentages and percentages to fractions			●		
	Math. 4	▪ calculate profit, loss, percentage profit or loss, discount and discount price, installment and deposit			●		
	Math. 5	▪ calculate the amount of an investment after a period of time			●		
	Math. 6	▪ determine the cost of posting letters and parcels, locally, regionally and globally			●		
	Math. 7	▪ convert major international currencies into local and regional currencies			●		
	Math. 8	▪ calculate salaries and commissions			●		
	Math. 9	▪ calculate utility bills			●	●	
	Math. 10	▪ complete income tax forms			●		
	Math. 11	▪ make and use tally charts			●	√	●
	Math. 12	▪ extract information from pictographs, bar charts and frequency tables			●	√	●
	Math. 13	▪ determine range, mean, median and mode			●	●	

CURRICULUM LEARNING GRID							
KEY COMPETENCY	Ref. No.	Key skills and abilities Learners will be able to:	Subjects of the Curriculum				
			Eng.	Mod. Lang.	Math.	Int. Sc.	Soc. Stud.
Mathematical literacy (cont'd)	Math. 14	▪ use data to make predictions			•	•	•
	Math. 15	▪ estimate the size of standard units of length and mass			•	•	
	Math. 16	▪ make reasonable estimates of areas and volumes			•	•	
Ability to function in a foreign language	Mod. Lg. 1	▪ convert short, meaningful conversation into Spanish or French		•			
	Mod. Lg. 2	▪ respond appropriately to brief instructions given in Spanish or French		•			
	Mod. Lg. 3	▪ read, understand and respond appropriately to material written in Spanish or French		•			
	Mod. Lg. 4	▪ have meaningful dialogue with a native speaker of Spanish or French		•			
Science Literacy	Int. Sc. 1	▪ use appropriate equipment to measure length, weight, density, volume and temperature			•	•	
	Int. Sc. 2	▪ observe precautions related to the use of drugs				•	•
	Int. Sc. 3	▪ observe precautions related to diseases including sexually transmitted diseases				•	√
	Int. Sc. 4	▪ take care of bodily organs including skin, breast, testes, lungs and teeth				•	√
	Int. Sc. 5	▪ adhere to a nutritionally- balance diet				•	√
	Int. Sc. 6	▪ care for the natural environment				•	√
Social and citizenship skills	Soc. St. 1	▪ cope with stressful situations					•
	Soc. St. 2	▪ behave in a socially-acceptable manner					•
	Soc. St. 3	▪ use strategies to manage conflict					•
	Soc. St. 4	▪ differentiate between fact and opinion					•
	Soc. St. 5	▪ relate positively to family, friends and groups					•
	Soc. St. 6	▪ conduct a healthy life-style				√	•
	Soc. St. 7	▪ cope with domestic and social problems					•
	Soc. St. 8	▪ apply for a job or create a business					•
	Soc. St. 9	▪ complete all types of forms including job application forms	•		•		•

CURRICULUM LEARNING GRID							
KEY COMPETENCY	Ref. No.	Key skills and abilities Learners will be able to:	Subjects of the Curriculum				
			Eng.	Mod. Lang.	Math.	Int. Sc.	Soc. Stud.
Social and citizenship skills (cont'd)	Soc. St. 10	▪ interpret and use information pertaining to the rights and responsibilities of workers					•
	Soc. St. 11	▪ observe desirable consumer practices			•		•
	Soc. St. 12	▪ contribute to national goals and aspirations					•
	Soc. St. 13	▪ prepare a budget	√		√		•
	Soc. St. 14	▪ cope with changes brought about by globalization and trade liberalization	√				•
	Soc. St. 15	▪ cope with peer pressure resulting from the youth culture					•
Technological Literacy	TL 1	▪ use modern technologies to conduct research and solve problems	√	√	•	•	•
	TL 2	▪ use modern technologies to conduct consumer transactions			•		•
	TL 3	▪ use computer technology to access and evaluate information	•	•	•	•	•
	TL 4	▪ cope with the changes brought along by the use of new technologies in medicine, agriculture, transportation, manufacturing, energy and communication	√	√	√	•	•

KEY TO GRID

Eng = English Mod. Lang. = Modern Languages Math. = Mathematics Int. Sc. = Integrated Science Soc. Stud. = Social Studies TL = Technological Literacy

• indicates the subject that specifically engages the learner in the development of the competency

√ indicates the related subjects that engage the learner in the development of the competency

Western Zone Office

13 June 2012

